

2023 Annual Report to the School Community

School Name: St Leonards Primary School (0866)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 April 2024 at 02:43 PM by Jennifer Cowburn (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2024 at 04:43 PM by Tamara Layley (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools.

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Our school is located on the Bellarine Peninsula, amid the small, but growing coastal town of St Leonards. Our campus is just 200 metres from the beach and Port Phillip Bay. Our students have a rich outdoor classroom, a place where they are immersed in community and the natural, marine and coastal environment.

At St Leonards Primary School our mission is to develop future capable learners who will become great adults.

Our values are respect, responsibility and safety.

We will achieve our mission by nurturing students to:

- - want to learn, know how to learn and be engaged and have agency in their learning
- - know that anything is possible
- - be creative, curious and confident inquirers
- - be happy, caring and inclusive with a strong sense of community
- - have high expectations of themselves and others

Our children learn academically, emotionally and socially in a thriving, supportive learning community.

Our staff are purposeful in delivering optimal experiences, providing all students with learning that is personalised, evidence-based and technologically rich. Our students engage in a broad and differentiated curriculum promoting student voice, creativity, resilience and a growth mindset.

High expectations of our students underpin the rich learning tasks and challenges provided for all students as they are supported to achieve and thrive. Professionalism, instructional capacity and accountability of our teachers is paramount to the education our students receive. The school has a strong and inclusive professional learning culture.

Our positive school culture is built on a belief that we are a community of learners and agents in our own learning. This is underpinned by the teaching of the Learner Strengths of Collaboration, Self-Management, Communication, Thinking and Research. Using this inquiry approach means that we are constantly improving our capacity to learn. The specific teaching of these strengths moves us towards developing 21st century learning capabilities. Overlaying our teaching of curriculum is the teaching of School Wide Positive Behaviour, Respectful Relationships and the Zones of Regulation. Like academic skills, these social skills must be taught explicitly, regularly practised and acknowledged frequently to ensure mastery.

Our learning community is symbolised by the St Leonards Pier and the animals that live underneath represent our St Leonards Learner strengths and values.

The staffing profile of St Leonards PS includes a principal, an assistant principal, 8.5 full time equivalent (FTE) teachers, 4 FTE education support (ES) staff and 1.5 FTE office administration staff. There was an enrolment of 118 in February, growing to 130 by December. Students were grouped into 7 classes: Prep, 2x1/2s, 2xGrade 3/4s and 2x Grade 5/6s.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Learning Priority for 2023 was to support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Staff are active learners who have focused on improving differentiation in classrooms including using a range of different practices. The Professional Learning Community culture continues to thrive and improve with increased use of data and clear connections to responsive teaching, meaningful assessment, improved mathematics pedagogy and planning documentation. We have learnt in a Community of Practice with Responsive Teaching expert, Bronwyn Ryrie Jones and Whittington, Wangala and Newcomb Primary Schools. Continuous formative assessment and key responsive teaching strategies have been trialed and are used consistently across classrooms.

The Numeracy Instructional Model is completed, and staff have focused specific responsive teaching strategies in this area.

NAPLAN results for 2023 were variable across areas and year levels due to our small cohort. Mathematics results were positive, in both Grade 3 and Grade 5 and reflect our mathematics priority over the last 2 years.

The Tutor Learning Initiative program has had a dedicated tutor who has provided small group tutoring across year levels to those who need support and those who need extending in reading, writing and mathematics.

The schools' inquiry learning approach encompasses all other key learning areas of the Victorian Curriculum. This is enhanced by specialist subjects in Auslan, visual arts, performing arts, physical education, STEAM, and the MARC library program.

The Leadership Team continues to grow and thrive as active learners who collaboratively plan for whole school improvement and take responsibility for specific areas.

Wellbeing

The Wellbeing Priority for 2023 was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

We are proud of the Wellbeing Program and inclusive culture at SLPS. We know our students and families well and we encourage children to be proud of who they are and to celebrate diversity. This has enabled us to support students at their point of need and to see our students grow to become accepting, non-judgemental future citizens.

A focus on Cultural Inclusion saw our very first Harmony Day celebrations, professional learning for staff and the appointment of a First Nations Education Leader who has begun to make connections with aboriginal families. We are developing initiatives and documentation for cultural inclusion and acknowledgment.

The Mental Health in Primary Schools Initiative has enabled us to develop a stronger Wellbeing Team this year with 2 dedicated and experienced teachers to engage in the in Mental Health in Primary Schools initiatives and training. We have focused on developing an Environmental Health and Wellbeing Program to supplement existing successful practice. Phase 1 of Regenerate OUR School with chickens and orchard is complete. There was high excitement when Costa Georgiardi came to visit and provide advice to students and staff on this project. The introduction of animals: turtles, chickens and a therapy dog, and increased use of gardens and outdoor space have provided positive connections for many students. The use of Compass to track wellbeing continues to be refined and provide valuable data. This has enabled more targeted support for anxious, overwhelmed students and improved self-regulation strategies.

The Wellbeing Team have led learning and implementation for all staff on School Wide Positive Behaviour supports, Mental Health strategies and Multi-Tiered Systems of Support.

The Disability Inclusion process has been successfully implemented, and specific students are supported at school and sometimes by Allied Health professionals. We have also engaged an Occupational Therapist.

We continue to make strong connections with families and community, with information nights, Student Led Conferences, and proactive Student Support Group Meetings. Communication with parents is extensive - face to face, weekly assembly, Compass weekly news update and Wellbeing Wednesday, facebook posts and website updates including an updated Parent Information Book.

Our positive school culture and strong connection to community is reflected in both Parent/Carer and Staff Surveys with Parent Satisfaction and School Climate both considerably higher than the state average.

Student Attitudes to School Survey data fell slightly in some areas but maintains consistency. The data reflects our strong well-being culture with responses, in 17 of the 19 domains surveyed, being higher than the like schools.

Engagement

The school continues to focus on a wide range of engagement strategies so that students want to be at school.

Improving student attendance was a priority with a focus on specific strategies for students who averaged more than 15 days absence. Although of concern the average absence days figure (24.5) does not reflect that we have many students with attendance over 90% and a few who have chronic attendance issues and who receive intensive support.

We are proud of our connections with community and place. We have many connections and partnerships with our extended community which supports us with extra resources and expertise.

Student voice and agency continues to thrive with Student Leadership positions extending to a Leadership Team of 8 school and house captains, a Regenerate OUR School Team and an Active OUR Way Team. School Captains were invited to work with the St Leonards Progress Association on current issues. Student Leaders are very proactive and support students who are keen to be leaders in 2024 by sharing reflections and strategies.

The Active OUR Way Team is an initiative with Bellarine Community Health where student voice has led to snorkeling and skateboarding lessons as well as Walk Ride to School Celebrations.

Inquiry learning has included Outdoor Inquiry explorations, Market Day and cross age days, such as Harmony Day and Book Week, where students work in mixed P-6 groups around a learning focus. Camps and excursions have provided exciting and memorable experiences to support inquiry learning. Students have participated in cross country, basketball, swimming, football and netball. The

St Leonards Bowls Club provided lawn bowls sessions. Grade 6 students have completed woodwork sessions with the Mens Shed to make stunning dog planter boxes and pens. This partnership provides caring, generous and supportive role models for our students. Students need to write a letter of application to be chosen for this special privilege.

The school hosts Playgroup onsite and Bellarine Community Health have supported with the Little Growers program.

In December Christmas Celebrations included a street parade to take large decorated Christmas trees to Dan Dan Nook Playground for fixing by the Mens Shed, street performances and picnic and an evening Community Christmas concert by students and community performers.

Other highlights from the school year

In the last weeks of 2023 students watched as the existing Art/ Sports shed was demolished to make way for the installation of new modular buildings at the start of the new year.

SLPS will receive a MOD 10 (2 story, 4 classroom building) which will be used as Grade 5/6 classrooms and to provide some much-needed specialist teaching spaces. This will also free up further spaces for administration with office and storage spaces currently under quota. There will also be additional toilet blocks installed.

We look forward to completion early in the new year to accommodate the needs of our continuously growing school.

Financial performance

The school's overall financial position is positive.

The community actively fundraises for the school to provide additional funds and seeks funding from grants.

Equity Funding was used to provide additional human resources support for students in the early years, for wellbeing and for community liaison. Equity funds were also used to support professional learning for all staff on learning and wellbeing.

Funds will continue to be boosted in 2024 by money from the State Government to employ tutors for learning support and by an increased Disability Inclusion tier 3 funding.

In 2024 the school will continue to support the steady growth of the Before and After School Care program.

Funds from the high yield investment account will continue to be allocated to future spending to update digital infrastructure and buildings and grounds, particularly the Regenerate OUR School project and to resource the newly installed Mod 10 building and toilet blocks.

For more detailed information regarding our school please visit our website at

<https://www.stleonardsps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 143 students were enrolled at this school in 2023, 71 female and 72 males.

NDP percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

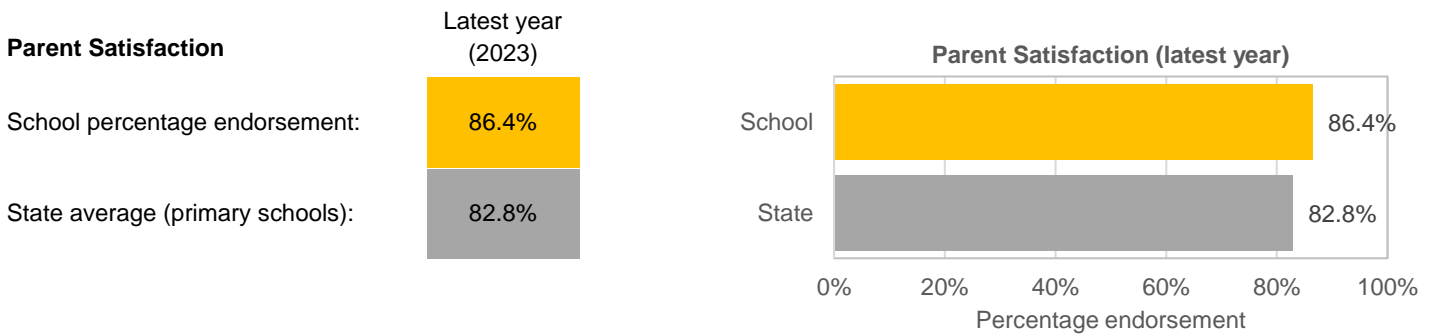
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

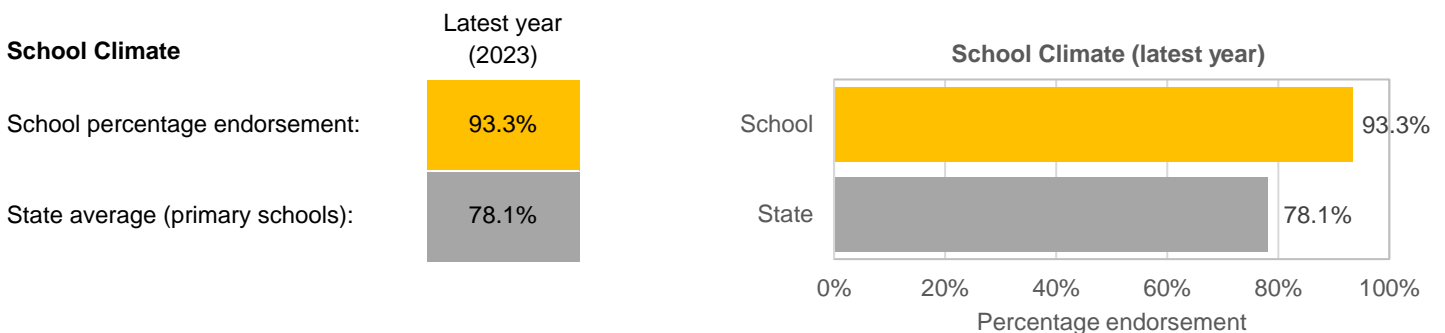


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at, or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

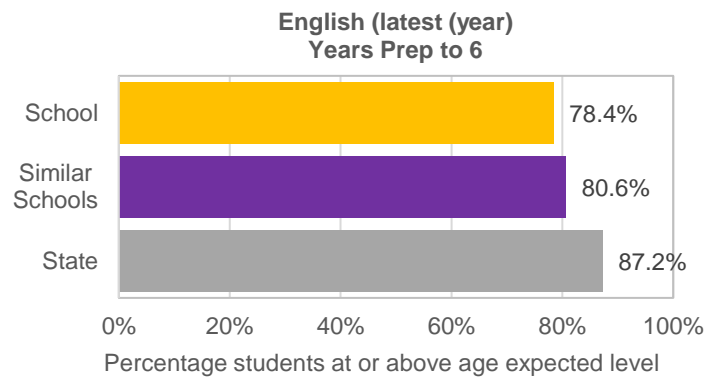
78.4%

Similar Schools average:

80.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

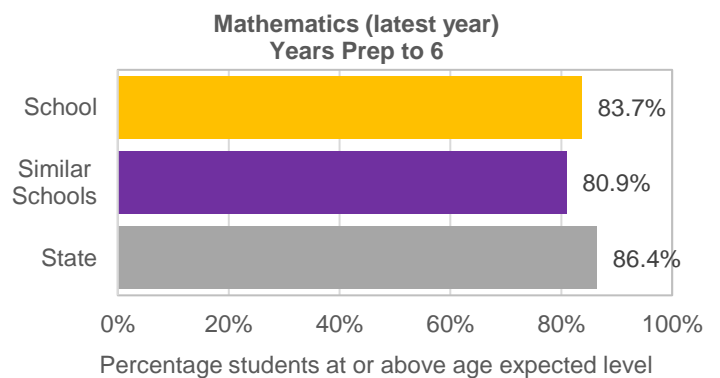
83.7%

Similar Schools average:

80.9%

State average:

86.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

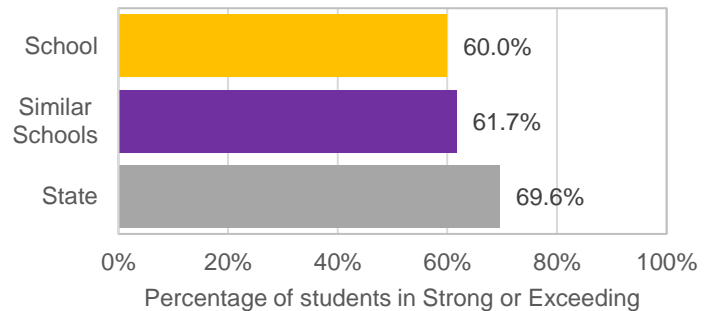
Similar Schools average:

61.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

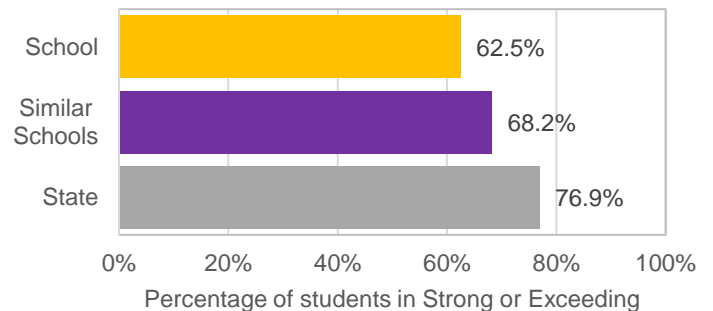
Similar Schools average:

68.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.3%

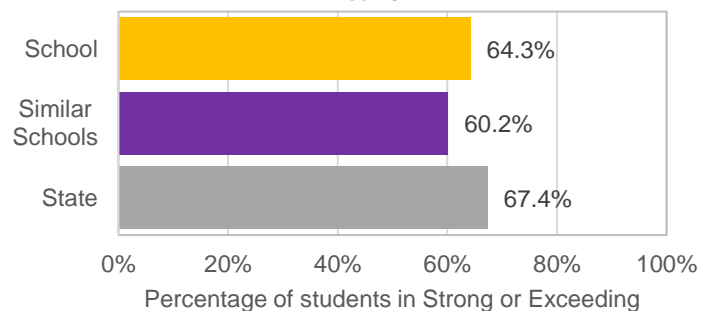
Similar Schools average:

60.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

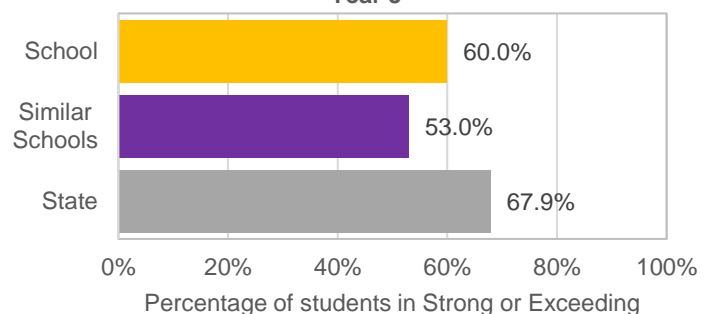
Similar Schools average:

53.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

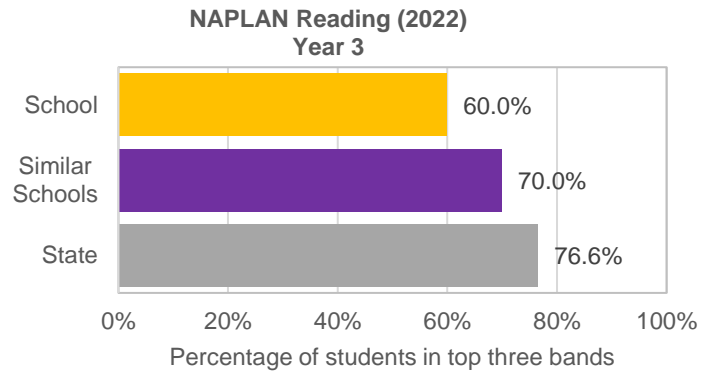
60.0%

Similar Schools average:

70.0%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

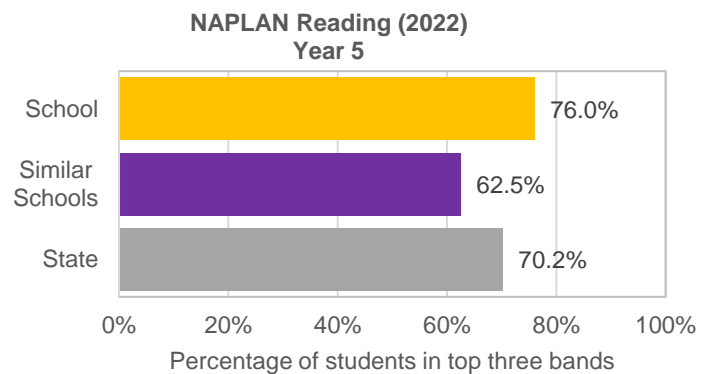
76.0%

Similar Schools average:

62.5%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

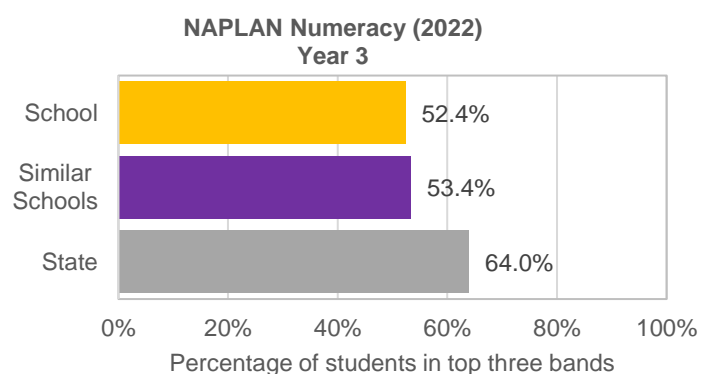
52.4%

Similar Schools average:

53.4%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

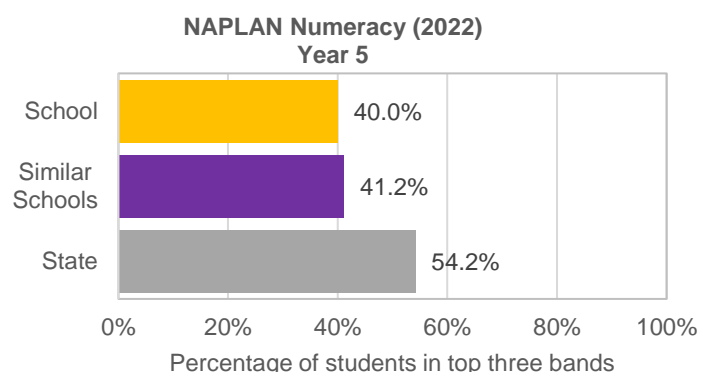
40.0%

Similar Schools average:

41.2%

State average:

54.2%



WELLBEING

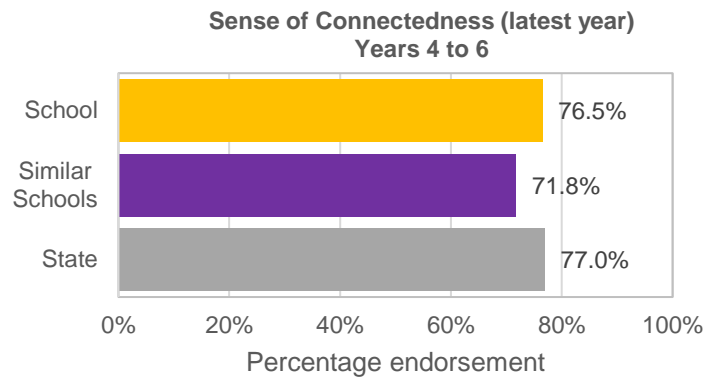
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.5%	78.4%
Similar Schools average:	71.8%	73.5%
State average:	77.0%	78.5%

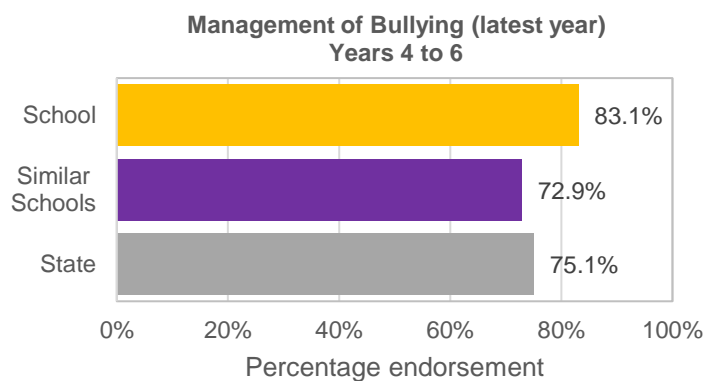


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	83.1%	83.5%
Similar Schools average:	72.9%	73.9%
State average:	75.1%	76.9%



ENGAGEMENT

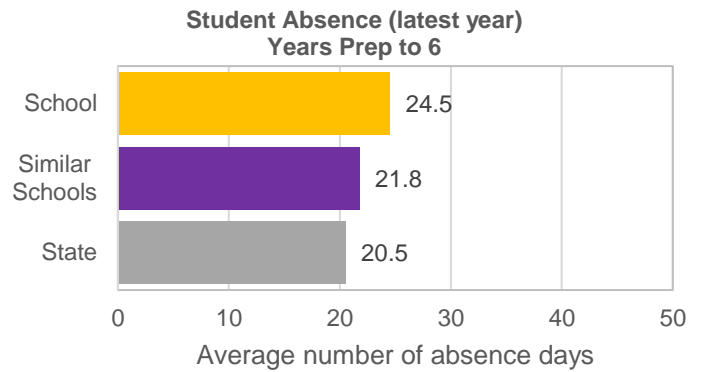
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	24.5	19.8
Similar Schools average:	21.8	20.0
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	89%	89%	87%	88%	90%	88%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,919,402
Government Provided DET Grants	\$251,578
Government Grants Commonwealth	\$16,338
Government Grants State	\$0
Revenue Other	\$20,774
Locally Raised Funds	\$61,758
Capital Grants	\$0
Total Operating Revenue	\$2,269,850

Equity ¹	Actual
Equity (Social Disadvantage)	\$75,553
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$75,553

Expenditure	Actual
Student Resource Package ²	\$1,631,533
Adjustments	\$0
Books & Publications	\$1,826
Camps/Excursions/Activities	\$41,161
Communication Costs	\$2,104
Consumables	\$44,094
Miscellaneous Expense ³	\$9,567
Professional Development	\$18,666
Equipment/Maintenance/Hire	\$25,607
Property Services	\$86,498
Salaries & Allowances ⁴	\$111,769
Support Services	\$6,153
Trading & Fundraising	\$15,643
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,510
Total Operating Expenditure	\$2,005,131
Net Operating Surplus/-Deficit	\$264,719
Asset Acquisitions	\$13,000

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$125,199
Official Account	\$11,299
Other Accounts	\$0
Total Funds Available	\$136,498

Financial Commitments	Actual
Operating Reserve	\$53,971
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$22,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$17,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$106,971

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.