

***St Anthony's  
Catholic Primary School  
Picton***



***Annual School Report  
2011***

## 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 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 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 2012.

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

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**Parish Priest:** Fr John Ho

**Principal:** Mr Don O'Brien  
**Date:** 12 February 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**

The 2011 School Year was a significant year in the long history of St Anthony's. The school's multi purpose hall was completed in April completing a three cycle of rebuilding and refurbishment. The new buildings provide the community with a modern, educational facility that will serve the educational and learning needs of the Picton Parish for many years to come.

The year was also marked by a change in school leadership in Term 4 and a strong growth in enrolments. The community welcomed new families and staff, embracing the beginning of a new chapter in the life of the school. This provided the community the opportunity to celebrate the considerable achievements of the recent past and look forward to new challenges with renewed energy.

It is with great pride that I present the Annual School Report for the 2011 School Year.

### **Parent Involvement**

St Anthony's School enjoys a high level of parental support and participation. Parent involvement is expressed in the active involvement and contribution of Parents and Friends Association (P&F). In 2011 parents contributed and supported the school as classroom helpers, excursion volunteers, sporting events and canteen helpers. They were active in the liturgical life of the school and showed a high level of attendance at fortnightly assemblies.

Also in 2011 the P&F consulted widely with parents in setting strategic goals for fundraising and expenditure. The implementation of a P&F levy provided the opportunity to review priorities. New fund raising strategies were developed and successfully implemented, and through this the P&F was able to donate significant resources to the school.

*Parents and Friends Association, President*

### **Student Leadership**

At St Anthony's all Year 6 students are given responsibility as school leaders. The students

participated in a leadership training day at school at the beginning of the year in preparation for their position of responsibility. The students rotated through four leadership areas over the four terms. The students, guided by a staff mentor, planned and led various activities including: prayer, sports, assembly, charitable days, hospitality and environmental projects.

*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 391 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 educational practices 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. The Active After School Program continued two afternoons a week. This program encouraged students who were less likely to take up sport to be active in a variety of different sports each term.

### Student Enrolments

2011	Boys	Girls	Total	Indigenous	LBOTE
	190	183	373	3	20

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](http://www.sapdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2011.

## Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	89.2%	92.8%	91.9%	94.7%	92.1%	87.7%

## Management of Student Non Attendance

The school office monitors unexplained absence and reminder notes are printed for periodic non-attendance that is unexplained. Any significant non-attendance is followed up by the school principal.

## Staffing Profile

There are a total of 21 teachers and 9 support staff at St Anthony's Catholic Primary School. This number includes 13 full-time, 8 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 2011 was 95.83%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 75%.

## Professional Learning

During 2011, St Anthony's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. St Anthony's whole school development days involved 21 staff.

These days focused on:

- School Wide Positive Behaviour for Learning (SPB4L);
- Australian Curriculum Professional Learning Day;
- Spirit Dream in Burning Hearts: A National Gathering for All Involved in Catholic Schools;
- Pedagogy and the use of Interactive Whiteboards; and,
- Managing Student Transition.

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

- Focus on Literacy (11 teachers);
- Interactive Whiteboards training sessions X 4 (19 teachers);
- Planning Integrated Inquiry Units (1 teacher);
- Indonesian Language (1 teacher); and,
- SPB4L team planning x 3 (5 teachers).

The average expenditure by the school on professional learning per staff member was \$343. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$1,214.

## **Catholic Life & Religious Education**

St Anthony's vision and mission statement explicitly connects the school's intent 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 weekly to a child 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 culture of prayer and celebration exists which is evidenced by morning and afternoon whole school prayer, Friday afternoon school prayer at assemblies, daily class prayer and weekly staff prayer.

In 2011 liturgical celebrations were planned in consultation with the Parish Priest to ensure they were meaningful and appropriate for the students. Major feast day celebrations again commemorated the feast of St Joseph, St Anthony of Padua, St Mary of the Cross and The Annunciation. 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 (RE) based on the current Diocesan curriculum. Year 4 students participated in the Diocesan Religious Literacy Assessment. The

results of this assessment were distributed to the parents of the students as well as being analysed by the staff.

Each year the school plans and promotes social justice by supporting one charitable initiative a term. Initiatives this year included guest speakers from Catholic Missions. The school raised and donated \$1,544 to Caritas, \$2,166 to the Queensland Flood Appeal, and \$320 to the MacKillop Foundation.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2011 and 50 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. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in students':

- description of an image of God from scripture;
- knowledge of the sequence and meaning of the Our Father; and,
- demonstration of an understanding of responding to and placing their trust in God.

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

- identify the correct liturgical colour for the season of the Church's Year; and
- recall and sequence the key events of the Pentecost.

For Part A, 23.4% % of students were placed in the developing level, 53.2% in the achieving level and 23.4 % were in the extending level.

For Part B, 13.7 % of students were placed in the developing level, 58.8 % in the achieving level and 25.5 % were in the extending level.

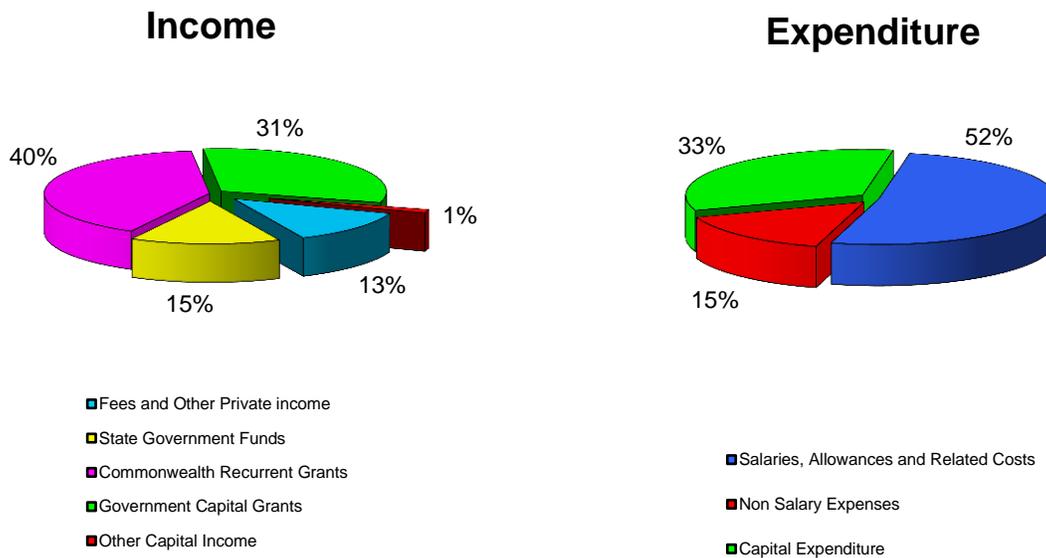
Combining Parts A and B, 25.5 % of students were placed in the developing level, 46.8 % in the achieving level and 27.7 % were in the extending level for Religious Literacy.

## **Financial Summary**

During 2011 the school continued the upgrading and expansion of Information Communication Learning Technology (ICLT). \$34,464 was spent on the replacement of existing computers, purchase of ipads and mini macs to support each classroom's interactive

whiteboard. Plant maintenance and augmentation of existing facilities including the construction of a reflection garden to complement the newly completed school hall paid for under the Building the Education Revolution (BER) accounted for \$19134. New library and office facilities accounted for \$16278.

The following graphs reflect the aggregated income and expenditure for St Anthony’s Catholic Primary School for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



## Student Welfare

### Introduction

At St Anthony’s it is recognised that learning occurs most effectively within a supportive school environment. The well being of students and staff operates within the Safe Schools Framework and is underpinned by core school values. The school’s motto is ‘Grow in Respect and Honesty’. This is a constant reference point for 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. The school awards scheme is an example of the school’s commitment to recognising the good behaviour of students. Good behaviour is recognised daily through the accumulation of merit stickers. At regular intervals the merits are redeemed for a Principal’s Sticker.

In 2011, St Anthony’s embarked upon 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. Whole day team planning sessions were conducted each term. Focusing in this first year on the playground, a behavioural expectations matrix was developed and implemented. The SPB4L program has helped to refocus awareness amongst the students, staff and parents on setting and maintaining positive relationships. The program has also provided strategies for students to use when dealing with bullying and harassment.

CatholicCare continued to provide family counselling support to the school on a weekly basis.

Community links are an important part of Pastoral Care at St. Anthony's. This year the school supported charities through participation in The Biggest Morning Tea and made donations of Christmas hampers to the St. Vincent's de Paul Society.

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.

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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2011.

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. During 2011, school priorities reflected Diocesan and National imperatives for

improved performance in the area of numeracy and pedagogy.

### **Curriculum & Pedagogy**

In each classroom, teachers timetable across Key Learning Areas (KLA) according to the minimum time requirements of the 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 drive the learning programs. The results were used to inform learning and teaching and identify students at risk. A review committee met with parents of children at risk each term to monitor each child's progress and negotiate goals for the next term.

Teachers attempted, where possible, to integrate learning experiences from across KLAs. This makes the experiences more relevant and allows for more than one outcome to be achieved through the 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 learning. All classrooms are well resourced in technological hardware including both desktop and notebook computers as well as interactive whiteboards. There is 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.

Students in each class access individual, teacher produced and managed *myclasses* homepages with links to supportive learning experiences.

### **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.

As part of their Religious Literacy Assessment, Year 4 students engaged in individual projects around the theme of 'Creation'. Children linked their projects to their studies in Human Society and Its Environment (HSIE) skillfully making connections between real issues affecting the land, climate change and the spiritual concept of stewardship which encourages us to care for God's creation.

Asian Studies is 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 addressing the individual needs of students, a variety of individual support structures were provided. These included School Support Officer (SSOs) intervention across the school. A reading support model was developed for Year 1. This allowed the school to support the needs of any struggling readers in Year 1 whilst providing flexibility to support targeted

students in other grades.

Students with specific learning needs continued to be supported at St. Anthony's through the School Review Committee. The committee is comprised of a selection of staff under the guidance of the Assistant Principal, who is the Review Committee Manager. The committee met with the parents each term to set individual learning outcomes for students and to then review their progress. These students were supported in class by SSOs who worked in partnership with teaching staff.

The school also had fifteen students who received additional funding for special educational needs. Transition meetings were held each term with the parents and teachers of these students to evaluate and plan achievable short term learning goals. Individual Education Plans (IPs) were developed and monitored for these students.

In 2011, an extension group in Mathematics was run with select students participating in extension work and Math's Olympiad.

### **Expanding Learning Opportunities**

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, Bathurst Gold Fields, MacKillop Place and Canberra. Visiting workshops and performances were provided by Life Education and Questacon.

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

The school conducts 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 participated in school teams 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 K to Year 2. The program was conducted at Wollondilly Leisure Centre over a nine day period in Term 4.

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.

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 NAPLAN was introduced for students in Years 3 and 5 in May 2008. It replaced the previous State-based Basic Skills Test 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 school results in the National Assessment Program Literacy and Numeracy (NAPLAN) were stronger in Year 3 than in Year 5. Overall students performed better in numeracy than literacy. Writing was the strongest performing literacy strand with 47% of Year 3 students in the top two bands. All Year 3 students were above national minimum standards in numeracy.

In the Year 5 results, a number of students were identified as not meeting the national minimum standard. These students had already been identified by the school and are currently on IPs and receive regular learning support. The best results for Year 5 were in reading, grammar and punctuation.

### 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 2011: % 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	4%	61%	34%	14%	49%	38%
	National	15%	39%	45%	21%	49%	29%
Writing	School	6%	47%	47%	10%	63%	26%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	6%	60%	34%	17%	57%	27%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	8%	59%	32%	10%	51%	39%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	10%	51%	38%	8%	74%	18%
	National	14%	51%	33%	17%	56%	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) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	98%
	National	94%	92%
Writing	School	96%	96%
	National	95%	92%
Spelling	School	98%	94%
	National	93%	91%
Grammar & Punctuation	School	96%	94%
	National	93%	92%
Numeracy	School	100%	98%
	National	96%	94%

## **Parent, Student and Staff Satisfaction**

### **Parents**

During Term 4, two community forums were conducted to explore community engagement and parental satisfaction. The participants in these forums represented all year grades. The reported time of involvement with St Anthony's ranged from one year to eighteen years. Parents indicated that they were satisfied that the school fostered an understanding and commitment to our Catholic tradition. The parents identified multiple opportunities for them to be involved in their child's education and in the life of the community. This was an area that parents are keen to develop even further in a spirit of partnership. Parents were satisfied that the school offers a range of co-curricular activities and that the school provides a safe, orderly and supportive environment for their child. There was satisfaction that the school effectively communicates information about activities and events. Again, parents expressed a desire to further develop and enhance already effective communication in order to nurture our community spirit.

### **Staff**

Staff were surveyed on a range of employment conditions and job satisfaction criteria. The staff report high levels of pride in their employment within the diocese (92%) and job satisfaction (84%). Staff report a sense of shared mission (92%), a culture of collaboration (84%) and positive relationships with colleagues (92%) as central to their job satisfaction. Staff feel that they have provided with opportunities for personal professional growth (84%).

### **Students**

Students in Years 3-6 were surveyed to gauge their satisfaction of school life. Student responses were consistent with responses received from parent and staff that the school helped them in their understanding of the Catholic faith. Children reported that they were proud of their school (94%). They reported that their teachers helped them to learn to the best of their ability (87%). The students agreed that they understood their rights and responsibilities at school (82%).

## **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.

**School Review and Improvement components reviewed and rated in 2011:**

- **Key Area 1: Catholic Life and Religious Education**  
1.2 Religious Education
- **Key Area 2: Students and their learning**  
2.2 Rights and Responsibilities
- **Key Area 4: Human Resource Leadership and Management**  
4.4 Succession Planning
- **Key Area 5: Resources, Finance and Facilities**  
5.3 Environmental Stewardship
- **Key Area 7: Strategic Leadership and Management**  
7.1 Planning for improvement  
7.2 Innovation, development and change

**School Review and Improvement components to be reviewed and rated in 2012:**

- **Key Area 2: Students and their learning**  
2.5 Pastoral Care
- **Key Area 3: Pedagogy**  
3.4 Planning, programming and evaluation
- **Key Area 4: Human Resource Leadership and Management**  
4.3 An ethical workplace culture
- **Key Area 5: Resources, Finance and Facilities**  
5.4 Financial management
- **Key Area 6: Parents, Partnership, Consultation and Communication**  
6.3 Linkages to the wider community

