



# St Leonard's School

## Glen Waverley

### 2021

## Annual Report to the School Community



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## 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 2021 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 Schools.

18/03/2022

**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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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

St Leonard's School is a Catholic co-educational school that was established in 1959 from funds provided by the parish community. Our school enrolment for the 2021 August census was 267 students, learning in 11 classes and eight specialist learning spaces, including a Dream Space for STEM and digital learning, Visual Arts, Performing Arts, Italian language, Gymnasium, Library, Multipurpose space and Wellbeing Centre.

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

We offer small, straight Prep classes of no more than 20 students class to give our youngest children the best opportunity to build a firm foundation school for future growth. After Prep the students are placed in 3 multi-age classes of Year 1/2's, 3 multi-age classes of Year 3/4's and 3 multi-age classes of Year 5/6. Apart from the two Prep classes, in 2021 the average number of students per class was 25. We assess the children regularly and teach them in groups, according to their needs. Our classroom structures and groupings challenge the students to achieve high standards. The structures also promote teamwork between the teaching staff as they work and plan at various levels. We have a rich and culturally diverse community with over 50% of families from language backgrounds other than English, and therefore we have a high percentage of students who are bilingual.

### School Advisory Council

The School Advisory Council's primary role is to provide support and advice on important school matters to support the principal in the context of the MACS governance arrangements. School Advisory Councils do not have a legal identity and do not become involved in the day-to-day management of the school. The School Advisory Council must act within the parameters of the Terms of Reference.

MACS provides support to the School Advisory Council, such as policy guidance and templates for the work of the council. While not immediately responsible for the activities of the council, utilising the principle of subsidiarity, the principle of solidarity acknowledges that MACS Board, as the governing body of MACS schools, is responsible for common good of Catholic education in MACS schools the Archdiocese and thus is ultimately responsible for making any decision about the establishment of a council and its arrangements.

### Parents' and Friends' Association (PFA)

The PFA represents all parents and organises functions for the children and parents, or for parents alone, which will help all members of the school community to get to know one another well, and thus facilitate the development of a genuine community. This shall be done through social, educational or community functions, and it should aim to use the talents, skills and expertise of as many members of the school community as possible.

The PFA is a fund-raising body which endeavours to raise monies to provide for those extra school facilities, furnishings and equipment, which cannot be supplied by normal school finances. The committee is to obtain input from the School Principal, who will advise the committee on areas of need within the school. Spending of PFA funds must be approved by the committee and the Principal to ensure that money is spent in the most needed areas of the school.

## Principal's Report

### Strong, Visionary Leadership

The commencement of 2021 marked 200 years of Catholic Schools in Melbourne and the foundation year of Melbourne Catholic Archdiocese Schools (MACS). We were called upon to be grateful to the past generations of dedicated Catholic educators, to celebrate all that was good about Catholic education system in the present and to commence 2021 drawing upon the same mission of faith, gratitude, enthusiasm and confidence as those who opened the first schools.

In practical terms, returning to the 2021 school year with optimism that the COVID restrictions and associated challenges of 2020 were over, or would be reduced, gave us hope of a successful year with a re-engaged school community. Little did we know at the time that the Catholic mission of faith, would call for us to be strong, visionary leaders, in such different conditions, for a consecutive year.

### The Power of Yet

Our school theme of "The Power of Yet," drew reference to the attitudes of resilience and perseverance that we wanted to develop in students, staff and the community. 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. To achieve re-connection and to cater for the greater student well-being needs, we placed a successful application for a School Chaplaincy Grant. Additionally, the employment of a teacher to fulfil the Tutor Learning Grant enabled us to work with students who had struggled to learn effectively online in 2020. However, the rampant spread of the Delta strain of COVID19 soon shattered our plans. A shorter "snap" lock-down in each of Terms 1-3 soon took us back to reality and led us to re-commencing our Home Learning Programs.

### The Home Learning Program

In Lockdown 3, our Home Learning Program operated from 15th to 17th of February and the ensuing restrictions to keep the community safe led to the cancellation of the Commissioning Mass, Education Advisory Board's Welcome Picnic and the postponement of the Parent and Friends' Association's planned Colour Run. We were able to end Term 1 by upholding our social justice focus, with a "Be More Superhero Day" and parade.

In Term 2, a seven-day circuit breaker lock-down was announced from midnight on the 15th of May until Thursday 3rd June. This led to the postponement of the sacrament of First Eucharist for Year 5's for a second time, as it could not be celebrated in 2020. The subsequent new date was also postponed due to the next lock-down, in July. The Year 4 students' First Eucharist was also postponed and again, postponed in July, finally to be celebrated in 2022.

In Term 3, Lock-down 5 was in focus for 12 days, from the 16th to the 27th of July. Our planned whole school STEM Immersion day for our term 3 curriculum focus on Science, was postponed. Despite the lock-downs, the regulations, the contact tracers and amazing health care workers were able to bring community transition to zero, opening the doors to our much cherished freedoms again. Lock-down 6 commenced on 6 August

After a year's delay, the Tokyo Olympics gave everyone a new and exciting focus and distraction. Away from the excitement of the Olympics the reality was that some families were feeling

exhausted and struggling for motivation. The consequences of repeated lock-downs and the impact on the mental health and well-being of all of us, but especially our children and adolescents, was still relatively unknown.

### **Returning To School with the 3R's- Resilience, Re-engagement and Re-connection**

In Term 4 we all breathed a sigh of relief when we were permitted to return to school. It was fantastic to have the students and staff 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, Re-engagement and Re-connection 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 well-being. 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. In Term 4, 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 St Vincent de Paul Challenge Fund-raiser 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 2021 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 well-being 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 Advisory Council Report

### Introduction

In May 2021, the St Leonard's Parish Education Advisory Board was formally closed and a new School Advisory Council was established and adopted the St Leonard's Terms of Reference.

The new School Advisory Council 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 being "a crucial point of connection between the wider school community and school leaders" and to "support the principal and school leadership and provides an important connection to the parish." (St Leonard's School Advisory Council Terms of Reference.)

The Council operated during the 2021 year within the confines of the COVID-19 pandemic and the members and representatives embraced digital technology to enable continued functionality.

### Role of School Advisory Council

The role of the Council is advisory in nature and to provide a forum for discussion and to support the principal. It is not the governing body of the school and does not become involved in the day-to-day management of the school.

### Membership

The Council is made up of ex-officio, school and parish representatives. In 2021 these members were:

- Ex Officio members. Parish Priest: Fr John Dowling, Principal: Rob Horwood & Deputy Principal: Aimee Gale
- School Representatives. Thomai Fischbacher (Chairperson) & Adrian Choi (Deputy Chairperson)
- Parish Representatives. Ruwan Perera (Secretary). Tina Giacco, & Franciscus Suryana

### Summary of Board activities during 2021

In 2021 within the confines of the COVID-19 pandemic, the Council held 3 meeting (all of which were held virtually) and the activities/attendees of all meetings were recorded in the Minutes.

I would like to thank all members of the Council for all their time and effort in attending Council 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 lockdowns.

Thomai Fischbacher  
Chairperson

## Education in Faith

### Goals & Intended Outcomes

#### Goal

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

#### Intended Outcome

By the end of 2021 religious leadership opportunities for all members in our school will be developed.

### 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 KWL 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 during lock-downs and also with their class when returning to onsite learning.
- Prayer PD with Steve Nash (CEM RE Learning Consultant) - The 10 Characteristics of Prayer and Imaginative Contemplation
- Staff PD with Prue Vanstan (CEM RE Learning Consultant)- Higher Order Thinking in RE and Bump It Up Tasks P-6.
- Staff Online PD 'Little Earthies Sustainability Consultancy'- Promoting Capabilities through an Ecological Lens was an opportunity to engage with and learn more about how to use the Australian Curriculum General Capabilities to promote student agency, co-construction, engagement and action. This was done through the lens of ecology. Staff was given the opportunity to develop integrated and meaningful learning opportunities using the General Capabilities and REsource Religious Education Curriculum Framework to provide opportunities for our students to encounter God and develop their knowledge and appreciation of the Catholic faith and tradition.
- Leading Staff Formation in prayer: Term 3 weekly professional learning focus with staff at meetings and key resources shared to enable staff to plan for meaningful prayer in their classroom, focussing on imaginative contemplation.

#### 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. 'Prayer of the Air' liturgies in Advent via Zoom where families were invited to log in 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 4, 5 and 6 families last year.
- A whole school feast day Mass was held on Monday 24th May for the feast of Mary Help of Christians which also celebrated 200 years of Catholic Education in Australia.

## 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.
- Staff were rostered to lead prayer at weekly online staff meetings
- 'Prayer of the Air' was held during Advent Term 4, where students in each class were rostered to lead a new week of prayer during the Advent season
- Our St. Leonard's Feast Day, ANZAC day, feast of St. Mary Mackillop, Remembrance Day, Holy Week and Advent prayers and liturgies (held both online and on-site) 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.

## The Sacraments

- School based Sacramental program - Celebration of sacraments; Reconciliation, Eucharist for both Year 4 and Year 5 and Confirmation were celebrated in 2021.
- Family faith nights were also held for Year 3 Reconciliation (Year 3), Eucharist (Year 4 & 5) and for Confirmation (Year 6).

## Social Justice

- In order to build student capacity to link their learning in Education in Faith with their everyday lives a different year level is rostered on each term to lead the school in a social justice action/awareness. Students are therefore involved in providing ongoing support for various agencies. In Term 1 we held a 'Be More Superhero' day to raise awareness and funds for Caritas Australia during their Lenten Project Compassion campaign.
- Student voice and agency were evident as the school leaders were able to take responsibility for planning different parts of the day, making advertising posters to share as well as being rostered to attend a meeting 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 2021 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.
- A "Vinnies Winter Appeal Sleepout" was held in Term 3 where students in Yr 3/4 were rostered on to lead the school in the social justice awareness. This occurred during a period of remote learning and therefore much of the campaign was distributed online with great success. Students made videos and online posters and these were posted to Facebook. Families across the school were encouraged to 'sleep out' in support of the fundraiser.
- Year 5/6 students linked their Inquiry learning unit in Economics to their social justice action for Term 2. Students were involved in creating a small business and coming up with a stall where they would then sell items they had created to students in the school. They researched an organisation they would like to support, and all funds raised from the 'Market Stall' were sent to that organisation.
- Catholic Mission Month 'Socktober' events held during Mission month of October. The children wore casual clothes on the day, this included their favourite soccer team's jersey or colours. We play 'sockball' and senior students helped to create and run the activities for each class to participate in.
- St Vincent de Paul food Drive held in June and December (advertising led by Liturgy captains). Baskets of food were collected in each classroom.

## VALUE ADDED

### 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 (in remote learning) 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 also 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.

## Learning & Teaching

### Goals & Intended Outcomes

#### Goals

By the end of 2021 teachers will increase their pedagogical knowledge of writing.

By the end of 2021 teachers will increase pedagogical knowledge in the sequential learning of maths concepts.

#### 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.

### 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 2021 continued to pose 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 2021 were:

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

2021 again presented the challenge of lockdowns and restrictions due to the Covid 19 pandemic that required students to learn from home. 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 (LSS) 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.

- Differentiated Universal Early Literacy (DUEL) program: The achievement of our highest literacy results during the pandemic using a blended model of online and face to face teaching.

Extended periods of home learning necessitated that we adapt our literacy program to an online model. We wanted to ensure that our youngest students were not disadvantaged in developing literacy skills at the most vulnerable point of their learning. The online model that we developed incorporated the junior school teachers and the entire wellbeing team as we delivered either 1:1 or small group targeted literacy teaching to all students in prep and those at risk across the school. The reading results at the end of 2021 showed that we were able to give the prep students an extremely strong foundation for learning with our average reading levels at an all time high. An important factor in this achievement was the increased teacher capacity in delivering a synthetic phonics curriculum. This was an outcome of targeted staff professional development and the strong contribution of our speech pathologist in building teacher and LSS capacity, and establishing rigorous assessment and monitoring practices. To have built these practices during the enforced pandemic restrictions was a credit to the staff involved and the incredible support of the childrens' families.

- Building capacity for teachers to enable all students to access a content rich program using 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. Teachers continued to provide literacy materials and processes that helped all students engage in their learning in all areas of the curriculum, despite significant periods of online learning. As in the junior school, the provision of targeted teaching and support for vulnerable learners was paramount during these periods.

The Literacy Leader continued 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. We have an ongoing dedication to provide rich texts based on the inquiry topic that allows for students to build their vocabulary and their understanding of the content of the inquiry learning. In writing, we continued to deliver a program based on The Writing Revolution approach. The program is focused on developing students' written skills through explicit teaching from the sentence level through to the construction of full texts with a strong focus on building grammatical knowledge and accuracy.

- Facilitated planning with a focus on Mathematics and Literacy.

The Learning and Teaching Leader facilitated planning sessions with levels throughout 2021 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 DUEM program was implemented by the classroom teachers, the Number Intervention Teacher and Learning Support Staff. 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.

- Increased time allocation for our Numeracy Intervention Teachers.

In 2021 we increased our time allocation for Numeracy Intervention from 0.5 to 0.7. This extra time meant we could employ an extra Numeracy Intervention Teacher. Our Numeracy Intervention Teachers worked with small groups and individual students throughout the year. The work was closely aligned with goals set in personalised learning plans.

- Professional learning for staff in Mathematics.

Our staff participated in multiple professional learning sessions with Michael Minas and Rob Vingerhoets around Number Sense and Fractions. These sessions were held online during the remote learning period and staff were able to learn a range of problem and game based strategies for teaching mathematics.

In planning sessions and professional learning team meetings, staff were given an opportunity to deepen their understanding of mental computation strategies and develop activating prior knowledge tasks as a way to begin each maths session.

- A continued focus on data collection 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.

- The development and implementation of Personalised Learning Plans (PLP's) for all students requiring learning support.

The Learning Diversity team continued to ensure that students with learning needs had access to content and material appropriate to their learning capacity. Continued consultation with parents through Parent Support Group Meetings (PSG's) every term enabled us to establish strong relationships with the families of supported students, particularly during home learning periods. Teachers made appropriate adjustments in the class program throughout the year to support student learning. Targeted intervention was offered both online and face to face students at risk in Literacy and Numeracy through the Reading and Mathematics Intervention programs.

- Participation in the Learning Collaborative.

In 2021, we continued our collaboration with Dr Lyn Sharratt and staff from Melbourne Archdiocese Catholic Schools (MACS) on targeted professional learning around the 14 Parameters and educational leadership. Members of the Leadership Team attended professional learning throughout the year focused on unpacking the 14 parameters and achieving strategic goals for our school.

- Participation in the School Improvement Learning Collaborative.

In 2021, we began working with Dr Simon Breakspear and staff from MACS in a new collaboration aimed at leading school improvement. This work involved setting goals as a leadership team using a set of canvases that help leaders to think critically about what challenges are to be overcome, the potential barriers faced, the supports needed and the potential for what could be achieved.

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

For many years, St Leonard's has had a strong focus on developing STEM initiatives that provide students with real world examples. In 2021, we continued our successful Adopt an Engineer program. 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 1-6 students. This allowed for real life connections to be made and complex STEM skills to be developed. Our Adopt an Engineer students facilitated an advanced coding club to extend students, as well as supporting coding programs in Years 3-6.

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 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. We held an online Book Week celebration based on the Book Naughton the Bear. Students constructed and wore creative hats to match the story and engaged in book related activities.

#### Italian

Our students continued to have Italian lessons both remotely during home learning and face to face once back at school. Unfortunately our Italian Day had to be cancelled.

#### Physical Education and Sport

Unfortunately due to the pandemic some of our annual sporting events were cancelled, however we were still able to attend some exciting inter school events such as part of the Summer and Winter Sports program as well as District Tennis. The students and staff also participated in an online Footy day, where they dressed in their team colours and completed footy based activities. Our students were able to participate in the Cross Country event and some students made it through to the District and Regional levels. We were unable to hold our swimming program in 2021. The students were able to compete in an athletics competition that was held during school hours on our oval.

#### Visual Art

The students created many forms of art throughout 2021. They created some amazing art work while learning at home and were able to complete some projects while face to face at school. Students in the Junior School had a focus on building the skills needed to successfully work through different art projects, while the students in the Middle and Senior School were able to take these skills from previous years and learn to apply them to new techniques that allowed them to showcase their creativity.

#### Digital Technology

Our Digital Technologies Coach worked closely with the Year One 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 on-site.

#### Performing Arts and Music

A range of private music lessons, including guitar, keyboard, drums and voice training, were held at times throughout the year when restrictions had eased. Our students were involved in exciting



performing arts lessons that focused on singing, dancing and acting in preparation for our school concert. The theme for the school concert was From the Bookshelf with each level developing an act for the following themes:

Prep - Under the Sea, 1/2 - Adventures in Neverland

3/4 - Shrek's Swamp, 5/6 - The Magic Lamp

Choir - The Lion King

Dance teachers were employed to run specialised dance lessons for each class in addition to performing arts lessons in preparation for their concert acts.

Although we were unable to perform the concert at our usual theatre venue, we were able to offer level based performances on the school oval in December and we had a video professionally made of the entire concert that was available for sale.

Throughout home learning and once back at school, we continued to run sessions with the St Leonard's Choir. These were well attended and very successful.

#### STUDENT LEARNING OUTCOMES

The 2019 to 2021 NAPLAN data shows that 100% of our students achieved the minimum standard in all areas except for Year 3 Spelling. 97% of students achieved the minimum standard in Year 3 Spelling, which equates to one child who did not meet the minimum standard.

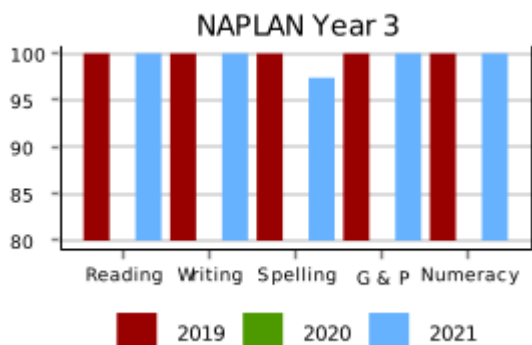
The DUEM and DEUL processes (described above) enable us to assess students, set targets and modify programs to meet the students' needs. Our assessment schedule, implementation and analysis of data with staff, enables us to set targets along a short, medium and long timeline using formative and summative assessments such as pre-tests and post-tests, PAT tests and NAPLAN.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	97.4	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

\* 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

#### Goals

To connect and empower the community in supportive learning partnerships.

#### Intended Outcome

That all learners have ownership and agency in their learning.

That the capabilities are demonstrated in and through all learning.

### Achievements

- The support of students with additional needs, as well as those who were compromised by the enforced remote learning continued to be a strength of the school during the continued challenges presented by the COVID pandemic in 2021.
- The implementation of the Chaplaincy Program after the successful application of a grant. The chaplain was appointed and a program targeting students with specific needs was established. The Chaplain used an Art Therapy small group model to work with the students, which was highly successful and engaging.
- The use of the Wellbeing Centre continued to be instrumental in supporting the community and students 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 Wellbeing Centre regularly opened at lunchtimes for students who need a break from the yard or require extra support to engage in tasks during the breaks.
- Despite the inability of the parents to be able to attend onsite meetings, the school continued to offer in excess of fifty PSG meetings per term to continue supporting those with diverse learning needs and those presenting at risk during the pandemic periods.
- Wellbeing Days and initiatives, such as Book Week Online, Online Magic Show, Nature Day, Footy Day, Coding Club and Social Justice initiatives such as St Vinnie's Sleep Out, 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.
- 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 WBC or online with the support of the WBC staff who continued to provide a safe and nurturing environment for all students.
- 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 SeeSaw, Google classroom and email.

- Parent Engagement Sessions conducted - small group online feedback sessions for parents to provide the school with information on what their hopes for the student's education going forward after COVID
- Implemented as a result of feedback from parents about the following year of schooling, Foundation students and Grade 1 students underwent an intensive engagement program to ensure they were all familiar with each other for when they were mixed in 2022.
- Parent Teacher Interviews and PSG's continued to be offered online in response to families saying that this was their preference.
- Foundation teachers conducted home visits for students during the transition program to ensure the school was prepared for their start in 2022.
- The implementation of the tutoring program to assist students affected by the pandemic.
- Student leadership opportunities were extended to include Art, Italian and Choir Leaders
- Respectful Relationships Grant received - training undertaken by leaders
- Social & Emotional Learning scope and sequence updated to incorporate Respectful relationships curriculum and to reflect student needs, given the pandemic
- Harmony Day has become a regularly celebrated day on the school calendar
- The school's Speech Pathologist continued to be instrumental in providing education and support to the most vulnerable students and to the teaching staff.
- Kids Helpline presentations were accessed by year levels to promote wellbeing and safe practises online.
- The development of an online/face to face model for Foundation transition to school for the 2021 cohort
- The employment of a Pastoral care Workers with a School Chaplaincy Grant, enabled us to target individual students and groups of students who were experiencing well-being issues in the school and online environment. This included Art Therapy groups, playground monitoring and engagement in activities and classroom based activities.

#### VALUE ADDED

- 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 well-being - online newsletters, family participation initiatives such as online level parent meetings to discuss home learning, online assemblies, newsletters, family participation initiatives.
- Well-being theme 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 well-being through individual parent Google meetings and

constant availability for parents to reach out through digital communication platforms, such as, See-saw, Google Classroom and email.

- Programs involving staff and guest speakers to develop students competencies and awareness about well-being tools and management.
- Kids Helpline presentations were accessed by year levels to promote well-being 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

Student satisfaction results from the MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) indicate that the students at our school perceive their experience more positively than the MACS school average in every domain. The survey was completed by 109 Year 4-6 students.

Further, in an endorsement of the school's efforts to maintain or improve the students' experience during COVID19, the percent positive endorsement improved in 9 of the 10 domains between 2019 and 2021. The only slight decrease was by 2 percent in the area of school engagement. It must be noted that our 2021 score in school engagement was still 4 percent higher than the MACS average.

The domains of the highest positive endorsement were:

- Student perceptions of the Catholic identity of the school rose from 74% to 76% and was 10% higher than the MACS average.
- Student perceptions of the strength of teacher-student relationships rose from 77% to 83% and was 7% higher than the MACS average.
- Student perceptions of the social and learning climate of the school rose from 67% to 76% and was 9% higher than the MACS average.
- Student perceptions of how much students perceive themselves to be valued members of the school community rose from 76% to 83% and was 8% higher than the MACS average.

## 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	94.2%
Y02	94.8%
Y03	95.2%
Y04	95.5%
Y05	94.8%
Y06	95.2%
Overall average attendance	95.0%

## Child Safe Standards

### Goals & Intended Outcomes

#### Goal

To take steps to prevent child abuse and build a culture of child safety

#### Intended Outcomes

To provide a safe environment for all students and young people.

To prevent child abuse.

To ensure that the whole school community understands the clear and effective processes that are in place to respond to and report all allegations of child abuse.

### Achievements

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 well-being 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 to reduce 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.

- Student Safety at St Leonards form on the student desktop established for students to use to report any issues.
- 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 student's online safety during remote learning.
- All year levels 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 reappointed.
- A Child Safety Committee was established and regular meetings scheduled.
- Child Safety Student Committee established.
- Staffroom displays around child safety continue to be prominently displayed and updated regularly.
- Staff Victorian Institute of Teaching and Working With Children Checks copied and filed in a central space.
- Continued commitment for all staff to undertake online Mandatory Reporting Professional Development every year.
- Operoo communication 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 on 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

#### Goals

- To cultivate a renewed and inclusive Catholic identity
- To increase teachers' capacity to drive improvement.
- To connect and empower the community in supportive learning partnerships.
- To develop resilient and animated learners.

#### Intended Outcomes

- That all learners actively engage and contribute to developing a strong Catholic culture.
- 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 members of the community have opportunities to be authentically engaged in student learning.
- That all learners have clear expectations around their learning and next steps.
- That all learners have ownership and agency in their learning.
- That the capabilities are demonstrated in and through all learning.

### Achievements

#### Implementing the School Improvement Plan

A priority of every year is the implementation of the Annual Action Plan which is driven by the 2021-2024 School Improvement Plan (SIP) developed from recommendations made at the 2020 school review. The School Improvement Plan is outlined in the "Future Directions" section of this report. In 2021, we were in Year 1 of the School Improvement Cycle. We created and subsequently modified our Annual Action Plan targets and key strategies for school improvement.

#### In Priority 1 Catholic Vision and Context, our goal was:

By the end of 2021 religious leadership opportunities for all members in our school will be developed.

Key Actions Achieved	Key Actions Partially Achieved	Key Actions Not Yet Achieved
<p>Build student understanding and ability to have an active role in liturgies and masses</p> <p>Parents more actively involved in religious celebrations - invited to assembly/class liturgies/faith nights (onsite and online)</p>	<p>Build staff capacity to lead prayer</p> <p>Deepening staff understanding of prayer</p>	<p>Level liturgies linked to social justice</p> <p>Religious Education Leader coaching teachers in classrooms</p> <p>Assembly time slot - level to lead para-liturgy for the school</p>

**In Priority 2 Feedback and Data, our goals were:**

By the end of 2021 teachers will increase their pedagogical knowledge of writing.

By the end of 2021 teachers will increase pedagogical knowledge in the sequential learning of maths concepts.

	Key Actions Achieved	Key Actions Partially Achieved	Key Actions Not Yet Achieved
Writing	<p>Co-construct a writing scope and sequence</p> <p>Use effective learning intentions and success criteria in all planning</p>	<p>Use case management approach</p> <p>Provide high quality worked examples to unpack success criteria</p> <p>Teachers provide instant feedback on the success criteria in writing</p>	
Mathematics	<p>Use effective learning intentions and success criteria in all maths planning</p> <p>Use activating prior knowledge tasks</p>	<p>Co-construct a sequence of learning for one concept in maths e.g. addition</p> <p>Teachers provide instant feedback on the success criteria in target concepts</p>	

**In Priority 3 learning Partnerships, our goal was:**

By the end of 2021 parents will be given opportunities to engage with student learning at a deeper level.

Key Actions Achieved	Key Actions Partially Achieved	Key Actions Not Yet Achieved
Encourage parent engagement through Zoom Information Evenings	<p>Deepen learning partnerships through Dream Space exhibitions of learning.</p> <p>Increase involvement of parents in faith nights and liturgy.</p>	

**In Priority 4 Voice and Agency, our goal was:**

By the end of 2021 we will develop whole school learning dispositions.

Key Actions Achieved	Key Actions Partially Achieved	Key Actions Not Yet Achieved
	Develop a student child safety team.	<p>Collect data to assist the planning and development of a curriculum of voice and agency</p> <p>Build understanding of all parties about student voice, agency and participation</p> <p>Decide on school wide learning dispositions with student, staff and parent input</p>

As indicated in the tables above, we achieved some key actions in our 2021 Annual Action Plan. Building on what we had learnt from the challenges of Lock down in 2020, we again tried to put the learning first and the learning of the most vulnerable, our youngest students, as a priority. Much of our strategic planning of meetings, school closure days and professional development opportunities designed to meet the outcomes of the 2021 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 experts in using videos for teaching and learning. MACS and other professional learning providers modified or postponed some sessions, however many continued using online platforms.

### Putting the Learning First - The Home Learning Program

By far our biggest achievement of 2021 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 intensive teaching in reading, phonics, writing and mathematics. The Year 1 /2, 3/4 and 5/ 6 students were also strongly supported, and their data tracked. Every staff member worked very hard as a team to achieve excellence, and we are grateful to them for overcoming their own personal challenges and for focussing on their work.

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 learning. By placing the well-being of the students first, the learning was more able to be achieved. Our 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 and theme days, as mentioned in this report.

Online assemblies had a focus on re-framing thinking using "The Power of Yet" as a driver and worrying more about things in our power and less about the things we are unable to change. 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.

### Staff Positions of Leadership and Empowering Others

A major success during the lock-down periods was staff learning and teamwork. Our school theme of The Power of Yet encouraged us to be patient and to show perseverance. In our decisions we supported staff well-being and measured staff emotional well-being 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 well-being, and this meant that many of our goals and intended outcomes had to be placed on the back-burner. We were advised to re-consider our priorities and slow down and this was instrumental in achieving excellence. Staff meetings became efficient, allowing all staff and particularly part-timers to watch the video recordings.

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 (Deputy Principal, Teaching & Learning & Mathematics Leader), Lyn Nelson (learning Diversity and Literacy Leader), Lora Tomasiello (Religious Education Leader), Angela Foale (Well-being 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 off-site for much of the year. Angela Foale (Prep), Carmel Wood (Year 1/2), Adriana Di Petta (Year 3/4) and Kate Davis (Year 5/6) provided an intensified level of support for the academic and well-being 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 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 virtual 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. Additionally, 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 extracurricular 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

### **The Learning Collaborative**

In 2021, all professional learning in the Eastern Region of MACS went under the title School Improvement Learning Collaborative (S.I.L.C.)

Networks. Webinars, online meets and workshops were held to develop our strategic planning. With the re-branding of C.E.M. to M.A.C.S. consistent language and expectations were developed to improve clarity.

- Dr Lyn Sharratt continued to be the Critical Friend in the Eastern Region using the mantra of being Persistent, Consistent and Insistent in the work of School Improvement. MACS staff continued to work as a multidisciplinary team with Lyn to support schools in webinars and Online Meets.
- Dr Simon Breakspear offered four opportunities to the region focussing on designing, planning and evaluating School Improvement Plans.

At St Leonard's, involvement in the SILC further progressed our work in adopting the 14 parameters of system and school improvement and impacted on our trial of case management, refinement of learning intentions and success criteria and trialling of formative assessment strategies. Our work with Simon Breakspear focussed the work of our leadership Team by introducing Impact Canvases and Rapid Action Plans, for strategic thinking.

### **M.A.C.S.S.I.S.**

Melbourne Archdiocese Catholic School - School Improvement Surveys (M.A.C.S.S.I.S) were distributed, after not being offered in 2020. The surveys provide feedback, in the form of perceptions of school experience, from parents, students and staff about the key aspects of school life. Our school also developed its own online surveys to measure student, parent and staff wellbeing, progress with the online learning process and learning that they would keep on after lock-down finished. A summary of the M.A.C.S.S.I.S. survey results are included throughout this report.

### **New Governance Model**

Melbourne Archdiocese Catholic Schools Ltd (MACS) was established to assume the governance and operation of Catholic schools in the Archdiocese of Melbourne. Archbishop Peter Commonsoli appointed Mr Gerard Dalbosco as the inaugural Chair of MACS.

The change in governance arrangements saw all 293 schools owned by the Archdiocese, its parishes or associations of parishes in the Archdiocese of Melbourne transferred to MACS, which would be responsible for the governance and operation of the schools. The new governance model called for changes from our St Leonard's School Advisory Board to a School Advisory Council. We were very grateful to our Chair, Thomai Fischbacher, who vacated her position after many years of insightful, intelligent and collaborative support on the SAC. Many policies were updated to become consistent with other MACS schools. Our allocation of a new MACS Business

Manager assisted with our transition to ICON (Integrated Catholic Online Network), particularly in the finance area.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

We added value to previous 2019 and 2020 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 2021 was approximately \$11,303.79 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 24.39 full time employees F.T.E. (full time equivalent). Based on 24.39 the professional development expenditure averaged out to \$463.46 per person.

First Aid Training - Re accreditation (all staff)
First Aid Training - Anaphylaxis
East Central Primary Principals Network program
Regional Library Network
Regional Literacy Network
East Central Deputy Principal Network
Religious Education Leader Network
Student Wellbeing Leaders Primary Network
Finance Cluster Meeting - Semester One and Two
Zart - Book Week PD
Chaplaincy - Work with people with mental health issues - Respond to clients needs
Maths PD (Number sense and Mental computation)
Maths PD (Teaching fractions for Foundation to Year 2
Maths PD (Exploring Addition and subtraction)
Maths PD (Teaching Fractions, Decimals and Percentages (Years 3 - 6))
Sensory Tools - Traffic Jam in my Brain - Online Workshop
Religious Education- Engaging your Faith
Religious Education- Little Earthies - Sustainability
Making Maths Visible
Cultural Awareness & Truth Telling - 7 week Immersion
Spiritus Religious Education Leadership Part 2
School Improvement Learning Collaborative Network - Strategic Planning and Action

Mentoring: Leading a Learning Culture	
Advent with Dr Marg Carswell	
ICON - Training	
Number of teachers who participated in PL in 2021	38
Average expenditure per teacher for PL	\$463

**TEACHER SATISFACTION**

Staff satisfaction results from the M.A.C.S.S.I.S. 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) indicate that the staff at our school perceive their experience significantly more positively than the MACS school average in every domain. The overall school positive endorsement in 2021 was 89% compared to the MACS average of 68%. These results are based on the responses of 33 staff compared to the responses of 27 staff in 2019

Further, in an endorsement of the school's efforts to support and improve the staff experience during COVID19, the percent positive endorsement improved in the following 6 of the 14 domains between 2019 and 2021.

Improvements were in:

- Student Safety- perceptions of student physical and psychological safety when at school. Staff perceptions rose by 13% from 75% to 88%. This is 16% higher than the MACS school average for 2021.
- Feedback- perceptions of the amount of quality feedback staff receive rose from 59% to 74%. This is an increase of 14% over 2 years and is 33% higher than the MACS school average.
- School leadership- perceptions of the school's leadership effectiveness rose by 3% from 86% to 89%. This is 29% higher than the average for MACS schools.
- Psychological Safety - How safe it feels to take risks and make mistakes in this school rose by 1% from 88% positive in 2019 to 89% in 2021.
- Staff Safety - perceptions of staff safety rose by 2% from 89% to 91%. This is 24% higher than the average in MACS schools.
- Collective Efficacy - teacher's perceptions that staff at the school have what it takes to improve instruction rose by 4% from 94% to 98%. This figure is 18% higher than the MACS average.

Further, the following domains remained relatively the same or decreased only slightly. All domains were still well above the average for MACS schools.

- School Climate - perceptions of the overall social and learning climate of the school decreased by 2% but was 16% higher than the MACS average.
- Staff - Leadership Relationships - perceptions of the quality of the relationships between staff and members of the leadership team decreased by 1% but was still 17% higher than the MACS school average.



- Instructional Leadership - the extent to which the school leaders set the conditions for improving teaching and learning at the school dropped by 3% but was still 29% higher than the MACS average.
- Professional Learning- perceptions of the quality and coherence of professional learning opportunities decreased by 7% but was 25 higher than MACS schools.
- Collaboration Around an Improvement Strategy - dropped by 4% but was still 26% higher than the MACS average.
- Collaboration in Teams - how well teachers work together in teams to improve teaching and learning decreased by 4% but was 16% higher than the MACS average.
- Support for Teams - teacher's perceptions of how well school leadership sets the conditions for teams to collaborate effectively decreased by 5% but was 16% higher than MACS schools.
- Catholic Identity - teachers' perceptions of the faith leadership of the principal and of the particular dimensions of Catholic identity in school life dropped by 6% but was 26% higher than the MACS average.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.6%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	92.9%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	26.3%
Graduate	5.3%
Graduate Certificate	5.3%
Bachelor Degree	73.7%
Advanced Diploma	26.3%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	18.2
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	8.6
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Goal

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

#### Intended Outcome

By the end of 2021 parents will be given opportunities to engage with student learning at a deeper level.

### Achievements

#### Online assemblies

School assemblies were held each Tuesday afternoon online throughout 2021. These assemblies continued to connect and engage with the community, and the use of Zoom allowed more families to get involved from home. The return to class run assemblies towards the end of the year helped to highlight student voice and allowed more freedom of expression.

#### Online Prayer Services

Holy Week, ANZAC Day, Remembrance Day and Advent prayer services were held remotely on Zoom allowing parents to connect with the students, who led the services.

The Prep Nativity is a very popular annual event in the lead up to Christmas and thanks to the change of restriction parents were able to sign in and attend the play in person on the school oval, which heightened the Christmas Spirit at St Leonard's.

#### Online Special Events

To enhance a sense of connection and community, we had many other special online community events such as a Book Week Special Hat Day, Footy Day, Nature Day and Magician. The Book Week event engaged families through a construction of special hats. The Footy Day Zoom got children and adults involved in physical activities at home. The Nature Day had families outside and learning in more practical ways. The children loved the online performance by Tim Credible The Magician. The younger students particularly enjoyed the interactive nature of the event and fell for the tricks Tim performed. The school online assembly allowed students to see other children, as well as get dressed up and most importantly have fun.

#### Adopt an Engineer

As part of our commitment to bringing deeper and real experiences to the students and our partnership with Realtime Learning, we worked with three engineering students from the Adopt an Engineer program. Our students were engaged in many problem-solving experiences, simultaneously learning about how engineering and technology work in the real world. Students were able to ask questions to drive their curiosity and thinking processes around many high level concepts such as quantum computing, automotive engineering and physics.

### **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:

- REA Group (realestate.com.au)
- Reece Group
- Empower Wealth / Property Couch Podcast
- Data Scientist - Victorian Government
- Medical Research Scientist - Monash University
- Telstra

### **School Concert - From the Bookshelf**

The theme of the 2021 whole school concert was From the Bookshelf. Government restrictions initially meant that the concert was recorded instead of the in person performance but thanks to our Performing Arts teacher, Cathy Ellis and the teachers' hard work, the performance still had all the flair of previous years in a new format. The recording allowed students to connect with the wider community in a Covid safe way. With the changes to restrictions in the later part of the year, the spoken lines, singing and dancing aspects of the concert were performed to parents live. Instead of the whole show, class items were performed to parents on the oval. This allowed parents and students to feel some of the excitement of previous years.

### **Year 6 Graduation: St Leo's Gala**

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 again due to restrictions. However, after changes to social distancing restrictions, we were able to have a model which allowed parents to attend the formal speeches and farewell part of the event, but then to leave, allowing the students to enjoy the student Gala. In the spirit of the Gala, the clothing theme was 'Express Yourself.' The event gave the students a festive atmosphere of fun, laughter and socialising, as they danced, played games, jumped on a jumping castle and enjoyed eating pizza and ice-cream. 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**

Parent satisfaction results from the MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) indicate that the parents at our school perceive their experience more positively than the MACS school average in every domain. The overall school positive endorsement in 2021 was 76% compared to the MACS average of 69%. These results are based on the responses of 31 families, when we had 56 respond to the survey in 2019

Further, in an endorsement of the school's efforts to maintain or improve the students' experience during COVID19, the percent positive endorsement improved in the following 3 of the 7 domains between 2019 and 2021.

- School Climate - Families' perceptions of the school and learning climate at the school rose from 93% to 94%. This is 9% higher than the MACS school average.
- Student Safety - Families' perceptions of student physical and psychological safety while at school rose from 83% to 84%. This is 11% higher than the MACS school average.
- Communication - The timeliness, frequency and quality of communication between the school and families rose from 80% to 89%. This is 15% higher than the MACS school average.

The perception of School Fit, families' perceptions of how well a school matches their developmental needs, remained the same at 86%. This is 10% higher than the MACS school average.

Perceptions in the following 4 domains decreased between 2019 and 2021:

- The domain of Family Engagement, the degree to which families are partners with their child's school, decreased from 64% in 2019 to 52% in 2021. It was 5% higher than the MACS average.
- The domain of Barriers to Engagement, factors that can hinder a family's interaction or involvement with their child's school, decreased the most, from 89% to 65%. It was 1% higher than the MACS average.
- The domain of Catholic Identity, families' perceptions of and engagement with the overall Catholic identity of the school decreased from 72% in 2019 to 66% in 2021. It was 1% higher than the MACS average.
- The domain of family engagement, the degree to which families are partners with their child's school, decreased from 64% in 2019 to 52% in 2021. This was still 5% higher than the MACS average.

## Future Directions

### Strategic Intent 2021-2024

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.

### Priorities 2021-2024

The overarching priorities of the School Improvement Plan cover the School Improvement Framework five spheres of Religious Education, Teaching and Learning, Leadership and Management, Student Wellbeing and School Community

#### Priority 1

To cultivate a renewed and inclusive Catholic identity.

#### Priority 2

To increase teachers' capacity to drive improvement.

#### Priority 3

To develop resilient and animated learners.

#### Priority 4

To connect and empower the community in supportive learning partnerships.