



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Lisieux Catholic Primary School

90 South Beach Road, TORQUAY NORTH 3228

Principal: Susan Ryan

Web: www.lisieux.catholic.edu.au

Registration: 2221, E Number: E1406

Principal's Attestation

I, Susan Ryan, attest that Lisieux 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 15 May 2024

About this report

Lisieux 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](#).

Governing Authority Report

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

Vision and Mission

Lisieux School vision

In a vibrant school community, and with Christ as our guiding light, we strive to:

- Nurture the development of the whole person as unique individuals made in God's image
- Foster a love of life, learning and God's creation
- Pursue fullness of life for all.

Lisieux School mission

We strive to achieve our vision in the following ways:

- Enabling gospel values to permeate all facets of school life, encouraging each child's relationship with God
- Providing diverse and engaging learning experiences to meet the needs and learning styles of each student
- Building a culture based on the premise that every child can learn
- Encouraging each student to recognise and nourish their gifts and talents and those of others.



School Overview

School Overview

Lisieux Catholic Primary School is one of four Catholic primary schools within the Nazareth Parish, and our Parish Priest is Father Linh Tran. In 2018, Lisieux commenced operation as a vibrant Prep - Year 3 co-educational learning community from the site of a former home in South Beach Road, Torquay North, while Stage 1 building works continued. With a small initial cohort of students and a dedicated staff team, a strong community foundation was laid. That foundation has been built upon over the past six years and our community has continued to thrive. Our close-knit learning community is fostered through a strong focus on values and the celebration of diversity, enabling the full development of each child.

Lisieux's beautiful setting and natural facilities provide an inspiring environment for its students. The size of our school, which has grown from an initial 43 students in 2018 to 325 students as reflected in the February 2023 census, has helped to enable a strong sense of belonging. In 2023, the school class structure was as follows:

3 x Prep classes

3 x Year 1 classes

2 x Year 2 classes

5 x Year 3/4 classes

3 x Year 5/6 classes

In 2023, the school's Leadership Team included the following: Dr Susan Ryan (Principal); Mr James Flint (Deputy Principal / Learning and Teaching Leader); Mr Gerard Douglas (Religious Education and Stewardship Innovation Leader); Mrs Amanda Duthie (Learning Diversity Leader). Thirteen new staff members were appointed in 2023.

Our goal is to cater for every student through innovative teaching practice and a rich and innovative curriculum. At Lisieux, we believe that the wellbeing of students is fundamental to both their academic and personal success. We understand that students will flourish in a learning environment where they are known, valued and affirmed.

The school is committed to the development of the whole person: spiritual, academic, social-emotional and physical. At Lisieux we strive to ensure that our students are known and loved, nurtured and cared for. Individuals are encouraged to develop their potential, live their faith and contribute to shaping a socially just society with courage, confidence and integrity. Our goal, working in partnership with parents, is to support our students' educational journey,

inspiring them to flourish, to celebrate their many talents and to become advocates of peace and justice.

At Lisieux, we design our learning programs to engage students in a broad range of curriculum areas and to stimulate their sense of curiosity in the world around them. We draw our guidance from the prescribed Victorian Curriculum, and along with our Religious Education Program, we offer a range of contextualised specialist subjects.

Inspired by the life of St Therese of Lisieux, our school strives to be a Catholic community where God's love is experienced, shared and celebrated. Students at Lisieux are supported to discover God's presence in their daily lives. They are challenged and nurtured to build relationships with others and with God through faith education which includes stories, teachings, rituals, prayer and social action. Lisieux has a close connection to the Parish Church and the students participate in fundraising for Project Compassion and Reach Vietnam.

What makes our school unique is our community of people, our dedication to excellence and our focus on student wellbeing. Our school's commitment to know and love every student is seen in action every single day. Working in close relationship with our families, we enable each student to develop the skills for life-long learning: creative and flexible thinking, resilience, empathy, generosity of spirit and an understanding of their spirituality. Our staff are highly qualified and committed to innovative teaching practices. Our commitment as educators is to walk with our students on their learning and faith journey, encouraging the students in our care to achieve their full potential. We are constantly challenged to consider new ways to improve our practice in the pursuit of excellence.

Principal's Report

It is my pleasure to present to you our Annual Report to the Community for the 2023 school year. This Report provides the school community with an overview of the key initiatives and events which have occurred throughout 2023, and in a sense, offers a snapshot of where we are in our journey as a learning community. It provides an opportunity for the community to reflect on our achievements and experience a sense of collective pride, as well as highlighting what we need to focus on going forward.

In our sixth year of operation, Lisieux has continued to make outstanding achievements in the spheres of Education in Faith, Wellbeing, Learning and Teaching, Leadership and Management, and School Community, each of which will be detailed throughout this report. Lisieux Catholic Primary School is now well known within the local area and beyond as a learning community which enjoys a tight-knit sense of connection, based on respect for diversity and care for one another. Our school has strived to develop a community which provides opportunities for students and staff to connect with each other. In 2023, the partnerships between families, students and staff underpinned all we did.

In 2023, there continued to be a genuine focus on learning and on wellbeing at Lisieux. Our school motto 'Known and Loved' epitomises our educational approach and we understand that in order to thrive academically, students need to feel safe, happy and to have a sense of connection to their environment and their community. Essentially, we believe that when we take care of wellbeing, we take care of learning. To nurture this environment, we need to teach the skillset (or 'toolkit') for students. Our learning environment is informed by a Positive Psychology approach, which has an explicit focus on character strengths, gratitude, and the power of a positive mindset.

At the conclusion of our sixth year of operation as a learning community, there is much for us to be grateful for at Lisieux. The last 12 months have continued to be a period of growth for our school. We are extremely proud of the school's comprehensive curriculum, facilities and resources, learning support programs, dedicated teaching and support staff, co-curricular activities and community connections. Students are engaged in an innovative and challenging curriculum, centred around nurturing individual growth, creativity and deep learning. Parents are involved in the life of our community, which is highly valued as the partnership between the school and every family is a priority at Lisieux.

This report provides a fitting opportunity to acknowledge the wonderful contributions of many individuals such as staff, parents and students, particularly those who have added so much through their outstanding commitment to our community and its values. Our Advisory Council has provided support to me through the discussion of critical issues, offering advice on strategic planning, school development, policy implementation and general leadership. This team is very much one of support, stewardship and shared representation of the school's

mission. The Parents and Friends Committee has offered significant support in enabling our continued improvement. I am also very grateful for the support and involvement of our Parish Priest, Father Linh Tran, in the life of our learning community. I have deep gratitude for the incredibly hard-working and dedicated team of staff we are lucky to have at Lisieux.

We look back on 2023 and have a deep sense of appreciation for all we have achieved. I am enormously proud and feel very blessed to be leading a learning community with such a dynamic culture, one where staff are deeply committed to supporting student learning, and where a strong feeling of 'family' permeates. Relationships are the hallmark of a Catholic school, and at Lisieux we are proud of our wonderful spirit of cooperation and respect, a spirit where students are very firmly at the centre of all we do at Lisieux. This continues to be reflected in the positive energy and interaction that is seen and felt here. I am particularly grateful for the sense of solidarity within our community throughout 2023. We look with confidence to the continued growth of our community, with a sense of hope and an open heart.

Dr Susan Ryan

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To foster a culture of lived faith experience.

Intended Outcomes:

- That staff are supported to further integrate and embed Religious Education with Inquiry.
- That staff develop and use assessment tools in Religious Education, including the development and use of a scope and sequence.
- That opportunities are provided to embed and consistently use varied prayer experiences with students; and, to promote connections between life experience, contemporary cultural issues and our Catholic faith.

Achievements

Lisieux Catholic Primary School is a dynamic, faith filled community and has engaged in opportunities throughout 2023 to nurture the spiritual and faith life of its community members. We are inspired in our mission as members of a learning and faith community, by the example of Jesus and draw strength from the values he taught us. Faith life at Lisieux continues to flourish as we provide students and staff with opportunities to develop their personal spirituality.

Education in Faith is a clear priority at Lisieux with a focus on building compassion, responding to social injustice and striving for an enhanced Religious Education pedagogy. As a school we continued to strengthen our Catholic identity with a focus on professional learning for staff in the areas of daily prayer experiences, new ways of interpreting scripture such as Bibliodrama and Lectio Divina. Professional learning continued a focus on the Pedagogy of Encounter as a tool to improve teacher practice. Staff continued to deliver rich learning experiences with opportunities for students to take action in the community.

Students, staff and parents of the Lisieux family share a strong sense of Catholic identity and community. Many achievements in this area were made in response to the school's Annual Action Plan. Our achievements in 2023 included, but were not limited to:

Students, staff and parents of the Lisieux family share a strong sense of Catholic identity and community. Our achievements in 2023 included, but were not limited to:

- Regular facilitated planning sessions
- Students continued to participate respectfully in liturgies at focal points throughout the liturgical year.
- The Beginning of Year Mass, Ash Wednesday liturgy, End of Year liturgy and Holy Week liturgies took place on site at school.
- Our Religious Education Leader worked with staff to plan RE units of work, with a focus on linking RE with Inquiry and the development of a clear scope and sequence.
- Staff engaged in and conducted prayer experiences at staff meetings, themed on the liturgical seasons of the year.
- Provision of professional learning, in the areas of scripture, Catholic tradition and pedagogy.
- Opportunities for daily prayer were strengthened through a fixed, consistent school-wide timetable as part of the daily Catholic ritual including morning prayers, liturgies and daily Christian meditation.
- Class-run liturgies were celebrated as part of our structure.
- Students were prepared to celebrate Sacraments of Reconciliation, Eucharist and Confirmation.
- Links were strengthened between subjects such as Outdoor Discovery and The Growth Project to RE/ stewardship of God's creation.
- Displays in classrooms, shared areas and the school foyer reflected units of work and the events of the liturgical year, providing visual images of Catholic culture in a recontextualised form.
- Family evenings for each sacrament.
- Reflection day for Confirmation candidates.
- School communication, including newsletter and social media, included information from the parish and opportunities for families to learn more about the Catholic tradition.

Value Added

- Religious Education Leader modelled and assisted staff to plan and lead liturgies.
- Roster for staff prayer at meetings to build capacity of all staff.
- Project Compassion fundraising and coin trail.
- Students were involved in activities related to social justice and stewardship including Branching Out Week during Advent, visiting aged care homes to sing and perform for residents.
- Student religious art work was showcased throughout the school.
- Reach Vietnam Week.
- Prayer in Pyjamas evening for Prep families.
- Social justice projects were planned and carried out by different year levels.
- Introduction of Year 5/6 Social Justice Committee linked to Mini Vinnies and initiatives included regular visits to Star of the Sea Aged Care residents.
- Feast Day celebration with liturgy and an afternoon of activities provided by Kaboom Kids Sports.



Learning and Teaching

Goals & Intended Outcomes

To foster a culture of reflective co-learners.

Intended Outcomes:

- That the professional learning journey for staff will continue, building capacity in innovative approaches to teaching Mathematics.
- That a clear, consistent and purposeful method of assessment in Mathematics will be embedded.
- That a consistent and integrated sequence of Spelling from P-6 will be established.
- That a consistent approach to target and improve students' secretarial skills in writing will be developed.

Achievements

The school vision from its inception has had a strong foundation based on the principles of Positive Education and the Reggio Emilia approach where the development of each child is paramount, and the environment plays a key educational role. Complementing this is the key focus on linking academic learning with wellbeing through outdoor learning. This has broadened and enhanced a school wide understanding of the Victorian Curriculum. Within this framework, the school leadership team has prioritised building teacher understanding of an instructional model translated into what students want and need to know and be able to do (learning intentions and success criteria).

Lisieux's commitment is to provide and continuously develop a learning environment that enables each student to reach their full potential and to flourish. Curiosity and creativity are key goals for all our students and are at the focus of our programs. The creation of authentic learning tasks and the establishment of connections between subjects and year levels helps to build a love of learning. In 2023, Lisieux staff continued to work towards creating a rigorous and engaging learning environment for all students. Our school curriculum is based on the Victorian curriculum, which has provided Lisieux with a strong standardised curriculum development and implementation framework.

We are truly blessed at Lisieux to have a team of dynamic teachers who are dedicated to providing our students with the best opportunities for learning. Our staff also recognise themselves as learners and continually work to update their skills, knowledge and vision of

education. Professional learning remains a high priority of the leadership team and is highly valued by all members of staff.

The school has a strong commitment to improving teacher practice, investing in professional learning to support and embed the use of evidence based high impact teaching strategies. Time is allocated each day for a dedicated literacy block and an instructional model is consistently used and understood throughout the school by staff and students. Learning intentions and success criteria are consistently evident in documentation, and there are intentional efforts to include students in the construction of success criteria in some classrooms, particularly in senior classes.

The Lisieux Catholic Primary School leadership team has developed a comprehensive and collaborative organisational structure aligned with the Catholic mission of the school. It effectively uses this structure to inform decisions and adapt strategies and resource allocations to build staff capacity to improve student learning against intended outcomes, and to support those students with additional needs. The school has strategically resourced and implemented a range of learning programs designed to maximise the school's philosophy and the diverse student cohorts within the school. This includes several mixed abilities project-based approaches, for example, through aspects of Design Technologies, the Arts, Physical Education, Sustainability and Critical and Creative Thinking. Other targeted intervention programs are in place for students requiring additional support and extension, including the development of oral language, phonological awareness, reading and also social skills and fine motor skills.

Lisieux welcomed the 2023 school year with a Welcome to Country and Smoking Ceremony, presented by Norm and Nikki from Wurri-Ku Culture. The Acknowledgement of Country has now been successfully integrated as an integral part of all special gatherings and assemblies at Lisieux.

- 2023 saw us continue our journey of striving for balance between explicit and experiential in our teaching and learning at Lisieux. In Mathematics, we have continued to engage in professional learning and dialogue about what that looks like. In Literacy, professional learning and dialogue took place to support teachers to strike a balance in their practice. There was also a continued strong focus on the development and implementation of agreed literacy approaches including Little Learners Love Literacy and Soundwaves Spelling.

- The development of the Curriculum Team has seen the creation of new roles and responsibilities. Jennifer Graham (P-2), Siobhan Brooks (3-4) and Rhiannon Evans (5-6) have worked with James Flint as the Curriculum Team to lead dialogue, learning and practice in our teaching and learning.

- Throughout 2023, teachers continuously used data to inform their teaching. Formal and informal assessments of students were used to monitor and cater for students' needs. Literacy and numeracy targets were set and monitored closely by teachers. The development

of a new assessment schedule was undertaken. This includes the use of a range of assessment tools including, but not limited to, Maths Interview Online, LARS reading assessment, Soundwaves Spelling Assessment, Record of Oral Language (Juniors), BAS reading assessment, PAT-M and PAT-R, as well as common writing assessments.

- The Curriculum Team also worked to develop the school Data Platform. This online tool is where essential student achievement data is stored on the school's server. Teachers were provided with professional learning around its purpose, and how it can be used most effectively.
- The Learning Diversity and Pedagogy Support Leader provided dedicated support to classroom educators, particularly early career teachers, and assisted with team teaching and small group intervention.
- 2023 saw the year of our whole-school production, "When I grow up". Through the course of Term 2, each class was given a scene to practise their part, as well as individual students practising central roles. At the end of the term, there were two evenings of performances as well as a matinee session. All of the shows were sold out with parents extremely positive in their praise of the performance.
- Across the year the students engaged in a wide variety of incursions and excursions, including author visits, First Aid incursion, trips to Werribee Zoo, The Geelong Arts Centre, and Geelong Gallery and Library.
- The school camps saw the Year 3/4 students enjoy Sovereign Hill in Ballarat, and the Year 5/6 students had a wonderful 3 days at Campaspe Downs.
- A variety of whole school events provided the opportunity for students to showcase their learning: Book Week, Science Week, French Day.

Student Learning Outcomes

At Lisieux, we recognise that students learn at different rates, have different strengths, and need support in different areas. Lisieux measures success in many ways, and such data is used to assist teachers to provide curriculum and learning that is differentiated to students' needs.

Student learning outcomes and progress were continually monitored utilising a range of data sources throughout 2023. Data sets were explored during team planning sessions and shared understandings were established through collaborative discussion, professional readings and analysis of patterns and trends. Student outcomes show growth across all data sets and regular reference to these is impacting on teacher pedagogy in a positive way.

We used the following strategies to impact student learning outcomes:

- Visible Learning – focusing on learning intentions and success criteria;
- Feedback to students;
- Guided reading and reciprocal reading.

Lisieux has a strong assessment schedule and this is implemented consistently to ensure we can track the academic progress of every student.

NAPLAN was undertaken by students in Years 3 and 5 in 2023. In NAPLAN results, Year 3 students performed slightly below state average in Reading and Numeracy, and below in Numeracy, Grammar and Punctuation and Spelling while Year 5 students were well above state average in Reading, and above state average in Writing, Grammar and Punctuation, Spelling and Numeracy.



NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	355	30%
	Year 5	487	68%
Numeracy	Year 3	400	70%
	Year 5	489	79%
Reading	Year 3	408	73%
	Year 5	532	86%
Spelling	Year 3	388	49%
	Year 5	490	79%
Writing	Year 3	411	79%
	Year 5	498	79%

*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.

Student Wellbeing

Goals & Intended Outcomes

Goal:

To foster a culture of progressive, innovative and contextualised wellbeing practices.

Intended outcomes:

- To continue the professional learning journey of staff members in relation to Positive Education / Psychology.
- To strengthen our existing student leadership program, by creating opportunities for student voice and agency.

Achievements

Achievements

Student wellbeing is at the core of all we do at Lisieux. Our mantra is that when we take care of wellbeing, we take care of learning. In 2023, Lisieux continued its commitment to Positive Psychology practices. Underlying our explicit focus on wellbeing is the premise that if young people feel a sense of attachment and belonging at school, their overall wellbeing will be improved, and with it their chances of academic success. We continued to invest in a range of gratitude practices, daily mindfulness and meditation practices. Friday Flow continued as an extremely successful school-wide initiative, building connection, creativity and personal resilience. Additionally, our lunchtime programs, designed to promote social development, have expanded and are embedded in our structure.

Our staff continued their ongoing professional development in the area of Positive Psychology, and worked towards integrating this into our daily practice. We attended a whole-staff 2 day Wellbeing / Positive Education Conference in Term Two, during which both external facilitators and our own staff led sessions relating to psychology practices to help us flourish, improve mental health and work towards peak organisational wellbeing. The particular focus areas of the conference were the power of gratitude and supporting student / staff anxiety. Rather than using structured and established SEL programs, Lisieux has a deep commitment to embedding contextualised positive psychology practices into the fabric of the everyday curriculum and to operating from a relationship-based foundation. The introduction of a Wellbeing & Engagement Leader and a Mental Health/Wellbeing Leader were significant investments to support our wellbeing framework.

Other achievements included:

- Dedicated co-planning time for student wellbeing-focused discussion.

- Regular weekly sharing of Positive Psychology professional readings.
- All staff participated in a Wellbeing Conference with attention to Positive Psychology practices.
- Development of whole school commitment to social emotional scope and sequence and inclusion of strategies for self-reflection such as circle time.
- Use of Ubuntu framework to strengthen cross-age relationships in the school.
- Training and implementation of Respectful Relationship initiatives.
- Completion of an annual student wellbeing survey.
- Re-design of our Year 5/6 student leadership structure.
- Development and facilitation of a formal Ubuntu calendar / timetable
- Our Buddy program with Year 5 and Prep students strengthened school relationships
- Assign dedicated staff to work closely with student leaders.

Value Added

- 2-day Student Leadership Conference for Year 5/6 students, one of several initiatives for students to have a voice within the student leadership model.
- Continued investment in outdoor learning areas and resources.
- House based activities such as Beach Activities Day.
- Buddy activities to strengthen cross-age connection.
- Continued staff professional learning in Child Safety, Reportable Conduct and Mandatory Reporting.
- Transition and Wellbeing Discussions with families early in Term One.
- Brainstorm Productions and Cyber Safe presentations and workshops.
- Student choice is evident in teaching and learning and wellbeing programs and documented in teacher planning.
- Student voice is reflected in the setting of personal learning goals and use of feedback and reflective strategies, which are routinely part of student learning plans.
- Regular wellbeing articles included in weekly newsletter.

Student Satisfaction

Processes are in place at Lisieux to gather feedback in an ongoing manner on a range of matters and to ensure communication is transparent. Student voice is a vital part of our identity and is actively encouraged with our students through a range of mediums. One of these mediums is the MACSIS student survey, and we also trialled our own Lisieux wellbeing survey in 2023. Students participate in Learning Conferences and our student leaders have agency through their involvement in a range of student-led initiatives.

The MACSIS student survey data showed an overall school positive endorsement of 70%, an increase of 7% on the previous year. The data showed that students felt valued as members of the school community and have strong social connection with their teachers. This was reflected in their perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.

Other data from the survey reported:

- 82% of students felt their teachers held them to high expectations;
- 83% of students felt they had strong connection with students and teachers.

During the year, many students were affirmed for their contribution to the life of the school. Principal's Awards at assembly and affirmation postcards were presented to acknowledge service, effort and endeavour, achievement and individual character strengths. These achievements were also frequently shared with the wider community through the weekly newsletter and via the school Facebook page.

Student Attendance

The importance of students attending school cannot be understated. Regular attendance at school reinforces routine behaviours, allows students to be part of a sequenced learning experience, provides opportunities for feedback to be given and assists with the development of social skills such as teamwork, resilience, friendship building. The purpose of the Attendance Policy is to specify the procedures used by the school to encourage and monitor attendance of students and to outline the roles of school staff with regard to student attendance including:

- Maintaining accurate records of all enrolled students;
- Maintaining attendance checking procedures which enable the school to identify and assist students with unsatisfactory attendance;

- Providing prompt, positive intervention measures, so that students do not fall behind with their work;
- Developing sound communication links between school and parents concerning attendance.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences. In 2021 we used an electronic roll marking system through nForma. This system enabled staff to carefully monitor student attendance as the roll is completed in morning gathering and again in the afternoon. Accurate reports can be produced for each student. Our Administration Officer is required to follow up any student absence and adjust the roll accordingly based on communication with parents. A step by step procedure for managing student non-attendance is followed according to our school policy.

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

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.



Average Student Attendance Rate by Year Level	
Y01	90.1%
Y02	89.8%
Y03	88.8%
Y04	89.8%
Y05	90.3%
Y06	90.2%
Overall average attendance	89.8%

Leadership

Goals & Intended Outcomes

Goal:

To foster a culture of reflective practice and innovation.

Intended outcomes:

- To nurture the conditions for staff to flourish professionally by empowering individual and collective strengths of our team members.

Achievements

In 2023, the Leadership Team continued a focus on strengthening a learning environment where every individual was supported to achieve positive outcomes. Members of the staff team were encouraged to build their capacity through professional development and collegial planning. The Leadership Team was expanded.

- Formation of extended leadership model, including the appointment of Curriculum Leaders, Wellbeing & Engagement Leaders, Mental Health and Wellbeing Leader.
- Prioritised and scheduled regular weekly meetings for Leadership Team to check in, as well as develop collective expertise.
- Formation days were undertaken at the commencement of the school year to ensure alignment of values, language, vision. Various other professional development opportunities were made available, and all staff (teaching and non-teaching) took part in a two-day Wellbeing / Positive Psychology Conference.
- The Deputy Principal: Teaching and Learning continued to work with professional learning teams to drive curriculum planning and development.
- All members of staff attended a Goal setting discussion in Term One with the Principal, where they were supported to construct and identify individual goals. In Term Four, Annual Review Meetings took place which enabled staff to reflect on 2023 and set professional learning directions for 2024.
- All leadership goals and intended outcomes were made visible.
- Educators participated in various Professional Learning activities relevant to our Annual Action Plan and their own personal learning needs.
- Staff meetings were timetabled weekly and always had a professional learning focus.

- Continued professional development and practice in peer coaching was undertaken by all teaching staff.
- Opportunities were provided for teachers to engage in observation of colleagues and to have reflective follow-up discussions.
- Gallery walks were scheduled as part of meeting schedule to facilitate best practice discussions.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Effective professional learning focuses on developing the core attributes of an effective teacher. It enhances teachers’ understanding of the content they teach and equips them with a range of strategies that enable their students to learn that content.</p> <p>MACS supported activities included: Principal network; Deputy Principal network; Religious Education network; Learning Diversity network; Administration network.</p> <p>In 2023, staff members undertook the following professional development:</p> <p>Respectful Relationships training; Mini Lit; Planning Primary Art; LLLL training; whole staff wellbeing conference; Women in Leadership; MHiPS; NCCD moderation; Fanning the Flames; SIMON training; MacqLit training; Mathematics; MACS Wellbeing Conference.; Mary MacKillop Pilgrimage; Team Teach Accreditation; Zart Art; Child Safety; First Aid training; Emergency Management Training Online modules.</p>	
Number of teachers who participated in PL in 2023	32
Average expenditure per teacher for PL	\$1890.00

Teacher Satisfaction

Lisieux staff completed the ORIMA Research survey (MACSIS) which indicated that staff are significantly satisfied with many areas of the school.

- The overall school positive endorsement was 72%. The following summary provides more detail:

Perceptions of the overall social and learning climate of the school	73%
Perceptions of the quality of Staff-leadership relationships.	88%

Perceptions of staff safety in the school 78%

Perceptions of the quality and coherence of professional learning 76%

Perceptions of how well school leadership sets the conditions for teams. 84%

The staff retention rate was 90% with 5 teaching staff going on to new positions in other schools and some of our contracted Learning Support staff finishing their appointments.

Teacher Qualifications	
Doctorate	3.2%
Masters	12.9%
Graduate	3.2%
Graduate Certificate	0.0%
Bachelor Degree	74.2%
Advanced Diploma	3.2%
No Qualifications Listed	3.2%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	37
Teaching Staff (FTE)	32.4
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	17.9
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal:

To foster a culture of partnership and connectedness.

Intended outcomes:

- To provide greater opportunities for parents and family members to involve themselves in the life of the school.
- To provide opportunities to build relationships with local businesses, communities and organisations, especially indigenous connections.

Achievements

Our sense of community is central to all we do at Lisieux. We have intentionally nurtured a strong sense of belonging since our inception and this has continued throughout 2023. As a growing school community, Lisieux welcomed an additional 13 members of staff, as well as many new students and their families. The Leadership Team facilitated teaching, operations and planning to meet the needs of the community, supported by the Lisieux Advisory Council and Parents and Friends Committee in many endeavours. In 2023, community members engaged in the life of the community through participation in events such as our whole school production and various school celebrations. Connections within our local community were also a highlight and helped strengthen our relationships in the wider community.

- The Parents and Friends continued to meet regularly and organised fundraising events such as Mothers' Day Stall, Fathers' Day Stall, Mango Drive; Wine Drive; Fresh Fruit Friday. They raised approximately \$10, 500 for our community in 2023 and contributed these funds towards the establishment of our Pottery Studio.
- Feedback was sought from parents about children's learning styles through Learning Conferences.
- Liturgies and assemblies.
- Regular open mornings and school tours for prospective new families.
- Weekly newsletter, The Tide, as well as Instagram and Facebook accounts as a means of communicating with families.

- National Walk to School Safely Day.
- Book Week Parade and Book Swap stall.
- Grandparents Day.
- Footy Colours Day.
- ANZAC Day commemoration.
- School Advisory Council were invited to contribute to discussion, evaluation and decision-making in regard to school policies, student learning, etc.
- Increased presence of and engagement with Wadduwarang community eg. Cultural sessions; possum skin cloak making; design of new sports polos featuring indigenous spirit birds.
- Invitation and involvement of parents in community expo and Friday Flow expo.

Parent Satisfaction

A number of means of gaining feedback from parents was sought throughout the school year. This included wellbeing conversations, learning conferences, Parents and Friends Committee, School Advisory Council and both informal and formal meetings. The MACSIS family survey was not well utilised so does not provide very solid data with only 12 respondents.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.lisieux.catholic.edu.au