



St Leonard's School

Glen Waverley

2022

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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

02/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 2022 August census was 274 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

Our Catholic mission of faith would call for us to be strong, visionary leaders, as we experienced another year of heightened anxiety and of continued change. We began 2022 enjoying the freedoms of a normal school commencement and hoping that we had left the lock-downs and Home Learning Programs of the past 2 years well and truly behind us. However, in many ways, 2022 was more difficult for me, and many others at St Leonard's, than the previous two years as the world slowly recovered from the trauma we had been through. People continued to reflect and re-prioritise aspects of their lives and some long term staff left St Leonard's at the end of the year.

Beneath the mixed feelings of caution and optimism, and with the shadow of Covid 19 hanging over us, was a strong gratitude for the support of our school community. Parents and staff worked with our school to limit the spread of COVID-19. Parents were diligent about keeping children at home and having their family tested quickly if they showed even the mildest of COVID-19 symptoms. For much of the year, students and staff were permitted to continue to attend school if asymptomatic, but asked to stay home and test if symptomatic. This presented challenges for staff, as students missed learning and assessments when they were absent from school and our school had to find replacement staff when our staff were at home.

At times, leading learning in such times of uncertainty was complicated and exhausting. Teacher shortages meant that relieving staff could not always be found and classes had to be split into other rooms, adding to the workloads of the staff on-site. All of us, including the students and parents, struggled with different routines and expectations, managing different social interactions. We made a conscious effort to take more time to listen to children's concerns and ideas and to model good coping behaviours for students. It became even more important than usual for school staff to check in on each other and seek appropriate support.

Count On Me

We chose the school theme of "Count On Me," to encourage our whole community to reconnect with others and strengthen our friendships and relationships. We encouraged students to count on their parents, friends and teachers when they faced challenges and to talk to trusted people whenever they needed guidance or support to solve a problem. We also expected that our students would think carefully about what it means to be a trustworthy friend, who can be counted on by others. Similarly, strong and positive relationships between parents and staff were essential for effective learning. To assist us in achieving re-connection and to cater for the greater student well-being needs, we continued to employ a chaplain for 2 days each week under the 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 2021. Another key consideration was to have fun together to lift everyone's spirits,

The Only Certainty Was Change

In Term 1 masks remained a requirement in school settings for staff and for students in Year 3 or above at primary school. We held online Meet and Greets and online information nights. Our swimming program was scheduled early in the year, as in the past 2 years it had been cancelled when COVID became the most prominent in November. Our Ash Wednesday & Commissioning Liturgy and Wednesday Assemblies moved online, with links shared with parents to encourage their connection. Staff meetings began online until we were allowed to break the 'bubbles' of staff groupings and encourage everyone to be together again. For some

staff members, students and parents this took a great deal of time, effort and courage. News of the escalating war in Ukraine and floods in Queensland and N.S.W. added to some people's mental health issues. By week 4 the Victorian Government announced that masks will no longer be needed in most indoor settings. Our Easter celebrations of a STEM challenge Easter Hat Parade and the way of the cross, were held outside to maximise engagement.

Moving into Term 2, the developing cold weather, concerns about world events presented in the media, winter colds and flu and COVID-19 caused some people to feel overwhelmed and anxious. Experts were predicting that it would take up to three years for society to recover from such a significant event. We had really missed attending masses as a whole school and in smaller year level groupings. However, in June, forty one candidates made their First Eucharist. At mass, we finally were no longer expected to wear masks. Parent teacher interviews in June could finally be face to face, with masks recommended.

In Term 3 we planned a whole school excursion to Healesville Sanctuary. This marked a sense of change and a feeling that we were returning to normal pre-covid conditions. It enabled students to learn about Australian animals as motivation for their art pieces for the Art Show. September saw our hugely successful Art Show, Australia Down Under, and our thanks go to our Art teacher and staff. We held a Mini-Commonwealth Games Day to connect to the Birmingham Commonwealth Games. Another highlight was the Sacrament of Confirmation for Year 6 candidates. Year 5/6 attended a wonderful Rumbug Camp and Footy Colours Day was a great deal of fun. The PFA held a hugely successful Father's Day stall and breakfast in August.

In Term 4, by the end of winter, we were feeling as though we were returning to normal. The COVID restrictions eased, allowing us to hold some events, such as a whole school lifesaving excursion, our Prep 2023 transition program, the Prep Nativity Play and the Year 6 Graduation, Book Day, House Athletics, an exciting Colour Run on St Leonard's Feast Day and a meaningful end of Year Mass

Relationships

In any school it is the relationships between people that make the biggest difference. The year 2022 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, placing the children at the centre. I thank all families and staff for helping us to build a positive culture of respect and resilience based on the gospel values of our Catholic faith.

Robert Horwood

Principal

School Advisory Council Report

Governance

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 and 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 (SAC).

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 2022 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: Father John Dowling, Principal: Rob Horwood & Deputy Principal: Aimee Gale
- School Representatives. Adrian Choi (Chairperson), Rehan Wijeyesakere & Leanne Udayaratna
- Parish Representatives. Ruwan Perera (Secretary). Tina Giacco, & Franciscus Suryana

Summary of Board activities during 2022

In 2022 within the confines of the COVID-19 pandemic, the Council held 6 meetings consisting of a mixture of virtual and face to face meetings. The attendees, agenda and achievements of all meetings were recorded in the minutes. Meeting agendas covered the MACS2023 Strategy; Forming Lives to Enrich the World, discussing MACSSIS parent survey data, keeping abreast of

the progress of the Annual Action Plan, the 2021 Annual Report to the Community and discussing the Suspension and Expulsion of students policy. Unfortunately, the traditional Welcome barbeque could not be held due to COVID restrictions.

We thank all members of the School Advisory Council for all their time and effort in attending SAC meetings and providing their valuable opinions. Our two new members, Rehan and Leanne brought new ideas into the meetings. We are grateful for Father John's membership on the SAC and for his strong leadership and guidance of the parish community. Father's contributions and support of the school community as the Custodian of Mission were appreciated. Our online School Advisory Council Annual General Meeting saw Thomai Fischbaker, our much appreciated chairperson, step down after 10 years and Adrian Choi elected to the position of Chairperson. We were very grateful to our 2022 SAC Chairperson, Adrian, who vacated his position after many years of insightful, intelligent and collaborative support on the SAC as a general member and Deputy Chairperson.

Catholic Identity and Mission

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
- Staff encouraged students to make links between our social justice actions and Catholic Social Teachings
- Continued use of KWL digital texts and integrating their use in the RE curriculum delivery
- 'STEM for Humanity 2022: Designing Solutions for the Common Good' PD made connections between STEM and the social justice principle of Common Good
- Weekly RE information (consisting of websites, professional reading, prayer resources, sacramental info etc) contributed by the RE Leader in the staff meeting minutes
- 10 Characteristics of Prayer (Follow up from 2021 Learning) Staff Professional Learning with Steve Nash- June 2022 (CEM RE Learning Consultant)
- Moderation and Reporting in RE PLT with Margaret Waldeck- July 2022 (CEM RE Learning Consultant)
- Planning a Rich Learning Task with an Advent Lense PLT with Steve Nash & Margaret Waldeck- Oct 2022 (CEM RE Learning Consultant)
- Rich Assessment & Achievement Standards in RE Professional Learning PLT with Steve Nash- Nov 2022 (CEM RE Learning Consultant)

A Faith Community

- Weekly RE information (consisting of websites, gospel reflections, prayers, sacramental info etc) contributed by the RE Leader on the school LINK newsletter
- Planned and prepared meaningful celebrations aimed to involve all students and connect our school community to the wider community and worship beyond the school eg. Advent morning liturgies

- 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, Year 4 in Term 2, Year 6 families in Term 3 and Year 2 and Year 5 families in Term 4. These workshops took place either in person or Online over the course of the year.

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 begins with Prayer/Christian Meditation in each classroom
- Staff were rostered to lead prayer at weekly staff meetings
- Advent Morning Liturgies were held during Advent in Term 4, where students of each year level were rostered to lead a new week of prayer during the Advent season for the whole school community
- Our St. Leonard's Feast Day, ANZAC day, feast of St. Mary Mackillop, Assumption, Remembrance Day, NAIDOC Week liturgy, Holy Week and Advent prayers and liturgies 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.
- 2022 had a return to an in-person Easter whole school paraliturgy. This liturgy led by students in each year level allowed the community to understand the Holy Week story in a meaningful and engaging way.

The Sacraments

- School based Sacramental program - Celebration of sacraments; Reconciliation, Eucharist and Confirmation were celebrated in 2022.
- Family faith nights were also held for Year 2, Year 5, Year 3 (Reconciliation), Year 4 (Eucharist) and for Year 6 (Confirmation).

Social Justice

- In order to build student capacity to link their learning in Education in Faith with their everyday lives a different year level was rostered on each term to lead the school in a social justice action/awareness. Students were therefore involved in providing ongoing support for various agencies eg. Caritas Australia during their Lenten Project Compassion campaign.
- A "Vinnies Appeal" initiative was held in Term 2 and Term 4 where students were rostered on to lead the school in social justice awareness for both the Winter ('Wear Your Winter Woolies') and Christmas appeals.
- Catholic Mission Month 'Socktober' events held during Mission month of October.

- Once again in 2022 St. Leonard's Primary School was involved in the 'Assist a Student' Program through St. Vincent de Paul. 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.
- St Vincent de Paul food drives held in both 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 assemblies and also met with the principal and RE Leader on a regular basis to discuss social justice initiatives and ideas for making the school community aware of both local and global issues eg. ANZAC day, Legacy & Remembrance Day badge sales.

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.

We continued to build student capacity to link their learning in Education in Faith with their everyday lives.

Learning and Teaching

Goals & Intended Outcomes

Goals

To increase the 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.

Achievements

Successes in Learning and Teaching during 2022 were:

- A focus on assessment and data collection to drive teaching and learning

Throughout 2022 we had a focus on using assessment to guide our teaching and learning and track growth. Our Term 1 closure day had a focus on the different types of assessment and how we can use these assessments for different purposes. We spent time developing our data plan that outlines the assessments that need to be completed at different times of the year and we had time to work in teams to create assessments for use in Term 1.

Many maths professional learning team meetings (PLTs) were spent creating and analysing pre and post assessments for units of work. New assessments were introduced throughout the year with the Prep level trialling the Mathematics Online Interview (MOI) and the 3-6 levels began using the Place Value Assessment Tool (PVAT).

Phonics ongoing assessments were introduced and used to track phonics development from term to term. These were unpacked in literacy PLTs and used to set goals for students.

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 for students at risk in Literacy and Numeracy through the Reading and Mathematics Intervention programs.

- Setting goals to improve place value knowledge

Our Maths PLTs in Term 3 and 4 focused on place value. We used the data from our pre and post assessments, the MOI and PVAT to set goals to help fill gaps in place value knowledge from Prep to Year 6. Each class added place value tasks, tool sessions and games to their programs to help reinforce and build some of the gaps in place value knowledge identified through the assessments.

- Collecting attitudinal data around mathematics

A survey was conducted from Prep to Year 6 to gather data around our students' attitudes towards mathematics. Staff analysed this data and used it to set goals for their students. We also looked at the data from a whole school perspective to help us build a picture of how our students view mathematics across the school.

Some interesting results included:

94.1% of students enjoy learning mathematics.

92.5% of students can see that mistakes help us learn.

92.5% of students think they are good at maths.

71.8% of students like to be given the exact steps to follow.

82.4% of students think they can learn from their peers.

Only 7.1% of students give up when something is too hard.

- The Tutor Learning Program was implemented for Literacy and Numeracy

In 2022, we were able to run an eight-week tutor learning program. Four weeks focused on mathematics and four weeks focused on literacy. Our maths program had an intensive focus on place value knowledge and was based on our PVAT data. The results showed great improvement for most students involved. Our literacy program focused on phonics knowledge. Students involved increased their phonemic and phonological awareness skills.

- Participating in the Mathematics Sequences of Learning Program

Our Prep - Year 2 teachers and the Numeracy Leader were involved in the Maths Sequences of Learning Program run by Melbourne Archdiocese Catholic Schools (MACS). Through this program teachers learnt about using challenging problems as the basis for maths lessons that

allow students to think critically about mathematical concepts. Each problem is launched to the whole class in a context that suits the class. Students then have the opportunity to explore the problem independently. This time should allow students to experience productive struggle. Students should not be able to immediately solve the problem, they should have to work through problem solving strategies. After this time students can work collaboratively with their peers on the problem. There are also options for students to take a helpful hint or an extending prompt. These prompts help students either enter the task if it is too challenging or to extend their thinking if they have solved the problem. Hands-on materials are encouraged as they assist students to work through the problem. The most important part of this process is the summarising stage. Students share their work with the class and the teacher draws out the most important concepts from the problem. Strategies are identified and unpacked. In the next session teachers provide students with a consolidating task to allow students to use the skills they have learned in the preceding lesson.

- Working with Michael Minas on Mathematics

In addition to the Maths Sequences of Learning Program we worked with Michael Minas in a coaching role. On August 18th we had a whole school closure day with Michael to unpack using challenging problems with the whole staff. This enabled the Junior teachers to build on what they had learnt in the Maths Sequences of Learning Program and the Year 3-6 teachers to learn about the challenging problem model. We looked at the benefits of teaching this way, worked through a range of problems for different year levels and unpacked them in teams. Then we looked at the structure of a lesson and talked about how productive struggle fits in. We explored some warm up games and their purpose and looked at collaboration and its importance in maths. We explored strategies for differentiation and how this method of teaching maths can cater for all abilities using enabling and extending prompts. Teachers were also given time to plan a lesson using this model.

The second part of our work with Michael involved two coaching days. On these days Michael worked in classrooms and modelled lessons for the teachers to observe. Teachers then had time to meet with Michael to discuss and unpack the lesson. As a result of these days staff were able to create some goals for their level, add to their lessons and implement some key changes to their current models of teaching maths.

- Participation in the Melbourne Archdiocese Catholic Schools (MACS) Learning Fair

As part of our work with Dr Lyn Sharratt on school improvement we participated in a Learning Fair with approximately 60 other schools. Our work on challenging problems in mathematics was presented and well received. We were then asked to present our work to the Mathematics Leaders Network.

- Professional learning for staff on the PLD phonics program and implementation of the program

PLD is an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators and is aligned with the Science of Reading. PLD's SSP approach extends from the junior primary years through to upper primary years and facilitates a whole school approach. All teaching staff were trained to use this approach and our lesson structures for literacy were updated to include phonics lessons based on the program.

- Phonics ongoing assessments were introduced to determine areas for improvement and growth

As part of the implementation process for the PLD program we have introduced ongoing phonics assessments. These assessments are completed each term and used as a basis for our phonics learning and teaching.

- Professional learning through writing moderation

All teaching staff participated in professional learning and collaborative dialogue around writing moderation. Sample NAPLAN pieces were used to unpack key criteria used when writing narratives. Teachers were asked to score the sample pieces using the NAPLAN criteria and then compare their scores with the actual scores given by NAPLAN assessors. Students in Prep to Year 6 completed a writing piece based on the same stimulus. Teachers were then able to moderate these pieces of writing based on the NAPLAN criteria.

- Professional learning through whole school closure days

Term 1 - formative and summative assessment

Term 2 - the 10 characteristics of prayer

Term 3 - using challenging tasks in maths

Term 3 (extra closure day endorsed by MACS) - planning for RE, Inquiry and Social Emotional Learning

Term 4 - assessment and reporting

- A focus on STEM (Science, Technology, Engineering and Mathematics)

We continued supporting STEM initiatives with the STEM/Digital Technologies coaching role. STEM programs were developed and implemented that included a focus on cyber safety, designing STEM challenges that solved a problem, student groups (engineering, podcasting, coding), and teacher professional learning.

Cyber safety was a big focus for the year with online incursions booked for each year level every term and a face to face incursion in Term 3. The STEM coach worked with teachers to run a cyber safety workshop with each class.

Our school participated in the STEM MAD showcase run by MACS. The Year 5/6 students had to design a prototype for a product that could make a difference to our world. A voting process was used to select a group of four students who represented our school. The design was then submitted to the STEM MAD team at MACS and we were selected to attend the event. Our school was awarded the Curators Award and were asked to participate in the national STEM MAD showcase.

Three staff participated in the STEM for Humanity professional learning offered by MACS in conjunction with Melbourne Zoo. The focus was on designing rich STEM tasks for students that can help make a difference in our world.

- 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 once again achieved high student registration for the Premier's Reading Challenge. We held a Book Day celebration where students dressed up as their favourite characters and completed a range of engaging activities.

Italian

Our students continued to have weekly Italian lessons. These lessons were engaging and students learnt about Italian culture as well as how to speak Italian.

Physical Education and Sport

Our Physical Education program was very successful. Students participated in weekly lessons as well as the following activities and events:

- Twilight Sports
- Two week swimming program
- Year 5/6 interschool summer sports
- Year 5/6 interschool winter sports
- District tennis
- Interschool cross country
- Footy day

Visual Art

The students created many forms of art throughout 2022 that culminated in the St Leonard's Down Under Art Show. They created some amazing art work and the Art Show was a huge success.

Performing Arts and Music

A range of private music lessons, including guitar, keyboard, drums and voice training, were held throughout the year. Our students were involved in exciting performing arts lessons that focused on singing, dancing, acting and public speaking. The Junior and Senior choirs were able to practise weekly and perform for the school community.

Other Achievements

- The St Leonard's Down Under Art Show was a huge success
- NAPLAN was successfully completed online
- ICAS was offered to students in Year 2-6
- Camp Rumberg was a huge success
- The swimming program for 2022 was held in February as the past two years had been cancelled

- Leadership attended professional learning with Lyn Sharratt and Simon Breakspear on strategies and tools that can be used to guide improvement
- Leadership worked through school improvement documents to create plans for successfully achieving our goals
- Teachers and learning support staff completed an Annual Review Meeting process
- The Learning and Teaching Leader facilitated planning sessions with levels throughout 2022 to support teachers to plan sequences of learning in Mathematics and English based on student needs.

STUDENT LEARNING OUTCOMES

Despite the lockdowns and remote learning program in 2020 and 2021, our 2022 NAPLAN data has remained strong. The 2022 NAPLAN results highlight that 100% of our Year 3 and Year 5 students met the minimum standard in all areas of the curriculum that were assessed: Reading, Writing, Grammar and Punctuation, Spelling and Numeracy.

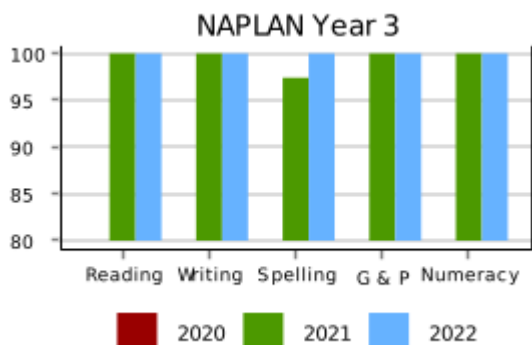
Our strong intervention processes enable us to assess students, set targets and modify programs to meet the students' needs. Our assessment schedule, implementation and analysis of data with staff, enables us to set targets along a short, medium and long timeline using formative and summative assessments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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 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	-	97.4	-	100.0	2.6
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	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
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

Goals

To connect and empower the community in supportive learning partnerships.

To develop resilient and animated learners.

Intended Outcome in Student Wellbeing in 2022 were:

Staff will have increased knowledge of student voice and agency.

Staff will have developed a formalised process of behaviour management.

Staff will have implemented the action plan for the Respectful Relationship Program.

Achievements

Successes in Wellbeing during 2022 were:

- Social and Emotional Learning (SEL) units were prioritised and reconstructed during planning times to reflect the needs of the students returning to a more normal school year.
- School programs were modified to ensure mental wellbeing became the focus upon returning from restrictions and lockdowns.
- A whole-school Wellbeing survey was conducted and analysed to keep track of how the students were coping with the return to school after restrictions and lockdowns.
- The school psychologist Erin Sinclair continued to provide valuable support to students, parents and staff.
- The School Chaplaincy program continued throughout 2022, with the focus being on Art Therapy for identified students. The Chaplain also provided valuable support to teachers with students finding the return to school difficult.
- The Respectful Relationships program was embedded in SEL planners.
- School-wide Expected behaviours were developed, in consultation with the students and based on Positive Behaviour Support.
- 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 2022.
- The use of the Wellbeing Centre continued to be instrumental in supporting the community and students upon the return to school after restrictions and lockdowns.
- 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.

- The school gradually increased a return to onsite meetings with families for Parent Teachers Interviews, PSG's etc while still offering online options for families who said this was their preference.
- 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 through the tutoring program.
- Prep students and Year 1 students underwent an intensive engagement program to ensure they were all familiar with each other for when they were mixed in 2022. This initiative was implemented in 2021 and continued in 2022.
- The implementation of the tutoring program to assist students affected by the pandemic.
- Student leadership opportunities continued to be extended to include Art, Italian and Choir Leaders.
- 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.

VALUE ADDED

- The Art Show showcased the students' art pieces and provided the opportunity for the community to come together and celebrate the students' learning.
- In Term 3 the school undertook a whole school excursion to Healesville Sanctuary, supported by some funds contributed by the PFA. This marked a sense of change and a feeling that we were returning to normal pre-covid conditions. It enabled students to learn about Australian animals as motivation for their art pieces for the Art Show.
- Our Twilight House Athletics, Colour Run on St Leonard's Feast Day, Christmas Concert, Prep Nativity, Harmony Day and Year 6 Graduation were hugely successful events held to bring the community together.

STUDENT SATISFACTION

Student satisfaction results from the MACSSIS 2022 (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 many domains. The survey was completed by 111 Year 4-6 students.

The only slight decreases were in the areas of social and learning climate and the extent to which students feel they have opportunities to have an impact on their school.

The domains of the highest positive endorsement were:

- Student perceptions of the Catholic identity was 5% higher than the MACS average.
- Student perceptions of the strength of teacher-student relationships was 2% higher than the MACS average.
- Student perceptions of their mindset about themselves as learners was 1% higher than the MACS average.
- Student perceptions of how much students perceive themselves to be valued members of the school community was 2% higher than the MACS average.
- Student perceptions about their access to and quality of staff support in order to feel connected, safe and respected while at school was 1% 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.8%
Y02	88.5%
Y03	89.0%
Y04	85.8%
Y05	89.4%
Y06	87.3%
Overall average attendance	88.0%

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

Strong Commitment

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 safety.
- All year levels conducted regular cyber safety presentations for 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

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

Staff Positions of Leadership and Empowering Others

A major success during 2022 was staff learning and teamwork. Despite the constant changes and uncertainties of the year, the domain of professional learning saw the strongest improvement and this is a credit to the school leadership Team. Our school theme of Count on Me 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.

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 during the year. Angela Foale (Prep), Daniel Cotesta (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 focused on modelling best practice, with explicit agendas and using contemporary tools and strategies. An important role of the Leadership Team was to be in classrooms to keep in touch with current teaching practices. A goal for the Leadership Team was 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. 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.

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.

Putting the Learning First

I would like to thank our Leadership Team, particularly our Deputy Principal and Teaching and Learning Leader, Aimee Gale who has collaborated closely with staff in designing a dynamic, contemporary and engaging curriculum for the students. In another challenging year at St Leonards, Aimee has been instrumental in keeping a focus on teaching and learning. Lyn Nelson went on leave in Terms 3 & 4 and decided to reduce her hours by working at another school in 2023. We are extremely grateful to Lyn for her outstanding leadership and for all she contributed to our school over 30 plus years. A huge thanks must go to Lora Tomasiello for her 18 years on the School Leadership Team, leading Religious Education. Lora has been extremely thorough and consultative, working with many families to organise sacraments and faith evenings and ensuring that we have a contemporary curriculum and pedagogy.

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 2022, we were in Year 2 of the School Improvement Cycle. In light of COVID, we created and subsequently modified our Annual Action Plan targets and key strategies for school improvement.

At the beginning of the year, the role of the Leadership Team and of the Level Leaders continued to be focused 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 what we did, with excellence. This is reflected in the key actions achieved and not achieved in the Annual Action Plan (see table below.)

Much of our strategic planning of meetings, school closure days and professional development opportunities designed to meet the outcomes of the 2022 Annual Action Plan, were modified or adapted as students and staff re-learned how to be at school, reconnected relationships and worked through the changes in staff and roles.

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

By the end of 2022 religious leadership opportunities for all members in our school will be developed.

Key Actions Achieved	Key Actions Partially Achieved	Key Actions Not Yet Achieved
Revisit elements of prayer eg.Christian meditation and imaginative contemplation Deepening staff understanding of prayer through professional learning RE Leader coaching: leading staff to write prayer and form liturgies Level liturgies linked to termly social justice led by each year level (encourage parent involvement)	N/A	N/A
Additional Achievements	Refine planning processes Build capacity and consistency in assessment, moderation and reporting	

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

By the end of 2022, teachers will increase their ability to screen and interpret students phonics skills and plan and implement targeted class and point of need teaching.

By the end of 2022 teachers will increase pedagogical knowledge in the sequential learning of maths concepts.

	Key Actions Achieved	Key Actions Partially Achieved	Key Actions Not Yet Achieved
Phonics	Implement pre and post termly assessments (PLD synthetic phonics) Parent information session to support home school learning partnerships (focus phonics)	Increase the use of formative assessment to guide planning Trial bump it up walls to support independent learning in writing	Trial use 'faces on the data' with target classes to track growth and guide planning
Mathematics	Unpack the Investigation/ Exploration stage of the lesson Embed activating prior knowledge tasks at the start of each lesson Unpack the summary of the lesson Co-construct a sequence of	Teachers provide instant feedback on the success criteria in target concepts	

	learning for one concept in maths e.g. addition		
Additional Achievements:	<ul style="list-style-type: none"> • MSoL project - using challenging problems in P- Year2 • Michael Minas PL/Coaching around challenging problems P-6 • Goal setting around Place Value • Tutor learning program - place value 3-6 		

In Priority 3, Learning Partnerships, our goal was:

By the end of 2022 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
<p>Deepen learning partnerships through DreamSpace exhibitions of learning / outside or online</p> <p>Encourage the use of prompting questions for parents and visitors to develop a deeper feedback on student work.</p> <p>Encourage parent engagement through Zoom Information Evenings in Term 1 and 3 and written information.</p> <p>Increase parent involvement in faith nights and introduce involvement in school online or outside liturgy</p>		<p>Encourage the use of prompting questions for parents and visitors to develop a deeper feedback on student work.</p>

<p>Online and outdoor assemblies</p> <p>Art Show/ interactive with QR codes with prompting questions</p> <p>Develop deeper student engagement through STEM groups</p>		
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In Priority 4 Voice and Agency, our goal was:

By the end of 2022 staff will have increased knowledge of student voice and agency.

By the end of 2022 we will have developed a formalised process of behaviour management.

By the end of 2022 we will implement the action plan for the Respectful Relationship Program.

Key Actions Achieved	Key Actions Partially Achieved	Key Actions Not Yet Achieved
<p>Develop Child Safety Team</p> <p>Investigate options for behaviour management programs</p> <p>Key staff attend professional learning</p> <p>Link between planning, teaching, assessment and reporting</p>	<p>Develop behaviour management processes</p> <p>Incorporate Respectful Relationships into Social and Emotional Learning scope and sequence and used to plan learning</p>	<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>

The Learning Collaborative

In 2022, all professional learning in the Eastern Region of MACS went under the title of 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 focusing 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 focused the work of our leadership Team by introducing Impact Canvases and Rapid Action Plans, for strategic thinking.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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 2022 was approximately \$22,300. This figure is made up of staff development costs and casual relief costs. The combined time equivalent for each of 39 staff members adds up to 25.41 full time employees F.T.E. (full time equivalent). Based on 25.41 the professional development expenditure averaged out to \$877.57 per person.

First Aid Training - Re accreditation
First Aid Training - Anaphylaxis
East Central Primary Principals Network
Diabetes Australia Diabetes Education
Regional Library Network
Regional Literacy Network
East Central Deputy Principal Network
Religious Education Leader Network
Student Wellbeing Leaders Primary Network
MACS Principal & Administration Briefings
Maths PL Michael Minas (online, whole school and coaching days)

Maths Sequence of Learning (ongoing PL throughout the year)	
Religious Education - Pedagogy of Encounter	
Religious Education - Rich Assessment & Moderation	
Religious Education - Engaging Your Faith	
Sponsored Study- Religious Education Accreditation	
Play is The Way - P-2 Social & Emotional Learning	
STEM for Humanity	
School Improvement Learning Collaborative Network - Strategic Planning and Action	
Mentoring Graduate Teachers: Leading a Learning Culture	
Teaching Children on The Autism Spectrum - Sue Larky	
PLD- Teaching Synthetic Phonics	
ZART Art	
Art Through Multimedia	
Number of teachers who participated in PL in 2022	39
Average expenditure per teacher for PL	\$878

TEACHER SATISFACTION

Teacher satisfaction results from the M.A.C.S.S.I.S. 2022 (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 2022 was 78% compared to the MACS average of 67%. These results are based on the responses of 29 staff compared to the responses of 33 staff in 2021.

With the uncertainty and constant change brought on by COVID 19, these results demonstrate that we have an effective and high performing school.

- Student Safety- perceptions of student physical and psychological safety when at school was 6% higher MACS school average.
- School Climate - perceptions of the overall social and learning climate of the school was 17% higher than the MACS average.
- Staff - Leadership Relationships - perceptions of the quality of the relationships between staff and members of the leadership team was 7% 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 was 7% higher than the MACS average.
- Feedback - perceptions of the amount and quality of feedback staff receive was 15 % higher than the MACS average.

- School leadership - perceptions of the school leaderships effectiveness was 7% higher than the MACS average.
- Staff Safety - perceptions of staff safety was 15% higher than the average in MACS schools.
- Psychological Safety - How safe it feels to take risks and mistakes in this school was 12% higher than the MACS average.
- Professional Learning- perceptions of the quality and coherence of professional learning opportunities was 24% higher than MACS schools.
- Collaboration Around an Improvement Strategy was 5% higher than the MACS average.
- Collaboration in Teams - how well teachers work together in teams to improve teaching and learning was 13% higher than the MACS average.
- Support for Teams - teacher's perceptions of how well school leadership sets the conditions for teams to collaborate effectively was 10% higher than MACS schools.
- Collective Efficacy - teacher's perceptions that staff at the school have what it takes to improve instruction was 11% higher than the MACS average.
- Catholic Identity - teachers' perceptions of the faith leadership of the principal and of the particular dimensions of Catholic identity in school life was 10% higher than the MACS average.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.2%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.1%
Graduate	10.5%
Graduate Certificate	5.3%
Bachelor Degree	78.9%
Advanced Diploma	26.3%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	16.6
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	9.8
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals

Give parents greater opportunities to engage with student learning at a deeper level.

Intended Outcome in Community Student Wellbeing in 2022 were:

- Deepen learning partnerships through DreamSpace exhibitions of learning
- Encourage parent engagement through Zoom Information Evenings in Term 1 and 3 and written information.
- Increase parent involvement in faith nights and introduce involvement in school online or outside liturgies.
- Hold online and outside assemblies
- Hold an outside Art Show/ interactive with QR codes with prompting questions

Achievements

Achievements

Assemblies

Whole school assemblies returned in 2022. These assemblies continued to connect and engage with the community. The return to class run assemblies helped to highlight student voice and allowed more freedom of expression.

STEM Projects

Throughout the course of 2022 the students across the school undertook Stem Projects at home. They were encouraged to involve their parents in these projects. These projects were then exhibited and parents were welcomed back into the school to engage with these projects.

Parent Support Group (PSG) Meetings

In person, PSG meetings returned in 2022 allowing parents to engage with student's learning and ask questions to better cater for their children and support them when they are at home. Online meetings allowed parents who were still uncomfortable or unable to attend in person, to still take part in this important process.

Religious Connection

The Prep Nativity and the Christmas Concert are very popular annual events in the lead up to Christmas and were attended by the parents and wider community in high numbers. Our End of Year mass had a wonderful feeling of connectedness as we felt gratitude for all we had achieved in 2022.

Special Events

To enhance a sense of connection and community, we had many other special online community events such as the AFL Victoria Community Series - St. Leonard's Primary. This event allowed students to interact with members of our wider community and make some new connections to groups they had missed over the previous few years.

The Father's Day Breakfast returned in 2022 and was well attended by many the fathers and male role models from our community.

The Book Week event engaged families through a construction of STEM inspired special hats.

The Footy Day and parade involved the whole school enjoying time together and many parents also attended the event.

Our whole school excursion to Healesville Sanctuary improved our sense of connectedness as a community and set the children up with observations and ideas for their art show work.

The Lifesaving Victoria excursions to the beach were planned to teach the students vital water safety skills in the ocean. The Prep-Year 2 excursion proceeded, but due to bad weather, the Year 3-6 excursion was held at school.

Art Show

The art show, St Leonard's Down Under, was attended in high numbers when it was open to the public after school and on Sunday after mass. The biannual event had a triumphant return after it had been called off due to the COVID restrictions. The event took place in the School Hall and was the culmination of the whole school's artwork from the first semester. The wider school community played a role in the setup of the day. The event was well attended, and the community was able to not only view the art work but also interact with it thanks to the use of QR codes on each of the class pieces.

Twilight Sports

The Annual Twilight Sports were held at Central Reserve in November. The event was held on the grass athletics track in Central Reserve, Glen Waverley between 4:30 and 6:30 pm. Many parents and relatives came to watch the students and some parents participated in races. After strong athletics competitions and novelty events, the winning colour team was Gold House.

Year 6 Graduation

The Year 6 Graduation Ceremony was one of the special events at the school. In 2022 the traditional celebration, held in the Community Centre was again possible after the 2021 restrictions. A parent committee was able to organise the event with the support of the school. The students were able to make formal speeches and have dinner with their parents. The parent's chose the theme of 'Graduation Fiesta.' The parents gave the students an atmosphere of fun, laughter and socialising, as they danced, and enjoyed eating paella and desserts made by a parent. It was a fantastic send off to a group of students and a return to the traditional send-off.

Parents' and Friends' Association (PFA)

The Parents' and Friends' Association's dual purpose of building community and raising funds, was fulfilled in 2022 thanks to the leadership of Mandy Hjorth, the president. After years of

Covid restrictions, the PFA flourished by bringing people together and making considerable funds to support the school to buy items of need.

PFA Achievements to build community and raise funds for the students.

<ul style="list-style-type: none"> • Bakers Delight Hot Cross Bun Drive 	<ul style="list-style-type: none"> • Sausage Sizzle 	<ul style="list-style-type: none"> • Special lunches e.g. sushi, pizza
<ul style="list-style-type: none"> • Easter Hat Parade and Raffle 	<ul style="list-style-type: none"> • Hot Dog lunch as part of Footy Day 	<ul style="list-style-type: none"> • Vision Portraits
<ul style="list-style-type: none"> • Cookie Dough Drive 	<ul style="list-style-type: none"> • Colour Fun Run 	<ul style="list-style-type: none"> • Christmas Stall
<ul style="list-style-type: none"> • Cake Raffle Fridays 	<ul style="list-style-type: none"> • Mother's and Father's Day stalls 	<ul style="list-style-type: none"> • Link Advertisements
<ul style="list-style-type: none"> • Zooper Dooper Wednesdays 	<ul style="list-style-type: none"> • Father's Day breakfast 	<ul style="list-style-type: none"> • Second Hand Uniform sales
<ul style="list-style-type: none"> • Election Day BBQ 	<ul style="list-style-type: none"> • Refreshments at the Art Show 	<ul style="list-style-type: none"> • Christmas Drive

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

- Contribution to the Healesville Sanctuary Excursion
- Contribution to Year 6 Graduation
- Ongoing support paying for transport to and from interschool sporting events
- Playground Game Line Marking

Also, a commitment to purchasing new Prep furniture and shade marquees.

Kid's Club

We thank Andrew Senn and the fantastic group of parents on the Kid's Club Committee who were able to offer a great experience for the children and parents of St. Leonard's through the Kid's Club's activities. Over the past few years the Kid's Club were often able to run community activities that the school was unable to due to restrictions, such as movie nights, dinners, picnics, barbeques, guest speakers. During the challenging past few years, Kid's Club provided

a support for the mental health and sense of friendship and community for those who attended the events. On the advice of MACS, the name St Leonard's had to be taken from the name, and therefore it officially ended at the conclusion of 2022. The future of a Kid's Club or another form of community engagement that runs separately to the school, is yet to be determined.

PARENT SATISFACTION

Parent satisfaction results from the MACSSIS 2022 (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 6 of the 7 domains. The overall school positive endorsement in 2022 was 74% compared to the MACS average of 69%. These results are based on the responses of 84 families, an improvement from 31 responses to the survey in 2021.

- The domain of family engagement, the degree to which families are partners with their child's school was 6% higher than the MACS school average.
- The perception of School Fit, families' perceptions of how well a school matches their developmental needs was 10% higher than the MACS school average.
- School Climate - Families' perceptions of the school and learning climate at the school was 7% higher than the MACS school average.
- Student Safety - Families' perceptions of student physical and psychological safety while at school was 7% higher than the MACS school average.
- Communication - The timeliness, frequency and quality of communication between the school and families was 11% higher than the MACS school average.
- Perceptions in the domain of Catholic Identity, families' perceptions of and engagement with the overall Catholic identity of the school increased from 66% in 2021 to 69% in 2022. It was 5% higher than the MACS average.
- Perceptions in the domain of Barriers to Engagement, factors that can hinder a family's interaction or involvement with their child's school, decreased from 65% in 2021 to 62% in 2022. It was 4% lower 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.