St Leonard’s, Glen Waverley
REGISTERED SCHOOL NUMBER: 1596

2014 ANNUAL REPORT to the School Community

REGISTERED SCHOOL NUMBER: 1596
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Minimum Standards Attestation

I, Bob Davis, attest that St Leonard’s Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
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 the 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 56 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 2014 was 287 students housed in 12 classes. The average number of students per class was 26. We endeavour to offer small straight prep classes each year to give our youngest children the best opportunity to acclimatise to school life. In 2014 we had 2 classes of 18 in the Prep year. The other classes were arranged as follows: 3 classes of yr 1/2’s, 4 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
- Wireless connectivity with access to over 150 computers in the school
- Chromebooks being used in the 5/6 classrooms from the end of 2014.
- Secure gated cyclone fencing around school
- Four different play areas including large asphalt areas for basketball and other ball games. Large passive play gardened area that is also accessible from classrooms and a newly designed oval area surrounded by interactive play space.
- Access to the church facilities which include an indoor basketball /gymnasium centre and large Community Centre
- The school was demolished and rebuilt in 2010/2011. The main classroom wing housing 10 contemporary classrooms. Each pair of rooms has its own multimedia pod and has air-conditioning and heating.
- Sacramental classes, school and class liturgies
- Performing Arts/Music, Physical Education, Librarian and Italian specialist teachers
- Onsite school counsellor employed by the school
- ‘Asthma Friendly’ accredited school
- All staff have current level 2 first aid training including anaphylactic management training
- 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
Weekly school assemblies where parents are invited to attend
Buddy system for our prep/grade 6 students
Annual year 5/6 school camp
Biennial P-6 Performing Arts concert & P – 6 Visual Arts Concert
P- 2 swimming program (optional for students in years 3 - 6)

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 the Parent and Friends Association (PFA), the Parish Education Board (PEB), occasional working bees and individual contributions in the classrooms, on excursions or for special school events.

The School Improvement Plan (2013 – 2016) 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 2014 School Improvement Plan.

The overarching goals are as follows:

RELIgIOUS EDUCATION
To enrich the faith experience of the school community.

TEACHING AND LEARNING
To improve student learning.

STUDENT WELLBEING
To actively promote student wellbeing and strengthen positive relationships.

LEADERSHIP & MANAGEMENT
To empower all staff to be strategic and effective leaders and managers of change.

SCHOOL COMMUNITY
To empower students to become connected, responsible, empathetic, active members of 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. Together they make a dynamic staff who celebrate learning. 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. A major curriculum focus of 2014 was to implement the School Improvement Plan (2013 – 2016)

On an artistic level the highlight of the 2014 school year was the biennial Art Show, which showcased a wonderful variety of visual arts talent in 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 arts in general.

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 district and divisional finals.

We are justifiably proud of the facilities we provide for the children of this parish and are constantly working towards improving and upgrading them. In 2014 we opened the new oval area and surrounding gardens which is the second last task on our overall master plan.

We are very proud of the computer technology we can offer our students. We have over 90 state of the art iMacs and Macbook pro laptops for use in classes 1 – 6. In addition to this we purchased 30 Chromebooks that are being trialled in the 5/6 rooms this year.

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 recognised 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)
The St Leonard’s Education Board is made up of elected members that represent a good cross-section of the parents within the St Leonard’s school community. This makes it well positioned to carry out its primary mission which is to serve as an advisory Board to the St Leonard’s School & Parish. The St Leonard’s Education Board has been in operation for over 25 years and endeavours to support the school by providing feedback and parental opinion, and to offer informed advice to the Parish Priest and School Principal on a wide range of issues.

**OUR GOAL**

“To build and support relationships between Parents, School and Parish”

To achieve our goal, we will:

- Regularly provide Education Board up-dates to the parent body and school community through the school newsletter.
- Examine ways in which the school can continue and improve its connection with the Parish Church.
- Promote “Professional Development” opportunities for parents.
- Review and assist in the development of school policies and programs.
- Welcome new families to the School and Community.

The Education Board is made up of elected and nominated representatives from the School and Parish community and its members in 2014 were:

**Ex Officio**
Fr Brendan Dillon (Parish Priest)
Bob Davis (Principal)

**Nominated Representatives**
Geoffrey Parker (Parish Priest’s nominee)
Kathryn Murphy (Principal’s nominee)
Sylvia Giles (PFA Representative)

**Elected Representatives**
Chris Vellis (Chairperson)
Catherine Coppolino (Deputy Chairperson)
Ranjan Koirala (Secretary)
Thomai Fischbacher
Theresa Tork
Armen Abadjian
Craig Plowman
Christina Klonis

During 2014 the Board was especially pleased to welcome 3 new members, Sylvia Giles, Christina Klonis and Craig Plowman. Whilst it is always pleasing to welcome new members, it is also sad to see other members leave the Board. In 2014 Vin Faulkner was replaced by Geoffrey Parker as Fr. Brendan’s representative whilst Karen Foden was replaced by Kathryn Murphy as the Principal’s nominee.

The School, Parish and Board would like to thank both Vin and Karen for their hard work and dedication over the years and wish them all the best for the future.
SUMMARY OF ST LEONARD’S EDUCATION BOARD ACTIVITIES DURING 2014
The St Leonard’s Education Board typically meets on the first Wednesday of each month during the school terms. During 2014 the Education Board held more than 8 meetings and the activities/attendees of all meetings were recorded in the Education Board Minutes. The board received regular reports from nominated members attending the Parish Pastoral Leadership Team (PPLT), Parents & Friends Association (PFA) and Boy’s Club meetings. Key activities for the Education Board during 2014 included:

- Education Board Welcome BBQ for new families to St Leonard’s. The Welcome BBQ was held on Friday the 28th February 2014, with well over 200 parents and children in attendance.
- Provided regular Education Board up-dates in the School Newsletter.
- Organisation and promotion of School Commitment Mass and official School Oval Opening.
- Promotion of Professional Development opportunities for parents.
- Review and ratification of selected School Policies and Guidelines.
- High level review of financial statements as presented by the School Accountant, Catherine Pineo and School Principal Bob Davis.
- Reviewing and endorsing the School Fee structure for 2015.

THANK YOU
I would like to sincerely thank all the members of the St Leonard’s Education Board for their time and effort during the last year. I would also like to acknowledge the efforts and commitment of the entire St Leonard’s staff, for their dedication and unwavering support for our children. Finally, I would like to thank Fr. Brendan Dillon and Mr Bob Davis for their ever present support and leadership to the Parish & School community.

Chris Vellis (Chairperson)
Education in Faith

Goal

To enrich the faith experience of the school community

Intended Outcomes in the area of Education in Faith in 2014 were:

- That students are engaged in learning in RE.
- That a culture of social justice be strengthened.

Achievements

The school has continued to provide opportunities for children to be involved in their faith and has worked hard to raise the awareness of faith in their lives. Some of the strategies used in 2014 were:

- Each term a different year level (in rotation) has the opportunity to lead the school community in a social justice action/awareness focus. The assigned level may lead the prayer focus at assemblies, invite parishioners and/or personnel from Catholic Mission/St. Vincent de Paul to speak to the students, include items in the newsletter/or on the RE blog or lead fundraising days. This has enabled the staff and students in each level to share in the responsibility of leading the student community and raising awareness of social justice issues in our local and global communities.

- An RE blog has been created and is mediated by the R.E. Coordinator. It is bookmarked on each grade’s blog page for easy access. Students are encouraged to view the blog and teachers are often directed to the faith content, multimedia and sacramental information. Staff professional development is also regularly posted alongside posts that tie in with the LINK newsletter. Parents are also actively encouraged to access the RE blog and make comments.

- Participation in prayer and liturgy is an integral part of the life of the school. Students attend Mass regularly with their class throughout the term and each class is rostered to attend at least once during the term. Dedicated prayer spaces are evident in all classrooms and both students and staff incorporate prayer into their day. Planning and preparation of meaningful celebrations aim to involve all students and helps connect our school community to the wider community and worship beyond the school e.g classes attending Parish Masses. Parents, extended family and friends are invited to attend and these school celebrations continue to show growing participation and willingness to be involved in the liturgy. Feast days and school celebrations such as the Opening School Mass, Commitment Masses and Graduation always aim to include staff, students, parents and parishioners. Children are involved with leading the liturgy by reading the scripture, taking up gifts during the Offertory, serving on the altar and participating in the school choir.

- The purchase of student diaries specifically designed to reflect a Religious theme by identifying church seasons, prayers, sacramental information and feast days. These diaries are purchased for all students in year 3 -6.
• Introduction of a Commencement Mass at beginning of the school year held on a Sunday to further involve the Parish community.

• Maintaining Family Faith Nights for the prep-2 classes and the Year 5 students alongside continued sacramental programs, parents have welcomed the opportunity to be involved in a faith focused experience with their child(ren). Students receiving the sacrament of Confirmation experienced a reflection day where the opportunity for personal growth through reflective learning activities was incorporated with Christian Meditation.

• Student Leadership has been given continued emphasis with the focus on Liturgy captains being appointed. These students update the school community at assemblies and meet with the Religious Education Coordinator on a regular basis to discuss initiatives and ideas for making the school community aware of both local and global issues.

• To strengthen engagement in prayer through a contemporary approach, a Meditation program was introduced in 2012. We committed ourselves to continue this approach in 2014. Students have the opportunity for Christian Meditation, now timetabled three times a week (minimum) on a whole school basis (P-6). Staff undertook professional development from internal and external sources, engaged in dialogue and a whole school approach to meditation was implemented. The staff has a strong sense that the meditation program is an authentic and valued prayer experience for the students and one that should be ongoing.

• Level planning continues to allow staff to work collaboratively and encourages professional dialogue. The REC assists levels in planning RE units by supporting the RE curriculum, prayer and sacramental life of the community with resources appropriate to their needs. Following the implementation of new planners specific to St. Leonard’s, the RE program is now more explicit and consistent across the school. The TKWL exemplar units are being used across levels with the integration of other resources, including the Values Education Program. Collegial planning in year levels has supported the development of RE units that are closely connected to contemporary learning styles. There has also been a greater focus on reporting in RE: focus on assessment and use of the ‘Tracking Tool.’

• Parents of a non-Catholic background have welcomed the opportunity to be involved in a faith focused experience with their child(ren). As such, we have purchased a publication called “So You’re Sending Your Child to a Catholic School” that is available to all of these families on enrolment and has also been placed in the Parent Resource Library.

• 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 2014, Catholic Culture, Student Behaviour and this is also reflected in Insight SRC Report 2014, Student Survey, Connectedness to Peers.

• The following survey data supports our contention that both parents and students see both Catholic Culture and Catholic Opportunity as being high
  o Insight SRC Report 2014, Catholic Culture, Parent Survey, Importance of Catholic opportunity- Actual score = 82 (This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)
  o Insight SRC Report 2014, Catholic Culture, Parent Survey, Opportunity for my child to develop Catholic understandings - Actual score = 91
  o Insight SRC Report 2014, Catholic Culture, Parent Survey, Opportunity for my child to be involved in Social Justice issues - Actual score = 86 (This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)
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 and termly Reconciliation scheduled for Yr3-6
- Celebration of 3 sacraments: Reconciliation (Yr3), Eucharist (Yr4), Confirmation (Yr6)
- Opportunities for the students to become more involved in Social Justice Issues
- Our students are involved in providing ongoing support for various agencies such as:
  - Project Compassion- Caritas (during LENT),
  - Food and clothing drive (St Vincent de Paul Society)
  - St Vincent de Paul ‘Sponsor Child’ program where each class sponsors a child in an ongoing capacity.
  - Raising money and awareness of natural disasters or overseas aid for special needs as they arise. (e.g. collecting football boots for students in need at Baucau Catholic Parish in Timor Leste)
- Our Open Days, St. Leonard’s Feast Day, Family Week (Catholic Education Week), 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 2014 from parents, students and staff.

- Insight SRC Report 2014, Catholic Culture, Student Survey, Level of behaviour of students. Actual score = 73 *(This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)*
- Insight SRC Report 2014, Catholic Culture, Parent Survey, Level of behaviour of students. Actual score = 73 *(This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)*
- Insight SRC Report 2014, Catholic Culture, Staff Survey, Level of behaviour of students. Actual score = 81 *(This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)*

# Please note that we followed the guidelines of the Insight SRC when choosing who should be surveyed: All 202 families were given the opportunity to be involved in the survey. All students in year 5 & 6 were given the survey to represent the student voice. All staff (including teachers, support staff, teacher aides and administration staff) in the school were surveyed.

# Actual scores indicate the averaged mark that either our students, parents or staff scored on that particular question in the Insight SRC survey conducted late in 2014. Scores can be between 0 – 100.
Learning & Teaching

Goals
To improve student learning.

Intended Outcomes in the area of Teaching & Learning for 2014 were:
• That student engagement in learning is increased
• That student outcomes improve in Numeracy and Literacy

Student Learning Outcomes
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 2014 we have:

• Introduced the use of ‘Google Apps’ by staff for planning purposes. As an ICON Research school it is anticipated that our use of Google Apps will be further advanced.

• Further developed our Action Research Project with a particular focus on Literacy in the Prep and 1/2 classes. This intervention model was delivered in 4th term in Prep and in years 1 & 2 during 1st and 2nd term.

• A more focused approach to the use of ICT in the classrooms. Purchase of additional computers has been made to support this initiative. Towards the end of 2014 we purchased a class set of Chromebooks to trial in the year 5/6 classrooms. These were to complement the 60 macbook laptops previously purchased for this level.

• Further developed staff use of ‘blogs’. Every classroom has class blog that is mediated by the teacher. Students are encouraged to use the blog by teachers often setting their tasks on the blog itself. Parents are actively encouraged to access the blogs and make comment.

• After having appointed a .5 Number Intervention Teacher in 2013 we decided to employ a support staff member to work with this teacher specifically in the area of maths intervention. Program commenced and professional development undertaken.

• Trialled a streaming approach in the area of mathematics for the year 3/4 classes

• Employed Support Staff for the duration of the year to work in the Prep classrooms offering the PERI program. The Phonological Early Reading Intervention (PERI) program was introduced to help identify students whose Phonological Awareness skills indicated they may be ‘at risk’ of reaching early Literacy Benchmarks. The Junior School Literacy Coordinator and Student Services Coordinator review the data from The Sutherland Test of Phonological Awareness to identify those students who require targeted daily intervention to build phonological awareness skills. Individual Learning Plans are
devised and the program is implemented by Learning Support Staff. Continuous monitoring through the John Munro assessment tasks guides student progress and future programming.

- **Intervention for Year 2 students** is the ERIK program. The Junior School Literacy Coordinator and Student Services Coordinator review all assessment data to identify students who are at risk. The Neale Analysis of Reading Ability is administered to identify whether the child qualifies for the ERIK Phonological, Orthographic or Comprehension intervention program. Students are then placed in the appropriate stream and receive 60 sessions of intervention administered by Learning Support Staff. Progress is monitored and reviewed by the Student Services Coordinator. At the completion of the program, post assessment (Neale Analysis) is completed to quantify the student’s progress. The ERIK program can also be accessed by students from years 3 – 6 who are significantly at risk.

- **The HELPS program** is a reading fluency intervention program that can be implemented with students from years 3 – 6 who have poor reading fluency. The program has also been demonstrated as an effective tool for raising comprehension ability. Classroom teachers and Literacy Coordinators recommend students for the program when they believe further intervention is warranted, or when assessment data indicates a student is experiencing significant challenges in these areas. Individual Learning Plans are devised and the program is implemented by Learning Support Staff. In 2014 the Neale Analysis was be used as a pre and post test to quantify student’s progress.

- **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, Professional Learning Team (PLT) and level meetings.

- **We have successfully implemented differentiated learning and have improved the documentation and implementation of Individual Learning Plans (ILP’s), with the support of the Student Services Team and Support Staff.** Teacher work programs also are reflective of this practice. Targeted intervention is offered to students at risk in Literacy and Numeracy through the Reading and Mathematics Intervention programs.
The results below 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 (ILP) in place which are coordinated by the Student Services Coordinator in cooperation with the classroom teacher.

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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 2014, Student Survey - Stimulating Learning – Actual score = 77
- Insight SRC Report 2014, Parent Survey - Stimulating Learning – Actual score = 85
  *(This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)*

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

- Insight SRC Report 2014, Parent Survey - School Improvement - Actual score = 87
  *(This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)*

- Insight SRC Report 2014, Parent Survey – Learning Focus - Actual score = 84
  *(This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)*
NAPLAN DATA ANALYSIS

The results shown below are a graphical representation of the performance level of our students’ performance in yr 5 2014 NAPLAN tests. Each number represents a child’s performance in the 5 areas of the test. This graph also shows the state ‘mean’ mark, which is the average mark recorded by students in Victorian schools.

Those students represented in blue are working 1 year above the expected level.

Those students represented in yellow are working at the expected level.

Those students represented in red are working 1 year below the expected level.

Our data clearly shows that our year 5 cohort of students are performing extremely well. This data is also shown on the numerical graphs of the ‘myschools’ website.
The results shown below are a graphical representation of the performance level of our students’ performance in year 3 2014 NAPLAN tests. Each number represents a child’s performance in the 5 areas of the test. This graph also shows the state ‘mean’ mark, which is the average mark recorded by students in Victorian schools.

Those students represented in blue are **working 1 year above** the expected level.

Those students represented in yellow are **working at** the expected level.

Those students represented in red are **working 1 year below** the expected level.

Our data clearly shows that the majority of our year 3 cohort of students are performing extremely well in comparison to State averages. This data is also shown on the numerical graphs of the ‘myschools’ website. It is also worth noting that no child was excluded from the testing.
The following graphs show our performance in all NAPLAN testing over the last 5 years. While the graphs may have different colours they represent 4 facts:

1. It shows the ‘mean’ score for Victorian Schools

2. Those students represented in a particular colour in the top part of the graph blue are working 1 year above the expected level.

3. Those students represented by the middle section are working at the expected level.

4. Those students represented in red are working 1 year below the expected level.

The trend data demonstrates that the school is consistently achieving very good results taking into account that each cohort of students have different abilities and overall performance levels.
The year 3 data also shows very good results in each of the 5 areas of testing over the last 5 years. In respect to trend data we also analyse the growth that students make over the 2 year period between the year 3 and year 5 test.

ie the 2010 year 3 Writing results in comparison to the year 5 2012 Writing results
‘My School’ Comparison of Schools

The following data is as it appears on the ‘myschool’ website www.myschool.edu.au

The score in **BLUE** is representative of the **ST LEONARD’S** students’ performance in 2014 NAPLAN tests ie:

St Leonard’s year 3 Reading result is 473. The average result for **ALL** children in Australia is 418. The average result for schools in Australia from ‘Similar Socio Economic’ SIM is 464.

The scores in black labelled **SIM** are representative of schools across Australia at the same socioeconomic level as our school.

The scores in black labelled **ALL** are representative of all schools in Australia regardless of socioeconomic levels.
Student Wellbeing

Goal
To actively promote student wellbeing and strengthen positive relationships.

Intended Outcomes in the area of Student Wellbeing for 2014 were:
That students interact positively with each other developing resilience and prosocial behaviours.

Achievements
The area of Student Wellbeing in the past 5 years has been a strength at St Leonard’s. This is evidenced by the Students Attitude to School Survey (2014), which notes there is a positive emotional tone and student morale within the school. This has been achieved by:

- The ongoing appointment of a Student Wellbeing Coordinator/Student Services Coordinator to coordinate the programs and activities of the Wellbeing Centre. The centre is increasingly accessed by parents seeking support and guidance for their children’s learning and social and emotional needs.

- Conducting the biennial survey of Student Wellbeing through WISE Research. Collected data was analysed to identify those at most risk and to pursue the analyses of trend data. It is worth noting that we are considering using the Kids Matter survey in 2015.

- Participation in the CEOM Drama Festival to promote aspects of Student Wellbeing in the community and showcase the learning and achievements in the area of Social and Emotional Learning

- Embedding a process for supporting students that is increasingly recognised as a strength of the school. The Student Services Coordinator, Learning & Teaching Coordinator and Maths Intervention teacher create tailored programs to meet the needs of students identified with learning or social and emotional needs. These programs emanate from a solid base of school data and are delivered in the WBC which continues to provide a safe and nurturing environment for students with needs.

- Using the evidence based programs to develop a school based model to better support the needs of all students

- Development of Action Research Program to raise school standards of achievement and improve the Literacy results of all students in years Foundation, 1 & 2

- Appointment of additional Learning Support Staff to meet the needs of students. Greater training of LSS to develop expertise in targeted programs across Literacy, Numeracy and Social skills

- An Increased focus on play base programs to develop social skills and friendships. The tennis program has proven to be a highly effective model for developing new friendships and encouraging children to broaden their social circle. Constant monitoring and mentoring
during play and lunchtime by LSS staff also facilitates the development of problem solving
behaviours on the playground and gamesmanship

- Provision and access to a school counsellor to support students who are ‘at-risk’. This
counsellor is increasingly accessed by families and staff to support the needs of students
with social and emotional needs.

- The provision of Leadership opportunities for students (school leadership, buddy programs,
Social Action Groups).

- Further developing relationships with agencies and specialists to coordinate the provision of
services for children (Speech Pathology, Psychology, Paediatricians, Occupational
Therapists).

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.19</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.84</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.69</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.69</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.25</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.56</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.54</td>
</tr>
</tbody>
</table>

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-
esteeem.

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**

- Friends for Life Program
- ‘You Can Do It’ Program
- ‘Play is the Way’ Program
- Buddy Program
- Student Wellbeing Program
- Employment of a School Counsellor
Catholicity

- RE program Foundation – Year 6
- Regular class attendance at morning Mass
- Celebration of 3 sacraments: Reconciliation, Eucharist, Confirmation
- Poor Man’s Mass appeal / St Vincent De Paul Sponsored Child
- Meditation across all classes.
- Increased opportunities for students to be involved in Social Justice Initiatives.

Health and Fitness Program

- PE program Foundation – Year 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)

- The purchase of new classroom furniture and ICT equipment in 2014 has helped facilitate personal and interpersonal learning
- Computer access for all
- Multimedia labs off each room
- Wireless connectivity across the school

Music /Arts Program

- Foundation – Year 6 music program
- Grade 3/4 and grade 5/6 choirs
- Biennial Art Show/ Concert. – 2014 Visual Art Show
- Weekly assembly performances.
- Guitar & Violin Lessons offered

Educational Programs

- Before and After School Program
- Paired Reading Program
- Number Intervention Program

Building Community

- Foundation Transition Program
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 2014, Student Attitudes to School Survey, Item 1, Student Morale
  Actual Score = 75
- Insight SRC Report 2014, Student Attitudes to School Survey, Item 2, Connectedness to Peers. Actual Score = 85
  *(This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)*

# Please note that we followed the guidelines of the Insight SRC when choosing who should be surveyed: All 202 families were given the opportunity to be involved in the survey. All 202 families were given the opportunity to be involved in the survey. All students in year 5 & 6 were given the survey to represent the student voice. All staff (including teachers, support staff, teacher aides and administration staff) in the school were surveyed.

# Actual scores indicate the averaged mark that either our students, parents or staff scored on that particular question in the Insight SRC survey conducted late in 2014. Scores can be between 0 – 100.
Leadership & Management

Goals

To empower all staff to be strategic and effective leaders and managers of change

Intended Outcomes in the area of Leadership & Management for 2014 were:

That professional learning and practices improves

Achievements

- The Change2 Team led a very successful initiative in the area of classroom blogs. In 2014 the blogs became truly entrenched in teacher practice. The blogs have been designed to encourage students and parents to exchange ideas and thoughts.

- In 2014 much work was done in professional learning by staff in the use of GAFE (Google apps for Education). A large number of staff attended the Google Summit during the September holidays to further enhance their learning.

- Completion of Insight SRC data which provide excellent information regarding parents, students and staff towards the key aspects of school life in the 5 review spheres.

- Staff using Performance & Development of Culture (PDC) model to identify level team goals. These goals are used as the catalyst for peer observations and ongoing level planning.

- Improve the learning environment by providing a high standard of physical and curriculum resources supported by appropriate personnel.

- Maintained 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 2014, Staff Climate Survey
    - Supportive Leadership – Actual Score = 86 *(This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)*
  - Insight SRC Report 2014, Staff Climate Survey
    - School Morale Actual Score = 88 *(This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)*

- Maintaining the restructured model of composite classes from years 1 – 6 ie (2 x Prep, 3 x 1/2’s, 4 x 3/4’s, 3 x 5/6’s) has been successful in enabling staff to create effective planning teams at each level. Please note that we also put additional funding into support staffing to allow all classes to be released at common time for planning purposes.
OTHER POSITIVE MANAGEMENT INITIATIVES

• We have continued our practice of offering tours of the school for parents of prospective students at any time of the school year.

• In particular a successful strategy has been to employ a team of Learning Support Staff 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.

• Directing additional school funds to the Wellbeing Centre staff used to support those with needs.

• 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 was also supported by the parent body survey data where they felt the educational programs and standards of the school address the needs of the children.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
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<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
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</table>

<table>
<thead>
<tr>
<th>STAFF RETENTION RATE</th>
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</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Certificate Graduate</td>
</tr>
<tr>
<td>Degree Bachelor</td>
</tr>
<tr>
<td>Diploma Advanced</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
</tr>
</tbody>
</table>
• 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 2014:**

- 4 staff members took Long Service Leave at some stage throughout 2014
- 4 Staff members took a period of Leave without Pay in 2014
- 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
  - Organising and attending excursions
  - 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 2013 to 2014.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PROFESSIONAL LEARNING UNDERTAKEN IN 2014

The total expenditure of Professional Learning for staff in 2014 was approximately $20,000. This figure is made up of staff development costs and casual relief costs. This works out to be approximately $1100 per staff member of our 18 full time staff members. 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 or on a school closure day 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. It is also worth noting that many of our staff also undertake their own studies ie Masters studies at their own cost. We had one member of staff completing their Masters in 2014.

Some examples of Professional Learning that teachers were involved in during 2014 are as follows:

- GAFE Summit PD 6 staff x 2 days
- ICON Research School Leaders 2 staff x 2 days
- ICON Research School Team 5 staff x 4 days
- P-6 Literacy Leaders PD 2 staff x 4 days
- Diabetes in Schools PD 2 staff x 2 day
- Leadership for Learning & Teaching 2 staff x 4 days
- Primary Principals PD Program 1 staff x .5 day
- Mathematics Leadership PD 2 staff x 2 days
- Change 2 Facilitation 2 staff x 6 days
- Regional Deputy Principal PD 1 staff x 4 days
- Regional eLearning PD 1 staff x 3 days
- Regional ICT PD 1 staff x 3 day
- Religious Education Leaders Network PD 1 staff x 4 days
- Number Intervention P-4 1 staff x 5 days
- Italian Network Day PD 1staff 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

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>All staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$ 1100 (calculated on 18 fulltime staff)</td>
</tr>
</tbody>
</table>
STAFF COMPOSITION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>23</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>18.763</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>11</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>6.106</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

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

- Insight SRC Report 2014, Staff Survey, School Morale
  Actual score = 85 (*This result places the school in the top 25% of Catholic Schools in Victoria for this indicator*)

- Insight SRC Report 2014, Staff Survey, Supportive leadership
  Actual Score = 86 (*This result places the school in the top 25% of Catholic Schools in Victoria for this indicator*)

- Insight SRC Report 2014, Staff Survey, Empowerment
  Actual score = 80 (*This result places the school in the top 25% of Catholic Schools in Victoria for this indicator*)

- Insight SRC Report 2014, Staff Survey, Role Clarity
  Actual score = 85 (*This result places the school in the top 25% of Catholic Schools in Victoria for this indicator*)

- Insight SRC Report 2013, Staff Survey, Teamwork
  Actual score = 90 (*This result places the school in the top 25% of Catholic Schools in Victoria for this indicator*)

The four cultural pillar results of the 2014 School Improvement Surveys indicate a high functioning staff at St Leonard’s

Our Schools percentiles on the four cultural pillars are as follows:
- Empathy (Supportive Leadership) 73.6
- Clarity (Role Clarity) 85.6
- Engagement (Teamwork, Empowerment, Ownership) 78.1
- Learning (Appraisal & Recognition, Professional Growth) 70.5
School Community

Goals

To empower students to become connected, responsible, empathic, active members of the local and wider community.

Intended Outcomes in the area of School Community for 2014 were:

- That the understanding of and commitment to Social Justice in our school community and beyond be deepened
- That student opportunity to engage their local and wider community be strengthened to enhance learning

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

- Strengthening the awareness and action of the school community to the needs of others.
- Providing a welcoming, inclusive community where children have the opportunity to develop spiritually, socially, emotionally, physically and academically.
- Improving the level of involvement of children and families in school and parish life.

Achievements

- Class blogs were used very successfully in 2014 to enable students to reach out to a larger community ie parents and extended family members.
- A successful Art Show was held in 2014 to highlight the visual arts abilities of the students and teachers.
- Year 5 boys took part in the Mazenod College ‘Province Cup’
- Hugely successful Art Immersion Day where we had 35 artists from our local community come to the school to run various workshops with students.
- Year 5 students running a ‘Footy Boots for East Timor’ project.
- Student led ‘Dance Club’ held during lunch times culminating in performance to the whole school.
- Father’s Day breakfast organized to help connect families and students.
- RSPCA blanket/dog food fundraiser where our senior students made contact with the RSPCA to find out how they could support and then led the students in collecting goods.
- ‘Hawks in School’ program was organized for the 3/4 students to learn and take part in AFL training sessions.
- Library Book Day
- Students given the opportunity to sponsor a child per class through St Vincent de Paul Society
- Staff, parent and student data indicates a positive and engaged school community.
- Insight SRC data shows that children enjoy learning and enjoy the challenges offered to them in a positive, nurturing environment.
- 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: ie Wellbeing Centre, Library
- Employment of a school counsellor for the duration of 2014.
- Inclusion of the Prep and Year 6 students “Buddy Program”.
• Inclusion of community notices in weekly school newsletter: Boys Club, “Challenge” Girls Club, Auskick, St.Leonard’s Netball Club, 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.
• Introduction of the Commencement Mass at beginning of year on a Sunday to further involve the parish

We have made deliberate attempts to:

1. raise the profile of St Leonard’s in the local community.

2. improve the level of involvement of children and families in school and parish life.

3. strengthen the awareness and action of the school community to the needs of others

This is evidenced by:
• Ensuring the school website is consistently updated to reflect the school’s direction.
• 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, Italian Day, Book Week etc)
• Attendance at events organised by members of the PFA.
• Attendance at events organised by members of the Parish Education Board.
• Participation in Social Justice Action Groups organised fund-raising events in support of others: St. Vincent De Paul Society, St. Vincent de Paul 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,
• Prep Orientation Program parent information sessions.

- Insight SRC Report 2014, Student Opinion Survey - Student Morale. Actual Score = 75
- Insight SRC Report 2014, Student Opinion Survey - Teacher Empathy. Actual =87
- Insight SRC Report 2014, Student Opinion Survey - Stimulating Learning. Actual = 76
- Insight SRC Report 2014, Student Opinion Survey – Student Motivation Actual = 88
- Insight SRC Report 2014, Student Opinion Survey – Connected to Schools. Actual = 88
  (This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)
- Insight SRC Report 2014, Catholic Culture Survey - Students, Importance. Actual = 80
  (This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)
  (This result places the school in the top 25% of Catholic Schools in Victoria for this indicator)
# Please note that we followed the guidelines of the Insight SRC when choosing who should be surveyed: All 202 families were given the opportunity to be involved in the survey. All 202 families were given the opportunity to be involved in the survey. All students in year 5 & 6 were given the survey to represent the student voice. All staff (including teachers, support staff, teacher aides and administration staff) in the school were surveyed. # Actual scores indicate the averaged mark that either our students, parents or staff scored on that particular question in the Insight SRC survey conducted late in 2014. Scores can be between 0 – 100.

## Parent Satisfaction

The following data is taken from the Insight SRC Report 2014 based on the parent survey. Parents were surveyed and the data is then presented back to the school for ongoing analyses. The results were as follows:

![2014 parent opinion – actual scores ...](image)

As can be seen by the graph above the parents of our school are scoring most components of the survey at or close to the response rate equivalent to the top 25% of Victorian schools. As can also be seen the results are fairly similar to those expressed in 2013. While the ‘extra curricular’ indicator is not as strong as the other fields, it is worth noting that most primary schools get a lower indicator in this section as we are being compared to secondary schools as well.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>237,548</td>
</tr>
<tr>
<td>Other fee income</td>
<td>111,493</td>
</tr>
<tr>
<td>Private income</td>
<td>29,805</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>529,466</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,820,379</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>2,728,691</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,037,832</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>319,308</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>2,357,139</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>112,226</td>
</tr>
<tr>
<td>Other capital income</td>
<td>70,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>182,226</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>38,918</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>1,178,329</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>1,059,161</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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. 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 sound. We continue to perform well educationally, administratively and financially. The long term projected enrolments remains constant. In 2014 we enrolled 35 preps into the school which took our numbers from 286 in the 2013 census to 287 in the 2014 census. It is our intention to manage the enrolments over the next few years so that the school student numbers remain at between 280 – 295.

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. Any strategic decisions will be based upon the 4 year School Improvement Plan written in late 2012. Each year we write a new Annual Action Plan to work towards those articulated goals and intended outcomes. Our major curriculum focus for 2014 and beyond will be the implementation of ‘best practice’ in the classroom and to continue to have a rigorous approach to Action Research Projects. The current Project is focusing on the literacy needs of our year 1 & 2 students involving the classroom teachers and many of our learning support staff. Looking forward we intend having an Action Research Project in the area of Mathematics for the gifted in 2015.

As a staff we have committed ourselves to embracing the technological wave that is sweeping education. Our school continues to embrace the learning we undertook in 2009 -2010 in the area of ‘Contemporary Learning’ which is designed to embrace the best philosophies of teaching underpinned by the use of contemporary technological tools. We are also committed to the Performance & Development (PDC) philosophies that underpinned our professional learning throughout 2011 – present. In 2013 - 2014 we acknowledged our digital future by developing class blogs to which all children and parents are actively encouraged to contribute.

In 2014 we undertook a series of professional learning opportunities around the notion of the development of the contemporary use of technological tools that will be available to all schools on the ICON (Integrated Online Catholic Network) site. These studies were in part due to the fact that we were approached by the Catholic Education Office to be an Action Research School in the development of the contemporary use of technological tools.

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 and we look to the future with confidence.

Mr. Bob Davis
(Principal)
VRQA Compliance Data

<table>
<thead>
<tr>
<th>E1217</th>
<th>St Leonard's School, Glen Waverley</th>
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### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
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<td>100.0</td>
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<td>100.0</td>
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<td>YR 03 Spelling</td>
<td>100.0</td>
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<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
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<tr>
<td>YR 03 Numeracy</td>
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<tr>
<td>YR 05 Reading</td>
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<td>97.4</td>
<td>-2.6</td>
<td>97.1</td>
<td>-0.3</td>
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<td>-0.3</td>
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<td>100.0</td>
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</table>

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
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<tr>
<td>Year 2</td>
<td>93.84</td>
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<tr>
<td>Year 3</td>
<td>93.69</td>
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<tr>
<td>Year 4</td>
<td>92.69</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.25</td>
</tr>
</tbody>
</table>
### Year 6

| Overall average attendance | 93.56 |

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 95.48% |

### STAFF RETENTION RATE

| Staff Retention Rate | 100.00% |

### TEACHER QUALIFICATIONS

| Doctorate | 0.00% |
| Masters | 18.18% |
| Graduate | 22.73% |
| Certificate Graduate | 0.00% |
| Degree Bachelor | 72.73% |
| Diploma Advanced | 45.45% |
| No Qualifications Listed | 4.55% |

### STAFF COMPOSITION

| Principal Class | 3 |
| Teaching Staff (Head Count) | 23 |
| FTE Teaching Staff | 18.763 |
| Non-Teaching Staff (Head Count) | 11 |
| FTE Non-Teaching Staff | 6.106 |
| Indigenous Teaching Staff | 0 |