



Melbourne Archdiocese  
Catholic Schools

# 2023

## 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 2023 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 10 May 2024

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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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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

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 Hear Me Roar!**

In 2023, 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. In 2023 staff worked in partnership with the parents and wider school community to develop the infinite potential of every student.

In 2023, our whole school theme was, 'Hear Me Roar.' 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 aimed to:

- increase active participation and engagement
- enhance collaboration between students and between students and adults
- create and maintain a positive environment and culture
- build respectful relationships and connections
- build a sense of belonging and self-confidence to enrich others
- develop personal and social capabilities
- enhance our child safety messages of telling a trusted adult

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. We 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 Leonards, 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. Moving into 2024, most staff decided to continue working with St Leonard's, with one teacher and one learning support staff member leaving. Some highlights for school staff included one teacher's successful completion of the first year of a Masters of Mathematics and two teachers completing their Literacy Intervention study at Monash University.

In 2023, we again encouraged our students to flourish, celebrating their many talents and engaging in the opportunities provided by our rich curriculum. Our Magic Faraway Tree performing arts concert was a main highlight of 2023. Our community is made up of many people, from many different backgrounds sharing and having particular goals, attitudes and interests in common. This was evident in the concert, where our teacher, Cathy, brought months of preparation and rehearsals together to ensure the students had a wonderful, vibrant and colourful learning experience enjoyed by the school and wider community. The confidence with which the students and staff danced, sang and spoke on the microphone to a large audience was the true expression of our school theme, Hear Me Roar.

Another highlight of 2023 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 the students' Sensa-stick innovation was awarded the STEM is the Future award. These students were then invited to STEM MAD National 2023, which was an online awards program, broadcasted nationally. Again the St Leonard's students impressed the participants with their work.

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 assisted us to achieve the best possible school for the students. Highlights included the Welcome Barbeque and the development of surveys to gain and analyse qualitative data about Barriers to Engagement data from the MACSSIS surveys. A special thanks to Ruwan as our St Leonard's Parish Education Advisory Board Chairperson.

The Parents' and Friends' Association dual purpose of building community and raising funds, was fulfilled in 2023 thanks to the leadership of Christina, our PFA President). With the shared goal to reestablish the grass on our school oval, the PFA flourished by bringing people together and making a considerable profit. The PFA supported the school to buy new colourful desks for Prep, line markings for the playground and sports marquees. Some of the

stand out gatherings included the Turf Wars, Trivia Night, Mother's Day Breakfast and the student disco.

In any school it is the relationships between people that make the biggest difference. The year 2023 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.

Keep roaring!

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

- A whole-day session deepened each staff member's own understanding of Catholicism and its historical and cultural significance in Australia and beyond.
- 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.

#### A 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.
- The Prep and 1/2 Level took part in a 2 separate toy drives during Term 4 for 'Best Chance' and 'Neighbourhood House'

## **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.

#### 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

#### **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 2023 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' moderation of students' writing was a focus and we trialled the online platform, Elastik as a vehicle for feedback in students' writing.

## **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.

## **Participating in the Explicit Teaching in English in the Early Years Program**

The Deputy Principal, Junior Literacy Leader and Level 1/2 Leader participated in the English in the Early Years Program Professional Learning. This professional learning was a 5 day intensive training program developed in partnership with the University of Melbourne and focussed on expanding teachers knowledge of theory and evidence based practices for literacy learning and teaching in the early years of schooling. The program aimed to increase teacher capacity, by further developing literacy pedagogical content knowledge.

## **Working with Michael Minas on Mathematics**

To build on the work we did in 2022 on using challenging problems to elicit mathematical thinking with Michael Minas, we sent multiple staff to the Love Maths Conference in 2023. The conference was run by Michael Minas and provided an opportunity to reinforce the pedagogy around presenting challenging problems to students.

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

As part of our work with the MACS Learning and Teaching team on school improvement we participated in the STEM MAD Showcase as an opportunity to share our work from throughout the year. Our work on literacy comprehension in English was presented and well received.

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

Term 1 - Learning Diversity

Term 2 - Literacy (Comprehension)

Term 3 - Staff Faith Formation

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 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 continued 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 2023 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 in preparation for the Whole School Concert - The Magic Faraway Tree. The concert was a huge success. 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 Sovereign Hill 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 2023 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 and Numeracy

In 2023, we were able to again run the tutor learning program in both Mathematics and Literacy. Our maths program had an intensive focus on place value knowledge and was based on our Place Value Assessment Tool (PVAT) data. The results showed great improvement for most students involved. Our 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.

<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	453	82%
	Year 5	527	75%
Numeracy	Year 3	450	87%
	Year 5	512	80%
Reading	Year 3	463	97%
	Year 5	526	83%
Spelling	Year 3	469	92%
	Year 5	519	83%
Writing	Year 3	470	95%
	Year 5	535	95%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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.

That all learners have ownership and agency in their learning

That the capabilities are demonstrated in and through all learning

#### Intended Outcomes

By the end of 2023 staff will build stronger relationships to enable student voice, agency and participation.

By the end of 2023 we will implement and embed school-wide behaviour management expectations.

### 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 2024 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. This program continued to be supplemented by the Ollie Online Program and 3/4 Tweeting Galah Cyber Safety Incursion, 5/6 Thrive Ollie Online.
- 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.
- Kids Helpline presentations were accessed by year levels to promote wellbeing and safe practises online

### **Learning Diversity**

- Reviewed Personal Learning Plan format to align with MACS recommendations. Implementation of new Personal Learning Plan format beginning of 2024.
- Professional Learning for whole staff - Speaking Insights - Autism Advocacy.
- Implemented fortnightly Learning Support Staff Meetings from mid 2022.
- 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 2023 (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 110 Year 4-6 students. Every domain increased from 2022 which is a huge endorsement of the school staff's efforts.

**High expectations** - student perceptions of the teachers holding them to high expectations was 4% 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 12% higher than the MACS average.

**Learning Climate** - student perceptions of the learning climate of the school was 2% higher than the MACS average.

**Teacher- Student Relationships** - student perceptions of the strength of teacher-student relationships was 7% higher than the MACS average.

**Valued members of the school community** - student perceptions of how much students perceive themselves to be valued members of the school community was 4% higher than the MACS average.

**Mindset about themselves as learners** - student perceptions of their mindset about themselves as learners was 6% higher than the MACS average.

**Access to and quality of staff support** - student perceptions about their access to and quality of staff support in order to feel connected, safe and respected while at school was 2% higher than the MACS average.

**Student voice** - student perceptions of opportunities for student voice was 2% higher than the MACS average.

**Student perceptions of the Catholic identity** - student perceptions was 8% higher than the MACS average.

## **Student Attendance**

### **Recording Absences**

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

<b>Average Student Attendance Rate by Year Level</b>	
Y01	92.1%
Y02	90.9%
Y03	92.6%
Y04	91.6%
Y05	90.6%
Y06	92.4%
Overall average attendance	91.7%

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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 cover 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

A major success during 2023 was staff learning and teamwork. Despite the constant changes and uncertainties of the year, the domains of collaboration around an improvement strategy and school climate saw the strongest improvement and this is a credit to the school Leadership Team. Our school theme of Hear Us Roar encouraged us to be courageous and decisive, showing strong, compassionate leadership. In turn, we wanted staff to model these attitudes and skills with their students. In our decisions we supported staff well-being and measured staff emotional well-being throughout the year. In our Leadership Team meetings



we started with the MACSSIS data about staff first as we knew that by addressing this as a team, the students and parents would follow along.

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 (Principal), Aimee Gale (Deputy Principal, Teaching & Learning & Mathematics Leader), Patricia Zomer (Learning Diversity), Anthony Adaman (Religious Education Leader), Angela Foale (Well-being & Junior Literacy Leader) and Amanda Jolly (Senior Literacy leader) planned 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), Bianca Campi (Year 3/4) and Anthony Adaman (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 & STEM 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 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.

The staff demonstrated a high level of commitment by involvement in Sacramental Meetings, prayer and liturgies, incursions, after hours' meetings and extracurricular activities. The Meet and Greet Evening and 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.

### **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 272.4 students enrolled in 2023, 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 was instrumental in keeping a focus on teaching and learning. Our new Religious Education Leader, Anthony Adaman, invited staff to present at Family faith Workshops and to stay and share some food afterwards. This new model was well received and put the staff back into engagement with the families, rather than the workshops being outsourced. brought changes to their areas of responsibility. Our new Learning Diversity Leader, Patricia Zomer, had major success in redefining roles and processes to ensure that communication was. With a large turnover of staff from 2022, regular monthly meetings with the principal in attendance, greater opportunities for staff voice and encouragement, the Learning Support Staff regrouped and became a strong, purposeful and unified group of educators.

### **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 2023, we were in Year 3 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. Our strategic planning of meetings, school closure days and professional development opportunities designed to meet the outcomes of the 2023 Annual Action Plan.

**In Priority 1, Catholic Vision and Context, our goal was:** By the end of 2023 religious leadership opportunities for all members in our school will be developed.

### **Outcomes & Actions**

**By the end of 2023 the pedagogy of encounter will be developed in practice**

- Staff continued to develop the use of the pedagogy of encounter
- New learnings postponed due to MACS change of focus.

**By the end of 2023 students will have a stronger real world connection to their faith.**

- RE leader at planning days
- Units focused on connecting religion and life

### **Additional Achievements**

- Refine planning processes
- Build capacity and consistency in assessment, moderation and reporting

**In Priority 2, Feedback and Data, our goal was:** By the end of 2023 each level will have a clear structure/approach for literacy.

### **Outcomes & Actions**

- Whole school Reading Overview
- Prep - 6 Comprehension Strategies
- 3-6 Writing Overview
- PLD implementation
- Ownership and monitoring of assessment by classroom teachers
- Guided Reading implemented P-6
- Literacy information wall in staffroom
- PLTs and Staff meetings to share knowledge and analysis data

**In Priority 2, Feedback and Data, our goal was:** By the end of 2023 teachers will understand and implement the launch, explore, summarise model for teaching Mathematics using challenging problems.

## **Outcomes & Actions**

- Love Maths Conferences to further develop challenging problem pedagogy
- Maths webinar - setting up classrooms for a successful year
- PLTs to share knowledge by planning in mixed teams
- Unit planners for all levels
- Facilitated planning
- MOI implemented in P-2
- PVAT twice yearly testing

## **Additional Achievements:**

### Literacy

- Further explore PLD for reading/assessment purposes
- Assessment schedule/data plan

### Mathematics

- Setting goals for each level to work on as a sprint
- Success Criteria for the unit - showing progression  
Vic Curric 2.0
- Assessment schedule/data plan

**In Priority 3, Learning Partnerships, our goal was:** By the end of 2023 students will have a stronger connection between everyday life and the faith dimension.

## **Outcomes & Actions**

- Teachers running faith nights
- Adding a social aspect to the faith night
- More student involvement in masses

**In Priority 4, Voice & Agency, our goal was:** By the end of 2023 staff will build stronger relationships to enable student voice, agency and participation.

## **Outcomes & Actions**

- ROAR school theme
- ROAR dance/band
- Assemblies
- School leaders on tours
- Guardians of St Leonard's
- Buddies (P & Yr 6)
- ROAR (child safety)incursions and parent nights

**In Priority 4, Voice & Agency, our goal was:** Implement and embed school-wide behaviour management expectations.

### **Outcomes & Actions**

- Expected behaviours developed - Be Resilient, Be Safe, Be Responsible, Be Respectful
- PLTs to unpack the behaviour management plan for classrooms
- PLTs to unpack the behaviour management plan for outside
- Behaviour management plans introduced to students
- Term 3 units of work for SEL (Social & Emotional learning) included a focus on expected behaviours and behaviour management plans

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

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 2023 was approximately \$46,505. This figure is made up of staff development costs and casual relief costs. The combined time equivalent for each of 38 staff members adds up to 25.06 full time employees F.T.E. (full time equivalent). Based on 25.06 the professional development expenditure averaged out to \$1,855.75 per person.

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 & Administration Briefings

Explicit Teaching of Literacy in the Early Years

Literacy- Explicit Teaching of Literacy in the Early Years project for 2023

Literacy- PLD- Teaching Synthetic Phonics

Literacy- Assessment with Dylan William

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

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	
Principal	
Maria Ruberto-physiology of the brain, anxiety, resilience, change, and principal wellbeing	
Managing Conduct & Performance in Staff	
Enterprise Bargaining Agreement- Industrial Relations Training	
Indigenous Perspectives Conference	
University Study	
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 2023	38
Average expenditure per teacher for PL	\$1855.75

## Teacher Satisfaction

Teacher satisfaction results from the M.A.C.S.S.I.S. 2023 (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 2023 was 85% compared to the MACS average of 67%. These results are based on the responses of 24 staff. 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 16% higher than the MACS school average.

**School Climate** - perceptions of the overall social and learning climate of the school was 23% higher than the MACS average.

**Staff - Leadership Relationships** - perceptions of the quality of the relationships between staff and members of the leadership team was 11% 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 25% higher than the MACS average.

**Feedback** - perceptions of the amount and quality of feedback staff receive was 23% higher

than the MACS average.

**School Leadership** - perceptions of the school leaderships effectiveness was 17% higher than the MACS average.

**Staff Safety** - perceptions of staff safety was 25% higher than the average in MACS schools.

**Psychological Safety** - How safe it feels to take risks and mistakes in this school was 17% higher than the MACS average.

**Professional Learning** - perceptions of the quality and coherence of professional learning opportunities was 16% higher than MACS schools.

Collaboration Around an Improvement Strategy was 29% higher than the MACS average.

**Collaboration in Teams** - how well teachers work together in teams to improve teaching and learning was 8% 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 18% higher than MACS schools.

**Collective Efficacy** - teacher's perceptions that staff at the school have what it takes to improve instruction was 17% 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 14% higher than the MACS average.

Teacher Qualifications	
Doctorate	0.0%
Masters	14.8%
Graduate	7.4%
Graduate Certificate	3.7%
Bachelor Degree	55.6%
Advanced Diploma	18.5%
No Qualifications Listed	0.0%



<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	18.7
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	15.9
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goal

To connect and empower the community in supportive learning partnerships.

#### Intended Outcome

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

St Leonard's demonstrates a strong commitment to fostering a welcoming and engaged school community. By providing diverse opportunities for participation, St. Leonards 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

**ROAR Parent Information Night:** This was an opportunity for parents to attend an online meeting to prepare them for the sensitive and possible new content being presented in terms of child safety.

**Human Development Lessons.** "About Real Life" classes were delivered by Sue Pain to each class. Parents were invited to the Year 5/ 6 puberty and pregnancy topics so that they could reinforce the concepts language and key learnings, at home.

**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 2023 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 Concert:** The "Magic Faraway Tree" concert, led by Performing Arts teacher Cathy Ellis, allowed students to showcase their hard work and talent at Crossways Theatre. Each grade was engaged in 8 weeks of dance lessons and other rehearsals. Parents witnessed their children's transformation from hesitant learners to confident performers as each child spoke on the microphone, sang and danced for two songs. Year 5 & ^students performed the link script to tie the storyline together. The concert allows students to showcase their talents and hard work to a wider audience (over 600 people) while strengthening the connection between the school and the community. Regular updates from the Performing Arts teacher keep families informed and engaged with students' learning.

**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 for a second year in a row.

**Year 6 Graduation:** The 2023 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 vent 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 2023 thanks to the leadership of Christina Paone, the president. 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
- Cookie Dough Drive
- 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
- Mother's Day breakfast
- Special lunches eg sushi, pizza
- Christmas Stall
- Link Advertisements
- 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.

- Shade Marquees
- Ongoing contribution to Year 6 Graduation
- Ongoing support paying for transport to and from inter school sporting events
- Prep Desks
- Oval Transformation

## **St Leonard's Netball Club**

We thank the fantastic group of parents on the netball club committee who were able to offer a great experience for the children and parents of St. Leonard's. Since COVID numbers have dropped and, unfortunately, not enough teams were able to be formed to make the club viable moving into 2024.

## Parent Satisfaction

Parent satisfaction results from the MACSSIS 2023 (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 2023 was 70% compared to the MACS average of 68%. These results are based on the responses of 67 families, an improvement from 31 responses to the survey in 2021.

**Family Engagement** - parent perception of the degree to which families are partners with their child's school, was 2% higher than the MACS school average.

**Barriers to Engagement** - parent perception of factors that can hinder a family's interaction or involvement with their child's school, decreased from 62% in 2022 to 48% in 2023.

**School Fit**, families' perceptions of how well a school matches their developmental needs was 9% higher than the MACS school average.

**School Climate** - Families' perceptions of the school and learning climate at the school was 6% higher than the MACS school average.

**Student Safety** - Families' perceptions of student physical and psychological safety while at school was 10% higher than the MACS school average.

**Communication** - parent perception of the timeliness, frequency and quality of communication between the school and families was 8% higher than the MACS school average.

**Catholic Identity**, families' perceptions of and engagement with the overall Catholic identity of the school decreased from 69% in 2022 to 67% in 2023. It 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)