2011 ANNUAL REPORT TO THE SCHOOL COMMUNITY

ST LEO THE GREAT
315 Mason Street, Altona North, 3025

Registered School Number: 1690
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315 Mason Street
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Our School Vision

AS A MOST IMPORTANT PART OF OUR PARISH, ST LEO THE GREAT PRIMARY SCHOOL PROVIDES A WELCOMING, SAFE AND ENRICHING LEARNING ENVIRONMENT THAT PROMOTES SUCCESS FOR ALL.

OUR STAFF PRESENTS AND GIVES WITNESS TO THE TEACHINGS AND TRADITIONS OF THE CATHOLIC CHURCH, SO THAT OUR STUDENTS MAY COME TO KNOW, WORSHIP AND LOVE GOD, AND TO LOVE AND RESPECT THEIR NEIGHBOUR.

OUR MOTTO ‘UNITY IS STRENGTH’ INSPIRES OUR CHILDREN, PARENTS AND STAFF TO COOPERATE IN ALL WE DO.

Our Mission Statement

St Leo The Great Primary School aims to deliver quality Catholic Education to the children of our Parish.

Our vocation is teaching and learning. We focus on spiritual, intellectual, physical, social and emotional growth.

Our curriculum programs will be:

- Enlightened by the teachings and values of the Catholic Faith
- Based on Government, CECV and CEOM policies *
- Delivered in a safe, welcoming and cooperative learning environment
- Enriched by modern technology
- Underpinned by Pastoral Care

* Catholic Education Commission of Victoria; Catholic Education Office, Melbourne
School Overview

St Leo the Great Primary School is situated 10.5 kilometres west of Melbourne’s CBD in the residential and industrial suburb of Altona North. The school commenced its educational endeavours in 1971.

Currently, there are nine classes; all classes are comprised of children from only one year level. All classrooms have an extensive range of equipment and resources to support the various learning programs. The playgrounds, sealed areas and oval are generous in size and more than adequately meet the needs of the student population.

The students are fortunate to have an Art room, ICT/Computer Laboratory, a well-resourced Library and a Computer-Animation Room. The installation of Interactive Whiteboards in all classrooms has added another dimension to our teaching and learning. A multi-purpose hall facilitates for a range of curriculum areas, especially Physical Education.

Our current enrolment is 176 students, with a majority of these coming from non-English speaking backgrounds. The overwhelming majority of our students were born in Australia, however a significant proportion of their parents are relatively recent migrants to Australia. The school community is represented by various cultures from regions including Europe, Asia, South America and Africa. With 43 school families on EMA, the socio-economic background of families is also diverse.

The teachers and other staff members at St Leo’s strive to ensure that the students achieve excellent standards in academic performance and behaviour. Moreover, they take seriously the aim of creating a school environment and atmosphere where everyone feels safe and has a sense of self-worth. Our Wellbeing Leader and all other staff achieve this with an emphasis on pastoral care that underpins all of our endeavours. Our teaching and learning strategies are designed to meet the learning needs of all students.

Teachers are open to constructive change and are regularly involved in Professional Development, enabling them to expand their repertoire of teaching approaches used in the classroom. An example of such Professional Development is seen in our involvement in the OLSEL (Oral Language Support in Early Literacy) Project with the Catholic Education Office. Furthermore, the school has continued its involvement in the Smarter Schools National Partnerships Numeracy Program. Professional development was also undertaken in the area of Cyber Safety to ensure the school is up-to-date in Information and Communications Technology.

Another key to our success is seen in our Professional Learning Team meetings. Our teachers run these regularly, with assistance and contributions from all teachers. Included in the focused agendas is systematic reflection on assessment and observation data, which allows staff to meet student needs more effectively.
Principal’s Report

In 2011 the students at St Leo’s School continued to grow academically, spiritually, socially and emotionally. We achieved this through the shared goals and efforts of our Parents, our Staff and our Students.

We can therefore be truly satisfied with our motto: unity is strength.

We were rightly proud of so many achievements, including the following:

- Educational developments, including impressive results in Reading and Mathematics, implementing various upgrades to our pupil reports, and expanding our use of ICT
- Implementing various initiatives in Parish/School/Community relationships, e.g. assisting at Parish Healing Masses, attending Hobsons Bay Junior Council
- Sporting developments, including involvement in an expanded range of Sport clinics, and success in Regional and State competitions
- Refurbishment of school Library/ICT Laboratory and purchasing of new computers
- Physical development involving refurbishment of some classrooms including new furniture
- Participation in the OLSEL Project (Oral Language Support in Early Literacy) in conjunction with Catholic Education Office
- Completion of our Multi-Purpose Hall

Perhaps the most pleasing aspect of the year has been in the simple but vital matter of school climate. Our staff continues to derive both great pleasure and satisfaction from hearing from so many diverse people – be they visitors, excursion guides, camp coordinators…the list goes on - that our students display exemplary manners and respect.

Such comments reflect credit on all concerned - the staff, the parents and the students.
Education in Faith

Goals & Intended Outcomes

To continue to promote the Catholic faith in the school.

That faith will be more central in the lives of members of the school community.

Achievements in Education in Faith

Faith is an important part of the culture of St Leo The Great School. The school recognizes and celebrates Catholic traditions. The day-to-day approaches and activities contribute to creating an atmosphere in which the students’ faith can be nurtured.

The Catholicity of our school and the spiritual development of our students are promoted through various initiatives. These include:

- Participation in Social Justice activities including support for Catholic Care, Caritas
- Attendance at Mass on School Feast Day and related activities
- School website used to showcase school Religious events and children’s work samples
- Display of children’s Religious Education Work in Church
- Timetabled release for the RE Leaders to co-ordinate RE initiatives and the commitment of all staff to facilitate and implement these initiatives
- Participation of children as altar servers at Church
- Continued use of ‘To Know, Worship and Love’ texts across all year levels
- Blessing Mass held at beginning of year for Prep children
- Whole-school Masses to celebrate various Liturgical events
- Family Masses on Sundays at least once a term
- Special prayer services, i.e. Easter/Stations of the Cross
- Visits from the Parish Priest to classrooms
- Celebrating Catholic Education Week
- Family involvement through attendance at class/school paraliturgies and activities
- Improved attendance of families at Sacrament preparation evenings
- Attendance of children at the Parish Healing Masses
- Commitment Masses for children preparing to receive the Sacraments
- Involvement of children in preparation and running of Masses
- Prayers at assemblies and at school meetings
- Involvement of children in Sunday Mass and special Liturgical feast days e.g. re-enacting the Gospel
- Displays of symbols around the school, e.g. crucifixes and prayer tables in each room
- Prayer posters and children’s R.E. work displayed in and out of classrooms
• On-going professional development of teachers through plenary staff meetings and R.E. Leaders attendance at network meetings
• Publication of Parish Mass times and events in school newsletter and website
• Regular scheduled opportunities for children to receive the Sacraments of Reconciliation and Eucharist
• Regular communication with parents via newsletters and personal invitations to inform families of Religious events
• Regular planning with R.E. Leaders at staff meetings to ensure family involvement in homework activities
• Use of Tracking Tool as a means of moderating and assessing children’s work in Religious Education
• All staff are accredited to teach Religious Education in the classrooms
Learning & Teaching

Goals & Intended Outcomes
To maintain the high levels of achievement and engagement of all students. That student outcomes in Literacy will improve, with a particular emphasis in improvement in Reading. That student outcomes in Numeracy will improve, with a particular emphasis in improvement in Number. That all students are confident, engaged learners.

Achievements
The school has demonstrated strong performances in both Literacy and Numeracy based on internal and external data analysis. There are many reasons for the school’s success, including:

- Participation in the OLSEL Project (Oral Language Support in Early Literacy) and the inclusion of strategies in classrooms to support Literacy development from Prep-6
- The School’s participation in the Smarter Schools National Partnerships Numeracy Program with a focus on differentiation of the curriculum to ensure the engagement of all students
- Focussed planning sessions and Professional Learning Team meetings
- A school-wide (P-6) approach to curriculum ensures consistency across all year levels
- Co-ordinators have allocated time to implement new pedagogical practices and to support teachers in the uptake of new approaches
- Regular assessment to ensure that current data is used to inform teaching
- Shared learning amongst staff through modelling of strategies and good practices
- Intervention for children not meeting targets is a priority, with the school implementing a Reading Recovery Program and Number Intervention Program
- Our continued commitment to the CLaSS strategy has impacted positively on student outcomes and results
- Competent co-ordination of the Literacy, Numeracy and Special Learning Needs Program ensures all students’ needs are met
- Teacher Aide support for funded and non-funded students timetabled for weekly sessions
- Program Support Group Meetings held regularly with parents and key personnel allow for targeted and successful learning for all students
- Use of digital technology to enhance the curriculum i.e. flip cameras
- Continued use of digital portfolios blogs and wikis in ICT in the Senior School
- Focus on The Arts in particular Visual and Performing Arts
- The integration of Cyber Safety into Information and Communications Technology Curriculum
- Continued Professional Development for staff in the AUSVELS curriculum and E-Smart Curriculum for Schools
- Promoting student learning in the Inquiry Unit through various mediums i.e. Science Expo, School Website
- Audit of current assessment practices particularly in the area of Literacy.
- Further professional learning on the usage of Interactive Whiteboards in the classroom
- Continued participation of Number Intervention Teacher in Professional Development
- Staff Professional Development on ESL reporting, Phonological Awareness

The following table shows a broad range of results for Year 3 and Year 5 over the 2009, 2010 and 2011 school years.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>100%</td>
<td>95.2%</td>
<td>-4.8%</td>
<td>96.4%</td>
<td>+1.2%</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>95%</td>
<td>100%</td>
<td>0%</td>
<td>96.4%</td>
<td>-3.6%</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- Literacy results in standard assessments for Year 1 show that 85% of students are at the minimum standard for Reading and 55% are above the target standard
- 2011 NAPLAN results show that 100% of our Year 3 children are at or above the National minimum standard in all areas of Literacy and Numeracy
- Our Year 5 NAPLAN data indicated that 100% of our students are at or above the national minimum standards in Writing, Numeracy, Grammar and Punctuation
- This data indicates that in Reading, Writing and Mathematics in Year 3, we have maintained the same benchmark (100% at or above the national minimum benchmark) from 2009.
The Student Survey (Insight SRC, 2011) indicates that St Leo’s scored in the top 25% of Victorian Primary Schools in the area of Stimulating Learning. This reflects that students believe that learning is interesting, enjoyable and inspiring.

We also scored in the top 25% for Student Motivation which indicates the extent to which Students want to achieve and learn. Further, in the area of Student Morale, we again scored in the top 25% indicating that students feel positive at school.

The Parent Opinion Survey (Insight SRC, 2011) indicates that parents are satisfied with the education being provided to their children scoring us in the top 25% of Victorian Primary Schools.

Furthermore, the staff believe that the school is focussed on quality teaching and creates a learning environment that maximises outcomes for students with scores in the area of Curriculum Processes, Engaging Practice and Quality Teaching all being in the top 25% of Victorian Primary Schools.
Student Wellbeing

Goals & Intended Outcomes

To consolidate a whole-of-school approach to student engagement, learning, self-esteem and behaviour management.

That students will feel safe, have a sense of self worth and feel connected to their peers.

| STUDENT ATTENDANCE RATE | 95.1% |

Achievements

At St Leo the Great we believe that wellbeing is a prerequisite for learning. Hence, we place a strong emphasis on developing a school culture that promotes resilience, tolerance, self-discipline, respect, inclusion and social responsibility. With the support of a Wellbeing Leader, all staff members are united in a whole-school approach to achieving positive social outcomes. Moreover, consistent with the ‘National Safe Schools Framework’ we affirm the right of all community members to feel safe at school.

To achieve Student Wellbeing in 2011, our School has included the following initiatives:

- Restorative Practices
- ‘Bounce Back’ Social Skills Program
- Individual Learning Plans
- Regular Parent Support Group Meetings and liaising with outside agencies
- Family Week activities involving participation of family members
- Positive Behaviour Management Plans/Procedures
- Games Club/Tournaments
- Anti-Bullying Strategies/Surveys
- Grade 5/6 School Camps
- Buddy Systems
- Transition Programs (Prep/Kindergarten) including Orientation mornings Kindergarten visits and Program Support Group Meetings
- School Assemblies/Awards/Concerts
- Excursions/In-School Workshops
- Teacher Aide Support
- Newsletter Items
- Parent Information Booklets
- School Concerts/Dance Night
- Professional Development for Staff i.e. Social and Emotional Learning Strategies, Autism Spectrum Disorder
- Seasons Program
- Extension activities e.g. G.A.T.E.W.A.Y.S. for gifted and talented students
- Sun Smart Policy/Asthma-Friendly School/Anaphylactic Policy
• Parenting Resources for borrowing through the Library
• Arts Program e.g. Festival of Performing Arts, Claymation, St Leo’s Got Talent Competition
• Health and Fitness Programs e.g. Athletics Carnival, Swimming Carnivals, Interschool Sports
• “Step Up” - Transition program to Secondary School including workshops targeted to enhance a positive transition e.g. positive friendships, travel on public transport, in partnership with local Catholic schools
• Professional development for staff in the area of Cyber Safety and explicit teaching to students in the area of Cyber Safety through ICT curriculum
• Grade 4/5 Secondary School Orientation visits
• Nursing Home Performances and activities with elderly
• Enrolling to become an E-Smart school and attendance at Professional Development Days

STUDENT SATISFACTION

Our student attendance data of 95.1% is an indication of a high level of student satisfaction and wellbeing.

Our most recent Student Survey (Insight SRC, 2011) reflects that students have a positive perception of their ability as a student (74%).
Leadership & Management

Goals & Intended Outcomes
To maintain the high levels of energised, supportive leadership.

That staff continue to be passionate about teaching as a vocation.

Achievements

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
<td>96.5%</td>
</tr>
<tr>
<td>Staff Retention Rate</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>5.88%</td>
</tr>
<tr>
<td>Graduate</td>
<td>11.76%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>11.76%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>88.24%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>35.29%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0%</td>
</tr>
</tbody>
</table>
In 2011, our teachers participated in professional learning. Professional Learning topics addressed by all or some staff include the following:

- Religious Education
- Literacy – Phonological Awareness
- Numeracy – Differentiating the Curriculum
- Science
- The Arts
- ICT (Information and Communication Technology/Cyber Safety
- Student Wellbeing
- Curriculum Reporting
- Assessment and Moderation – i.e. SPAT
- School Improvement
- Smarter Schools National Partnerships Program
- Asian Perspectives
- National Curriculum/AUSVELS
- OLSEL (Oral Language Strategies in Early Literacy)

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

16

### AVERAGE EXPENDITURE PER TEACHER FOR PL

$1,320
TEACHER SATISFACTION

As a result of targeted professional development, an 87% score (for Staff Climate-Professional Growth, Insight SRC, 2011) suggests that staff members feel they have had opportunities to develop and learn in their roles.

The staff survey data also shows there is a high level of job satisfaction (92%); (Staff Climate, Individual Morale, Insight SRC, 2011). Moreover, staff members feel their efforts are recognised appropriately; (90% Appraisal and Recognition).

Further evidence shows that staff feel that the school leaders are approachable, can be relied upon, understand the problems facing them and communicate well (93%); (Staff Climate, Supportive Leadership, Insight SRC, 2011).

Data analysis also shows that teachers believe there is effective communication in the planning of the curriculum (98%); (Curriculum Processes, Staff Climate, Insight SRC, 2011) and staff are energetic, enthusiastic and take pride in their work (96%) (School Morale, Staff Climate Insight, SRC 2011).
School Community

Goals & Intended Outcomes

To maintain quality home-school relationships/partnerships.

That children’s learning will be enhanced particularly in the Social/Emotional area.

That the achievements of the school be shared in the local community.

Achievements

At St Leo’s we have worked consistently to encourage strong home/school/community links. We value strong partnerships, which promote connectedness between students, families, the school and the wider community.

Included in our initiatives for 2011 were the following:

- Parents and Friends Committee and associated initiatives e.g. Mothers’ Day Luncheon, School Disco
- Parent Helper Program
- Parent/Teacher Interviews
- Orientation mornings for parents and Prep children
- Program Support Group Meetings
- Sacramental Meetings
- Significant Events e.g. Advent and Holy Week Paraliturgies, and Jump Rope for Heart performances
- Family Week school based activities e.g. school picnic
- Junior Council
- Visits to Senior Citizens’ Homes and local Community Centres
- School Tours available on request
- Weekly newsletter and ‘My Classes’ Intranet
- Promotion of school through local paper and kindergartens
- Guest speakers/visitors to school e.g. Metropolitan Fire Brigade, Police
- Canteen Helpers
- Transitional programs for Secondary Schools
- Parent attendance and involvement at sporting events
- Referrals to community agencies e.g. Catholic Care
- Participation in Hobson’s Bay Festival of Performing Arts
- Fundraising for various charities i.e. The Heart Foundation, Caritas
- Involvement in local community initiatives i.e. Love your Local Garden, Tree Planting
- Family Masses (Sunday)
- Two written reports per year
- Communication Books
- Parent/Community Forums
- Weekly Assemblies
- Parenting Resources for borrowing
- Local Shopping Centre Initiatives i.e. Canteen Rescue
- Maths Treasure Chests taken home for families to share
- Involvement with local sporting groups i.e. Altona Lacrosse Club
- Involvement with local Secondary Colleges i.e. Sporting Days, Musicals
- Communicating with local members of the community via email to support Inquiry Learning
- Involvement of children in the Government initiative – ‘Active After School Communities’

PARENT SATISFACTION

The Parent Opinion Survey (General Satisfaction Insight SRC, 2011) shows a 74 percentile rank, indicating that parents are satisfied with the education that their children receive at St Leo’s.

Indeed, as evidenced by recent initiatives, staff members welcome and feel supported by the parent community and its involvement in school life.

Furthermore, the Parent Opinion Survey indicates that parents feel the staff are receptive of their views and concerns with scores in the area of Approachability being in the middle 50% of Victorian Primary Schools.
### Smarter Schools National Partnerships

#### IMPROVEMENT TARGETS/MILESTONES

*Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.*

- To improve Teaching and Learning strategies in Mathematics which are designed to meet the learning needs of all students by ensuring a whole school focus on best practice and successful pedagogy.

- To improve results in all school based and external assessment in Mathematics.

#### IMPROVEMENT STRATEGIES

*Improvement strategies the school developed in 2011 to meet the improvement targets.*

<table>
<thead>
<tr>
<th>The School Maths Leader and staff with support from the CEOM Coaches focussed on best practice and successful pedagogy to meet the learning needs of all students.</th>
<th>All classroom teachers and School Maths Leader participated in on-site professional learning in Numeracy. With support from CEOM Numeracy Coaches, teachers and leaders engaged in professional learning, modelling and dialogue designed to meet the learning needs of students and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school continued to support the implementation of the Number Intervention program meeting the needs of children attaining low results in Mathematics.</td>
<td>The Number Intervention teacher participated in extensive professional learning. Sufficient time and resources were allocated to support the Number Intervention program. The Number Intervention teacher (with support from a CEOM tutor) implemented programs for individual children.</td>
</tr>
</tbody>
</table>

#### 2012 PLANNED PROGRESS

- Numeracy Coaches from the CEO will continue to work collaboratively with all classroom teachers and the school’s Maths Leader to improve teacher pedagogy and student learning outcomes.

- The school will continue to support a Number Intervention Teacher who will be facilitated by a CEOM tutor and appropriate time given at the school level to ensure successful implementation of the program.
## FINANCIAL

**SMARTER SCHOOLS NATIONAL PARTNERSHIP FUNDING**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Partnership (NP) your school is participating in</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>2011 Direct SSNP funding</td>
<td>$ N/A</td>
</tr>
<tr>
<td>2011 Indirect SSNP funding</td>
<td>$ N/A</td>
</tr>
<tr>
<td>2011 State NP actual allocation</td>
<td>$ 492.00</td>
</tr>
<tr>
<td>2011 School Co-investment</td>
<td>$ 179,884</td>
</tr>
<tr>
<td>2012 Notional SSNP budget allocation</td>
<td>$ N/A</td>
</tr>
<tr>
<td>2012 Notional State NP budget allocation</td>
<td>$ N/A</td>
</tr>
</tbody>
</table>

- 2011 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
- 2011 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
- 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.
- 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

*Please note expenditure at the school level may not have been spent in the year the direct support was received.*
Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
</tr>
<tr>
<td>Other fee income</td>
<td>62,478</td>
</tr>
<tr>
<td>Private income</td>
<td>21,103</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>533,831</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,075,624</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>1,693,036</strong></td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,184,882</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>216,710</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>1,401,592</strong></td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>790,048</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>66,474</td>
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<tr>
<td>Other capital income</td>
<td>100,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>956,522</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>1,190,110</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>56,250</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>45,250</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

In the next 12 months, St Leo’s will continue to be involved in various initiatives in line with our School Improvement Plan.

Education in Faith

- Continue to establish R.E. outcomes and understanding for each unit.
- To ensure that faith is more central to lives of members of the School Community.

Leadership and Management

- Ensure on-going improvements for play areas and classroom maintenance.
- Continue to upgrade ICT equipment and resources.
- Provide professional development in the area of Personalised Learning.

Learning and Teaching

- Work closely with Numeracy Coaches to target areas of assessment. (National Schools Partnerships).
- Continue to improve pedagogy in the area of Inquiry through CEOM initiative of the Whole School Approach to Personalising Learning - (Deep Leadership for Learning).
- Professional Development in Literacy, in particular, analysis of current assessment practices.

School Community Development

- Re-structure of the Parent/Helper Program in Literacy to further engage parents in the children’s learning.
- To continue to provide and foster parental involvement and attendance at various school initiatives.
Student Wellbeing

- To continue to foster and develop effective personal and social skills.
- To continue to strengthen positive relationships between teachers and students.