



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Leo the Great Primary School

389 Mason Street, ALTONA NORTH 3025

Principal: James Ryan

Web: www.slaltonanth.catholic.edu.au

Registration: 1690, E Number: E1274

Principal's Attestation

I, James Ryan, attest that St Leo the Great 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 14 May 2024

About this report

St Leo the Great 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

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.

School Overview

St Leo the Great Primary School opened in 1971 and serves the Parish and community of Altona North.

Our Community

Our current enrolment is approximately 320 students. Currently, there are 14 classes; all classes are comprised of children from a single year level. We celebrate and affirm the uniqueness of each cultural family; our school community is enriched by its diversity. We advocate the Principles of Social Justice and raise awareness of issues both in our community and globally.

Student Learning and Wellbeing

Our school places a great deal of emphasis on the core subjects of Literacy and Numeracy. We analyse school-based and external data regularly in order to inform planning and teaching. Teachers use the Victorian Curriculum to plan curriculum.

The school's Vision Statement includes the words, 'safe and enriching learning environment'. We take these words very seriously, as we endeavour to promote success for all students. Structures are in place to allow for collaborative planning and effective delivery of the curriculum. Our teachers are regularly involved in Professional Development, which is determined by the needs of the school community and outlined in our Annual Action Plans. Teachers are involved in weekly professional-learning-team meetings. These meetings provide a forum for dialogue about data, evaluation, observation and curriculum.

Student Wellbeing is at the heart of our mission and ethos at St Leo the Great Primary School. We place a strong emphasis on developing a school culture that promotes respect, inclusion, social responsibility and cooperation. We affirm the right of all community members to feel safe at school and online and endeavour to develop positive relationships between staff, students and parents to promote student connectedness and engagement.

We endeavour to embed a classroom culture where students are encouraged to take ownership for their learning, embrace challenge and feedback. Students are provided with a wealth of opportunities to develop their leadership skills, resilience, relationships, engagement and motivation. Further, students have many opportunities to participate in a range of extra curricular activities to complement their learning as teachers consistently seek new experiences for students.

Our aspirations for our school are:

Inspired by the Gospel and through our words and actions we develop a deeper understanding of ourselves, others and God.

Learners are valued and appreciated for their talents and worth, supported and challenged to maximise their potential and achieve success across a range of learning experiences.

A community where students are co-contributors for their learning to improve their wellbeing, sense of self, motivation and engagement.

A learning community committed to strengthening collegiality and collaboration to enhance teacher professionalism and a shared responsibility for student learning and success.

Parents are empowered to be active partners, engaged in their children's learning and wellbeing.

Principal's Report

At St Leo's we firmly believe that positive relationships are at the core of all that we seek to do, as we give witness to the teachings and traditions of the Gospel. Our daily interactions and warm welcome to every member of our school community support our students in learning to love and respect their neighbours. We value a safe and enriching learning environment that promotes success for all. As a learning community we endeavour to meet the diverse needs of our students. We strive to ensure that we are inclusive of all our children, parents and staff, in line with our school motto.

Our school community continues to draw inspiration from our motto: unity is strength. Our uninterrupted lessons, well-planned curriculum, shared beliefs, consistent language, procedures and practices support this success, and underpin the wellbeing of all in the community. Our students achieve consistently high academic standards, a fact made abundantly clear by our NAPLAN results.

Our success includes the following:

- Ongoing and impressive achievements in Literacy (above 'like schools')
- Ongoing and impressive achievements in Mathematics (well above 'like schools')
- Increased student collaboration and voice through the establishment of our school Learning Powers.
- Sporting developments, including involvement in an expanded range of Sport clinics and competitions
- Increased student involvement with Social Justice activities
- Ongoing professional learning opportunities for staff to analyse student data and improve teaching practice
- Continued initiatives in Parish/School/Community relationships, including the establishment of a 'School Advisory Council'
- This school also undertook a major building project in the year to add two relocatable classrooms on site. These rooms were then furnished and interactive whiteboards purchased allowing our senior children to move in later in the year. Consequently we were then able to provide our students with an Art Room and STEM shed which are well resourced and well used by the school community.

I would like to thank our staff for their professionalism in the education of our students. It is both a pleasure and privilege to be part of a highly talented and creative team of educators with diverse skills, knowing that they can always be relied on to do whatever is needed to benefit our children.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To develop contemporary approaches and understandings in Education in Faith

Goal: To support teacher and student faith reflection

Goal: To develop a whole school approach to Catholic social teaching

Intended Outcome: That staff, students and parents will enhance their understanding of meaningful ways to live through dialogue and action based on Catholic faith and tradition.

Achievements

Our aspiration to be inspired by the Gospel and through our words and actions to develop a deeper understanding of ourselves, others and God is at the forefront of our vision and mission at St Leo's. We continue to strengthen our commitment to raising the profile of our Catholic identity. This is reflected by all stakeholders in our school community through their response, participation and feedback in endeavouring to engage with their faith in today's multicultural and multi faith society.

Our school motto Unity is Strength remained prevalent throughout 2023; we maintained our commitment to raising the profile of our Catholic identity.

Our 2023 Melbourne Archdiocese Catholic Schools – School Improvement Surveys indicate :

- An overwhelming number of families believe that respect for the Catholic religion is emphasised at our school (Catholic Identity,70%). This is also supported by our staff data (Catholic Identity, 85%).
- Our student data indicates that the Catholic Church's celebrations and traditions, including prayer and social justice, Sacraments and Mass are a daily part of their school life (Catholic Identity,65%).

According to our most recent Enhancing Catholic School identity data (2022) - Doyle Questionnaire, 80% of our families support the Catholic Identity of our school.

Value Added

We have been successful in leading prayer at community events such as staff meetings,school assemblies and family gatherings.(Catholic Identity,92%)

A greater emphasis on celebrating our Catholic Identity has contributed to the introduction of initiatives and the continuation of others which have proven to engage all stakeholders in our community in faith and prayer.

These include:

- Consistent Professional Development on current units of work to align with the Pedagogy of Encounter and reflective of students' prior knowledge, needs and daily lives.
- Staff participated in professional development around the Sacraments facilitated by Samantha O'Dwyer.
- School based professional development in leading Prayer for children and families including Visio Divinas and Lecto Divinas.
- The children celebrating the Sacraments of Initiation were able to further their knowledge and participate in a faith formation day at the Mary MacKillop Heritage Centre.
- Participation in Social Justice activities whether online or on - site continued to be a priority including Grade 6 students attending the Kids View Conference and Caritas Zoom online sessions.
- The children and teachers participated in a whole school Easter celebration of Holy Week and Easter Bonnet Parade and Christmas Family Day.
- Whole school celebration for our school feast day with Mass and activities to celebrate St Leo the Great.
- The whole school participated in Feast days such as Australia's first saint; Saint Mary of the Cross (Mary MacKillop) with Mass and activities.
- The children participated in school activities to raise money and awareness for Project Compassion during the season of Lent.
- As a school we have a focus on being Christ centred with an importance to the Eucharist, Students go to weekly masses scheduled each term with their year level.
- Teachers have been working towards maintaining their accreditation to teach Religious Education or lead in a Catholic school.
- The school has been working on developing Catholic Social teachings and has a social justice group, Mini Vinnies, that brings awareness to social justice issues in the area and promotes charity work.
- In tradition with the Catholic Church children choose to participate in a school choir in which they sing at Sacraments and Graduation Mass.

Learning and Teaching

Goals & Intended Outcomes

Goal: To build teacher capacity in high impact teaching.

Intended Outcome: The students' rate of growth, learning outcomes and engagement will increase through the application of meaningful and contemporary pedagogy.

Goal: To strengthen teachers use of data to inform planning and curriculum delivery.

Intended Outcome: That students' rate of growth, learning outcomes and engagement will increase through the application of meaningful and contemporary pedagogy.

Goal: To improve NAPLAN growth in all areas, in particular mid to high achieving students.

Intended Outcome: The students' rate of growth, learning outcomes and engagement will increase through the application of meaningful and contemporary pedagogy.

Goal: To enable learners to take greater ownership of what they are expected to learn, be able to do and how they can strengthen achievement and progress.

Intended Outcome: The students' rate of growth, learning outcomes and engagement will increase through the application of meaningful and contemporary pedagogy.

Achievements

Our aspiration for our learners is that they are valued and appreciated for their talents and worth, supported and challenged to maximise their potential and achieve success across a range of learning experiences.

In line with our School Improvement Plan, we are committed to ensuring we continue to build teacher capacity in high impact teaching. This involves strengthening teachers' ability and confidence in using student data to inform planning and curriculum delivery. Alongside this commitment, we challenge our students to take greater ownership of what they are expected to learn, be able to do and empower them with the knowledge of how they can strengthen achievement and progress.

Mathematics

The teaching of Mathematics is supported through regular Professional Learning Team

meetings where professional development is a priority. This also ensures consistency across the school in teaching, language and resources. Facilitated planning also enables cross curricular progression and consistency from Grade Prep to Six. In 2023, our focus was on building teacher Pedagogical and Content Knowledge and Classroom Discourse - promoting discussion in the classroom to encourage students to think aloud, think critically, and deepen their understanding of Mathematical ideas and concepts. When engaging students in purposeful talk, we are creating an environment that incorporates 21st century skills such as collaboration and communication, which helps prepare our students for the real world. We have implemented strategies such as Number talks, Concept cartoons and Esti Mysteries to promote purposeful discussion in the Maths classroom. We continued to engage in off-site professional development to further our knowledge in learning and teaching of Mathematics including participating in Communities of Practice (MACS) where we collaborated with other schools in our region.

Teachers in Prep - 2 participated in the Early Number and Algebra professional development through MACS which targeted the early acquisition of Mathematical skills and understandings. Regular assessment through the implementation of the Mathematics Online Interview outlined measurable and achievable actions that we could take to improve the learning and teaching of mathematics for our students.

To target the needs of particular students in Years 2 - 6 who may need some support with specific content in Mathematics, the school has continued its commitment to GRIN (Getting Ready in Numeracy), an intervention program. Classroom teachers have reported an increase in engagement and confidence from students who have participated in the program. A cohort of students also participate in The Australasian Problem Solving Mathematical Olympiads (APSMO) and the Australian Mathematics Competition challenging students to use their problem solving skills. In addition to this, students from varying year levels participated in the Bebras challenge international initiative aiming to promote Informatics (Computer Science, or Computing) and computational thinking.

Literacy

Teams meet weekly for facilitated Literacy planning and the main focus of our planning and teaching is comprehension, oral language and vocabulary development in Reading and Writing. In 2023, we continued to use multiple methods or data sources to develop a comprehensive understanding of our students' achievements - this was used to inform targeted teaching in Guided Reading groups as well as whole class instruction.

Professional development in areas including Guided Reading and Spelling which have provided opportunities for teachers to improve practice.

In Writing, a representation of teachers from Grades 2 -6 participated in the Improving Writing Professional Development program offered by MACS and we continued to develop a whole

school understanding of Improving Writing.. This involves making connections between grammatical patterns and the meaning of texts; wider contextual aspects such as genre, audience, subject and purpose; a reader's feelings and responses to a text; in order to promote students making decisions and being more explicit about language choices in their writing. Overall 83% of our staff feel that professional learning opportunities at our school have improved their teaching practice underlying our commitment to improve student outcomes (MACSSIS 2023, Professional Learning).

In the most recent Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS 2023, Collaboration in Teams), teachers have indicated that they believe there is a strong sense of collaboration amongst staff to improve teaching and learning (98%). This includes working in a team to discuss student assessment data and specific instructional practices. In addition to this, assessment practices are conducive to ensuring that student data is used to inform our teaching and planning. This is evident in the embedded practice of pre and post assessment in Numeracy used to track growth and identify areas for improvement and checklists used to record anecdotal information. Literacy assessments are ongoing throughout the year and include regular monitoring of comprehension. Tasks are reflective of students' needs and present varying degrees of complexity.

Teacher feedback

Considerable efforts have also been made to ensure teacher appraisal and feedback is of a high priority to build teacher pedagogy. Teachers are asked to reflect on their own practice and set goals as well as structured peer sessions timetabled to enable feedback. This is evident in the approach taken to implement the initiatives and the results are indicative of strategic planning, implementation and consistency. According to MACSSIS Teacher Survey, (Support for Teams), 97% of our staff strongly believe that the school leadership sets the conditions for teams to collaborate effectively.

Learning Powers

In 2023, we continued our work on developing learning powers for our school based on the work of Guy Claxton. This focus aligned with our school goal to develop student voice - To enable learners to take greater ownership of what they are expected to learn, be able to do and how they can strengthen achievement and progress.

At the heart of the 'Learning Power Approach' is an understanding of how to develop children's resourcefulness and independence through the creation of a particular classroom culture.(Guy Claxton). The teachers participated in a series of professional development meetings and we also sought feedback from our families and students.

In our efforts to empower student voice, we asked our students to design characters to represent our powers - Empathy, Meta-learning, Imagining, Collaboration, Perseverance, Questioning and Revising.

Our student Art Committee was responsible for choosing finalists and then our students and families voted for the winning entries. Our LPs were published and are utilised in the classrooms alongside our Learning Intentions and Success Criteria.

Student Learning Outcomes

Grade 3

93% of our students are proficient or exceeding proficiency in Numeracy in NAPLAN. In Reading, 89% of our students are proficient or exceeding proficiency. In Writing, 100% of our students achieved or exceeded proficiency and 80% in Spelling and Grammar and Punctuation.

Our NAPLAN results indicate that our Grade 3 student cohort have achieved above the mean for similar MACS schools.

Grade 5

81% of our students are proficient or exceeding proficiency in Numeracy in NAPLAN. In Reading, 94% of our students are proficient or exceeding proficiency. In Writing, 94% of our students achieved or exceeded proficiency and 85% in Spelling and 87% in Grammar and Punctuation.

Our NAPLAN results also indicate that our Grade 5 student cohort has achieved above the mean for similar MACS schools.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	452	80%
	Year 5	541	87%
Numeracy	Year 3	451	93%
	Year 5	527	81%
Reading	Year 3	447	89%
	Year 5	533	94%
Spelling	Year 3	424	80%
	Year 5	510	85%
Writing	Year 3	460	100%
	Year 5	533	94%

*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

Goals

To provide opportunities for student voice to promote greater engagement in all aspects of school life.

To strengthen the culture of the school through the consistent and sustainable use of Restorative Practices.

Intended Outcome

That the school community grows as a supportive, safe, engaging and challenging learning environment for every student.

Achievements

Our aspiration for our students is to develop a community where they are co-contributors to their learning, improve their wellbeing, sense of self, motivation and engagement. We believe that developing positive relationships are a key component in developing a happy and safe environment.

The explicit teaching of Social and Emotional Learning supports the relational culture throughout the school and the data shows that our students feel accepted by their peers for who they are, hence affirming our commitment to our school values. (MACSSIS, School Belonging, 70% 2023). Further our data indicates that staff believe that our students demonstrate great respect for one another. (MACSSIS, Student Safety 88%, 2023).

As a school we are routinely reviewing and strengthening our child safety strategies, policies and practices in line with the Child Safe Standards as we have a mandatory obligation to create a culture which prioritises a safe, nurturing community for every child. This aligns with our School Vision statement, which emphasises 'a welcoming, safe and enriching learning environment.' The data shows that our children feel well supported by the adults in our school (MACSSIS, School Belonging 77%, 2023). The data also shows that our parents feel welcome when they enter our school (MACSSIS, School Climate 66%, 2023).

Our continued recognition as a Better Buddies school (Alannah and Madeline Foundation) ensures that we promote positive behaviour, as well as build students' self-esteem, connectedness, social skills, trust and sense of community. The data show that our students enjoy being together with each other in class (MACSSIS, School Belonging 77%, 2023). Our Grade 6/Prep buddy program has been a continued success welcoming new children and families and our Buddy Grades across other year levels has also proven to be a success as students are interacting and forming friendships across the school.

Teachers and students abide by a set of school rules that are visible around the school and in classrooms to further promote positive relationships. As a school we continue to use Restorative Practices to repair relationships that have been damaged and to promote resilience. Students are encouraged to resolve conflict issues independently building resilience knowing that teachers will play a role to support and assist them to work out solutions. Further the 'affective' language of restorative practices empowers staff to effectively manage conflict situations that maintain the dignity of all individuals involved. Students feel that their teachers have high expectations of them in particular with their effort, understanding and persistence. (MACSSIS, Rigorous Expectations, 2023).

As an accredited and recognised eSmart school we continue our commitment to supporting children to be safe and responsible, capable and compassionate – both on and offline. The data indicates that our students strongly feel that their peers are likely to behave appropriately online. (MACSSIS, Student Safety, 80%, 2023) Our eSmart committee raises awareness and organises events and activities to promote positive relationships within our school. We continue to recognise and support significant days including National Day of Action against Bullying and Violence to highlight our work to counter bullying and violence.

All our children have continued opportunities to show their leadership qualities by involving themselves in various school initiatives which promote student voice. Students are encouraged by teachers to voice their ideas which has resulted in an increase in student led initiatives. Children are welcome to volunteer to become members of our Mini Vinnies, Arts, eSmart, Sports, Green Team or St Leo's Kids' Newsletter committees.

One of the strengths of the school is that staff is able to recognise students' needs and make adjustments to cater for and be inclusive of all children. Within the classroom teachers provide intervention for students at risk through established programs of Literacy Intervention, small group tutoring and GRIN (Getting Ready In Numeracy). For our high achieving students we continue to offer children opportunities to participate in APSMO (The Australasian Problem Solving Mathematical Olympiads), and the BEBRAS Challenge.

Personalised Learning Plans and Program Support Meetings are implemented within the school as well as liaising with outside agencies and MACS personnel to support teachers and students. Further, the curriculum is targeted to meet individual needs and differentiated to allow children to engage with a task at their zone of proximal development.

We endeavour to embed a classroom culture where students are encouraged to take ownership for their learning, to persevere and all efforts are valued. Teachers continue to promote the development of a Growth Mindset through modelling and feedback and this has become shared language among teachers and students. Our student data indicates that children are keen to do well at school and if they do not succeed will try again. (MACSSIS, Learning Dispositions, 72 % 2023). As a school community we began the process of implementing Guy Claxton's Learning Powers and consulting all stakeholders to promote student voice within learning which is a key to school engagement.

Students have many opportunities to participate in a range of extra curricular activities to complement their learning as teachers consistently seek new experiences for students. We promote collaboration through GAFE (Google Apps for Education) and STEM. The implementation of STEM to enhance engagement of students and make links to the real world continues to add a positive element to the curriculum.

Value Added

- School wide competition to design our school Learning Powers.
- Learning Power Launch day - Students came dressed as their favourite Learning Power, in order to promote student voice and ownership
- Harmony Day Celebration - worked with our buddies to create a wristband our Google Slide to promote being better friends with your neighbours or stand in the shoes of another and developing harmonious habits
- Reconciliation Week and Sorry Day - activities to acknowledge and build respectful relationships between the community and Aboriginal And Torres Strait Islanders
Grade Prep - 6 Human Sexuality program was taught across the school and Parent Information evening for Grade 6 families

Students had the opportunity to participate in a range of extracurricular activities including:

- Intensive swimming program for Grade Prep - 4
- Grade 5/6 Lifesaving Program
- Excursions including visits to Werribee Zoo, Collingwood Children's Farm, Ceres
- Safer Internet Day
- National Ride to School Day

- Premiers' Reading Challenge
- Bullying No Way Day
- Scholastic Book Club
- Book Week/Book Fair
- Footy Colours Day
- Junior Council
- Better Buddy Day

Student Satisfaction

Our MACSSIS student surveys in 2023 show that overall our students are engaged at school, feel that they belong and understand that their teachers have high expectations of them. Students believe they are valued and that the school climate is conducive to their learning and social and emotional wellbeing.

Rigorous Expectations

How much do teachers encourage you to do your best? 85%

Teacher/Student relationships

How well do you feel connected to your teachers? 69%

School Climate

How would you describe the energy at this school? 61%

School Belonging

To what extent do the adults at this school care about you and your future? 70%

Student Attendance

STUDENT ATTENDANCE

It is a legal requirement that all student absences are recorded and that parents notify the school of their child's absence on a daily basis. Parents are able to notify the school of their child's absence via the phone and recording service, email, the skoolbag app or a written note to the class teacher. All absences are monitored and recorded as a hard copy and on our electronic roll daily by teachers both in the morning and afternoon. All late arrivals are expected to sign in at the office and early dismissals are recorded and signed by parents/carers.

All unexplained absences are followed up daily with parents receiving an SMS notification on

their mobile devices to contact the school. In the event of prolonged unexplained absences the Student Wellbeing Leader will contact parents and meetings may be organised with parents to discuss regular absenteeism. In extreme circumstances other agencies including Melbourne Archdiocese of Catholic Schools may be contacted.

Average Student Attendance Rate by Year Level	
Y01	91.2%
Y02	91.5%
Y03	92.5%
Y04	91.0%
Y05	92.7%
Y06	91.2%
Overall average attendance	91.7%

Leadership

Goals & Intended Outcomes

Goal: To identify teachers' strengths and acknowledge expertise to engage in peer mentoring and/or leadership coaching.

Intended Outcome: That effective teamwork and individual capacity building of staff are enhanced through consistent, focused and timely ongoing feedback.

Goal: To support staff in developing effective ways to enable student voice to impact on the design and delivery of curriculum.

Intended Outcome: That effective teamwork and individual capacity building of staff are enhanced through consistent, focused and timely ongoing feedback.

Achievements

Our aspirations as a learning community is to strengthen collegiality and collaboration to enhance teacher professionalism and a shared responsibility for student learning and success.

In 2022, the school participated in a Review process (as required by The Victorian Registration and Qualifications Authority (VRQA) and MACS. The findings from the Review process highlighted our achievements:

- A welcoming community for students and their families, modelled by all staff and leaders
- The leaders work effectively as a team. They support a positive learning culture in a safe and orderly school environment. Consistent positive staff feedback on the support and advice provided by members of the leadership team
- Staff are motivated, dedicated, and enthusiastic about opportunities to develop their students' learning capabilities and build their own capacity as educators
- The school is highly regarded within the community and recognised as a high achieving school with enrolments at capacity.

In 2023, to build teacher capacity and promote high student achievement the school

continued its commitment to providing professional development for staff and maintaining ongoing teacher appraisal and feedback processes.

In order to support teacher development and confidence, the leadership team prioritises protocols and processes which form an integral part of the operations of the school. These include:

- PLT & Staff Meetings - regular weekly meetings which address goals/outcomes and targets documented in our School Improvement Plans as well as teachers' professional needs
- Facilitated Planning - ensures consistency of understandings, approach and language across the school and provides regular opportunities for teachers to become more familiar with the Victorian Curriculum. This also ensures data which is collected frequently, especially for Numeracy and Literacy, is used to drive our teaching and improve student outcomes
- Teachers are involved in a process of action and reflection which ensures that teachers' goals align with the improvement strategies set out in the school's Annual Action Plan and that there is consistency in shared understanding, approach and language. The process of appraisal is supported by research based evidence, that is, our focus on particular strategies particularly in Literacy and Numeracy are founded on research undertaken by well known experts in education.
- External Professional Development - This aligns with the needs of the school and teachers subsequently share their learnings with the staff at designated meetings

The school also undertook a major building project in the year to add two relocatable classrooms on site. These rooms were then furnished and interactive whiteboards purchased allowing our senior children to move in later in the year. Consequently we were then able to provide our students with an Art Room and STEM shed which are well resourced and well used by the school community.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

In 2023, teachers participated in professional learning both on and off site. The staff engaged in a range of learning including:

The use of digital technologies and applications, such as, ScreenCastify and Google Sites/ Classroom/Seesaw, Wushka and Operoo

Wellbeing Seminars

Maths professional learning activities including Classroom Discourse, Maths Flips, Number talks, Esti Mysteries.

Literacy professional development focusing on approaches to assessment of Reading.

Catholic Principles of Social Justice - Mary MacKillop Heritage Centre

STEM

Mandatory Reporting e-module

Analysing data - PAT Maths/Reading and Wellbeing

Analysing NAPLAN Data

Formative Assessment In Mathematics

Digital technologies in the Classroom

Ochre Education

- **MACS Based Professional Learning**

Expenditure And Teacher Participation in Professional Learning	
Improving Writing (Grammar in Context) Early Number and Algebra Western Region Religious Leadership Cluster Meetings Western Region Numeracy Leadership Cluster Meetings Western Region Wellbeing Leadership Cluster Meetings Western Region ICT Leadership Cluster Meetings Western Region Principals Network Meetings Western Region Learning and Teaching Leadership Cluster Meetings PAT Reading Workshop - Generating, Navigating and Interpreting Reports ACER PAT-M Western Region Workshop	
Number of teachers who participated in PL in 2023	30
Average expenditure per teacher for PL	\$4000.00

Teacher Satisfaction

School Climate

All indicators in this domain scored 93% and above indicating an extremely positive school climate where teachers feel respected, valued and there is a strong sense of collegiality amongst the staff at St Leos.

Staff Safety 92%

School Climate 98%

Staff - Leadership Relationships

All indicators in this domain scored 90% and above indicating there is trust, support and respect between the staff and leadership at St Leo's.

Staff leadership Relations 99%

School Leadership 87%

Psychological Safety 83%

Collaboration in Teams

All indicators in this domain scored 90% and above indicating that this is a high priority for the school to discuss wellbeing and data, the curriculum and teaching practices.

Collaboration in Teams 98%

Support for Teams 97%

Professional Learning 83%

Collective Efficacy

The teachers feel confident that they are capable of motivating their students and know how to help their students to progress their learning.

Collaboration around an improvement strategy 93%

Teacher Qualifications	
Doctorate	0.0%
Masters	6.7%
Graduate	3.3%
Graduate Certificate	3.3%
Bachelor Degree	56.7%
Advanced Diploma	16.7%
No Qualifications Listed	13.3%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	22.0
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	6.0
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

To provide opportunities for parent engagement and to build their capacity to contribute to student learning and wellbeing

Intended Outcome

That the school strengthens the partnerships between families, students and staff to enhance student learning and wellbeing.

Achievements

Our aspiration for our parents is that they are empowered to be active partners, engaged in their children's learning and wellbeing.

- Welcome Breakfast for all families at the beginning of the year.
- Lent/Advent Family Activity Days.
- Annual Mothers' Day Luncheon
- Family week family activity
- Parent helper Literacy program
- Grandparents Day - paraliturgy and visits to the classrooms
- Newport Library incursion as part of Reconciliation week
- We also continued to liaise with our wider community including, Hobsons Bay City Council, Bicycle Victoria, Bunnings and Lifesaving Victoria
- Families were invited to participate in a Family Disco which had an extremely successful turnout.
- Celebrated Mothers' Day and Fathers' Day with a highly successful Mothers' Day and Fathers' Day Breakfasts for our school community
- Fundraising initiatives through the Parent and Friends committee including special food days to celebrate the end of term and St Leo's feast day.
- Regular communication with parents through the skoolbag app, newsletters, Seesaw
- Weekly playgroup continued for our school community for preschool children and families to make links with our school.
- Holiday school programs continued for families through our Before/AfterSchool care provider and proved to be a great success
- Our continued use of the Seesaw digital portfolio to engage families in their children's learning

- Liaising with our local kindergarten and secondary schools through school visits to build community relationships
- Living Eggs program
- Installation of portables
- Participation National Ride to School Day

Parent Satisfaction

School Climate

How approachable are the staff at your school?

90%

School Fit

How well does the school consider your family's cultural background?

91%

Communication

How well does the feedback from the school help you to understand how your child is doing in their learning?

80%

Our MACSSIS parent surveys show high scores in many domains indicating that parents are familiar with and understand the processes and procedures of the school.(MACSSIS, Communication, 82% 2023)Parents also feel comfortable that they can share information with the school staff about their children.(MACSSIS, Communication, 80% 2023)

Further the data indicates that parents believe that children respect the school staff (MACSSIS, School Climate,98%, 2023)and subsequently the teachers respect their children. Our parent data also indicates a positive endorsement of the school as parents believe their opinions are valued.(MACSSIS, Communication,70% 2023)

Overall as a staff we have made continued efforts to provide opportunities for parent engagement and to build their capacity to contribute to student learning and wellbeing.

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.slaltonanth.catholic.edu.au