



St Leo the Great School Altona North

2022 Annual Report to the School Community



Registered School Number: 1690

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report.....3

Vision and Mission.....4

School Overview.....5

Principal’s Report7

Catholic Identity and Mission.....9

Learning and Teaching.....12

Student Wellbeing17

Child Safe Standards.....23

Leadership25

Community Engagement.....30

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Minimum Standards Attestation

I, James Ryan, attest that St Leo the Great 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 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

06/04/2023

NOTE: The School's financial performance information has 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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting 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 314 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 extracurricular 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

For St Leo The Great Primary School, the 2022 School Year was special for many reasons including that we were emerging from lock-downs, and celebrating our fiftieth anniversary. We celebrated our Half Century of Education with several assemblies and events, including opening and refilling a time-capsule, and holding a community School Expo Evening featuring student performances, an Art Show, outdoor market, BBQ and picnic.

Four other events stand out:

- To mark the retirement of Mrs Patricia Abela, our highly respected librarian whose service to St Leo's spanned more than 47 years, we named the Library in her honour
- Our Parents & Friends Association helped finance a climbing tower, adding a popular new feature to our playground equipment
- The State Government assisted us financially in the construction of an outdoor learning space (rain shelter/shade sail)
- We participated in a four-yearly external review arranged by Melbourne Archdiocese Catholic Schools (MACS). The review showed that St Leo's is compliant with all VRQA, Ministerial and Legislative Child-Safe Standards and other requirements for Victorian Schools

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 via Google Apps for Education (GAPE) and student committees
- 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'

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.

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 2022; we maintained our commitment to raising the profile of our Catholic identity.

Our 2022 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, 88%). This is also supported by our staff data (Catholic Identity, 92%). Furthermore, our families feel that Catholic mission and practices are emphasised and celebrated as part of our Catholic School identity (Catholic Identity,93% and 90% respectively)

- 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,78%). Furthermore, students believe that Catholic beliefs and practices are presented to them in a manner which makes sense and is applicable to their lives today (Catholic Identity, 78%) . The students also indicated that daily prayer and ritual is an integral part of their day (Catholic Identity,80%)

According to our 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 the Lent and Advent professional development offered by MACS and facilitated by Father Elio Capra.
- The children celebrating the Sacrament 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. Grade 6 students participated in a national zoom activity for Project Compassion.
- The children and teachers participated in a whole school Easter celebration of Holy Week and Easter Bonnet parade and Advent Family Day.
- There was a whole school focus on the principles of Catholic Social Justice - this culminated in the design and production of school banners which are displayed prominently in our school yard.
- 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 who have not yet been accredited have enrolled in an accreditation course to the University of Divinity,
- 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

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 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. In 2022, our focus was on 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.

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. We have continued to invest in Fountas and Pinnell resources to further support the learning and teaching of comprehension across all year levels. In 2022, 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. Some of the staff participated in the Oral Language Professional development opportunity offered by MACS Western region.

In Writing, we continued to develop a whole school understanding of Improving Writing (formerly Grammar in Context). 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 92% of our staff feel that professional learning opportunities at our school have improved their teaching practice

underlying our commitment to improve student outcomes (MACSSIS 2022, Professional Learning).

In the most recent Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS 2022, Collaboration in Teams), teachers have indicated that they believe there is a strong sense of collaboration amongst staff to improve teaching and learning with nine out of the ten indicators in this area scoring 100%. 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 using the Fountas and Pinnell Benchmark Assessment System. 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, (Feedback, 2022), 88% of our staff strongly believe that the feedback they receive is useful in improving their instruction.

Learning Powers

In 2022, we commenced our work on developing learning powers for our school based on the work of Guy Claxton. The leadership team participated in Agile Leadership professional development and this became the focus of our work. 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.

At the conclusion of the year, we were able to identify the following powers for our school:

Empathy, Meta-learning, Imagining, Collaboration, Perseverance, Questioning and Revising

STUDENT LEARNING OUTCOMES

Grade 3

100% of our students have continued to achieve above the National Minimum Standards in NAPLAN since 2019 in all areas of Numeracy and Literacy. Our NAPLAN results indicate that over 71% of our Grade 3 student cohort have achieved in the top 2 bands in both Numeracy and Literacy. This has continued to grow steadily since 2019 and is particularly evidenced when compared to similar MACS schools in Numeracy. In Reading, we continue to show steady growth from 2019 and similar growth to like MACS schools. We have also continued to grow our mean NAPLAN scores in all areas showing an upward trend since 2019.

Grade 5

100% of our students have continued to achieve above the National Minimum Standards since 2019 in all areas of Numeracy and Literacy. Our NAPLAN results indicate that our school has achieved above the state mean in Numeracy and Literacy. When compared to similar MACS schools, there is a remarkable difference in Numeracy results particularly in the number of students in the top two bands. This has also continued to rise significantly since 2019. We have continued to grow our state mean in Reading and these results sit above similar MACS schools. The percentage of students in the top two bands reflects the extent we develop high achieving students and work hard to minimise the students in the bottom two bands.

Our school based data for Reading shows that our students are showing growth in both Fountas and Pinnell Benchmark Assessment System (BAS) and the Progressive Achievement Tests in Reading (Pat R). Both assessments were conducted at the beginning of the year at school and once again in the middle and end of year..

Data from Pat R online testing shows that over 89% of our students are at or above the expected level for Reading. We are very proud of this data and attribute these results to structures and programs in place at our school including Guided reading group instruction/facilitated planning sessions devoted to analysing data and planning for students needs and Literacy support specialists and tutors.

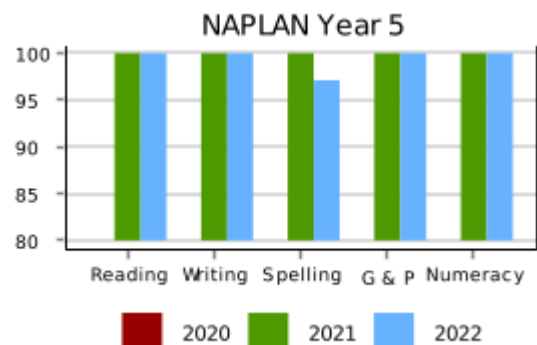
Our Pat M data for Mathematics online testing shows similar results. 88% of our students have achieved results at or above the expected level across the school. Particularly pleasing is the data from the Grade 1/3 year levels, 100% of students reaching benchmarks for expected growth and above expected growth. Our own pre and post assessment tracking data shows that our students are understanding concepts taught particularly in Number and showing improvement in knowledge of mental computation strategies across the school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	97.1	-2.9
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

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

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

Goal: To strengthen 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, 75% 2022). Further our data indicates that parents believe that our students demonstrate great respect for one another. (MACSSIS, Student Safety 98%,2022).

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 89%,2022). The data also shows that our parents feel welcome when they enter our school (MACSSIS, School Climate 90%,2022).

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 73%,2022). 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. Our parents also believe that their children have a great sense of belonging to the school. (MACSSIS, School Fit, 98%, 2022)

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. The data also indicates that parents believe that the school's overall approach to discipline works for their child. (MACSSIS, School Fit, 95%, 2022).

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, 88%, 2022) 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. The data shows that our students believe there are effective student leadership structures in our school. (MACSSIS, Student Voice, 78% 2022)

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 continued 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. The data shows that parents feel that their child's learning needs are being met by the school. (MACSSIS, School Fit, 93%, 2022).

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, 89 % 2022). As a school community we began the process of investigating Guy Claxton's Learning Powers and consulting all stakeholders with the aim of establishing our own school Learning Powers to continue to promote student voice within learning which is a key to school engagement.

Students have many opportunities to participate in a range of extracurricular 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

- We celebrated our 50th year as a school and invited all children and staff to dress up for the day. Our theme was 'The 70s' given that the school opened its doors at the end of 1971. All children contributed to a school time capsule to be opened in the next 50 years!
- Our community also came together to celebrate 50 Years of Unity with a family friendly evening culminating with an Art Show, Food Trucks, Market Stalls, Children's Performances, Raffles and Open Classrooms for everyone to enjoy.
- Participating in the City Build Project in conjunction with Dr Loz from Science Play Kids and the West Gate Tunnel Project was a highlight of the year as children collaborated to plan and design their city for a whole school display which was then open to families.
- Children had the opportunity to showcase their talents at our bi-annual school Talent Show which proved to be a great success as children were able to appreciate the variety of talents on display.

- Facilitated small weekly Social and Emotional Learning groups with targeted groups of children to focus on their needs.
- Launch of a new student led environmental committee, the Green Team focusing on sustainability issues within the school.

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
- Grade 6 Local Cluster Transition Day
- Excursions including visits to Melbourne Museum, Collingwood Children's Farm, Ceres
- In school workshops including Kaboom Percussion
- Safer Internet Day
- National Ride to School Day
- Premiers' Reading Challenge
- Skip- A- Thon
- Bullying No Way Day
- Scholastic Book Club
- Book Week/Book Fair
- Footy Colours Day
- Junior Council

STUDENT SATISFACTION

Our Pat Wellbeing Data (2022) indicated that overall all of our children sat within the highly developed to developed levels in their social and emotional wellbeing in our Grade 5 cohort. As did over 83% of students in our Grade 6 cohort implying they have an abundance of strong positive feelings and positive relationships with their teachers and peers.

Our Pat Wellbeing Data (2022) also indicated that in our Grade 3 and 4 cohort, over 90% of our students enjoyed learning and that their classmates liked them. This cohort of children also sat within the highly developed to developed levels in their social and emotional wellbeing. Our MACSSIS student surveys in 2022 also 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	<i>How much do teachers encourage you to do your best?</i>	87%
School Engagement	<i>How focused are you on the activities in your classes?</i>	81%
School Climate	<i>How would you describe the energy at this school?</i>	81%
School Belonging	<i>To what extent do the adults at this school care about you and your future?</i>	76%

These results can be attributed to good practices and the impact of school initiatives in the area of Social and Emotional Learning and differentiation of the curriculum.

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	90.2%
Y02	90.5%
Y03	88.8%
Y04	90.4%
Y05	89.0%
Y06	89.0%
Overall average attendance	89.6%

Child Safe Standards

Goals & Intended Outcomes

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 1359 we ensure that:

- All staff members participate in regular briefings to ensure the school's legislative obligations are met in particular professional development on the new Child Safe Standards that came into effect 1 July 2022
- Child Safety and School Policy is now a standing item on the Staff Meeting and School Advisory Council Agenda allowing for discussion amongst staff and families.
- 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
- Participation in significant community events, such as National Day of Action Against Bullying and Violence, Better Buddy Day, Safer Internet Day and Reconciliation Week to promote child safety awareness, all initiatives which encourage positive relationships and student voice pivotal in ensuring the safety of all children and young people
- Establishment of a School Advisory Council and briefing the Committee on the new Child Safe Standards
- 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 and Disability Standards for Education completed bi-annually
- All staff are briefed on the Reportable Conduct Scheme and the responsibilities of the school in reporting any incidents of child safety
- 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.
- 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

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 order 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

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, 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
- 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
- Grammar in Context (MACS)
- Analysing data - PAT Maths/Reading and Wellbeing
- Analysing NAPLAN data

- Agile Leadership (MACS)
- Supporting Oral Language in the Classroom (MACS - Western Region)
- Dyslexia and Significant Reading Difficulties (MACS)
- Lent and Advent with father Elio Capra (MACS)
- Western Region Religious Leadership Meetings
- Western Region Numeracy Leadership Meetings
- Western Region Wellbeing Leadership Meetings
- Western Region ICT Leadership Meetings
- Western Region Principals Network Meetings
- Western Region Learning and Teaching Leadership C Meetings

Number of teachers who participated in PL in 2022	30
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Average expenditure per teacher for PL	\$4000
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TEACHER SATISFACTION

School Climate

All indicators in this domain scored 96% 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.

Collegiality 96%

Respect between staff 97%

Orderly environment 100%

Positive environment 100%

Respect - staff 100%

Respect - students 100%

Staff - Leadership Relationships

Eight out of the nine indicators in this domain scored 100% indicating there is trust, support and respect between the staff and leadership at St Leo's

Trust 100%

Confidence in leaders 100%

Support 100%

Respect 100%

Collaboration in Teams

Eight out of the nine indicators in this domain scored 100% indicating that this is a high priority for the school to discuss wellbeing and data, the curriculum and teaching practices.

Modify teaching based on data 100%

Discuss student data 100%

Discuss lesson plans 100%

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.

Motivation 100%

Help students progress 100%

Our MACSSIS staff surveys show high scores within all domains and this is indicative of the structures, processes, support and collegiality present in our school.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
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Masters	8.3%
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Graduate	4.2%
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Graduate Certificate	4.2%
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Bachelor Degree	70.8%
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Advanced Diploma	20.8%
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No Qualifications Listed	12.5%
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STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	22.6
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	6.6
Indigenous Teaching Staff (Headcount)	0.0

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.

- Families were invited to participate in a Family Disco which had an extremely successful turnout.
- The installation of a new Adventure Playground in the school yard attributed to sustained efforts of Parents and Friends fundraising
- A whole school Art display to celebrate 50 Years of the school's opening was completed by all children.
- Celebration of 50 Years of Unity with a family friendly evening culminating with an Art Show, Food Trucks, Market Stalls, Childrens' Performances, School Cookbook, Raffles and Open Classrooms for everyone to enjoy.
- Introduction of a Coffee Van on the school grounds in the morning for parents and children to enjoy and have a chat over a cuppa.
- Celebrated Mothers' Day and Fathers' Day with a highly successful Mothers' Day and Fathers' Day Breakfasts for our school community
- The introduction of a St Leo's Instagram page (stleosaltontanorthps) to share photos, stories and information about school activities, events and news.
- Fundraising initiatives through the Parent and Friends committee including special food days to celebrate the end of term and St Leo's feast day.
- Participating in the City Build Project in conjunction with Dr Loz from Science Play Kids and the West Gate Tunnel Project where students worked collaboratively to build a whole school city. Parents were invited to attend the school to explore the city. .
- 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
- We also continued to liaise with our wider community including, Hobsons Bay City Council, Bicycle Victoria, Bunnings and Lifesaving Victoria

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% 2022) Parents also feel comfortable that they can share information with the school staff about their children. (MACSSIS, Communication, 80% 2022)

Further the data indicates that parents believe that children respect the school staff (MACSSIS, School Climate, 98%, 2022) 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% 2022)

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.

PARENT SATISFACTION

Family Engagement 93%

Families' experiences of the school and how likely they would recommend to prospective families

School Fit 89%

Families' perceptions of how well a school matches their child's developmental needs.

School Climate 87%

Families perceptions of how the school values the diversity of their children's backgrounds

Our MACSSIS Parent surveys show high scores in many domains indicating that parents are satisfied with the processes and practices of the school. Parents believe that staff are always approachable, (MACSSIS, School Climate, 90% 2022) and feel that they can reach out to the staff for support. (MACSSIS, Communication, 76% 2022)

The data indicates that parents believe that children respect the school staff (MACSSIS, School Climate, 93%, 2022) and subsequently the teachers respect their children (MACSSIS, School Climate, 95%, 2022). The data also demonstrates that families feel a sense of belonging to the school and are welcomed at the school.

Our parent data indicates a positive endorsement of the school's system of evaluating children's growth and progress (MACSSIS, School Climate, 80% 2022) and that the school valued parents' opinions. (MACSSIS, Communication, 70% 2022)

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.