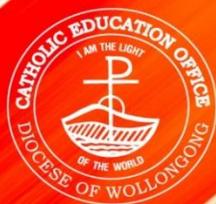


Annual School Report

2012



About This Report

St Anthony's Catholic Primary School, Picton is registered by the NSW Board of Studies (BOS) 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 (SRI) 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 Action Plans.

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 NSW Board of Studies 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 2013.

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

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Picton NSW 2571
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Website: www.sapdow.catholic.edu.au

Parish Priest: Fr John Ho

Principal: Mr Don O'Brien

Date: 7 December 2012

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 with great pride that I present the Annual School Report for St Anthony of Padua Catholic Parish Primary School for 2012. The year was very successful in re-examining what it means to be a Catholic community in the twenty first century. Collaboration and a sense of mission permeated all areas of the school culture. This was no better illustrated than by the formation of a Community Pastoral Care group that practically and sensitively supported several community families through some very challenging times during 2012. In doing this, the community put into action St Mary of Cross MacKillop's famous dictum to "never see a need without doing something about it". The school's partnership with the wider Parish, under the guidance of our Parish Priest, continues to flourish. St Anthony's is a school where the word community has great resonance.

Parent Involvement

The St Anthony's Parents & Friends Association (P&F) could not function without a team of willing helpers. All parents who have come forward and taken an active role in supporting the school need to be acknowledged.

During 2012 a new P&F structure was formed. This made it possible for more parents to take responsibility and have an active role in our school. The facilitation of the interactive parent forums throughout the year helped all parents value the school, and to stand aside and re-evaluate areas of importance. The opportunity to assist the restructure of the P&F was greatly acknowledged by the parents.

The P & F has taken on new initiatives that have required dedication and passion to get them over the line. The successes of 2012 can be contributed the wonderful partnership that has been created with the school leadership, staff, P&F executive, general committee and the wider community.

The hope for 2013 is that even more parents will be welcomed into the P&F community to share the bond and sense of belonging within the school and help make a positive difference for the education of the children at St Anthony's.

Parents and Friends Association, President (or other Executive)

Student Leadership

The 2012 School Year has been a truly great year and there have been many highlights. Year 6 students enjoyed working in the four leadership groups and working to do jobs to help the school. The Sports Group enjoyed helping at the carnivals and looking after the sports equipment. The Environment Group enjoyed creating the vegetable garden as well managing the re-cycling daily. The Spirituality Group enjoyed leading school prayer and helping support the children from infants' classes on the playground. The Community Group enjoyed leading whole school assemblies and welcoming visitors. The students at St Anthony's are lucky to have interesting things to learn, and in particular the Year 6 students have enjoyed learning Indonesian and about Aboriginal culture. The students at the school try to do as St Mary of Cross teaches, "never see a need without doing something about it." The 2012 School Year has been a great year.

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 Kindergarten to Year 6 (K-6) and has a current enrolment of 383 boys and 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 sixteen 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 organizations and clubs utilising the school property for outside school activities. The school participates in many local events.

Student Enrolments

2012 Enrolments	
Boys	189
Girls	186
Total	375
Indigenous	6
LBOTE	17

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.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance (%)	Male	Female
Year 1	86.9	89.8
Year 2	85.6	91.0
Year 3	89.2	92.1
Year 4	84.7	92.3
Year 5	89.2	92.4
Year 6	85.2	89.3

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 attendance and absences.

The Daily Attendance Roll is monitored by the school office staff, and reminder notes for unexplained absence are printed and issued. Any significant non-attendances are followed up by the School Principal.

Staffing Profile

There are a total of 23 teachers and 8 support staff at St Anthony's Catholic Primary School. This number includes 14 full-time, 9 part-time teachers. The composition of the workforce is as follows:

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 2012 was 95.33%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 95%.

Professional Learning

During 2012, St Anthony's 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 whole school development days involving 21 staff.

These days focused on:

- School Wide Positive Behaviour for Learning (SPB₄L);
- Pedagogy in Flexible Learning Spaces; and,
- Staff spirituality: the Pascal Cycle as a Reflective Space.

B. Other professional learning activities provided at school level including CEO run courses:

- Focus on Reading was undertaken by 9 teachers;

- Collaborative planning for reading was undertaken by 9 teachers;
- Pedagogy in Dynamic Learning Spaces was undertaken by 4 teachers;
- School Positive Behaviour for Learning (SPB₄L) team planning was undertaken by 5 staff;
- Student Transition meetings were undertaken by 14 teachers;
- Team Learning Meetings were undertaken by 14 teachers;
- Interactive whiteboard training was undertaken by 5 teachers;
- Google Apps in-servicing was undertaken by 2 teachers;
- BEST start training was undertaken by 2 teachers;
- Literacy and Numeracy Continuum in-servicing was undertaken by 3 teachers; and,
- Indonesian language teaching in-servicing was undertaken by 1 teacher.

The average expenditure by the school on professional learning per staff member was \$513.63.

In addition, professional learning opportunities were provided by the Catholic Education Office, with an additional average expenditure per staff member of \$1 518.60.

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. The sisters are invited to attend key school Masses and functions. The Josephite culture is evident throughout the school in a variety of ways. Each year, our Year 5 class visits Mary MacKillop Place. The MacKillop Award is given to children demonstrating the values of the Josephite tradition in their relationships. Catholic Identity is 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 they 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 exists in the school which was evidenced by morning and afternoon 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 2012. The school cohort in 2012 consisted of 47 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 47 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

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

Overall, St Anthony's preformed well when compared to other Diocese of Wollongong Catholic schools. St Anthony's had fewer children in the developing grading when compared to the diocesan (10.6% for St Anthony's compared with 21.3% for the diocese) and more children in the extending grading when compared with the diocese (21.3% for St Anthony's compared with 10.6% for the diocese).

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

- Understanding Jesus' service and mission to others;
- Being able to describe the life lessons contained within Jesus' parables; and,
- Understanding of the Sacrament of Penance.

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:

- Recall and sequence the parts of the Liturgy of the Eucharist;
- Identify key symbols of the sacraments;
- Identify the symbols on the Pascal candle; and,
- Demonstrate an understanding and recall of the key events of Pentecost.

For Part A, 21.30% of students were placed in the developing level, 68.10% in the achieving level and 10.60% were in the extending level.

For Part B, 1.9% of students were placed in the developing level, 63.50% in the achieving level and 34.60% were in the extending level.

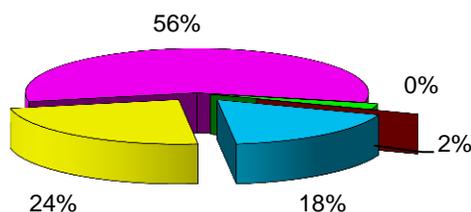
Combining Parts A and B, 10.60% of students were placed in the developing level, 68.10% in the achieving level and 21.30% were in the extending level for Religious Literacy.

Financial Summary

During 2012 the school continued the upgrading and expansion of Information Communication Learning Technology (ICLT). An amount of \$16 900.00 was spent on the replacement of existing computers as well as purchasing twenty four ipads for classroom use. Plant maintenance including roof repairs on Year 6, installation of an all weather access to the playground, remediation of playground hard surfaces adjacent to the tree near the shelter area cost \$42 900.00. The school up graded desks, tables and chairs in Year 5, Year 6 and the library, for a cost of \$26 800.00

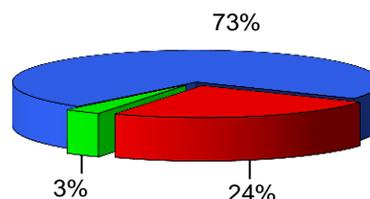
The following graphs reflect the aggregated income and expenditure for St Anthony's Catholic Primary School, Picton for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

Student Welfare

The school is committed to providing a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. Any parent, student or community member who has a grievance has the right to have this addressed.

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

Introduction

Learning occurs most effectively within a supportive school environment. St Anthony's endeavours in all circumstances to create a safe and supportive learning environment through a suite of interrelated policies. The well being of students and staff operates within the Path to Life Framework which in turn encompasses the National Safe Schools' Framework. The school's motto is 'Grow in Respect and Honesty'. This is a constant reference and point of departure in decision making for teaching and encouraging positive behaviour.

Pastoral Care

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

In 2012, 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 to monitor this program and met fortnightly throughout the year. Whole day team planning sessions were conducted each term. The SPB₄L Program has helped to refocus awareness amongst the students, staff and parents on creating and maintaining positive relationships.

The focus of this second year of the SPB₄L Program was to establish school wide systems and consistent expectations. A school wide awards system was developed to "catch children being good". Good behaviour was 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. These achievements were publicly celebrated. Full implementation of this system will occur in 2013.

The school also developed a card system to manage classroom behaviour. This system ensures that a fair, consistent and publically understood process is followed in managing student behaviour. The aim of the card system was to re-direct children back 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 was a significant drop in office referrals for behaviour.

The SPB4L has provided strategies for students to use when dealing with bullying and harassment. The Diocesan Anti Bullying Policy has substantially formed the basis of the school's approach to anti bullying. More work will continue in this area in 2013.

CatholicCare continued to provide family counselling support to the school on a weekly basis. This referral service was well subscribed to during 2012. Community links are an important part of Pastoral Care at St. Anthony's. This year the school supported charities through participation in the Caritas Project Compassion Lenten appeal, The Biggest Morning Tea and made donations of Christmas hampers to the St. Vincent's de Paul Society.

In addition to the regular curriculum programs delivered in the Personal Development and Health Key Learning Area, the school implemented a Social Skills program, a self esteem program called "Fantastic Me", a resilience program for eight to ten year old girls and "Rock and Water" for ten to twelve year old boys. These programs were developed in response to specific needs. They were developed and delivered by the Pastoral Care Officer, Catholic Care Counsellor and class teachers. Parents of participants were kept informed of these programs.

The school sees involving children in creating a positive school environment as important. To this end, the school has a system of "Playground Pirates" who are Year 6 children, who have responsibility in providing play equipment and modelling positive play behaviour with the school's youngest children. Also, Year 4 were Kindergarten buddies who met with Kinder 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 2012.

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

Introduction

St Anthony's is committed to providing quality Catholic Learning and Teaching. All Board of Studies requirements are being met as the school seeks to implement a contemporary curriculum to meet the needs of all students.

In addition to the Key Learning Areas (KLAs) prescribed by the Board of Studies, the students have been provided with courses of study in Religious Education in accordance with Diocesan policy.

Curriculum & Pedagogy

In each classroom, teachers timetabled across Key Learning Areas (KLA) according to the minimum time requirements of the NSW Board of Studies and Diocesan Policy.

In both literacy and numeracy, assessment data from National Assessment Program Literacy and Numeracy (NAPLAN) in Year 3 and 5; Schedule for Early Numeracy Assessment (SENA) in Early Stage 1 and Stage 1; and Early Literacy Assessment (ELA) in Kinder and Year 1 guided the learning programs. These results were used to inform learning and teaching and identify students at risk. Teacher's met with parents of children at risk each term to monitor each child's progress and negotiate goals for the next term.

Literacy and numeracy have curricula implication right across the seven Key Learning Areas. Academic rigor in English and Mathematics was generated through dedicated English and Mathematics blocks daily in all classrooms. To develop significance, teachers endeavoured wherever possible, to integrate learning experiences from across KLAs. This made the experiences more relevant and allows for more than one outcome to be achieved through the same learning experiences.

The school's Information Communication and Learning Technology (ICLT) Plan enabled the focus to be maintained on the utilisation of technology to support and enhance learning. All classrooms were well resourced in technological hardware including both desktop and notebook computers as well as interactive whiteboards. In 2012, the use of iPads, especially in Early Stage 1 and Stage 1, were significantly expanded. There was a significant emphasis on the use of technology in Stage 3 where students utilise technology as a tool to inspire inquiry based learning and individual interest projects.

Cross Curriculum

Through the use of integration, teachers programmed learning experiences to meet cross-curriculum content. Literacy was a key component across all other Key Learning Areas.

Asian Studies were integrated into the content of selected units across the school. A key focus on Indonesian language was provided in Year 6.

Meeting the needs of all students

In 2012, the school appointed a Learning Support Coordinator to oversee the school's response to and support of children's identified learning needs. In 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 teachers met with the Learning Support Coordinator and the school leadership to discuss the academic progress 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.

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 was planned for in every teacher's class program. The need for quality differentiation is especially true for high achieving learners. In 2012, St Anthony's participated in Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) Program. This was an on line extension program for high achieving students. The SPLICED program was developed by the Catholic Education Office, Wollongong. One of the principal writers of the program was a staff member from St Anthony's.

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.

St Anthony's participated in the University of Wollongong Science competition for the first time. Twelve students from Year 4 to 6 participated. The program involved weekly visits to the school by a mentor scientist. The Stage 2 students won first prize in the competition.

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, 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.

The school conducted swimming, athletics and cross-country carnivals. 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.

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 or 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 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.

St Anthony's performance in NAPLAN compares favourably with National standards. In Year 3, St Anthony's 73% of students were in the top 2 bands compared with 47% nationally. In spelling, St Anthony's had fewer children in the top bands than the national figure. This will be a priority area for development in 2013.

In Year 5, results were strongest in reading with 40% of students in the top two bands. However, in writing the school performed at a lower than expected standard. Writing will be a second priority for development in 2013.

Student Achievement in Bands

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 2012: % 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	12%	47%	41%	15%	44%	40%
	National	14%	37%	47%	18%	49%	31%
Writing	School	0%	27%	73%	23%	75%	2%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	18%	55%	28%	14%	54%	33%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	10%	39%	51%	21%	48%	31%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	10%	56%	34%	16%	69%	16%
	National	16%	49%	33%	18%	53%	27%

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 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	90%
	National	94%	92%
Writing	School	100%	92%
	National	95%	92%
Spelling	School	94%	94%
	National	94%	93%
Grammar & Punctuation	School	96%	90%
	National	93%	90%
Numeracy	School	98%	98%
	National	94%	93%

Parent, Student and Staff Satisfaction

Throughout 2012, 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. These forums were held once a term. 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 was considered in subsequent decision making processes.

Parents reported overall satisfaction with the school and the education provided. They expressed particular satisfaction with the consultation opportunities and the opportunities to be involved in the life of the school. The school's SPB₄L implementation, as well as the school's focus on meeting the needs all children, was also highlighted as areas of satisfaction.

A staff satisfaction survey was conducted in Term 4. Staff report high levels of satisfaction with both the quality of education provided and the school as a supportive work place. Also, 63% of staff "strongly agree" that St Anthony's helps students develop a sound knowledge and understanding of the Catholic tradition; that the school helps children understand their rights and responsibilities and that the school provides a safe, supportive environment. The remaining 37% of staff "agree" with these statements.

Students reported that school was a "safe place" where there were people who they could approach for help" (78%). Students reported that they were "proud of my school" (91%). Students were proud of the Catholic heritage, and were satisfied with the opportunities to participate in celebrations of their faith (82%).

School Review and Improvement

School Review and Improvement 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.

School Review and Improvement components reviewed and rated in 2012:

St Anthony's reviewed and rated itself in five areas during 2012, bringing a five year School Improvement and Review cycle to conclusion. In 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 reviewed in 2012, along with a brief description of key developments, follows.

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

- 2.5 Pastoral Care

- The implementation of school wide systems as a part of Schoolwide Positive Behaviour for Learning (SPB₄L) was a key achievement in this area.

- **Key Area 3: Pedagogy**

- 3.4 Planning, programming and evaluation

- The management of curricula compliance processes and the electronic archiving old teaching programs was under taken as part of this key area review.

- **Key Area 4: Human Resource Leadership and Management**

- 4.3 An ethical workplace culture

- Considerable attention was given to the nature of effective team work and collaboration in the context of dynamic learning spaces throughout 2012.

- **Key Area 5: Resources, Finance and Facilities**

- 5.4 Financial management

- In reviewing the financial management of the school, informing and up skilling the teaching staff in the management and monitoring of budgets was an important development for the school.

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

- 6.3 Linkages to the wider community

- The re-structuring of the operational practices of the school's Parents and Friends Association was the major achievement of the review of this Key Area.

School Review and Improvement components to be reviewed and rated in 2013:

In 2013, the diocese will commence a new cycle of School Review and Improvement that seeks to build on the achievements of the first cycle. St Anthony's leadership team in consultation with the staff developed a schedule of review to address all thirty elements of the SRI framework over the next five years.

In 2013, St Anthony's will review the following Key Areas and elements.

- **Key Area 1: Catholic Life and Religious Education**
 - 1.4 Parents, Parishes and the broader Church
- **Key Area 2: Students and their Learning**
 - 2.1 Educational Potential
- **Key Area 3: Pedagogy**
 - 3.3 Teaching Practices
 - 3.5 Assessment
- **Key Area 6: Parents, Partnership, Consultation and Communication**
 - 6.1 Parent involvement
- **Key Area 7: Strategic Leadership and Management**
 - 7.1 Planning for Improvement

