2012 Annual Report
TO THE SCHOOL COMMUNITY
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>315 Mason Street</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Altona North, 3025</td>
</tr>
<tr>
<td>PRINCIPAL</td>
<td>Mr J Ryan</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Paul Nguyen Cong Tru</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td></td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9391 5522</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@slaltonanth.catholic.edu.au">principal@slaltonanth.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.slaltonanth.catholic.edu.au">www.slaltonanth.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
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 ten 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 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 204 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 41 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. Furthermore 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 Catholic Education Office Initiative Whole School Approach to Personalising Learning – Deep Leadership. Further, the school has continued its involvement in the Smarter Schools National Partnerships Numeracy Program. Professional development was also undertaken in the area of ICT and the use of IPADS in the classroom 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 2012 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 continue therefore to be truly inspired by 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 competitions
- Physical development involving refurbishment of some classrooms including new furniture
- Completion of a new adventure playground

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 and 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 Leader 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
- 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
- Attendance of Senior Children at Archdiocese Mission Mass
- Liaising with and participation in activities involving the two parishes (St Mary’s Altona and St Leo’s)
- On-going professional development of teachers through plenary staff meetings and R.E. Leader’s 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. Leader 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 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 and 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:

- Professional Development in ICT with particular focus on the use of IPADS in classrooms
- Our involvement in Whole School Approach to Personalising Learning – Deep Leadership – Western Region School Based Action Research Project
- Engaged in professional development on ‘Teaching Comprehension’ led by School Literacy Leaders
- Staff completed e-Potentials Surveys in the area of ICT
- Professional development in using the ‘Record of Oral Language’, ‘Burt Word’ and Peters’ Dictation to inform planning
- Introduction of PAT Maths assessment package to monitor trend data
- Audit of current Take-Home Book material and purchasing of new material
- Upgrade of wireless correction in the school to improve access to resources
- Staff Professional Development in the use of blogging and implementation of class blogs
- Continued school based professional development in OLSEL (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
- Leaders 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
- Our continued commitment to a structured Literacy block 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, IPADS
- Continued use of digital portfolio blogs and wikis in ICT in the Senior School
- The integration of Cyber Safety into the Information and Communications Technology curriculum
- Continued Professional Development for staff in the AUSVELS curriculum
- Audit of current assessment practices particularly in the area of Literacy and Numeracy

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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</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>95.2%</td>
<td>96.4%</td>
<td>1.2%</td>
<td>100%</td>
<td>3.6%</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>100%</td>
<td>96.4%</td>
<td>-3.6%</td>
<td>100%</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 72.27% of students are at the minimum standard for Reading and 36% are above the target standard
- 2012 NAPLAN results show that 100% of our Year 3 and 5 children are at or above the National minimum standard in all areas of Literacy and Numeracy
- The data indicates that in Year 3 we have maintained the same benchmark in all areas of Literacy and Numeracy – 100% at or above the National minimum benchmark since 2010
- The data also indicates that in Grade 5 in the area of Reading there has been improvement each year since 2010. The school has focussed on oral language and comprehension strategies to improve student learning outcomes.
- The results demonstrate that in Grade 5 in the area of spelling there was an improvement in 2012. The school has prioritised the importance of spelling in the area of Literacy.
- The data shows that in Grade 5 in the area of Grammar and Punctuation and Numeracy we have maintained the same benchmark. The school has continued its involvement in the Smarter Schools National Partnership (Numeracy).
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.

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.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>99.55%</td>
</tr>
<tr>
<td>Year 2</td>
<td>98.1%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.43%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.52%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.12%</td>
</tr>
<tr>
<td>Year 6</td>
<td>97.68%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>97.19%</td>
</tr>
</tbody>
</table>

The non-attendance of students is monitored through our Attendance Roll system which requires teachers to input attendance both electronically and complete a hard copy.

Regular absenteeism is followed up with telephone calls to parents/guardians. Further meetings with parents/guardians are held to discuss absenteeism. Strategies are discussed and implemented with parents/guardians to ensure school attendance. In extreme circumstances prolonged absenteeism without explanation is referred to the Department of Human Services.
VALUE ADDED

To achieve Student Wellbeing in 2012, our School has included the following initiatives:

- Professional development in Social Emotional Learning and Catholic School Communities and linking to Ausvels Curriculum
- All Staff updated First Aid Qualifications
- Restorative Practices
- ‘Bounce Back’ Social Skills Program/Circle Time
- Individual Learning Plans
- Regular Parent Support Group Meetings and liaising with outside agencies
- Family Week activities
- Positive Behaviour Management Plans and Behaviour Reflection Sheets
- 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 for prospective Prep children
- School Assemblies/Awards/Concerts
- Excursions/In-School Workshops
- Teacher Aide Support
- Newsletter Items
- Parent Information Booklets
- School Concerts/Dance Night
- 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. 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
- 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
- Working through criteria to become an E-Smart school
**STUDENT SATISFACTION**

Our student attendance data of 97.19% is an indication of a high level of student satisfaction and wellbeing.

Our most recent Student Survey (Insight SRC, 2012) 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>
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</thead>
<tbody>
<tr>
<td>TEACHING STAFF ATTENDANCE RATE</td>
<td>85.1%</td>
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<tr>
<td>STAFF RETENTION RATE</td>
<td>93.75%</td>
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</table>

TEACHER QUALIFICATIONS

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<th>Qualification</th>
<th>Percentage</th>
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<td>DOCTORATE</td>
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<tr>
<td>MASTERS</td>
<td>5.88%</td>
</tr>
<tr>
<td>GRADUATE</td>
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</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>5.88%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>76.47%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>5.88%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>0%</td>
</tr>
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</table>
### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2012

In 2012, our teachers participated in professional learning. Professional Learning topics addressed by all or some staff include the following:

- Religious Education
- Numeracy – Differentiating the Curriculum
- Science
- ICT (Information and Communication Technology/IPADS/Blogging
- Student Wellbeing
- Curriculum Reporting
- Assessment and Moderation
- School Improvement
- Smarter Schools National Partnerships Program
- National Curriculum/AUSVELS
- Whole School Approach to Personalising Learning
- First Aid Course

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$1,320</td>
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### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>16</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>13.2%</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>5</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>3.02%</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0%</td>
</tr>
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</table>

### TEACHER SATISFACTION

As a result of targeted professional development, an 86% score (for Staff Climate-Professional Growth, Insight SRC, 2012) 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, 2012). Moreover, staff members feel their efforts are recognised appropriately; (85% 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, 2012).

Data analysis also shows that teachers believe there is effective communication in the planning of the curriculum (96%); (Curriculum Processes, Staff Climate, Insight SRC, 2012) and staff are energetic, enthusiastic and take pride in their work (93%) (School Morale, Staff Climate Insight, SRC 2012).
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 2012 were the following:

- Establishment of After School Care for families through Camp Australia
- Parents and Friends Initiative – Walk to School Fridays
- Parents and Friends Committee and associated initiatives e.g. Mothers’ Day Luncheon, School Disco, Movie Night
- Parent Helper Program
- Parent/Teacher Interviews
- Orientation mornings for parents and Prep children
- Program Support Group 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
- Fundraising for various charities i.e. The Heart Foundation, Caritas
- Involvement in local community initiatives i.e. Love your Local Garden, Tree Planting
- Two written reports per year/Communication Books
- 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, Western Bulldogs
- Updated school website and introduced blogs to parents/students
- 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, 2012) shows a 87 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.

The Parent Opinion Survey indicates that parents feel the staff are receptive of their views and concerns with a score of 85% for Approachability (Parent Opinion Survey Insight SRC, 2012).

Furthermore, parents feel that they are engaged in collaborating with staff to achieve better learning outcomes for their children with a score of 79% in the area of Parent Partnerships (Parent Opinion Survey, Insight SRC, 2012).
## Smarter Schools National Partnerships

### IMPROVEMENT TARGETS/MILESTONES

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

### IMPROVEMENT STRATEGIES

*Improvement strategies the school developed in 2012 to meet the improvement targets.*

<table>
<thead>
<tr>
<th>Strategies</th>
<th>2012 OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 2013 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 Maths Leader will engage in CEOM professional development days to further build teacher capacity and improve student outcomes.
- The school will implement organisational structures that facilitate peer mentoring in Numeracy to build teacher capacity.

### FINANCIAL

#### SMARTER SCHOOLS NATIONAL PARTNERSHIP FUNDING

<table>
<thead>
<tr>
<th>The National Partnership (NP) your school is participating in</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Direct SSNP funding</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 Indirect SSNP funding</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 State NP actual allocation</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 School Co-investment</td>
<td>$200,710.00</td>
</tr>
<tr>
<td>2013 Notional SSNP budget allocation</td>
<td>N/A</td>
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<tr>
<td>2013 Notional State NP budget allocation</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- 2012 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).
- 2012 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).

- 2012 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2012. This may not be applicable to all schools.
- 2012 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2012 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2013 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2013.

*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><strong>Recurrent income</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>School fees</td>
<td>0</td>
</tr>
<tr>
<td>Other fee income</td>
<td>81489</td>
</tr>
<tr>
<td>Private income</td>
<td>28506</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>360690</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1415162</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>1885847</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1347281</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>223100</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>1570381</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>37939</td>
</tr>
<tr>
<td>Other capital income</td>
<td>10000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>77939</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>117313</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>45250</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>34250</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

- To participate in the CEO initiative Enhancing Catholic School Identity Project.
- To explore the idea of Social Justice with staff and students.

Leadership and Management

- Continue to upgrade ICT equipment and resources.
- Implement peer mentoring practices to support teacher development in Literacy and Numeracy.
- Provide professional development in particular, the area of Inquiry based learning, learning intentions and success criteria.

Learning and Teaching

- Work closely with Numeracy Coaches to target areas of differentiation and assessment to improve student outcomes. (National Schools Partnerships).
- Continue to improve pedagogy in the area of Inquiry through school based Professional Development to enhance student voice and choice.
- Professional Development in Literacy, in particular, spelling and comprehension.
- To continue to familiarize staff with AusVels curriculum.

School Community Development

- Initiate family evenings relating to the learning and teaching of Mathematics and Cybersafety.
- To continue to provide and foster parental involvement and attendance at various school initiatives.
- To investigate further the 2011 ‘Outward Facing school Communities Charter’ with the staff.
Student Wellbeing

- To continue to foster and develop effective personal and social skills of our students.
- To further strengthen positive relationships between teachers and students.
- To work towards accreditation and recognition as an Esmart school.