2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

ST LEONARD’S
GLEN WAVERLEY

REGISTERED SCHOOL NUMBER: 1596
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Our School Vision

Aspiring to Excellence.

MISSION

Gospel based Christian educational environment for the children of St. Leonard’s Parish.

VALUES & BELIEFS

We believe that God is the centre of our faith, life and existence and that our words, actions and curriculum should reflect the teachings of the Gospel.

We aim to provide a learning environment, which is friendly, welcoming and secure, where children, parents and teachers work in unison to support and nurture each individual. We endeavour to provide educational resources and physical facilities, necessary to enhance this learning environment.

We value each individual within our school community and commit ourselves to assist and challenge them to realise their spiritual, intellectual, emotional, social and physical potential. We strive to contribute to the development of students’ sense of self worth, enthusiasm for learning and optimism for the future.

We acknowledge that learning is a perpetual process that continues throughout one’s life. We offer our children and staff an environment in which learning is embraced and celebrated.

We acknowledge the role of parents as the prime educators of their children and encourage collaboration of parents and teachers in the development of each child.

We believe that teachers are role models who are called upon to provide rich opportunities for students to become effective learners, to develop skills and strategies and to competently manage the different learning disciplines.

We value the rich cultural and social diversity that exists in our society and encourage students’ greater understanding, tolerance and acceptance of others.

We believe that we are called to care for all in our community and support the concept of social justice through our promotion of the Gospel values.

We commit ourselves to a learning environment that is technologically and academically progressive by providing the opportunity to experience success in the pursuit of excellence.

We appreciate that our school is an integral part of St. Leonard’s Parish community and encourage children and their families to participate and contribute to the life of our parish.

We affirm the school’s adherence to the principles and practices of Australian democracy, including a commitment to: elected Government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance.
St Leonard’s is a small Catholic co-educational school that was established in 1959 from funds provided by the Parish Community. Over the past 50 years it has nurtured many thousands of Catholic children from the Parish. We are characterised by a safe environment with a supportive parent and parish community. We value each individual within our school community and commit ourselves to assist and challenge them to realise their spiritual, intellectual, emotional, social and physical potential. We strive to contribute to the development of students’ sense of self worth, enthusiasm for learning and optimism for the future.

Our school enrolment for 2010 was 282 students housed in 12 classes. The average number of students per class was 25. We endeavour to offer small straight prep classes each year to give our youngest children the best opportunity to acclimatise to school life. In 2010 we had three classes of 19 in the Prep year. The other classes are arranged as follows: 3 classes of yr 1/2’s, 3 classes of yr 3/4’s and 3 classes of yr 5/6’s. These groupings allow the school to operate smaller classes and support children with needs. It also empowers the teamwork of the teaching staff as they work and plan at various levels.

Our vision statement is ‘Aspiring to Excellence.’ We firmly believe that all children can achieve success given sufficient time and support. We pride ourselves on the fact that we have a well-equipped teaching environment and supportive professional staff.

We believe in the development of the whole child and acknowledge the role of parents as the prime educators of their children. We therefore encourage collaboration of parents and teachers in the development of each child.

We aim to support every child at their individual learning rate and encourage the children to always strive for their best.

Special Features of our school include:

- A caring supportive staff
- An active parent and parish community
- Electronic Interactive Whiteboards (IWB) installed in all learning environments
- Secure gated cyclone fencing around school
- Grassed playground in addition to large basketball asphalt area
- Access to the church facilities which include an indoor basketball /gymnasium centre and large Community Centre
- Newly constructed main classroom wing housing 10 contemporary classrooms completed in 2010.
- New library and a new administration area due for completion in early 2011.
- Sacramental classes, school and class liturgies
- Music, Physical Education, Librarian and Italian specialist teachers
- Fully automated Library
- Networked computers in all classrooms
- ‘Sunsmart’ Accredited school
- ‘Asthma Friendly’ accredited school
- All staff have current level 2 first aid training including anaphylactic training
- Adventure play equipment under a series of shade clothes
- Strong inter-school sports program for senior students including football, soccer, netball, basketball and softball teams
- Swimming, tennis, athletics & cross-country teams who compete at local level
- Annual Family Twilight Sports Day
• Excursions/incursions organised at each level
• Onsite school counsellor
• Weekly school assemblies where parents are invited to attend
• Buddy system for our prep/grade 6 students
• Annual year 5/6 school camp
• Bi-ennial P-6 Performing Arts concert & P – 6 Visual Arts Concert
• P- 2 swimming program (optional for students in years 3 - 6)
• Elected School Leaders & Student Representative Council
• Peer Mediation Program
• All classrooms have air-conditioning and heating

Sacramental programs are central to the existence of the school. Reconciliation, First Eucharist and Confirmation are all whole school celebrations and also provide opportunity for families to reflect upon their faith development. Family nights are run prior to the celebration of the Sacraments to bring families together to discuss the significance of the Sacrament in their lives.

The school endeavours to provide a sense of community and fosters a welcoming, family atmosphere. St Leonard's has a very strong parent group who are instrumental in fostering a sense of community and belonging in the school. Parents are welcome to participate in all aspects of the school with the main support coming through Parent and Friends, the Parish Education Board, Working Bees and individual contributions in the classrooms, on excursions or for special school events.

The School Improvement Plan (2009 – 2012) has one overarching goal in each of the five spheres of review. Working from these goals we then articulated a series of intended outcomes which made up the 2010 School Improvement Plan.

The overarching goals are as follows:

**RELIGIOUS EDUCATION**
To strengthen school communities in engagement of Religious Education.

**TEACHING AND LEARNING**
To strengthen motivation and engagement in student learning.

**STUDENT WELLBEING**
To raise the profile of social and emotional learning across the school.

**LEADERSHIP & MANAGEMENT**
To build a ‘Performance and Development Culture’

**SCHOOL COMMUNITY**
To strengthen the school's interaction with the local and wider community:
Principal’s Report

The teaching staff of St Leonard’s are highly skilled, dedicated and generous with both their time and effort. Each teacher brings with them his or her own skills and talents. When pooled together they make for a dynamic staff who celebrate learning not just in the classroom but also within the parent body and within the staff themselves. The children of St Leonard’s continue to achieve excellent results across all levels of the curriculum. These results are reflected in the internal assessment we complete and the Federal Government NAPLAN tests.

On the sporting field our students continue a long tradition of outstanding results in the Interschool Sports Competition with many of our teams going on to both zone and district finals.

On an artistic level the highlight of the 2010 school year was the biennial Art Show, which showcased a wonderful variety of talent from within our school. The resulting successful Art Show was the culmination of much work on behalf of the teaching staff and students. It was also a showcase of children's ability in the visual arts.

We are justifiably proud of the facilities we provide for the children of this parish and are constantly working towards improving and upgrading them. We have well resourced classrooms that support the positive learning environments that we endeavour to foster in our school. In 2009 we began major rebuilding works of the south wing which was completed in 2010. It houses 10 contemporary classrooms that will service the needs of the parish well into this century. Each pair of learning spaces has a shared multimedia room and each room is fitted with Electronic Interactive Whiteboards to enhance the learning environment.

One of the major curriculum initiatives in 2010 was our school being invited to part of a 2 year initiative entitled ‘Professional Development Culture’. This initiative, which only high performing schools are invited to be part of, is focused on teacher professional learning. It will sit very comfortably with our focus of implementing a true Inquiry Approach to learning.

I welcome any prospective families to make contact with the school for a tour of the premises or to answer any questions that you may have about how the school can best support your child’s needs.

Mr. Bob Davis
Principal
Parish Priest’s Report

St. Leonard’s Parish Primary School has been recognized for a very long time in Glen Waverley and neighbouring suburbs as a consistently good school in giving its students an education that prepares them ever so well for the studies that lie ahead of them, and for living balanced, harmonious lives in the community.

Secondary schools in the area, especially Catholic colleges, have found that boys and girls from St. Leonard’s are always very well prepared academically for higher studies when they graduate from their final year of primary education, which reflects on both the talent and the caring nature possessed by their teachers over seven years in our school.

In the Catholic Church document, “The Catholic School”, produced by the Sacred Congregation for Catholic Education following the Second Vatican Council, the purpose of running schools like ours is well explained from many angles, but, perhaps, these sentences from Paragraphs 55 – 56 illustrate the motivation of our school staff.

“It (The Catholic school) derives all the energy necessary for its educational work from him (Jesus Christ), and thus ‘creates in the school community an atmosphere permeated with the gospel spirit of freedom and love’. (Vatican II, Declaration on Christian Education, No. 8).” (Par. 55.) This being so, behaviour which threatens this approach is challenged immediately in our school.

“Knowledge is not to be considered as a means of material prosperity and success, but as a call to serve and to be responsible for others.” (Par. 56). In a society where so many people have been hurt by economic rationalism, it is refreshing to run a school staffed by people who care intensely about their students, and so teach them by example a Christian, decent way of life.

(Fr.) Brendan Dillon (Parish Priest)
Education in Faith

Goal
To strengthen school communities in engagement of Religious Education.

Intended Outcomes in the area of Education in Faith for 2010 were:
- Develop prayerful and faith-filled experiences for our whole school community and strengthen partnerships between family, school and Parish through Sacramental preparation, liturgical celebrations and Religious Education.
- Increase student and staff involvement in prayer and liturgical celebrations.
- Develop in all members of the school community an awareness of the need for social justice in their own lives and in the broader community. Foster a spirituality that can be nurtured and built upon to provide the opportunity to find meaning and purpose in everyday life.
- Deliver a high-quality RE Curriculum.

Achievements

The school has continued to provide opportunities for children to be involved in their faith and have worked hard to raise the awareness of faith in their lives. Some of the strategies used in 2010 were:
- sacramental celebrations
- prayer and social justice action
- whole school paraliturgies
- masses and liturgical celebrations

We have been successful in raising the profile of Religion around the school with such initiatives as:
- attending regular weekly class masses with the parishioners
- class RE pin board displays covering the unit being studied
- RE additions to LINK newsletter by class teachers and REC.
- communication with staff on My Classes Internet page.

We have delivered a high-quality RE Curriculum through teachers continuing to creatively plan units of work based on the CEO Publication To Know, Worship and Love (TKWL).

The school places a strong emphasis on knowing the teachings of the Catholic faith, the basic stories and practices of the Faith and the development of Religious practices and appropriate moral behaviour. This has been successful as reflected in Insight SRC Report 2010, Catholic Culture, Student Behaviour and this is also reflected in SRC Report 2010, Student Survey, Connectedness to Peers.

In order to deliver a high-quality RE Curriculum, professional development for the RE Curriculum is ongoing, additional resources and modern icons have also been purchased. The priority of RE is continuously maintained and teachers continue to creatively plan units of work based on the CEO Publication To Know, Worship and
Love (TKWL). SRC Report 2010, Student Survey indicates stimulating learning and motivation were both high.

The following survey data supports our contention that both parents and students see both Catholic Culture and Catholic Opportunity as being high

- Insight SRC Report 2010, Catholic Culture, Parent Survey, Level of Importance 80th percentile
- Insight SRC Report 2010, Catholic Culture, Parent Survey, High level of Opportunity 74th percentile
- Insight SRC Report 2010, Catholic Culture, Student Survey, High level of Opportunity 82th percentile (top 25% of schools)
- Insight SRC Report 2010, Catholic Culture, Student Survey, Importance 75th percentile (top 25% of schools)

#Please note that all parents and staff in the school were surveyed and all year 5 & 6 students were surveyed to represent the views of students.
VALUE ADDED

The ‘value added’ section of this report refers to those school activities and programs that have a positive effect on the achievements and spiritual development of students and the school community. The following are a list of curricular and extra curricular activities that we believe have had a positive impact:

- RE program Prep – Gr 6
- Regular class attendance at morning Mass
- Celebration of 3 sacraments: Reconciliation, Eucharist, Confirmation
- Our students are involved in providing ongoing support for various agencies such as:
  - Project Compassion- Caritas (during LENT),
  - Country Cousins Program
  - Timor Mission Schools support
  - Food and clothing drive (St Vincent de Paul Society)
  - global assistance is sent to our World Vision sponsor child,
  - Catholic Mission Week (during Mission month of October) and other local/national needs as they arise.
- Special events such as:
  - (eg. Liturgical music “True Colours Shine” concert with Michael Mangan,
  - Sr. Naomi from Catholic Missions
  - Ecumenical Easter Event at Glen Waverley Uniting Church)
- Our Open Day, St. Leonard’s Feast Day, Family Week (Catholic Education Week), Grandparents Day, Father’s/Mother’s Day; are opportunities for families and members of the wider community to attend school masses and be actively involved in liturgical celebrations.

We believe that through the Religious Education Program, students develop a degree of connectedness to their community which in turn reflects upon their level of behaviour. This is evidenced in the survey data collected in 2009 from parents, students and staff.

- Insight SRC Report 2010, Catholic Culture, Student Survey, High level of behaviour 60th percentile.
- Insight SRC Report 2010, Catholic Culture, Parent Survey, High level of behaviour 77th percentile (top 25% of schools)
- Insight SRC Report 2010, Catholic Culture, Staff Survey, High level of behaviour 82th percentile (top 25% of schools)

#Please note that all parents and staff in the school were surveyed and all year 5 & 6 students were surveyed to represent the views of students.
Learning & Teaching

Goals & Intended Outcomes
To strengthen motivation and engagement in student learning.

Intended Outcomes in the area of Teaching and Learning for 2010 were:
- That oral language be specifically used to improve student engagement in writing.
- That students’ knowledge, skills and behaviours will be strengthened in the use of ICT
- That students’ knowledge, skills and behaviours in thinking be strengthened with an emphasis on working mathematically
- That students’ literacy and numeracy capabilities be extended.
- That more able students are identified and extended.
- That understanding of Inquiry Based Learning be deepened with an emphasis on increasing student input

Some of the keys to these Intended Outcomes were:

- Analysing data to drive focused teaching.
- Implement a differentiated learning program to maximise student engagement and outcomes.
- Strengthen our use of multimedia as a learning tool available to students and teachers
- Increase student competency in the use of oral language.

Achievements
The staff at St Leonard’s continue to have a strong focus on improving the learning outcomes of all students in the school. We believe this is achieved best by challenging and motivating students through a rich curriculum and building teacher capacity.

During 2010 we have:

- Continued to focus on embedding the Inquiry Approach to learning by providing rich tasks that challenge and extend students
- Reviewed and updated curriculum documents
- Undertaken a variety of Professional Learning both internal and external
- Completed a 2 year professional development in the area of ‘Contemporary Learning.’
- Continued to have a focus on data collection through assessment which is then used to drive teaching and learning. We believe that we have been successful in offering purposeful teaching and learning, underpinned by a whole staff approach to the understanding of data and how it can effectively inform our
teaching. We have successfully incorporated student data analyses into all staff meetings, PLT and level meetings.

Staff have undertaken professional development in VELS and reporting as well as a more planned approach to PD in staff meetings, PLT & level meetings which has led to a more consistent understanding of pedagogy.

We have successfully implemented differentiated learning and have improved the documentation and implementation of ILP’s, with the support of the Student Services Team and teacher aides. Teacher work programs also are reflective of this and are supported by external programs such as Tournament of the Minds, Literacy and Numeracy extension groups, Literacy support groups and lunchtime clubs. Targeted intervention is offered to students at risk in Literacy and Numeracy through the Reading Recovery and EMU programs.

Student engagement has been enhanced through the introduction of a broad range of multimedia programs. We have also successfully connected home and school learning through the use of the My Classes Page which has provides a forum for staff and students to post specific work samples for all to see.

We have installed Interactive Whiteboards in all learning areas which has led us to further explore the use of ICT to engage and develop oral language. Anecdotal evidence suggests that children are more engaged in oral discussion and are demonstrating more expressive vocabulary and confidence in presenting their ideas.

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEAR 3 & 5

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<tbody>
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<td>YEAR 3 WRITING</td>
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<td>YEAR 3 SPELLING</td>
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<td>100%</td>
<td>0%</td>
<td>100%</td>
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<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
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<tr>
<td>YEAR 3 NUMERACY</td>
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<td>97.6%</td>
<td>-2.4%</td>
<td>100%</td>
<td>+2.4%</td>
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<td>YEAR 5 READING</td>
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<td>96.8%</td>
<td>-3.2%</td>
<td>100%</td>
<td>+3.2%</td>
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<tr>
<td>YEAR 5 WRITING</td>
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<td>100%</td>
<td>0%</td>
<td>97%</td>
<td>-3.0%</td>
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<tr>
<td>YEAR 5 SPELLING</td>
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<td>-3.2%</td>
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<td>+3.2%</td>
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<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
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<td>96.8%</td>
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<td>+3.2%</td>
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Schools are given the option to apply for exemption from these tests for some students for a variety of reasons. Primarily it may be when a child is receiving Integration Funding for a recognized physical, social or intellectual disability. Please note that all of our year 3 and 5 students sat the tests in 2010.

The results show that the students of St Leonard’s are clearly meeting national benchmarks. We collect much data throughout the year on each child of which the NAPLAN data is one piece. Where a child is not achieving at expected levels we would have Individual Learning Plans in place which are coordinated by the Special Education Teacher in cooperation with the classroom teacher.

**Supporting survey data results**

Parents and students were surveyed as to their opinion of whether or not the learning environment created at St Leonard’s was stimulating. The results are as follows:

- Insight SRC Report 2010, Student Survey - Stimulating Learning – 31st percentile
- Insight SRC Report 2010, Parent Survey - Stimulating Learning – 77th percentile

Additional parent survey data is very supportive of the Teaching & Learning that is taking place at the school.

- Insight SRC Report 2010, Parent Survey – General Satisfaction – 85th percentile
- Insight SRC Report 2010, Parent Survey - School Improvement - 85th percentile
- Insight SRC Report 2010, Parent Survey – Learning Focus - 86th percentile

#Please note that all parents and staff in the school were surveyed and that all year 5/6 students completed the survey to represent the views of students.

# A 40th percentile ranking means that the results are equal to or better than 40% of respondents from other schools. An 80th percentile ranking means that the results are equal to or better than 80% of respondents from other schools.

**NAPLAN DATA**

The graphs listed below are taken directly from the Catholic Education School Improvement Report. The three bar graphs represent:

‘All Schools’ (being all schools in Australia.)
‘Like Schools’ (being all students from schools in Australia from the same socio-economic background as our students. This is determined by Government Census Information).

‘This School’ (being the cohort of children in years 3 & 5 at St Leonard’s in 2010)
### NAPLAN 3 - Numeracy - St Leonard’s School - 2010

**Current Year:** 2010

#### St Leonard’s School 2010 NAPLAN Year 3 - Numeracy

<table>
<thead>
<tr>
<th>Indicator</th>
<th>All Schools</th>
<th>Like Schools (LBOTE)</th>
<th>This School</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>10.3%</td>
<td>10.5%</td>
<td>10.0%</td>
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<tr>
<td>20th</td>
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<td>90th</td>
<td>90.0%</td>
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<td>% At or Above Expected Level</td>
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<td>38.5%</td>
<td>38.5%</td>
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<tr>
<td>% At or Above Rational Minimum Standard</td>
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<td>98.4%</td>
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</tbody>
</table>

#### NAPLAN 5 - Numeracy - St Leonard’s School - 2010

**Current Year:** 2010

#### St Leonard’s School 2010 NAPLAN Year 5 - Numeracy

<table>
<thead>
<tr>
<th>Indicator</th>
<th>All Schools</th>
<th>Like Schools (LBOTE)</th>
<th>This School</th>
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</thead>
<tbody>
<tr>
<td>10th</td>
<td>9.0%</td>
<td>25.1%</td>
<td>34.5%</td>
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<tr>
<td>20th</td>
<td>25.1%</td>
<td>50.3%</td>
<td>97.9%</td>
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<td>50th</td>
<td>50.3%</td>
<td>75.5%</td>
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<td>75th</td>
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<td>90th</td>
<td>90.0%</td>
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<td>97.9%</td>
</tr>
<tr>
<td>% At or Above Expected Level</td>
<td>34.5%</td>
<td>34.5%</td>
<td>34.5%</td>
</tr>
<tr>
<td>% At or Above Rational Minimum Standard</td>
<td>97.9%</td>
<td>97.9%</td>
<td>97.9%</td>
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</tbody>
</table>

Right: any data changes from today will be available soon.
This graph represents the performance of our year 3 & 5 students over the last three years of NAPLAN data.
Our trend data clearly shows that our students are achieving and sustaining close to 100% meeting National Minimum Standards. We view these standards for what they are – minimum standards. Our focus is on every child achieving to the best of their ability. To this end our focus is on students working well beyond minimum expectations.
Student Wellbeing

Goals
To raise the profile of social and emotional learning across the school.

Intended Outcomes

- That students’ knowledge, skills and understanding in interpersonal learning be strengthened.
- That students’ leadership capacity be identified and developed.
- That students’ knowledge, skills and understanding in personal learning be strengthened.
- That teachers’ understanding of social and emotional learning be strengthened.

Some of the keys to finding success in these Intended Outcomes were:

- Establish a climate that fulfils the social and emotional wellbeing needs of students.
- We recognise the wellbeing of staff directly impacts upon the wellbeing of students. We therefore also have a focus on teacher wellbeing in the school.
- Gather appropriate data to inform and guide our practices in all areas of wellbeing.
- Provide programs, professional development and resources to further enhance wellbeing in the school community.

Achievements
The area of Student Wellbeing in the past 4 – 5 years has been a strength at St Leonard’s. This is evidenced by the Students Attitude to School Survey (2010), which notes there is a positive emotional tone and student morale within the school. This has been achieved by

- appointing a student wellbeing coordinator, who participates and reports on PD, cluster meetings and initiatives
- the establishment of practices supported by all teaching staff,
- Allocation of time at every staff meeting to introduce resources, discuss Wellbeing needs of students and discuss SEL programs
- the appointment of more teachers’ aides, providing greater opportunity to address the needs of our students.
- The identification of children ‘at risk’ has been a strength during this period. Students are monitored on the basis of teacher observation, anecdotal records (both playground and classroom) and through the introduction of formal assessment tools (WISE Research). Ongoing observation and planning for students identified ‘at risk’ occurs at different levels on a needs basis. This then becomes the responsibility of the whole staff. This is evidenced by Insight SRC survey results where all three stakeholders value the high morale of staff and students.
- Maintain a whole school approach to the teaching of social and emotional learning (You Can Do It! Program)
- Provision of school counsellor to support students identified as “at risk”
- Wellbeing team members trained in Season’s program to support student needs
• Peer Mediation trained staff member leading staff and students in the mediation program
• Provision of Leadership opportunities for students (SRC representatives, buddy program)
• Introduction of Wellbeing Newsletter to inform parents on SEL issues and resources
• Parent Information sessions
• Access outside agencies for students and parents on “as needs” basis

STUDENT ATTENDANCE RATE

| STUDENT ATTENDANCE RATE | 97% |

The overall attendance of the students of our school is high. During 2010 we had 282 children across all classes.

The average student attendance rate of these children was 97%

All non attendances at school are recorded on the class roll with a reason for non attendance recorded. All parents are requested to furnish a note when a child returns to school after an absence. These notes are also kept on record to substantiate the information recorded in the roll.

We believe that if students regularly miss days of school that they are at risk of missing out on key learning activities and may experience long term difficulties with their learning. We also believe that regular attendance helps children to develop social skills such as friendship building, teamwork, communication skills and healthy self esteem.

VALUE ADDED

ADDITIONAL CURRICULAR AND EXTRA CURRICULA ACTIVITIES

The ‘value added’ section of this report refers to those school activities and programs that have a positive effect on the wellbeing and achievement of students and the school community.

The following are a list of curricular and extra curricular activities that we believe have had a positive impact:

Social Skills Programs

• ‘You Can Do It’ program
• Student Representative Council
• Buddy Program
• Student Wellbeing Program
• Peer Mediation Program
• Employment of a school counselor
• Seasons Program
Catholicity

- RE program Prep – Gr 6
- Regular class attendance at morning Mass
- Celebration of 3 sacraments: Reconciliation, Eucharist, Confirmation
- Poor Man’s Mass appeal / World Vision Sponsored Child

Health and Fitness Program

- PE program Prep – grade 6
- Interschool Sports Competition
- Swimming Lessons
- School Athletics Carnival
- Cross Country – school & district

School Camp & Excursions

- Year 5 / 6 school camp
- Excursions across all grade levels
- Incursions across all grade levels

Use of Information and Communication Technology (ICT)

- Computers in all classrooms
- Computer Lab – all classes have access
- Considerable money spent in 2010 on upgrades of computer hardware/software and installing Electronic Interactive Whiteboards in all learning areas.
- School Intranet – all classes using the ‘my classes’ page to allow for student/parent access.

Music /Arts Program

- Prep – grade 6 music program
- Grade 3/4 and grade 5/6 choirs
- Biennial Art Show/ Concert. – 2010 Visual Arts Show
- Weekly assembly performances. / Guitar Lessons offered

Educational Programs

- Before and After School Program
- Reading Recovery Program
- Peer Mediation Program
- Numeracy Intervention Program
- Middle Years Literacy Program
- Boys Education initiative

Building Community

- Prep Transition Program
- Mother’s Day Breakfast
- Ed Board welcome of new families.
- Strong Links with PFA & Education Board
- Weekly newsletters to all parents.
### STUDENT SATISFACTION

The following survey data supports our contention that students feel a high level of morale and demonstrate excellent social skills

- Insight SRC Report 2010, Student Attitudes to School Survey, Item 1, Student Morale 43rd percentile
- Insight SRC Report 2010, Student Attitudes to School Survey, Item 2, Student Distress 45th percentile

#Please note that all parents and staff in the school were surveyed and that the entire year 5/6 student body were surveyed to represent the views of students.
Leadership & Management

Goals
To build a ‘Performance and Development Culture’

Intended Outcomes

- That staff learning be strengthened.
- That staff appraisal and recognition practice be strengthened.
- That leadership capacity across the school be developed, particularly focusing on identifying and developing potential leaders.
- That a program of professional learning around inquiry learning, the thinking curriculum and the integration of ICT into student learning be developed.
- That the school’s practices focus on providing staff with a balanced work life.

Some of the keys to finding success in these Intended Outcomes were:

- Establish an effective model of leadership to support and empower staff.
- Improve the learning environment by providing a high standard of physical and curriculum resources supported by appropriate personnel.
- Create an environment that promotes and encourages professional learning and supports the staff’s spiritual, physical and professional growth.
- Provide effective methods of communication within the school community and to raise the school profile.

Achievements
Implemented a successful distributive leadership structure within the school empowering others to take responsibility for different areas. This is evidenced in the Insight SRC Staff Climate Survey Supportive Leadership & School Morale.

- Insight SRC Report 2010, Staff Climate Survey Survey
  - Supportive Leadership 71\textsuperscript{st} percentile
- Insight SRC Report 2010, Staff Climate Survey Survey
  - School Morale 82\textsuperscript{nd} percentile

Restructuring of classes ie (3 x Prep, 3 x 1/2’s, 3 x 3/4’s, 3 x 5/6’s) and changing specialist timetables has been successful in enabling staff to create effective planning teams at each level.

In particular a successful strategy has been to employ a team of aides under direct supervision of a Student Services Coordinator, who monitors and supervises individual student learning programs. Management has ensured timetabling to maximise use of level coordinators and their teams to facilitate effective planning, assessment and curriculum implementation.
A focus has also been on improving the learning environment through a budgeting structure that has enabled the school to improve facilities and resources leading to high results in student outcomes and attitudes. Examples of this are:

- Opening of the Wellbeing Centre in Nov 2009 was the culmination of many years of planning to create a large learning space that children can be withdrawn to for support and extension. This Wellbeing Centre is also opened at lunchtime as a space for children to gather to do passive activities. 2010 was its first full year of operation.

- Major building works completed in 2010 of 10 Contemporary classrooms. These rooms have been part funded by the Federal Government BER project and from the school considerable loan taken out in 2009 to facilitate this building work.

- A new library and administration area built in 2010 due to open in early 2011.

- The installation of interactive whiteboards across all learning areas.

An environment that promotes and encourages professional development has been created by developing structures and processes for PLTs and staff meetings. This has been successful as evidenced by high learning efficacy and student motivation in the Student Survey Insight SRC. This is also supported by the parent body survey data where they feel the educational programs and standards of the school address the needs of the children.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>98%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>100%</td>
</tr>
</tbody>
</table>

| TEACHER QUALIFICATIONS        |
|-------------------------------|-----|
| DOCTORATE                     | 0%  |
| MASTERS                       | 8.7%|
| GRADUATE                      | 26.09%|
| CERTIFICATE GRADUATE          | 0%  |
| DEGREE BACHELOR               | 80.87%|
| DIPLOMA ADVANCED              | 56.52%|
| NO QUALIFICATIONS LISTED      | 0%  |
Staff attending approved professional learning activities during a school day/s have been classified as being in attendance.

Context for reporting
Staff attendance figures include staff on extended leave, such as:

- Long service leave
- Long term sickness
- Leave without pay
- Maternity leave
- Study leave
- Enrichment or sabbatical leave.

During 2010:

- 2 staff members took Long Service Leave at some stage throughout 2010
- All staff on sick leave were replaced by qualified emergency teachers. When staff were on extended leave, emergency teachers were required to continue working from the particular teacher’s published work program so as not to disadvantage the student’s learning.
- Staff have demonstrated a commitment through additional attendances at:

  Grade 5 & 6 three day School Camp

  Organizing and attending excursions

  School Fete

  After hours meetings

  Extra curricular activities

  Representation on the Education Board and PFA

  Overnight Conferences

  First Communion, Reconciliation and First Eucharist Information Nights,

  Commitment Masses and Sacramental Nights.

  Graduation Ceremonies

  Afternoon and evening Parent Teacher Interviews

  Open Days/Nights

  Prep Orientation Days & Evenings
Staff Retention

The information presented here is the proportion of teaching staff retained in a program year from the previous year.

There was a 100% staff retention from 2009 to 2010.

- The data represents retention of individual staff members. Staff who were on extended leave (e.g. maternity leave, long-service leave, extended sick leave) have not been included in the calculation. Teachers employed on short term contracts are included.

The high retention rate of staff also extends to Integration Aides, job share teachers, administration staff and emergency teachers. We believe that this is a result of the high staff morale and a celebration of years of dedicated service by all staff.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2010

Some examples of Professional Learning that teachers were involved in during 2010 are as follows:

- Contemporary Learning PD (4 staff x 3)
- SINA Network Meeting (2 staff x 2)
- CEOM Leadership Conference (4 staff x 2)
- Leadership Day (6 staff x 1)
- Literacy Leaders PD (2 staff x 4)
- Maths PD (2 staff x 3)
- Performance & Dev Culture PD (5 staff x3)
- Friends For Life PD
- NAPLAN PD (4 staff x 1)
- First Aid training ( all staff )
- Asthma & anaphylactic Training (all staff)
- Various in-house PD where teachers are released to work and learn from each other
- Religious Education, Deputy Principal, and Curriculum Networks ( 3 staff x 4)
- Literacy – Reading Recovery Inservicing ( 1 staff x 3)
- Literacy – Beyond Class ((1 staff x 3)
- Literacy – Middle Years (2 staff x 2)
- LiteracyLeaders PD (2 staff x 3)
- Maths – Zone Success in Numeracy Education ( 2 staff x 4)
- eUP planning sessions PD (12 staff x3 half days)
- Interactive Whiteboard Training (12 staff x 2 half days)

At St Leonard's we believe that Professional Development underpins our teaching and learning practice and supports our school improvement. We also believe that it highlights the commitment of the teaching staff to grow and develop their own professional knowledge and practice.
The total expenditure of Professional Learning for staff in 2010 was approximately $35,000. This figure is made up of staff development costs and casual relief costs. This works out to be approximately $1200 per staff member. Please note that the casual relief figure is the cost of relief staff to free teaching staff from their duties to either attend Professional Development or complete in-house PD. It is also important to point out that much of the Professional Learning that staff are involved in takes place after hours and as such does not incur replacement costs to the school.

At St Leonard’s we believe that Professional Development underpins our teaching and learning practice and supports our school improvement. We also believe that it highlights the commitment of the teaching staff to grow and develop their own professional knowledge and practice.

**TEACHER SATISFACTION**

The staff indicated through their survey results that they felt empowered and supported in their roles.

- Insight SRC Report 2010, Staff Survey, School Morale 82<sup>nd</sup> percentile
- Insight SRC Report 2010, Staff Survey, Supportive leadership 71<sup>st</sup> percentile
- Insight SRC Report 2010, Staff Survey, Job Satisfaction 89<sup>th</sup> percentile
- Insight SRC Report 2010, Staff Survey, Teamwork 78<sup>th</sup> percentile
School Community

Goals

To strengthen the school's interaction with the local and wider community:

Intended Outcomes

- That the local and wider community engagement be broadened through a variety of approaches.
- That communication with the wider school community be improved to promote the existence of the extra curricula activities in the school.

Some of the keys to finding success in these Intended Outcomes were:

- Trying to raise the profile of St Leonard's within the local community.
- Provide a welcoming, inclusive community where children have the opportunity to develop spiritually, socially, emotionally, physically and academically.
- Improve the level of involvement of children and families in school and parish life.
- Provide opportunities for parents to participate in continuing education and personal development programs.
- Strengthen the awareness and action of the school community to the needs of others.

Achievements

Students at St Leonard's enjoy coming to school and feel secure here. Insight SRC data shows that children love learning and enjoy the challenges offered to them in a positive, nurturing environment. Parents recognise that the educational programs and standards at St Leonard’s address the needs of their children. They appreciate the enthusiasm and passion in which programs are developed and delivered by staff at this school. Students have been involved in several wider community events. They have provided support for others through the fund raising activities led by the SRC. Participation and enthusiasm for whole school community social events has continued. Students have participated in a variety of school based extra curricula activities aimed at further developing social and emotional well being.

Insight SRC data indicates that parents and students are very confident that action will be taken by staff in response to concerns raised through the surveys.

Staff, parent and student data indicates a positive and engaged school community.

The following evidence has been gathered through critical reflection in relation to raising the profile of St Leonard’s in the local community. Listed below are the achievements.

- Development and maintenance of the school website and ‘MyClasses’ intranet site.
- Updating of Parent Handbook to reflect most current school practice.
- Greater awareness of the Prep Orientation Program and Open Days through letters and promotional material delivered to local kindergartens.
• School promotion through local newspapers and weekly school newsletter.
• Providing opportunities for greater social interaction within the school community: New Prep parents “Wine and Cheese” evening, Education Board “Welcome” barbeque, whole school celebrations (Father’s Day/Mother’s Day breakfast, Grandparents Day, Multicultural Day, Italian Day, Book Week etc)

The following evidence has been gathered through critical reflection in relation to provide a welcoming, inclusive community where children have the opportunity to develop spiritually, socially, emotionally, physically and academically. Listed below are the achievements.

• Participation in school based “Education in Faith” and Sacramental programs.
• Raising the profile of the work of the Wellbeing Coordinator and Student Services Team.
• Provision of extra-curricula lunch time clubs: chess, art, computer, volleyball.
• Employment of a school counselor.
• Inclusion of the “You Can Do It” program at all levels.
• Inclusion of the Prep and Year 6 students “Buddy Program”.
• Introduction of the “Peer Mediation” program giving students in years 5 and 6 opportunities to develop leadership skills.

- Insight SRC Report 2010, Student Opinion Survey - Student Morale 43rd percentile
- Insight SRC Report 2010, Student Opinion Survey - Teacher Empathy 41st percentile
- Insight SRC Report 2010, Student Opinion Survey - Stimulating Learning 31st percentile
- Insight SRC Report 2010 Catholic Culture Survey - Students, Importance 75th percentile (Top 25% of Schools)
- Insight SRC Report 2010, Student Opinion Survey - Opportunities 82nd percentile (Top 25% of Schools)

#Please note that all parents and staff in the school were surveyed and that all year 5 and 6 students completed the survey to represent the views of students.

PARENT SATISFACTION
- Insight SRC Report 2010, Parent Opinion Survey – Opportunities 74th percentile
- Insight SRC Report 2010, Parent Opinion Survey, Simulating Learning 77th percentile (Top 25% of Schools)
- Insight SRC Report 2010, Parent Opinion Survey General Satisfaction 85th percentile (Top 25% of Schools)
- Insight SRC Report 2010 Catholic Culture Survey-Parents, Importance 74th percentile

The following evidence has been gathered through critical reflection in relation to improving the level of involvement of children and families in school and parish life. Listed below are the achievements.
• Inclusion of community notices in weekly school newsletter: Boys Club, “Challenge” Girls Club, Auskick, St.Leonard’s Netball Club, Y-Gen, PFA events, Education Board information etc.
• Participation of Year 5 and 6 students in Altar Serving Training.
• Promotion of programs and events organised by Family Ministry Team.
• Guest speakers to promote parish groups: Y-Gen, “Challenge” Girls Club.
• Attendance at events organised by members of the PFA.
• Attendance at events organised by members of the Parish Education Board.

  o Insight SRC Report 2010, Parent Opinion Survey, Item 12, General Satisfaction 85th percentile (Top 25% of Schools)

The following evidence has been gathered through critical reflection in relation to providing opportunities for parents to participate in continuing education and personal development programs. Listed below are the achievements over the last 12 months

• Prep Orientation Program parent information sessions.
• Parent Education nights offered by staff,
• Parish Education Board and Middle Years Literacy Cluster:

The following evidence has been gathered through critical reflection in relation to strengthening the awareness and action of the school community to the needs of others. Listed below are the achievements

• Participation in SRC organised fund-raising events in support of others: St. Vincent De Paul Society, World Vision Sponsor Child, Catholic Family Welfare, Anzac Badges / Remembrance Day Badges (Legacy), Cancer Council, Timor support etc.
• Participation in local community events: City of Monash Anzac Service, Stand-Up Day etc.

The school has focused on improving its reputation in the community, partly with a view to also maintaining enrolments. There have been articles and promotions in local papers and the weekly school newsletter, redesigning of promotional material, and the upgrade of the school website.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>178,402</td>
</tr>
<tr>
<td>Other fee income</td>
<td>91,630</td>
</tr>
<tr>
<td>Private income</td>
<td>50,070</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>405,239</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,439,811</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,165,152</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,657,116</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>314,860</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,160,282</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>1,023,126</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>136,215</td>
</tr>
<tr>
<td>Other capital income</td>
<td>93,388</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>1,252,729</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>2,232,929</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>460,087</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>1,224,396</strong></td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

The future of our school is extremely sound. We continue to perform well educationally, administratively and financially. The long term projected enrolments are strong. In 2010 we enrolled 57 preps into the school which took our numbers from 271 in 2009 census to 282 in the 2010 census. It is our intention to manage the enrolments over the next 5 years so that the school student numbers remain at between 285 – 305.

In 2010 the school completed the second phase of the school building master plan. This work entailed demolishing the existing south wing (housing 6 classrooms) and beginning the construction of a multimillion dollar state of the art wing, housing 10 Contemporary classrooms. This building was opened in 2010.

In 2010 we also began the third phase of the school Master Plan comprise work on a new library and administration area.

The five year School Improvement Plan written in 2008, as part of the review process, will stand us in good stead to initiate improvement in all aspects of the school’s ongoing development and growth. The school is once again under external review in 2012.

We commit ourselves to maintaining the focus on student learning. Our school vision statement which simply states ‘Aspiring to Excellence’ underpins all decisions made at the school.

As a staff we have committed ourselves to embracing the technological wave that is sweeping education around the world. In 2010 our school continued its involvement in a two year initiative in ‘Contemporary Learning’ which is designed to embrace the best philosophies of teaching underpinned by the use of contemporary technological tools. The staff of St Leonard’s spend considerable time in keeping abreast of these technological advances and are committed to finding ways in which they can best support the learning situation of all students.

We will maintain our vigilant approach to student assessment and continue to plan student learning from those results. We will continue to have a focus of Student Wellbeing as we firmly believe that the mental wellbeing of any individual is paramount to effective learning.

We look forward to continuing to develop positive relationship with all students and parents in the knowledge that these relationships underpin all we do here at St Leonard’s.

Our direction as a school is clear. We look forward to the future with confidence and eagerness.