

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St Anthony's Primary School
LARA

2019

REGISTERED SCHOOL NUMBER: 1330

Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	
Principal's Report	5
Education in Faith	6
Learning & Teaching	8
Student Wellbeing	11
Child Safe Standards	14
Leadership & Management	15
School Community	18
School Performance Data Summary	

Contact Details

ADDRESS	90 Kees Road, LARA, 3212
PRINCIPAL	Natalie Heard
PARISH PRIEST	Fr Rojan George (Parish Administrator)
TELEPHONE	52821415
EMAIL	principal@salara.catholic.edu.au
WEBSITE	www.salara.catholic.edu.au
E NUMBER	1330

Minimum Standards Attestation

I, Natalie Heard, attest that St Anthony's Catholic 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 2020

Our School Vision

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



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.
- 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.
- In 2019 the school operated with 22 classes. We had an enrolment of 467 students. The school employed 42 staff.
- In 2019 we completed a major refurbishment of our main building which now hosts 12 contemporary flexible learning spaces, breakout spaces and common areas. The new spaces ensure our environment matches our approach to learning.
- Students with additional learning needs are supported by our learning support staff who offer in-class support, and where required, specialised withdrawal programs.



Principal's Report

2019 was a successful year at St Anthony's. 2019 saw the completion of our major building program within the main building which has provided us with 13 new contemporary and flexible learning spaces and a new staff area. We also saw improvements to our court area with the addition of a large shade structure and a new full sized oval.

Strong Curriculum Leadership ensured teachers were able to grow in their professional knowledge enriching their capacity to deliver personalised, relevant and engaging learning experiences for all our students; we had a particularly strong focus on improvement in Literacy.

Our Annual Action Plan targeted improvements in learning outcomes for all students. The goals and strategies identified in the plan were centred around personalising learning opportunities for the students based on accurate data collection, analysis and future action planning.

We continued to be committed to learning about and living out our Catholic faith. We strived to ensure that nurturing the faith of this community and the individuals in it is a priority in all that we do at St Anthony's. 'Doing What Jesus Asks Us' remained our focus. We lived out our commitment to a strong sense of justice, equity, respect and fairness for all within our community and the extended community. We embraced the challenge that St Anthony left us to 'Let your light shine'.



In 2019, as a Catholic Faith community we continued to work together on our learning journey. We embraced the challenge of the future with excitement and enthusiasm. St Anthony's will continue to be a place where great learning happens and positive respectful relationships are nurtured.



I congratulate all the students for their fine achievements and consistent efforts. To the hard working, professional and dedicated staff who continually give their very best for the benefit of each child, I say thank you and well done!

To the Parents and Friends Association who provided year long, outstanding community bonding events, fun and enjoyment for all the children and their families including the much-needed additional funding that enhances our school educational programs, I sincerely say thank you and congratulations. A special note of thanks is extended to the Parish Education Board for their support of the school. And finally, to the general parent community who continue to support our school efforts in some many varied ways, thank you.

Education in Faith

Goals & Intended Outcomes

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

- 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

Staff meetings to build Religious Education knowledge and collaborative planning have occurred at least termly. This has helped to build common understandings around learning outcomes and expectations, and assessment and reporting, with Rose Thomas from CEM Western Office running a session around assessment moderation.

Staff are beginning to engage more with the Religious Education Framework documents issued by the CEM and are using these more in their planning of rich RE curriculum. Teachers have had opportunities to plan and run class Masses and liturgies across the year with support from the REL.

A number of staff have successfully completed their accreditation to teach Religious Education in Catholic schools, and three additional staff members have begun their accreditation studies with Australian Catholic University.

Parent engagement in RE learning has increased with RE lessons and tasks uploaded to SeeSaw. This has allowed for real-time interaction and feedback from parents to students and to teachers. This has proven popular with our community, with the vast majority of parents interacting in learning through this portal. A high number of families with children celebrating the Sacraments have attended faith formation evenings and feedback was overwhelmingly positive.



Students continue to enjoy and be engaged in rich learning experiences in Religious Education. Four students took up the challenge to be Liturgy Leaders and were a great support to teachers in setting up and running Masses and liturgical celebrations throughout the year.

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:

- Whole school fundraisers/donation collection for St Vincent de Paul, local aged care facility, Caritas, and St Bernard's School, Uganda, Mannya, with links to social justice outcomes in the RE Curriculum Framework.
- Weekly Prayer Assemblies.
- Year 5s market day again raised money for the Caritas Project Compassion campaign.
- Year 6s Social Justice Fete raises money for St Bernard's Primary School, Mannya, Uganda.
- 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.
- Whole school Masses have been celebrated to usher in the Beginning of the School Year, Ash Wednesday, Mother's Day, Father's Day, the Feast of St Anthony and Graduation.
- Student nominated awards based on living the Gospel Values in everyday life (Below: 2019 St. Mary MacKillop Award Winner Marvin Morante)



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

- Strategic focus on deliberate improvement - decided by the whole staff.
- Whole School Professional Learning on Literacy: Fountas & Pinnell (F&P), data walls, summarising.
- Development of data walls P-6 and use of these in planning.
- Continued use of F&P reading resources.
- Opportunity for staff to present at staff meetings on ideas they are using in their classroom.
- Facilitated planning by learning and teaching leader, literacy and maths leaders.
- Common language and understandings across the school with a focus on reading; summarising.
- Support from CEM staff to develop staff capacity.
- Purchase of resources to support both literacy, numeracy and religious education.
- Consistent use of BAS P-6.
- Time given for staff to complete BAS.
- Clear Learning intentions / Success Criteria using F&P.
- Smart Spelling and 7 steps learning implementation continued.
- Maths: Michael Bairstow delivering professional learning on 'Launch, Explore, Summarise'.
- Staff meetings used to develop common understandings, common language and implementing daily place value focus in the class.
- Use of open-ended tasks and ways for differentiation, enabling and extending prompts.
- Continued staff PL on visible learning. Discussion around the use of SOLO taxonomy. Refining of language used in rubrics with the use of SOLO taxonomy. Walk throughs and discussions with students.
- Surveys / google forms for feedback from staff / students. Continued professional learning on types and importance of feedback. Best Practice and research around visible learning.
- The CEMSIS data suggests that there is room for improvement from leadership when giving feedback ~ domain 5.
- Staff meetings, PLCs, facilitated planning, team discussions, whole school and year level data; collection, analysis and discussion.
- Ongoing professional development for staff and leadership.

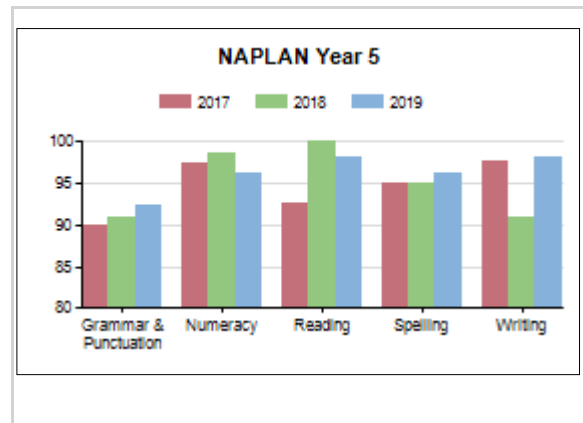
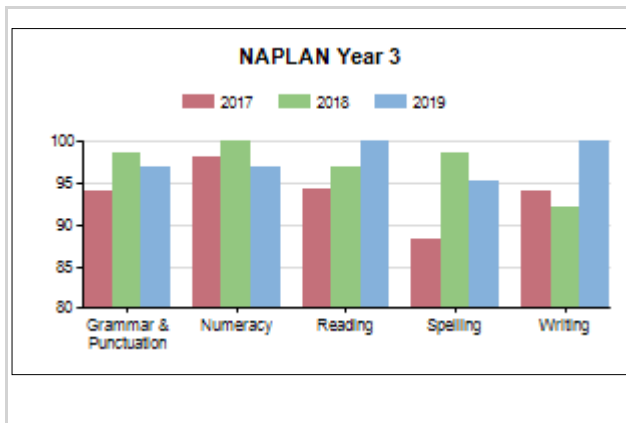
- Leadership attend CEM networks and sought assistance from CEM staff; school visits, staff professional learning.

STUDENT LEARNING OUTCOMES

NAPLAN data is continuing to show student growth from 2017 to 2019. The school is tracking against state mean in 2019 in most areas. There is less of a variance in the 2019 reading data from previous years. Spelling at Year 3 tracked well against the state mean for 2019, however Year 5 shows results below the state mean. Smart Spelling and professional learning around spelling has been introduced to support student learning in this area. Grammar continues to sit below the state mean; however, our school shows significant improvement from 2017 and 2018. Our writing data in Year 3 continues to show an upward trend, now matching state mean in 2019. Year 5 also shows improvement, but is still slightly below the state average in 2019.

In Numeracy our 2019 data shows significant improvement from 2017 and 2018. There is less variance of student achievement in both Year 3 and 5 results. Year 5 is showing pleasing gains, now tracking at state mean in 2019, which was sitting below the state mean in 2017 and 2018. Year 3 has also improved, although sitting just below state mean.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	94.1	98.5	4.4	96.8	-1.7
YR 03 Numeracy	98.1	100.0	1.9	96.8	-3.2
YR 03 Reading	94.2	96.9	2.7	100.0	3.1
YR 03 Spelling	88.2	98.5	10.3	95.2	-3.3
YR 03 Writing	94.0	92.2	-1.8	100.0	7.8
YR 05 Grammar & Punctuation	90.0	91.0	1.0	92.3	1.3
YR 05 Numeracy	97.5	98.7	1.2	96.2	-2.5
YR 05 Reading	92.5	100.0	7.5	98.1	-1.9
YR 05 Spelling	95.0	94.9	-0.1	96.2	1.3
YR 05 Writing	97.6	91.0	-6.6	98.1	7.1



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

Began the school year focussing on building positive classrooms and positive relationships.

We offered parent education on understanding and supporting children with anxiety. This was presented by an external presenter- Georgia Manning from Wellbeing for Kids.

Staff professional development facilitated by Andrea Downie- Student wellbeing, mental health and how we can best support our community.

Whole school social and emotional focus with each class using a program called '*You Can Do It*' - a social and emotional learning program with lessons that teach attitudes, values/character strengths and social-emotional skills for success, relationships and wellbeing as well as for overcoming social-emotional blockers.

Developed a Wellbeing Room- accessible to students and staff.

Whole School expectation to have at least one SEL lesson per week.

Wellbeing leader attended network meetings run by Catholic Education Office.

Mandatory Reporting Modules completed by staff.

Catholic Care Psychologist at school 1 day per week working with individual students and their families.

Employed a school social worker part time.

Passive play equipment expanded.

VALUE ADDED

- Continued to recognise positive behaviours throughout the school with 'shout out tally and awards.
- We had a strong focus at the beginning of the year on building positive classrooms and positive relationships.
- Staff have continued our learning around student wellbeing, mental health and how we can best support our community with our closure day facilitated by Andrea Downie
- Social worker facilitated social skill groups, liaised with teachers' families and students in need, assisted in the classroom and ran Seasons Program.
- Set up Wellbeing Sensory room- opened during some lunch times for students who require a quiet space. Wellbeing resources stored in the one area accessible to students and staff.
- Wellbeing displays in shared spaces with a variety of messages.
- Staff working with Year 6 Leadership groups weekly.
- Community Connection- St Laurence Park visit with hampers organised by student leadership and fundraising for ST Vincent de Paul.
- Celebrated a 'Kindness Matters Day' as a whole school, facilitated by wellbeing leader and the Year 6 Social Justice and Student Action leaders. Prepared activities for classes to use around the theme of kindness. 'Kindness' awards given to a child per class.
- Held a developing leadership skills day for the Year 5 students.
- Further developed the passive play area.
- Purchased 'kimochis' to use in SEL for junior students.

STUDENT SATISFACTION

Our CEMSIS student data shows a lot of positive scores and gives us direction for the 2020 school year. The data indicates that the students feel we have high expectations, have a positive school climate and they have positive relationships with our staff.

STUDENT ATTENDANCE

It is a legal requirement that all student absences are recorded. All absences are recorded on the electronic roll by the classroom teacher. The electronic attendance roll is a legal document. It is completed twice daily and all attendees are registered accordingly.

When a child is late it is logged by the parent or administration office on the electronic roll. When a child is absent, parents are required to notify the school of their child's absence via PAM (Parent Access Module).

It is a teacher's responsibility to ensure the roll is marked accurately. If a child has an unexplained absence a text message is sent to the family by 9.30am that day. A response is expected in a timely manner. If this does not happen a follow up phone call is made. Where a family is planning an extended period of absence due to overseas or extended family holidays, parents are asked to ensure the school is notified in advance in writing. In the event of prolonged, unexplained absence class teachers are to notify either the Principal and attempt to contact the family to ascertain the whereabouts of the child.

Regular absenteeism is followed up with telephone calls or meetings with parents/guardians. Further meetings with parents/guardians are held to discuss absenteeism. Strategies are discussed and implemented with parents/guardians to ensure school attendance. Any further action, such as contacting outside agencies or departments of CEOM will be decided upon by consultation with the Principal.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	87.8
Y02	90.0
Y03	90.1
Y04	90.1
Y05	88.5
Y06	88.1
Overall average attendance	89.1

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

Continue to ensure Child Safe policies and practice is embedded into everyday life.

- Commitment to training of teaching and non-teaching staff and volunteers.
- Continue monitoring 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- Address risk management practices when planning school activities and events.
- Continued to implement the development of 7 Child Safety Standards.
- Each staff member has read, agreed to and signed the Code of Conduct (Standard 3).
- Each staff member has been made aware of the protocols required for complying with Standard 4 (Identifying and Responding to All Forms of Abuse in Victorian Schools)
- Staff member has completed an online Mandatory Reporting Module.
- Staff meetings – explaining the Ministerial Order 870 (Reportable Conduct)
- Contractors and Volunteers induction in promoting Child Safety policies and protocols.
- Parents remain informed via the school newsletter, website, signage around the school about school expectations regarding Child Safety.
- Parents continue to be given the opportunity attend cybersafe meetings.
- Parent education and induction in promoting Child Safety policies and protocols.

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

School vision and goals are visible and drive all decisions.

Provision of structures to support learning and teaching - staff provided with weekly extra release time for planning

Curriculum leaders continue to support collaborative planning and track progress across the school - focus on data analysis to improve learning outcomes is a high priority.

Provision of professional development for all staff to enhance and build teacher knowledge and capacity

Support and strengthening of leadership structures

Staff meetings to provide opportunities to discuss understandings of Leadership, school expectations, role clarity, teamwork, empowerment and parent partnerships

Provision of meeting structures to support students with additional needs.

Staff supported in the development of 'Visible Learning' philosophy and practices throughout the school.

Staff Meetings and professional team meetings scheduled with focus /agenda.

Scheduled Parent / Teacher interview days twice per year.

Communication maintained with families via electronic newsletter and PAM (Parent access module)

Ongoing review and evaluation of school policies and practices

OHS - remains a priority to ensure best practice is observed and ensuring a safe and harmonious environment is maintained

Management and monitoring of school facilities and maintenance of the school environment a priority

Catch up and annual review meeting held with all staff individually

Google Docs continues to provide a collaborative and effective means of communication across the school

Collaboration and open dialogue maintained with families in order to foster strong partnerships

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Principal Network Meetings
 CEM Leadership Masterclass
 SMART Spelling Course
 Administrative Officers Finance Clusters
 Western Literacy Leaders Network Days
 Learning Diversity Leaders Network
 Inclusion Leaders Network
 Levelled Literacy Intervention Facilitated Planning Fontas & Purnell PD
 Western NCCD Network Meeting
 Learning Diversity Leaders Conference Driving Performance Symposium on Psychological Wellbeing 2019 Review Process 2019 School Review using NSIT
 Students with ANXIETY - Build Confidence and Improve Achievement
 Maths Leaders Network Mtg
 Agile Learning Sprints Network
 Learning and Teaching Network
 Data Literacy PD WRO
 Deputy Principal Network
 Wellbeing Cluster Mtgs
 OHS for School Leaders
 Learning and Teaching Network Digital Technologies and STEM Conference
 WE-STEM
 Western NCCD Network Meeting
 CEM Languages PD
 Dyslexia Modules
 Michael Bairstow – Mathematics PD
 APPLE PD
 Library Networks
 F&P Literacy PD

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	32
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 546.79

TEACHER SATISFACTION

Our CEMSIS (Catholic Education Melbourne School Improvement Survey) staff data is very positive. The data shows that we have a positive school climate and strong relationships amongst all staff groups. An area for future work is the frequency of feedback and input to our improvement goals.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.0%
--------------------------------	-------

ALLSTAFF RETENTION RATE

Staff Retention Rate	97.7%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.7%
Graduate	19.4%
Graduate Certificate	3.2%
Bachelor Degree	74.2%
Advanced Diploma	25.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	3
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	2
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	9
Indigenous Teaching Staff (Headcount)	0

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

- Father's and Mother's Day celebration morning
- Opportunities for parents to participate in any facilitated weekly Mass.
- Parents invited to be classroom helpers
- Open classroom and end of term celebrations of learning
- St Anthony's School Fair
- Introduction of PAM (Parent Access Module)
- See Saw for up to date feedback / assessment.
- Term newsletters
- Semester overviews
- Simple reports and more 'real time' assessment feedback given.
- Invitation for faith formation and other parent information evenings.
- Newsletter and Apps for communication.
- Facebook as a tool for engagement in daily school life.
- Guest speakers
- Special Day celebrations
- Continued to review, use and improve our communication methods – newsletter, updated app, Facebook and the School Website
-
- Participate in school events with their children such as:
 - Interschool School Sports
 - Book Week
 - Buddy program
 - Sports Carnival
 - Excursions

PARENT SATISFACTION

We had a very small response to the CEMSIS FAMILY SURVEY (Catholic Education Melbourne School Improvement Survey) - Therefore, it is difficult to know if it is a true reflection of our Parents perception.

However, the parent data was extremely positive and indicates that our families feel welcome at our school and that our staff are approachable. We consider this very positive growth. Most significant for us is the data around engagement, school climate and communication. We believe it shows our commitment to ensuring positive Parent / School relationships and the importance we place on them.

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