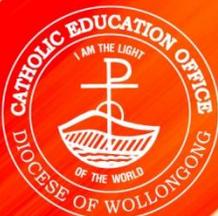


Annual School Report

2013



About This Report

St Anthony's Catholic Primary School, Picton is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

Further information about the school or this Report may be obtained by contacting the school:

St Anthony's Catholic Primary School
P.O Box 26
Picton NSW 2571
Ph: (02) 4677 1689
Fax: (02) 4677 2141
Email: info@sapdow.catholic.edu.au
Website: www.sapdow.catholic.edu.au

Parish Priest: Fr John Ho

Principal: Don O'Brien

Date: 13 December 2013

Vision Statement

With Christ as our model
we the school community of St Anthony of Padua,
In partnership with the Parish,
strive to provide quality Catholic education
in the spirit and charism of St Mary MacKillop,
whilst living by our school motto
'Grow in Respect and Honesty'.

Message from Key School Bodies

Principal's Message

It is my great pleasure to present this Annual Report for St Anthony's Catholic Primary School. The 2013 School year has been a very busy one with important work being done to raise the school's academic standards and deliver the highest quality Catholic education possible to the children entrusted to our care. The school has made significant progress with developing a comprehensive learning support model that supports and enhances the learning of all children. The staff of St Anthony's has worked tirelessly in improving our school systems and processes for the benefit of all our students. The partnership with parents, who we recognise as the primary educators of children, is strong and ever developing. The relationship with our Parish remains strong and vibrant. The work undertaken in 2013, has positioned the school well for the future.

Parent Involvement

I would like to thank everyone who has contributed to the Parents and Friends Association (P&F), and our school community throughout 2013. As a P&F we have organized and delivered eleven community events in 2013. In doing so, we have helped to continue to build our sense of community. I am pleased that we have raised money to support the school in purchasing new computers for the classrooms.

I am especially proud of our Executive Committee, for their hard work and generosity. This year we acknowledge several long standing members of the P&F whose association with St Anthony's concludes as their youngest child has completed Year 6. We are grateful for their contribution over many years of service. The work of the P&F is enjoyable and is to be valued for the many the friendships developed through working together for a common cause and for the benefit of our children.

Parents and Friends Association, President

Student Leadership

2013 has been a great year for all students at St Anthony's. Together we have created many memories that we will never forget. All of our leadership groups have contributed in many different ways to the school. The Environmental Group started with developing compost bins and that led to planting a veggie patch where many different types of vegetables were grown. The Community Group contributed by running our school assemblies. Our Spirituality Group led our liturgies and masses. The Sports Group lent a hand at our swimming, cross-country and athletics carnivals.

At St Anthony's we always try to follow in the footsteps of St Mary MacKillop which is to 'Never see a need without doing something about it'. The 2013 School year has been a wonderful year for all.

School Leaders

School Profile

School Context

St Anthony's Catholic Primary School is a Catholic systemic co-educational school located in Picton. The school caters for students in Years K-6 and has a current enrolment of 374, with 183 boys and 191 girls.

Established in 1880 by the Sisters of St Joseph, St Anthony's Parish School is one of the oldest schools in the Diocese. St Anthony's is located on the original school site in Picton. Following in the tradition of the Sisters of St Joseph, the school offers a quality education in the charism of St Mary of the Cross MacKillop.

The school community reflects the diversity of Australian society with families of differing cultural, ethnic and socio-economic backgrounds. The school draws students from a twenty kilometre radius from the seventeen villages surrounding Picton.

St Anthony's is an integral part of the Parish community. The spiritual growth and welfare of each student, along with sound, contemporary education is a shared responsibility of the Parish Priest, Principal, staff and parents.

The school enjoys a positive relationship with the local community with different organisations and clubs utilising the school property for outside school activities. The school participates in many local community events.

Student Enrolments

2013 Enrolments	
Boys	183
Girls	191
Total	374
Indigenous	9
LBOTE	18

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.sapdow.catholic.dow.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	93.0	96.5
Year 1	93.7	94.7
Year 2	94.6	94.4
Year 3	92.7	94.0
Year 4	93.1	95.1
Year 5	93.5	95.2
Year 6	92.9	93.8
Whole school	93.3	94.8

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

The daily attendance roll data is collected by the teaching staff and is recorded by the school office. Monitoring of student attendance is undertaken by the Principal and the office staff. Reminder notes for unexplained absence are printed and issued. Any significant episodes of non-attendance are followed up by the school Principal. The school has a process for applying for and managing student exemptions, which is advertised regularly in the school newsletter.

Staffing Profile

There are a total of 25 teachers and 9 support staff at St Anthony's Catholic Primary School. This number includes 13 full-time, and 12 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

**Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 93.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 85 %.

Professional Learning

During 2013, St Anthony's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Anthony's Catholic Primary School whole school development days involving 23 staff.

These days focused on:

- Implementing the Australian National Curriculum (21 staff)
- Developing a school based curriculum based on the Australian National Curriculum (22 staff)
- Focus on Literacy/Focus on Reading alignment day (21 staff)
- Spirituality and the Liturgical Year (21 staff)

- B. Other professional learning activities provided at school level including CEO run courses, included:
- Focus on Literacy (8 staff)
 - Focus on Reading (11 staff)
 - School-wide Positive Behaviours for Learning (SPB₄L) (5 staff)
 - Positive Behaviours for Learning (PBL) Conference (2 staff)
 - Kids Matter (4 staff)
 - Learning Technologies (4 staff)
 - Multilit Reading Tutor program (2 staff)
 - Understanding Autism Spectrum Condition (3 staff)
 - "A Day in the Life" of Mater Dei (2 staff)
 - Individual and Small Group Teaching of Students with Dyslexia and other Specific Learning Difficulties (2 staff)
 - "Cool Kids" Anxiety Prevention Program (1 staff)
 - Catholic Primary Teacher Librarians Association Annual Conference (1 staff)
 - Companion training for "Seasons for Growth", a program for students experiencing grief and loss (1 staff).

The average expenditure by the school on professional learning per staff member was \$363.52.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$1 312.

Catholic Life & Religious Education

St Anthony's vision and mission statement explicitly connects the school to the charism of Mary MacKillop. There remains a close link between the school and the Josephite Sisters, and the Josephite culture is evident throughout the school in a variety of ways. Throughout the year, the sisters were invited to attend key school masses and functions. The Year 5 class visited Mary MacKillop Place as part of a course of study of the life and traditions of the Josephites. A MacKillop Award was given once a month to children who demonstrated the values of the Josephite tradition in their relationships.

Catholic Identity was clearly visible through the celebration of important feast days, class participation in Parish Masses and in the displays of sacred spaces around the school and within classrooms. A full annual calendar of liturgical celebrations was planned in consultation with the Parish Priest to ensure that such events were meaningful and appropriate for the students. Major feast day Masses and celebrations were held to commemorate the feast of St Joseph, St Anthony of Padua, St Mary of the Cross and The Annunciation. A culture of prayer

and celebration existed, which was evidenced by morning whole school prayer, Friday afternoon school prayer at fortnightly whole school assemblies, daily class prayer and weekly staff prayer. The Religious Education Team continued their work as Spiritual Animators developing the spiritual dimension of the staff through prayer and reflection.

All classroom teachers teach Religious Education based on the current Diocesan Curriculum. Year 4 students participated in the Diocesan Religious Literacy Assessment. Individual reports of the result of this assessment were distributed to the parents of the Year 4 students. The data generated by the religious education assessment was analysed by the staff and used to guide future planning.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of 50 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 50 completed the Extended Task (Part B). The Extended Task was based on the Unit: *One with God's Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of the symbols of baptism (school 86% compared to diocesan 70.5%);
- knowledge of the liturgical seasons (school 85.5% compared to diocesan 76.7%); and,
- knowledge of the parts of church (school 78% compared to diocesan 65.5%).

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- demonstrate an understanding and application of biblical characters as role models (school 38% compared to diocese 52.3%); and,
- recall the spoken parts of the Mass (school 64% compared to diocese 77.4%).

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge. The school's performance in Part B was stronger than the diocesan average (school 39.2% compared to diocesan 24.6%). This continues a positive and improving trend in the school's data over the past three years.

For Part A, 26% of students were placed in the developing level, 68% in the achieving level and 6% were in the extending level.

For Part B, 2% of students were placed in the developing level, 58.8% in the achieving level and 39.2% were in the extending level.

Combining Parts A and B, 12.2% of students were placed in the developing level, 65.3% in the achieving level and 22.4% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

St Anthony's reviewed and rated itself in five areas during 2013, commencing a new five year School Improvement and Review cycle. In identifying and reviewing these elements, the school leadership worked with staff and community to discern the school's current reality and what could be done continue to improve the school. The Key Areas and elements reflect the priorities for continuous and ongoing school improvement.

School Review and Improvement components reviewed and rated in 2013:

The Key Areas and elements reviewed and the Action Plans that were implemented during the year are listed below along with significant achievements in each Key Area.

- **Key Area 1: Catholic Life & Religious Education**

- 1.3 Catholic Life & Culture

- 1.4 Parents, Parishes & the broader church

- A systematic updating of classroom resources and a redesign of the school's participation in the liturgical life of the Parish was undertaken.

- **Key Area 2: Students and their Learning**

- 2.2 Rights & Responsibilities

- 2.5 Pastoral Care

- The development of the school's Behaviour Management Policy and Anti Bullying Policy were completed. Pastoral support initiatives including, the St Anthony's Support Group (SAS), student mentoring and Seasons for Growth were implemented. The ongoing implementation of School wide Positive Behaviour for Learning (SPB4L) focused on the monitoring and rewarding of positive behaviour with great impact.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- 3.5 Assessment

- 3.7 Professional learning

The school's learning support framework continued to evolve in providing targeted support to students who required additional attention. The regular Team Learning Meetings provided an avenue to review all students' assessment data and to design programs respond to the needs of all learners.

- **Key Area 4 Human Resource Leadership & Management**

- 4.2 Professional Development of Staff

- St Anthony's participated in the Smarter Schools Better Schools National Partnership Program funded by the Federal Government in 2013. Significant professional learning was undertaken by the whole staff in the area of literacy. Specifically Kindergarten to Year 2 teachers undertook the "Focus on Literacy" professional learning package whilst the Year 3 to 6 teachers undertook "Focus on Reading" course.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.1 Parent involvement

- The school's Parents and Friends Association continued to focus on community building through active parent participation by allocating specific events to specific class groups. This strategy was successful in delivering eleven whole community events throughout the year.

School Review and Improvement components to be reviewed and rated in 2014:

In 2014 the school will continue to review and develop the elements identified above. Included with each element, a brief description of the goal for the forth coming year is listed.

- **Key Area 1: Catholic Life & Religious Education**

- 1.3 Catholic Life & Culture

- 1.4 Parents, Parishes & the broader church

- Develop the liturgical participation of the school within the Parish.

- **Key Area 2: Students and their Learning**

- 2.2 Rights & Responsibilities

- 2.5 Pastoral Care

- Further develop, refine and build upon the pastoral initiatives already deployed

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- 3.5 Assessment

- 3.7 Professional learning

- Create a systematic and comprehensive assessment regime that enables the timely identification of every students' learning needs and ensure rigor.

- **Key Area 4 Human Resource Leadership & Management**

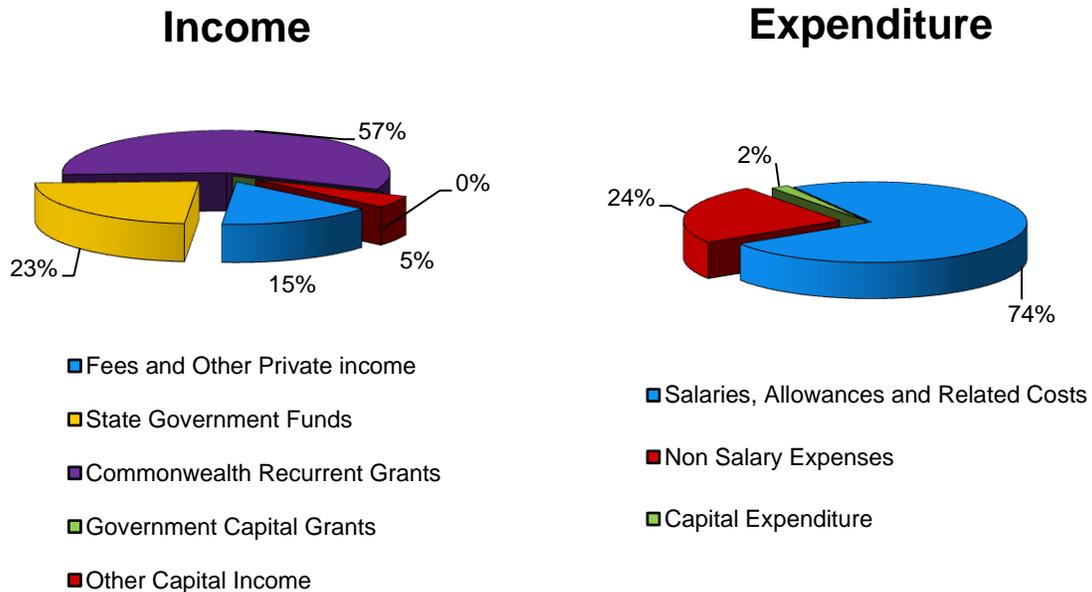
- 4.2 Professional Development of Staff

- Sustain the professional learning gains and embed these gains in daily literacy practice.

Financial Summary

During 2013, classroom re-modelling was undertaken in three learning areas. Greater floor space and the capacity to flexibly create quiet learning spaces were created in three of the learning areas. Flexible screening was deployed in all classrooms and sound mitigation work was undertaken in the Stage 2 learning areas. This total cost for all this work was \$15 986. Both these projects were funded from the School Enhancement and Debt Servicing Obligation (SEDSO) account held by the Parish. The school continued to maintain the computer fleet, purchasing 24 new computers at a cost of \$27 348.69.

The following graphs reflect the aggregated income and expenditure for St Anthony’s Catholic Primary School, Picton for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

St. Anthony's has a range of programs and initiatives in place to care for the welfare of students, parents and staff.

In 2013, St Anthony's continued with the implementation of Schoolwide Positive Behaviour for Learning (SPB₄L). This diocesan initiative aims to identify, describe and explicitly teach behavioural expectations in order to create and nurture a positive learning culture. A School Management Team was formed and met fortnightly throughout the year to support this program. Whole day team planning sessions were conducted each term. This SPB₄L program has helped to redevelop awareness amongst the students, staff and parents on creating and maintaining positive relationships.

The focus of this third year since commencing SPB₄L, was to fully implement the reward systems designed in 2012. Good behaviour has been recognised daily and in all settings, through the accumulation of merit stickers, which were recorded and tallied. At regular intervals the merits were redeemed for a Principal's Sticker and, then later, a merit award. The merit awards accumulated through silver and gold awards. These achievements were publicly celebrated. Gold award recipients were invited to a morning tea with the Principal each term.

The school also developed a card system to manage classroom behaviour. This system ensured that a fair, consistent and publically understood process was followed in managing student behaviour. The aim of the card system was to re-direct children back to their learning. A flow chart explaining the system was developed and published to the community. A key element in this system was keeping parents informed of their child's behaviour at school. A playground version of the card system was also developed and implemented. The outcome of this work has been a significant drop in office referrals for behaviour.

SPB₄L has provided strategies for students to use when dealing with bullying and harassment. The Diocesan Anti Bullying Policy has substantially informed the school's approach to anti bullying. The school Anti Bullying Policy was developed and implemented during 2013.

Catholic Care continued to provide family counselling support to the school on a weekly basis. This referral service was well subscribed to during 2013.

Community links are an important part of Pastoral Care and community outreach at St. Anthony's. This year the school supported charities through participation in the Caritas Project Compassion Lenten appeal, Daffodil Day, Jump Rope for Heart and made donations of Christmas hampers to the St. Vincent's de Paul Society.

Pastoral Care

Pastoral Care is the collective responsibility of every member of the school community. St Anthony's is committed to meeting the needs of every student in our care. St Anthony's annually appoints a Pastoral Care Officer whose role is to oversee pastoral issues across the school. This role also includes the delivery of specific pastoral care programs. In 2013, Seasons for Growth, and M-Power, a program developed by CatholicCare specifically for girls were delivered to targeted groups. The Pastoral Care Officer also provided follow up to individual students who required support.

Involving children in creating a positive school environment is important. The school has a system of "Playground Monitors" who are Year 6 children who have responsibility in providing play equipment and modelling positive play behaviour with the school's youngest children. In 2013, Year 4 students were Kindergarten buddies who met with Kinder buddy weekly throughout the year to help with reading and build a positive relationship with the Kindergarten children.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2013.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

National Partnerships

During 2013, St Anthony's participated in the National Partnership Agreement. This provided the school with the opportunity to focus on a broad range of initiatives designed to lift students' educational attainments. As a participating school, there was sustained focus placed upon strengthening successful instructional practices and developing innovative responses to meet the needs of all students, especially those most in need of additional support. The National Partnership also built teaching skills through a focus on literacy and numeracy outcomes for all students.

The National Partnership emphasised the thorough use of data, strengthening school leadership, and partnership arrangements between school, parents and local communities.

During mid May, the school became part of the National Partnership in Literacy - Phase 1. This program involved a whole school approach targeting literacy improvement from Kindergarten to Year 6. It provided Professional Learning, which was delivered by the Diocesan Literacy Education Officers, and was supported by an on-site Teacher Educator, who was appointed to the school.

The Focus on Literacy Program was undertaken by all Kindergarten to Year 2 teachers. The program addressed specific areas of literacy mapping students against the K-6 Literacy Continuum. This included mapping phonics, phonemic awareness, concepts of print, and student writing and oral language. The Focus on Reading Program was undertaken by all Year 3 to 6 teachers. The program addressed specific areas of the literacy and students were also mapped on the K-6 Literacy Continuum. Particular emphasis was given to reading texts, comprehension, vocabulary, oral language and writing.

As part of the professional learning, teachers were involved in stage and grade professional discussions, writing lesson plans, both explicit and guided, using class learning plans to plot learner literacy progressions and selecting texts with multimodalities. Teachers were given the skills to further develop pedagogy, aligned to current literacy models with a social constructivist emphasis. Classroom differentiation was a clear priority.

With specific accountabilities across Stages 2 – 3, teachers were generally successful in explicitly teaching the six comprehension strategies with relevant texts and complimentary teaching ideas. The guided comprehension model was embraced by the school with evidence of explicit teaching targeting learner needs, followed by reciprocal teaching routines, and some variations of comprehension centres were evident.

Curriculum and Pedagogy

Literacy and numeracy have curricula implications right across the seven Key Learning Areas. Academic rigor in English and Mathematics was assured through dedicated English and Mathematics blocks daily in all classrooms. As part of the school's participation in the National Partnership, the school worked to carefully define the expectations for the literacy block and the specific instructional episodes within the literacy block.

All teachers timetable the class programs in each Key Learning Areas (KLA) according to the minimum time requirements of the Board of Studies and Diocesan Policy. Time allocations were monitored each term by the School Leadership Team.

In 2013, the school implemented a new schedule of reporting to parents. At the beginning of Term 1, parents were invited to attend a "listening interview" at which they had the opportunity to meet their child's new teacher and tell the teacher about what they believed were their child's strengths and needs. At the end of Term 1, a student update report was

sent home for all students in Years 1 to 6. A similar report was issued at the end of Term 3. Parents were also invited to “walk the walls” of their child’s classroom at the end of each term and have their child talk about their learning displayed in the classroom. Semester 1 and 2 reports were issued at the end of Terms 2 and 4. Parents were given the opportunity to participate in a Parent Teacher Interview to discuss the report.

The school undertook a thorough review of the assessment regime in literacy and numeracy. Consequently, a systematic regime detailing the assessment tool and purpose, timing of administration and target groups were developed in readiness for full implementation in 2014.

The staff undertook significant professional learning in readiness for the 2014 implementation of the Australian National Curriculum in English and Mathematics. This involved participation in diocesan professional learning days and a series of staff meetings dedicated to understanding the new curricula and the commencement of planning for implementation commencing Term 1, 2014.

Meeting the needs of all students

The school has a dedicated Learning Support Coordinator whose role is to oversee and coordinate the school’s response to and support of children’s identified learning needs. In 2013 after consultation with teachers and parents, children with identified needs had targeted learning interventions designed, implemented and assessed. Children who attracted additional funding had an Individual Plan (IP) developed. The IP was monitored and evaluated, including a once per term meeting with each child’s family.

Each term, all class teachers participated in Team Learning Meetings. This involved meeting with the Learning Support Coordinator and the school leadership to discuss the academic progress and support needs of each class. A review of previous plans was undertaken and additional interventions, including the deployment of School Support Officer time, were negotiated at this time. A Curriculum Adjustment Plan (CAP) was developed for identified children. Their parents were notified in writing of the interventions being deployed in order to support their child’s learning.

The school implemented MultiLit, an evidence based literacy intervention for a small number of targeted children. Regular explicit instruction and monitoring of the student’s learning was a feature of this program.

The school implemented pastoral care initiatives including the St Anthony’s Support (SAS) group. This targeted a small number of children who were experiencing anxiety. The group met at the start of every day for about twenty minutes. The school appointed a pastoral care coordinator who monitored pastoral concerns, as well as investigating allegations of bullying. The pastoral care coordinator liaised closely with the school’s CatholicCare Counsellor.

Expanding Learning Opportunities

Quality differentiation of the curriculum is key to teaching every child at their instructional point of need. The provision of a differentiated curriculum is planned for in every teacher's class program.

The need for quality differentiation is especially true for high achieving learners. In 2013, St Anthony's participated in the Strengthening Potential Through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) Program, an on line extension program for high achieving students. The SPLICED Program was developed by the Catholic Education Office, Wollongong.

Students in Years 3 to 6 had the opportunity to participate in the International Competitions and Assessments (ICAS) competition in English, Mathematics, Writing, Spelling, Science and Computer Skills.

All classes were provided with opportunities to enhance learning through excursions and visiting performances and workshops. Excursions included visits to Mowbray Park, Symbio, Thirlmere Trainworks, the Commonwealth Scientific and Industrial Research Organisation (CSIRO), Fitzroy Falls, MacKillop Place and Canberra.

Opportunities to participate in sport and fitness were well catered for through weekly Physical Education and sport. A specialist Physical Education teacher conducted lessons for each class weekly.

Annually, the school conducts swimming trials, an athletics carnival and cross-country event. Primary age students had the opportunity to trial for representation in Diocesan teams. Students also had the opportunity to trial for and participate in school teams to compete in local gala days in netball, cricket, rugby league, soccer, and basketball.

A number of students represented the school and diocese at MacKillop sporting trials, which are the next level of trials towards state selection up from local involvement.

The school conducted a water safety program for students in Kindergarten to Year 2. The program was conducted at Wollondilly Leisure Centre over a nine day period in Term 4.

Opportunities were provided for students to participate in the school woodwind band, individual tuition in strings, and music tuition provided by the Music Bus in keyboard, guitar, drums and vocals.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

The NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The student learning growth which measures each student's learning between Year 3 and Year 5 was outstanding in 2013. In all assessed areas the school exceeded expected growth. This same pattern was reflected in the growth between Year 5 and Year 7.

In Year 3, our school's performance in writing was significantly above the national means with 59% of St Anthony's students in the top two bands compared with 47% of students nationally.

In Year 5, the school's performance in reading and grammar and punctuation was significantly above the national means in both areas.

In 2014, the school will need to give attention to numeracy to lift our performance in both Year 3 and Year 5.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2013: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	18%	36%	46%	6%	53%	41%
	National	12%	41%	46%	12%	53%	33%
Writing	School	10%	31%	59%	4%	79%	18%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	14%	43%	43%	8%	67%	26%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	20%	33%	47%	2%	39%	59%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	16%	65%	20%	10%	67%	24%
	National	12%	54%	32%	20%	53%	25%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	100%
	National	95%	96%
Writing	School	96%	100%
	National	95%	92%
Spelling	School	90%	100%
	National	94%	93%
Grammar & Punctuation	School	94%	100%
	National	95%	95%
Numeracy	School	98%	98%
	National	96%	93%

Parent, Student and Staff Satisfaction

Throughout 2014, the school conducted a series of community forums to gauge perceived needs, describe changes to school procedures and provide the opportunity for parents and community members to offer feedback. Forums were held in Term 1 on bullying and behaviour management, in Term 2 on the structure and function of the P&F and in Term 4 on the school's swimming selection trial processes. The school also conducted several surveys throughout the year in preparation for proposed changes. These opportunities were well accessed by the community and the feedback considered in subsequent decision making processes.

A parent satisfaction survey is collected in Term 4 annually. This survey indicates high levels of satisfaction with the school's Religious Education Program (82%) and the opportunities for parent involvement in the life of the school (79%). Parents report satisfaction with the school's curriculum with 83% of responds agreeing strongly or agreeing with the statement "the school strives to meet my child's individual learning needs".

A student satisfaction survey is also conducted annually with Years 4 to 6 students. The survey showed 95% of responding students agreed strongly and agreed with the statement "I am proud of my school", while 96% of responding students agreed strongly or agreed with the statement "my teacher helps me learn to the best of my ability". Of the students that responded to the survey, 96% indicated that they felt safe at school and 100% of students reported understanding of their rights and responsibilities.

