

Annual Report to the School Community

St Leo the Great Primary School Altona North

Registered School Number: 1690



2017



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Minimum Standards Attestation

I, James Ryan, attest that St Leo the Great Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2018

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 School 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 CEM 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 Melbourne



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 242 students. Our school community is enriched by its diversity. Currently there are 12 classes; all classes are comprised of children from a single year level. We celebrate and affirm the uniqueness of each cultural family. Our school advocates the Principles of Social Justice and raises awareness of such issues in our community.

Our Classroom Resources

Our classrooms are well resourced as every classroom is equipped with up-to-date Digital Technologies including an Interactive White Board, as well as access to laptops, computers, iPads and Chromebooks (Grades 2-6). Students have access to various programs purchased by the school including Reading Eggs, Seesaw and Hapara, as well as many Apps for our mobile devices. Teachers and students use Google Apps for Education (GAFE). We are an eSmart accredited school.

The school continues to purchase Maths and Literacy equipment to support the implementation of the curriculum. This includes updating texts for students to read at school and at home. Maths equipment is purchased to enhance the learning of particular concepts taught throughout the school. Sports equipment is frequently supplemented to support our Physical Education programs as well as for students to use outside during their breaks.

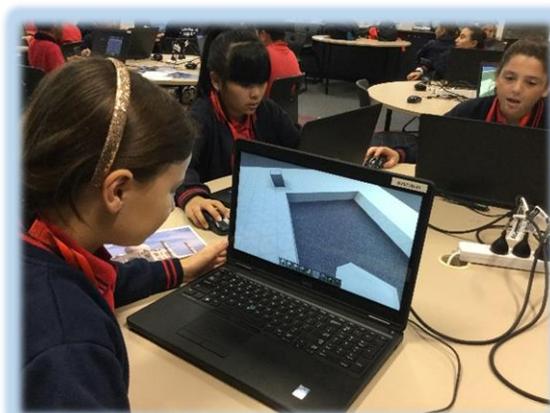
Students have access to an ICT/Computer laboratory, a multi-purpose hall and extensive playground areas. The school also offers Before- and After-School Care. *Camp Australia* conducts this on the school's behalf.

Student Learning and Achievement

The school's Vision Statement includes the words, 'safe and enriching learning environment'. We take these words very seriously, as we endeavor to promote success for all students. Structures are in place to allow for collaborative planning and effective delivery of the curriculum.

We analyse school-based and external data regularly in order to inform planning and teaching. Teachers use the Victorian Curriculum to plan what we teach. 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.

Specialist teachers teach Physical Education and Information & Communications Technology, whilst classroom teachers teach The Arts (Drama, Visual and Media) and L.O.T.E. (Italian). Furthermore, in-school workshops (run by experts) and excursions add an extra dimension to our learning and teaching.



Principal's Report

In 2017, the students at St Leo's School continued to make great progress in all areas of the curriculum. We achieved this through the combined efforts of all members of the school community.

The St Leo's community draws inspiration from our motto: ***unity is strength.***

Our achievements include:

- Ongoing and impressive results in ***Literacy***
- Ongoing and impressive results in ***Mathematics***
- Continuing various ***initiatives in Parish/School/Community relationships***, e.g. assisting at ***Parish Healing Masses***
- Commencing ***Prayer Nights*** for all year levels, thus allowing greater family involvement in the School/Parish
- Increasing student involvement with ***Social Justice Projects***
- Continuing our involvement in ***Junior Council***, an initiative of the City of Hobsons Bay
- Catering for sport, including involvement in a wide range of ***Sport Clinics***
- Commencing a small building project involving the ***refurbishment and enlargement of a Classroom***
- Creating more space for ***special learning needs***
- Providing better ***Disability Access***
- Installing a new ***Shelter Shed*** for children and families to enjoy
- Expanding the ***Parent-Helpers Program***, to provide more assistance in our junior classrooms
- Implementing the ***SMART SPELLING PROGRAM*** throughout the school
- Implementing more ***Coding, Stem/Steam***
- Ongoing student collaboration via ***Google Apps for Education (GAPE)***
- Expanding our communication with parents via ***The Skoolbag App***, (sic) and providing more detailed (electronic) newsletters
- Introducing ***Seesaw***, an App that allows parents to see some of their child's work online

A pleasing aspect of the year was the simple but vital matter of school climate. Our staff continues to be pleased that so many diverse people – be they visitors, excursion guides, camp coordinators...the list goes on – comment about our students displaying exemplary manners and respect. Such comments reflect credit on all concerned – the staff, the parents and the students.

I would like to thank our staff for their professionalism in the education of our students. It is a pleasure to be surrounded by energetic and talented colleagues who are always willing to do whatever is in the best educational interests of our children.

The key to our success is simple: *we have established and we maintain a peaceful school culture in which cooperation, respect and integrity permit consistent and explicit teaching.*

Education in Faith

Goals & Intended Outcomes

To strengthen St Leo's as a Parish school where the Catholic faith is celebrated and Gospel values are lived out in everyday life.

- That faith, a commitment to Social Justice and Gospel values are more central to the lives of members of the community.

Achievements

- ECSIP (Enhancing Catholic Schools Identity Project) data affirms that parents support Catholicism (94%) and Catholic education (96%). Students and staff perceive the school to be a dialogue school, as we value learning in a multi-cultural and multi-faith society. Students and teachers believe dialogue in and beyond classrooms can enrich our faith, and they value the Parish and School working in partnership.
- Our Insight SRC data (Catholic Culture, 2017) show that students and staff feel Social Justice is important. Such data also shows that we have the opportunity to participate in Social Justice Activities (Insight SRC, Catholic Culture, Staff 96%, Students 83%). This is also reflected in the ECSIP survey in which students, staff and parents placed a high importance upon the need for involvement in social justice projects.
- Students, staff and parents continue to believe that Compassion is important and that they have the opportunity to act in a compassionate manner, as reflected in our Insight SRC Data (Catholic Culture 2017); students (89%), staff (91%) and parents (77%).
- According to the Insight SRC (Catholic Culture 2017) the data shows that parents strongly believe that the behaviour of students (and staff) is strongly consistent with faith-based values (Parents: Behaviour of Students, 96%, Behaviour of Staff, 82%).



Value Added

- The establishment of a central Sacred Space in the school for classes to congregate and display religious icons and artwork has become a focal point for all the community.
- Introduction of Family Prayer Nights for individual year levels to reflect on their faith and learning.
- Family Celebration Days held at school incorporating different activities to celebrate the religious seasons of Lent and Advent.
- During Family Week, we raised funds for Catholic Care via our Wheel-a-thon. Catholic Care recognised our efforts in their website
- Fundraising for the St Vincent De Paul Society's annual Christmas Appeal
- Visit by Archbishop Denis Hart to classrooms and continued visits of Parish Priest, Father Paul, to classrooms
- Students attended Parish Masses on a weekly basis and the Sacrament of Reconciliation each term
- Invited children to join the School Choir and sing at significant religious events
- Raised funds to support Caritas (a Catholic Charity) and Joseph's Corner (a local charity)
- Senior students attended Healing Masses to support the engagement of parishioners in this celebration
- Students continued to take an active role in leading classroom prayer sessions, prayer at assemblies and school-based liturgies promoting special events in the Church's calendar, such as Advent, Lent and other feast days
- Our school Website, Newsletter and Skoolbag App raised awareness of upcoming religious events and reflections
- Staff meetings held to plan sessions in order to ensure students' prior knowledge and experiences are acknowledged, and their faith developed during the unit of work through opportunities to explore, question and respond
- Teachers have audited and begun to implement the new Religious Education framework
- Liaising with regional Religious Education Advisor from Catholic Education Melbourne to plan units of work.
- Students attended the St Patrick's Day Mass and Mission Mass at St Patrick's Cathedral

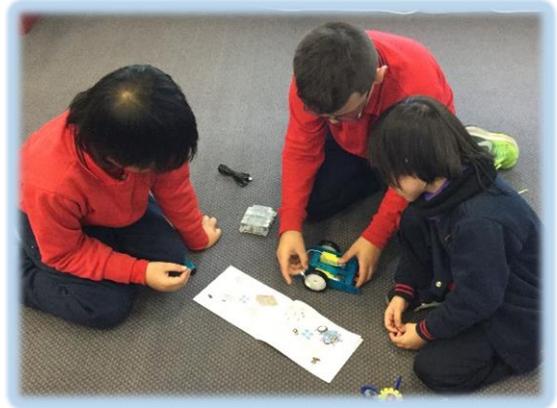


Learning & Teaching

Goals & Intended Outcomes

To empower every student to be a successful and engaged learner.

- That student engagement in their learning improves
- That students' oral language improves
- That student achievement in years 4-6 improves



Achievements

We endeavour to embed a classroom culture where students are encouraged to persevere, value effort and engage with challenging tasks. Teachers continue to promote the development of a Growth Mindset through modelling, feedback and the continued use of Learning Intentions and Success Criteria. Tasks are differentiated to meet the learning needs of all students in Literacy and Numeracy. This is common practice in teacher planning sessions where we use pre-assessment data to identify and target student needs. As a result, our data (Insight SRC, Student Survey, 2017) indicates that students are motivated to achieve and learn. (Actual Score 87.37)

As part of our commitment to enhance student achievement in **Numeracy**, the staff were involved in professional development in content areas including Mental Computation, Multiplication, Division and Fractions. Hence, we adopted a whole-school approach to teaching Mental Computation, which resulted in engaging families through newsletter items and resources sent home to support learning. We continued to implement the lesson structure of 'Launch, Explore and Summarise', which is aimed at encouraging students to engage and persist with problem solving tasks and explore efficient strategies. Teachers are supported by ongoing Professional Team Meetings where data is analysed to further improve our learning and teaching.



Furthermore, the school introduced GRIN (Getting Ready In Numeracy) which is an intervention program to develop students' confidence in Mathematics. A number of our staff were trained as tutors and implemented the program in the Grade 3/4 level. Feedback from parents indicates that they believe their children enjoy Mathematics, and are motivated by the teaching and learning provided by the school. (Insight SRC, Parent Opinion Survey, 2017, Actual Score 85.49)

The school's commitment to **Literacy** was further supported by professional development for all staff in the SMART Spelling Program. This included a whole-school curriculum day (facilitated by the founder of the program) and teacher-appraisal processes, which ensured consistency in the delivery of the program. St Leo's staff indicated that the appraisal processes are effective, enabling them to receive feedback on how they are performing their role (scoring 83.99% on Insight SRC, Staff Survey, School Climate 2017).

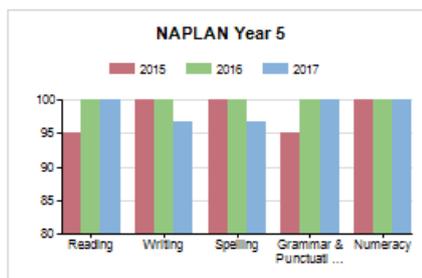
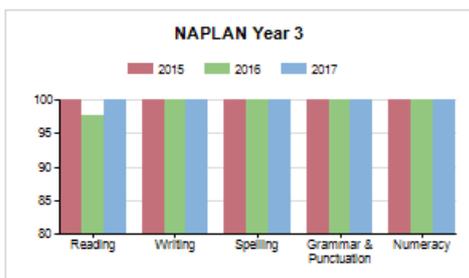
This program supports teachers in the explicit and systematic teaching of Spelling with an emphasis on meaning and vocabulary development. Curriculum processes, that is, the extent to which there is effective communication amongst staff in the planning of the curriculum, remains high, scoring 94.28 % (Insight SRC, Staff Survey, 2017). To differentiate the curriculum in Literacy, the teachers adopted a 'Traffic Light' approach (as used in Numeracy) which aims to engage all children to experience success in learning.

STEM (Science, Technology, Engineering, and Mathematics) is an integral part of our Science/ Inquiry units. School-based data indicates that our students relish the opportunity to problem-solve, collaborate, investigate and present their learning. We have continued to supplement resources in this area, and this has ensured that our students develop skills that are necessary in our rapidly changing world.



STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	97.8	-2.2	100.0	2.2
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	95.2	100.0	4.8	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	95.2	100.0	4.8	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	96.7	-3.3
YR 05 Writing	100.0	100.0	0.0	96.7	-3.3



In Grade 3, we have maintained excellent standards of student achievement in all areas of Literacy and Mathematics, that is, 100% of students have been above the National Minimum Standard since 2015.

In Grade 5, we have maintained excellent standards in all areas of Numeracy, Reading, and Grammar & Punctuation since 2015. Although there is a slight decrease in the areas of Spelling and Writing, the achievement levels are outstanding.

- *Our continued commitment to improving teacher pedagogy and targeted learning experiences are reflected in our consistent NAPLAN results*

Student Wellbeing

Goals & Intended Outcomes

To enhance positive relationships, student resilience and confidence.

- That student morale and confidence will improve.

Achievements

The development of positive relationships and the wellbeing of our students are paramount in developing a happy and safe learning environment. This aligns with our School Vision statement, which emphasises *'a welcoming, safe and enriching learning environment.'*

- The explicit teaching of **Social and Emotional Learning** supports students' social skills and the relational culture throughout the school. Teachers use a range of resources including the Victorian Curriculum and the Bounce Back Social Skills Program and various strategies such as Circle Time and Restorative Practices to deliver a comprehensive SEL program, which is timetabled throughout the school.
- Data indicates that in the area of Emotional Wellbeing – **Student Morale, Student Distress and Connectedness to School** that we are performing similar to the middle 50% of Australian primary schools (Student Experience, Insight SRC, 2017). Furthermore, parents believe that their children are developing effective social skills. (Parent Survey, Insight SRC 2017, Social Skills 62%)
- These scores are also evident in the area of **Engagement in Learning** which includes **Learning Confidence, Student Motivation and Connectedness to Peers** (Student Experience, Insight SRC, 2017). This indicates that students have the confidence and motivation to learn whilst having positive relationships with other students.
- Teachers continue to cater for all student-learning needs (including students under the SWD program) with Individual Learning Plans. Regular Program Support Group meetings are held with parents to ensure effective communication. Liaising with outside agencies and services is integral to supporting teachers and students. The school employs Learning Support Officers to assist students both at an individual and small-group level.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.87
Y2	94.43
Y3	95.51
Y4	93.85
Y5	92.10
Y6	96.05
Overall average attendance	94.14

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.85%

Attendance of students is recorded and monitored through our Attendance Roll System which requires an electronic and hard copy be completed twice daily by teachers. Families are able to contact the school via phone, email, written note or the *Skoolbag App*.

Regular and unexplained absences are followed up with telephone calls to parents/guardians by our Student Wellbeing Leader. Furthermore, we may request special meetings with parents/guardians to implement strategies aimed at improving school attendance. In extreme circumstances, we refer prolonged and unexplained absenteeism to a Student Attendance Officer, as mandated by the Department of Education and Training.

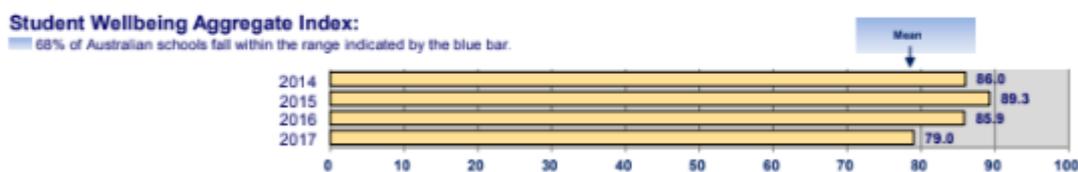
Value Added

- As an accredited and recognised **eSmart** school, we continue our commitment to cyber safety. This whole-school approach teaches concepts such as responsibility, safety and relationships. An eSmart committee comprising staff and students organises events and activities to promote positive relationships within our school. The school recognises **eSmart Week** and **Safer-Internet Day** as opportunities to reinforce with all students the importance of being safe online.
- Our school is a **Better Buddies School** (Alannah and Madeline Foundation). We continue to promote this cross-age initiative, which aims to develop empathy and respect, and values differences. These values and skills contribute to developing friendships and a safe school environment. As a school we continue to celebrate the annual **Better Buddy Day** with a range of activities. In support of this, parents believe that their children have positive relationships with their peers. (Parent Survey, Insight SRC 2017 Connectedness to Peers 85%).
- The school also continues to recognise and support the **National Day of Action against Bullying and Violence**. The school also participated in the national **One Million Stars to End Violence**, as part of the Commonwealth Games 2018. Our data shows that children feel safe at school, scoring 85% (Student Survey, Student Safety, Insight SRC, 2017). Parents are also confident that classroom behaviour is not an issue and does not interrupt their child's learning at school. (Parent Survey, Insight SRC 2017, Classroom Behaviour 91%).

- Children are welcome to attend **Games Club/Code Club** at lunch times; the provision of varied play equipment on the yard is another outlet for students who prefer passive play.
- Students have the opportunity to participate in a range of **extra-curricular activities** including sport, art and dance, and in-school workshops and excursions. Some special events over the year have included:
 - Easter Bonnet Parade
 - Book Week Parade
 - Book Fair
 - Grades 5/6 Camp
 - Weekly assemblies celebrating the achievements of our school and students
 - Monash University Science Workshops
 - Western Bulldogs Visit
 - Connect 4 Championships



Student Satisfaction



The area of Student Wellbeing include the following indicators:

Emotional Wellbeing
Teacher Relationships
Engagement in Learning

The results show that we have consistently scored above the mean from 2014. (Insight SRC, 2017). Sixty eight per cent of Australian schools fall within the range indicated by the blue bar.

Our data indicates that students feel that classroom behaviour is conducive to learning (scoring 83% on the Student Survey, Student Behaviour, Insight SRC 2017). Students feel that teachers make their learning interesting, enjoyable and inspiring; they report feeling energised, positive and relaxed at school (Student Survey, Insight SRC, 2017).

These results can be attributed to practices including initiatives in the area of Social and Emotional Learning, differentiation of the curriculum, and the increased awareness of growth mindsets. We are extremely pleased with our consistent results in this area and this affirms the practices and structures in place at our school.



Child Safe Standards

Goals and Intended Outcomes

To ensure the care, safety and wellbeing of our students.

- That Child Safe protocols in relation to all staff, volunteers and contractors are implemented.
- That risk-management policies and procedures are embedded into our practice.
- That all stakeholders are aware of the policies, procedures and practices in maintaining the safety of children.

Achievements

- The St Leo's Code of Conduct available to the school community and signed by all staff and volunteers, and a register maintained.
- Working With Children Check Register maintained, and volunteers screened; all relevant information recorded and verified.
- Risk-Assessment Register maintained and staff regularly made aware of their responsibilities to child safety.
- Communication of policies, procedures and practices to staff and parents for responding to and reporting child safety concerns/complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct.
- Online training for all staff in Mandatory Reporting using the e-module.
- Professional development with staff about the Reportable Conduct Scheme.
- Professional development of procedures for responding to allegations of child abuse for staff and familiarisation with and use of PROTECT resources.



Leadership & Management

Goals & Intended Outcomes

To enhance the dynamic and high performing learning culture of the school to support teacher development and confidence

- That staff feedback processes will improve and lead to enhanced professional growth.

Achievements

Our data reflects that the staff believe there is a strong professional-learning culture in our school and there are effective processes in place that allow teachers to build their capacity.

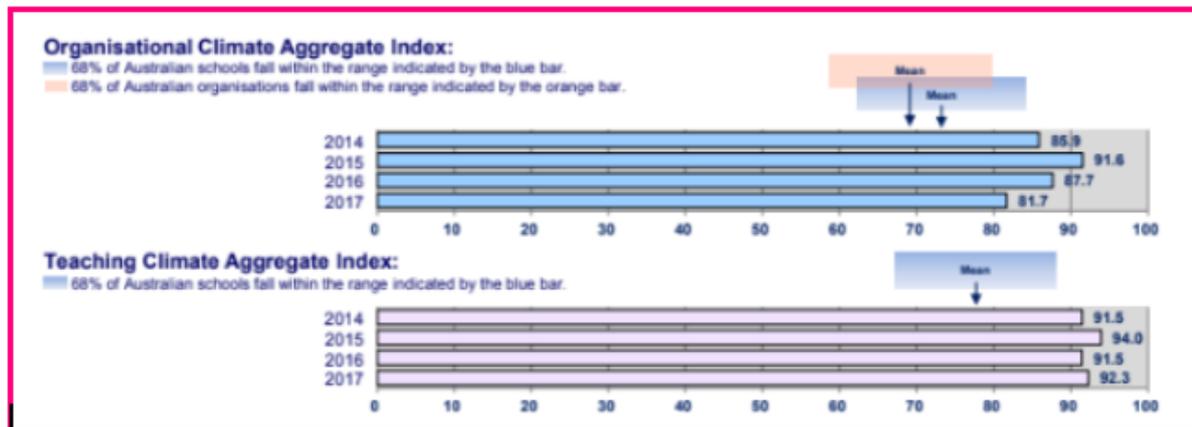
- Staff believe that there is effective communication among staff in the planning of the curriculum (Staff Survey, Insight SRC, 2017, Curriculum Processes, 94.28%).
- Staff believe that their goals and approach to work are aligned with the goals and approach of the school (Insight SRC, 2017, Ownership, 81.71%).
- Staff know what is expected of them and their roles (Staff Survey, Insight SRC, 2017, Role Clarity, 85.13%).
- Staff believe that the school is focused on quality teaching and creating a learning environment that maximises outcomes for students (Staff Survey, Quality Teaching, Insight SRC, 2017, 93.44%)..

Overall, our staff report that they feel positive, energetic and enthusiastic at work (Staff Survey, Insight SRC, 2017, Individual Morale, 90.54%).

The school continues to maintain a strong commitment to regular Professional-Learning Team meetings, staff meetings and facilitated planning sessions. This provides opportunities for staff to collaborate and reflect on student data, and plan learning experiences catering for the needs of our students (Staff Survey, Insight SRC, 2017, Engaging Practice, 95.23%).

The school also endeavours to ensure that the resources used to support learning in the various curriculum areas are current. In 2017, the school purchased extra Chrome Books and iPads as well as other resources to support our STEM curriculum including M Bots. We frequently supplement our Maths resources; this year we purchased material to complement our teaching and learning of Fractions (in line with professional development in this area) as well as 3D Models, dice and measuring equipment. We also updated our Literacy resources, with the purchase of new class novels and Big Books for our junior levels to use in Shared Reading.





The **Organisational Climate** (which is calculated on the Staff Survey indicators of Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal and Recognition, and Professional Growth) all scored well above the mean. The **Teaching Climate** (which is calculated on Student Management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practices and Quality Teaching) shows a similar trend where all scored well above the mean.

Our scores in this area are extremely pleasing, and indicate that leadership has continued to maintain and strengthen structures and procedures to allow staff to build their capacity in order to ensure our students experience success. Scores of this nature are also indicative of the culture of the school and are also reflected in our student data.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Numbers of Teachers who participated in PL 20
 Average Expenditure per teacher for PL \$2360



DESCRIPTION OF PL UNDERTAKEN IN 2017

In 2017, teachers participated in professional learning in the following areas:

- ARCOTS training (Assessment Research Centre Online Testing System)
- N Forma/Victorian Curriculum/Reporting
- Simply Maths – Addition and Subtraction
- GRIN (Getting Ready in Numeracy) Intervention program
- Simply Maths- Problem solving and growth mindsets
- First Aid Course
- Mandatory Reporting e-module
- Anaphylaxis Training and e-module
- Improving Pedagogical Practice in Maths (CEM)
- Simply Maths – Multiplication and Division
- NAPLAN Data Analysis
- 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 Administration Cluster Meetings
- Western Region Principals Network Meetings
- Western Region Learning and Teaching Leadership Cluster Meetings
- Reading Recovery
- Multiplication and Division Project – Monash University/CEM
- G.A.F.E Summit
- SMART Spelling – Michelle Hutchinson
- STEM Education – Scienceworks
- Severe Language Disorder
- Hapara Training
- Assessing and Programming of Phonological Awareness

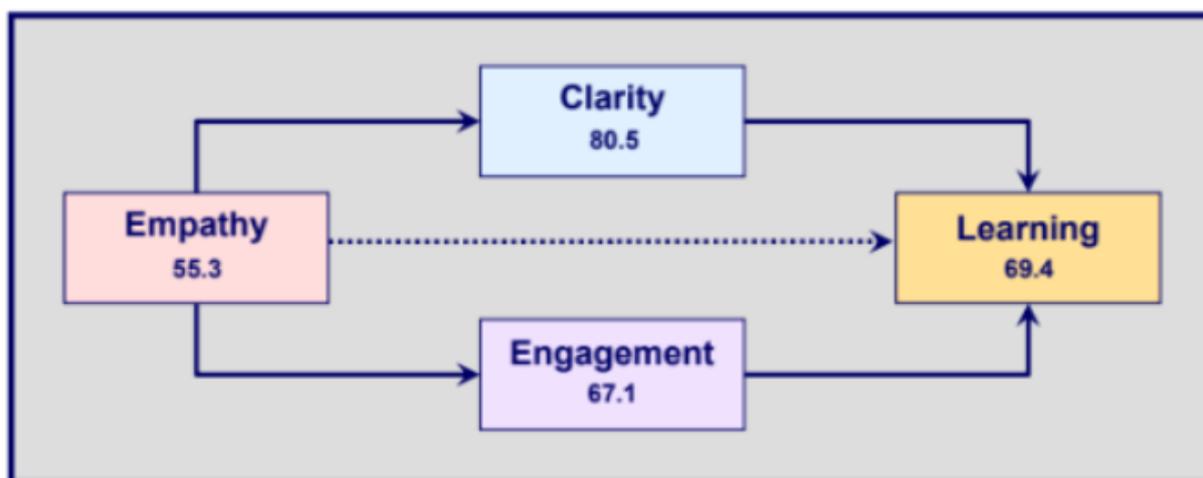


TEACHER SATISFACTION

The four pillars of culture that research has shown drive employee wellbeing, engagement and performance are:

- Empathy (Supportive Leadership)
- Clarity (Role Clarity)
- Engagement (Teamwork, Empowerment and Ownership)
- Learning (Appraisal and Recognition, Professional Growth)

Shown below are our school's percentiles on the four cultural pillars compared to other Victorian Primary Schools.



Overall, our school has rated significantly high in all areas of school culture:

- **Empathy** relates to how staff feel that the school leadership understand and are supportive of their needs (Staff Survey, Insight SRC, 2017, 55.3%). The leadership team has an open-door policy and are very approachable. Distributed leadership allows shared decision making and whole staff consensus.
- **Clarity** (Staff Survey, Insight SRC, 2017, 80.5 %) relates to the extent to which staff have a sense of purpose and know what is expected of them. Roles, expectations and responsibilities are clearly defined and revisited to ensure ongoing support and clear communication.
- **Engagement** - A very healthy team spirit and strong staff engagement are evident. Both *School Morale* (80.55%) and *Individual Morale* (90.54%) are very high indicating a very positive emotional tone in the school. Staff perception of *Teamwork* (80.13%) indicates that staff have the opportunity to work together collegially and support one another.
- **Learning** – Staff feel validated for their efforts and that they are given opportunities to develop their capabilities to build on their repertoire of effective learning and teaching practices.

**Scores are taken from the Staff Survey, Insight SRC, 2017*

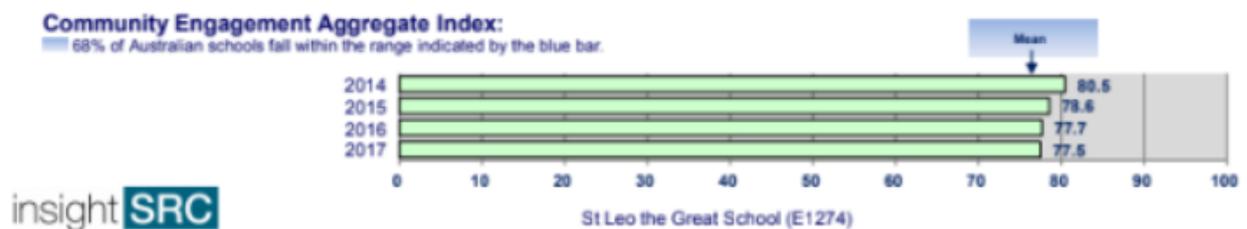
School Community

Goals & Intended Outcomes

To strengthen our dynamic learning community with strong parent and community partnerships.

- That parents are more engaged in their children’s learning to optimize student outcomes.
- That further links are established with the wider community.

Parent Satisfaction



Data from the Parent Opinion Survey (Insight SRC, 2017) indicates that:

- **Connected to Peers** (86%) – Parents feel that their children are building positive relationships with other students.
- **Student Motivation** (87.19%) - Parents feel that their children want to be at school.
- **Stimulating Learning** (79.31%) – Parents believe that their children enjoy the teaching and learning provided by the school.
- **Connected to school** (77.96%) – Parents feel that their children enjoy and want to be part of the learning at school.
- **School Improvement** (64%) - Parents at our school feel that the school is focused on improvement.
- **Approachability** (63%) – Parents also feel that staff are approachable and actively try to collaborate with them and are receptive in understanding their views and concerns.

Our Community Engagement aggregate scores (68%) have been consistently above the mean for Australian schools since 2014. Parent partnerships continue to be a priority for school improvement.



Achievements

We have endeavoured to strengthen our parent and community partnerships through the following initiatives in 2017:

- We held a very successful Wheel- a- thon for families as part of our Family Week celebrations. Many families joined us for the occasion. This was a highlight of the school calendar and Catholic Care recognized our efforts.
- Our student-led committees “Mini Vinnies” and “eSmart” were instrumental in organizing special days including a “Superhero Day” to raise awareness of staying safe online and charity appeals.
- Parents continued to assist in classrooms particularly in the Junior Literacy Block, sporting activities, excursions, canteen and other school events.
- Liaising with the local sporting clinics including AFL, Badminton, Gymnastics, Netball and a dance company ‘Raw and Rugged’, culminating in a school performance night.
- Liaising with local secondary schools including school visits, transition programs, musicals and sporting days.
- We committed to the use of Seesaw and Google Sites as a means of providing families with an immediate and personalized window into their child’s school day and learning, thereby facilitating communication with families.
- The Parents and Friends worked enthusiastically to organise social and fundraising functions including our annual Mothers’ Day Luncheon, Welcome BBQ, Fathers’ Day Family Breakfast, and many other initiatives, which have become traditions in our school community.



- The school has offered its resources both during school hours and after hours to our parent and local community. This has included Art classes, Meta-fit classes, and opportunities for community service and work experience.
- We have continued to liaise with the wider community including:
Altona Gate Kmart Wishing Tree Appeal and Art Displays
Hobsons Bay City Council School Environmental Program
Mobil Bright Future Grant
Premier's Reading Challenge
Woolworths Earn and Learn Program
Scienceworks - WeStem Project in partnership with Museum Victoria
Racing Victoria
- We maintained our commitment to reach families by utilizing five modes of communication; written invitations, electronic modes, Skoolbag App, verbally/personally approaching family members, flyers and newsletter items.



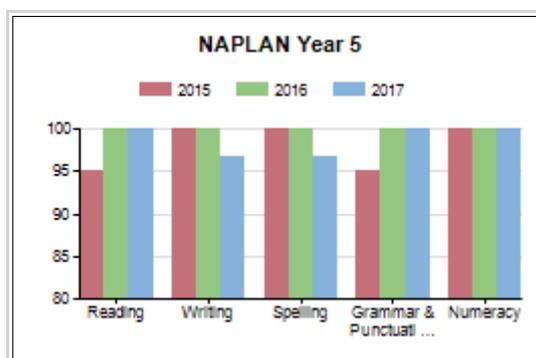
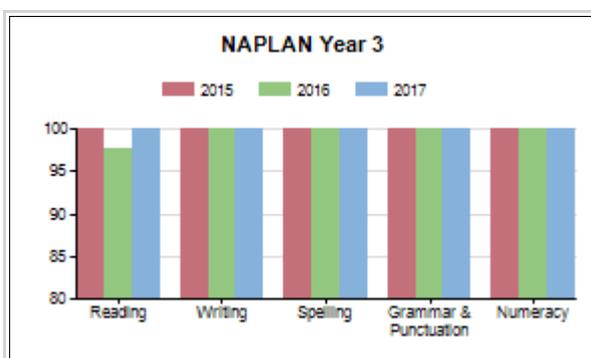
Extra Reports

E1274

St Leo the Great School, Altona North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	97.8	-2.2	100.0	2.2
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	95.2	100.0	4.8	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	95.2	100.0	4.8	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	96.7	-3.3
YR 05 Writing	100.0	100.0	0.0	96.7	-3.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.87
Y2	94.43
Y3	95.51
Y4	93.85
Y5	92.10
Y6	96.05
Overall average attendance	94.14

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.85%

STAFF RETENTION RATE	
Staff Retention Rate	90.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	4.00%
Graduate	8.00%
Certificate Graduate	8.00%
Degree Bachelor	76.00%
Diploma Advanced	28.00%
No Qualifications Listed	16.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	21
FTE Teaching Staff	16.900
Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	4.021
Indigenous Teaching Staff	0