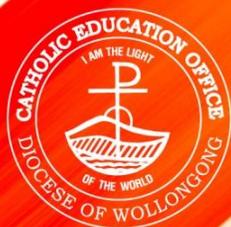


Annual School Report

2014



About This Report

St Anthony's Catholic Primary School, Picton is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) 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 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 BOSTES requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

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

St Anthony's Catholic Primary School
PO 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: 16 December 2014

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 spirit of St Mary of the Cross MacKillop, the school's founder in 1880, permeates the school and community. There is a proactive, hands on approach to community clearly evident within the school. This spirit finds expression in the commitment to ongoing school improvement, the building of community especially in strengthening the relationship with Parish and in the care and concern shown for every child enrolled at the school. It is my great privilege to commend this Annual report to you.

Parent Involvement

The President of the Parents and Friends Association (P&F) would like to acknowledge and celebrate the ongoing spirit of support and collaboration between the P&F Executive, Committees, parent volunteers and school leadership. This positive, generous attitude has been vital to building and sustaining the wonderful community spirit evident at St Anthony's. In 2014, the P&F was able to support, through funding raising, the installation of artificial turf for the Rosemary courts, the purchase of soccer uniforms for gala days, the purchase of sports flags and movable bench seats for use at sporting events and the provision of additional technology for Stage 3 classrooms. The P&F were able to support the school through the provision of morning teas and BBQs for community events including the Father Elio Retreat weekend, St Anthony's Feast Day, NAIDOC celebration, Mary Mackillop Mass, the opening of the Indigenous Garden, Grandfriends Mass and the Year 6 Farewell. During 2014, the P&F participated in the school's social justice initiatives through support of Daffodil Day including a visit by the Corey Car raising funds and awareness of childhood cancer. In 2014, the P&F conducted the first movie night and coordinated the celebration of International Teachers' Day. Throughout the year, the P&F ran the school's uniform shop which operates as a service to the school community. The shop is staffed by parent volunteers and is overseen by the P&F Executive and Principal. 2014 was a successful year for the St Anthony's community.

Parents and Friends Association, President (or other Executive)

Student Leadership

We have enjoyed our role as School Leaders. Being elected to our positions was a highlight of our year. We particularly enjoyed the Leadership Reflection Day with other school leaders from neighbouring Catholic schools. It has been our privilege to serve our school community and assist with the coordination of social justice fund raising. Our Kidpreneur stall at the Parish fete raised much needed funds for buying books for the school library on Bathurst Island, Northern Territory. We wish the school leaders next year all the very best.

School Captains 2014

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 376 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 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 also 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 community events.

Student Enrolments

2014 enrolments	
Boys	194
Girls	182
Total	376
Indigenous	9
LBOTE	13

The Diocesan Primary 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 2014.

Student Attendance

2014 Attendance	Male	Female
Kinder	95.3%	95.5%
Year 1	94.5%	94.2%
Year 2	94.7%	95.7%
Year 3	94.9%	94.4%
Year 4	94.8%	94.0%
Year 5	93.7%	94.2%
Year 6	93.8%	95.1%
Whole school	94.5%	94.7%

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 monitors 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 attendance undertaken by the Principal and the office staff. Reminder notes for unexplained absence are printed and issued. Any significant non-attendance is followed up by the school Principal. The school has a process for applying for and managing student exemptions which are advertised regularly in the school newsletter.

Staffing Profile

There are a total of 24 teachers and 8 support staff at St Anthony's Catholic Primary School. This number includes 16 full-time, 8 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 98.9%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 92%.

Professional Learning

During 2014 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 25 staff.

These days focused on:

- Towards a School Based Pedagogy;
- Understanding National Aboriginal Islander Day Observance Committee (NAIDOC); and
- Spirituality and Work.

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

- SPB₄L team day (5 staff);
- MultiLit Reader Tutor program (2 staff);
- MiniLit tutor training (2 staff);
- Australian Curriculum implementation (English- staff; Mathematics- 2 staff);
- Specific Learning Difficulties Association (SPELD) dyslexia friendly school training- 2 staff;

- Managing Student Pastoral and Educational Concerns (MSPEC) team training (4 staff); and
- Leadership Conference presentation, University of Wollongong (2 staff).

The average expenditure by the school on professional learning per staff member was \$373.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$513.

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. Throughout the year, the sisters were invited to attend key school Masses and functions. The Josephite culture is evident throughout the school in a variety of ways. The Year 5 class visited Mary MacKillop Place as part of a course of study of the life and traditions of the Josephites. The MacKillop Award was given 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 they were meaningful and appropriate for the students. Major feast day Masses and celebrations have been 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 which is 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 has 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 2014. The school cohort in 2014 consisted of 49 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 49 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 their:

- knowledge of the concept of the Trinity; 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:

- identify key symbols of Baptism.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 18% of students were placed in the developing level, 67.2% in the achieving level and 14.7% were in the extending level.

For Part B, 7.6% of students were placed in the developing level, 65.8% in the achieving level and 26.5% were in the extending level.

Combining Parts A and B, 17.3% of students were placed in the developing level, 65.1% in the achieving level and 17.6% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going 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 2014:

The Key Areas and elements reviewed and the Action Plans that were implemented during the year are listed below

- **Key Area 1: Catholic Life & Religious Education**
 - 1.3 Catholic Life & Culture
 - 1.4 Parents, parishes and the broader church

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

- 2.2 Rights and responsibilities

- 2.5 Pastoral Care

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- 3.5 Assessment

- 3.7 Professional learning

- **Key Area 4: Human Resources, Leadership and Management**

- 4.2 Professional development of staff

School Review and Improvement components to be reviewed and rated in 2015:

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

- 1.2 Religious Education

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

- 2.3 Reporting Student Achievement

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- 3.4 Planning, Programming and Evaluation

- **Key Area 4: Human Resources, Leadership and Management**

- 4.5 Overall Compliance with legislation and requirements

This pattern of planning and review is focussed on ensuring our teaching programs in all Key Learning Areas meet the learning needs of all our students and are accurately reported upon whilst meeting legislative compliance.

The following Key Areas and components will remain areas of focus in planning for 2015 in order to build on past achievements.

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

- 2.2 Provision for the diverse needs of learners

- 2.5 Assessment

- **Key Area 3: Pedagogy**

3.7 Professional learning

- **Key Area 4: Human Resources, Leadership and Management**

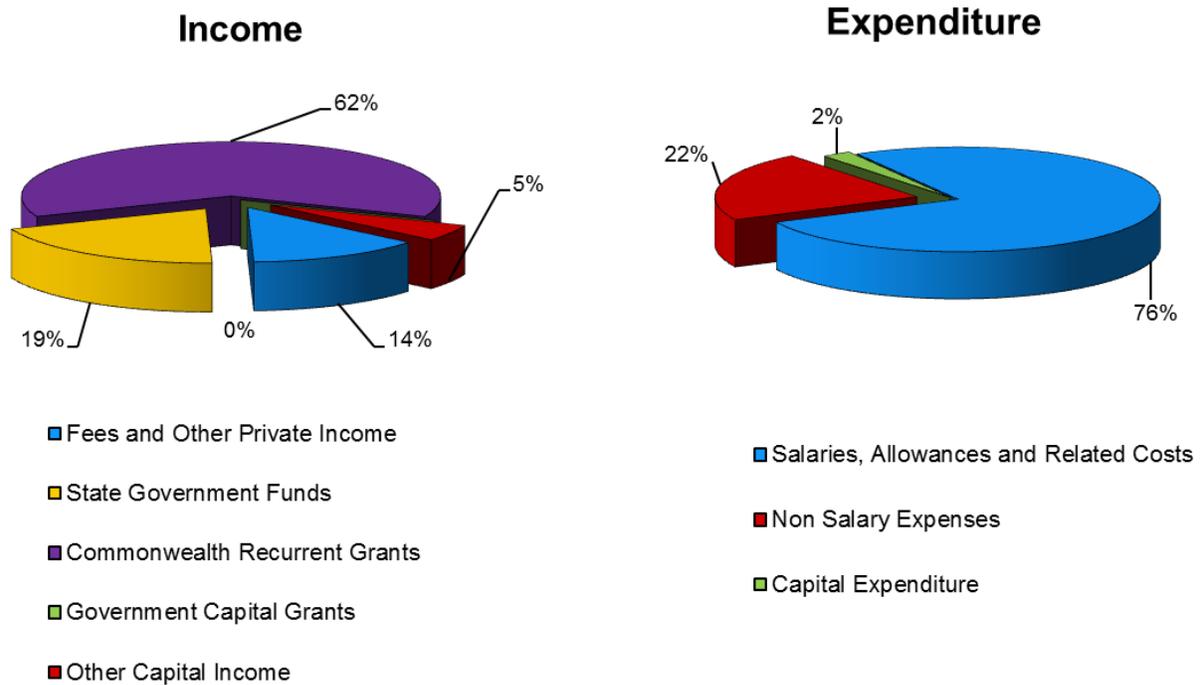
4.2 Professional development of staff

Financial Summary

St Anthony's is a modern, attractive educational facility. The school is committed to maintaining and expanding quality resources and facilities. During 2014, the school purchased 20 new MacBook Pro computers for classroom use for an expenditure of \$22,500. Additional furniture was purchased for the Stage 2 rooms for an expenditure of \$4560.

A new portable PA for playground use was purchased at a cost of \$1117. In the school administration area a new photocopier for the use of office and teaching staff was purchased at a cost of \$8600.

The following graphs reflect the aggregated income and expenditure for St Anthony's Catholic Primary School, Picton for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment



Student Welfare

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

St Anthony's continued with the implementation of School Wide Positive Behaviours 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. (SPB₄L) is focused upon creating and maintaining positive relationships in a safe and supportive environment.

The focus during 2014 was to document and streamline school policies and procedures in Behaviour Management and Anti Bullying. Policies were drafted and, following a consultation process with staff and community, the policies were finalised and adopted. Both policies are fully operational.

CatholicCare continued to provide family counselling support to the school on a weekly basis. This referral service was well subscribed to during 2014.

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.

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*** is 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 2014.

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

Curriculum and Pedagogy

Literacy and numeracy have curricula implication right across the seven Key Learning Areas (KLAs). Academic rigor in English and Mathematics was assured through dedicated English and Mathematics blocks daily in all classrooms.

All teachers timetable the class programs in each KLA according to the minimum time requirements of the Board of Studies and Diocesan Policy. Time allocations are monitored each term by the school leadership team.

The school's schedule of reporting to parents that proved so successful in 2013, continued during 2014. 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 the 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 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 3. Parents were given the opportunity to participate in a Parent Teacher Interview to discuss the report.

The school's revised schedule of agreed assessments was fully implemented in 2014. All students from Year 2 to Year 6 undertook Australian Council of Educational Research (ACER) online standardized testing in reading comprehension and mathematics. The results of this assessment were used to plot children on the literacy and numeracy continua.

The Australian National Curriculum in English and Mathematics was implemented school wide in 2014. The implementation brought to fruition the preparation and professional learning undertaken over recent years. All English and Mathematics programs were written in compliance with the new curriculum documents.

Meeting the needs of all students

The school adopted the Response to Intervention framework as a model to design, deliver and manage pastoral, behavioural and academic development of all children. A dedicated committee was established to oversee the range of supports and interventions deployed within the school. The committee comprised of the Principal, Learning Support Coordinator, SPB4L Coordinator and the Pastoral Care Coordinator. The committee met weekly to review new referrals from teachers and monitor existing programs.

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. An Individual Support Overview (ISO) 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 maintained MultiLit, an evidence based literacy intervention for a small number of targeted children in Years 3 to 6. Regular explicit instruction and monitoring of the student's learning was a feature of this program. The students experienced high levels of achievement.

The schools' pastoral care initiatives continued with the re-appointment of a Pastoral Care Coordinator. The pastoral care coordinator liaised closely with the school's Catholic Care Counsellor.

The SPB₄L Coordinator worked closely with all staff and leadership to monitor the implementation of SPB₄L. All systems defined by SPB₄L including, whole school systems, classroom systems, non-classroom systems and individual support systems were fully implemented in 2014.

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.

St Anthony's participated in the University of Wollongong's Learning Labs during 2014. 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 train works, CSIRO, Fitzroy Falls, MacKillop Place and Canberra.

Opportunities to participate in sport and fitness were well catered for through weekly Physical Education and sport.

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.

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

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 school's NAPLAN data for Year 5 in 2014 placed the school at national standard in each of the five assessment areas. Most pleasing was the fact that the school's work in ensuring all students meet minimum standards has proven successful with the school exceeding national minimum standards attainment levels in all areas. However, the school faces future challenges in ensuring all students maximise their potential and have achievement standards that reflect the same. The NAPLAN data in Year 3 is stronger overall, with the school performing at or above national standards in all five assessment areas.

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 2014: % 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	17%	40%	43%	23%	53%	25%
	National	15%	39%	46%	15%	39%	46%
Writing	School	2%	48%	50%	9%	91%	0%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	17%	45%	38%	13%	66%	21%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	10%	50%	40%	8%	66%	26%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	18%	57%	26%	23%	64%	13%
	National	15%	48%	37%	20%	54%	26%

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 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	98%
	National	94%	93%
Writing	School	100%	100%
	National	94%	90%
Spelling	School	97%	96%
	National	93%	93%
Grammar & Punctuation	School	95%	100%
	National	94%	93%
Numeracy	School	98%	98%
	National	95%	93%

Parent, Student and Staff Satisfaction

St Anthony's undertook a Cyclic Review in 2014. The Cyclic Review was part of the School Review and Improvement process that all schools within the Wollongong Diocese engage with every five years. A key element of the Cyclic Review was seeking community feedback regarding the school. Three key stakeholder groups were surveyed. These were the parent body, the student body and the school staff. Similar questions were posed to each group to enable comparison. After the survey data was collated, focus group forums were conducted to present, discuss and further deepen the data collected. Forums were conducted with each stakeholder group.

There was strong alignment between the stakeholder groups around six key themes for affirmation. The themes were:

1. the rich liturgical life of the school and the relationship with the Parish;
2. the positive, friendly school culture;
3. Pastoral care and behaviour management;
4. Support for children with additional needs;

5. Open, friendly school leadership and communication; and
6. Modern educational facilities and amenities.

Each of these themes received greater than 80% agreement in each stakeholder group.

Recommendations for ongoing improvement of the school were also collated. These areas included:

1. Greater capacity to cater for gifted children; and
2. Updating Information, Communications and Learning Technologies (ICLT).

