

Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

St Anthony's Catholic Primary School, Picton is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW 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 2016.

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

St Anthony's Catholic Primary School

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Parish Priest: Fr John Ho

Principal: Don O'Brien

Date: 12 December 2015

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

St Anthony's school is an integral part of the Parish community. The school's role is to provide, to the children in the school's care, knowledge and experience of the Catholic faith tradition whilst offering the best possible education. This goal is progressed and enhanced by the school's active participation in the life of the Parish. St Anthony's is committed to an ethos of ongoing school improvement and development, always seeking ways in which to better serve the community. I am very proud to present this Annual Report as a summation of the many achievements of 2015.

Parent Involvement

We had a very successful year in 2015. The Parents & Friends' Association (P&F) was able to financially support the school in many ways as well as build community. We were able to donate money to provide Smart and Apple TVs to each of the primary classrooms, and to buy new reading resources. The school's uniform shop continues to be a great service to the parents. Parent volunteers who help out at the uniform shop and at events such as the school disco, art show, Grand-friends Day, Kinder Orientation and Year 6 farewell are to be thanked and congratulated on making the school community so welcoming.

Parents and Friends Association, President

Student Leadership

During 2015 the student leaders of St Anthony's have worked very hard to be of service to the school community and make our school the best school possible. We have helped with the younger children on the playground, looked after the school gardens, celebrated St Anthony's Feast Day and National Aborigines Islanders Day Observance Committee (NAIDOC) day as well as led prayer and school assembly. We are very proud of our school and we wish future leaders all the best in serving our community.

School Student Leaders

School Profile

School Context

St Anthony's Catholic Primary School is a Catholic systemic co-educational school located in Picton. The school caters for students in years K-6 and has a current enrolment of 394 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 of Wollongong. 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 socioeconomic backgrounds. The school enrolls students from 17 villages and localities surrounding Picton within a 20 kilometre radius.

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 community events.

Student Enrolments as at August 2015 Census

2015 enrolments	
Boys	200
Girls	194
Total	394
Indigenous	8
LBOTE	14

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 CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Kinder	94.4%	94.5%
Year 1	94.0%	93.5%
Year 2	93.1%	93.0%
Year 3	92.9%	93.7%
Year 4	91.9%	94.5%
Year 5	91.9%	92.7%
Year 6	92.4%	93.1%
Whole school	93.0%	93.6%

Management of Student Non Attendance

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

The daily attendance roll data is collected by the teaching staff and is recorded by the school office. During 2015 the school adopted electronic roll marking managed through Sentral. Monitoring of attendance was undertaken by the Principal and the office staff. Reminder notes for unexplained absence are printed and issued. Any significant episodes of non-attendance are followed up by the school Principal. The school has a process for applying for and managing student exemptions which is advertised regularly in the school newsletter.

Staffing Profile

There are a total of 25 teachers and 8 support staff at St Anthony’s Catholic Primary School. This number includes 14 full-time, 11 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 2015 was 97.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 96 %.

Professional Learning

During 2015 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 25 staff.
These days focused on:
- School culture and context
 - Defining School Educational Priorities
 - Synthetic Phonics
- B. Other professional learning activities provided at school level including CEO run courses:
- School-wide Positive Behaviours for Learning (SPB4L) (6 staff)
 - Speltt training (4 staff)
 - Mini-Lit training (3 staff)
 - Learning for Leading (1 staff)
 - Australian Curriculum Implementation- History & Geography (3 staff)
 - Royal Institute for Deaf and Blind Children (4 staff)
 - Lamplighter's Spiritual Formation (4 staff)
 - Shining Lights spiritual formation (2 staff)
 - Reading Recovery (1 staff)
 - Managing Students' Pastoral and Educational Concerns (MSPEC) (6 staff)
 - Collaborative literacy planning (16 teachers)
 - Sharing professional practice in literacy and numeracy (16 staff)

The average expenditure by the school on professional learning per staff member was \$285.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$718.

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 significant Feast Days with whole school Mass, class participation in Parish Masses and in the sacred spaces around the school and within each classroom. A full annual calendar of liturgical celebrations was planned in

consultation with the Parish Priest to ensure they were meaningful and appropriate for 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 participated in the Diocesan Lamplighter's Spiritual formation program as well as the related Shining Lights spiritual formation program. These programs aim to develop and deepen 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 framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2015. The school cohort in 2015 consisted of 53 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 53 completed the Extended Task (Part B). The Extended Task was based on the Unit: *One With God's Creation* and was completed during the first half of Term 3.

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

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

- knowledge of the symbols associated with Sacraments and the liturgical year;
- knowledge of Jesus' use of parables; and
- an understanding of the Trinity and the place of the Holy Spirit.

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:

- be open to the presence of God during prayer

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

For Part A, 13.2% of students were placed in the developing level, 67.9% in the achieving level and 18.9% were in the extending level.

For Part B, 3.4% of students were placed in the developing level, 79.3% in the achieving level and 17.2% were in the extending level.

Combining Part A and B, 11.5% of students were placed in the developing level, 73.1% in the achieving level and 15.4% were in the extending level for Religious Literacy.

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 2015

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

- 1.2 Religious education

Goal: There will be a consistent approach to planning and assessing Religious Education K to 6.

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

- 2.3 Reporting Student Achievement

- 2.5 Pastoral Care

Goal: There will be a consistently implemented approach to social emotional learning including Sharing Circles and Mindfulness Meditation as a Green Zone Strategy K-6.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the Diverse Needs of Learners

- 3.3 Teaching Practices

- 3.4 Planning, Programming and Evaluation

- 3.5 Assessment

- 3.7 Professional Learning

Goal: There will be consistency in all literacy sessions across the school.

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

- 4.2 Professional Development

Goal: To create and embed a systematic school wide approach to professional development that supports individual professional growth and advances the school's strategic priorities.

School Review and Improvement components to be reviewed and rated in 2016:

After a review and evaluation of the 2015 SRI components, and giving consideration to the school's overarching five year strategic intent, the following components have been identified for review and rating in 2016.

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

- 1.1 Vision and Mission

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

2.1 Educational Potential

2.4 Integration of ICT

- **Key Area 3: Pedagogy**

3.3 Teaching practices

3.4 Planning, Programming and Evaluation

3.7 Professional Learning

Goal: All classes will have fully developed, implemented and refined consistent literacy block practices inclusive of all elements of the literacy continuum

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

4.4 Succession Planning

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

5.1 ICT resources

Goal: To critically review and reconceptualise the current use of ICT in order to improve teacher capacity to authentically enhance student learning outcomes K-6

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

6.2 Reporting to the Community

Goal: To review and update Student Update Report procedures and template by the end of 2016

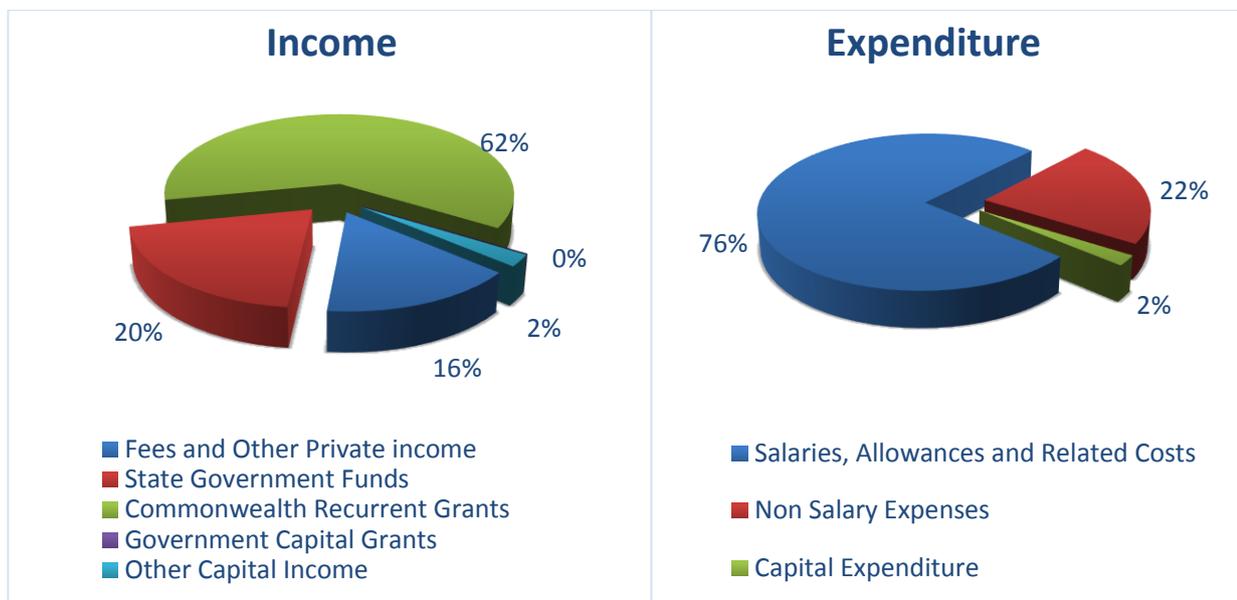
Financial Summary

The school expanded the capacity of information and communication technology (ICT) with the installation of smart televisions and Apple TV in all primary classrooms for a total cost of \$8 056. This was funded by a donation from the school's P&F. An additional \$8 255 was spent on expanding the school's iPad and MacBook fleet in classrooms.

The school remodelled the Stage 2 and Stage 3 classrooms to create substantive classroom learning areas for a cost of \$7 926. The cost of this work was paid for from the school SEDSO account which is collected from school fees and maintained by the parish.

The school undertook some re-modelling of pathways, access and egress as well as an upgrade to our student disabled toilets to facilitate the enrolment of a child with significant additional needs. These works were paid for by the CEDoW with a co-contribution of \$9 000 by the school.

The following graphs reflect the aggregated income and expenditure for St Anthony's Catholic Primary School, Picton for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



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 fifth year of 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 focussed upon creating and maintaining positive relationships in a safe and supportive environment.

The focus during 2015 was to develop a framework to explicitly teach Social and Emotional Learning (SEL) to all students. Significant work was undertaken in aligning the five element SEL framework with the existing Personal Development and Health syllabus. With this work completed, the school undertook a weekly SEL focus which was advertised to the whole community. CatholicCare continued to provide family counselling support to the school on a weekly basis. This referral service was well subscribed during 2015.

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 and 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 commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015. 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 curricula have implications 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 for compliance each Term by the school leadership team.

The school's schedule of reporting introduced in 2013 was continued during 2015. 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 2015. All students from Year 2 to Year 6 undertook the Australian Council of Educational Research (ACER) online standardised test in reading comprehension and mathematics. The results of this assessment as well as classroom curricula assessments were used to plot all children on the literacy and numeracy continua. The Australian National Curriculum implementation of the Science syllabus was undertaken school wide in 2015. The school began preparation for the implementation of the History and Geography syllabus in readiness for the planned 2016 introduction.

Cross Curriculum

The school has made an annual commitment to celebrating NAIDOC Week and educating the children about the need for reconciliation. The school's celebration included invited guests from the local Land Council, elders and guests from CEDoW. After a Liturgy and morning tea, the children participated in traditional Aboriginal games.

The school has also taken a proactive approach to environmental education. A student leadership group dedicated to maintaining and enhancing the school environment, worked each week with a teacher to build and care for gardens around the school as well as manage recycling and waste reduction.

Meeting the needs of all students

The school adopted the Response to Intervention (RTI) framework as a model to design, deliver and manage pastoral, behavioural and academic development of all children. The dedicated Managing Student Pastoral Education Concerns (MSPEC) committee continued to oversee the range of supports and interventions deployed within the school. The MSPEC 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, additional interventions, including the deployment of School Support Officer time, were negotiated during this meeting 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 undertook training in Mini-Lit, a small group literacy intervention for children in Stage 1 (Year 1 and Year 2). This program was successfully implemented and run in tandem with the existing Reading Recovery intervention. The school maintained Multi-Lit, 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 school's pastoral care initiatives continued with the re-appointment of a Pastoral Care Coordinator. The Pastoral Care Coordinator liaised closely with the school's CatholicCare Counsellor and Principal.

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 2015. Students in Years 3 to 6 had the opportunity to participate in the International Competitions and Assessments (ICAS) competition in English, Mathematics, Writing, Spelling, Science and Computer Skills.

All classes were provided with opportunities to enhance learning through excursions and visiting performances and workshops. Excursions included visits to Mowbray Park, Symbio, Thirlmere Trainworks, 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. Three children from St Anthony's competed at State level, with 1 student representing NSW at the National athletics level.

The school conducted a water safety program for students in Kindergarten to Year 2. The program was conducted at Wollondilly Leisure Centre over a 9 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 to monitor student learning progress and design future learning pathways. These assessments include written assessments, standardised assessments, teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN). NAPLAN data is subsequently used to validate existing school based assessments of 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.

In Year 3, the school exceeded the national standards for the top bands in reading and writing, with spelling, grammar and punctuation being at national standard. In Year 5, the school exceeded the national standard in reading, spelling, grammar and punctuation and numeracy. Overall, this result is an improvement on the 2014 NAPLAN data and is a vindication of the sustained professional development undertaken by the school in recent years.

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 2015: % 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%	48%	48%	14%	45%	41%
	National	13%	39%	48%	20%	47%	33%
Writing	School	2%	35%	63%	26%	62%	12%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	9%	57%	33%	14%	50%	36%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	6%	44%	50%	22%	40%	38%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	8%	70%	23%	27%	47%	27%
	National	17%	49%	34%	18%	55%	28%

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.

The school's NAPLAN data for both Year 3 and Year 5 in 2015 placed the school above NMS in each of the five assessment areas. Most pleasing was the fact that the school's on going work in ensuring all students meet and exceed minimum standards has proven successful.

NAPLAN 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	94%
	National	95%	93%
Writing	School	98%	94%
	National	96%	92%
Spelling	School	100%	94%
	National	93%	93%
Grammar & Punctuation	School	100%	96%
	National	95%	93%
Numeracy	School	98%	100%
	National	94%	95%

Parent, Student and Staff Satisfaction

Throughout 2015, the school provided the opportunity for parents and community members to offer feedback. The school conducted several surveys throughout the year and these opportunities were well accessed by the community. The feedback received was considered in subsequent decision making processes.

In 2015 a survey of parents indicated high levels of satisfaction with the school's Religious Education Program (91%) and opportunities for parent involvement in the life of the school (84%). Parents reported satisfaction with the school's curriculum with 89% of respondents agreeing strongly or agreeing with the statement "the school strives to meet my child's individual learning needs".

A student satisfaction survey is also conducted annually with Years 4 to 6 students. The survey showed 98% of responding students agreed strongly and agreed with the statement "I am proud of my school", while 97% of responding students agreed strongly or agreed with the statement "my teacher helps me learn to the best of my ability". Of the students that responded to the survey, 96% indicated that they felt safe at school.



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