



# St Anthony's School Glen Huntly

## 2021 Annual Report to the School Community



Registered School Number: 932

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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 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 2021 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 Schools.

06/04/2022

**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](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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 21st 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 which are modern and inviting to contemporary learning.

As a Catholic school the staff is committed to teaching and living out the faith in a caring community where Christian values are nurtured and celebrated. At St Anthony's School the staff creates an environment which supports the development of all students and where students understand the values and systems which underpin our democracy. 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 parish and the school work together to ensure opportunities are provided to the students to celebrate the Liturgical events to develop and deepen their faith.

The school community is rich in culture with families originating from different countries across the world and this diversity is seen as strength within the school. The numbers fluctuated slightly during the year with families either moving into the area or leaving to join new communities. The school 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 and our focus is on ensuring that the needs of all students are at the forefront at all times.

St. Anthony's follows the Victorian Curriculum and explicitly teaches strategies to ensure core learning is developed in English and Mathematics, 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 Inter School Sports occur throughout the year offering students the opportunity to participate in a range of sports.

Religious Education permeates the life of the school and is enriched through the curriculum. Catholic Social Teachings and the Religious Education Curriculum become embedded into the units of works for each term. 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 well-being and engagement is a fundamental 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 Prep - Year 6. 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.

## Principal's Report

The start of the 2021 school year was positive and affirmed the readiness of the staff and the preparation to work with the students. New staff underwent a comprehensive induction program that prepared them for the programs, expectations and culture of the school.

The students eagerly came to school, and were ready to have a year when well-being, student voice and learning became part of their school life. They eagerly hoped that the year ahead would be lockdown free and smooth sailing. Little did we know that the year ahead would bring about the longest Lockdowns that all had to endure.

In Term One the students took part in formal assessment, so that differentiated and targeted teaching would be delivered in the core curriculum areas. Professional learning for the staff ensured that programs were current and understood supporting the students.

The Liturgical season of Lent commenced, and the students actively became involved with prayer celebrations that were embodied with Catholic Social Teachings and the partnership with Caritas.

The SRC students enthusiastically prepared and delivered Harmony Day Activities with each class holding activities that we created and delivered by the students. This was a highlight for all the students as they enthusiastically went from one activity to another. The term continued as per Pre COVID-normal and no one would have thought that yet again our schooling and communities would once again be locked down for the duration that it took.

The staff, students and families were prepared to take on once again Distance Learning. All that had been in place for 2020 was once again brought back to reality teaching and learning.

The Leadership Team ensured that staff were supported so that the work could be continued.

I am sure that I can say that everyone anxiously waited for regular COVID-19 updates so that everyone knew what the week ahead would bring. Copious emails, explanations and guidelines were sent out to the families so that they could work together with the tasks set for Distance Learning with a better insight and understanding what was to come.

The staff who were on site made sure that the students were always kept in a safe and respectful environment and had fun.

This time was a challenging time for everyone but the expertise of the staff and their relentless dedication to ensure that all the students were engaged in meaningful work was apparent by the many hours they were online and the numerous emails between students and their parents.

The return to on-site learning on Monday 25 October 2021 was exhilarating as staff, students and parents celebrated with great gusto for their respective reasons. The past year had not been foreseen to have the school communities locked down for the period of time that everyone had endured.

During this time the well-being of the students was at the forefront of all time spent together. There had been many events cancelled and continued during the term but the resilience and understanding of everyone made the rest of the term flow with gratitude and thanks giving that we are all together again.

2021 will be another year that will be recorded in the history books as one to be remembered. The main things that I will remember and am very proud of being part of is the dedication of the staff, the resilience of the students and the gratitude of the parents.

Margaret Carlei

Principal



## Parish Priest's Report

2021 has been the first year that in the Archdiocesan level the newly established MACS has taken over the administration of all the Catholic Parish Schools. Priests' involvements in our schools are now limited mainly to the Pastoral, Liturgical and Sacramental aspects.

For me too, the year 2021 has been my first year at St Anthony's. With COVID-19 being active most time of the year, it should have been a difficult year. As I look back at 2021 I find that the year has been a memorable and a successful one despite the restrictions and lock-downs. The staff, students, parents, families, parishioners and School Advisory Council, all have put in their best to make the best of the challenging year.

With everyone's help we have been able to conduct several Whole School Masses, Friday Masses, Staff Commissioning Mass, Feast day Masses and the Sacraments of 1st Reconciliation, 1st Eucharist and Confirmation, and as far as possible these had been together with the children from the Sunday School.

A big thank you to our Principal, Deputy Principal, Education in Faith Leader and other teaching and non-teaching staff and SAC members and the various Sub-committee members, students and parents and friends.

God bless every one of us.

Fr. Leenus Neetany SAC.

## Education in Faith

### Goals & Intended Outcomes

Goal: To explicitly teach the curriculum using best practice

Goal: To build and strengthen relationships within our faith community

That staff will have implemented a coherent curriculum sequence which promotes consistent teaching and learning expectations across the school.

Goal: To build and strengthen relationships within our faith community

That all community groups work strategically to foster and strengthen relationships within our community

To engage all members of the community in authentic faith opportunities

### Achievements

The following achievements were dependant whether the students were at school or in Lock down:

- Provided daily Christian Meditation for the whole school at the start of each day
- Ensured two Education in Faith Professional Learning meetings were held each term
- Commissioning Mass for Staff, Year 6 Leaders and students receiving Sacraments
- Ensured 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. The school formed collective with St Patrick's; School Murrumbena with a focus to continue work in this area
- Student were given the opportunity to give input of prior knowledge and their interests to develop deeper understanding of the catholic faith and traction in our school context
- School Masses
- Social Justice focus: Project Compassion & Caritas
- Education in Faith Leader attended Education in Faith Networks
- Ensured relevant learning documents were used by all staff
- Years 3 Sacrament of First Reconciliation celebrated and Retreat Day
- Years 5 & 6 celebrated the Sacrament of Confirmation
- The Years 4 and 5 received the Sacrament of Eucharist for the first time in Term Four
- Celebrated Feast Day for St Anthony online
- Provided opportunities for staff to develop and strengthen their faith e.g. Conference on St Anthony's School Values
- Students were given opportunities to identify way that the gospel and new school values could be enacted in everyday life
- Students given explicit and engaging teaching to deepen their knowledge and understanding of the catholic faith (life, death and resurrection of Christ)

- Ensured students were challenged, engaged in and provided opportunities for taking greater responsibility for their faith development
- Celebrations of Holy Week, Easter online Nativity Play and Christmas Carols, ANZAC Day and Remembrance 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 either at school or online

#### VALUE ADDED

- Caritas Appeal for Project Compassion
- St Vinney's Christmas Appeal
- Retreat day for students celebrating First Reconciliation
- Prayer celebrations for liturgical events
- Feast Day celebrations
- School Masses-The Liturgies depended on the COVID-19 regulations and events continued throughout the year with density limits at the time.
- The delivery mode If not able to attend as a whole school were presented Online
- Prayer celebrations were delivered by the classroom students lead by the Education in Faith Leader.

## Learning & Teaching

### Goals & Intended Outcomes

Goal: To explicitly teach the curriculum using best practice

That staff will have implemented a coherent curriculum sequence which promotes consistent teaching and learning expectations across the school.

Goal: To become proficient in analysing and interpreting data to inform teaching

That quality feedback will be provided to students, staff and parents

That data is used to drive teaching

### Achievements

- Teachers worked with students to devise learning goals related to teacher/ peer feedback.
- Use of evidence based research to inform the best teacher practice
- Provided regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress
- Data used in building a culture of self-evaluation and reflection across the school
- Introduction and implementation of InitialLit for Prep to Years 2. Teachers had Professional Learning to understand the delivery of the program
- Introduction and implementation of The Writing Revolution P-6
- Provided PL on Data analysis
- L&T Leader met with Specialists to be informed on current pedagogy and practice and Professional Learning
- Years 3-6 teachers and Literacy Leader took part in MACS Writing Project
- Prep to Year 2 teachers took part in MACS Early Years Numeracy project
- Intervention Team meetings held regularly to discuss progress of students and where adjustments have been made according to NCCD even during Distance Learning
- LSOs met at the start of the school year before students start
- Review the use of Learning Intentions and Success Criteria
- Distance Learning
- Use of Hapara
- Daily Google MEETS for delivery of work. Initially as whole class then for small group and targeted teaching, Social time chats.
- SeeSaw used as delivery of programs and activities and uploaded from students
- Sunday Classroom Bulletin posted each week with outline of the week ahead and any relevant information for the individual class
- Daily Staff MEET during Lock down
- Leadership Team MEETs during Lock down

- Book Week Activities online
- Semester Reporting obligation delivered
- Parent Teacher meeting delivered online

## STUDENT LEARNING OUTCOMES

Our NAPLAN results for 2021 reflected the initiatives and support programs that were implemented to support the students to do their personal best.

The results for 2021:

100% of students in Years 3 reached the benchmark in Writing, Spelling, Reading, G&P and Numeracy

100% of students in Years 5 reached the benchmark in Writing, Spelling, Reading, G&P and Numeracy.

The following were some achievements:

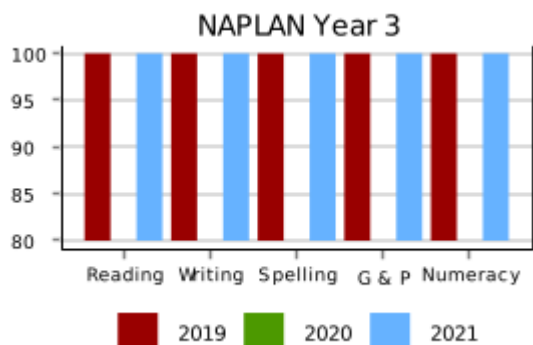
- Level Team planning for consistency allocated during professional learning times, and back to back planning times during the week
- Team teaching practice as part of team approach in class levels
- Annual Review Meetings with a focus on professional development in line with staff directed goals
- Scope 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 both in person and online
- School Leaders attend Regional or Head Office Network Meetings when possible
- 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
- Adjustments to teaching and learning made according to NCCD data
- Personalised Learning Plans devised for students with additional need
- Assessment and Reporting Schedule used across the school
- Public Speaking Course for Year 5 & 6 students online
- 100 days at School celebrated by our Foundation students
- Buddy Program to support the Preps in their learning
- MultiLit Program continued for children at risk in Years 3-6
- Early Years Intervention in English from students from Year 1 & 2 Tutor Programs

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	92.9	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

\* 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

Goal: To become proficient in analysing and interpreting data to inform teaching

That quality feedback will be provided to students, staff and parents

### Achievements

- Ensured there was an understanding of the Well-being initiatives that have been started and revised the implementation process that is expected
- Monitored student attendance and followed up according to protocol when it was required
- Teaching to the social emotional needs of each child especially upon return to school from Distance Learning
- Provided opportunities to ensure staff well-being was at the forefront of the school's duty of care
- Regular use of strategies such as Circle Time
- Delivered Tier 2 Peaceful Kids program at school and online during lock down
- All Year 6 Students held a Leadership role
- Buddy Program with Foundation students
- Student Representative Council Membership from Years 1-6 at school or online
- Classroom Culture established at the commencement of the school year and revisited at the beginning of each term
- Personalised Learning Plans in place to support students in need
- Emergency Management practice and drills
- DISPLAN protocol updated
- Book Week Activities Day held
- Leadership Captains Meetings either at school or online
- Camp for Years 5 & 6 and Years 3 & 4
- Assembly Awards as recognition of personal achievements in line with School Values
- Sports: Morning Fitness, Inter School Sports Program when possible, Footy Fun Day online
- First Aid and CPR Training for staff
- Students encouraged participating in extracurricular activities: Daniel Morecombe Child Safety curriculum explicitly taught to students, Private Music Tuition, Chess Club, Tennis Club, Soccer
- Club St Anthony's Feast Day Celebration featuring Kaboom
- Harmony Day events run by SRC across the school
- Provided essential resources to deliver programs and initiatives

- Distance Learning time: Well-being sessions, Well-being Week, Parents, staff and students delivered online activities for the week, Sport Captains promoted Walk Around Australia Challenge with weekly updates of how many kilometres people taking part had accrued o School Captains presented weekly updates online, Friday afternoon Trivia Session online
- Return to school in Term Four: Focus on well-being of the students, Transition Programs: Prep Orientation Day, Lunchtime Clubs e.g. Arts, STEM,
- Years 5 & 6 students consulted with architects as part of the Master Planning Program
- School Captains, Deputy Captains and SRC members were part of the consultation process for the designing of the new playground equipment

### VALUE ADDED

Senior Camp & Middle Years Camp, Buddy Program-Preps students with Year 6 Students both at school and online, Multi-age activities with a particular curriculum focus, Students encouraged participating in extra curricula activities, Public Speaking course for Years 5 & 6 students, Day for Daniel awareness day, Cyber safety session, Year 5 & 6 students participated in modified District Sporting competition

### STUDENT SATISFACTION

*Rigorous Expectations:* How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. 82%

*Teacher Student relationships:* The strength of the social connection between teachers and students, within and beyond the school. 77%

*Student Voice:* The extent to which students feel they have opportunities to have an impact on their school. 61%

*School Belonging:* How much students feel they are valued members of the community. 61%

*Catholic Identity:* Student perceptions about the Catholic identity of the school. 61%

### STUDENT ATTENDANCE

- Daily electronic recording of absences are collated via NForma Roll
- Phone calls are made with parents if a student is absent and parent hasn't contacted school by 9.15am on the day of absence
- Phone calls 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
- During COVID-19, students who were at home were needed to attend the daily online Meets at the designated time of each day. If a student was not online, the classroom teacher emailed the parents asking why they were absent. If continued absences were noted, the teacher called the parents for an explanation. The follow-up from the teacher was positive and affirming to the parents as they saw that the school was interested in their child even though not at school. Throughout Distance Learning there was never an issue of continued absenteeism.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.3%
Y02	95.4%
Y03	95.2%
Y04	96.7%
Y05	93.6%
Y06	95.4%
Overall average attendance	95.3%

## Child Safe Standards

### Goals & Intended Outcomes

The school community was 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 Council was 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 & MACS advices

### Achievements

- Professional Learning throughout the year to keep all staff updated with the latest requirements
- Child Safety Team held regular meetings
- Child Safety Risk Management for camps and excursions
- Recruitment practices implementing Child Safety practices
- Professional learning on updating Child Safety practices and obligations
- Informed families and community in promoting child safety obligations e.g. WWCC, Signing into Passtab when entering or leaving the school/ classroom for volunteer work
- Volunteers check-list and Code of Conduct specific for excursions
- Review of PROTECT, Identifying and responding to all Forms of Abuse in Victorian Schools Updated: Code of Conduct, Duty of Care Policy, Child Safety Policy, Child Abuse Policy, Child Safe Policy & Statement of Commitment, Grievance and Resolution Policy, Complaints Policy, Enrolment Form, Privacy Policy, Behaviour Management Policy, Student Wellbeing Policy, Anti-Bullying and Harassment Policy
- Child Protection and Reporting Obligations addressed
- Students were consulted and composed in conjunction with Child Safe Standards Acceptable Behaviour
- Daniel Morecombe sessions F-2 and 3-6
- All volunteers, contractors and people coming onto school grounds required a current WWCC Mandatory Reporting online Module undertaken by all staff
- Induction for new staff members, placement teachers, volunteers
- Consultation with CECV ER department when required
- All Relief staff interviewed and advised of new procedures: Contracts, Code of Conduct
- External providers: proof of qualifications, WWCC and presented Code of Conduct

## Leadership & Management

### Goals & Intended Outcomes

Goal: To explicitly teach the curriculum using best practice

### Achievements

- Developed and embedded school values to drive culture of the staff, students and school community
- Staff Culture established at beginning of school year
- Leadership Team members released on the same day to ensure availability to meet and plan • Weekly Staff Bulletins posted in Google Drive to ensure effective communication
- General Business Meetings 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 on-site and online
- Opportunities provided for Staff Voice e.g. General Business Meetings
- Professional Learning meetings in line with our Annual Action Plan and new initiatives
- MACS projects were prioritised, and staff informed of the practice to support students outcomes e.g. The Writing project 3-6, SWIF and ENA Mathematics in Preps
- 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
- Consultative Committee Meetings held to discuss Class Structure and Specialists programs
- Anaphylactic Train the Trainer supervisors established
- First Aid & CPR Training for all staff members
- Flu Injections provided for Staff
- Information Nights online and Tours for Prospective Parents when possible on-site and online
- Created videos outline the various areas of the curriculum and what the school offered the students
- Maintenance of grounds and services throughout the school
- Provided opportunities for celebration of successes and achievements
- Leadership worked with staff on developing a culture of feedback where staff and students could articulate their learning goals and next steps in learning Distance Learning
- CECV Schools' Operational Guidelines were followed and maintained
- COVID-19 Safe Plan developed
- Distance Learning Plans for each grade level were maintained and used throughout the Lock-downs to ensure pedagogy and practices were consistent across the levels

- Online resources: program, Apps, platforms kept for continued delivery of curriculum to students on-site or at home
- Daily Staff Meets for up-to-date information to be passed on; these were recorded for all staff who were unable to attend online
- Ensured parents were continually informed of any updates and changes to schooling via emails Lock down Planner Maintained to track and inform the learning and curriculum undertaken
- Sunday emails were sent to parents with outline of the work the students needed to accomplish for the week
- Sanitising and safety continued at a high level during all times in site
- Personal PPE maintained for all staff members
- Ensured all staff had the necessary tools and devices to work from home
- The school went through a process to engage K2LD to take on a Master Plan for the school to upgrade school facilities.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

The staff were provided opportunities to develop their professional knowledge that was in line with the school's strategic intent. Opportunities for self directs learning was also provided.

Some Professional Learning activities were:

The staff of the school took part in the following Professional Learning sessions:

Principal, Deputy Principal, Education in Faith, Student Well-being, Student Diversity, Mathematics, English Leaders, Digital Technologies, English Support, ICON Finance and Administration Networks, Report Writing, Student Diversity-NCCD , NAPLAN results analysis, PLP Writing, Students at risk, eLearning Modules, Reports, Curriculum Days, Personal Spiritual Development, Networks, Digital, MultiLit Program,CPR & First Aid Training, Anaphylaxis Training, Social Skills Program, Webinars in ICT, Peaceful Kids program, ICON workshops, Initialit training, The Writing Revolution training and workshops

### Staff Satisfaction

The staff at St Anthony's school have always promoted collegiality, professionalism and trust as some of their core characterises that drive the group each year. The year started with great enthusiasm and once the Lockdowns started the staff ensured to maintain a positive outlook to the year ahead. Once the lock-downs were inanest thrust up on us and the majority of staff worked from home. The Leadership Team ensured that they always supported all staff both on school site and at home. Whenever possible celebrations and social interaction took place online e.g. Birthdays. Once staff returned to school the enthusiasm was at an all-time high. Even though social distancing prohibited staff gathering together the courage, determination and commitment that had driven them through the lock-down kept everyone together as one.

The staff were always informed of the support they could seek if needed through EAP.

Number of teachers who participated in PL in 2021	26
Average expenditure per teacher for PL	\$998

**TEACHER SATISFACTION**

The staff at St Anthony's school have always promoted collegiality, professionalism and trust as some of their core characterises that drive the group each year.

The year started with great enthusiasm and when the Lock-downs started nata the beginning of the year the staff ensured to maintain a positive outlook to the year ahead. Once the lock-downs were imposed on us the majority of staff worked from home.

The Leadership Team ensured they always supported all staff both on school site and at home. Whenever possible celebrations and social interaction took place online e.g. Birthdays.

Once staff returned to school the enthusiasm was at an all-time high. Even though social distancing prohibited staff gathering together the courage, determination and commitment that had driven the staff through the lock-downs kept everyone together as one.

The staff were always informed of the support they could seek if needed through EAP. as the well-being of staff was paramount at all times.

Teacher satisfaction- MACSSIS Results 2021:

*Collaboration around an improvement strategy:* Perceptions of the coherence of the school's improvement strategy- 94%

*Teacher Efficacy:* Teachers' perceptions that staff at the school have what it takes to improve instruction - 93%

*School Climate:* Perceptions of the overall social and learning climate of the school -95%

*Feedback:* Perceptions of the amount and quality of feedback staff receive - 55%

This is the area of focus for staff professional learning

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	71.5%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	79.2%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	16.7%
Graduate	33.3%
Graduate Certificate	0.0%
Bachelor Degree	83.3%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	22.0
Teaching Staff (FTE)	16.1
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	11.0
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

Goal: To build and strengthen relationships within our faith community

That all community groups work strategically to foster and strengthen relationships within our community

To engage all members of the community in authentic faith opportunities

### Achievements

The year started with many positive intentions to have as many as possible events to bring the community together.

Term one started well but came to an abrupt end when the Lock-Downs for Victoria and the COVID-19 restrictions continued throughout the year. The Co-Presidents of the PFA continued to be positive and postponed and changed dates for events that did not eventuate. Through their determination meetings were held online and the committee continued to plan for 2021.

The community was saddened by the sudden death of one of the fathers of the school. The community rallied together to support the family through their ordeal especially during COVID-19 restrictions.

Main achievements:

- Regular meetings with the School Advisory Council, Parents and Friends' Association online
- Meet n Greet Sessions at the start of the school year for parents and teacher
- PFA Welcoming Picnic
- Communication via new iNewsletter; emailed to parents and on St Anthony's School website
- Weekly Classroom Sunday Bulletin
- Maintenance of Operoo facility for health updates and communication to parents
- Assemblies held each fortnight on-site
- Year 5 and 6 students Public Speaking Course undertaken online
- End of Year Mass for students and only Year 5 & 6 parents
- End-of-year Guard of Honour for Year 6 students leaving the school
- Church attendance at class hosted Masses in Term One
- Staff and School Leaders Commissioning Mass
- 100 Days in Foundation celebrations online
- Weekly Cake Raffles
- Footy Dress-Up and Fun Day online
- Book Week activities online
- Nativity Play and Carols

- Morning Fitness sessions lead by Sport Captains
- Ride to School Day
- School Nurse for Foundation students
- School camps for Years 3 - 6 students
- Netball, tennis, chess, soccer and creative music classes available to students pre COVID-19
- Board games in a quiet space during lunchtimes

## PARENT SATISFACTION

Parents were continually informed of the teaching and learning at the school:

- Parent emails were replied within 24 hours
- Classroom bulletins issued every Sunday evening at 4.00pm outlining the week's work
- Parents received calls if teachers were concerned with their child's involvement or participation with work issued
- Feedback was taken on board and where possible enacted upon.
- School Advisory Council had robust discussions to ensure that the school was on top of the delivery and platform of the curriculum
- Lunchtime Meets in groups for social interaction

The following are the results from the MACSSIS surveys 2021:

*School Fit:* Families' perceptions of how well a school matches their child's developmental needs - 90%

.2 To what extent does your child feel they belong at this school? - 100%

*School Climate:* Families' perceptions of the social and learning climate of the school. - 92%

*Student Safety:* Perceptions of student physical and psychological safety while at school. 85%

*Communication:* The timeliness, frequency, and quality of communication between the school and families. - 80%

*Catholic Identity:* Families' perceptions of and engagement with the overall Catholic identity of the school. - 71%



## Future Directions

As a Catholic school the Staff shall continue to be committed to teaching and living out our School Values of Respect, Empathy, Inclusion and Excellence. We will provide a faith-filled, rich learning and teaching environment that will support the growth of each individual student. We believe the culture of the school should reflect its Catholic identity and 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 implementation of the Annual Action Plan 2022 will become the focus for achieving higher student outcomes and enhancing teacher knowledge and performance.

Explicit teaching of reading and writing through The Science of Reading Methodology using evidence-based data and knowledge, and InitialLit program will be the main sources as the mode of delivering the content. The Reading Revolution Methodology will provide sound basis to explicit teach all Preps to Year 2 students. The Writing Revolution will continue to be the base for writing development and best practice for all students.

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 Student Well-being 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 well-being 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. The safety of all students will be supported by the staff understanding the importance of the Child Safe Standards that are mandated to follow and have in place.

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 this area. Health Education and curriculum. Physical awareness will continue to be promoted in the life of the school.

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. 2022 will see that continuation of regular intensive Swimming Program for all students which will enhance their safety around water development.

In conclusion, St Anthony's School will continue to focus on providing high quality education 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.

Margaret Carlei

Principal