

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**ST ANTHONY'S PRIMARY SCHOOL  
GLEN HUNTLY**

**2018**

REGISTERED SCHOOL NUMBER: 0932



## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our School Vision .....	3
School Overview .....	4
Principal's Report .....	6
Education in Faith .....	7
Learning & Teaching .....	10
Student Wellbeing .....	13
Child Safe Standards .....	16
Leadership & Management .....	18
School Community .....	21
Future Directions .....	23
VRQA Compliance Data .....	Error! Bookmark not defined.

## Contact Details

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## Minimum Standards Attestation

I, Margaret Carlei, 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

22 May 2019

## Our School Vision

### **“SEEK AND YOU SHALL FIND”**

Our Catholic school invites families to journey together with their faith, based on the Catholic story and traditions.

We develop deep understanding of self and others through engaging with the local and global world.

We provide an environment that is safe and secure, values each person and promotes excellence in learning for the 21<sup>st</sup> century.

As a learning community, opportunities are presented for all to experience success and to be resilient in diversity



## School Overview

St Anthony's Primary is a Catholic Primary School situated in the south eastern suburbs of Melbourne that is welcoming, diverse and dynamic. St. Anthony's School was established by the Presentation Sisters in 1912, who ran the school until 1977. Since then, the school has had lay Principals and staff. The school is housed in a two storey building that aims to provide learning spaces with modern classrooms that are inviting to learning in contemporary learning.

As a Catholic school the staff is committed to teaching and living out the Gospel in a caring community where Christian values are nurtured and celebrated. We believe that a faith-filled, productive learning and teaching environment will support the growth of the whole person.

The parish and the school work together to ensure they set the example for the school community to be living the Gospel values. Throughout the year opportunities are provided to the students to celebrate the Liturgical events so that they were provided opportunities to develop and deepen their faith.

The community is friendly and welcoming to all new families and ensures that the spirit of the community is felt by all within it. The school works in partnership with families based on trust and collaboration, our focus is on ensuring that the needs of all students are at the forefront at all times.

The school enrolment for 2018 of 162 students was organised into seven learning groups – 1x Foundation class, 2 x 1/2 class, 2 x 3/4 class and 2 x 5/6 class. The dedicated team of teachers worked collaboratively to provide effective and authentic learning experiences, which provided the basis for school improvement and decision making. The School community consists of a rich mix of cultural backgrounds which are diverse ethnically, culturally and socio-economically. The numbers fluctuated slightly during the year with families either moving into the area or leaving to join new communities. The school is rich in culture with families originating from different countries across the world and this diversity is seen as strength within the school.

St. Anthony's follows the Victorian Curriculum which inspires all students to develop skills, knowledge and attitudes to manage their learning. Explicit teaching strategies are used to ensure core learning is developed in English and Numeracy, while adopting an Inquiry Approach to learning across the wider curriculum. We provide specialist subject teachers for ICT, Physical Education, The Arts and Chinese - Mandarin. Children also have the opportunity of participating in extra curricula activities such as our Instrumental Music Program, Chess, Creative Dance, Soccer and professional Tennis coaching. Students in Year 3 - 6 participate in Outdoor Education programs and Interschool Sports occur throughout the year offering students the opportunity to participate in a range of sports.

The Archdiocese Guidelines in Religious Education, in conjunction with the texts "Coming to Know, Worship and Love." sets the strong basis for the Religious Education Program. This engages children in learning about Jesus, the Good Shepherd, and provides the framework from which the Gospel values form part of our Catholic faith tradition. We celebrate the Sacraments of Reconciliation and Eucharist yearly and Confirmation every two years. Our children participate in Social Justice Programs which provide links to support those in need and recognise the importance of reaching out to others both in our own community and the wider community.

At St. Anthony's student wellbeing and engagement is an important part of developing the whole student. Student voice and participation is encouraged in the life of the school through leadership programs and an active School Representative Council (SRC) from Foundation – Year 6. Teachers are trained in the delivery of the Restorative Practice and Berry Street Education Program which highlight the importance of teaching students the skills they need to build effective relationships with others and to develop problem solving strategies. The children are encouraged to care for others by understanding that they are all individuals who are cared for and valued. Our children have a safe, supportive and happy school environment.

At St Anthony's School the staff is committed to creating an environment which supports the development of all students and where students understand the values and systems which underpin our democracy.

## Principal's Report

It was with great privilege that I continued in the role of Principal of St Anthony's Parish Primary School in 2018.

The year began with Fr Gregory Pritchard being appointed as Parish Priest upon Monsignor Diamond's retirement. The newly established partnership developed with Staff, Students, Parents, Carers, Parish Community of St Anthony's which allowed the school to continue to work together in setting the example for the school community of living out the Gospel values and the teachings of Jesus.

St. Anthony's School motto is *"Seek and you will find."* The words of Christ inspire the dedicated staff to develop each child's potential in a safe and positive learning environment.

St Anthony's School is a caring, happy and safe community where the staff know all the children in our care and are committed to the development of the whole child. The dedicated team of teachers believe that children learn best when they are active participants who develop the attitudes and skills for lifelong learning.

The focus on personalised learning highlighted the importance of a collaborative approach to teaching. Strategies and tools continued to be used by the teachers to enhance the personalisation of the students' learning. The aim was to ensure that students were engaged in their learning by providing opportunities where activities were meaningful, purposeful and challenging. Whole class and small focus teaching groups have been a vehicle for meeting children's individual learning needs. The English and Mathematics Programs and the focus on Personalised Learning with a focus on intervention have supported the children to become engaged in their own learning. Children are taught at their point of need so that they are challenged and engaged to achieve their learning goals.

Staff always ensure they developed a close liaison with parents so that the school experience for all children was positive at all times. St. Anthony's appreciates the strong partnership between the School and Parish that enhances the faith development of the students in fostering the Gospel values of compassion, understanding and respect as the basis for all relationships.

Child Safe Standards continued to be a priority for the safety of the students and the obligations that the school had to meet.

Our students are highly motivated and engaged in learning and display high levels of personal responsibility for goal setting and continued progress. The range of modern digital devices enabled rich learning to take place in a stimulating and bright environment.

We support the wellbeing and resiliency of all students while building confidence and self-esteem. All our teachers are trained to implement Circle Time which supports student voice. The Senior Students all have leadership roles within the school, and all students have the opportunity to be part of the Student Representative Council.

2018 proved to be a very busy year with the students participating in many activities that encouraged them to be engaged and focussed on their learning. Year 6 students all had leadership roles in the school and together demonstrated a strong sense of belonging, honour and ownership to their roles.

The school Production encapsulated the diverse talents amongst our students who proudly took part in the item and roles that they allocated.

The Leadership Team lead the focus on the Specific School Review Process. The school engaged EdPartnerships International and worked closely with Dr Jayne-Louise Collins and Mrs Larissa Raymond to follow the process of reflecting on practices, programs and data from assessment results and surveys to set directions on school improvement. The process took twelve months to complete and involved all staff, students, the School Advisory Team and Foundation parents. The staff divided into working parties where they looked at specific investigations and provided insights and further directions which would lead to the development of the School Improvement Plan (SIP).

An initiative of EdPartnerships International was to have a focus group met with Mr Paul Fumei, from Catholic Education Melbourne, to analyse the Enhancing Catholic School Identity data and incorporate the findings and recommendations into the development of the SIP.

The Leadership began to compile the SIP at the end of 2018 and will focus to finalise it at the start of 2019 so that it can be presented to staff and community for implantation and the creation of the Annual Action Plan 2019.

Victorian Registration and Qualifications Authority (VRQA).

The school took part in the process of reregistering the school through the regulations required and prescribed by the VRQA. Evidence was provided for each regulation which resulted in the school receiving the outcome of being reregistered and allowed to provide education once again.

The school community can celebrate the achievements that were made during 2018 in ensuring that the sense of trust, care and support was shown at all times during the year. The commitment and passion of the staff and parents joined together to make the school a place where the students took pride in their learning and engagement with each other.

**Principal's Name**

Margaret Carlei



## Education in Faith

### Goals & Intended Outcomes

- *To build a community of faith and hope within the Catholic tradition*
  - *That through faith development students will actively make connections between faith and life*

### Achievements

- Daily Christian Meditation as a whole school initiative
- Ensured two Education in Faith Professional Learning meetings were held each term
- Continued with the introduction of new hymns to be used at Prayer celebrations e.g. Easter and Christmas
- Fr Pritchard visits to classes each term
- Commissioning Mass for Staff, Year 6 Leaders and students receiving Sacraments
- Increased the visibility of Icons and Symbols in the school especially in front of foyer displays and on walls
- Religious Education units of work planned in accordance with the Liturgical Seasons and our Integrated Studies
- Enhancing Catholic School Identity analysis with CEM staff and EdPartnerships as part of school Review process to better understand the survey results for our school
- School Masses with new choir and new music
- Social Justice focus: Project Compassion & Caritas
- Education in Faith Leader attended Education in Faith Networks
- Ensured relevant learning documents were used by all staff
- Liaised with Parish Pastoral Associate to enhance Parish Connection
- Sacraments organised with Pastoral Associates
- Parent Information Sessions for First Eucharist
- Sacraments celebrated: First Reconciliation and First Eucharist
- Year 3 First Reconciliation and First Eucharist Retreat Days
- Celebration with our sister school St Aloysius Caulfield South for a Combined Feast Day for St Anthony and St Aloysius
- Provided opportunities for staff to develop and strengthen their faith
- Parents cooking pancakes for Shrove Tuesday
- Community attendance at Ash Wednesday Mass
- Ensured students were challenged, engaged in and provided opportunities for taking greater responsibility for their faith development
- Celebrated Catholic Education Week - St Patrick's Day Mass and Concert
- Celebrations of Holy Week, Easter, Advent and Christmas
- Nativity play performed by Foundation students at a special school gathering
- Christmas Carols on the Green evening for families
- Staff and students' attendance at the Mission Mass
- ANZAC Day prayer celebration
- Celebration of Feast Days for St Mary of the Cross, St Anthony, St Patrick, The Assumption, The Ascension, All Soul's and Remembrance Day
- Rosary in the Garden for the months of May and October
- ACU – After the Data Conference
- Pilgrim Statue of Our Lady of Fatima
- Southern Zone Spirituality Day

## VALUE ADDED

### Survey data

Catholic Culture Student Survey Highlighted:

- **Importance - 65 %**
- **Opportunity - 84%**
- **Compassion - 77%**
- **Social Justice - 63 %**

### Value Added

- Analysing Enhancing Catholic School Identity Data with whole staff
- Caritas Appeal for Project Compassion
- St Vinney's Christmas Appeal
- Retreat days for students celebrating First Reconciliation and First Eucharist
- Prayer celebrations for liturgical events
- Combined Feast Day celebrations
- School Masses with a new choir and new music
- Year 6 students participating in St Patrick's day and Mission Masses at St Patrick's Cathedral

## Learning & Teaching

### Goals & Intended Outcomes

- To provide a rigorous, rich and relevant curriculum which improves that student achievement in numeracy will improve
- That the engagement and achievement of all students is enhanced within a personalised context student engagement, ownership and achievement
  - Using NAPLAN Relative Growth reports in Reading, Writing, Spelling and Grammar & Punctuation the target is for 80% of students to achieve high or medium growth between Years 3 & 5
  - Using NAPLAN Relative Growth reports in Numeracy the target is for 80% of students to achieve high or medium growth between Years 3 & 5

### Achievements

- Literacy Leader appointed
- Revision of teacher planning proforma to ensure consistency across the school
- Literacy Support Teacher appointed – ongoing intervention offered to eligible students according to their assessment data F – Year 4
- LSO staff trained in the delivery of the Reading Tutor Program
- LSO staff member trained in the delivery of MiniLit intervention program
- Review of Assessment schedule and refining data collection across the four terms at school.
- Intervention Team meetings held every 3 weeks to discuss progress of students and where adjustments have been made according to NCCD
- NCCD Case Moderation Process completed with all staff
- All staff completed the Disability Standard for Education Module 1
- Whole staff planning days with a focus on Curriculum Design were conducted to support the integration of RE using an inquiry process.
- Reading Helpers in the Classroom sessions run with parents
- Twice yearly parent/ teacher interviews held
- Completion of the NCCD count according to the new school funding model
- Students in Foundation and Year 6 supported in transition to new school setting
- LSOs meet with Diversity Leader to review PLPs and progress of students
- SMART Spelling introduced and two staff members trained in this approach to spelling.
- Staff completed PL sessions with a focus on data analysis
- Year 3 and 5 students participated in NAPLAN online
- Sporting Grants for schools was used for Gymnastics sessions at school
- Book Week activities were conducted including an author incursion
- Students participated in whole school concert – Term 3
- Staff with Positions of Leadership worked with various year groups on their planning
- PSGs held with families each term
- Therapies and other allied services worked with staff and students across the school

## STUDENT LEARNING OUTCOMES

- Maintaining Chinese - Mandarin language for all students
- Level Team planning for consistency allocated during professional learning times, and back to back planning times during the week.
- Team teaching practice as part of team approach in class levels
- Annual Review Meetings with a focus on professional development in line with staff directed goals
- Scope and Sequence for units of work with integration of RE Units where possible
- Professional Learning meetings held each week with a focus on specific learning centred around continuous school improvement in practice and pedagogy
- School Leaders attend Regional or Head Office Network Meetings
- Learning Intentions articulated by teachers at the start of a unit of work and daily as required
- Daily timetable for all classes
- Leadership team met regularly with defined agenda for continuous school improvement
- Analysed assessment on regular basis to inform teaching
- Adjustments to teaching and learning made according to NCCD data
- NAPLAN data used to inform teachers of students' needs
- Personalised Learning Plans devised for students with additional needs
- Assessment and Reporting Schedule used across the school
- Student Learning Goals established at the start of each term
- School Concert with a focus of lead roles for students in Years 5 & 6
- Parents Readers Helpers' Course offered to parents or carers
- Ongoing use of Matific and Literacy Planet across the school
- Public Speaking Course for Year 5 & 6 students
- Fire Education Program for Foundation and Years 6 students
- 100 days at School celebrated by our Foundation students
- Up skilling Learning Support Officers to enhance their practice with students – Certificate IV
- MultiLit Program continued for children at risk in Years 4-6
- Early Years Intervention in English from students from Year 1 & 2

In 2018 100% of the Year 3 students achieved the minimum standards in Grammar & Punctuation, Numeracy and Writing. There was a -3.2% fall in Reading and Spelling which has become the focus for intervention and focused professional learning for staff. Targeted teaching in the Junior Years provided the basis of the foundational skills required.

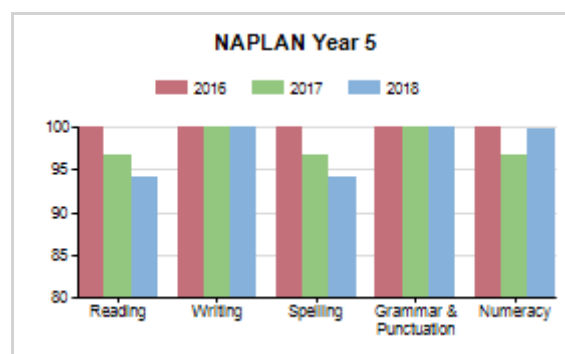
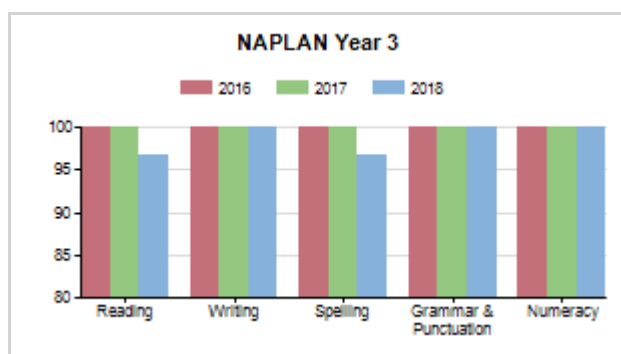
The Year 5 students had a slight drop of 2.6% in Reading and Spelling as result of which will become the focus for teacher professional learning and the delivery of an Intervention program. There was an increase in Numeracy where 100% of students achieved the benchmark.

**E1079**

**St Anthony's School, Glen Huntly**

#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	96.8	-3.2
YR 03 Spelling	100.0	100.0	0.0	96.8	-3.2
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	96.7	-3.3	100.0	3.3
YR 05 Reading	100.0	96.7	-3.3	94.1	-2.6
YR 05 Spelling	100.0	96.7	-3.3	94.1	-2.6
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



## Student Wellbeing

### Goals & Intended Outcomes

- *To improve the social emotional wellbeing of all of our students*
  - *That students will feel safe and secure in our school environment*
  - *That student connectedness to their peers will improve*

### Achievements

- Berry Street Education Model Program implementation
- Whole school teacher training with first module of Berry Street
- Leadership training with Berry Street Master Class
- Values Education in line with CEM Wellbeing strategy
- Teaching to the social emotional needs of each child
- Use of Restorative Practices - whole school approach
- Regular use of strategies such as Circle Time
- All Year 6 Students held a Leadership role
- Buddy Program with Foundation students
- Student Representative Council Membership from Years 1-6
- Code of Cooperation for Classrooms and Playground established at the commencement of the school year and revisited at the beginning of each term
- Incidences are tabled as evidence
- Personalised Support Plans in place to support students in need
- Emergency Management practice and drills
- DISPLAN protocol updated
- Book Week Activities Day
- Leadership Captains Meetings
- School Production with an emphasis on roles for all Years 5 and 6 students
- Years 5 & 6 Camp, Years 3 & 4 Camp,
- My Brother Jack Awards
- Assembly Awards as recognition of academic achievements and personal achievements
- Morning Fitness
- Inter School Sports Program
- AFL Clinics
- First Aid and CPR Training for staff
- St. John's Ambulance for students
- Multi-age activities with a particular curriculum focus
- Students encouraged to participate in extra-curricular activities
- Book Week Activities and Celebrations
- Chess Club
- Daniel Morcombe Child Safety curriculum
- Indoor games available at lunchtime
- Private Music Tuition
- Tennis Club, Soccer Club
- St Aloysius and St Anthony's joint Feast Day Celebration
- Footy Fun Day
- School Choir
- St Kevin's College Community Service
- Fire Protection Program- Foundation Year and Year 6
- Shoe Lace Tying Sessions

*A description of how non-attendance is managed by the school.*

- Daily electronic recording of absences are collated via Nforma Roll
- Contact made with parents if a student is absent and parent hasn't contacted school by 9.15am
- Contact made with the parents if repeated absences occur without an explanation
- Letter of concern is sent out to parents
- Principal is informed of absences where a meeting is held with the parents to discuss and make aware of the necessity to attend school regularly
- School keeps records of all attempts to contact parents or students and any information obtained.

***Should no change in absence occur then DHS will be contacted.***

## VALUE ADDED

### **Activities made available:**

- Values Education integrated throughout the school curriculum
- Senior Camp & Middle Years Camp
- Buddy Program - Foundation students with Year 6 Students
- School Production Matinee and Evening sessions
- Multi-age activities with a particular curriculum focus
- Students encouraged to participate in extra curricula activities
- Year 5 & 6 participated in a social justice program involving the parish's Tony's Café
- Public Speaking course for Years 5 & 6 students
- Foundation students visiting local kindergartens
- School Choir commenced and sang at local venues
- Book Week Activities and Celebrations
- Day for Daniel awareness day
- Wonder of Life Program
- Chess Club
- Private Music Tuition
- Tennis Club
- Soccer Club
- School Choir attending Local kindergartens and shopping centre
- Daniel Morcombe Child Safety curriculum
- Activities in Pavilion for quiet play during break times
- St Aloysius and St Anthony's joint Feast Day Celebration
- Footy Fun Day

## STUDENT SATISFACTION

- *Student Morale 72%*
- *Student Distress 73%*
- *Connectedness to school 71%*
- *Student Safety 69%*

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.9
Y02	92.1
Y03	92.2
Y04	92.7
Y05	91.2
Y06	90.0
Overall average attendance	91.7



## Child Safe Standards

### Goals and Intended Outcomes

- The school community is informed of the Child Safe Standards and the obligations that schools had as a result of the new Ministerial Order No 870 of 7 January 2016. They were informed via fact sheets, newsletters and emails of the new obligations, outcomes addressed and new policies implemented.
- The School Advisory Team are informed of any new requirements through meetings and ratify all new policies
- All Staff have professional learning sessions based on VRQA Regulations, CECV Commitment Statement and Recommendations and Guidelines and AITSL Standards to outline the necessary requirements and obligations that schools had to administer and abide.
- Policies are developed to reflect any new obligations in the Standards & CEM advices

### Achievements

- The school community was formally made aware of the new Child Safe Standards and the obligations that schools had as a result of the new Ministerial Order No 870 of 7 January 2016. They were informed via fact sheets, newsletters and emails of the new obligations, outcomes addressed and new policies implemented.
- The School Advisory Team were informed of the new requirements though meetings and acted as liaisons for the parent body.
- The Staff had professional learning sessions based on VRQA Regulations, CECV Commitment Statement and Recommendations and Guidelines and AITSL Standards to outline the necessary requirements and obligations that schools had to administer and abide.
- Policies were developed to reflect the Standards.

## Achievements

### The following items were undertaken to support implement the new Ministerial Order:

- Professional Learning throughout the year to keep all staff updated with the latest requirements
- Code of Conduct updated
- Duty of Care Policy
- Child safety Policy
- Child Abuse Policy
- Child Safe Policy & Statement of Commitment
- Grievance and Resolution Policy
- Complaints Policy
- Enrolment Form updated
- Privacy Policy
- Behaviour Management Policy
- Child Safe Standards with Staff, School Advisory Team, Parents and Friends' Association,
- Child Protection and Reporting Obligations addressed
- Student Wellbeing Policy
- Anti-Bullying and Harassment Policy
- Daniel Morcombe Parent Guide F-2 and 3-6
- New contacts for staff reflecting Child Safe Standards
- All volunteers, contractors and people coming onto school grounds required a current WWCC
- Guidelines 2.19 Police and DHHS Interview Protocols were addressed
- Mandatory Reporting online Module undertaken by all staff
- Induction for new staff members
- Consultation with CECV IR department
- PassTab software purchased to monitor all people on school grounds
- Security cameras installed across school
- All Relief staff interviewed and advised of new procedures – Contracts, Code of Conduct
- External providers - proof of qualifications, WWCC and presented Code of Conduct
- Volunteers - Code of Conduct, WWCC

## Leadership & Management

### Goals & Intended Outcomes

- *The development of strong and shared leadership which will build professional capacity and enable sound practices*
  - *In the Staff Climate Survey an Organisational Climate Index score of 62 for 2018*
  - *In the Staff Climate survey a Teaching Climate Index score of 74 by 2018*

### Achievements

- Revisited the Vision on a regular basis
- Staff Code of Cooperation established at beginning of school year
- Leadership Team members released on the same day for consistent availability to meet
- Weekly Staff Bulletin posted on Google Docs for effective communication
- General Business Meeting held to discuss issues arising and consultation
- Defined goals and roles of the Leadership Team with clear agendas and minutes taken
- Ensured attendance at Network Meetings and other relevant professional development
- Opportunities provided for Staff Voice e.g. General Business Meetings,
- Staff Goals were used as part of personal staff development
- ARMS aligned staff personal goal and with AITSL Standards
- Horizons of Hope used to reflect and reinforce the directions from CEM
- Professional Learning meetings in line with Annual Action Plan
- Current pedagogy presented to inform practice especially in Learning and Teaching and linking with Education in Faith
- Parent Support Group meetings attended by leadership representative each term
- Support for teacher professional development and growth identified in their area of interest in line with SIP
- Consultative Committee Meetings held to discuss Class Structure and Specialists programs
- Anaphylactic Train the Trainer supervisors
- First Aid & CPR Training
- Flu Injections for Staff
- Information Nights and Tours for Prospective Parents
- Positions of Leadership designated to teachers to hold and maintain the specific curriculum area
- Upgrade of Carpet throughout the school
- Library upgrade to reflect contemporary learning areas
- Upgrade of teachers personal laptops
- Maintenance of grounds and services throughout the school
- Continue with NBN upgrade to various systems throughout the school
- New landline telephone system
- VRQA Compliance
- Annual Report to the Community
- AEDC Data Collection
- Specific School Review Process with EdPartnerships

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2016**

*Principal, Deputy Principal, Education in Faith, Student Wellbeing, Student Diversity, Mathematics, English Leaders, Digital Technologies, English Support, CEM Finance and Administration Networks, VRQA Child Safe Standards, Report Writing, Student Diversity - NCCD, NAPLAN results analysis, PLP Writing, Students at risk, Berry Street Education - Masters & Beginning Staff, eLearning Modules, Colourful Semantics, NForma - Reports, Curriculum Days, LSO Symposium, Personal Spiritual Development, Networks - Digital, MultiLit Program, Leadership Summit Conference, VACPSP, South Central Principals' Conference, Cued Articulation, ACU & CEM Religious Education Conference, Mandatory Reporting Module, CPR & First Aid Training, Anaphylaxis Training, Social Skills Program, Webinars in ICT, Autism Spectrum Education, Victorian Association Catholic Primary School Principals, Mandatory Reporting Module, School Review - EdPartnerships Consultants Partnership, Sponsorship of staff in Masters of Religious Education, Masters of Student Wellbeing, Masters of Education: Allied School Psychology, CareMonkey Usage, PassTab, SeeSaw App, Sir Ken Robinson Conference, RE Conference,*

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL****21****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$2,518.92****TEACHER SATISFACTION**

- Professional Growth 71%
- Student management 71%
- Role clarity 68%
- Teacher confidence 75%

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	87.7%
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**STAFF RETENTION RATE**

Staff Retention Rate	63.2%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	18.8%
Graduate	50.0%
Graduate Certificate	12.5%
Bachelor Degree	75.0%
Advanced Diploma	37.5%
No Qualifications Listed	0.0%

**STAFF COMPOSITION**

Principal Class (Headcount)	4
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	14.9
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	5.3
Indigenous Teaching Staff (Headcount)	0

## School Community

### Goals & Intended Outcomes

- *To create strong community connections where authentic partnerships are fostered*
  - *In the Parent Opinion Survey a Community Engagement Index score of 79.1 for 2018*

### Achievements

- Attendance at school functions continue to increase
- Regular meetings with the School Advisory Team, Parents and Friends' Association, and Parish Education Board
- Meet n Greet Sessions at the start of the school year for parents and teachers
- PFA Welcoming Picnic
- Dates of events stated at beginning of year
- Term Class Overviews posted on school website
- Communication via Newsletter; emailed to parents and on St Anthony's School website
- Maintenance of CareMonkey facility for health updates and communication to parents
- Assemblies held each fortnight
- Presentation of leadership badges at assembly
- Year 5 and 6 students Debating Course presentations to parents
- Parent involvement in planning and hosting the Year 6 Graduation
- End-of-year Guard of Honour for students leaving the school
- Church attendance at class hosted Masses
- Staff and School Leaders Commissioning Mass
- 100 Days in Foundation celebrations
- Parent involvement in Inter-School Sports, Swimming Carnival, Athletics and Cross Country events, e.g. Football umpire, Netball umpire, spectators
- Grandparents / Special Friends' Day Prayer celebration and classroom visits
- St Anthony's Athletics Carnival
- AFL Footy Clinic
- Parents Reading Helpers' Course
- Mothers' Day and Fathers' Day stalls
- PFA contributed funds raised to re-turf the Green & Library Upgrade
- Information Session for parents at beginning of year to outline year's curriculum e.g. Mathematics
- Creative Music Performance
- School and Parish Footy Tipping
- Vinnies' Winter and Christmas Appeals
- Working Bees in support of maintenance and upkeep of grounds
- Weekly Cake Raffles
- Easter Raffle
- St Patrick's Day function at school with School Leaders represented at Archbishop's Celebration
- Footy Dress-Up and Fun Day
- Book Week activities and parade
- Carols' Night & Carols at Craft Market
- School students participated in Parish choir for Christmas and Easter celebrations
- School students participated in Parish Christmas Nativity and parade
- School Choir formed and invited to sing at Safeway to promote the school

- Vegetable Garden: new crops planted each season with families' help
- Parent involvement with cooking the vegetables harvested from the garden with the students
- PFA Fundraisers throughout the year e.g. Hot Cross Buns
- Carnegie Kindergarten visit to our school
- Partnership with Secondary Colleges – Work experience and Community Service
- Parents invited into classes for cooking
- Parents selling of Icy poles
- Parent lead Yoga and Meditation sessions for students
- Morning Fitness sessions lead by Sport Captains
- St John's Ambulance First Aid in Schools programme
- Ride to School Day
- Walk to School Day
- Luke Bailey Anniversary school commemoration
- Day for Daniel
- School Nurse for Foundation students
- School camps for Years 3 - 6 students
- Jump Rope for Heart Day
- Fire Education for Year 5/6 and Foundation students
- Soccer, netball, tennis, chess, soccer and creative music classes available to students
- Take a Bow - Mary Bailey
- VACPSP - participation in film highlighting Catholic education across Victorian Catholic schools
- Board games in a quiet space during lunchtimes
- Cyber Safety day
- Student artwork displayed at the Catholic Leadership Centre
- Walkathon at Glen Huntly oval
- Visit from Glen Eira Historical Society
- Crazy Hair Day
- Fundraiser for drought stricken farmers
- Foundation-Year 2 Chicken Hatching program/webcam
- Introduction of SeeSaw program for a day on time communication for parents
- State Government Election Sausage Sizzle
- PFA Walkathon

#### PARENT SATISFACTION

- *Parental partnerships 62%*
- *Approachability 70%*
- *Parent input 61%*

## Future Directions

As a Catholic school the Staff shall continue to be committed to teaching and living out the Gospel where Christian values are nurtured and celebrated. We will also provide a faith-filled, rich learning and teaching environment that will support the growth of the each individual student. We believe the culture of the school should reflect its Catholic identity. The vision of the school is that through practice and personal experience the development of the children's skills, knowledge, values and attitudes will enable them to take an active role in the faith community.

The amalgamation of St Aloysius Caulfield with St Anthony's School Glen Huntly at the start of 2019 will become the focus for the staff of the two campuses to work together in a spirit of collaboration and collegiality. Activities will be created to bring the students from both campuses together so that all can experience the new founded school community.

The implementation of the Annual Action Plan 2019 in relation to the School Improvement Plan 2019-2021 will become the focus for achieving higher student outcomes and enhancing teacher knowledge and performance. The following details will become a focus and priority for the all staff who work at the school for 2019.

### School Improvement Plan 2019-2021 Focus

"What is the learning that matters in our diverse Catholic school community here at St Anthony's School, and how well are we enabling our learners to flourish and thrive?"

*MANTRA - ANIMATED LEARNERS, INCLUSIVITY, EXCELLENCE FOR ALL, STUDENT VOICE*

#### Priority 1: Learning Culture (NSIT Domain 4)

##### Strong learner agency

- Develop a process for student goal setting which allows students to know how they are going in their learning and what their next step is.
- A strategic and rigorous staff goal setting and feedback process is developed and implemented.
- Student voice and perspective is used to inform and design core curriculum and integrated units of work.
- \*Develop and explicitly teach a social and emotional curriculum which builds strong, trusting and respectful relationships between all members of the school community.

#### Priority 2: Systematic Curriculum Delivery (NSIT Domain 6)

##### Explicit Curriculum Delivery

- That staff develop their ability to construct learning experiences that are accessible, engaging, challenging and meaningful for all students.
- For staff to know the content of the core curriculum and how to teach it.

Personalised learning processes, scaffolding, learning tools and protocols will support the students to be actively involved in their own learning, and engaged in meaningful research and learning. Resources will be made available so that staff has the tools to support learning outcomes of the students and incorporate them into all key learning areas. A whole school approach to integrated studies incorporating the Religious Education Units through an Inquiry approach will aim to provide the delivery of an authentic curriculum.



The school will ensure that the necessary resources will be maintained and updated to ensure that the students are technologically equipped for the future. These will be incorporated into all areas of the curriculum and will work alongside other resources. There will be added focus on STEAM with the allocation of a teacher to focus in this area.

Health Education and Physical awareness will continue to be promoted in the life of the school curriculum. The students will be provided with a variety of opportunities and activities that will challenge and develop their abilities and support their personal and physical development. 2019 will see that start of regular intensive Swimming Program for all students which will enhance their safety around water.

The Student Wellbeing Program will continue to be a priority providing the necessary outcomes so that students come to school feeling happy, knowing that they are in a caring and safe environment. The building of their emotional health will be actively encouraged in the activities that will be based for the whole school. The school has been accepted to be part of The Resilient Project which will commence in May 2019. Alongside the implantation of the You Can Do It Program, the wellbeing of the students will be prioritised so that they feel engaged and safe at school ready to face the diversity that they are confronted with.

In conclusion, St Anthony's School will continue to focus on ensuring that each student is taught to their point of need in an environment where they are nurtured, feel happy and are safe. The size of the school has a great advantage to ensuring that every child in the school is catered for so that learning is fun and with real life experiences.