



# St Leonard's School Glen Waverley

2020

## Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our School Vision .....3

School Overview .....4

Principal’s Report .....6

School Education Board Report .....9

Education in Faith .....11

Learning & Teaching .....14

Student Wellbeing .....21

Child Safe Standards .....28

Leadership & Management .....30

School Community .....38

Future Directions .....42

## Contact Details

ADDRESS	349 Springvale Road Glen Waverley VIC 3150
PRINCIPAL	Robert Horwood
PARISH PRIEST	Father John Dowling
SCHOOL BOARD CHAIR	Thomai Fischbacher
TELEPHONE	03 9560 8491
EMAIL	principal@leonardsgwav.catholic.edu.au
WEBSITE	www.leonardsgwav.catholic.edu.au
E NUMBER	E1217

## Minimum Standards Attestation

I, 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 2020 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.

27/04/2021

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

## Our School Vision

### **Our School Vision**

Aspiring to Excellence.

### **Our School Mission**

To be a Gospel based Christian educational environment for the children of St. Leonard's Parish.

## School Overview

### School Governance Model- St Leonard's Parish School 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 St Leonard's Parish School 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.A.) 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.

### Key Facts

St Leonard's is a Catholic co-educational school that was established in 1959 from funds provided by the parish community. Our school enrolment for 2020 was 267 students, learning in 11 classes and eight specialist learning spaces, including a Dream Space for STEM and digital learning, Visual Arts room, Performing Arts room, Italian language room, gymnasium for Physical Education lessons, a Library, Multipurpose space and Wellbeing Centre.

We offer small straight Prep classes each year to give our youngest children the best opportunity to acclimatise to school life. We have 2 classes of no more than 20 students in each Prep year and 3 classes of Year 1/2's, 3 classes of Year 3/4's and 3 classes of Year 5/6. Apart from the two Prep the average number of students per class was 25. 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. We have a diverse community with well over 40% of families from language backgrounds other than English, and therefore we have a high percentage of students who are bilingual.

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.

### 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

It was an eventful start to the year, with bush fires ravaging our country, dust storms, international social and political unrest and the news from China about a virus.

Coronavirus was constantly reported on in the media. We attempted to keep the reports in context, follow good hygiene practices, communicate closely to families who have travelled overseas and to follow the instructions of the Federal and State Health Commissioners. We appealed to our staff and school community to remain alert but not alarmed and at the same time we presented a truthful and positive outlook to our students.

Many meetings were held in consultation with staff to prepare for our external school review, leading us to have already chosen the school theme of "Try Everything," for 2021. We wanted the children to develop more of a growth mindset, a positive attitude, confidence and learning from our mistakes. In developing a growth mindset, we challenged staff and parents to model positive talk to the children and to challenge and encourage them when they are using fixed mindset self-talk. A key message was that, with practise, everyone can develop more of a growth mindset.

Little did we know at the time; just how appropriate this theme would prove to be.

The year started off with the exciting unveiling of our new playground equipment, equipment which was to remain unused for much of the year. Our new Deputy Principal, Aimee Gale, brought new ideas and possibilities to our school. An engineering student from Monash University joined our teaching team to add real life skills to our STEM projects, as part of our, "Adopt and Engineer" program. When the COVID19 situation changed, the school changed rapidly in response. The sacrament of Reconciliation was re-timetabled during school hours. Given the seriousness of COVID-19, the Bishops of Victoria issued new guidelines directing that public liturgies, celebrations of Mass, and other gatherings such as funerals, weddings and baptisms were suspended. Clergy were encouraged to celebrate Mass privately and the Bishops encouraged us all to participate spiritually. All Catholics in Victoria were dispensed from their Sunday obligation until further notice.

By early March we had been advised by Jim Miles, Acting Executive Director of Catholic Education Melbourne that, as the number of confirmed COVID-19 cases continued to increase across Victoria, the Catholic Education Week celebrations had been cancelled or postponed. This was to set the scene for all events that involved face to face contact.

The last week of Term 1 was set aside for staff to plan for remote learning. We had no idea of how long we would be in lock down. Over the next weeks and months, we became familiar with concepts such as lock down, social distancing, sanitising and with the concept of wearing masks. Digital platforms became our new teaching tools.

### **Priority 1- Home Learning Program**

By far our biggest achievement of 2020 was implementing a home learning program. Having decided that the most vulnerable learners were the Preps due to their limited time at school and reliance on adults for direction in their learning, particularly to operate technology, the Preps received 30 minutes of intensive work in reading, phonics and writing over 4 days each week and 3 sessions of mathematics each week. To support this work, SeeSaw was used for communication with parents. The Year 1 /2 staff also used SeeSaw and held Google meets and the Year 3-6's used SeeSaw, Google meets and Google Classroom to facilitate learning on the student devices. It would be remiss of me not to mention the incredible efforts of the leadership team and staff in embracing the many changes and the new learnings. By placing the wellbeing of the students first, the learning was more able to be achieved. Our vulnerable students, students with learning needs and the children of essential workers were supported with our On-Site learning program, supervised by our specialist teaching staff. Assemblies moved online and involved fun student challenges such as Leono Masters, Deputy Headmaster Chef, dancing competitions and The Masked Teacher competition. Throughout this time, families were given messages of resilience and positivity.

Online assemblies had a focus on re-framing thinking using "Try Everything" as a driver and worrying more about things in our power and less about the things we are unable to change. As a school we achieved so much during this time, including completing a new Sensory Space, master planning to prepare for building grants in 2021 and transforming our ICT infrastructure to the tune of over \$160,000. Our commitment to teaching the students about the link between their learning and real life was achieved by an innovative Speakers' Tour and the continuing work of our Adopted Engineers from university, working online with the students. In the STEM MAD Showcase, our two teams performed well with their coding entries, one team achieving runners-up in the Archbishop's Award for Social Justice. The Sacrament of First Eucharist and the Art Show were cancelled.

### **Priority 2- School Review**

We chose to continue our review, but to move completely online rather than postponing the review. The implications were that our reviewer, Pierina Perri conducted numerous meetings online and was invited to join the online learning taking place by staff. As a relatively new leadership team, including Aimee Gale as the new Deputy Principal and Angela Foale as a new Wellbeing Leader, the school review provided a meaningful vehicle for us to engage the whole school community in reflective practice. Importantly, it was an opportunity to encourage the children, staff and community to dream of what our school could become and to add value to the many positive aspects of our school. Schools are about learning. The review assisted us to learn more about our school and the people within it and to strengthen relationships in the process.

I was pleased and thankful for the support of Father John, our school leadership team, Pete Vanstan, our Catholic Education Melbourne (CEM) principal consultant and our reviewer, Pierina Perri, as we undertook the review process. I was happy to see a high level of collaboration we were able to create, as a team, working ultimately for the children of St Leonard's. We have people of integrity in our school and their level of care and dedication is remarkable. The relationships fulfilled Pope Francis' encyclical "Fratelli Tutti," brothers and sisters all working together- we are all interconnected.



As a high performing school, I was happy that Pierina was able to dig down and pose challenging questions for us to consider, as only a critical friend with fresh insights could. We wanted honesty, a fair and a rigorous process to prompt strategic thinking and that's what was achieved.

### **Priority 3- Returning To School With The 3R's- Resilience, Reengagement And Reconnection**

In Term 4 we all breathed a sigh of relief when we were permitted to return to school on Monday 12th October. It was fantastic to see the children back at school. For students, parents, staff, parishioners, Father John, in fact, everyone in our community, it had been a time of change and huge adjustments to many facets of our lives. Our motto was, "Returning to school with the 3R's, resilience, reengagement and reconnection with the community." We could not believe the noise in the playground when the children returned. They had missed each other so much and our focus turned to enhancing their wellbeing. Evaluation of our work and feedback from parents and students led to some changes that we embraced into our practise. With strict operational guidelines we continued to try to make the students' experience of school as normal as possible. Our testing results demonstrated that most students flourished during 2020. The Sacrament of Confirmation was postponed and modified, and Prep 2021 enrolment interviews and our Prep transition program moved online. We missed attending school masses, and we missed inviting parents on-site. We had to make the most of the situation. Our Book Week parade went online and the St Vincent de Paul Challenge Fundraiser Day saw the staff complete daring challenges in order to raise money for the cause. The Prep nativity Play was videoed and sent to parents and the Year 6 Graduation transformed into a Summer Vibes party.

In any school it is the relationships between people that make the biggest difference. The year 2020 will be one that we will never forget due to the implications of the COVID19 pandemic and the creative and intelligent way in which the whole community came together for the children's wellbeing and their academic success. This demonstrated a 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.

Robert Horwood

Principal

## School Education Board Report

### Introduction

The St Leonard's Parish Education Advisory Board is made up of Ex-Officio members, School representatives and Parish representatives being a cross-section of the St Leonard's Parish and school community. This makes it well positioned to carry out its primary function of serving as an advisory Board to the St Leonard's Parish School and in particular to the Ex-Officio members. At the 2019 Annual General Meeting, a new Board was inducted and operates under the Constitution and Guidelines accepted at that time. The Board operated during the 2020 year within the confines of the COVID-19 pandemic and the members and representatives embraced digital technology to enable continued functionality.

### Parish Education Advisory Board responsibilities

The responsibilities of the Parish Education Advisory Board are to:

1. Promote the Catholic ethos of the school and to support the Religious Education programs
2. Provide advice on the development and review of school policies
3. Plan for the future of the parish primary school and its ability to accommodate future enrolments
4. Provide advice on budget planning and finance-related matters
5. Contribute to the selection process for the school principal
6. Ensure the appropriate provision of faith development and RE programs for children attending Government schools
7. Foster adult education in faith

(section 7 of the St

Leonard's parish Education Advisory Board Constitution)

### Membership

The Parish Education Advisory Board is made up of ex-officio, school and parish representatives. In 2019 and 2020 these members were:

#### Ex Officio

Parish Priest: Fr John Dowling

Principal: Rob Horwood

Deputy Principal: Aimee Gale

#### School Representatives

Thomai Fischbacher (Chairperson)

Adrian Choi (Deputy Chairperson)

Craig Plowman

Anita Diano

### **Parish Representatives**

Ruwan Perera (Secretary)

Tina Giacco

Franciscus Suryana

At the end of the 2020 school year we farewelled Craig Plowman as a Board member. We would like to thank Craig for his enormous efforts and contributions to the Board over 6 years in his role as Secretary and as a general member.

### **Summary of Board activities during 2019/2020**

The St Leonard's Education Board typically meets twice during the school terms.

During 2019 the Board held 7 meetings and the activities/attendees of all meetings were recorded in the Board Minutes.

In 2020 within the confines of the COVID-19 pandemic, the Board held 6 meetings (5 of which were held virtually) and the activities/attendees of all meetings were recorded in the Board Minutes.

In 2020, the Board was fortunate enough to be able to host its annual Welcome BBQ and support the School Commissioning Mass, with these events being held on the same day and just prior to COVID-19 lock-downs commencing. The Board also assisted Rob Horwood and Aimee Gale in the school's Review process (a 4 yearly event) and also assisted in obtaining community feedback on several issues.

I would like to thank all members of the Board for all their time and effort in attending Board meetings and providing their valuable opinions. I would also like to thank Fr John and Rob Horwood for their strong leadership and guidance of the school and parish community, particularly during the difficult COVID lock-downs.

Yours Sincerely

Thomai Fischbacher (Chairperson)

## Education in Faith

### Goals & Intended Outcomes

#### Goal

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

#### Intended Outcome

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

- Continued focus of the Religious Education Renewed Curriculum Framework Prep to Year 6, delivered through online learning units.
- Staff level planning continued to allow professional dialogue and collaboration in a remote learning environment.
- Staff encouraged students to make links between our social justice actions and Catholic Social Teachings.
- Staff professional development through the use of to Know, Worship and Love digital texts and integrating their use in the RE curriculum delivery during remote learning.
- Weekly RE information (consisting of websites, professional reading, prayer resources, sacramental info etc) contributed by the RE Leader in the staff meeting online minutes.
- Prayer Resources such as 'Click To Pray' and 'Prayers before the Bell' Series were regularly shared with staff to assist them to plan prayer for morning Google Meets with their class during remote learning.

#### 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. online prayer liturgies via Zoom (For example, Anzac Day) where families were invited to login and attend.
- Maintained opportunities for parents to be involved in a faith focused experience with their children at Family Faith Nights. Workshops were held for Year 3 families in Term 1 and for Year 6 families in Term 3 last year. The Year 6 Confirmation sacramental workshop was held via Zoom with 100% attendance by candidates and their families.
- The Ready, Set, Pray! Children's Liturgy of the Word @ Home video series (through YouTube e.g. Ep2, 30th Sunday in Ordinary Time Year A , 25th Oct 2020) was shared with the school community in the school newsletter to provide an engaging space to encounter Jesus through the Sunday gospel. This video resource gave families an opportunity to look at each week's gospel during remote learning when there were restrictions on attending Sunday Mass.

#### 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 each day.
- Each school day during remote learning began with Prayer/Christian Meditation in each class group. Prayer Resources such as 'Click To Pray' and 'Prayers before the Bell' Series were distributed to staff to assist them to plan prayer for morning Google Meets with their class.
- Staff were timetabled to lead prayer at weekly online staff meetings.
- 'Prayer of the Air' was held during Advent Term 4, where students in each class were timetabled to lead a new week of prayer during the Advent season
- The Ready, Set, Pray! Children's Liturgy of the Word @ Home video series (through YouTube e.g. Ep2, 30th Sunday in Ordinary Time Year A, 25th Oct 2020) was shared with the school community in the newsletter to provide an engaging space to encounter Jesus through the Sunday gospel. This video resource gave families an opportunity to look at each week's gospel during remote learning when there were restrictions on attending Sunday Mass.
- Our St. Leonard's Feast Day, ANZAC day, feast of St. Mary MacKillop, Remembrance Day, Holy Week and Advent prayers were all held online via Google Meets and were opportunities for our leaders to lead families and members of the wider community in prayer and also be actively involved in liturgical celebrations by assisting with the planning involved.

### **Social Justice**

- Students are involved in providing ongoing support for various agencies. This was limited in 2020, but one major fundraiser held was "Talk Like a Pirate" Day at the end of Term 3.
- Student voice and agency were evident as the school leaders were able to take responsibility for planning different parts of the day, making online advertising posters to share as well as being timetabled to attend a morning Google Meet with each class to speak about the day and explain activities.
- Students & staff were encouraged to dress in costume and Liturgy leaders created costume/props ideas and videos that were shared with the school via regular assembly videos in preparation for the day.
- Once again in 2020 St. Leonard's Primary School was involved in the 'Assist a Student' Program. This program gives us the opportunity to provide the funding for an education scholarship to train and educate a student in one of our partner countries for one year.
- Our St Vincent de Paul sponsor child social justice fundraiser was held in Term 4 when children returned to school onsite. A "Vinnies Fundraiser Challenge Day" was held where teachers from each year level agreed to complete a fundraising challenge for the day voted on by the students in that year level. On the day we also held level "bubble" picnics for morning tea/lunch on the oval where teacher challenges were held.
- In December, the St Vincent de Paul Christmas Food Drive was generously supported by school families.

### **Student Leadership**

- Student leadership has been given continued emphasis with the ongoing focus on appointing Liturgy Captains. These Senior school students updated the school community during Google Meets and also met with the principal and RE Leader on a regular basis via Google Meets to

discuss social justice initiatives and ideas for making the school community aware of both local and global issues during remote learning.

- Our St. Leonard's Feast Day, ANZAC day; Remembrance Day, Holy Week and Advent prayers were all held online via Google Meets and were opportunities for our leaders to lead families and members of the wider community in prayer and also be actively involved in liturgical celebrations by assisting with the planning involved.
- We continued to build student capacity to link their learning in Education in Faith with their everyday lives.

#### VALUE ADDED

##### **The Sacraments**

- As part of our sacramental program, only Reconciliation and Confirmation were celebrated in 2020, due to COVID19 restrictions.
- Family faith nights were held for Year 3 Reconciliation and for Year 6 Confirmation.



## Learning & Teaching

### Goals & Intended Outcomes

#### Goal

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

#### The Intended Outcome

Explore current best practice 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. Although 2020 posed new challenges with the restrictions imposed during the Victorian COVID19 lock-downs we continued to strive for improved outcomes for all students at St Leonard's.

#### Successes in Learning and Teaching during 2020 were:

- **A successful Remote Learning Program that provided rich learning opportunities for all students.**

Although much of 2020 required our students to learn from home due to the Covid-19 pandemic, our staff were able to adapt their teaching and learning programs to allow students to continue to learn from home. Staff had professional learning and support to use a range of digital technologies that assisted with home learning. Staff and students became experts in using tools such as Google Classroom, SeeSaw, Google Meet and We Video.

During remote learning, students learnt through a variety of means including, online Google Meets, instructional videos from class teachers that could be watched and re-watched and learning tasks set out in SeeSaw or Google Classroom. Teachers provided feedback on student work in a timely manner.

Learning support staff were trained to take 1:1 or 1:2 online literacy and maths sessions. Online sessions were not only taken by classroom teachers and learning support staff, but all leaders including the Principal, Deputy Principal, Literacy and Mathematics leaders took on the responsibility of taking online literacy and numeracy sessions. This allowed for all Prep students to receive intensive literacy and numeracy teaching in 1:1 or 1:2 online sessions.

Students who were considered vulnerable were identified and extra support was offered, through either onsite supervision, onsite lessons or small group/individual online literacy and numeracy support.

Assemblies continued throughout the whole of remote learning via video recordings. These assemblies provided an opportunity for the school community to stay connected through fun challenges such as the "Leono" (Lego) Masters competition and the Deputy Head Masterchef competition. Families were encouraged to submit Lego designs and delicious food creations that would then be shared as part of the assembly. Staff created dance challenges, inspirational,

community building songs and messages from the Principal were included every week. Home Learning Awards were introduced to celebrate student achievement and effort during remote learning.

- **Excellent literacy results using the Differentiated Universal Early Literacy (DUEL) program.**

This program is used to support all students in Years Prep to Two to develop reading and spelling. The classroom teachers, the Literacy Leader and Learning Support Staff implemented this program. The staff 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.

- **Increased teacher capacity in teaching phonics.**

Teachers participated in professional learning around the learning sequence for phonics knowledge based on the Sue Lloyd program "Teaching Children to Read & Write". Learning Support Staff were trained in running small group phonics sessions that could be run via Google Meet when we were in remote learning. The services of a speech pathologist were engaged to support the learning of teachers and learning support staff in the area of phonics.

- **Professional learning to enable the implementation of the Read to Learn (R2L) model in Years 3-6.**

"Reading to Learn 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).

The Literacy Leader took on a coaching and modelling role to support teachers to implement the program with a focus on reading and understanding texts in the context of inquiry learning. There was an emphasis on using rich texts based on the inquiry topic, that allowed for extensive vocabulary to be unpacked and developed. Students were exposed to text types that related to the inquiry learning and developed their writing skills in context. During the remote learning period the Read to Learn model continued to be improved and developed.

- **Facilitated planning with a focus on Mathematics and Literacy.**

The Learning and Teaching Leader facilitated planning sessions with levels throughout 2020 to support teachers to plan sequences of learning in Mathematics and English based on student needs.

- The Differentiated Universal Early Maths (DUEM) program was used to support all students develop numeracy skills during Year 1 and 2.

The three classroom teachers, the Number Intervention Teacher and Learning Support Staff 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.

- **A recommitment to a 0.5 Numeracy Intervention Teacher.**

Our Numeracy Intervention Teacher worked with small groups and individual students throughout the year. The work was closely aligned with goals set in personalised learning plans.

- **A continued focus on data collection 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 analysis into targeted staff meetings, Professional Learning Team (PLT) and level planning meetings.

- **Strengthened capacity for teachers to develop and implement Personalised Learning Plans (PLP's).**

With the support of the Learning Diversity Leader teachers continued to develop goals for students with learning needs. These goals were shared with parents through Parent Support Group Meetings (PSG's) and reflected on each term. Teacher work programs reflected the adjustments that were made throughout the year to support student learning. Targeted intervention was offered to students at risk in Literacy and Numeracy through the Reading and Mathematics Intervention programs.

- **Participation in the Learning Collaborative.**

In 2020, we began working with Dr Lyn Sharratt and staff from Catholic Education Melbourne (now MACS) on targeted professional learning around the 14 Parameters and educational leadership. Members of the Leadership Team and Level Leaders attended professional learning throughout the year and all staff participated in a whole school closure day of professional learning focused on unpacking the 14 parameters and making links to the things we are doing within the school. We began to look further at how we used data and made decisions around which parameters would be the focus for improvement over the next few years.

- **STEM (Science, Technology, Engineering and Mathematics) projects continued to be a priority.**

St Leonard's has a strong focus on developing STEM initiatives that provide students with real world examples. In 2020, we began a program called Adopt an Engineer. This program involved our Digital Technologies Coach working closely with an engineering student from Monash University to develop and implement STEM lessons with our Year 3-6 students. This allowed for real life connections to be made and complex STEM skills to be developed. Our Adopt an

Engineer student facilitated an advanced coding club to extend students, as well as supporting coding programs in Years 3-6.

St Leonard's again entered the STEM Mad Showcase with two entries in 2020. This event was held online and gave our students a chance to present their prototypes created to solve problems involving COVID19. The work was highly regarded by all involved in the showcase.

Digital technology was emphasised during our remote learning program, as specialist lessons were prepared for each level to complete by our Digital Technologies Coach.

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 Dream Space, as well as give and receive constructive feedback.

- **Specialist Learning for all students.**

### **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 even through remote learning.

### **Italian**

Our students continued to have Italian lessons remotely during the home learning period. Students learnt about the Italian language and culture through story and song. Students in Years 3 to 6 developed Italian recipes that were compiled to make the St Leonard's Italian Cookbook 2020.

### **Physical Education and Sport**

Unfortunately due to the pandemic most of our annual sporting events were cancelled. The students enjoyed physical education lessons both onsite and during remote learning. Our Year 5 and 6 students were able to attend the Summer Sports competition at the beginning of the year as well as the District Tennis competition.

### **Visual Art**

Due to the pandemic we were unable to hold our Art Show that was scheduled for 2020, however while at school the students created many forms of art. The students created some amazing art work while learning at home, which was shared through our online assemblies. The Year 5-6 photography unit was also able to be showcased at school through a display in the office area. Our Prep students participated in an amazing Art incursion based on the magical world of wizardry, where they created magic hats, wands and mixed mysterious potions.

### **Digital Technology**

Our Digital Technologies Coach worked closely with the Year Three to Six students and our Adopted Engineer on STEM and coding programs throughout the year. A coding extension program was also able to be run remotely and onsite. During the home learning period all students from Years Prep to Six were able to participate in Digital Technologies specialist lessons.

### **Performing Arts and Music**

A range of private music lessons, including guitar, keyboard, drums and voice training, were held at the beginning of the year, however due to the pandemic these could not continue throughout

the year. Our students were involved in exciting performing arts lessons that focused on singing, dancing and acting. Throughout home learning we continued to run sessions with the St Leonard's Choir. These were very successful.

## STUDENT LEARNING OUTCOMES

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. There are no NAPLAN results to report on in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place. In the absence of NAPLAN, St Leonard's continued to track student progress using other school based data. In Mathematics, we used the ACER Pat M testing to track student progress and in Literacy we used the ACER Pat R testing.

### Mathematics

Prep PAT M Norm Sample Mean Scale Score 92.4

Percentage of St Leonard's students who scored **at or above** the norm sample mean 83%

Year 1 PAT M Norm Sample Mean Scale Score 93.2

Percentage of St Leonard's students who scored **at or above** the norm sample mean 92%

Year 2 PAT M Norm Sample Mean Scale Score 103.0

Percentage of St Leonard's students who scored **at or above** the norm sample mean

Year 3 PAT M Norm Sample Mean Scale Score 110.9

Percentage of St Leonard's students who scored **at or above** the norm sample mean 84%

Year 4 PAT M Norm Sample Mean Scale Score 117.4

Percentage of St Leonard's students who scored **at or above** the norm sample mean 83%

Year 5 PAT M Norm Sample Mean Scale Score 122.7

Percentage of St Leonard's students who scored **at or above** the norm sample mean 66%

Year 6 PAT M Norm Sample Mean Scale Score 127.0

Percentage of St Leonard's students who scored **at or above** the norm sample mean 71%

### Literacy

Prep PAT R Norm Sample Mean Scale Score 76.0

Percentage of St Leonard's students who scored **at or above** the norm sample mean 82.9%

Year 1 PAT R Norm Sample Mean Scale Score 81.6

Percentage of St Leonard's students who scored **at or above** the norm sample mean 83.8%

Year 2 PAT R Norm Sample Mean Scale Score 100.5

Percentage of St Leonard's students who scored **at or above** the norm sample mean 71.4%

Year 3 PAT R Norm Sample Mean Scale Score 110.9

Percentage of St Leonard's students who scored **at or above** the norm sample mean 68.4%

Year 4 PAT R Norm Sample Mean Scale Score 118.7

Percentage of St Leonard's students who scored **at or above** the norm sample mean 88.9%

Year 5 PAT R Norm Sample Mean Scale Score 124.5

Percentage of St Leonard's students who scored **at or above** the norm sample mean 69.2%

Year 6 PAT R Norm Sample Mean Scale Score 128.8

Percentage of St Leonard's students who scored **at or above** the norm sample mean 69.2%

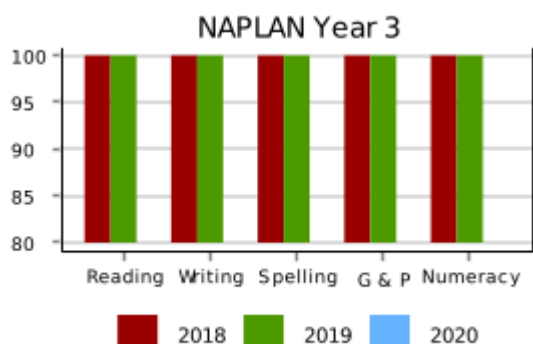


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.5	100.0	2.5		
YR 05 Spelling	95.0	100.0	5.0		
YR 05 Writing	100.0	100.0	0.0		

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

#### Goal

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

#### Intended Outcome

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

#### Achievements

- The appointment of an independent Student Wellbeing Leader to work with the Learning Diversity Leader to enhance and build on the programs and activities of the Wellbeing Centre.
- The support of students with additional needs, as well as those who were compromised by the enforced remote learning was widely acknowledged as a strength of the school during the challenges instigated by the COVID19 pandemic in 2020.
- The use of the Wellbeing Centre was instrumental in supporting the community during Remote Learning periods providing online learning as well as school based programs for the most vulnerable students.
- The provision of online support that was regularly accessed by parents seeking support and guidance for their children's learning and social and emotional needs during the Remote Learning period.
- The Learning Diversity Leader, Learning & Teaching Leader and Number Intervention teacher supported teachers in tailoring programs to meet the needs of students identified with learning or social and emotional needs. These programs were delivered in the Wellbeing Centre or online with the support of the Wellbeing Centre staff who continued to provide a safe and nurturing environment for all students.
- Despite the inability of the parents to be able to attend onsite meetings, the school continued to offer in excess of fifty Programmed Support Group (P.S.G) meetings per term to continue supporting those with diverse learning needs and those presenting at risk during the pandemic periods.
- An action research program was implemented into the provision of the optimum models of online learning in Literacy and Mathematics, particularly for the foundation students who had

less than a term of onsite learning before the lock-down periods were implemented. This involved the training of teachers and support staff to be able to develop individual or small group teaching strategies to enable students to develop core skills in reading and number. Intensive monitoring showed these programs enabled students to achieve key milestones well ahead of comparable cohorts in previous years.

- The school's Speech Pathologist was instrumental in providing education and support to the most vulnerable students and to the teaching staff.
- Staff Professional Development delivered by the school's Speech Pathologist and extensive coaching in the Foundation, Year 1 and 2 programs were provided to increase the effectiveness of phonics instruction both during remote learning and onsite learning times.
- The junior school accessed the Australian Government's Assessment Program for phonics acquisition (Phonics Check). This enabled us to identify students at risk in this critical area of reading development and to provide specific and targeted teaching to support these students. Further information from this assessment also enabled teachers to understand the skills of all students in this critical competency.
- The development of an online model for Prep transition to school for the 2021 cohort.
- The school further developed relationships with agencies and specialists to coordinate the provision of services for children, psychologists, paediatricians, and occupational therapists).
- The appointment of a school based psychologist to work with identified students on a weekly basis.
- Wellbeing suite of policies developed, reviewed and updated.
- Application for Federal Government Chaplaincy Grant submitted.

#### VALUE ADDED

- SEL (Social & Emotional Learning) programs - transitioned to meet the needs of class cohorts during the home learning periods. These programs were designed by class teachers to reflect the support required at different stages of students development.
- Implementation of a range of COVID19 practices fostering wellbeing - online newsletters, family participation initiatives (level parent meetings to discuss home learning, assemblies

via video, including challenges for families to complete "Leono" (Lego) Masters and Deputy Headmaster Chef that enabled families to feel connected during remote learning period).

- Wellbeing Days and initiatives were regularly planned at each year level to keep students engaged and connected during the remote learning period and to provide further opportunities for student voice even though they were unable to attend school.
- All teachers were proactive in establishing connections with parents to support the children's learning and social/emotional wellbeing through individual parent Google meetings and constant availability for parents to reach out through digital communication platforms, such as, SeeSaw, Google Classroom and email.
- The Year 3 and 4 teachers developed programs involving guest speakers to develop students competencies and awareness in Wellbeing tools and management.
- Kids Helpline presentations were accessed by year levels to promote wellbeing and safe practises online.
- Buddy programs and sharing sessions were taken online to continue to foster and build relationships.
- Prep teachers conducted home visits to ensure students had access to resources and materials during the remote learning period.

## STUDENT SATISFACTION

Staff modified programs as mental wellbeing became a focus during the lock-downs

Year 3 / 4 designed a unit of inquiry with a teaching focus on wellbeing. This included a wellbeing website, with daily self check in, meditation, podcasts

### Student Feedback

*Do you find it easy or hard to describe how you feel deep down? Has it become easier for you whilst learning about your health and wellbeing this term?*

- I sometimes find it hard to describe how I am feeling deep down, but I have found it a little easier describing feelings and how I feel this term!
- It has improved my feelings and my courage to talk to people when I am feeling sad

- Yes it has become easier because I learnt that every problem has a solution and if you keep your emotions bottled up that is not good.
- It is hard to describe how I feel deep down, but some things have become easier because I have learnt a lot about my body and brain.
- I find it easy to describe how I feel deep down because I know nobody would judge me for it. I think it has become easier learning about my health and wellbeing this term because I think whenever I know more I understand it better.

*Are there any new strategies/techniques that you have learnt this term that you could use when you feel negative emotions (overwhelmed, stressed or anxious)?*

- I take deep breaths when I am overwhelmed, stressed or anxious
- I have learnt to take a break whenever I feel overwhelmed.
- Yes, calm yourself and talk to a friend!!
- Only think about the present moment.
- There are some new strategies I have learnt: reading my 'I've got this board', smiling at myself in the mirror and going in my room then shutting the door and writing in my diary how I feel.
- Yes, I have learnt that it is important to stop and breathe. I have also learnt how important exercise and meditation is for general well-being and mental health. I have really been trying to walk every day with my family and even though I would sometimes prefer to do Roblox, I know that walking is so much better for me.
- Stop, think, do. Also, deep breathing and reading to calm myself down.
- I have learnt some new strategies that I can use everyday like using an affirmation to cheer me up.
- A strategy that I use might be saying that I need a few minutes to think or even humming makes me feel calm!
- Yes my mindfulness tool kit.

### **Parent Feedback**

- I think the integration of these topics in learning has been very creative. It's also been helpful for me too to see what my child has been learning. She has taken some of these things such as healthy eating and used it at home. And it's helped make me more conscious too.
- Being a parent/employee/teacher these days, this topic on mindfulness and well-being is also beneficial to us parents. I also learned something from my child.
- 5 Stars to the St. Leonard's team for a terrific term 3 home school!
- Thanks for your efforts this term. Some great topics covered that were powerful and interesting.
- Thank you all for the well-being focus this term. It has given us at home a lot to talk about.

- Thank you! You're doing a good job.

## STUDENT ATTENDANCE



### **Recording Absences**

Parents are expected to email or phone staff to indicate any absences and the reasons for the absence. If a child is absent from school, for any reason, a written explanation from the parent or guardian must be provided to the classroom teacher upon the child's return. The presentation of a note/email is a legal requirement for schools. Staff complete the electronic roll as near as possible to 9.00 am and as soon as the class re-enters the classroom after lunch (before 2:30pm).

### **Monitoring Absences**

At 9:00am office staff phone the parents of students whose attendance is marked as absent and unexplained. Child safety legislation mandates that the school seek clarification of a student's unexplained absence if a parent has not advised the school.

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. When student attendance is not improved, the principal will call parents to discuss the situation.

### **Holidays/Planned Absences**

Holidays and other planned absence requests must be directed in writing to the principal, seeking permission for such absence. The principal will respond and the parents and staff will work together to ensure that all learning expectations are met.

### **Arriving late/leaving school during school hours**

Children are signed in or out at the school office if parents arrive late or need to take their child from school during school hours. A student late pass will also be issued and this must be handed to the classroom teacher.

### **COVID 19 Lock down Procedures**

During school lock down, attendance was managed for students engaged in on-site learning by the completion of a roll. This was managed by the principal. For students learning at home, attendance at online Google Meets or completion and submission of work was counted as attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.2%
Y02	93.6%
Y03	96.7%
Y04	96.1%
Y05	96.6%
Y06	96.5%
Overall average attendance	95.8%

## Child Safe Standards

### Goals & 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 and procedures listed below.

The 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 and 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 and implementation of a Child Safety Code of Conduct.
- Established processes for screening, supervision, training, and other human resource practices, reducing the risk of child abuse & to 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.

- Child Safety protocols for remote learning were established e.g. meetings with students were recorded, intensive monitoring of device use by teachers.
- Dialogue with families and carers was consistently recorded on combined documents to monitor students online safety during remote learning.
- Years 3, 4, 5 and 6 conducted regular cyber safety presentations to students.

- Kids Helpline presentations were accessed by year levels to promote safe practises online.
- Regular online parent/carers meeting to keep them informed of online learning progress.
- Child Safety Officer appointed.
- Child Safety Committee established and regular meetings scheduled.
- Child Safety Policy and related policies all reviewed and updated for review.
- Developed behaviour management policy.
- Child Safety Folder for review created.
- Updated staffroom display around child safety.
- Staff V.I.T. (Victorian Institute of Teaching) numbers checked.
- Continued commitment for all staff to undertake online Mandatory Reporting Professional Development every year.
- Operoo online platform used to ensure every student's details are up to date.
- Whole staff professional learning on Child Safety and Child Safety Standards is conducted regularly.
- Professional learning about recognising and acting on signs of abuse.
- Communication through the Education Board and newsletters to the parent community regarding the Child Safety Standards.

## Leadership & Management

### Goals & 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

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

Implementation of the 2017-2020 School Improvement Plan (SIP) developed from recommendations made at the 2016 school review. The 2020 Annual Action Plan was developed from the SIP.

Our strategic planning of meetings, school closure days and professional development opportunities designed to meet the outcomes of the 2020 Annual Action Plan, were either substituted by learning how to teach remotely or the professional learning was modified and held in online meetings. Technology was embraced and staff became savvy with using videos for teaching and learning. Catholic Education Melbourne and other professional learning providers, modified or postponed some sessions, however many continued using online platforms.

A major success during the lock-down periods was staff learning and teamwork. Our school theme of Try Everything encouraged us to use James Nottingham's notion of the Learning Pit to support staff wellbeing and to measure staff emotional wellbeing throughout the year. In turn, we wanted staff to model the attitudes and skills with their students.

In remote learning time, the role of the Leadership Team and of the Level Leaders became focussed on student and staff wellbeing, and they were instrumental in achieving excellence. Staff meetings became efficient, allowing all staff and particularly part-timers to watch the videos recordings.

Catholic Education Melbourne School Improvement Surveys (C.E.M.S.I.S), which usually provide feedback from parents, students and staff about the key aspects of school life, were not conducted. Our school developed its own online surveys to measure student, parent and staff wellbeing, progress with the online learning process and learnings that they would keep on after lock down finished.

#### Review

In 2020, we were in Year 4 of the School Improvement Cycle. We created and subsequently modified our Annual Action Plan targets and key strategies for school improvement.

In preparation for our external School Review, we used rubrics to gather evidence, look at data and feedback to honestly agree with our current level of achievement, so that our pathway to improvement could be aligned to our reviewer's report and carefully planned. Aimee Gale, our newly appointed Deputy Principal, took on the huge task of ensuring that policies were up to date, organised and well known by staff. C.E.M.S.I.S annual school improvement surveys from 2019 and feedback from remote teaching and learning surveys in 2020, gave us insight into student, parent and staff perceptions of the strengths and opportunities we need to consider in our pursuit of excellence.

As the review approached, we opted to continue with the process, completely remotely, as we felt prepared, and we were ready to start working on our new priorities as soon as possible. Our reviewer, Pierina Perri, visited online learning classrooms, assemblies, whole school events and staff meetings. Online meetings were held with representatives of the school parent community and the St Leonard's School Advisory Board. Further online meetings were held with students, new staff, staff who had been at the school for many years and the leadership team.

St Leonards' successfully completed the Victorian, Registrations and Qualifications Authority (V.R.Q.A) compliance aspect of the review. We felt satisfied, grateful and very happy that the review was an honest reflection of the voices of students, parents and staff. The priorities constructed following the review are shared in the "Future Directions" section of this report

### **Staff Positions of Leadership and Empowering Others**

Our continuing goal was to maintain a successful distributive leadership structure within the school, empowering others to take increased leadership rather than coordination of their area. The Leadership Team, consisting of Rob Horwood, Aimee Gale, Lyn Nelson, Lora Tomaiello (Religious Education Leader), Angela Foale (Wellbeing Leader) and Anthony Adaman (School Community Leader) planned face to face and online meetings based on Annual Action Plan, School Improvement Plan and identified needs.

The Level Leaders had a particularly important role due to staff working offsite for much of the year. Angela Foale (Prep), Adriana Di Petta (Year 1/2), Bree Ozella (Year 3/4) and Kate Davis (Year 5/6) provided an intensified level of support for the academic and wellbeing needs of the students, parents and staff. Their close communication and weekly reports provided an accurate picture of student and staff progress. Careful timetabling maximised the work of teams to facilitate effective planning, assessment and curriculum implementation led by our teaching and learning leader and curriculum leaders,

The Wellbeing Core Team worked very hard to achieve the goals on the Annual Action Plan amidst a constantly changing learning and teaching environment. The provision of a high standard of physical and curriculum resources was supported by appropriate personnel. Directing additional school funds to the Wellbeing Centre staff, enabled the support of students with needs.

Our Digital Technology Coach worked with classroom teachers and in the classrooms to implement the Digital Technologies and STEM curriculum.

The Leadership Team consciously focussed on modelling best practice, with explicit agendas and using contemporary tools and strategies. An important role of the Leadership Team was to be in on-site and in online classrooms to keep in touch with current teaching practices. A goal for the Leadership Team to have a direct impact on improved data through their role. The Leadership Team used Learning Walks to gather information and give feedback to staff. An environment that promotes and encourages professional development has been created by developing structures and processes for staff meetings. This has been successful as evidenced by high learning efficacy and student motivation.

The Meet and Greet Evening was well attended and provided an opportunity for staff and parents to meet and share information. Online Parent Teacher Interviews were well attended and provided an opportunity to discuss student achievement and progress.

Over 50 Program Support Group meetings enabled staff and parents to set individual goals for students and plan for quality differentiated teaching.

As we moved to online platforms, the staff demonstrated a high level of commitment by involvement in Sacramental Meetings, prayer and liturgies, incursions, 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.

Our aim was to maintain the model of multi-age classes from years 1 - 6. The multi-age arrangements (3 x 1/2 classes, 3 x 3/4 classes, 3 x 5/6 classes) have 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 worked collaboratively together to best meet the learning needs of their students

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**Description of Professional Learning undertaken in 2020**

**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 and 2019 professional development in Religious Education literacy, numeracy and inquiry learning, however most learning for staff focussed on effectively delivering our online home learning program.

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 2020 was approximately \$8,086.89 This figure is made up of staff development costs and casual relief costs. The combined time equivalent for each of 38 staff members adds up to 24 full time employees F.T.E. (full time equivalent). Based on 24 (F.T.E) the professional development expenditure averaged out to \$336.95 per person.

Professional Learning sessions in the 2020 school year

First Aid Training - Re-accreditation (all staff)

First Aid Training - Anaphylaxis

Child Safety

Primary Principals Network program

Regional Library Network

Regional Literacy Network

Deputy Principal Network

Master of Education Student Wellbeing

Zart - Book Week

Debaters In-service

Occupational Health and Safety Training

Zart Art - Visual Arts PL

Differentiation with Engaging Open Ended Tasks

The Emotionally Intelligent Teacher

Developing Mathematical Understanding 3-6 Place Value & Decimals (Eastern Region)

Mentoring: Leading a Learning Culture

Religious Education Leader Network , Term One, Eastern Region

Eastern Region Workshop: An Introduction to the 14 Parameters

Child Information Sharing Scheme - School leader briefing - East

Student Wellbeing Leaders Primary Network - Eastern

Finance Cluster Meeting - Semester One

Transition Support for Prep Students Requiring Extensive Adjustments Eastern Region

Spiritus Part 1 - Faith formation and the New Evangelisation



OHS for School Leaders - online  
 Pro Rata Holiday Pay and Leave Loading Workshop (Primary)

Number of teachers who participated in PL in 2020	38
Average expenditure per teacher for PL	\$337

## TEACHER SATISFACTION

### Staff Remote Learning Feedback 12 May 2021

#### What would you say were significant "wins" that can be attributed to teaching remotely?

- Prep- organised structure of work
- Prep- differentiated one to one literacy & numeracy lessons including support staff
- Prep- staff digital technology skills have increased
- Prep- parents understanding what students are learning
- 1 / 2- Creative thinking & modifying tasks done with strong teamwork, patience and flexibility.
- 1/ 2- Trying new ways of working and maintaining a positive mindset.
- 1/ 2- Whole school community building connections such as assemblies
- 1/ 2- Embracing technology and integrating into other curriculum areas.
- 3/ 4- One to one devices and Google Classroom
- 3/ 4- written and audio feedback via SeeSaw app
- 3 /4- Development of student independence especially managing their own time
- 3/ 4- Staff and student mindset when facing challenges
- 3/ 4- Student behaviour issues have been minimised, allowing students to complete work without interruption
- 5 /6- Our technology skills have improved, upped our use of technology by 100%, students' use of technology has improved, they understand all the tech language.
- 5 /6- Students are troubleshooting and helping each other. They have to think and try to solve the problem Students have become more independent
- 5 /6- Moving out of the fixed mindset, more understanding around what they need help with, more of a growth mindset
- Teachers are very comfortable with the technology and the new way of working & wishing to use some things we have learnt to go forward
- 5 /6- 1-1 devices has helped. Recording lessons gives students the chance to re-watch
- 5 /6- Closer relationships with parents by checking in with them more regularly

**What would you say were significant challenges that can be attributed to teaching remotely?**

- Prep- Quality of time given by parents
- Prep- Catering for the workloads of all students- some parents wanted more, others less work
- Prep- responding to individual parents around their own work commitments
- Prep- providing meaningful feedback
- Prep- Community connections
- 1/ 2- Differentiating learning for student needs
- 1/ 2- Juggling feedback, correcting work and responding to parents.
- 1/ 2- Physical toll on posture, eyes and social distancing
- 1 / 2- Staff members new to school have a steeper learning curve
- 3/ 4- Some staff & students struggled due to lack of face to face contact
- 3 /4- Having to schedule time for conversations
- 3 / 4- Not being aware of the real pressures families are going through
- 5 /6- Giving support when it's needed as it takes time to email, use Google Classroom, ring parents
- 5 /6- Communication isn't as instant
- 5 /6- Focusing on the students who aren't working. It's hard to catch them and be on top of students who aren't completing the tasks or handing it in
- 5 /6- Lack of face to face - missing other staff that you don't often see in google meets. Missing the support staff
- 5 /6- too much time needed for corrections and feedback

**What would you choose to do differently in your next remote learning class?**

- Prep- Home Learning pack of physical resources
- Prep- Reading eggs and Mathseeds
- Prep- More social and emotional learning (S.E.L.)
- Prep- Daily use of SeeSaw app.
- 1/ 2- Recording lessons has provided flexibility for families
- 3 / 4- Training students how to use Google Meets
- 3 /4- Specialists have their own Google Classroom to avoid student confusion
- 5 /6- Constantly changing, improving, some things are slightly different and some are completely different
- 5 /6- Email system may change or more supports in place

- 5 /6- Wellbeing. Holding more casual meets as well as lesson meets
- 5 /6- Giving students more of an active role, such as, students presenting, running meets

**What did you miss most about not being in the classroom and or at school today?**

- Prep- Conversations face to face
- Prep- Structure to the working day
- Prep- the smiles and warmth of the children
- Prep- Ensuring that learning has been completed
- 1 / 2- The freedom and creativity
- 1/ 2- Hands on/ concrete resources
- 1/ 2- Working with parents
- 3 /4- Interacting with the students
- 3 / 4- Correcting work on paper rather than online
- 3 / 4- being able to speak to children to catch them up with work
- 3 /4- Interactions with staff on a daily basis
- 5 /6- The banter and casual chats with students and staff
- 5 / 6- Difficulty knowing how the students are feeling/going
- 5 / 6- The relationships with the students. Hard to tell through a screen
- 5 /6- Doing things spontaneously for the fun of it
- 5 / 6- Yard duty

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	89.5%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	89.2%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	26.3%
Graduate	15.8%
Graduate Certificate	5.3%
Bachelor Degree	73.7%
Advanced Diploma	31.6%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	18.1
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0.0

## 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

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

### Achievements

#### Commissioning Mass & Education Board Welcome BBQ and Picnic

In Term 1 the traditional Education Board Welcome BBQ and Picnic on the oval was held after the Commissioning Mass. It was a wonderful opportunity for families to get to know each other or to catch up with other families.

#### Online assemblies

School assemblies were held each Tuesday afternoon in the Community Centre. Assemblies moved online during the lock-down. To connect and engage with the community, a number of competitions were held, based on popular television programs. Leono (leonard's) Masters involved staff setting tasks for the children to build with Lego blocks and then submitting photos to show their work to the community. In a series of Deputy Headmaster Chef cooking challenges, Aimee Souffle, Adriana Tagliatelle and Robert Burnt- Toast set cooking challenges. Again, students sent in photos of their completed meals to show at assembly. The Masked Teacher (Singer) involved staff providing clues and students matching the clues to the staff member. Dance challenges, with student and staff participants, were also popular.

#### Online Prayer Services

Holy Week, ANZAC Day, Remembrance Day and Advent prayer services were held remotely via Google meet. The Prep Nativity is a very popular annual event in the lead up to Christmas. In 2021 this was filmed and viewed by the school community and sent home to parents of Prep students.

#### Prep Sensory Space

A successful grant application of \$15, 000 provided the opportunity to transform the Prep corridor into a Sensory Space. This therapeutic space was furnished with a variety of equipment that provides engagement and stimulation for special needs and for all students with personalised sensory input. Equipment, including materials for students to touch, manipulate, fidget with, move and rest, were selected to benefit the students by helping them calm and focus themselves, so they can be better prepared for learning and interacting with others. By learning more about their

emotions, students can communicate more clearly with staff and staff can address their needs in the sensory space, enabling them to return to learning as soon as possible.

### **Speaker's Tour**

To develop a sense of community and real parent engagement in learning, parents and wider community members were invited to join in the Speaker's Tour. Each week of Term 3 the students at St Leonard's were given an opportunity to listen to and engage with a variety of speakers addressing how technology and data are used in the real world to solve problems. The students were given the opportunity to hear and learn from professionals in a variety of different industries. Students were able to ask questions to drive their curiosity and thinking processes around the scope of digital technology. It is these interactions that will promote true innovation and potentially inspire the students in a variety of different career endeavours.

Topics included:

- How Google actually works
- The Internet Of Things
- What is Artificial Intelligence, and how is it used?
- The role data can have in solving problems
- The importance of systems in running different organisations

### **Book Week**

The theme of Book Week was Curious Creatures, Wild Minds. The children had an incursion with an online storytelling and singing performance of The Lighthouse. Instead of a parade, the school held an online assembly, where the students were able to see what other students had come dressed up as. It was a fun way to celebrate books and develop an even deeper appreciation of books.

### **Year 6 Graduation: Summer Vibes Festival**

The Year 6 Graduation Ceremony was one of the special events the school committed to holding, despite COVID19 restrictions. The traditional celebrations, held in the Community Centre were not possible due to restrictions. After student and parent consultation, the concept of holding an outdoor music festival themed event, Summer Vibes, was embraced by students, staff and parents. This event would not have been possible without the support of all the parents and, in particular, the parent committee that organised the food and the decorations. The students wore 'festival' attire and danced, played games and even jumped on a jumping castle to create a festival atmosphere of fun, laughter and socialising. It was a fantastic send off to a group of students who experienced a very unconventional final year of schooling at St Leonard's.

### **PARENT SATISFACTION**

Throughout the remote learning program we gathered feedback from parents, students and teachers to gain an insight into what was working well and what could be improved. This

feedback was unpacked by staff and goals were set by each level to continually improve our program.

### **Feedback from parents around "Significant Wins" from the Home Learning Program**

- **Feedback from a Prep student's parent:** "He had a lot of help and assistance when needed. Activities were added into seesaw with a lot of detail and extremely clear. Prep Literacy classes and Maths classes were excellent for him. It also helped me to explain and do activities with him."
- **Feedback from a Year 1 student's parent:** "We as parents get to know our children's learning progress as well as challenges that they have with their school work."
- **Feedback from a Year 3 & 5 student's parent:** "The teachers responded to any queries on the day and responded to all queries, they were so patient and encouraging with the children daily and supported them to have the confidence to navigate the online system. The tasks were creative, interesting and varied with clear guidelines and directions. We adapted our work around their school schedule and made sure a parent was always available for support. The children were inspired by the weekly Lego competitions which connected them to the whole school and interest in watching the assemblies. The children were highly motivated and took school seriously and loved having the Google meets with the class daily. His teacher gave regular feedback which gave us confidence that we were maintaining a good standard of work. I (mum) was so blessed to learn how hard they work at school and what they actually really do at school, as it is hard to understand when you only assist with homework and hear briefly about their day."
- **Feedback on Specialist Lessons:** "The performing arts activities were fun and challenged the children. I think the teachers did an outstanding job to run classes online and Mr Will did a wonderful job training all the teachers, who all came across as competent and able to teach the children and parents. A huge thank you to Mr Will for the amazing classes at such a young age on awareness around Cyber safety and for grade 5s Cyberbullying. This was the greatest gift for the kids knowing that they will need to really be aware of this in high school and even earlier. My husband and I also learnt a lot from the Cyberbullying workshop for parents."

### **Feedback from Students around "What was the best part of home learning?"**

- **Feedback from a Prep student:** "Being able to show mum what I do."
- **Feedback from Year 1 student:** "To do the work at your own time, take breaks as required. Could do it over and over again if I do not understand"
- **Feedback from a Year 2 student:** "Using Mum's laptop, improving my computer skills, learning Seesaw. Being more independent."
- **Feedback from a Year 3 student:** "I think one of the greatest things about home learning is that you learn to appreciate things. Even like one of the simplest things like driving to school in a car or being able to have specialists I think that's one thing I've learnt. Another

thing is that you get to wake up later. Because we're learning from home, it cuts down the travel time, and you can wake up a bit later. You also get to spend more time with your family and eat food whenever you want!"

- **Feedback from a Year 4 student:** "What was really good about Home Learning is that my parents get to be with me and I won't miss them like I would at school. Also, what is good about Home Learning is that the Instructions are understandable, and we still get to keep in touch with our classmates and teachers though seesaw, Gmail, Google Classroom and our morning google meets. I also think that it's a great to be able to experience Home Learning."
- **Feedback from a Year 5 student:** "What I think was really good about home learning is that it was very well run when we did the meets because we could have a lot of time to talk to our teacher and if we didn't understand what to do we could stay back after the meet."
- **Feedback from a Year 6 student:** "What I thought was good about home learning was that with some of our work the teachers would make little videos for us so that we could understand the work we were doing better."



## Future Directions

### School Improvement Plan 2021-2024

#### School Vision:

Aspiring to Excellence.

#### Strategic Intent:

To create a school, home and parish community that is engaged with our Catholic faith and nourishes the wellbeing of all individuals.

To create a school where every student and staff member is empowered, challenged and supported to achieve continuous growth and improvement underpinned by contemporary educational theory and practice.

#### Priority 1

Goal: To cultivate a renewed and inclusive Catholic identity.

Intended Outcome:

- That all learners actively engage and contribute to developing a strong Catholic culture.

Targets:

- To positively increase M.A.C.S.I.S. (Melbourne Archdiocese Catholic School Improvement Survey) data.
- To increase in Re-contextualisation & decrease in Values Education in E.C.S.I. (Enhancing Catholic School Identity Survey) data.
- To increase results in the R.E. (Religious Education) Pedagogy Tool survey (student).

#### Priority 2

Goal: To increase teachers' capacity to drive improvement.

Intended Outcomes:

- That all learners use a range of data sources effectively.
- That high impact teaching and effective models of feedback are embedded in classroom practice.
- That all learners have clear expectations around their learning and next steps.

Targets:

- To positively increase M.A.C.S.I.S. data.
- To improve growth data in NAPLAN.

#### Priority 3

Goal: To connect and empower the community in supportive learning partnerships.

Intended Outcome:

- That all members of the community have opportunities to be authentically engaged in student learning.

Target:

- To positively increase M.A.C.S.I.S. data.

#### **Priority 4**

Goal: To develop resilient and animated learners.

Intended Outcomes:

- That all learners have ownership and agency in their learning.
- That the capabilities are demonstrated in and through all learning.

Targets:

- To positively increase M.A.C.S.I.S. data.

*(M.A.C.S.I.S. refers to Melbourne Archdiocese Catholic Schools Improvement Surveys.)*