



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### **St Leonard's School**

349 Springvale Road, GLEN WAVERLEY 3150

Principal: Robert Horwood

Web: [www.leonardsgwav.catholic.edu.au](http://www.leonardsgwav.catholic.edu.au)

Registration: 1596, E Number: E1217

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## Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 30 May 2025

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## About this report

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St Leonard's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### 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.

### Values & Beliefs

- We believe that God is the centre of our faith, life and existence and that our words, actions and curriculum should reflect the teachings of the Gospel.
- We aim to provide a learning environment, which is friendly, welcoming and secure, where children, parents and teachers work in unison to support and nurture each individual. We endeavour to provide educational resources and physical facilities, necessary to enhance this learning environment.
- We value each individual within our school community and commit ourselves to assist and challenge them to realise their spiritual, intellectual, emotional, social and physical potential. We strive to contribute to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future.
- We acknowledge that learning is a perpetual process that continues throughout one's life. We offer our children and staff an environment in which learning is embraced and celebrated.
- We acknowledge the role of parents as the prime educators of their children and encourage collaboration of parents and teachers in the development of each child.
- We believe that teachers are role models who are called upon to provide rich opportunities for students to become effective learners, to develop skills and strategies and to competently manage the different learning disciplines.
- We value the rich cultural and social diversity that exists in our society and encourage students' greater understanding, tolerance and acceptance of others.
- We believe that we are called to care for all in our community and support the concept of social justice through our promotion of the Gospel values.
- We commit ourselves to a learning environment that is technologically and academically progressive by providing the opportunity to experience success in the pursuit of excellence.
- We appreciate that our school is an integral part of the St. Leonard's Parish community and encourage children and their families to participate and contribute to the life of our parish.
- We affirm the school's adherence to the principles and practices of Australian democracy, including a commitment to: elected Government; the rule of law; equal rights for all before the law; freedom

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## School Overview

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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 266 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.



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## Principal's Report

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### 2024 High High Hopes

In 2024, our vision of 'Aspiring to Excellence,' again underpinned our work and was reflected in our outstanding spiritual, academic, social, emotional and physical development. Our strong wellbeing and learning diversity programs included termly meetings with parents, structured intervention learning in English and Mathematics as well as a tutor learning program for those students who had struggled through covid. We are proud of our outstanding school based testing results and NAPLAN results, which were a result of the efforts of students, staff and parents working together to develop the infinite potential of every student.

In February 2024, Melbourne Archdiocese Catholic Schools (MACS) launched its Flourishing Learners position statement, Vision for Instruction, with twin fundamental goals: excellence and equity. As a key part of our MACS 2030 strategy, this approach will help us achieve our vision that every student is inspired and enabled to flourish and enrich the world, regardless of their background or circumstances. The new MACS pedagogical approach, underpinned by the Science of Learning, has acted as a guiding beacon to our staff and formed the basis of the professional learning for the year.

In 2024, our whole school theme was, 'High High Hopes.' The theme reflected our focus on harnessing the voices, interests and ideas of the students to be active and confident learners and to stand up for what's right and make a difference to our world. The theme followed the points from the Big Life Back to School Manifesto:

I'm ready for the most amazing learning journey yet  
Mistakes will be my stepping stones to success.  
Curiosity will be my key to learning  
I'll welcome new friendships

This year I will think bravely, grow everyday be proud to be me  
Our Catholic mission of faith calls for us to be strong, visionary leaders. Parish priests and principals hold distinctive roles of leadership in their parish and school communities, and therefore it is essential that they work collaboratively to ensure that the relationship between parish and school is central to providing the religious leadership necessary for the success of the mission. (MACS Working Together in Mission 2021, p.8) This statement summarised the nature of our partnership with Father John Dowling. Our weekly meetings and Father's attendance at SAC meetings meant that he was, again, an integral part of our school. Father John led us to develop and enrich our prayer lives and took a prominent role in the formation

of the children as they received the sacraments. The sacraments were supported by faith nights for students and their parents to pray, learn and connect. The sacraments were special opportunities for the students and their families to grow closer to God. The school nurtured a strong connection to the Parish as they supported us through worship, liturgy, sacraments and outreach. Particularly pleasing was to see the students linking their actions in social justice initiatives in developing their Catholic worldview.

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 a year of changes at St Leonard's, Aimee was instrumental in keeping a focus on teaching and learning, ensuring high standards and providing a rich and diverse curriculum that encouraged a love of learning.

The success of our school can largely be attributed to all the dedicated and hard-working classroom teachers, specialist staff and learning support staff. It is their relationships with the students and their families that makes a difference. I am very grateful for the staff's constant professionalism, skill and commitment to achieving learning growth for all students. A highlight for school staff included one teacher's successful completion of the second year of a Masters of Mathematics, another staff member completing a Certificate 4 in School Chaplaincy and Pastoral Care and another commencing a Masters in Autism Studies. Our partnerships with allied health professionals was key to fostering growth in all students.

In 2024, we again encouraged our students to flourish, celebrating their many talents and engaging in the opportunities provided by our rich curriculum. Suzan Atyimas led the school to create our Emerald Dreams art show which was one highlight of 2024. The show drew on the story of the Wizard of Oz and culminated in a spectacular art show with a yellow brick road, ruby slippers and the characters of the movie, such as Dorothy, Toto, the scarecrow, tin man and cowardly lion made by the students. One of the most popular exhibits was the innovative glow in the dark tent, complete with an emerald city, glowing sculptures and drawings.

In a very exciting new initiative for St Leonard's, the Year 3-6 students had an opportunity to join the Wakakirri Dance Story Competition in 2024. We thank Mrs Ellis for her passion to give the students this wonderful, vibrant and colourful learning experience, which culminated in a very engaging performance at the Frankston Arts Centre. The students and Cathy received positive feedback from the judges and won many awards. The confidence with which

the students and staff danced, sang and spoke on the microphone to a large audience was inspirational.

Another highlight of 2024 was the STEM MAD Showcase, designed to acknowledge and promote STEM learning initiatives that address real-world problems and demonstrate how students in Catholic schools take action that matters. We were proud to announce that our school representatives presented their Healthy Bird House project for this year's showcase at the Catholic Leadership Centre, as part of the STEM MAD Showcase. Although they did not win an award the merits of the thinking behind the project were acknowledged by the hundreds of visitors and the judges.

Our many achievements are not possible without the support of our parent community. I thank the School Advisory Council for supporting and giving advice to Father John and myself. Their perspectives assist us to achieve the best possible school for the students. Highlights included the Welcome Barbeque on our newly turfed oval. In an effort to increase our schools inclusivity and to learn more about our rich multicultural community, the CCCV Lion Dancing Troupe dazzled us with their performance. Our Welcome BBQ brought our community together on a warm evening to enjoy meeting and chatting to others and watching our student initiated High Hopes dancers who gathered all students in attendance to sing and dance to our theme song in such an uplifting way. The School Advisory Council assisted the school to prepare for the school review. They looked at MACSSIS data and tracked our progress with the Annual Action Plan and NAPLAN results, as well as keeping abreast of policies and MACSSIS surveys. A special thanks to Ruwan as our St Leonard's Parish Education Advisory Board Chairperson. Ruwan represented our school at a dinner for School Advisory Chairpersons.

The Parents' and Friends' Association dual purpose of building community and raising funds, was fulfilled in 2024 thanks to the leadership of Christina, our PFA President, the executive, class reps and general members. At the beginning of 2024 we opened the school oval which had been transformed with new drainage, turf and reticulation infrastructure. Again the PFA flourished by bringing people together and making a considerable profit. The PFA supported the school to purchase netball rings, soccer goals and a contribution towards the interactive screen in the Performing Arts room. They also continued their contributions to the oval maintenance, to the Year 6 Graduation and transport to and from inter school sport tennis finals. The events coordinated by the PFA kept the community feeling connected. The innovations in 2024 being the Grandparents & Special Friends' Day morning tea, the Halloween Disco and the BBQ at the Twilight Sports.

In any school it is the relationships between people that make the biggest difference. The year 2024 will be one that we will never forget due to the supportive, 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

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goal

To cultivate a renewed and inclusive Catholic identity

#### Intended Outcome

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

### Achievements

#### Staff Professional Learning

- Service projects, such as, Project Compassion and Vinnies Winter Appeal were integrated into Religious Education units and class discussions. This allowed students to apply their faith to real-world situations and develop social justice awareness.
- Staff aimed to weave aspects of Catholic teachings into curriculum areas beyond religion. This helped students make connections between their faith and other subjects, fostering a well-rounded understanding.

#### Faith Community

- The school acknowledged and celebrated the diverse backgrounds and cultures within its community, while welcoming all to participate in Catholic traditions.
- Family Faith Nights offered opportunities for parents and children to participate in faith focused experiences together. Workshops were tailored to specific year levels, fostering growth within families.
- The Faith Night Workshops provide a safe space for open discussions about faith and spirituality, allowing families to explore their beliefs together.
- Meaningful celebrations, such as, "Prayer of the Air" liturgies aimed to involve all students and connect the school community to the wider community beyond the school. Using Google Meet and Zoom have a wider reach in connectedness.
- Catholic traditions and holidays were celebrated in an engaging and inclusive way, with elements that resonate with families of all backgrounds. School-wide Masses and Easter parades encourage participation from the whole community.

#### Prayer

- Dedicated prayer spaces were available in all classrooms, and prayer is incorporated into the daily routine for both students and staff.

- During Lent, a "Prayer of the Air" initiative involved different classes leading prayer for a week each throughout the Easter season.
- Student Liturgy Captains played an active role in school liturgies and prayer services, leading prayers, assisting with organisation, and involving families and the wider community.

### **The Sacraments**

- The school offered a school based Sacramental program with celebrations of Reconciliation, Eucharist, and Confirmation. This program was in partnership with the parish and most importantly the families. Family faith nights were held to build these partnerships and support these milestones (Year 3 - Reconciliation, Year 4 - Eucharist, Year 6 - Confirmation).

### **Social Justice**

- To build social justice awareness, different year levels took turns leading school-wide initiatives throughout the year. Students actively participated in supporting various agencies like Caritas Australia through Project Compassion and local organisations through food drives.
- A "Vinnies Winter Appeal" and "Christmas Apples" was held in June and December where students were encouraged to follow Jesus's message of brotherhood and bring donations of food for people in our community who are less fortunate. This was well supplied by our School community.

### **Value Added**

St. Leonard's initiatives significantly benefit students' Catholic identity development. Weaving Catholic teachings into each and every school day equips students with a strong moral compass and encourages critical thinking about their faith. Service projects build empathy, social responsibility, and a sense of community. Teacher-run workshops create engaging learning experiences and inclusive opportunities for families to explore their faith together.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### **GOALS:**

To increase teachers' capacity to drive improvement.

#### **Feedback and Data**

By the end of 2024 each level will have a clear structure/approach for Literacy.

#### **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

Some of the successes in Learning and Teaching during 2024 were:

#### **A focus on assessment and data collection to drive teaching and learning in Mathematics**

Throughout 2023 we had a focus on using assessment to guide our teaching and learning and track growth in Mathematics. Our units of work were planned around pre and post assessments. The Mathematics Online Interview (MOI), Place Value Assessment Tool (PVAT) and PAT M testing were used to gather data on our students' achievements and growth in Mathematics. 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.

#### **A focus on assessment and data collection to drive teaching and learning in English**

Throughout 2024 we had a focus on using assessment to guide our teaching and learning and track growth in English. Phonics ongoing assessments through our structured synthetic phonics program, PLD (Promoting Literacy Development), were embedded and used to track phonics development from term to term. Results and student groups were discussed and teachers were supported with program implementation processes during literacy PLTs. PAT-

R testing was used to gather data on our students' achievements and growth in English. A data wall was established for staff to analyse student achievement. Teachers' progress monitored students' fluency and accuracy of reading using PLD fluency passages.

### **Participating in the Explicit Teaching PD in English PLTs**

Literacy Leaders promoted the MACS Vision for Instruction and led change and the implementation of explicit instruction within English. Staff incorporated high-impact teaching strategies based on best, evidence-based practice in their classrooms, such as daily reviews, full participation tactics and explicit instruction.

### **Participation in the Melbourne Archdiocese Catholic Schools SILC Leadership Days**

As part of our work with the MACS Learning and Teaching team on school improvement, we participated in termly SILC meetings with the Eastern MACS team. This provided the leadership team with knowledge and skills to implement the Vision for Instruction with staff at St. Leonard's.

### **Professional learning through whole school closure days**

Term 1 - Staff Yearly Overview, Data, Diabetes Training, Child Safety

Term 2 - School Review - Deep Dive Documenting Evidence of Impact

Term 3 - Staff Faith Formation

Term 4 - Aboriginal Perspectives

### **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 again a big focus for the year with online incursions booked for each year level every term.



Our school participated in the STEM MAD showcase run by MACS. The Year 3-6 students had to design a prototype for a product that could make a difference to our world. A voting process was used to select two groups of four students who represented our school. The designs were then submitted to the STEM MAD team at MACS and we were selected to attend the event. Our school was awarded a prize and were asked to participate in the national STEM MAD showcase.

### **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.

#### 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. We held an Italian Day and all students participated in cultural activities, watched a performance and shared a pizza and gelati lunch. The Year 5/6's ran activities for the younger classes.

#### 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 inter-school summer sports

Year 5/6 inter-school winter sports

District tennis

Interschool cross country

Year 5/6 Hoop Time

Footy day

## Visual Art

The students created many forms of art throughout 2024 and continued to develop their visual arts skills. We also held a play with clay session for pre school aged students.

## 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

NAPLAN was successfully completed online

ICAS was offered to students in Year 2-6

The Rumbug Camp for Year 5/6 was a huge success

The swimming program for 2023 was held over two weeks in November

Leadership attended professional learning with 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 2024 to support teachers to plan sequences of learning in Mathematics and English based on student needs.

## Student Learning Outcomes

### **The Tutor Learning Program was implemented for Literacy, specifically phonics**

In 2024, we were able to again run the tutor learning program in Literacy. This literacy program focused on phonics knowledge and was based on the data from Promoting Literacy

Development (PLD) data. Students involved increased their phonemic and phonological awareness skills through the use of UFLI small group explicit instruction.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	462	86%
	Year 5	532	80%
Numeracy	Year 3	442	86%
	Year 5	536	87%
Reading	Year 3	466	100%
	Year 5	533	90%
Spelling	Year 3	454	88%
	Year 5	534	85%
Writing	Year 3	468	98%
	Year 5	527	95%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### **GOALS:**

To develop resilient and animated learners.

#### **INTENDED OUTCOMES:**

That all learners have ownership and agency in their learning.

That the capabilities are demonstrated in and through all learning.

### Achievements

#### **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. 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.

#### **Implementation of Student Learning Team meetings**

The Learning Diversity team established Student Learning Team meetings in order to place an emphasis on the joint analysis of student data and evidence, and on matching targeted teaching strategies for improving student learning. The aim of SLT is to work collaboratively to plan, deliver and review the effectiveness of adjustments and interventions. The meetings take place with the learning diversity leader, the classroom teacher and any learning area leaders or allied health professionals that may be able to provide insight to improve learning outcomes for students. At the meeting, the team:

- discuss any new student referrals
- analyse the evidence collated
- plan for the next steps, which may include:
- implementation of an adjustment or intervention
- further targeted assessment
- request for a consultation by MACS staff members via Rosae

- recommend a referral to an external allied health professional
- recommend a referral to an external professional e.g. paediatrician
- review the individual or cohort targeted assessment data and evidence
- review individual or cohort response to delivered adjustments or interventions

#### **OTHER ACHIEVEMENTS:**

- SEL Units embedded in all year levels and updated based on Student Wellbeing Data
- The whole-school Wellbeing survey was conducted and analysed and informed decisions on SEL units and Wellbeing initiatives needing to be implemented.
- Student Wellbeing Boost and teacher appointed
- Successful application of the Chaplaincy Grant - program to continue into 2025 and beyond.
- The school psychologist Erin Sinclair continued to provide valuable support to students, parents and staff.
- The Respectful Relationships program embedded in SEL planners.
- Incursion and the school-wide human development parent/child night with Sue Pain.
- Deputy Principal and Wellbeing Leader met with Respectful Relationships representative to ensure the continuous critiquing and improving of the Respectful Relationships Program.
- Participation in the National Day against Violence and Bullying
- Participation in the Mind Masters Online Program.
- The Wellbeing Centre continues to cater for students for intervention lessons and during lunchtimes for students who need a break from the yard or require extra support to engage in tasks during the breaks.
- School-wide Expected behaviours embedded and displayed and referred to in classrooms.
- Behaviour Management Plans for classrooms and outdoors developed and implemented.
- 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.
- The tutoring program continued to provide extra assistance to those students who were identified as needing additional support through data collection.
- Intensive engagement program for transitioning between grades.
- The school's Speech Pathologist continued to be instrumental in providing education and support to the most vulnerable students and to the teaching staff.

## **Learning Diversity**

- Reviewed Personal Learning Plan format to align with MACS recommendations.
- Continue to use of new Personal Learning Plan format
- Professional Learning for whole staff - Speaking Insights - Autism Advocacy.
- Continue fortnightly Learning Support Staff Meetings
- Occupational Therapist from Kids Connect Therapy - Students take part in private therapy sessions onsite. Communication between therapist, parents and teachers enable strong partnerships to support student learning.
- Learning Diversity Leader present during prep transition sessions. LDL completed initial school readiness observations of students in the classroom during transition sessions. LDL available for parents to discuss needs or arrange a meeting prior to starting school.
- Established EAL (English as an Additional Language) team and procedures to support teachers in the reporting process.

## **Value Added**

### **Child Safe Standards**

#### **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.

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.

### **Achievements**

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

- Annual reminder to the students of the 'Student Safety at St Leonards' form available on the student desktop established for students to use to report any issues
- Child Safety protocols for students use if devices were established e.g intensive monitoring of device use by teachers
- Dialogue with families and carers is consistently recorded on combined documents to monitor student's safety

- All year levels conducted regular cybersafety presentations to students
- Kids Helpline presentations were accessed by year levels to promote safe practices online
- 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 VIT and WWCC copied and filed in a central space
- Continued commitment for all staff to undertake online Mandatory Reporting Professional Development every year
- Operoo 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, especially at the beginning of the year
- Professional learning on recognising and acting on signs of abuse is provided for staff and learning support staff
- Communication through the Education Board and newsletters to the parent community regarding the Child Safety Standards
- Inclusion of Child Safety as an agenda item in all Staff Meetings
- Staff complete Risk Analysis for every incursion and excursion

## Student Satisfaction

Student satisfaction results from the MACSSIS 2024 (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 Year 4-6 students.

**Rigorous expectations** - student perceptions of the teachers holding them to high expectations was higher than the MACS average.

**School engagement** - student perceptions of the strength of school engagement and how attentive and invested students are at school was higher than the MACS average.

**School Climate** - student perceptions of the school climate of the school was higher than the MACS average.

**Teacher- Student Relationships** - student perceptions of the strength of teacher-student relationships was higher than the MACS average.

**School Belonging** - student perceptions of how much students perceive themselves to be valued members of the school community was higher than the MACS average.

**Learner Disposition** - student perceptions of their mindset about themselves as learners was higher than the MACS average.

**Student Safety** - student perceptions about the school environment in order to feel

connected, safe and respected while at school was higher than the MACS average.

**Student voice** - student perceptions of opportunities for student voice was higher than the MACS average.

**Enabling Safety** - student perceptions around how the school is ensuring their safety was 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 at 2:40pm.

### **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 of more than 3 consecutive days 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	89.2
Y02	91.1
Y03	91.3
Y04	89.8
Y05	87.6
Y06	86.6
Overall average attendance	89.3

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## Leadership

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### 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 across all 4 school priorities.

- 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

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 Principal, Assistant Principal, Teaching & Learning, Mathematics, Learning Diversity, Religious Education, Well-being & Literacy leaders planned meetings based on Annual Action Plan, School Improvement Plan and identified needs. 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 conducted limited 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.

#### New Enterprise Bargaining Agreement

A new Enterprise Bargaining Agreement was successfully voted in for MACS school staff. To improve workload and conditions, part of the agreement included:

21.5 hours for Scheduled Class Time

8.5 hours for work directly related to teaching and learning - collaboration, planning, assessment etc

8 hours on other duties - attendance at meetings, yard supervision, lunch breaks for teachers (30 minutes per day free from duties), before and after school supervision

2 meetings per week of 1 hour in length outside of the normal 7 hour day of attendance

### **Multi-Age Class Structure**

With 264.8 students enrolled in 2024, 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

### **Reflecting on 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 2024, our school critically reflected on our SIP and planned for the next cycle of learning.

<b>Expenditure And Teacher Participation in Professional Learning</b>
List Professional Learning undertaken in 2024
<p>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.</p> <p>Throughout this report, the professional development undertaken by staff has been listed. The total expenditure of Professional Learning for staff in 2024 was approximately \$46,505. This figure is made up of staff development costs and casual relief costs.</p> <p>First Aid Training - Re-accreditation  First Aid Training - Anaphylaxis  Diabetes Australia Diabetes Education East Central Primary Principals Network  East Central Primary Principals Network  Regional Library Network  Regional Literacy Network  Regional Mathematics Network  East Central Deputy Principal Network  Religious Education Leader Network  Student Wellbeing Leaders Primary Network  MACS Principal &amp; Administration Briefings  Explicit Teaching of Literacy in the Early Years  Literacy- Explicit Teaching of Literacy in the Early Years project for 2024  Literacy- PLD- Teaching Synthetic Phonics  Literacy- Assessment with Dylan Wiliam  Literacy- Comprehension Strategies  Literacy- Data Analysis  Maths- Love Maths Leaders Conference  Maths- Sequence of Learning  Religious Education - Faith Formation Day  Religious Education - Breaking Open the Bible- Parables  Religious Education - Guided Meditation  Sponsored Study- Religious Education Accreditation  Learning Diversity- Guest speakers Autism Father Son First Hand Experience  Learning Diversity- TEAMS Positive behaviour Learning  Learning Diversity- Pathological Demand Avoidance</p>

Expenditure And Teacher Participation in Professional Learning	
Wellbeing- School Wide Positive Behaviour Support Wellbeing- Respectful Relationships Network Wellbeing- Play is The Way - P-2 Social & Emotional Learning School Improvement Learning Collaborative Network - School Improvement & Feedback Mentoring Graduate Teachers:Behaviour & Neurodivergent Learners Teaching Children on The Autism Spectrum - Sue Larky Exploring Dyslexia, ADHD, Autism & More ZART Art Art Through Multimedia Maria Ruberto-physiology of the brain, anxiety, resilience, change, and principal wellbeing Managing Conduct & Performance in Staff Enterprise Bargaining Agreement- Industrial Relations Training Post Graduate Certificate in Literacy Intervention- two staff members Master of Education in Mathematics Leadership- one staff member	
Number of teachers who participated in PL in 2024	37
Average expenditure per teacher for PL	\$1256.00

## Teacher Satisfaction

Teacher satisfaction results from the M.A.C.S.S.I.S. 2024 (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.

**Student Safety-** perceptions of student physical and psychological safety when at school was higher than the MACS school average.

**School Climate** - perceptions of the overall social and learning climate of the school was higher than the MACS average.

**Staff - Leadership Relationships** - perceptions of the quality of the relationships between staff and members of the leadership team was 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 higher than the MACS average.

**Feedback** - perceptions of the amount and quality of feedback staff receive was higher than the MACS average.

**School Leadership** - perceptions of the school leaderships effectiveness was higher than the MACS average.

**Staff Safety** - perceptions of staff safety was higher than the average in MACS schools.

**Psychological Safety** - How safe it feels to take risks and mistakes in this school was higher

than the MACS average.

**Professional Learning** - perceptions of the quality and coherence of professional learning opportunities was higher than MACS schools.

**Collaboration Around an Improvement Strategy** - was higher than the MACS average.

**Collaboration in Teams** - how well teachers work together in teams to improve teaching and learning was 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 higher than MACS schools.

**Collective Efficacy** - teacher's perceptions that staff at the school have what it takes to improve instruction was lower 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 higher than the MACS average.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	3
Graduate Certificate	2
Bachelor Degree	17
Advanced Diploma	4
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	17.72
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	8.69
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### GOALS:

To connect and empower the community in supportive learning partnerships.

#### INTENDED OUTCOMES:

That all members of the community have opportunities to be authentically engaged in student learning. St Leonard's demonstrates a strong commitment to fostering a welcoming and engaged school community. By providing diverse opportunities for participation, St. Leonard's empowers all members to contribute to a supportive learning environment for its students. These events foster school spirit, celebrate student achievements, and encourage families to connect.

### Achievements

**Fortnightly Assemblies:** School assemblies showcase student learning, provide a platform for student voice, and encourage discussions between families and students about the presented content.

**Religious Services:** Over the course of the year St Leonard's have celebrated many religious services including Advent Prayer, ANZAC Day & Remembrance Day commemorations, and the Prep Nativity showcase student participation and foster a sense of community while respecting diverse family preferences both in-person and online to encourage as much inclusion as possible.

**Themed Days (Footy Day, Italian Day):** These events celebrate cultural diversity, school spirit, and student leadership through parades, activities, and community involvement. These events also allow students to take an active role in running of the day, promoting further student voice and leadership. PFA involvement in Footy Day lunch is a fantastic way of encouraging wider community involvement .

**Easter Hat Parade & raffle:** Families collaborate when making Easter hats with a STEM lens. In 2024 students were challenged to add moving parts, lights and to include the symbols of Easter.

**STEM Projects:** Termly STEM (Science, Technology, Engineering, and Maths) projects provided students (Prep to Year 6) with real-world challenges that utilised engineering and technology concepts. These projects encouraged families to collaborate and explore alongside their children, sparking curiosity and problem-solving skills. Families were invited to participate, fostering a collaborative learning environment.

**School Art Show:** Emerald Dreams art show which was one highlight of 2024. The show drew on the story of the Wizard of Oz and culminated in a spectacular art show with a yellow brick road, ruby slippers and the characters of the movie, such as Dorothy, Toto, the

scarecrow, tin man and cowardly lion made by the students. One of the most popular exhibits was the innovative glow in the dark tent, complete with an emerald city, glowing sculptures and drawings.

**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.

**Year 6 Graduation:** The 2024 Graduation ceremony was a testament to the dedication of our parent community. A volunteer committee, composed entirely of Grade 6 parents, organised a fantastic celebration highlighting student achievements and their journey at St. Leonard's. This event highlights student achievements and celebrates their journey at St. Leonard's. The success of this all-inclusive event demonstrates the dedication and collaborative spirit of the school community, especially the Year 6 parent volunteers, who organised the event to be hugely successful.

#### **School Advisory Council Welcome Barbeque**

The Welcome Barbeque was run by the School Advisory Council. The event enabled families and staff to mingle over barbeque food in a relaxed and friendly environment. It was extremely well run and popular. Members of the SAC phoned each new family to the school, including the Prep families to enquire as to their connectedness and to invite them to attend the barbeque.

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

The Parents' and Friends' Association's dual purpose of building community and raising funds, was fulfilled in 2024. 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.

Baker's Delight Hot Cross Bun Drive and Christmas Drive

Easter Hat Parade Raffle & Guessing Jar

Cake Raffles

Zooper Doopers

Hot Dog lunch as part of Footy Day

Movie Night

Student Disco

Sustainability Fair

Mother's and Father's Day Stalls

Special lunches eg sushi, pizza

Christmas Stall

Second Hand Uniform sales

Turf Wars Trivia Night and subsequent raffle

The PFA raised funds to support the purchase of extra school facilities that would not have



been purchased from normal school finances. On behalf of the teachers, children and parent community I would like to thank the PFA for raising funds for the school.

### **Parent Satisfaction**

Parent satisfaction results from the MACSSIS 2024 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) indicate that the parents at our school perceive their experience positively.

**Family Engagement** - parent perception of the degree to which families are partners with their child's school, was the same as the MACS school average.

**School Fit** - families' perceptions of how well a school matches their developmental needs was the same as the MACS school average.

**Catholic Identity** - families' perceptions of and engagement with the overall Catholic identity of the school was 3% higher than the MACS average.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.leonardsgwav.catholic.edu.au](http://www.leonardsgwav.catholic.edu.au)