

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2018

St Anthony's Catholic Primary School
LARA

REGISTERED SCHOOL NUMBER: 1330



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Minimum Standards Attestation

I, Natalie Heard, attest that St Anthony's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

8th April 2019

Our School Vision

St. Anthony's is a Catholic faith community which inspires and celebrates a love of learning.

Our School Mission

Inspired by the spirit of St Anthony of Padua, teacher and light of the Church, we are a learning community where culture, faith and life are interwoven.

We inspire students to be faith-filled people who hear the Word of God and respond with authenticity.

We encourage students to be critical thinkers about faith and life. They are able to express their views in respectful ways in an environment that values and encourages the voice of the young.

We challenge students to collaborate and accept responsibility for their own learning and the learning of others. They demonstrate resilience in all facets of their learning.

We inspire our students to become authentic leaders. They will have an understanding of their place in both our local and global community and endeavour to make a positive difference in the world.

We commit ourselves to personalise learning where targeted and explicit teaching is a key component.

We create a faith community where families, staff, children and parishioners feel a sense of inclusion, belonging and connectedness. We demonstrate compassion to those in need and our most vulnerable in particular.

We build a community where children feel safe and secure and value diversity.

We live out our mission on a daily basis as our students develop the knowledge, skills and dispositions to live whole-heartedly in the world as faith-filled people.

School Overview

St Anthony's Catholic Primary School is located in Lara, in the city of Greater Geelong, Victoria. St Anthony's is the only Catholic school in Lara. The school is located within 8kms of the You Yangs National Park.

The population of Lara is continuing to increase with a number of housing estates being developed to accommodate the increasing population. St Anthony's serves the northern end of the Parish of Corio-Lara, and is the second school in the Parish. It was opened in 1983, on the site of the original St Anthony's Church in Flinders Avenue, and is named after St Anthony of Padua. The catchment area for the school extends from parts of Little River to parts of Anakie. Most of our students travel to school by car, as they cannot easily access public transport. A large number of children also walk or ride to school.

The families of St Anthony's school are predominantly Australian born with English being the home language. There are a number of families, where children are second generation Australians, from European backgrounds and we have an increasing enrolment of students with an Asian background. A small number of students were born in other countries, and we have a small group of Indigenous students.

St Anthony's is focussed on providing an educational environment for our students that prepares them for an ever changing global world. Targeting individual needs, collaboration, developing critical thinking skills, student voice, student choice and flexible learning needs are all important aspects of our educational program.

Parents contribute to the school community in a range of ways both through formal groups such as the Parish Education Advisory Board and the Parents and Friends Committee. We also encourage parent participation by supporting the educational activities their children undertake, such as attending excursions, learning expos and many whole school events. The school is well resourced with a range of facilities. We are currently undergoing a major refurbishment to the main building, which will include 12 contemporary learning spaces at the completion of the program.

In 2018 the school operated with 21 classes. We had an enrolment of 445 students. The school employed 41 staff. The curriculum taught at St Anthony's follows the Victorian Curriculum Guidelines and the Victorian Religious Education Framework. Specialist subjects included Physical Education, the Arts (Visual and Performing Arts), Italian and Digital Technologies. There was a range of support programs for students which included Reading Recovery, Levelled Literacy Intervention and Early Years Maths Intervention (Year 1 and 2s).

Principal's Report

2018 saw my first full year as Principal of St Anthony's Primary School. During this time there has been much change to many aspects of our school. We have continued to work hard to build and maintain the reputation of our school. Our school is highly regarded within the Lara community and the broader education community. The charism of our school is centred around mission. We share in the Church's Catholic mission of service to our community.

After securing a building grant from the federal government in 2017, stage one of the major building works began in November 2018. This has meant we needed to relocate a number of classes to our school hall while works continued.

In 2018 we continued our commitment to providing students with a high quality education and working in close partnership with families. A great deal of work was done with the staff to build positive relationships between ourselves, with students and with our parent community. We held open classrooms early in the year as a way of welcoming our families into the partnership of their child's education. We also engaged some guest speakers to present to staff and parents the importance of positive relationships and a strong partnership between home and school. Parents are viewed in our school as key partners in learning, which has clearly contributed to improved learning outcomes for our students.

We have a learning community that acknowledges and caters for diverse, individual educational needs. Improving teaching practice and student learning has been best served by a collaborative team approach and included key elements of collegial coaching, action research, participation in professional learning and formal study.

The school's social climate extends a sense of belonging to all members of the community. Students are encouraged to accept that their rights are accompanied by responsibilities. Our school's Behaviour Support plan outlines a whole-school approach to establishing and maintaining a school climate that is characterised by resilience, fairness, charity and a sense of belonging.



Education in Faith

Goals

To foster a vibrant Catholic school community that nurtures Catholic identity and supports growth through dialogue.

Intended Outcomes

That staff collaboration and knowledge in teaching Religious Education will improve.

That staff and students make strong connections between their world and their faith through Gospel values - and live them daily!

Achievements

During ARMs (Annual Review Meetings), teachers expressed greater confidence in their capabilities to teach Religious Education as a result of whole staff PD with Prof Marg Carswell on engaging with Scripture. The staff have explored Godly Play to teach Scripture and used digital technologies to gather evidence of student learning.

A number of staff have undertaken study to earn accreditation to teach Religious Education in Catholic schools and we employed teachers who were already accredited to teach Religious Education in Catholic schools.

There has been greater independence of teachers to plan class Masses and Reconciliation opportunities.





VALUE ADDED

The link between faith and life is made explicit through the social justice elements included in the study of other areas of the curriculum:

- Year 5s market day raised money for Caritas
- Class awards are publicly presented to those who display the school's core values
- The community gathers to pray together each week at an assembly where each class takes a turn presenting
- Year 6s Social Justice fete raises money for St Bernard's Primary School, Many, Uganda
- Whole school Masses have been celebrated for Ash Wednesday, Mother's Day, Father's Day, the Feast of St Anthony and Graduation
- Whole school fundraisers/ donation collection for St Vincent de Paul, local aged care facility, Caritas, Bahay tuluyan Philippines Australia for a bus service (as a result of guest speakers from Kids View)

Learning & Teaching

Goals & Intended Outcomes

To embed a culture of Visible learning within a stimulating, challenging, purposeful, authentic and safe learning environment.

For all staff to have a shared vision of Mathematics and Literacy Learning & Teaching.

Improve professional subject knowledge, pedagogical knowledge and content of Mathematics and Literacy.

That learning growth will improve for all students in Literacy and Mathematics.

That every student is *engaged, challenged and learning successfully*.

That teacher confidence, quality and purposeful teaching will improve.

To improve student outcomes in:

NAPLAN – Mathematics, Reading, Writing, Punctuation, Grammar and Spelling.

To continue to use the LFIN data – (Learning Framework in Number) to improve outcomes

Achievements

Visible learning feedback from external sources is showing growth.

Common language during professional conversations in classrooms and in planners in relation to Visible Learning is being used.

We have continued professional learning on visible learning; through staff meetings and external PD for the Visible Learning team.

Effective learning discussions through Literacy, Maths, Integrated Curriculum and Religious Education.

All teams participate in facilitated planning.

Planners show 10 hours Literacy, 5 hours Maths.

All staff participate in report moderation in teams and across school; staff meeting time.

Teachers have continued to use data in planning.

Use of data discussed at team planning.

Students are able to identify learning goals.

Professional development for the Prep-2 teachers from the Literacy Leader in the use and interpretation of the F&P BAS.

Continued professional learning on sequence of learning in Mathematics and progressions.

Year 3 and 6 teachers attended PL on Maths.

LFIN (Learning Framework in Number) P-4 testing at beginning of year.

LFIN (Learning Framework in Number) continued P-4 and teachers continued to use the data to plan learning experiences.

Year 3 and 4 teachers attended STEM PD to improve understanding and to plan 2019 experiences.

Craig Cummings (CEM) worked with the whole staff at staff meetings and planned digital technologies with teams.

Leadership attended CEM network days.

The whole staff participated in a 'Seven Steps' whole school closure day (writing).

Teaching staff completed the Smart spelling professional development online.

We experienced growth in NAPLAN data.

Select staff worked with an external Literacy coach, Jennifer Turner.

Year 6s used HAPARA as a platform for Teaching and learning.



STUDENT LEARNING OUTCOMES

NAPLAN data is showing small increases in Reading from 2016 to 2017 and again to 2018. The school is tracking against the state mean in 2017 and 2018. Although there is a large variance of achievement in Reading, targeted teaching and the introduction of Fountas and Pinnell reading levels in 2018 will continue to support our students in reaching minimum benchmarks.

The school's spelling and grammar NAPLAN results are sitting below the state mean for 2016, 2017 and 2018. The NAPLAN data also shows a large variance of achievement across Years 3 and 5. The introduction to SMART spelling across the whole school in 2019 will assist students in achieving higher in these areas in future years.

Although our students continue to perform below the state mean for NAPLAN writing, there has been an upward trend for our school across the 3 years. When analyzing the writing data our students need to expand on their ideas and add depth to their writing. The introduction of The Seven Steps to Writing Success in late 2017 will assist our students to develop their writing skills.

After a dip in Year 5 Numeracy NAPLAN in 2017, there has been positive growth in 2018 NAPLAN Numeracy results. The spread of student achievement has decreased and the mean is beginning to rise in 2018. Although the school is below the state mean for the 3 years for Years 3 and 5, there is upwards movement of the school's mean. A whole school approach towards teaching Numeracy is a goal for 2019

Student Wellbeing

Goals & Intended Outcomes

To ensure the social, emotional wellbeing of all members of the St Anthony's community are being acknowledged and addressed.

To empower staff and students with the knowledge, skills and dispositions to be emotionally intelligent and successful learners.

That students will develop as self-managing and collaborative learners who take responsibility for their learning, actions and wellbeing of themselves and others.

The school is keen to make explicit links between its Catholic faith, Social and Emotional Learning and community values.

To build Staff Capability in the teaching and understanding of the impact of positive relationships amongst all stakeholders and social and emotional learning.

To build a positive school environment.

Achievements

At St Anthony's we have developed a 3 year Wellbeing strategy that we are consistently working towards achieving.

We began our year looking at Positive Psychology and the impact it can have in our school and the importance of our role as educators.

We offered parent education presented by an external presenter Georgina Manning from Wellbeing for Kids.

Principal attended a principal conference to Indonesia which has a large focus on Positive Education – specifically the Compass model (**N**ature, **S**ociety, **E**conomy and **W**ellbeing Sustainability).

All classes had a focus on building positive classrooms & positive relationships.

Staff meeting time was used to discuss and build a strategy to build a positive school culture.

We reviewed and further developed a whole school behaviour management plan across the school; which included the development of 'An Invitation to better habits'.

Our Deputy Principal attended a Positive Education conference with DP network – with a particular focus on Emotional Intelligence.

Wellbeing Leader, Deputy Principal and Principal attended various network meetings which all had a wellbeing focus.

We continued to embed 'Protect' and Child Safe Standards.

Mandatory Reporting Modules were completed by 100% of staff.

There has been a notable improvement in the climate of the school.

The community has become less reactive.

Communication and approachability has improved.

Student behaviour has improved and classrooms are calmer.

VALUE ADDED

- We began whole school initiatives: shout out window, award for winning year level each term, brain breaks
- We had a strong focus on 'getting to know you' at the beginning of year – for staff, parents and students
- Term 2 cyber safety sessions with students and evening with parents
- Brave Hearts student sessions
- Introduced passive play area.
- Two Wellbeing leaders to Berry St for training
- Seasons
- The Wellbeing leader ran social skill groups across the school where a need was identified
- School Psychologist; John to see students referred to him through Nat
- Year 4 and 5 playground behaviours survey
- Stop, Think, Do in Years 4 and 5
- Positive self-talk poster on display
- Kellie working with Year 6 leadership groups
- There was a large investment in teacher, parent and student resources to assist with improving the Wellbeing of all members of our community

STUDENT SATISFACTION

Our Year 3 and 4 student data shows they feel positive and well connected to our school. Similarly, data reflects that the students feel confident, that they belong and enjoy their time at school. Indicators from survey data reflects the presence of positive emotions for students and that they have positive relationships with other students at St Anthony's.

Our Year 5 and 6 student data shows significant improvement compared to the last survey period. There is an improvement in morale, connectedness, engagement and motivation.

STUDENT ATTENDANCE

The school manages student attendance electronically by the student administration system SIMON. Members of the school's office administration team monitor and check daily attendance reports that are generated by every class group. Staff continued to engage with the parent SMS notification system in 2018, whereby parents receive a text message alert if their child is absent from school and the absence is unexplained. An alert is triggered at the beginning of the school day when rolls are marked. Parents are contacted until a response is received. Parents can also monitor their own child's attendance by way of the parent portal.

Child Safe Standards

St Anthony's Primary School is committed to being a Child Safe organisation. We have a zero tolerance for child abuse and we are committed to acting in children's best interests and in keeping them safe from harm. We regard our child protection responsibilities with the utmost importance and as such, we are committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations to maintain a child safe culture.

Goals and Intended Outcomes

St Anthony's is compliant with the Child Safety Laws. There is be a culture of zero tolerance towards child abuse. The school community is committed to maintaining a child safe culture.

Achievements

Child safety is at the forefront at St Anthony's. We are compliant in regards to the child safe standards. We have excellent and thorough processes in place and we have well documented procedures to ensure all members of our community and visitors are well informed.

We review our Code of Conduct and Child Safety Policy regularly. In consultation with the school board and staff we review the commitment statement. All staff are required to complete eLearning modules on mandatory reporting. Staff also revised the PROTECT website and gained awareness and strategies on child safety through these resources.

Through the newsletter, our interview process and the website our community have been informed of policies and our commitment to child safety. All volunteers that come into our school are provided with a Code of Conduct and must provide a copy of their Working with Children Check.



Leadership & Management

Goals & Intended Outcomes

To develop a strong professional culture that empowers all staff to lead and demonstrate their responsibility to enact the school's vision and collaborate for continuous improvement.

That there is trust, open communication and positive relationships amongst staff.

That staff will feel more empowered.

That the performance and development culture of the school is strengthened.

Achievements

Larger leadership team of eight.

Sharing duties in the office.

Sharing leadership items such as assemblies and staff meetings.

Discussed at ARMs.

Coaching and support as required through leadership team.

Facilitated planning.

Running staff meetings / TLWs.

Planning sessions in TLWs where the leadership team are able to help.

Staff have made suggestions for certain items, which show that they feel more empowered.

Asking for staff feedback on major decisions, through staff notes, emails and staff meetings.

Appraisal through staff notes, emails, newsletters, staff meetings.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Literacy Coaching with Jennifer Turner

Georgina Manning – Wellbeing for Kids

Inclusion Leader Development

Hapara

Learning and Teaching Network

Dynamic Emergency Management training

Level 2 first Aid, CPR, Anaphylaxis and Asthma

Visible Learning

Developing Mathematical Understanding

Michael Bairstow Mathematics Professional Development

Reading Recovery Training

Levelled Learning Intervention Training

Fountus and Pinell Training

7 Steps to Writing success

SMART spelling

Early Years Mathematics Curriculum, Assessment and Pedagogy (CAP)

Religious Education Professional Development(Rose CEM working with teams)

Berry Street Training (Wellbeing) ADOBE on boarding CERT IV in Education Support NCCD professional Development APPLE PD – Tony Richards iPads in the Early Years (Prep – 2) iPads in the classroom (Year 3 – 6) We Stem PD SIMON training Place Value Professional Development AITSL Digital Curriculum PD (Craig Cummins) Gadgets in a box Western Literacy Leaders Network Western Maths Leader Network Western Learning Diversity Network Western Religious Education Leader Network Deputy Principal Network Principal Network TLN (Teacher Learning Network) online Professional Development	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	35
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1075.20

TEACHER SATISFACTION

The teacher Insight SRC data shows that the staff responses in all areas sits within the mean. The teachers indicate that they feel leadership understand their needs. There are improvements in staff morale, team work and curriculum processes.

There is an improved attitude about student behaviour. The data supports the schools focus on strengthening relationships and creating a positive culture.

School Community

Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school, faith community and the wider community to support learning and wellbeing.

To increase trust between staff and parents (both ways).

That families will be more empowered and actively engaged in the learning of their children.

That teachers will see the benefits of building authentic partnerships with parents and the wider community.

That students will make connections with the broader community to enhance learning.

Achievements

See Saw, Apps.

Introduction of St Anthony's Facebook Page.

Newsletters.

Open classrooms.

Parent engagement sessions at different year levels.

Parent helpers.

Parent Information sessions.

St Joseph's Year 10 VCAL students building items for the school.

Year level masses.

Family masses on Sunday aimed at year levels.

Combined Parish school days.

Social justice awareness and supporting local and global organisations.

School Fair.

Mother's Day and Father's Day Masses and open classrooms.

Clear expectations of parents and communication.

Positive feedback on changes to reporting format.

Parent engagement at St Anthony's is both highly valued and viewed as a critical component of the educational team working together for the benefit of each child. Parental involvement is always welcomed and encouraged. The school has an active P&F Association and School Board, who are invited and encouraged to assist the school in collaborative decision making, providing personal expertise where relevant. We provide opportunities for mutual consultation and collaboration, especially during times of review and renewal, seeking feedback of the parent community through a variety of means. St Anthony's maintains effective communication on multi-levels, namely for the purposes of educating, informing, sharing, advising, responding, and sharing of expectations. We encourage the contribution of parents in a variety of ways, especially welcoming their presence at celebrations of both learning and faith.

School Performance Data Summary

The School Performance Summary reports on data in the following areas:

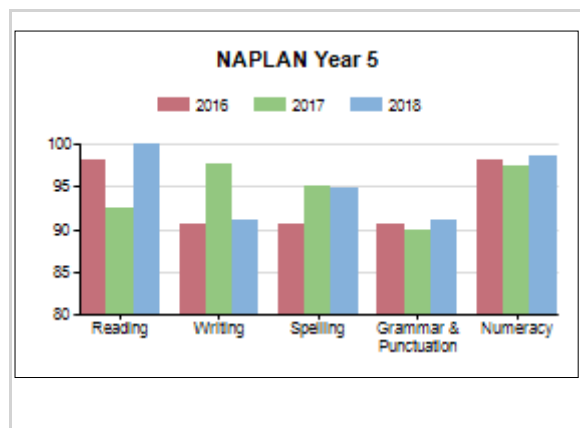
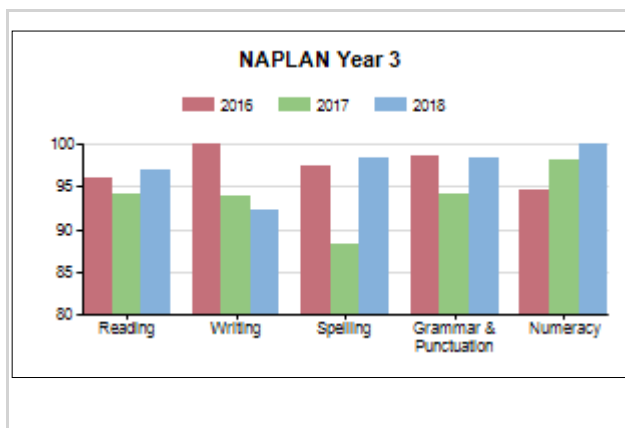
- Proportion of Students Meeting the Minimum Standards
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

E1330
St Anthony's School, Lara

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	98.7	94.1	-4.6	98.5	4.4
YR 03 Numeracy	94.7	98.1	3.4	100.0	1.9
YR 03 Reading	96.1	94.2	-1.9	96.9	2.7
YR 03 Spelling	97.4	88.2	-9.2	98.5	10.3
YR 03 Writing	100.0	94.0	-6.0	92.2	-1.8

YR 05 Grammar & Punctuation	90.7	90.0	-0.7	91.0	1.0
YR 05 Numeracy	98.1	97.5	-0.6	98.7	1.2
YR 05 Reading	98.1	92.5	-5.6	100.0	7.5
YR 05 Spelling	90.7	95.0	4.3	94.9	-0.1
YR 05 Writing	90.7	97.6	6.9	91.0	-6.6



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.0
Y02	94.0
Y03	93.2
Y04	90.7
Y05	93.5
Y06	90.2

Overall average attendance	92.4
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TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.3%

STAFF RETENTION RATE	
Staff Retention Rate	87.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	6.7%
Graduate	20.0%
Graduate Certificate	3.3%
Bachelor Degree	73.3%
Advanced Diploma	30.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	31.2

Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	6.2
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au