

# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**St Anthony's Primary School  
Alphington**



**2019**

REGISTERED SCHOOL NUMBER: E1090

## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our School Vision .....	3
School Overview .....	4
Principal's Report .....	6
Parish Priest's Report .....	8
School Education Board Report .....	9
Education in Faith .....	10
Learning & Teaching .....	13
Student Wellbeing .....	18
Child Safe Standards .....	20
Leadership & Management .....	22
School Community .....	24
Future Directions .....	25
School Performance Data Summary .....	26

## Contact Details

ADDRESS	52 Austin Street Alphington Victoria 3078
PRINCIPAL	James Casey
PARISH PRIEST	Fr Ireneusz Czech
SCHOOL BOARD CHAIR	Mr Chris Tehan
TELEPHONE	03 94897936
EMAIL	principal@saalphington.catholic.edu.au(03) 9489 7936
WEBSITE	<a href="http://www.saalphington.catholic.edu.au">www.saalphington.catholic.edu.au</a>
E NUMBER	E1090

## Minimum Standards Attestation

I, James Casey, attest that St Anthony's Alphington is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

June 2020

## Our School Vision

St. Anthony's is a Catholic parish primary school in Alphington, inspired by the mission of Jesus.

We are guided by the principles and traditions of Mary MacKillop and the Sisters of St Joseph of the Sacred Heart, founded on faith and service.

Compassion, courage and determination are embedded in a learning environment that promotes a passion for learning, connectedness to each other and a sense of belonging to the community.

Our quality teaching and contemporary practice motivate our students to succeed.

We believe that working in partnership with our families has a positive and engaging impact on the lives of our students.

St Anthony's community brings faith and learning to life.

Draft Statement of New Vision Composed in 2019.

**St Anthony's is an inclusive and vibrant Catholic learning community empowering all to be critical thinking thinkers compassionate and resilient citizens.**

## School Overview

St Anthony's has a proud tradition of offering a diverse Catholic education; it is situated in the inner northern suburb of Alphington and is part of the City of Darebin. It was established by the Josephite Sisters in 1917 and continues in the charism of Mary MacKillop today.

At St Anthony's we believe that the Christian values embedded in the Gospel should be reflected in our daily practices, so that our relationship with our God and with each other can develop. We also believe that fostering a love of learning will assist students to meet the challenges of the future. Therefore, our school is committed to providing for the educational, spiritual, social, physical, emotional and aesthetic needs of students within a holistic approach to education.

St Anthony's has 10 classes with a current enrolment of 205 in May 2020. There are 25 staff members, made up of 13 full time and 12 part time workers. Students are provided with a rich and diverse curriculum with particular emphasis placed on developing each students' faith and understanding through the Religious Education program.

Literacy and Numeracy are key components of the curriculum and the focus is on value adding to students' skills and knowledge. Inquiry Units each term allow the students to ask questions, form 'wonderings', search for answers and further broaden their understanding, knowledge and skills in a variety of subject areas. We offer a number intervention and extension activities at each year level that confirm our diverse curriculum offered. These include Reading Recovery, Student Wellbeing initiatives and digital learning to name a few. Specialist programs offered at present are Visual Arts, Performing Arts, STEM, PE and Italian. Students in Years 5 and 6 participate in an extensive interschool sports program with the Ivanhoe District School Sports Association. Extra-curricular clubs include running, swimming, coding, chess, gardening, choir and school band.

St Anthony's has positions of leadership in the areas of Religious Education, Learning and Teaching, Literacy, Numeracy, Student Wellbeing, Digital learning and Physical Education. These leaders work to support teachers and staff in planning particular programs for students or meeting students' individual needs as well as involving parents and the wider community in the education of our students.

The faith development of all community members is central to our mission. The school offers a Sacramental program from prep to year six, with the sacrament of Reconciliation, taking place at Year 3, Eucharist at Year 4 and Confirmation at Year 6. The school offers a number of faith development and formation activities throughout the year.

Information and Communication Technology (ICT) is an important area which supports the curriculum. Each classroom has access to a bank of Chromebooks, laptops or iPads for each level, this provides 1:1 access to digital based activities and programs. There

are interactive whiteboards or big screen TVs in each classroom. St Anthony's has an ICT technician who supports the teachers with the classroom setup. The school runs a Chromebook program for students in Year 3-6. With extensive training for staff provided.

School improvement is a major focus at St Anthony's. Every year an Annual Action Plan is developed in line with the four year School Improvement Framework. At St Anthony's Observational surveys in Literacy, Progressive Achievement Tests in Reading (PAT R) & Mathematics (PAT M), NAPLAN, Essential Assessment Literacy and Numeracy, as well as other quantitative and qualitative data indicate high levels of achievement in English and Number. Our on-going focus is to continue this high level of achievement by providing time for professional collaboration, moderation and both internal and external professional development for our teachers and staff.

## Principal's Report

St Anthony's continued to build on the many strengths that exist within our wonderful school community in 2019. We welcomed our new parish priest Fr Ireneusz Chech early in the year. There were many opportunities for staff professional development throughout the year in the areas Religion, Inquiry, Literacy, Mathematics and Student Wellbeing. School leaders were all supported in being active members of the various Networks.

Our Strategic Intent, highlighted in our Annual Action Plan, is to build a performance and development culture, characterised by effective teams, strong leadership, feedback, appraisal and reflective practice in order to strengthen ownership by all stakeholders and improve student outcomes. This along with our "Why" ***To nurture and inspire in order to make a difference***, will continue to be our focus for the years ahead as we strive to meet the needs of all children.

The leadership team was clearly focussed on developing and facilitating our vision and mission. They met and reviewed all school practices, student data and supported individual needs as they arose. Throughout the year, leading teachers supported Professional Learning Teams in Religious Education, Student Wellbeing, Mathematics and English while staff meetings throughout the year were dedicated to professional development in other curriculum areas.

In 2019, we successfully developed an inquiry based curriculum for all year levels using the Kath Murdoch approach. In March staff attended a Kath Murdoch Professional Learning day, in order to help embed a whole school Inquiry pedagogy. As well as this, staff also worked with Catholic Education Melbourne Learning Consultant Snez Singh to plan Inquiry units based on various concepts. Planning sessions continued to be facilitated by the Teaching and Learning leader during throughout the year.

In May staff undertook another whole school Professional Learning session in the area of Religious Education. The focus of the learning centred around the new Religious Education Framework with a particular focus on the Pedagogy of Encounter. It was facilitated by Catholic Education Melbourne Learning Consultant in Religious Education Nelson Graham.

In 2019 the school introduced a chromebook program for the 3/4 level. A digital learning consultant worked with staff to develop their knowledge of the Chromebook, google doc applications and introduce a one to one chromebook learning program.

St Anthony's continued to perform well in 2019 NAPLAN with 100% of our Year 3 and Year 5 students meeting minimum standards in the areas of Grammar & Punctuation, Reading, Writing, Spelling and Writing.

The school community continued to offer great support to the school. Classroom helpers, SCOSA group and attendance at school events was appreciated by students

and staff. The SCOSA (Parents and Friends association) and School Education Board were both successful in developing relationship, social capital, stakeholder voice and participation throughout the year.

In 2019 we welcomed and inducted new staff, delivered successful sacramental programs and offered student wellbeing and student leadership activities for all. The SEESAW digital portfolio was continued to be used as a means to support the reporting and assessment process at the end of semester one and two. Events such as the school fair, the art show, the sacramental program and School Sports day were a major highlight of our school year.

We maintained 12 classes, offered two counsellors over two days a week, worked with outside agencies such as ACU, Monash and CEM to improve services and teacher skills. We employed a new Bursar in September and we also introduced the ICON admin package which involved professional development for select staff.

I would like to take this opportunity to thank all staff for their commitment and dedication over the year, and Fr Ireneusz Czech, the Parish Priest who continues to be a great support to the community and to our school.

Mr. James Casey

## Parish Priest's Report

The Salvatorian order took over the leadership of this parish school in January of 2017. Fr Ireneusz Czech joined our community and began in his role as parish priest in January 2019.

The Parish vision states *"that we are faith filled people, striving to live out the gospel message of Jesus; sharing our talents, nurturing our community, reaching out to all; celebrating God through prayer and liturgy"*.

The school successfully offered dynamic sacramental programs and religious instruction to all of its students. Fr Ireneusz parish priest met with school leaders regularly, attended school functions and participated in the monthly school board meetings. The students are involved in weekly class masses, termly whole school masses and weekend mass activities.

Father Ireneusz meets termly with the school leadership team to plan the faith development of the school and provides input and leadership into our formation activities for the sacraments.

In 2020 Father Ireneusz will continue to work in partnership with the school to make this an environment of faith, love and nurture.

## School Education Board Report

In 2018 the School Education Board successfully supported the school deliver its school vision and mission. The board at the beginning of the year outlined five objectives

- Contribute to the school review process
- Establish a guideline for SCOSA to transparently and strategically allocate funds for school growth and benefit
- Increase visibility of and role clarity of the board for the benefit of all in the school community
- Improve the connection between parish and school
- Establish pathways to support those in need

The board worked on the following tasks or actives in 2018:

- Undertook a strategic process that could be deployed more broadly and crystallised the issues for the outdoor area, provided a foundation for 2019 master-planning which will be focus.
- 2018 review – contributed participated, school reflection report, 2019 implementation
- Traffic Management further progressed
- Received, commented or advised on a range of matters over the year, including policies, website, enrolment, fee structure, Naplan and other relevant school based data and Curriculum
- Provided ongoing feedback from the school community to the board.

In 2019 the board will look to continue to support the school achieve its goals, communicate its actions to and for the community, support the review of policy in its role as an advisory board for the benefit of Parish priest and Principal.

## Education in Faith

### Goals & Intended Outcomes

#### Goal

To strengthen teacher capacity of RE pedagogy to deepen student understanding of scripture and Catholic Social Teaching and its relationship to their lives.

#### Intended Outcome

That school community understanding of scripture and Catholic Social Teaching is enhanced.

### Achievements

At St. Anthony's we strongly acknowledge and celebrate our Catholicity, while also recognizing other faiths in our community and world. Throughout 2019 students learnt about the Catholic faith, as well as other faiths through prayer, liturgy and religious education classes. We exist due to the work of the Josephite Order and their legacy is alive through our interactions and works. Mary MacKillop's motto 'Never see a need without doing something about it' is embedded in all that we do. The theme for the year was 'Together we can do great things', which holds strong connections to the work Mary MacKillop carried out, and which we seek to emulate.

When planning units of work, staff are involved in facilitated planning with the Religious Education Leader, using the new Religious Education Framework with particular focus on the Pedagogy of Encounter. The learning is structured via three integrated components:

Three strands of learning:

- Knowledge and Understanding
- Reasoning and Responding
- Personal and Communal Engagement

Five content areas:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacrament
- Morality and Justice

And Achievement Standards.

Catholic social justice continued to be an ongoing area of focus through a range of activities, which raised awareness of the needs of people in our local community, our country and the global world. The Student representative council worked alongside the social justice captains with a particular emphasis on supporting mission activities. We supported CatholicCare, Asylum Seekers Resource Centre and Caritas in 2019.

Through Baptism and Confirmation units students were exposed and encouraged to be witnesses to their faith. The Senior students planned, delivered and raised money for a charity of their choice, through mission stalls which were available to everyone in the school community. The Asylum Seeker Resource Centre was the chosen charity, again this year, with money raised being used to fund the Christmas Toiletry Gift Bags.

Opportunities were available for students, parents and staff to engage in prayer and reflection through whole school events such as praying the Rosary, Prep Prayers in Pyjamas, Year 1 Scripture Night, Sacramental Retreats, Sacramental Formation Evenings and celebrations of the church seasons.

#### VALUE ADDED

Senior Student Leaders attend Opening Year School Mass at St Patrick's Cathedral

Whole School Masses including Commissioning, St. Anthony's Feast Day, Assumption, Mary of the Cross Feast Day

Sacrament Formation Evenings for parents and students

Sacramental Retreats

Prep Prayers in PJ's

Year 1 Scripture Evening

Walk-a-thon for CatholicCare

Asylum Seeker Fundraiser Indian Dinner

Daily Class Prayer



## Learning & Teaching

### Goals & Intended Outcomes

#### Goal

To maximise student outcomes through evidenced based pedagogy

#### Intended Outcome

That student outcomes in literacy and numeracy will improve for all students

### Achievements

At St Anthony's supported collaborative planning in year levels continues to be a focus for teachers across the school. 4 hours a week is given to teams to plan for and follow a teaching and learning cycle across all the curriculum areas. The curriculum includes:

- Religious Education
- English
- Mathematics
- Social and Emotional Learning
- Science
- Humanities (History, Geography, Economics, Civics and Citizenship)
- Technology (Information and Design)
- The Arts (Visual Arts, Performing Arts, Music)
- Physical Education
- Italian (Language Other Than English)

In 2019 we used NAPLAN results, PAT-R and PAT-M, Essential Assessment in Maths as well as pre and post unit assessment tasks to identify student needs in order to drive our planning and teaching.

Members of the School Improvement Team met regularly with CEM consultants including Snjezana Singh (Teaching and Learning), Nelson Graham (Religious Education) and Chris Moritz (Literacy) to evaluate our school's goals and intended outcomes for Learning and Teaching. Our intended outcome from our 3 year review cycle for Learning and Teaching was set so "that outcomes in literacy and numeracy will improve for all students". Various strategies have been put into place this year and will continue into the next 3 years in order to reach this outcome.

Weekly Staff meetings and Professional Learning Team meetings have a specific curriculum focus each week to further develop staff professional knowledge. Moderation in Literacy and Numeracy is scheduled during PLTS or planning time in order for teams to engage in professional dialogue about student data and progress.

The School continues to have a variety of goals focused on professional development for its teaching staff. Professional development is dedicated to supporting growth and understanding for teachers in their capacity to drive explicit teaching.

In 2019 we moved towards an Inquiry based approach. Using the concepts developed collaboratively in late 2018, teachers planned Inquiry Units using the Kath Murdoch approach. To further support this, all classroom teachers and leaders undertook a Professional Development session about Inquiry teaching facilitated by Kath Murdoch. Staff also met regularly with the Teaching and Learning Leader and Snjezana Singh, Learning Consultant from CEM to plan inquiry units.

In Literacy the focus during PLTS included Reading for Meaning. Staff were asked to evaluate their teacher confidence in the area of teaching reading comprehension. PLTs focused on teaching comprehension through Shared Reading, Guided Reading and Literature Circles. Fountas and Pinnell Classroom resources were purchased and used by teachers from Grade Prep to Year 4. The Literacy Leader attended level planning regularly to help teachers plan.

In Mathematics, planners across all year levels remained mostly consistent. PLT's took place regularly throughout the year with maths leaders setting the agenda based on the needs of the teachers. A yearly planner was compiled by all teachers to ensure all areas of the mathematics curriculum was covered over the four terms. This ensured that each student would access the three strands outlined in the Victorian Curriculum; Number and Algebra, Measurement and Geometry, and Statistics and Probability. Challenging tasks continued to be created and implemented in the classroom across all year levels. The Maths Olympiad and Maths Games programs were continued for students in grades 3-6 who have shown an aptitude towards maths. Classroom resource kits were restocked with essential items using the Maths Budget. The 5/6 team were sent on professional development focusing on the area of Learning Sprints. They decided to focus their Learning Sprint on improving students' confidence through the use of challenging tasks. The prep team was sent on a professional development in Mathematical Understanding in pattern at the end of 2019.

Contemporary learning tools such as Chromebooks, ipads, televisions and internet resources were used to extend the students' thinking and build more meaningful learning. Use of electronics including OSMO, Sphero, Ozo Bots and Bee Bots were also used during STEAM sessions.

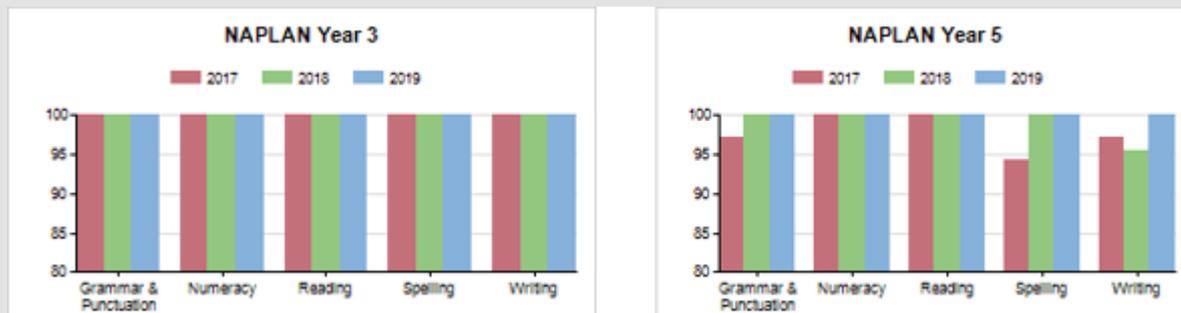
All year levels continued to use Seesaw to provide parents with regular insight into their child's learning via annotated learning samples and assessments against the standard. This gives parents a context for both their areas of achievement, and areas in need of improvement. Parents have the opportunity to give constructive feedback to their students via this app.

Below is a general snapshot of the activities the staff, students and parents were involved in throughout 2019:

- Classroom teachers and school leaders attended professional development sessions such as: *Kath Murdoch Inquiry, Learning Sprints, Monash University Open Ended Tasks Project, Pedagogy of Encounter*
- Book Week performance and celebrations
- Reading Recovery for Year 1 students
- Literacy Support for students in Year 2
- Australian Mathematics Competition – many students from Year 3-6 were involved in this annual competition
- Facilitated level Professional Learning Teams (PLT) meetings throughout the year. Leaders work closely with teachers to plan in the areas of Religion, English, Mathematics and Inquiry

- Use of Fountas and Pinnell Classroom Resources including Shared Reading, Interactive Read alouds and Guided Reading introduced and used in Grades P-4.
- Complied with NAPLAN expectations in Years 3 and 5. Students accessed the assessment tasks in the online format for the first time.
- All staff worked together to moderate samples of children's work in Mathematics and English to gain a better understanding of student progress and future teaching and learning
- Learning Intentions and Success Criteria utilised in classrooms to ensure students fully understand demands of tasks
- Year 5 and 6 students attended school camp
- All students involved in incursions and excursions related to Inquiry units of work
- School Athletics Carnival, Inter-school Sports, District Cross County, District Swimming, House events

## STUDENT LEARNING OUTCOMES



### 2019 Naplan Analysis Yr 3.

100% above National Minimum standard in Reading  
 100% above National Minimum standard in Writing  
 100% above National Minimum standard in Punctuation and Grammar  
 100% above National Minimum standard in Spelling  
 100% above National Minimum standard in Numeracy.  
 Upward Trend in result in all areas during the period of 2018-19.

### 2019 Naplan Analysis Yr 5.

100% above National Minimum standard in Reading  
 100% above National Minimum standard in Writing  
 100% above National Minimum standard in Punctuation and Grammar  
 100% above National Minimum standard in Spelling  
 100% above National Minimum standard in Numeracy.

The 2019 NAPLAN results indicate 100% of the assessed Year 3 and Year 5 students achieved the minimum standard required in the curriculum areas of Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.



## Student Wellbeing

### Goals & Intended Outcomes

#### Goal

To strengthen the link between wellbeing and learning

#### Intended Outcome

That improvement in student wellbeing outcomes are clearly aligned to improvement in student learning

### Achievements

At St Anthony's Student Wellbeing continues to be a position of leadership. The leader supports teachers in a range of areas from NCCD data to PSG meetings. The leader sits with teachers to form Personalised Learning Plans for particular students needed additional adjustments in the classroom. From these, termly PSG meetings are held to review the documents and discuss past, present and further action with parents and teachers.

To better facilitate our record keeping practices, in line with the NCCD funding system, uniformed proformas and documents from Prep to Year 6 monitor the adjustments made by the teachers and learning support offices for individual students within the classroom. This information then informs a moderating team to decide on the category of disability and level of adjustments for the individual student. This is a requirement by all schools within Australia. Extensive PD, both external and internal has taken place to assist teachers and staff with this.

In addition to the NCCD PD, staff continue to implement the Child Safe Standards Policy and complete the Mandatory Reporting online module.

The RRRR program (Resilience, Rights and Respectful Relationships) was implemented in 2019. It was delivered via weekly lessons to develop the students' social and emotional intelligence.

Through partnership with Cairnmillar Institute, two Provisional Psychologists worked with individual students. These students were referred via parents or teachers due to social or emotional concerns. Parent consent is always sought and sessions are confidential.

The Student Wellbeing Leader met regularly with students who had Wellbeing concerns to focus on strategies and skills to help in social situations. These sessions varied between individual, group and frequency, depending on the issues and requirement.

**VALUE ADDED**

Circle Time PD

RRRR

Social Skills Groups

PSGs

PLPs

NCCD

Vertical Groups

**STUDENT SATISFACTION**

As identified in the CEMSI 2019 data, students identified themselves above the recorded average of all Catholic primary school in Melbourne in 8 of the 9 survey domains.

These included Rigorous Expectations, School Engagement, School Climate, Teacher/Student Relationships, School Belonging, Learning Dispositions, Student Safety and Student Voice.

**STUDENT ATTENDANCE**

The school continues to use Caremonkey in 2019 which covers a range of areas including attendance, personal details, excursion forms and other relevant details.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

## Child Safe Standards

### Goals and Intended Outcomes

Throughout 2019, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse. Child Safe Standards were reviewed when developing our new vision statement in term 3 and 4.

### Achievements

#### The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.

#### Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- The school community, contractors and volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training 's on-line Mandatory Reporting module.

#### The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. The students of the Student Representative Council

(SRC) developed a 'Child Friendly Code of Conduct' which was communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

### **Consultation with the community**

- St Anthony's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

### **Human Resource Practices**

- St Anthony's continues to implement Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
  - Position advertisements
  - Position descriptions
  - Referee Checks
  - Key Performance Indicators have a Child Safety focus
  - Victorian Institute of Teaching Registration (VIT)
  - Working With Children Checks & National Criminal Record Checks

Screening of Casual Relief Teachers, Contractors and Volunteers. In this section schools should describe their achievements in the ongoing implementation and review of their child safe strategies and the steps they took to bring about cultural change in the school community.

## Leadership & Management

### Goals & Intended Outcomes

**To strengthen the performance and development by enhancing leadership and staff capacity.**

### Achievements

The school continued to have a Leadership team that responded to the demands of schooling each day, was responsible for consistent and efficient teaching practice, reported to the Parish Priest & Parent community about its actions and successes. The leadership group consisting of the Principal, Deputy and two learning and Teaching leaders ensured that student reporting each semester was achieved. Staff were provided with direction and feedback on daily practices.

The staff met each week for a staff meeting and a professional learning team meeting. These sessions are facilitated by a member of the leadership team. The staff work in teams across the week to plan or respond to curriculum for the 12 classes. Leaders in the five spheres of schooling work and support the classroom teachers each week for a period of time at their planning time. School leaders in the areas of Education in Faith, Literacy, Numeracy, and Learning & Teaching attend regional cluster meeting termly to support their leadership development.

In 2019 the School Improvement Team continued to meet weekly to implement and drive the School Improvement plan. Tasks for the year were highlighted in the 2019 Annual Action Plan. 2019 was the first year for implementing out 2019-2022 School Strategic Improvement Plan. Principal Consultants and Learning & Teaching Consultants from CEM continued to work with the leadership team each term to review the strategic plan by recording milestones and future direction.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2019

**List a range of the Professional Learning activities that staff have undertaken.**

- Religious Education Network
- Student Wellbeing Network
- Learning Diversity Network
- Teaching and Learning Network
- Literacy and Numeracy Network
- Child safe standards PD
- Deputy Principal network

- Principal network
  - NAPLAN analysis PD
- Supporting students with special needs  
 Kath Murdoch Inquiry PD  
 RE Conference – Pedagogy of Encounter  
 Differentiation in Numeracy PD
- Administrator Officers' Network
  - Reading Recovery Network
  - Displan emergency training
  - ICON Training
  - Challenging prompts to support and enable students in Mathematics
- Learning Sprints
- Moderation in Writing and Mathematics PLT
- Assessment and Reporting @ St Anthony's
- Anaphylaxis training
- Numeracy and Literacy Data analysis - Analysis of pre-assessment data (PAT R &M)  
 Literacy best practice - Teaching Practices for Reading (Guided Reading, Shared Reading, Literature Circles, Reciprocal Reading) PD  
 Exploring the use of challenging tasks in the Mathematics classroom.

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019</b>	25
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$2000

**TEACHER SATISFACTION**

As identified in the CEM SIS 2019 data, teachers identified themselves above the recorded average of all Catholic primary school in Melbourne in Collaboration in Teams, Professional Learning, Student Safety and School Climate.

We are at the standard in Collective Efficiency and Psychological Safety. Areas to review include Instructional Leadership, Feedback and School Leadership.

## School Community

### Goals & Intended Outcomes

**To strengthen partnership's with parents, and the broader community to enhance student outcomes.**

### Achievements

At St Anthony's we have looked to broaden and strengthen our school community involvement. We have had a focus on going past family participation, and striving for greater parent and family engagement. Parents are invited to be involved in the SCOSA group who look at raising funds for our school through such initiatives as the annual Twilight Fair. Connections between the parish and school was an ongoing focus with the principal being a member of the Parish Education Board.

Families of the community are encouraged to attend our weekend and weekday masses which is an amazing opportunity for the school community to gather and worship as one. Families also play an active role in our sports program being ongoing support for our house cross country, athletics and swimming day.

We continue to use a variety of electronic communication platforms to communicate with families. In 2019 we continued to use SeeSaw as a learning portfolio, Nforma as our reporting package and CareMonkey to send updates and notes to families. The school uses CareMonkey to record personal student details and attendance.

Parent forums were delivered in different areas of the curriculum including numeracy and literacy. Parents were also welcomed to attend parent teacher interviews, parent information nights for the year level, the Prep Orientation Program, Sacramental formation nights and the parent helper course.

Our senior students were involved in a Student leadership program. They were also involved in a transition program to better prepare them for the move into secondary school. The student leaders led a variety of activities. In 2019 we developed relationships across the school through Vertical Groups. These are led by our senior school students.

### PARENT SATISFACTION

As identified in the CEMSI 2019 data, parents identified themselves above the recorded average of all Catholic primary school in Melbourne in Family Engagement.

An area to review was School Climate (family perception of social and learning climate of the school).

## Future Directions

In 2020, we will enter the second year of our four year school improvement plan. The 2020 Annual action plan will continue to focus on the five new goals with more time dedicated to strategic planning with a clear opportunity for input from all stakeholders.

The school will continue to deliver a comprehensive curriculum based on the needs of all individuals at each year level. We will foster 10 learning environments to support the learning endeavours of all, after dropping enrolment at the end of 2019.

Our professional development focus will again be driven by the school improvement plan and staff needs. We will continue to expand on our new Inquiry based learning program that was developed in 2019. This will see the staff more involved in the writing of units delivered across the year. We will seek support from the Learning and Teaching Consultant from the CEM northern office.

The school will continue to deliver forums for parent education. Supporting Maths education at home, Cyber safety and other topics are earmarked. We will continue to offer transition programs for new prep cohort and year 6's transitioning to Year 7 in the second semester of 2020.

We will continue to foster relationship with outside agencies to support the emotional and academic growth of all school community members. They will include, ACU speech pathologists, Monash University academics supporting Numeracy growth, Cairnmillar Psychologists, Catholic Education Learning consultants in the field of Literacy, Inquiry and Religious Education.

In 2020, the school board will be invited to support the review of the school master plan. A master plan for amenities will be reviewed and a study of enrolment history will enhance and maximise our ability to deliver a robust catholic education in Alphington/Fairfield. We will complete stage 1 of the master plan upgrade. This is an upgrade of playground facilities.

Professional Development in the areas of goal setting, faith development, Phonics in Context, Grammar Context, and a focus on Place value has been defined as a need in 2020.

Data analysis will continue to drive and direct our professional learning. The learning and teaching leader will review all present practice and will continue to develop opportunities.

## School Performance Data Summary

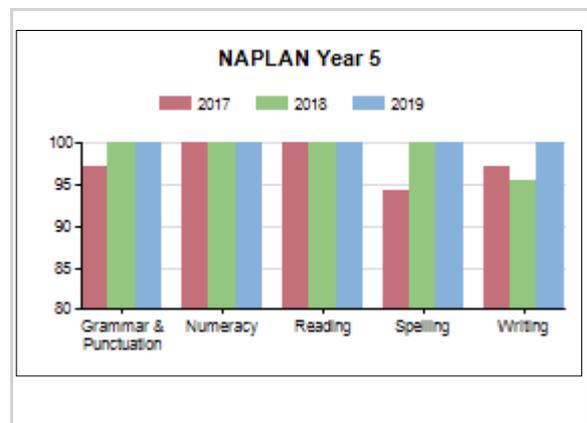
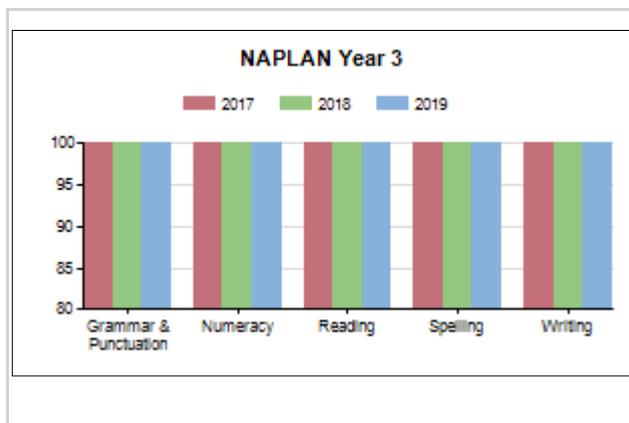
The School Performance Summary reports on data in the following areas:

- Proportion of Students Meeting the Minimum Standards
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

<b>E1090</b> <b>St Anthony's School, Alphington</b>
--

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2017</b>	<b>2018</b>	<b>2017 - 2018</b>	<b>2019</b>	<b>2018 - 2019</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0

YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.1	100.0	2.9	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	94.3	100.0	5.7	100.0	0.0
YR 05 Writing	97.1	95.4	-1.8	100.0	4.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	95.1
Y02	93.5
Y03	94.6

Y04	92.6
Y05	92.4
Y06	93.3
Overall average attendance	93.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	96.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	76.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	60.0%
Advanced Diploma	33.3%
No Qualifications Listed	33.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	22.9
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	5.6
Indigenous Teaching Staff (Headcount)	0

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)