



St Anthony's School Glen Huntly

2020

Annual Report to the School Community



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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 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.

Margaret Carlei

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

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 wellbeing 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 2020 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.

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 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.

Then on Tuesday 24 March the Victorian COVID-19 Lock Down impacted on school life for the remainder of the year. It is with great pride that I can state that the staff, students and parents underwent a shift in teaching and learning that would impact on us all for the remainder of the year. New modes of delivering the curriculum were quickly set up by the Leadership Team and staff were supported so that the work could be continued. Copious emails, explanations and guidelines were sent out to the families so that they could work together with the tasks set for Distance Learning. This was the beginning of online learning that would be developed and extended to great depths up until the start of term Four.

The two lock down periods had students at school because they had parent who were essential workers or who we believed would be better at school. 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 onsite learning at the start of Term Four was exhilarating as staff, students and parents celebrated with great gusto for their respective reasons. During this time the wellbeing 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.

2020 will be a 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

Education in Faith

Goals & Intended Outcomes

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?"

That students experience a Religious Education curriculum which invites them to recontextualise the Catholic Faith in light of the context in which they live.

Achievements

Achievements

- 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
- Continued with the introduction of new hymns to be used at Prayer celebrations e.g. Easter and Christmas
- 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
- Opportunities given to staff for them to learn about Catholic tradition and how to implement went this into their teachings
- 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
- Sacrament of First Reconciliation celebrated
- Year 3 First Reconciliation Retreat Day
- Celebrated Feast Day for St Anthony
- 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
- Provided opportunities for children to share their spiritual experiences and discuss similarities and differences

- 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 held online
- 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
- Rosary in the Garden for the months of May and October

VALUE ADDED

- Caritas Appeal for Project Compassion
- St Vinney's Christmas Appeal
- Retreat day for students celebrating First Reconciliation
- Prayer celebrations for liturgical events
- Combined Feast Day celebrations
- School Masses

The Liturgical calendar and events continued throughout the year. The delivery mode depended on the COVID-19 density limits at the time. If not able to attend as a whole school then Online Prayer celebrations were delivered by the classroom students lead by the Education in Faith Leader.

Unfortunately, the Sacrament of First Eucharist was not delivered in 2020.

Learning & Teaching

Goals & Intended Outcomes

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?"

That staff share a strong belief that all students can learn and set high and realistic goals for student achievement and success.

Achievements

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
- Provided PL on Data analysis
- PL on how to write goals that are achievable and to the point
- 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 CEM Writing Project
- Prep to Year 2 teachers took part in CEM Early Years Numeracy project
- Intervention Team meetings held every 3 weeks to discuss progress of students and where adjustments have been made according to NCCD
- PL on SeeSaw usage
- PL for LSOs to ensure their students' learning goals are achieved
- LSOs met at the start of the school year before students start
- Review the use of Learning Intentions and Success Criteria
- Unpacked EALD Continuum and Curriculum for deeper understanding
- Audit of EALD support and understanding
-
- **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
 - Distance Learning Hub on the school Website for Staff and students
 - LSOs recorded the reading of stories and uploaded onto Library Hub

- 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 and Incursion
- Semester Reporting obligation delivered
- Parent Teacher meeting delivered online

STUDENT LEARNING OUTCOMES

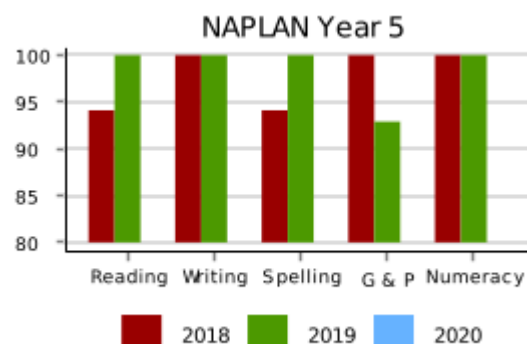
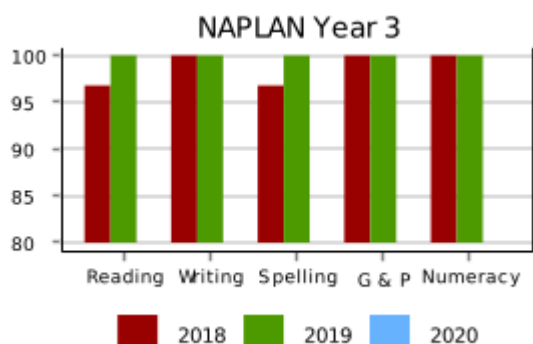
- Level Team planning for consistency allocated during professional learning times, and back to back planning times during the week.
- Team teaching practice as part of team approach in class levels
- Annual Review Meetings with a focus on professional development in line with staff directed goals
- 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 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
- Analysed assessment on regular basis to inform teaching
- Adjustments to teaching and learning made according to NCCD data
- Personalised Learning Plans devised for students with additional needs
- Assessment and Reporting Schedule used 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 online
- Up skilling Learning Support Officers to enhance their practice with students - Certificate IV
- MultiLit Program continued for children at risk in Years 3-6
- Early Years Intervention in English from students from Year 1 & 2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	96.8	100.0	3.2		
YR 03 Spelling	96.8	100.0	3.2		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	92.9	-7.1		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	94.1	100.0	5.9		
YR 05 Spelling	94.1	100.0	5.9		
YR 05 Writing	100.0	100.0	0.0		

* 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

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?"

That staff value strong relationships between all members of the school community and work strategically to build and strengthen relationships between these groups.

Achievements

Achievements

- Ensured there was an understanding of the Wellbeing initiatives that have been started and revised the implementation process that is expected
- Developed and implemented a Curriculum Map for Wellbeing
- Monitored student attendance and followed up according to protocol when it was required
- Teaching to the social emotional needs of each child
- Provided opportunities to ensure staff wellbeing was at the forefront of the school's
- 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
- Years 5 & 6 Camp, Years 3 & 4 Camp
- Assembly Awards as recognition of academic achievements and personal achievements
- Morning Fitness
- Inter School Sports Program when possible
- First Aid and CPR Training for staff
- Students encouraged participating in extra-curricular 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
- Footy Fun Day online
- Harmony Day events run by SRC across the school
- Provided essential resources to deliver programs and initiatives
- Distance Learning time
 - Wellbeing sessions
 - Wellbeing 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
 - School Captains presented weekly updates online
- Return to school in Term Four — focus on wellbeing of the students
- Two extra LSOs were employed for Term Four to support the students in particular in Years 5 & 6
- Transition Programs
- Prep Orientation Day modified
- Lunchtime Clubs e.g. Arts, STEM,

VALUE ADDED

- Senior Camp & Middle Years Camp
- Buddy Program - Foundation 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

The student were given the opportunity to respond to an online survey as to what their thoughts were on Distance Learning:

- I have really enjoyed being able to finish at any time and i like it because i can go play with my friends and go for bike rides :)

- The well-being meets, because we get to see our friends
- I have enjoyed working independently because feel like my own boss
- I have really enjoyed presenting my geography project because I worked really hard on it, and it was fun to present
- You can start your work whenever you want even if the bell ring
- Being able to finish our work then relax, because we don't have to extra work once we finish our work
- I would say try to explain the task really well because that has helped me and listen to the students and what they have to say
- No, it's just plain terrible, and it's boring, also, I hardly have anything good to do.
- I have enjoyed google meet because it is a way to see your friends
- I have enjoyed extra bonding time with my family as I feel that this crisis has brought us closer together
- I really like that we are keeping other people safe as well as our self

STUDENT ATTENDANCE

Student Non 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 then the classroom teacher emailed the parents asking why they were absent. If continued absences were noted then 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. In fact some children were stranded interstate and were able to participate in their work online.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.8%
Y02	94.4%
Y03	96.4%
Y04	95.3%
Y05	96.4%
Y06	94.8%
Overall average attendance	95.2%

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 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

Achievements

- Professional Learning throughout the year to keep all staff updated with the latest requirements
- Policies were developed to reflect the Standards
- The School Advisory Team were informed of any new updates and requirements through the meetings and acted as Liaisons for parent body endorsing the school's commitment to Child Safety
- 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 checklist and Code of Conduct specific for excursions
- Implementation and updating of PROTECT, Identifying and responding to all Forms of Abuse in Victorian Schools
- Principal attendance at Reportable Conduct Scheme
- 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 Safe Standards with Staff, School Advisory Team, Parents and Friends' Association,
- Child Protection and Reporting Obligations addressed

- Students were consulted and composed in conjunction with Child Safe Standards - Acceptable Behaviour
- Daniel Morecombe 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
- Extra 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

Leadership & Management

Goals & Intended Outcomes

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?"

That the Leadership Team promotes and ensures that effective pedagogical approaches to teaching and learning which have a high impact on student outcomes are embedded.

Achievements

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 onsite and online
- Opportunities provided for Staff Voice e.g. General Business Meetings
- Professional Learning meetings in line with our Annual Action Plan
- Data was used to build a culture of self reflection across the school
- CEM projects were prioritised and staff informed of the practice to support students outcomes e.g. The Writing project 3-6 and 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
- National Consistency of Data professional learning
- Disability Standards professional learning
- First Aid & CPR Training for all staff members
- Flu Injections provided for Staff
- Information Nights online and Tours for Prospective Parents when possible onsite and online
- Created Online videos outline the various areas of the curriculum and what the school offered the students
- Maintenance of grounds and services throughout the school

- Sponsored Certificate 3 In Learning Support Officers Program
- 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 Safe Plan developed
- Distance Learning Plans for each grade level were developed and used throughout the Lock-down to ensure pedagogy and practices were consistent across the levels
- Online resources, program, Apps, platforms were introduced or updated so that the delivery of all work was manageable for students onsite or at home
- Daily Staff Meets for up to date information could 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 developed 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 were escalated during all times in site
- Personal PPE given to all staff members
- Travel Permits issued for all staff members
- Ensured all staff had the necessary tools and devices to work from home

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

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

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, Reportable Conduct Scheme, Report Writing, Student Diversity-NCCD, NAPLAN results analysis, PLP Writing, Students at risk, eLearning Modules, Colourful Semantics, Reports, Curriculum Days, Personal Spiritual Development, Networks, Digital, MultiLit Program, South Central Principals' Conference, Cued Articulation, Mandatory Reporting Module, CPR & First Aid Training, Anaphylaxis Training, Social Skills Program, Webinars in ICT, Mandatory Reporting Module,,Peaceful Kids program, ICON workshops,

Number of teachers who participated in PL in 2020	24
Average expenditure per teacher for PL	\$1160

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 especially after a two-day conference with a focus on School Values. There were great discussions and debating with an outcome where the values were defined and agreed upon.

Once the lock-downs started and the majority of staff began working 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. make up demonstration,.

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.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	76.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	66.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	28.6%
Graduate	35.7%
Graduate Certificate	7.1%
Bachelor Degree	85.7%
Advanced Diploma	28.6%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	25.0
Teaching Staff (FTE)	17.5
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	9.9
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

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?"

That all members of the school and parish community understand the diversity of faith, cultural and life experiences within our community, and create the conditions by which all are enriched by one another.

Achievements

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 through t 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 death of one of the mothers of the school. The community rallied together through her sickness and eventual death to support the family through their ordeal especially during COVID restrictions. A guard of honour was held for her at the end of the funeral with the 20 people limit.

- Regular meetings with the School Advisory Team, Parents and Friends' Association either onsite or online
- 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
- Communication via new iNewsletter; 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 onsite
- Year 5 and 6 students Public Speaking Course presentations to parents
- Parent involvement in planning and hosting the Year 6 Graduation but only students in attendance
- End of Year Mass for students and only Year 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

- Vinnies' Christmas Appeals
- Working Bee in support of maintenance and upkeep of grounds
- Weekly Cake Raffles
- Footy Dress-Up and Fun Day online
- Book Week activities and parade
- Nativity Play and Carols online
- Vegetable Garden maintained
- Students sold Icy poles
- Morning Fitness sessions lead by Sport Captains
- St John's Ambulance First Aid in Schools programme
- Ride to School Day
- School Nurse for Foundation students
- School camps for Years 3 - 6 students
- Fire Education for Year 5/6 and Foundation students
- Soccer, netball, tennis, chess, soccer and creative music classes available to students pre COVID-19
- Board games in a quiet space during lunchtimes
- Cyber Safety Online session for families

PARENT SATISFACTION

The parents and carers were given opportunities to provide feedback and appraisal through Google surveys that allowed them to provide critical feedback from the experiences that they had during the time that the students were at home. This gave the staff the insight as the need to modify the work to ensure the students were kept active and on task.

Other measures were taken onboard to ensure the parents were continually informed:

- Parent emails were replied within 24 hours
- Classroom bulletins issued every Sunday evening at 4.00pm
- 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., e.g. during the second lock down the staff held lunchtime Meets in groups for social interaction

The following are comments that the parents gave:

- I think the school is doing an amazing job!!
- Thanks for all your efforts!

- A huge thank you to you all. Everyone (teachers, kids, parents and society) are working through something that is new and there will be mistakes/ learnings for all along the way. Thank you for your time and effort to set the kids up for this.
- At this stage, with the older kids, it seems fine for independent online studying but the yr1/2 might need more supervision or more online class interaction.
- Teacher student interaction more than once a day would be nice. This could be once in the morning and once at the end of the day. The child looks forward to a video call, and it would also keep the child more connected to her teacher and mates.
- Thank you, we are extremely impressed at the curriculum being taught, and the way in which it has been accommodated. Well done to you all.

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 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 implementation of the Annual Action Plan 2021 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 2021.

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

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

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.
- The Writing Revolution will become the base for writing development and work alongside the MACS Writing Project

- Explicit teaching of reading and writing through the Reading Revolution methodology will provide sound basis to explicit teaching for all preps to year 2 students
- The Literacy Leader will be the liaison teacher with the University of Melbourne, other schools both in Australia and overseas.

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 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 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.

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 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. 2021 will see that continuation of regular intensive Swimming Program for all students which will enhance their safety around water.

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.