

Annual Report to the School Community

St Leo the Great Primary School Altona North

Registered School Number: 1690



2019

CONTACT DETAILS

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MINIMUM STANDARDS ATTESTATION

I, James Ryan, attest that St Leo the Great Primary School Altona North 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 2017 (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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.*

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.

SCHOOL OVERVIEW

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

Our current enrolment is approximately 269 students and currently there are 13 classes; two classes of each 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 raises awareness of issues both in our community and globally

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 endeavor 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.

We have a number of support staff including Learning Support Officers and intervention tutors in Reading and Maths who work closely with the classroom teachers to provide additional support. We acknowledge and celebrate the diversity of our students and such personnel are key in ensuring we are able to adjust the curriculum to support the success of all students.

Specialist teachers teach Physical Education and Digital Technologies, 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.

We also endeavour to support student learning by ensuring our resources are updated regularly and in line with the students' needs. Our classrooms are well resourced; 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 1-6). Students have access to various programs purchased by the school including Reading Eggs, See-Saw, Hapara as well as many Apps for our mobile devices. Teachers and students are using Google Apps for Education (GAPE). 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 a Digital technologies laboratory, a multi-purpose hall and extensive playground areas. The school also offers Before and After School Care. *Camp Australia* provides this service on the school's behalf.

PRINCIPAL'S REPORT

In 2019 the students at St Leo's School continued to grow academically, spiritually, socially and emotionally. We achieved this through the shared goals and endeavours of our students, parents and staff.

Our school community draws inspiration from our motto: **unity is strength.**

We are delighted with the consistently high academic standards of our students (clearly evident in our Naplan results). Our shared beliefs, language, procedures and practices support this success, and underpin the wellbeing of all in the community.

Our success includes the following:

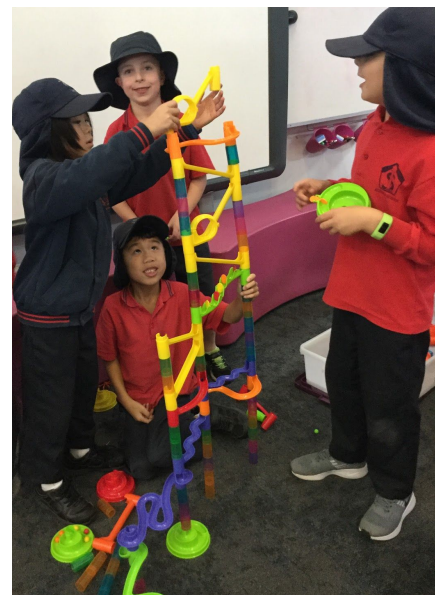
- Ongoing and impressive achievements in Literacy (well above 'like schools')
- Ongoing and impressive achievements in Mathematics (well above 'like schools')
- Increased student collaboration via Google Apps for Education (GAFE)
- Continued initiatives in Parish/School/Community relationships
- Sporting developments, including involvement in an expanded range of Sport clinics and competitions
- Physical development involving refurbishment of our digital technologies space & revamped corridors
- Increased student involvement with Social Justice, and Parents assisting in and beyond classrooms

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 **welcome** all people to our school community **so that our students learn 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.

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 etcetera) comment on our students displaying exemplary manners and respect. Such comments reflect credit on all concerned – the students, parents and staff.

I would like to thank our staff for their professionalism in the education of our students. It is a pleasure 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.



EDUCATION IN FAITH

Goals

To develop contemporary approaches and understandings in Education in Faith.

To support teacher and student faith reflection.

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 endeavoring to engage with their faith in today's multicultural and multi faith society.

Our 2019 data from Catholic Education Melbourne School Improvement Survey (CEMSIS) indicates:

- An overwhelming number of families believe that respect for the Catholic religion is emphasised at our school (CEMSIS, Catholic Identity, 94%). This is also supported by our staff data (CEMSIS, Catholic Identity, 94%). Furthermore our families are familiar with the Catholic ethos underpinning the policies and practices of our school (CEMSIS, Catholic Identity, 67%)
- 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 (CEMSIS, Catholic Identity, 74%)
- We have been successful in facilitating professional development in contemporary approaches which have contributed to the Catholic ethos of the school (CEMSIS, Catholic Identity, 86%)



Value Added

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.

- The staff participated in a reflection day with Father Elio Capra which presented an opportunity to reflect on the importance of Scripture our lives and an opportunity to explore how teachers can make Scripture alive and active in the lives of our students
- As part of our Prayer for Christian Unity, our students, some parents and parishioners participated in a Walk of Witness to our neighbouring Greek Orthodox Church. The children were able to meet clergy and were involved in a liturgy with representatives from both the Catholic and Greek Orthodox faith
- Continuation of Family Prayer Nights for each year level to reflect on their faith and learning through the Gospel
- A recognised central Sacred Space in the school for the community to congregate and display religious icons and artwork
- Family Celebration Days as an opportunity for the community to gather and celebrate the liturgical seasons of Lent and Advent
- Celebration of our school feast day as a community with organised activities and School Mass
- A concerted effort to raise the profile of Social Justice awareness and involvement in the community led by staff and student representatives from the Mini Vinnies committee to support various local and global charities
- Greater engagement of parents in Sacramental programs supported by the presence of the Parish Priest through family evenings
- Students attend and participate in Parish Masses on a weekly basis and are given the opportunity to regularly receive the Sacrament of Reconciliation
- Working collaboratively with the Parish to encourage the school community to be more involved in the weekly Parish Masses
- Inviting children to join and participate in the school choir and sing at various significant celebrations.
- Regular communication of important days and events through various means to promote our Faith, Social Justice Issues and Gospel values
- Students continue to take an active role in leading classroom prayer sessions, prayers at assemblies and school based liturgies
- Building teacher pedagogy to explore the Catholic traditions and make connections to today's world
- Students' prior understandings and experiences are acknowledged and opportunities given to explore, question and respond to their faith
- Teachers' implementation of the new Religious Education Framework to plan contemporary units of work that engage students with their faith in today's multicultural and multi-faith society



LEARNING & TEACHING

Goals

To build teacher capacity in high impact teaching.

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

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

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.

In Mathematics, we continue to embed and build teachers' capacity in the "Launch/Explore/Summarise" lesson structure as we believe this lesson structure aligns well with research which advocates a growth mindset, challenge and persistence in order for learning to occur. New staff members also participate in professional learning to achieve shared beliefs and understandings. Since the introduction of the lesson structure; Launch, Explore and Summarise, we have continued to achieve excellent results in both school based and external assessments in **Mathematics**. We have also noticed a considerable shift in student confidence.

The teaching of Mathematics and Literacy is further 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. On the recent CEMSIS Surveys, teachers have indicated that they believe there is a strong sense of collaboration amongst staff to improve teaching and learning. (CEMSIS, Collaboration in Teams, 94%)

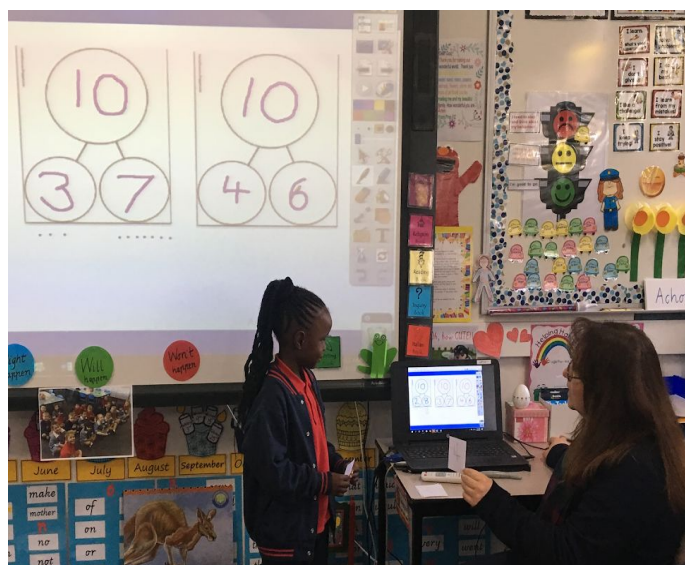
In addition to this, assessment practices are conducive to ensuring that student data is used to inform our teaching and planning. This is evident in the embedded practice of pre and post assessment in Numeracy used to track growth and identify areas for improvement and checklists used to record anecdotal information. Literacy assessments are ongoing throughout the year and include regular monitoring using the Fountous and Pinnell Benchmark Assessment System. Tasks are reflective of students' needs and present varying degrees of complexity.

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. This year we have also invited students to 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

The school has continued its commitment to ensuring consistent planning of the curriculum in **Literacy** using data to inform our teaching. Teams meet twice a term for a full day of Literacy planning and the main focus of our planning and teaching is comprehension, oral language and vocabulary development. The implementation of Fountas and Pinnell resources including *The Continuum of Literacy Learning*, *Reading Behaviour Checklist* and the *Prompting Guide* have been attributed to our pleasing scores. We have continued to invest in Fountas and Pinnell resources to further support the learning and teaching of comprehension in the early years.

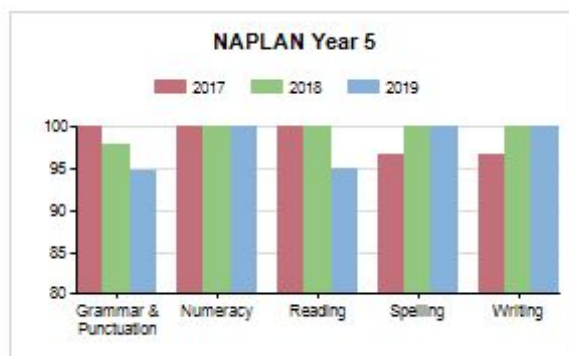
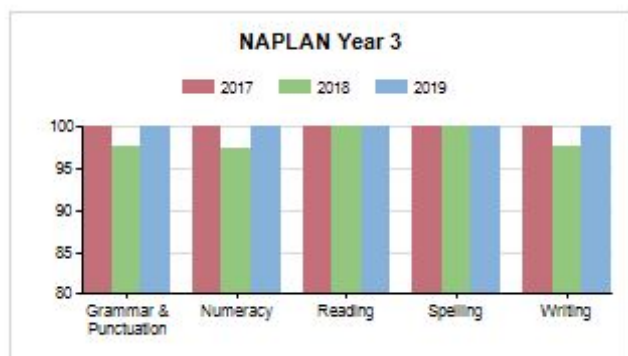
Professional development in other areas including Guided Reading, Speaking and Listening and Feedback have provided opportunities for teachers to improve practice. Staff members feel they have opportunities to collaborate, share ideas and solve problems together, leading to a shared understanding and alignment of team goals. (CEMSIS, Professional Learning, 84%)

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 CEMSIS, Collective Efficacy, 83%) shows that the staff strongly believe that they have what it takes to improve instruction.



STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	97.6	-2.4	100.0	2.4
YR 03 Numeracy	100.0	97.5	-2.5	100.0	2.5
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	97.6	-2.4	100.0	2.4
YR 05 Grammar & Punctuation	100.0	97.9	-2.1	94.7	-3.2
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	95.0	-5.0
YR 05 Spelling	96.7	100.0	3.3	100.0	0.0
YR 05 Writing	96.7	100.0	3.3	100.0	0.0



The above table shows that we have continued to achieve excellent results in NAPLAN assessments.

Our Grade 3 results show a positive increase in all areas of Numeracy and Literacy. In Reading and Spelling 100% of our students have continued to achieve above the National Minimum Standards since 2017. Whilst there was a slight dip in the other areas in 2017-2018 our data remained significantly high and then peaked again in 2019.

In Grade 5, we have maintained excellent results in all areas of Numeracy and Literacy since 2017. Our data in Numeracy has remained consistent with 100% of our students achieving above the national minimum standards. In Spelling and Writing, we have seen an upward trend in the data and 100% of students are above the national minimum standards. In Reading and Grammar and Punctuation, there has been a slight decrease between 2018-2019, however our results in these areas still remain outstanding.

STUDENT WELLBEING

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 children is to develop a community where students are co-contributors for their learning to 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 data shows that our parents believe their children have a great sense of belonging to the school. (CEMSIS, School Fit, 90%) 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 continued explicit teaching of ***Social and Emotional Learning*** supports the relational culture throughout the school. Our continued commitment to being 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. Our Grade 6/Prep buddy program has been a continued success welcoming new children and families. Our introduction of Buddy Grades across other year levels has also proven to be a success as students are interacting and forming friendships across the school. Our student data indicates that students enjoy being together in class. (CEMSIS, School Belonging, 85%)

As a school we continue to use ***Restorative Practices*** to repair relationships that have been damaged and 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. Students feel that they have an adult in the school that they can speak to if they had a concern about safety. (CEMSIS, Student Safety, 81%) Further the 'affective' language of restorative practices empowers staff to effectively manage conflict situations that maintain the dignity of all individuals involved. The data also indicates that parents believe that the school's overall approach to discipline works for their child. (CEMSIS, School Fit, 92%)

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. (CEMSIS, Student Safety, 93%) 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. Teachers and students abide by a set of school rules that are visible around the school and in classrooms to further promote positive

relationships. To support this our data indicates that students believe that our school rules are fair for all students at our school. (CEMSIS, School Climate, 80%)

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, eSmart or St Leo's Kids' Newsletter committees. The data shows that our students believe there are effective student leadership structures in our school. (CEMSIS, Student Voice 75%)

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 **Reading Recovery**, **PAN (Preps and Numeracy)** and **GRIN (Getting Ready In Numeracy)**. For our high achieving students we have offered children opportunities to participate in **APSMO (The Australasian Problem Solving Mathematical Olympiads)**, the BEBRAS Challenge and **G.A.T.E.W.A.Y.S.**

Personalised Learning Plans and Program Support Meetings are implemented within the school as well as liaising with outside agencies and CEM 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 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 believe their teachers have high expectations of them. (CEMSIS, Rigorous Expectations, 91%)

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 the implementation of STEM to enhance engagement of students and make links to the real world has added another positive element to the curriculum to make learning interesting, enjoyable and inspiring. Our student data indicates that children believe that they are working to the best of their ability. (CEMSIS, Learning Disposition, 91%)



Value Added

- Our St Leo's Talent Show proved to be a huge success with our children showcasing a variety of talents. Parents/carers and grandparents were invited to attend the shows and all acts were recorded and uploaded to Seesaw to share with family members
- Outside of the classroom the school has a well established Games Club for children at lunchtimes and other play equipment on the yard for passive play options including Dominoes and Noughts and Crosses
- Publication of St Leo's KIDS' Newsletter each term organised by senior students with contributions from all year levels
- A school Food Bank continues to assist and support families and students in times of need through donations from our school community
- Recognition of Naidoc Week within the school community with a student winning the Naidoc Medal of Excellence
- Recognition of National Child Protection Week, eSmart Week and Family Week
- Dance sessions with a qualified dance teacher culminating in a School Concert for our community
- Our annual Book Week Parade and Book Fair were a highlight of the school year
- Students have had the opportunity to participate in a myriad of extracurricular activities including:
 - Intensive swimming program from Grade Prep -6
 - Camp Program Grade 5/6
 - Excursions including visits to Dromkeen, Collingwood Children's Farm, Melbourne Symphony Orchestra
 - In school workshops including the Australian Girls' Choir
 - National Ride to School Day
 - Premiers' Reading Challenge



STUDENT SATISFACTION

Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding and persistence	82%
School Engagement	How attentive and invested students are in school.	63%
School Climate	Perceptions of the overall social and learning climate of the school	72%
School Belonging	How much students feel they are valued members of the community	79%

Our CEMSIS student surveys 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. These results can be attributed to good 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.

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 Catholic Education Melbourne may be contacted.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.9
Y02	92.9
Y03	92.3
Y04	93.4
Y05	94.1
Y06	92.9
Overall average attendance	93.2

CHILD SAFE STANDARDS

Goal

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

Intended Outcomes

- That child safe protocols in relation to all staff, volunteers and contractors are reviewed, monitored and embedded.
- That risk management strategies are reviewed and monitored as part of our practice.
- That all stakeholders are aware of the policies, procedures and practises in maintaining a safe school environment.

Achievements

Our school holds the care, safety and wellbeing of all students as a priority and in order to comply with Ministerial Order No 870 we ensure that:

- All staff members participate in regular briefings to ensure the school's legislative obligations are met
- Our Code of Conduct and Child Safety Policy are publicly available on school website and school signage is visible in the office foyer, staff areas and school buildings related to child safety and expectations
- Staff are committed to the principles of inclusion of all Children including with Disabilities, Aboriginal and Torres Strait Islander children and children from Culturally and Linguistically Diverse backgrounds
- Ongoing training of staff in Mandatory Reporting and completion of the e-module is completed annually
- All staff are briefed on the Reportable Conduct Scheme and the responsibilities of the school in reporting any incidents of child safety
- Continue to engage the school community in all aspects of child safety to further disseminate requirements of the Child Safe Standards
- Sign In/Sign Out Processes are maintained for visitors entering and exiting the school to incorporate child safe practices
- Delivery of the curriculum to promote child empowerment and participation through Social and Emotional Learning
- Staff Training Register and Volunteer Register is maintained and credentials updated including Victorian Teachers Registration and Working With Children Checks
- Risk Management Register is maintained and completed by teachers for onsite and off site activities.
- Recognition of National Child Protection Week within the school community
- School attendance guidelines for monitoring student attendance are in line with the requirements from the Victorian Government
- Induction of new staff into the school's policies, codes, practices and procedures governing child safety
- All position advertisements and role descriptions have a child safety focus and referee checks conducted by the Leadership Team
- Photo identification required by all current and new staff members to ascertain identity in line with Child Safe Standards

LEADERSHIP & MANAGEMENT

Goals

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

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 order to build teacher capacity and promote high student achievement the school has continued its commitment to maintain ongoing teacher appraisal and feedback processes. This is evidenced in planned opportunities for teachers to reflect on their practices and set personalised goals. That is, leaders provide professional development in school based Professional Learning Team (PLT) meetings through readings, dialogue, modelling from their peers (experts) and in reference to the AITSL standards.

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. This includes researchers such as Professor Peter Sullivan, Carol Dweck and Fountas and Pinnel.

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, is used to drive our teaching and improve student outcomes
- Literacy Planning Days - Scheduled monthly team planning days where teachers have the opportunity to triangulate data from various sources and collaboratively research and plan units of work targeting the development of Reading comprehension skills and Writing
- External Professional Development - This aligns with the needs of the school and teachers subsequently share their learnings with the staff at designated meetings
- SMART Spelling PD - new staff were then given the opportunity to attend off site professional development days. This highlights our commitment to the consistent implementation of the program

DESCRIPTION OF PL UNDERTAKEN IN 2019

In 2019, teachers participated in professional learning in the following areas:

- CPR Training
- High Impact Teaching Strategies (HITS)
- Shared Christain Praxis - Father Elio Capra
- Australasian Problem Solving Mathematical Olympiads (APSMO)
- Writing learning Progressions
- Digital technologies to Support Learning
- Productive Mathematical Discussions
- Data walls in reading
- Restorative practices
- NCCD Nationally Consistent Collection of Data
- Disability Standards of Education Module
- Mandatory Reporting e-module
- Anaphylaxis training and e-modules completed
- 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
- G.A.F.E Summit
- SMART Spelling – Michelle Hutchinson
- Graduate and Beginning Teachers Network

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	24
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2590.00

TEACHER SATISFACTION

School Climate	Perceptions of the overall social and learning climate of the school.	90%
Collaboration in Teams	How well teachers work together in teams to improve teaching and learning.	94%
Collective Efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	95%
Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	92%

Our CEMSIS Staff surveys show high scores in the overall indicators in this domain. This is indicative of the structures, processes, support and collegiality present in our school.

Our data reflects that the staff believe that there is a strong professional learning culture in our school and also indicates a positive endorsement of the school and its processes. (CEMSIS, Overall School Positive Endorsement, 87%)

Teachers believe that the school leaders have the best interests of the school in mind and that the leadership team communicates a strong vision for teaching and learning at the school. (CEMSIS, Instructional Leadership 100 %) Further that professional learning experiences are aligned with the school's improvement plan and improved teacher practice.



SCHOOL COMMUNITY

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. We have made continued efforts to provide opportunities for parent engagement and to build their capacity to contribute to student learning and wellbeing.

As a community we have we have continued to thrive and strengthen our parent and community relationships through various initiatives:

- Our Parents and Friends organised a number of successful events in terms of social networking and fundraising. Events included our annual Mothers' Day Luncheon, Family Breakfast, School Disco and a host of other initiatives that are a part of the culture of the school due to the dedication and commitment of our parents and staff
- A number of parents have assisted in classrooms, canteen, excursions, as guest speakers and provided other ongoing support on a daily basis
- Our continued use of the Seesaw digital portfolio to engage families in children's learning
- Regular communication with parents through the skoolbag app and newsletters
- Our celebration of Family Week culminating in our annual fundraiser of a Wheel - a- thon proves to be a great success
- Parent Forums to inform the community of the school's goals, achievements and future plans were held each term
- Workshops and information nights across various learning areas to enhance parent learning proved to be successful
- Liaising with our local kindergarten and secondary schools through school visits to build relationships
- Student led committees organised particular events such as Bake Sale to support local and global charities
- Families were invited to attend Cuppa Chats with teachers to build school community relationships.
- We also continued to liaise with our wider community including:
 - *Woolworths Earn and Learn Program*
 - *Mobil Refining Australia*
 - *Alannah and Madeline Foundation*
 - *Hobsons Bay City Council*
 - *Bunnings*
 - *A.F.L Victoria*
 - *Bicycle Victoria*
 - *Envision Hands*
 - *Movember*
 - *Lifesaving Victoria*

PARENT SATISFACTION

School Fit	Families' perceptions of how well a school matches their child's developmental needs.	81%
School Climate	Families' perceptions of the social and learning climate of the school	90%
Student Safety	Perceptions of student physical and psychological safety while at school.	83%
Communication	The timeliness, frequency and quality of communication between the school and families.	76%

Our CEMSIS Parent surveys show high scores in the overall indicators in this domain indicating that parents are satisfied with the processes and practices of the school.

Our parent data indicates a positive endorsement of the school and based on their experiences parents are highly likely to recommend the school to prospective families. (CEMSIS, Family Engagement, 86%) The data also demonstrates that families feel a sense of belonging to the school and are welcomed at the school.

Parents believe that staff are always approachable, communicate well with people of all cultures and value the diversity of the children's backgrounds. Further, the data indicates that children respect the school staff and subsequently the teachers respect the children.



SCHOOL PERFORMANCE DATA SUMMARY

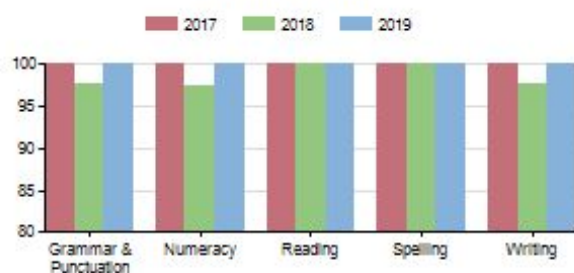
E1274

St Leo the Great School, Altona North

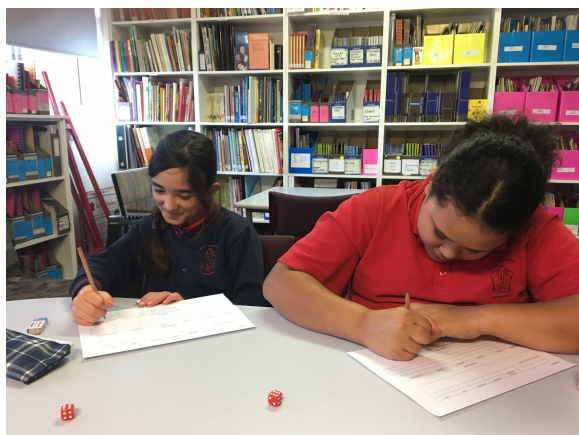
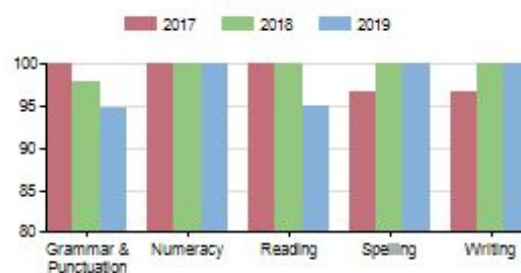
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	97.6	-2.4	100.0	2.4
YR 03 Numeracy	100.0	97.5	-2.5	100.0	2.5
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	97.6	-2.4	100.0	2.4
YR 05 Grammar & Punctuation	100.0	97.9	-2.1	94.7	-3.2
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	95.0	-5.0
YR 05 Spelling	96.7	100.0	3.3	100.0	0.0
YR 05 Writing	96.7	100.0	3.3	100.0	0.0

NAPLAN Year 3



NAPLAN Year 5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		93.9
Y02		92.9
Y03		92.3
Y04		93.4
Y05		94.1
Y06		92.9
Overall average attendance		93.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.8%

ALL STAFF RETENTION RATE	
Staff Retention Rate	90.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	12.0%
Graduate	8.0%
Graduate Certificate	8.0%
Bachelor Degree	68.0%
Advanced Diploma	24.0%
No Qualifications Listed	16.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	20.0
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	4.0
Indigenous Teaching Staff (Headcount)	0

