

St Anthony's School Lara

2020

Annual Report to the School Community



Registered School Number: 1859

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Minimum Standards Attestation

I, Natalie Heard, attest that St Anthony's 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 2020 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.

03/05/2021

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

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. Some 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 2020 the school operated with 20 classes.
- In 2020, we had a number of improvements made to our school including the addition of 2 Gaga Pits, an outdoor Master class area, additional outdoor seating and the exterior of the buildings were freshly painted.
- 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

2020 is a year that will stand out for most of us for many years to come. We had a settled start to the beginning of the year but within a few weeks we began to realise that the year was going to be filled with unexpected and unprecedented challenges.

I am proud to report that as a community we rose to the challenge. We were fortunate that our families were understanding and supportive of the situation we found ourselves in.

Once we had established our plan and protocols we settled into a new way of learning and teaching. Our staff went above and beyond during the two lockdowns. Our priority was on staying connected and making personal contact with all of our families. We were in regular phone and email contact with our parents. Our SeeSaw portal was an invaluable resource which provided two-way communication between staff and parents and staff and students. Daily videos were uploaded to the whole school community and to homerooms in an attempt to keep everyone informed and up to date. Our staff made weekly clips that were shared with our community. This was our way of showing how much we cared about our community.

As time went on our learning plans became easier for our students to access as we evaluated. Listened to feedback and made adjustments. During the second lockdown we delivered care packages to each of our families to help keep the enthusiasm up.

We provided onsite supervision for those who needed it. Over time our numbers grew as our families' need for support increased.

We learnt many things during the covid lockdowns ~ we slowed down and focused on what was important. We developed a new appreciation of how much we enjoy spending our days with the students and our families developed a greater appreciation for our staff.

Although term 4 looked very different to 'normal', it was wonderful to have all of our students back onsite. We were limited in many ways, but grateful to be back together. We were grateful that we were able to have many of the celebrations which are important to our year 6 cohort. They were able to attend camp, celebrate the Sacrament of Confirmation, attend Adventure Park and have their Primary School Graduation.

I congratulate the students and parents for their resilience, achievements and efforts. To the hardworking and professional staff who gave their all ~ thank you. It was a challenging year but one that we managed to work through together.

Education in Faith

Goals & Intended Outcomes

Goals and Intended Outcomes

- To foster a vibrant Catholic school community that nurtures Catholic identity and supports growth through dialogue.
- Making our Catholic Identity visible - living the Gospel values and valuing the dignity of all people.
- That staff collaboration and knowledge in teaching RE will improve.
- That staff and students make strong connections between their world and their faith through Gospel values - and live them daily!

Achievements

Achievements

COVID-19 PANDEMIC SIGNIFICANTLY REDUCED OUR OPPORTUNITIES IN 2020

- Class and school liturgies (when allowed)
- Website created for remote learning.
- RE still present during remote learning.
- Regular co-planning with REL and Year levels
- Engagement to families through take home packs.
- Whole school focus on connecting to God through meditation and prayer once back at school - building a whole school approach to promotion of a visible culture of prayer
- RE tasks on SeeSaw and in reports.
- Continued to meet with Liturgy leaders where possible.
- Sacrament preparation continued.
- Developing ideas for new RE curriculum.
- New Parish Priest with increased interest / connection to the school.
- Positive uptake on accreditation study & completion, with support from REL.
- Connection to faith at staff gatherings.
- Weekly visits to classes/year levels from Parish Priest (from Term 4)

VALUE ADDED

Value Added

- Religious Education learning continued throughout remote learning in 2020
- Parents engaged with student learning in RE throughout remote learning.
- Students, staff and parents engaged with RE online learning website
- Planning sessions with staff enabled and REL enabled collaborative discussions that upskilled staff knowledge in RE content
- New parish priest engaging with staff
- Regular classroom sessions with Parish Priest building engagement between parish and school
- Three staff members commenced and one staff member continued Accreditation studies with Australian Catholic University
- New approach to RE Curriculum developed with reference to the Religious Education Framework from CEM.
- New contemporary resources purchased for staff use

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's confidence, quality teaching, and purposeful teaching will improve.

To improve student outcomes in:

- NAPLAN - Mathematics, Reading, Writing, Punctuation & Grammar
- LFIN - Learning Framework in Number

Achievements

COVID-19 PANDEMIC SIGNIFICANTLY REDUCED OUR OPPORTUNITIES IN 2020

Prep Team engaged in professional learning through CEM as part of the Early Number in Algebra (ENA).

Learning Sprints used in Mathematics. Showing signs of success. Used in Prep classroom through the ENA professional learning.

Modified ENA for maths intervention in term 4.

Use of professional learning in reading to upskill staff.

Delivered in planning / team groups was successful. More input from those in these sessions.
*Transferring some of these concepts into the classroom.

Data analysed during planning and used to identify point of need.

ENA proved useful in upskilling teacher knowledge. Resources and strategies received through this very high and valuable.

Literacy resources, including F&P purchased.

Professional Learning sessions for teachers around a reading focus

Strategic professional learning to upskill LSOs - reading, colourful semantics - a strategic plan based on the needs of our students.

Smart Spelling online was useful for students during remote learning and for staff as a way to refresh the approach.

Investment in outdoor developmental play space as a way to promote oral language.

Whole staff Dyslexia training / PD

LSO signed up for an online learning platform and accessed these for their own PL. Time given for this.

Continued use of visible learning techniques across the curriculum. Focus on feedback - and perception of feedback. (The CEMIS data suggests that there is room for improvement from Principal/Senior leaders when giving feedback ~ domain 5. There is a % of staff who gave negative responses.)

Refresher sessions at staff meetings for Seven Steps and SMART spelling.

Facilitated planning at team level with Literacy Leader - using Fountas and Pinnell Continuum in conjunction with BAS data to plan learning goals.

Facilitated planning at team level with all curriculum leaders.

STUDENT LEARNING OUTCOMES

ENA provided useful professional development for the Prep Team. Teaching sprints showed to be of benefit to students who struggle in maths.

ENA provided a way to implement maths intervention across the school.

Professional learning by maths leader to the LSOs to implement maths intervention.

Resources and professional learning around the importance of oral language.

Continued professional development delivered online and in small teams during COVID.

Revision of smart spelling and 2 steps to ensure integrity across P-6.

Professional learning for LSOs from teachers and literacy leader to improve level of intervention in literacy.

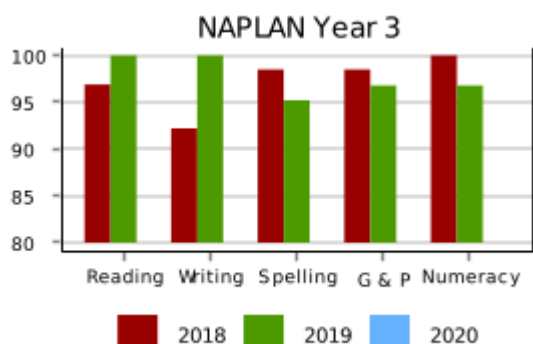
Continued growth of literacy resources for classroom use.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.5	96.8	-1.7		
YR 03 Numeracy	100.0	96.8	-3.2		
YR 03 Reading	96.9	100.0	3.1		
YR 03 Spelling	98.5	95.2	-3.3		
YR 03 Writing	92.2	100.0	7.8		
YR 05 Grammar & Punctuation	91.0	92.3	1.3		
YR 05 Numeracy	98.7	96.2	-2.5		
YR 05 Reading	100.0	98.1	-1.9		
YR 05 Spelling	94.9	96.2	1.3		
YR 05 Writing	91.0	98.1	7.1		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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

2020 Whole school focus on GRATITUDE

Weekly wellbeing lesson P-6 - closer monitoring by leadership; explicitly linking scripture, whole school values and dispositions to our work in Wellbeing..

Continued employment of a social worker to work across the school on a point of need basis. Purpose to observe, support and suggest ideas to support teachers and parents to support children.

Continue social skills groups and Seasons For Growth.

Continue to offer parent education in the form of Parent sessions, information in the newsletter and a sharing of quality material on Facebook.

Communicate programs/processes that we are doing in school to parents through newsletter.

Continuing with whole school initiatives to build positive behaviours.

Teacher PL around positive education.

Encourage both staff and students to use the Wellbeing/Sensory room at times that will support what students are learning or needing. This will also be open at some recess and lunch times to support students with need in this area.

Investigate CEMSIS parent data around perception of student safety needs further investigation ~ domain 5.

Our CEMSIS student data also needs further investigation of domain 4 (teacher-student relationship) and 5 (School belonging). We need to explicitly focus on student perception in these areas,

VALUE ADDED

- Many additions to the outside play spaces.
- Families accessed support if needed during remote learning.
- Staff check ins with families during remote learning
- Altered programs / supports as required during remote learning.
- Focused on well being on student's return.
- Clear guidelines / expectations to families around changes to ensure a positive environment.
- Sensory room developed & used and resources expanded.
- Social worker working with individuals and small groups as well as families.
- Psych successful with individuals.
- Facebook well being focus.
- Weekly focus on well being explicit lessons in the classroom and options highlighted during remote learning.
- Whole staff underwent Mandatory Reporting and Disabilities Standards training.
- Student awards focus on school's dispositions
- Shout outs
- Staff professional learning in Lorne on Critical Conversations

STUDENT SATISFACTION

2020 was challenging, however as a school we are very proud of the way we stayed connected with our students and their families during the lock-downs. We received an overwhelming amount of positive feedback acknowledging the way our staff went up and above to stay connected. As well as providing learning and teaching for our families, we assisted many families who had limited access to technology or internet. We provided over 100 devices for families, purchased internet dongles for families, made weekly and fortnightly phone calls to every family. We created funny clips and messages for our students regularly, and we made care packages for all families which were home delivered. We held a virtual disco as a social event which gave the whole community a lift. Our students and our families expressed gratitude and appreciation for all that we did for their children.

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.

Due to COVID-19, student attendance requirements were modified for students learning remotely. Attendance was marked once a day. This was monitored by noting whether the students had logged into See-saw, accessed the Google slides, submitted work via email or attended a Zoom conference. Staff were in constant communication with all families, particularly those who did not access available content from day to day. Individual arrangements were made with some families, given their limited access to the internet.

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	94.7%
Y02	93.8%
Y03	93.6%
Y04	93.3%
Y05	95.0%
Y06	92.6%
Overall average attendance	93.8%

Child Safe Standards

Goals & Intended Outcomes

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.

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 online Mandatory Reporting Modules.
- 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

COVID-19 PANDEMIC SIGNIFICANTLY REDUCED OUR OPPORTUNITIES IN 2020

- Continued PL for leadership with Simon Breakspear. Making time to use tools and as a way to discuss further planning for our school.
- Professional Learning for staff, particularly in Reading and Maths.
- Improved dialogue during professional learning - genuine interest and desire to improve.
- Staff professional learning in Lorne on Critical Conversations was well-received.
- Many staff members requested a book (Dare to Lead~Brene Brown) to read and discussed this with colleagues. Signs of these skills were seen in planning.
- Interest from staff to be involved in coaching.
- ARMS provided some feedback for staff and time to discuss professional growth.
- Conversations during ARM provided honest and constructive feedback. This indicated that staff felt it was safe to be honest.
- Areas of middle leadership showing signs of growth and those voicing an interest in this area. Increased interest in further study across many areas.
- Child Safe Standards reviewed regularly.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

ENA (Early Numeracy Assessment)

STEM PD

Levelled Literacy Intervention PD

Meeting the Needs of Children with Dyslexia- Creating a Dyslexia Friendly Classroom

How to Recognise and Meet the Needs of Children with Specific Learning Difficulties in Class, in small groups and individually

Disability Standards for Education for primary schools

Mandatory Reporting

Dare to Lead - Dina Pozza
 CPR & Anaphylaxis
 Masters of Educational Leadership
 Literacy Intervention - John Munroe
 Accreditation to teach in a Catholic School
 Zart Art PD

Number of teachers who participated in PL in 2020	31
Average expenditure per teacher for PL	\$789

TEACHER SATISFACTION

Staff surveys conducted locally in 2020 indicates a high level of satisfaction working at St Anthony's. 91.4% of staff who completed the survey indicated they enjoyed working at the school. Most staff members indicated positive relationships with their colleagues. Most staff indicated that they felt comfortable approaching the leaders in the school and that the leaders had the best interests of the school in mind when decisions are made.

Staff quotes:

- 'It's a school I'm proud to work at. '*
- 'My experiences at St Anthony's have been very positive. Having recently worked in other schools, I know that the leadership are very approachable at this school and the school culture is very positive. '*
- 'It is a great school to work at, with a fantastic culture and friendly, helpful staff. '*
- 'I've only been a part of this school for a short amount of time, but I have never felt unwelcome or unsupported by my team, other staff or leadership. '*

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	12.1%
Graduate	18.2%
Graduate Certificate	3.0%
Bachelor Degree	75.8%
Advanced Diploma	21.2%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	30.4
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	9.0
Indigenous Teaching Staff (Headcount)	0.0

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

Whilst we believe we provide many opportunities for family engagement in what would be deemed a normal school year COVID-19 PANDEMIC SIGNIFICANTLY REDUCED OUR OPPORTUNITIES IN 2020.

School advisory boards and P&F meetings were held virtually as required to continue to provide access for parent/ community voice where possible.

Due to the lack of onsite possibilities once school returned it was difficult to put plans into action to return the community onto the actual school site.

The use of virtual platforms was our focus and the school created online access using these, including the school's home page, the continued uploading to the school's Facebook page, and many very creative videos to ensure our faces were always positive and welcoming for the entire school community.

Ensuring parents felt connected to the school and as partners in their child's education.

Continue involving parents through See Saw, Facebook.

Newsletter and Apps as a form of communication.

Open classrooms and welcoming parents & families to view student work was created virtually using the Seesaw app, school website, videos during remote learning.

Continued P&F / Board virtually.

Use of technology to communicate with families eg: PSGs/option for PTIs

Sending out and driving around to give out survival kits.

Videos / facebook connections during remote learning.

PARENT SATISFACTION

During the pandemic we receive a lot of correspondence from our families. Here are some of the positive comments made by parents:

Thank you very much. The staff at St Anthony's are so amazing and approachable. I am so glad we chose to send our children to school here. It has definitely been an interesting term, but one that will hopefully make everyone a bit stronger, more resilient and definitely grateful for everything that is done.

I just want to give you and the staff a shout-out on what a great job you have been doing with the whole homeschooling.

I wanted to email you to compliment your amazing team for your leadership, strength, guidance, honesty and transparency. It is these attributes that have provided strength, security and connection.

I wanted to say thank you and I appreciate you all. You have helped keep my children safe through your actions. As we know safety does not solely rely on sanitising and social distancing.

Thank you for all your help and communication over the past 2 months. It's been incredible and much appreciated.

Thank you to you and the teachers for the wonderful videos you have been sending out. It has kept us entertained and feeling connected to the school.

Thank you guys, we are all feeling it and in this together. How blessed we are to have a beautiful group of teachers and an amazing fresh school to return to soon. Thank you from the bottom of our hearts and God bless you all.

Thank you for the amazing effort you and your staff put in everyday to help us. The support you receive from you all is exceptional.

We really appreciate everything you and the staff are doing for our kids. It's a challenge for all, however this pandemic is proof that you and the teachers are amazing and are doing a great job.