



# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**St Leonard's Primary School**  
**349 Springvale Road**  
**Glen Waverley, 3150**

REGISTERED SCHOOL NUMBER: 1596

# 2019

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## Contact Details

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<b>FEDERAL DET NUMBER</b>	1114

## Minimum Standards Attestation

I, Mr. Robert Horwood, attest that St Leonard's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child safe Standards prescribed in Ministerial Order No. 870-Child safe Standards, managing Risk of Child Abuse in School.

Date: 18/02/2019

## Our School Vision

Aspiring to Excellence.

### Mission

- To be a 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

## School Overview

### School Governance Model- Education Board

As a Catholic Parish Primary School, our Parish Priest, Father John Dowling, is the employer and has final responsibility for the conduct of the school (ultimately the Archbishop of Melbourne is responsible). The Parish owns the buildings and land on which the church and school reside. The Education Board has a Governance role and acts as an advisory body to the Parish Priest and the Principal.

### Parents' and Friends' Association

The Parents' and Friends' Association (P&F) is the formal structure, recognised by the Church and Catholic Education Authorities, which represents all the parents in the school and acts in their interests and on their behalf to raise money and provide community building opportunities.

### History and Composition of the School

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 60 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.

Our school enrolment for 2019 was 268 students housed in 11 classes. Apart from the two Prep the average number of students per class was 25. We have a diverse community with well over 40% of families from language backgrounds other than English. As such we have a high percentage of students who are bilingual.

We offer small straight Prep classes each year to give our youngest children the best opportunity to acclimatise to school life. In 2019 we had 2 classes of 18 in each Prep year. The other classes comprised of 3 classes of Year 1/2's, 3 classes of Yr. 3/4's, 3 classes of Year 5/6. 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.

### Special Features of our school include:

- The school was demolished and rebuilt in 2010/2011, including the main classroom wing of 10 contemporary classrooms. Each pair of rooms has its own multimedia pod and has air-conditioning and heating
- Wireless connectivity with access to over 300 computers in the school
- 1 to 1 Chromebooks program being offered in years 3/4 & 5/6
- Class sets of Chromebooks available for use in the 1/2 classrooms
- Wellbeing Centre which is the hub of our Teaching & Learning and Student Wellbeing

- Performing Arts/Music, Visual Arts, Physical Education, Librarian and Italian specialist teachers
- A Learning Support team of 10 working under the direction of a full time Student Diversity Leader. This support team is directly involved in the Prep – Year 2 Literacy and Numeracy sessions
- Onsite school counsellor employed by the school
- All staff have current Level 2 First Aid training including anaphylactic and asthma management training
- Strong inter-school sports program for senior students including football, soccer, netball, basketball and softball teams
- Secure gated cyclone fencing around school
- Buddy system for our Prep and Year 6 students
- Annual year 5/6 school camp
- Biennial P-6 Performing Arts Concert alternating with P-6 Visual Arts Exhibition
- P- 6 swimming program At Monash Aquatic Centre

St Leonard's endeavors 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), individual contributions in the classrooms, on excursions or for special school events.



## Strategic Direction

The School Improvement Plan for 2017 to 2020 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 2017 School Improvement Plan.

The school undertook an internal/external review in 2016 with the end result being that we wrote a new School Improvement Plan to be implemented from the beginning of the 2017 school year.

The overarching goals of the SIP are as follows:

## Religious Education

To foster an active and contemporary experience of faith for our school community.

## Teaching and Learning

To foster high quality evidence-based teaching practice that improves learning outcomes for all students.

## Student Wellbeing

To develop capabilities in all students that promote a stronger sense of wellbeing and enable them to strive for their personal best.

## Leadership & Management

To sustain a dynamic, reflective and energetic professional learning community, informed by best practice and current research and committed to continuous improvement.

## School Community

To continue to build a culture that encourages supportive partnerships with parents and the wider community to benefit student learning.

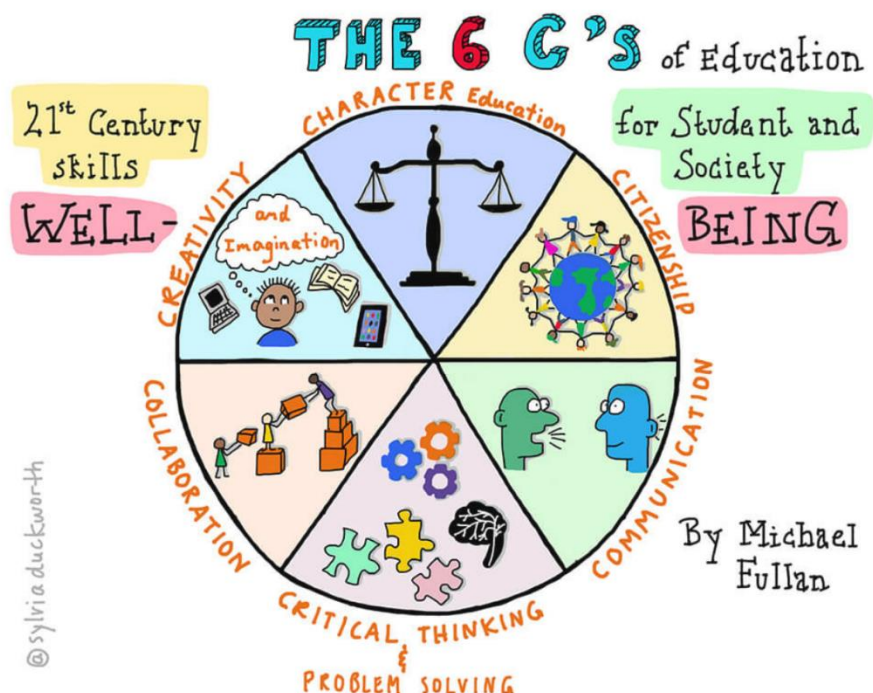
## Principal's Report

As a new principal of St Leonard's, I was delighted to meet and commence my work with the school community. In consultation with Kathryn Murphy, the deputy principal, we chose the theme of "A Million Dreams." 2019 was a perfect opportunity to encourage the children, staff and community to dream of what our school could become, to add value to such a wonderful school.

*A Million Dreams for the world we are going to make.*

As our theme was explored, staff and students considered the 6 C's of Education. The C's link to the Victorian Curriculum subjects and capabilities. With the rapid rise of robotics, automation and digital technologies, the 6 C's of Education are considered to be the skills required in the future, as they are not easily replaceable by robots and computers. An emphasis on future thinking added value to the School Improvement Plan, particularly in the areas of improving learning outcomes, promoting wellbeing and a stronger sense parent partnership and community engagement. For staff the theme encouraged creativity, energy and a contemporary lens, where student voice could become stronger. The religious dimension of our work is extremely important, so a focus on the Catholic Social Teachings provided a vehicle for citizenship, communication, problem solving and character education.

The theme of a Million Dreams inspired us to create a shared DreamSpace to build upon the design thinking approach started by the school in 2018. It inspired us to gain a reputation as a school dedicated to approaching education with a focus on using technology as a tool to make a difference to others. Some highlights included participation in STEM based activities, sharing our understandings with the wider community through the It Takes A Spark Conference and the STEM MAD (Make a Difference) showcase. Little did we know at the time that the student's inventions of the Epiband and the Sign Language Translator would be applauded by the wider community. It was a joy to work with Kathryn Murphy and Will Sederino, Digital Technologies coach, and the staff, students and parents, to bring these shared dreams to life. A further highlight was our performing arts production The Greatest Show, coordinated by our performing arts teacher, Paul Howard, and winning a matched funding grant for new playground equipment, with KOMPAN.





In any school it is the relationships between people that make the biggest difference. 2019 showed the tremendous spirit of cooperation and support that exists at St. Leonard's, a spirit we will continue to develop. School staff worked collaboratively with many people who contributed to our achievements. On behalf of the school community, I thank all families for helping us to build a positive atmosphere at our school. When the parish, staff, parents and the community see themselves as integral to the children's learning, and work together, their commitment to St. Leonard's places the children at the centre.

*The children at St. Leonard's are our inspiration and are at the centre of our decision-making.*

For all we achieved in 2019, I thank Father Dowling for his support, care and leadership. We look forward to Father Dowling's continued guidance and vision, as we continue to grow together as the Parish of St Leonard's, Glen Waverley.

I thank the Education Board, chaired by Thomai Fischbacher. The Board has supported and assisted the school as we strive towards meeting our vision. The Executive Committee of the Board has ensured that processes and systems have existed to provide specific support and recommendations to Father Dowling and myself. The annual Welcome Picnic and Barbeque creates a real sense of belonging to the school community.

I would like to congratulate the P&F, chaired the presidents Anna Wijeyesinghe. I commend the P&F on their commitment to providing a medium of support, information and involvement for parents in their child's education and the school community.

I would like to thank our Leadership Team, particularly our Deputy Principal and Teaching and Learning Leader, Kathryn Murphy who has collaborated closely with staff in designing a dynamic, contemporary and engaging curriculum for the students. After fifteen years at St. Leonard's, Kathryn Murphy is taking up a position at St. Luke's, Wantirna. Her kindness and generosity of spirit, coupled with a desire to challenge her students and colleagues to achieve excellence, have led to her reputation as a kind, wise, intelligent and respected educator.

I thank Lyn Nelson, our Diversity & Wellbeing Leader and Literacy Leader for forging such strong relationships between people and for ensuring that each child's needs are being met. The door to our Wellbeing Centre seems to be always open, allowing Lyn to form strong partnerships to enhance student wellbeing and student learning.

Lora Tomasiello collaboratively leads the staff to design engaging Religious Education programs and to create contemporary and meaningful connections to the children's everyday experiences, the sacraments and masses. Thank you for your leadership, Lora.

I thank Cathy Verbyla, our Maths Intervention teacher and I thank Toni Clay, our Senior Literacy Leader for ensuring that staff are targeting their teaching to the needs of the students in their class.

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 and engage with the children of St Leonard's to achieve excellent results across all levels of the curriculum.

Our Learning Support Staff do an amazing job each day, completing their invaluable work in assisting the children with their learning at their point of need. I sincerely thank them for their hard work, compassion and focus on learning.

Catherine Pineo's role as School Bursar includes keeping detailed and accurate records and staffing and budgeting information. This information is vital in keeping the school financially healthy. Thank you, Catherine.

Maria D'Angelo and Nalika Thilakaratne support the school in many ways in the role of office administration. I sincerely thank them for their professionalism and assistance to me and to the school community. Together with Catherine Pineo, they run a very efficient office and assist many people during the busy day. We appreciate Maria, Nalika and Catherine's manner, sensitive empathy and practical action when working with the children who arrive in sick bay.

I thank Dr Natalie Flatt for her work as our school psychologist. Natalie has provided strong, practical support to our students, families and staff. Elaine Whitton has joined our team this year as a speech therapist. I am pleased to announce that Elaine's time will be increased next year to assist staff and students further in this vital area.

Rob Norman is responsible for keeping the gardens and grounds maintained in good order. I thank Rob for his hard work and for the many extra maintenance tasks he completes to ensure that the school is a safe and attractive environment for our community.

Thank you to the Family Ministry group and the parish Friendship Group, who work so hard to forge relationships between our school and the parish itself. I am grateful to you all for organising activities to engage and connect people.

Thanks to Nash Cannizzo and the fantastic group of parents on the Kid's Club Committee who continue to offer a great experience for the children and parents of St. Leonard's through the Kid's Club weekly activities.

I thank the group of volunteer parents who have assisted in the classrooms, on excursions and sporting events. We also have volunteers without children attending our school. Thank you to Barb Sadler for assisting in the library, each Wednesday morning for the past 5 years.

*Schools, as communities of learners, deal with issues internally, but also deal with issues from the wider community and the world. Inspired by our strong Catholic vision and mission statements, we will continue to model Catholic Traditions and Gospel Values, which are central to all we believe, value and teach.*

The Christian Life is both a call to listen to Christ and to serve Him in those with whom we live and work. In 2017, we continued to work with the children to find ways to make a difference to those in need at a local, national and global level.

I look to the future with much optimism and promise, knowing that I have the continued support of the St. Leonard's community. We strive for excellence in all that we do. By working together, in the spirit of faith and love we are continuing to develop a respectful and supportive Catholic community where each child can live and grow to their potential.

Robert Horwood

Principal

## Education in Faith

### Goals & Intended Outcomes

#### Goals

***To foster an active and contemporary experience of faith for our school community.***

#### Intended Outcome in Education in Faith in 2019 was:

That students are engaged in purposeful and authentic learning in Religious Education to develop a stronger sense of their Catholic identity.

#### Achievements

##### Staff Professional Learning

- Staff continued to embed the new Religious Education (RE) Curriculum Framework Renewal to strengthen our pedagogical approach to teaching RE
- Staff continued to unpack the Horizon of Hope framework and its connection to all aspects of learning across the school
- Continued focus of the Religious Education Renewed Curriculum Framework Prep to Year 6
- Staff professional development and level planning continued to allow staff to work collaboratively and encourages professional dialogue
- Staff encouraged students to make links between our social justice actions and Catholic Social Teachings

##### A Faith Community

- Plan and prepare meaningful celebrations aimed to involve all students and connect our school community to the wider community and worship beyond the school e.g. classes attending weekday Parish Masses. Feast day and school celebrations such as the Commissioning Mass and Commitment Masses aim to include staff, students, parents and parishioners
- Regular RE sections contributed by the RE Leader in the school newsletter
- Maintained opportunities for parents to be involved in a faith focused experience with their children at Family Faith Nights for the Prep, Year 1 / 2 and 5 families and sacramental programs for Years 3, 4 & 6 families
- 2020 Prep Welcome Mass and Morning Tea in the Community Centre
- Easter Hat Parade
- Promoting Family Ministry events

##### Prayer

- Participation in prayer and liturgy is an integral part of life at the school. Dedicated prayer spaces are evident in all classrooms and both students and staff incorporate prayer into their day. Each school day begins with Prayer and Christian Meditation.

##### The Sacraments

- School based Sacramental program - Celebration of sacraments, family faith nights & Commitment masses: Reconciliation (Year 3), Eucharist (Year 4), Confirmation (Year 6)
- Family Faith Nights for non-sacramental years i.e. Prep, Year 1 / 2 and Year 5

##### Social Justice

- Every class level has had the opportunity to lead the school community in a social justice action/awareness on a termly basis e.g. 'Walk for Water' fundraiser for Caritas

- Involvement in other social justice opportunities as they arose for example: 'PJ Day' raising funds for the homeless and those in need in our community



*At St. Leonard's we want the children to know that they can be people who make a difference to the lives of others. Our Project Compassion Walk for Water helped raise money to end poverty and promote justice. We are proud to have raised \$7,663.10.*

- Year 5/6 students continued their pen pal program with students from Cambodia Rural School Trust where each class is assigned one student and writes regularly during the year
- Professional development and professional learning team meetings facilitated by Megan Bourke (Caritas Australia) for all teaching staff (Catholic Social Teachings)
- 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)- both Winter appeal and at Christmas
  - St Vincent de Paul 'Assist-a-Student' program whereby each class sponsors a child in an ongoing capacity
  - Catholic Mission Month (particularly 'Socktober' events held during Mission month of October)

### Student Leadership

- Student leadership has been given continued emphasis with the ongoing focus on appointing Liturgy Captains. These Senior school students update the school community at assemblies and meet with the RE Leader on a regular basis to discuss initiatives and ideas for making the school community aware of both local and global issues.
- Our Open Days, St. Leonard's Feast Day, ANZAC & Remembrance Day, Holy Week Liturgies, World Environment Day, End of Year Mass; are opportunities for families and members of the wider community to attend school masses and be actively involved in liturgical celebrations.
- We continued to build student capacity to link their learning in Education in Faith with their everyday lives.
- Ensure students have a voice in their learning, enabling them to take responsibility for themselves as independent, resilient and confident learners

- 2020 Prep Welcome Mass and Morning Tea in the Community Centre
- Encouragement of year 5 and 6 students to participate in Altar Serving Training.
- Megan Bourke and 5/6 student leaders from local schools were invited to St. Leonard's for a 'Just Leadership Day' focusing on student social justice leadership in the community. Forty Year 5 students, including those from four neighbouring schools were in attendance. The students spoke with courage and compassion about how they could lead their schools.



CEMSIS Survey Data - Catholic Identity of the School-		Percent positive
<b>27 Teaching Staff</b>	The Catholic ethos underpins policies and practices	100
	Encouraging the integration of R.E. in other curriculum areas	100
	Frequency of prayer at meetings, assemblies and community events	100
	Praying in rich and meaningful ways	100
	Respect for the Catholic Religion	100
<b>113 Year 4-6 Students</b>	How often does your class pray together?	98
	Teachers encourage you to respect religious beliefs of others	80
	Teachers present the Catholic faith in ways that relate to your life	81
	To what extent are the Catholic Church's celebrations & traditions (prayer, social justice, sacraments and mass) a part of school life?	79
<b>56 Parents</b>	Emphasis placed on Catholic ethos at school	93
	Respect for Catholic religion emphasised	93
	Respect for religious beliefs emphasised	93
	How well do you understand the Catholic ethos of the school?	63

## Learning & Teaching

### Goals & Intended Outcomes

#### Goals

**To foster high quality evidence-based teaching practice that improves learning outcomes for all students.**

#### Intended Outcomes in Learning & Teaching in 2019 were:

Explore current best practise research around literacy pedagogy

#### Achievements

The staff at St Leonard's continued 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. Successes in Learning and Teaching during 2019 were:

- To build teacher capacity in the area of literacy and in particular phonics, there has been a school wide focus on the importance of developing vocabulary knowledge and the acquisition of phonics skills. The services of a speech pathologist were engaged to support the learning of teachers and to assist in developing teaching strategies, sequences and assessment.
- All teaching staff engaged in Teaching Sprints, where through focused tools and disciplined processes teachers are supported to take action in their classrooms. The focus of Teaching Sprints throughout the year were in the areas of vocabulary and phonics to utilise the professional learning.
- Staff engaged in Professional Learning on High Impact Teaching Strategies.
- Staff engaged in Professional Learning on the Reading to Learn teaching program.

*“Reading to Learn (R2L) is a set of strategies that enable teachers to support all students in their classes to read and write at the levels they need to succeed. The strategies vary according to the needs of students, their year levels, the subject area, and the kinds of texts they are expected to read and write.”*

(The Reading to Learn Website).

Through dialogue, modelling, team teaching and professional team meetings this model has been extended from the junior levels to all levels across the school.

- The DreamSpace provided student's with a space to authentically share their work with other students, families and the wider community. All levels present at least one Exhibition of Learning throughout the year. This space encouraged the development of The 6 C's of Education – character, creativity, collaboration, critical thinking & problem solving, communication and citizenship.



*As a framework for thinking about the learning in our DreamSpace and in embedding the learning into the curriculum, we are using the notion of the 6 C's of Education by Michael Fullan. As a Catholic school we have the added dimension of our faith, which naturally covers some of the outcomes in the Character Education and the Citizenship spheres.*

- Developing interest and skills in STEM was a large focus for the students in 2019. The Year 5/6 students visited BOSCH, had an incursion with AKORN and two groups of students entered designs in the CEM STEM MAD Showcase. One group received an award for best assistive technology and were invited to present at another conference. A partnership was also developed with Spark EDU Conferences to up skill a group of girls in years 5 and 6 to host a workshop for primary and secondary school students, based on circuitry, at the It Takes a Spark conference.
- Our partnership with Avila College and other local Catholic primary schools expanded this year to include all Year 4 students in the STEM-4-ALL program. The program involved Year 8 Avila students mentoring Year 4 students to undertake a science investigation and produce a report/presentation to inform an audience of their investigation and findings. The Year 3/4 level also partnered with Internet of Things Kitchen Garden project to contribute to the collection and analysis of data.
- The school has continued to work towards achieve accreditation as a Resource Smart School. The team have designed and implemented the 2019-2022 School Environmental Management Plan, which outlines the actions and programs the school will undertake in each of the modules.
- Across the school we have continued to incorporate elements of Design and Visual Thinking into our inquiry units and other areas of learning. These approaches to learning support the skills and learning dispositions we are endeavouring to develop in our students and complement the skills needed to exhibit work in the DreamSpace, as well as give and receive constructive feedback.

- We continue to achieve excellent literacy results using the Differentiated Universal Early Literacy (DUEL) program. This program is used to support all students develop reading and spelling skills during year 1 and 2 in Terms 1 – 3 and Prep students in Term 4. The classroom teachers, the Junior Literacy Leader and Learning Support Officers implemented this program. The Junior School Literacy Leader reviewed all assessment data and students were grouped and supported at their point of need. DUEL is a Response to Intervention (RTI) model that provides targeted teaching based on rigorous and regular screening and assessment. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students learning. Tiered instruction has been used to efficiently differentiate instruction for all students.
- The Differentiated Universal Early Maths (DUEM) program was used to support all students develop numeracy skills during year 1 and 2. The 3 classroom teachers, the Number Intervention Teacher and Learning Support Officers implemented this program. The Number Intervention Teacher reviewed all assessment data and students were grouped and supported at their point of need. DUEM is a Response to Intervention (RTI) model that provides targeted teaching based on rigorous and regular screening and assessment. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students learning. Tiered instruction has been used to efficiently differentiate instruction for all students.
- Learning Support Staff were employed for the duration of the year to work in the Prep classrooms offering school-based programs to improve Literacy outcomes. Screening assessments were used to identify students who may be 'at risk' of reaching early literacy benchmarks and were identified within the first 5 weeks of Term 1. The Junior School Literacy Leader reviewed the data from The Sutherland Test of Phonological Awareness and the Record of Oral Language to identify those students who required targeted daily intervention to build their language skills. Our Speech Pathologist then provided further screening to rank the severity of the risk and provided further assessment and individual programming if necessary. Group Learning Plans were devised, and targeted programs implemented by the Speech Pathologist and Learning Support Staff. Continuous monitoring of student progress throughout the term guided future programming.
- To assess Prep students' fine motor skills a screening process was conducted during the first 5 weeks of Term 1. Students were ranked, and a target group identified. Daily intervention to build the capacity of students at risk was conducted by a Learning Support Staff member who was trained by an Occupational Therapist. Continuous monitoring of student progress throughout the term guided future programming. Targeted programs for students in other year levels were also implemented and monitored to improve motor skills.
- We continued to have a focus on data collection through assessment which is then used to drive teaching and learning. 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 successfully incorporated student data analyses into targeted staff meetings, Professional Learning Team (PLT) and level meetings.
- We strengthened the capacity of teachers to implement differentiated learning and to improve the documentation and implementation of Personalised Learning Plans (ILP's), with the support of the Learning Diversity Leader and Support Staff. Teacher work



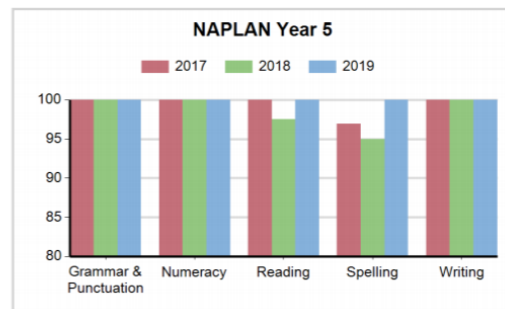
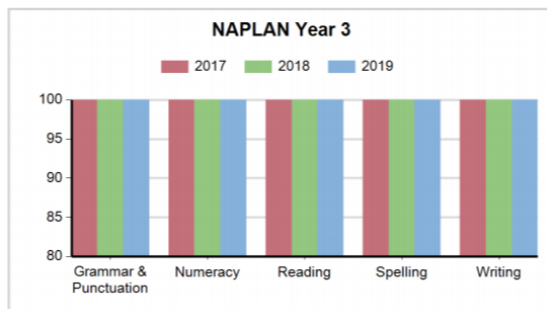
programs also are reflective of this practice. Targeted intervention is offered to students at risk in Literacy and Numeracy through the Reading and Mathematics Intervention programs.

- We evolved and extended the currently Literacy Action Research Project to target 'at risk' students in years 3 - 6.
- A recommitment was made to a .5 Number Intervention Teacher.

**NAPLAN Results**

The results below show that the students of St Leonard's are clearly meeting national benchmarks. We collect comprehensive data throughout the year on each child, including the NAPLAN data. Where a child is not achieving at expected levels, or where further extension is required, a Personalised Learning Plan (PLP) is documented and coordinated by the Learning Diversity Leader in cooperation with the classroom teacher and parents.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	97.5	-2.5	100.0	2.5
YR 05 Spelling	96.9	95.0	-1.9	100.0	5.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



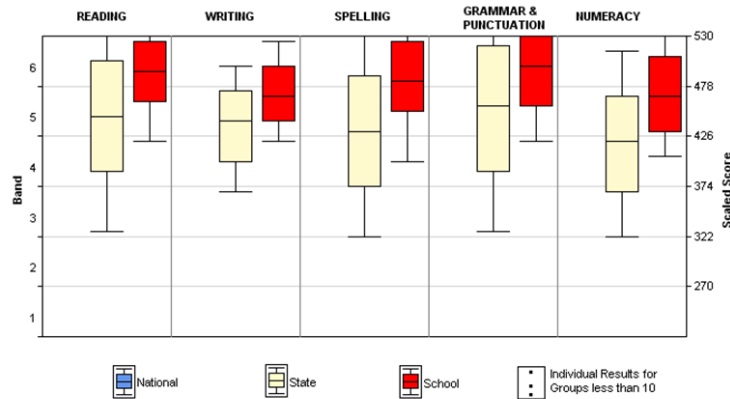
**NAPLAN Data Analysis**

Grade 3 NAPLAN results: The 2019 NAPLAN results highlight that 100% of our Year 3 students met the minimum standards in all the curriculum areas: Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. Over the last five years our Year 3 data has been consistently strong with our students achieving a mean higher than the state mean in all NAPLAN areas.

**School Summary Report**

Year 3 - Gender: All, LBOTE: All, ATSI: All

Results in this report include data from students who completed NAPLAN Online.

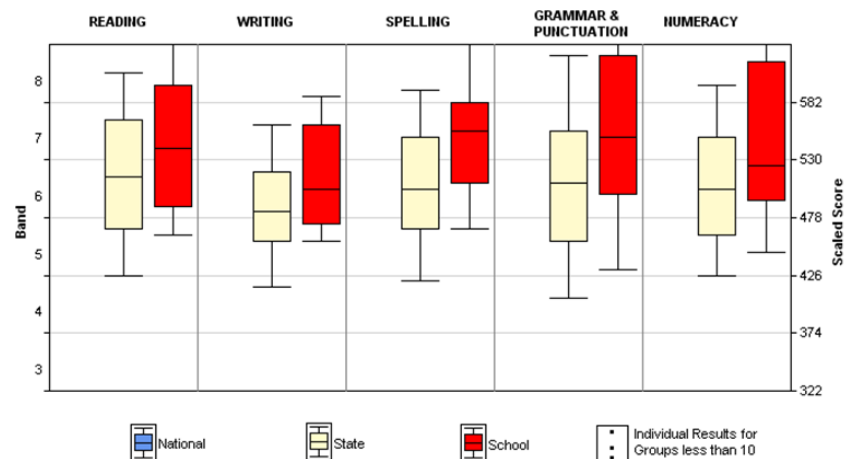


Grade 5 NAPLAN results: The 2019 NAPLAN results highlight that 100% of our Grade 5 students meet the minimum standards in the curriculum areas: Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. In all curriculum areas our mean was higher than the state mean, with our top 25% of students achieving much higher than the state most areas.

**School Summary Report**

Year 5 - Gender: All, LBOTE: All, ATSI: All

Results in this report include data from students who completed NAPLAN Online.



### Library

The Library continues to be a Learning hub for students during their fortnightly Library classes and at other times for Literacy and Inquiry Learning. We achieved high student registration for the Premier's Reading Challenge.

### Italian Language

Our Italian Day engaged the whole school in celebrating Italian culture, with a focus on making fresh pasta, with students encouraged to use their heads, hearts and hands. Through heart-warming stories of immigration from Italy to Australia, Signora Bigpocket and her assistants taught the children about the essence of the Italian culture, the family. It was amazing to see the splash of green, white and red colours, sprinkled with some famous Italian characters. The children worked beautifully in mixed class cooperative groupings.



### Physical Education and Sport

- We had positive Monash Waverley District Swimming participation at the beginning of the year.
- Our whole school Twilight Athletics Carnival was successfully held at Central Reserve Athletics Track. The children embraced the events and demonstrated good sportsmanship.
- Intensive swimming lessons became compulsory for P-6 students and ran over 8 days at the Monash Aquatic Centre.
- Year 5/6 interschool sports in terms 1, 2 & 3. Term 4 we ran an internal SEPEP (School Electives Physical Education program) to develop leadership and participation. Year 5 / 6 Hooptime basketball. St Leonard's were runners up at the Monash Waverley Division Under 12 mixed basketball
- Successful participation in the Monash District tennis competition.
- Voluntary District Cross- country running competition and athletics competition.

### Visual Art

The children continued to be involved in many hands-on Art activities with a variety of materials, studying the elements of line, shape, form, colour, texture, space and value (lights & darks) Five students made the final selection for the Catholic Education Melbourne Art Show.

### Digital Technology

Our Digital Technologies Coach extended student skills with digital technology. A student-led Digital Learning Club extended digital thinking for students from Years 3-6. Digital Technology learning is explained further in the *School Community* section of this report.

### Music and Performing Arts

A range of private music lessons, including guitar, keyboard, drums and voice training, were made available to families. A voluntary choir for Year 3-6 students brought the joy of singing to our students' day. A bright and fun Christmas Nativity Concert was led by the Prep students.

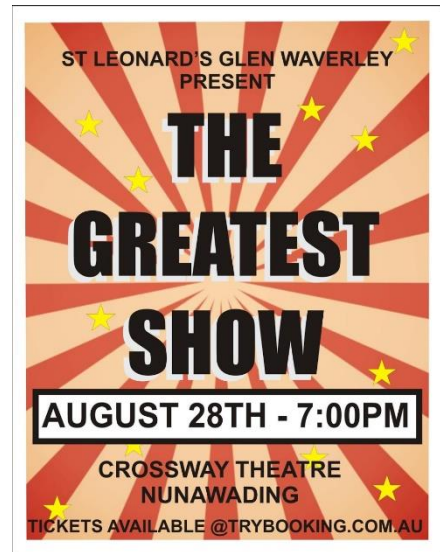
### The Greatest Show

The Greatest Show was the culmination of a huge term of creativity for everyone and a wonderful opportunity for the community to gather and celebrate the talents of our students. We are so proud of our students, your children, whom we have named the "greatest" children. To view their developing confidence and creativity in their performance skills was truly entertaining. I know that each child was enriched through this learning experience and children, we certainly thank you for enriching our lives. Who knows what lies ahead for some of our emerging performers! "A million dreams is all it's going to take."

We are very grateful to Paul Howard, Performing Arts Artist in Residence, who has written the production that the children will perform and who has spent many weeks rehearsing with the cast, designing and producing props, audio-visual and lighting effects and the sound. It is amazing to watch a real artist in action. Paul's passion and skill are truly remarkable.

We thank the staff for contributing to the themes and storyline of the production, choosing songs, selecting and coordinating costumes and rehearsing. We thank Kaye Gregory for running the audio-visuals and the front and rear of stage staff who all contributed to the flow of the evening.

We thank Eleni and Carla for choreographing the dancing, ensuring that the movements express the emotion of the songs and ensuring that each student has a chance to be part of a cohesive whole and also a chance to shine.



Extra-Curricular Components of our Learning and Teaching Program

- Year 5 & 6 Camp to Sovereign Hill
- Weekly lunchtime Chess Club.



CEMSIS Survey Data		Percent positive
<b>Teaching Staff (27)</b>	Teachers motivate students	94
	Teachers know how to help students at a high level	89
	Teachers discuss specific instructional processes as a team	94
	Usefulness of feedback you receive on your work	85
	To what extent has professional learning improved teacher practice?	89
<b>Year 4-6 Students (113)</b>	Teachers encourage you to do your best	87
	Teachers take time to make sure you understand	79
	Positive energy at the school	82
	How important is it for you to do well?	93
	How hard do you try?	90
<b>Parents (56)</b>	Children enjoy going to school	96
	Motivating class lessons	91
	How fair is the school's system of evaluating children?	84
	Teachers meeting child's learning needs	89
	Preparing your child well for the next academic year	82

## Student Wellbeing

### Goals & Intended Outcomes

#### Goals

***To develop capabilities in all students that promote a stronger sense of wellbeing and enable them to strive for their personal best.***

#### Intended Outcome in Student Wellbeing in 2019 were:

That students develop confidence, motivation and resilience within a positive learning environment that enhances student achievement.

#### Achievements

This school celebrated the following successes in 2019 in Student Wellbeing

- The ongoing appointment of a Student Wellbeing Coordinator/Learning Diversity Leader to coordinate the programs and activities of the Wellbeing Centre. The centre was increasingly accessed by parents seeking support and guidance for their children's learning and social and emotional needs.
- Implementation of a school wide Social & Emotional learning program to develop students' pro social behaviours.
- Support of students is widely acknowledged as a strength of the school. The Learning Diversity Leader, Learning & Teaching Leader and Number 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.
- Ongoing cycle of Action Research to raise school standards of achievement and improve the Literacy & Numeracy results of all students in Years Prep, 1 & 2. This initiative is supported by a greater emphasis in training of Learning Support Staff to develop expertise in targeted programs across literacy, numeracy and social skills
- Extended employment of a school Speech Pathologist acknowledging the importance of oral language in developing social, emotional and academic competence. Staff Professional Development delivered by Speech Pathologist and extensive coaching in the Foundation program to increase the effectiveness of oral language and literacy programs
- Further developed relationships with agencies and specialists to coordinate the provision of services for children (Psychology, Paediatricians, and Occupational Therapists).
- Designated area allocated for STEM/Critical and Creative thinking - regular exhibitions for sharing with the school and broader community

- Increased opportunity for student voice through student led social and play initiatives (Lego club, art club, sporting 'round robins' etc.
- Increased access to a school counsellor to support students who are 'at-risk'. The counsellor was increasingly accessed by families and staff to support the needs of students with social and emotional needs.
- Provided annual parent and student information session regarding the latest information and best practice in cybersafety
- Prep & Year 6 Buddy Program
- Prep Transition to School Program
- Education Board Welcome Picnic and BBQ at the beginning of the year - extended family event held on the weekend

### Attendance

The students are very happy at our school. Our average student attendance rate for the year was very positive, at 92.8 percent

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.6
Y02	93.1
Y03	93.4
Y04	92.7
Y05	92.5
Y06	93.6
Overall average attendance	92.8

### Dealing with Non-Attendance

Staff complete the electronic roll as near as possible to 9.00 am and as soon as the class comes in after lunch (before 2:30am). Classroom teachers monitor daily attendance and identify any recurring absences from school. Teachers notify parents of unexplained absences and unsatisfactory overall attendance. Attendance details are recorded in school reports. A letter about unsatisfactory attendance is included with the reports of students with poor attendance and the matter is discussed at Parent Teacher Interviews. Procedures for the Department of Education's "Every Day Counts" are followed.

## Child Safe Standards

### Goals and Intended Outcomes

St. Leonard's Primary School is committed to providing a safe environment for all students and young people and will take active steps to protect them against abuse. To achieve this, the school has developed and actively enforces Child Safety strategies to ensure that any person involved in 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

All students enrolled at St. Leonard's School have the right to feel safe and be safe. The wellbeing of children in our care will always be our priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

In accordance with requirements of the *Victorian Government's Ministerial Order No 870*, St Leonard's Primary School maintains a culture of 'no tolerance' to child abuse. To achieve this it has established a holistic Child Safety Strategy incorporating the processes, policies & procedures listed below.

Primary School Child Safety Strategy includes, but is not limited to the:

- Establishment of strategies for embedding a culture of child safety at the school
- Maintenance & communication of a policy affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential
- Maintenance & implementation of a Child Safety Code of Conduct
- Established processes for screening, supervision, training, and other human resource practices to reduce the risk of child abuse & promote a child safe learning environment
- Maintenance & Communication of procedures for responding to and reporting child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct
- Risk Management strategies to identify and reduce or remove risks of child abuse



## Achievements

The following actions were completed to ensure that we complied with *Ministerial Order No 870*.

- Development and implementation of a Term 1 school wide unit for all students entitled 'The right to be safe' specifically educating students on their rights and responsibilities to be safe.
- A Plan of Action to support school implementation of the Ministerial Order requirements was developed
- The school leadership team took on the responsibility to support ongoing implementation of the child safe standards.
- The Child Safety and related policies are reviewed annually
- Whole staff professional learning on Child Safety and Child Safety Standards is conducted regularly.
- Professional learning on recognising and acting on signs of abuse
- Communication through Education Board and newsletters to parent community regarding the Child Safety Standards
- Child Safety Policy and related Policies were reviewed by staff and ratified by Education Board, and published on school website
- Process for collections and tracking of staff VIT registration and Working with Child Checks
- A Code of Conduct developed for staff and contractors
- Development of a Volunteers Policy and a Volunteers Duty Statement
- Processes for collection and tracking of Working with Children Checks reviewed and revised in line with Child Safety Standards
- Induction Processes developed for new staff and contractors
- Mandatory Reporting Policy and Processes updated in line with Child Safety Standards
- Commitment for all staff to undertake online Mandatory Reporting Professional Development every year
- Care Monkey used to ensure up to date information on every child
- All visitors between the hours of 9am and 3pm must report to the office to sign in (including parents) through V Pass which incorporates the St Leonards' Code of Conduct

*Living in a rapidly changing world offers great potential for learning, however constant change can leave learners feeling isolated from one another. It is crucial that students feel a sense of belonging and connectedness within their lives, family and community. This sense of belonging and being in relationship with others builds and strengthens the ability of learners to understand and manage their emotions, develop their sense of self, their agency and their resilience in the face of difficulty, challenge or adversity.*

Sourced 13-11-19 <https://www.cem.edu.au/CatholicEducationMelbourne/media/Documentation/HoH%20Documents/HoH-vision-context.pdf>



<b>CEMSIS Survey Data- Student Wellbeing and Safety</b>		<b>Percent Positive</b>
<b>Teaching Staff (27)</b>	Honest dialogue on sensitive topics such as child abuse	92
	Discuss wellbeing as a staff	96
	If a student is bullied, how easy for them to get support?	88
	Students supportive of one another	100
	Positive tone in school culture	100
<b>Year 4-6 students (114)</b>	Teachers respectful to students	85
	Feeling of belonging at school	75
	Support from adults	77
	Have adults in the school to go to for assistance	87
	Student leadership structures	88
<b>Parents (56)</b>	How comfortable is your child to ask for help?	82
	Child's sense of belonging	93
	Approach to discipline working for child	88
	Staff approachability	96
	Children enjoy school	96

## Leadership & Management

### Goals and Intended Outcomes

#### Goal

***To sustain a dynamic, reflective and energetic professional learning community, informed by best practice and current research and committed to continuous improvement.***

#### Intended Outcomes in Leadership and Management in 2019 were:

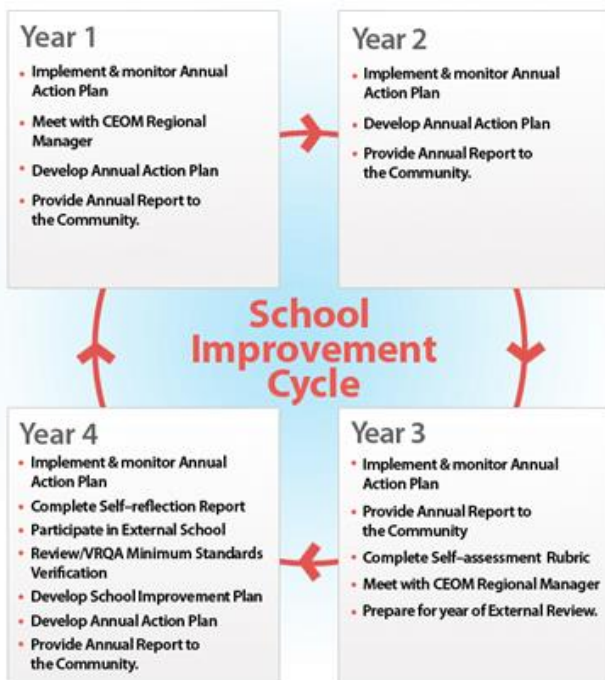
That staff are enabled to reach their potential to maximise student learning.  
That professional learning and consistent practice continue to grow to maximise student learning.

#### Achievements

##### School Improvement Plan

- Implement the 2017 - 2020 School Improvement Plan (SIP) developed considering the 2016 school review. The 2019 Annual Action Plan was developed from the SIP.
- Strategic planning of meetings, school closure days and professional development to meet the outcomes of the 2019 Annual Action Plan
- Completion of CEMSIS surveys to which provide information regarding parents, students and staff about the key aspects of school life.

#### School Review



In 2019, we were in Year 3 of the School Improvement Cycle. This involves us creating an Annual Action Plan, with targets and key strategies, for school improvement.

Our next external School Review (Year 4) will be conducted in 2020.

The annual school improvement surveys give us insight into student, parent and staff perceptions of the strengths and opportunities we need to consider in our pursuit of excellence.

### Expenditure and Staff Participation in Professional Learning (PL)

We continued to build a culture of ongoing improvement and teamwork. Staff were involved in the Action Research Cycle for the literacy and numeracy programs in Years P-6, encouraging feedback to improve and refine programs

We added value to previous 2018 professional development in Inquiry learning, specifically Design Thinking, by opening the DreamSpace and considering Michael Fullan's 6 C's for 21<sup>st</sup> century learning.

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.

Throughout this report, the professional development undertaken by staff has been listed. The total expenditure of Professional Learning for staff in 2019 was approximately \$23,000. This figure is made up of staff development costs and casual relief costs. The combined time equivalent for each of 40 staff members adds up to 23 full time employees (FTE). Based on 23 (FTE) the professional development expenditure averages out to be \$1,007.07 per person.

<p><i>Theme for the Year</i></p> <p>'A Million Dreams.'</p>	<p>Staff continue to make links with our theme as much as possible. By enabling greater student voice and choice, we are developing contemporary learning. It allows the students and staff to set goals and strive to achieve them. By personalising learning, we are catering for the needs of children with different abilities and interests. This theme develops life-long learning skills and attitudes.</p> <ul style="list-style-type: none"> <li>• Explicit Learning Intentions</li> <li>• Success Criteria</li> <li>• Feedback</li> </ul>
Religious Education	The Enhancing Catholic School Identity (ECSI) Survey Data Catholic Social Teachings -Caritas (All staff x 3)
English	Learning Sprints extended (P-2) or introduced the Read to Learn Model to become P-6 Focus on comprehension through deep understanding of vocabulary Spelling in Context and linking Literacy to other subject areas Facilitated planning with Literacy Leaders Test of Integrated Language & Literacy Skills (TILLS) (2 staff x 2 days)
Mathematics	Maths Intervention. Mathematics Leadership (2 staff x3 days)
STEM (Science, Technology, Engineering, Maths)	Digital Technologies coaching continued P-Year 6 (Weekly for all teachers) DreamSpace student organising committee STEM MAD showcase It Takes a Spark! student led conference (2 staff) Realtime learning
Digital Technologies	Understanding of Victorian Digital Technologies Curriculum Coding Club for students Google suite used for staff and students Care Monkey management platform The Internet of Things Kitchen Garden cluster
Victorian Curriculum	Victorian Curriculum in planning Victorian Curriculum in assessment and reporting Reports aligning to Victorian Curriculum

(All teaching staff)	Horizon of Hope documents: Vision and mission, curriculum, pedagogy, wellbeing, assessment, learning diversity
Visual Arts	ZART Art
Catholic Education Melbourne meetings are attended by staff members, who then share what they learn with the whole staff.	CEM - Principal Network & Regional Meetings CEM- Principal & parish priest briefings CEM- Deputy Principal Network & Regional Meetings CEM - Southern Region SWD and Learning Diversity Services CEM - Finance Clusters Meetings CEM - Nationally Consistent Collection of Data (NCCD) Briefing CEM - Eastern Digital Education Network CEM - Regional Library network CEM - Eastern Region Religious Education Leaders Network CEM - Eastern Learning and Teaching Network CEM - Southern CEM Eastern Region Sustainability Cluster
Leadership Team	Learning Sprints x5 staff NAPLAN x3 staff Future Careers Expo (3 staff) Tools of Engagement in Deep Learning- Fullan (4 staff) Sponsored Principal study- Leading with Head, Heart and hands (6 weeks) Principal Pilgrimage to the Holy Land (2 weeks)
First Aid	Training for all teachers and most LSS staff, asthma and anaphylaxis training
Child Safety	Child Safety Standards (All staff) Child Safety protocols (All staff) Mandatory Reporting (All staff) Autism Spectrum Disorder- Tony Attwood (2 staff)
Sponsored Study	Master of Education Student Wellbeing 1 staff Master of Education Business Administration Executive 1 staff
Independent Education Union Victoria & Tasmania	Union Representative update x 1 staff Sexual Harassment 1 staff
Sustainability	Internet of Things Kitchen Garden Cluster 2 staff x 2 days Resource Smart Workshop (2 staff x 2 days)

### Teacher Qualifications

We provided ongoing support of provisionally registered staff to fulfil their obligations to obtain Full Registration with (Victorian Institute of Teaching).

We provided the opportunity, including financial support, for staff to continue further studies for the overall benefit of the school. Two staff to engaged in tertiary studies (Master's degrees, Grad Diplomas) with the school offering both financial and time allocation.

To support graduates and new staff members, we ensured our induction process equipped new staff members to fulfil their roles at St Leonard's.

TEACHER QUALIFICATIONS	
Doctorate	0.0%

Masters	25.0%
Graduate	15.0%
Graduate Certificate	5.0%
Bachelor's degree	70.0%
Advanced Diploma	35.0%
No Qualifications Listed	0.0%

### Staff Positions of Leadership

Our aim was to maintain successful distributive leadership structure within the school, empowering others to take increased leadership rather than coordination of their area.

Provision of a high standard of physical and curriculum resources supported by appropriate personnel. Directing additional school funds to the Wellbeing Centre staff, enabling support of students with needs. Our Digital Technology Coach worked with classroom teachers and in the classrooms to implement Digital Technologies curriculum.

Position of Responsibility	Name
Prep Level Leader	Angela Foale
1 / 2 Level Leader	Linda Buick
3 / 4 Level Leader	Toni Clay
5 / 6 Level Leader	Lora Tomasiello
Sustainability Leader	Carly Zammit
Visual Arts Leader for Art Show preparation	Suzan Atyimas (half day per week)

### Leadership and Empowering Others

- The children were empowered to run groups at recess and lunchtimes. The 5 / 6

Positions of Leadership	Name	Release Time
Deputy Principal, Teaching & Learning Leader	Kathryn Murphy	5 days per week
Religious Education Leader	Lora Tomasiello	1 day per week
Wellbeing, Inclusion & Diversity Leader	Lyn Nelson	3 days per week
Junior Literacy Leader	Lyn Nelson	2 days per week
Senior Literacy Leader	Toni Clay	1 day per week
Maths Leader	Cathy Verbyla	half day per week
ICT Leader	Kaye Gregory	half day per week

students were able to join the DreamSpace Team, Coding Club and to assist with the formal student leadership roles in Religious Education, Sport and in being school captains.

- The Leadership Team liaised with Principal and Deputy to plan for meetings based on Annual Action Plan, School Improvement Plan and identified needs.
- Action taken by Wellbeing Core Team to achieve goals on the Annual Action Plan.
- The Leadership Team consciously focussed on modelling best practice, with explicit agendas and using contemporary tools and strategies.

- Part of the role of Leadership Team to be in classrooms often to keep in touch with current teaching practices.
- Goal for leadership Team to have a direct impact on improved data through their role.
- Leadership Team using Learning Walks to gather information and give feedback to staff.
- The Meet and Greet Evening was well attended and provided an opportunity for staff and parents to meet and share information.
- The Parent Teacher Interviews were well attended and provided an opportunity to discuss student achievement and progress.
- Program Support Group meetings enabled staff and parents to set individual goals for students and plan for quality differentiated teaching.

### Staff Composition

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 survey data. This was also supported by the parent survey data where they felt the educational programs and standards of the school address the needs of the children. Management has ensured timetabling to maximise use of level coordinators and their teams to facilitate effective planning, assessment and curriculum implementation.

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	16.8
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	7.2
Indigenous Teaching Staff (Headcount)	0

Calculation of staff composition

FTE Teaching Staff = Total of FTE for all staff included in Teaching Staff Head Count.

FTE Non-Teaching Staff = Total of FTE for all non-teaching staff included in Teaching Staff Head Count.

Non-Teaching Staff includes Specialist Support, Aides and Assistants, Administrative and Clerical et al.

### Staff Attendance & Retention

The retention rate for all staff was 86.1%. The average attendance rate for teaching staff was very healthy, at 90.1%.

ALL STAFF RETENTION RATE	
Staff Retention Rate	86.1%

I thank the staff, who demonstrated a high level of commitment by involvement in Sacramental Meetings, Masses, camps, excursions, after hours' meetings and extra-curricular activities.

When staff were away on leave or long-term sickness, we attempted to employ consistent staff to replace the teachers so that students were not disadvantaged.

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	90.1%

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.

<b>2019 AUGUST ENROLMENTS</b>	
2 Prep/Foundation classes	36
Year 1	40
Year 2	39
Year 3	37
Year 4	40
Year 5	41
Year 6	41
<b>TOTAL Enrolment</b>	<b>274</b>

<b>Year Level</b>	<b>Numbers per class (Aug Census)</b>	<b>Total</b>
P	18 + 18	36
1 / 2	25 + 26 + 26	77
3/ 4	24+ 25 + 25	74
5 / 6	27 + 27 + 27	81

Our aim was to maintain the model of composite classes from years 1 – 6. The composite arrangements (3 x 1/2 classes, 3 x 3/4 classes, 3 x 5/6 classes) has been successful in enabling staff to create effective planning teams at each level. Additional funding has been given to support staffing to allow all classes to be released at common time for planning purposes. Teaching teams work collaboratively together to best meet the learning needs of their students





CEMSIS Survey Data - Leadership & Management		Percent positive
<b>Teaching Staff (27)</b>	Achievable school improvement plan	100
	Professional Learning improves practice	89
	Positive relationships with colleagues	96
	Positive working environment	100
	Orderly environment	100
	Comfortable to approach leadership team	100
<b>Year 4-6 students (113)</b>	High teacher expectations	82
	Positive energy at the school	82
	Student leadership structures	88
	Adults care about you and your future	85
	Adult in the school you could go to if you had a concern about safety	87
<b>Parents (56)</b>	Pleasant physical environment	95
	School values parent opinions	82
	Useful feedback about academic progress	80
	Understanding school procedures and processes	73
	Useful online portal	80

## School Community

### Goals & Intended Outcomes

#### Goal

***To continue to build a culture that encourages supportive partnerships with parents and the wider community to benefit student learning.***

#### Intended Outcomes in School Community in 2019 were:

That families will be authentically and effectively engaged in students' learning  
That active engagement in the wider community continues to grow

#### Achievements

##### Parents' and Friends' Association Initiatives

I would like to commend the PFA on their commitment to achieving the functions of the association. They have provided a medium of support, information and involvement for parents in their child's education and the school community. I would like to express my sincere thanks and gratitude to all members of the PFA and particularly the executive members.

I thank the President- Anna Wijeyesinghe, Vice President- Lisa Simonds, Treasurer- Rashmi Soysa, Secretary-Priya D'Lima, Assistant Secretary- Anne Perera, Fundraising Coordinators - Suzanne Haebich & Liz Rice. I thank the PFA for being supportive, open and willing to form strong relationships. I thank you for doing what you have done because you love and support our wonderful school.

Opportunities for gathering as a community would not occur without the work of the PFA and therefore a great deal of St Leonard's' proud traditions and history would be lost. I would like to thank and congratulate the PFA on their many achievements over the year, such as:

- Entertainment Books fundraising drive, Baker's Delight Hot Cross Bun drive and Christmas drive
- Easter Hat Parade and Raffle
- Election Day Barbeque
- Mother's and Father's Day Stalls
- Hot Dog Day as part of Footy Day
- Bush Dance
- Chocolate drive
- Christmas Stall
- Subway lunches

The PFA have also raised funds to support the purchase of extra school facilities that would not have been purchased from normal school finances. On behalf of the teachers, children and parent community I would like to thank the PFA for providing funds for the school.

- Ongoing support payment for transport to and from small interschool sporting events

- Prep Literacy Boards
- Prep Mobilo Construction Sets
- Lego Club Lego
- Lego Club Picnic Table
- Contribution to the new adventure playground equipment
- Portable soccer goals
- Ongoing support of the Year 6 Graduation



A special mention of our PFA major fundraiser, our Bush Dance and Barbeque. Despite the bad weather, the barbeque went ahead, and it was a very successful, community-based evening. Many participants wore costumes and the dancing, games and silent auctions created the atmosphere for fun, laughter and socialising. The Billy Tea Bush Band played bush ballads and got everyone involved. I thank the PFA and all volunteers for helping. The Bush Dance was a most successful night, with almost 300 students, family members and teachers coming together to enjoy some dinner, laughs and good old-fashioned bush dancing fun.

#### [DreamSpace- Applying Design Thinking in STEM \(Science, Technology, Engineering & Maths\)](#)

In an empty upstairs classroom, we created a DreamSpace. Our DreamSpace opened in March to the words of the year's theme song "A Million Dreams," some amazing DreamSpace dancers, a shower of rockets, confetti, bubbles, a drone and floating letters spelling "DreamSpace" came magically from the sky.

Throughout the year, all students, from Prep to Year 6 were invited to dream, design, create and innovate on their prototypes. It is my dream, as principal, and the dream of the staff of St Leonard's that, as the students grow to become teenagers and then adults, they will be in charge of the world, a world which they are going to make. To develop a sense of community and real parent involvement in learning parents were invited to each DreamSpace exhibition of learning. To develop student voice, the

children were asked to explain the design thinking process they followed and to invite feedback. It is this feedback that will lead to true innovation. (See the *Teaching & Learning* section of this report for more information.)

*A sense of belonging is critical to students being able to thrive*

We are so proud of our school representatives at the STEM MAD Showcase. One group of Year 5/6 students presented the sign language translator. The second group designed an Epi-Band that would provide a more immediate response in case of anaphylaxis. This group won an award and a prize for inventing the best assistive device. The group also participated in a radio interview. In November, our school was one of 5 primary schools in Melbourne chosen to showcase their design thinking work to people from Catholic education dioceses from all over Australia. Our EpiBand inventors, who spoke with many adults to explain their hope to improve the lives of people needing to use epipens. Well done Zach, Charlene, Abbey and Jensen. An amazing result.



To promote the involvement of girls in STEM, we sent a group of girls to present a workshop at a P- Year 6 conference called It Takes A Spark! The girls undertook a series of workshops with Steve Penna about building electrical circuits and then led their own workshop to primary and secondary school students. A huge congratulations to our students and to Mr Will Sederino, who organised our participation in STEM-MAD and It Takes a Spark!

Having identified the need for new school playground equipment, we brought together a group of interested students to apply to a competition to win a matched funding grant to supply and installation of new equipment through KOMPAN. Our dreams came true when the students won third prize, meaning a saving of up to \$30,000. The judges loved the student voice, design thinking process, poetry and tinkercad designs. The new playground was installed and ready for the 2020 school year.



St Leonard's Kid's Club

St Leonard's Boy's Club has been running since 1960. In 2019, it was decided to change the name to St. Leonard's Kid's Club.

St Leonard's children can play fun sporting games in an inclusive, friendly, safe environment under the supervision of their parents, from 7 to 8.30 p.m. on Thursdays during the school term. Whole families are welcome to participate. An annual camp is very well attended.

Parents of members are able to decide the Kid's Club program for each term. The program includes games, sports and activities in the Parish Hall and in the school playground, guest speakers at local national parks and adventures to amusement venues. Our school is grateful to Nash Cannizzo for many years of service to the community as president of the Kid's Club.

<b>CEMSIS Survey Data</b>	<b>Community</b>	<b>Percent Positive</b>
<b>27 Teaching Staff</b>	Staff and leadership relationships (overall score)	99
	Collaboration in teams (overall score)	90
	Staff achievements celebrated	88
	Positive tone from school leaders	100
	Principal/ senior leadership listen attentively	89
	How fairly are staff treated?	100
<b>113 Year 4-6 students</b>	Overall feeling of belonging	75
	Teachers respectful towards you	85
	Support from adults	77
	Enjoy being with students in your class	79
	People in class are kind and helpful	69
<b>56 Parents</b> Family engagement School Climate	Recommend to prospective families	95
	Communication with teachers	77
	Welcoming to parents	95
	Belonging to the school community	95
	Approachable Principal	95

## Future Directions

We look forward to welcoming Aimee Gale as our new Deputy Principal, in 2020. We are excited for the new ideas she will bring to the St Leonard's community that will add value to the excellent educational programs we already have in place.

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.

The school's future continues to be encouraging. Our projected enrolments are steady and we anticipate being able to maintain the school size at a number from 265 – 280 for the coming years. Financially we are in a very sound situation and this financial viability allows us to plan for future infrastructure needs as we continue to embark on the School Improvement Plan 2017 – 2020.

We have excellent leadership being offered by many different staff members in various roles in the school. It is our intention to build upon the work we have done over previous years to further develop curriculum and give the students the opportunity to achieve and experience success.

As with this year, our major focus will continue to be on teaching pedagogy that promotes growth for all students. We will continue to have a rigorous approach to the various Action Research Projects currently being undertaken in the school. While the focus of the school will always be about student learning we acknowledge and are planning for the growing role that digital technologies will play in the current and future learning journeys of our students. It is our objective to ensure that we are well placed in regard to offering students and teachers the ability to implement and integrate digital technologies meaningfully in the learning programs at St Leonard's. This includes investment in staff, infrastructure and equipment.

Going forward, St Leonard's is well placed to undertake our School Review in 2020 with a harmonious and motivated staff, supportive and welcoming parent community and strong relationships with the St Leonard's Parish and local community.

## Financial Performance

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)