



MINUTES

SCHOOL COUNCIL

ANNUAL GENERAL MEETING

HELD ON THURSDAY 13th MARCH 2025
46 South Road
Braybrook 3019

1.0 ATTENDANCE:

1.1 MEMBERS:

Laurence Guttman (Principal), Emma Scanlon (DE), Rose Calafati (DE), Colleen Bartolomei (WRECC), Lynn Moloney (DE), Denis Margetic (Community), Betty Huang (NWMRC), James Wight (MiCare), Elizabeth Fahey (Yarraville Community Centre).

1.2 APOLOGIES:

Gerard Murren (AMES).

1.3 ABSENT:

1.4 VISITORS:

MINUTES OF THE PREVIOUS MEETING:

Minutes of Previous Minutes **Accepted:** Rose Calafati
Seconded: Betty Huang

BUSINESS ARISING FROM PREVIOUS MINUTES:

- **NIL**

Welcome:

- The Principal, Laurence Guttman, welcomed all members to the 2025 AGM, acknowledging the re-elected members:
 - Re-elected Members:
 - Betty Huang-(NWMRC), nominated by Denis Margetic.
 - James Wight-(MiCare), nominated by Laurence Guttman.
 - New Members: NIL
 - Retired Members: NIL

Recognition -School Council President:

- The School Council President, Denis Margetic, expressed thanks to the leadership team and especially to the principal, Laurence Guttmann, for meeting all targets.
- Thank you to all WELS staff for their commitment and dedication.
- Best wishes to all teachers, parents, and students for the 2025 school year.
- Thank you to School Council members for your dedication and commitment to on-site and online meetings in 2024.

Recognition - Principal:

- The principal acknowledged the School Council President, Denis Margetic, for his great work and constant support of WELS.
- The principal acknowledged the attendance and dedication of School Council members in 2024 and is looking forward to another successful year in 2025.

2024 Annual Report to the School Community:

- File uploaded in SPOT and attested by the WELS Principal on 24th March 2025 and School Council President on 25th March 2025.
- 2024 Reports: The Annual Report and AIP have been completed. The principal thanked all staff for their hard work and dedication. In 2024, WELS operated six campuses across Victoria, located in Braybrook, Wyndham, Footscray, Manor Lakes, St Albans and Melton. The campuses are all situated in high-settlement areas of newly arrived families.

- The report to the community is a public document with specific requirements that must be met such as, Child Safe Standards.

2024 Annual Report to the School Community:

- The principal presented the 2024 Annual Report data to School Council members.
- The Annual Implementation Plan (AIP) will be endorsed by the SEIL and School Council President. The AIP is generated in SPOT once the campus has comparison data.

- **Western English Language School (WELS) Vision:**

WELS empowers students to develop the practical and academic language skills needed in mainstream settings within a safe and supportive environment. Our vision is underpinned by respect, responsibility and caring as well as community connections.

- Our value of Respect denotes both a positive feeling of esteem for a person and specific actions and conduct representative of that esteem.
- Our value of Responsibility: Every student has the right to learn in a happy, safe and engaging environment.
- Our value of Caring: Students and staff demonstrate caring by helping people, thinking about others, and sharing and accepting others for who they are.

School Strategic Plan (SSP)

2024 was the second year of the school's School Strategic Plan (SSP). Our learning goal for the four-year plan is to maximise the learning growth of all students.

This goal was based on the School Review Panel's analysis of school assessment data and the goal to enhance growth for all students.

To achieve this goal, we focused on two Key Improvement Strategies (KIS):

Learning:

1. The first was to further embed consistent high-quality instructional practices across the school. One key component of this was to upskill teachers in their understanding of phonics and phonemic awareness as well as how to teach these to students. We began a whole-school Professional Learning (PL) program (that will continue into 2025) that includes the phonics program Sounds-Write, as well as creating resources that cater to the specific and unique needs of

our English as an Additional Language (EAL) students. These include Phonemes & Pronunciation PL series and the creation of Phonemes and Pronunciation teaching and learning units.

2. The second KIS was to develop and embed school specific assessment and reporting tools. We have continued to devote substantial resources to this space as it enables staff to more accurately, consistently and easily assess student growth and to plan future teaching befitting students' needs. A key component of this KIS has been the development of our English Language & Literacy Assessment (ELLA) online system. In 2024, we completed our Secondary Writing ELLA and created draft versions of our Primary Reading ELLA and Secondary Writing ELLA.

We achieved 7 of the 8 outcomes associated with this goal:

Primary Outcomes:

- 88% of Primary students achieved two or more reading levels growth over their stay (target met)
- 97% of Primary students achieved one or more levels growth in writing over their stay (target met)

Secondary Outcomes:

- 48% of Secondary age students achieving two EAL sub-levels from 67% (2022) to 69% (target unmet)
- 92% of Secondary age students achieving one or more LLs growth 86% (2022) to 88% (target met)

Attitude to School Survey (AtoSS) Outcomes

- Academic emphasis from 66% (2022) to 73% in 2024 (target met)
- Collective efficacy from 66% (2022) to 84% in 2024 (target significantly exceeded)
- Guaranteed and viable curriculum involvement ranges from 68% (2022) to 80% in 2024 (target exceeded)
- Teacher collaboration from 58% (2022) to 65% in 2024 (target exceeded)

Wellbeing:

Our wellbeing goal for our current SSP is to enhance the wellbeing of all students. We are well aware that the wellbeing of our students is incredibly important and must remain an ongoing priority. As a New Arrivals setting, we provide wellbeing support to our students in a

culturally sensitive way that takes into account their prior education, experiences, knowledge and beliefs.

To do this in 2024, we provided:

Students with learning related to:

- consent, voice and agency, emotional, physical & sexual health and wellbeing through:
- Resilience, Rights and Respectful Relationships (RRRR); Body Safe Australia; School-Wide Positive Behaviour Support (SWPBS); and High Impact Wellbeing Strategies (HIWS).

Parents and carers:

- provided parents and carers with related information through Parent Information Sessions.

Examples of how we achieved this include:

- free English lessons for parents and carers that take place two times every week,
- providing advocacy and support to families to access healthcare and other services and working closely with external agencies to provide our students and their families with support and opportunities, such as:
 - Foundation House,
 - Centre for Multicultural Youth,
 - The Royal Children's Hospital and the
 - Western Bulldogs

In 2024, we continued to further embed whole-school tiered approach to wellbeing (KIS 3.a) by:

- developing the F-10 Wellbeing Team (Mental Health and Wellbeing Practitioner (MHP), Mental Health and Wellbeing Leaders (MHWLs), and teachers), in conjunction with our Inclusion Connect coach
- further developing our Health & Wellbeing curriculum and pastoral care lessons
- embedding the Disability Inclusion process

Engagement:

WELS has always recognised the importance of ensuring our students are valued and supported. As a result, our students feel safe and enjoy coming to school. This is reflected in our exceptional Student Attitudes to School survey results. Some examples are in the following table, which shows the percentage of positive endorsement for a sample of survey factors:

Domain	WELS	Network	State
Effective teaching time	95%	62%	66%
Emotional awareness and regulation	81%	67%	69%
Managing bullying	84%	52%	59%
Motivation and interest	96%	61%	62%

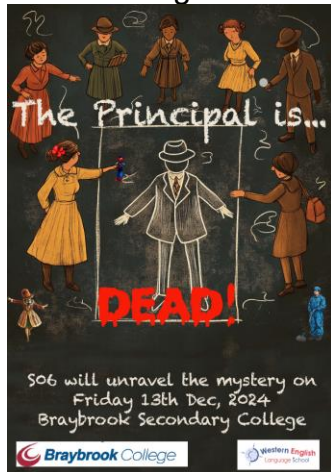
At WELS, we have developed and maintained inclusive and sustainable relationships with a wide range of communities and organisations, including youth groups, mental health and medical groups, refugee centres, local authorities, emergency services and education providers. These partnerships have enabled us to seek guidance, advice and feedback on how to offer inclusive services and activities for newly arrived students and families, supporting their learning and wellbeing. Additionally, they have provided students with a plethora of extracurricular activities, including bowling, sailing, dancing, cooking and many, many more.

Attendance:

- Attendance is a key marker of student engagement. As such, we are proud to have excellent data in this area. In 2024, 13% of F-6 students missed 20 or more days of school, compared to 31% for the Network and 39% for the State. Similarly, 9% of Year 7-12 students missed 20 or more days of school, compared to 39% in the Network and 49% in the State.

Other highlights from the year:

- In term 4, 2024, some students from our Braybrook Campus performed a school production of *The Principal is Dead*, which was also written by students and staff from WELS. It was a wonderful opportunity for the students to get a taste of the thrill of performance.



Performance Summary:

- It was noted that WELS is 100% EAL and 0% ATSI (Aboriginal and Torres Strait Islander)
- A total of 492 students enrolled in 2024, 210 female students and 282 male students.
- Overall, based on the SFOE, the school has a 'High' band value which represents a high level of socio-educational disadvantage.
- Parent satisfaction is extremely high at 97.9% based on Parent Opinion Survey. The state average is 96.8%.
- School staff survey is average at 75.8% is higher than the state median of 72.6%.

Financial Performance and Position:

In 2024, Western English Language School received the following in Equity cash through the Student Resource Package (SRP):

- \$640,549.09 (social disadvantage).

The school's equity funds were used to fund:

- casual relief teachers to enable certain teaching projects and professional learning.
- an increase in time allocation for secondary Mental Health
- additional Multicultural Education Aides to achieve a ratio of 1:28

- the cost of camps, excursions and student classroom supplies, including secondary backpacks, to reduce the financial burden on our new arrival families.

The school, using cash funds, had an exciting year upgrading the buildings and grounds. The new primary playground at the front of our Braybrook campus has been joyfully received by the students. The school buildings in the secondary wing underwent much needed painting work over the term four holidays.

Other SRP funds received in 2024 consist of:

- \$30,229 Tier 2 Disability Inclusion funding
- \$131,365 Swimming in Schools (6 campuses)
- \$44,456 Career Education Funding (CEF)
- \$14,000 Active Schools-Extracurricular Boost
- \$30,000 Active School Grants
- \$3,000 Active Schools-Physical Education (PE) and Sport
- \$17,408 Schools Mental Health Fund

State Government Grants:

- \$9,800 State Government Advance grant expended through additional programs across the two secondary campuses.

Other grants received were either received in the 2024 school year or carried forward from subsequent years and expended through additional curriculum programs for students.

Finally, the Student Resource Package (SRP) was in surplus at the end of 2024. Accumulated funds will be carried forward to the 2025 SRP.

Reports passed:

**Accepted:
Seconded:**

**Denis Margetic
Rose Calafati**

**Meeting closed:
Next meeting:**

**7:20 pm
19th March 2026**