



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St Anthony's PRIMARY SCHOOL NAME
Alphington

2017

REGISTERED SCHOOL NUMBER: 962



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	6
Parish Priest's Report	7
School Education Board Report	8
Education in Faith	10
Learning & Teaching	13
Student Wellbeing	18
Child Safe Standards	19
Leadership & Management	21
School Community	25
Future Directions	27
VRQA Compliance Data	28

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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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

25 May 2018

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.

School Overview

St Anthony's celebrated 100 years of schooling in 2017. It has a proud tradition of offering a 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 12 classes with a current enrolment of 253 students. There are 30 staff members, with 16 full time and 14 part time. Students are provided with a rich curriculum with particular emphasis on developing the students' faith and understanding through Religious Education. Literacy and Numeracy are key components of the curriculum and the focus is on value adding to students' skills and knowledge. Units of work 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. A number of intervention programs are a key component of the diverse curriculum offered. They include: Reading Recovery and Student Wellbeing initiatives. Specialist programs are Visual Arts, Performing Arts 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, 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, Science and Sport/ P.E. These leaders work to support other 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 supporting the curriculum, each classroom has access to a bank of laptops or iPads for each level this provides 1:1 access to digital based activities and programs. There are interactive whiteboards or big screen TV in each classroom. St Anthony's has an ICT technician who supports the teachers with the classroom setup and in the lab. The school will introduce a Chromebook program in 2018 for the year 5/6 level. With extensive training for staff provided.

School improvement is a major focus at St Anthony's. Every year an Annual Action Plan is developed within the School Improvement Framework. At St Anthony's Observational surveys in Literacy, Success in Numeracy Education (SINE), Progressive Achievement Tests in Reading (PAT R), Progressive Achievement Tests in Maths (PAT M), NAPLAN and 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.

Parent support, voice and involvement is encouraged at every stage. The school provides extensive inductions and training for parents throughout the year. We value the input and involvement of our School Community of St. Anthony's (SCOSA - Parents and Friends Association) and the School Education Board.

Principal's Report

St Anthony's celebrated a 100 years of schooling and took the opportunity to reflect and celebrate its place in the community as it continues to meet its mission to serve and support the families of our community in 2017. A number of activities were added to the program to mark this special achievement. A celebration mass and open school event was the highlight. Past and present students, families and staff joined together to acknowledge the faith and educational journey of the school. A history unit for students, commemorative badges, St Anthony's student fun day, historical posters and displays around the school and a 100 years stall at the fair were just some of the activities.

We welcomed our new parish Priest, Fr Adam Babinski in January. He is a Salvatorian priest who has demonstrated his mission to share the word and model the actions of Jesus Christ in his daily life. As leader of the community he has taken the time to find out our story and has supported us in all actions through 2017. He has been fully involved in all sacramental programs, has visited events and classes, attends board meeting and is fully welcoming when school joins together with the parish.

In 2017 the school 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. The staff met as a collaborative group in term three of 2016 so that they could have a voice in the decision-making and future direction of the school. 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. The major foci was the development of all staffs knowledge of digital learning. A conference was held in the middle of the year.

In 2017 the school offered 12 learning environments. The desired effect was to strengthen relationships between each teacher and their students by having equitable class size across the school. During the year the school inducted new staff members to the teaching group. At the beginning of term 4, a new leadership team was formed as the Deputy Principal (Ms. Fiona Dearn) moved school to accept a principalship and the two other leaders went on Maternity leave. I take the opportunity to thank Fiona for her years of service, skill and commitment offered to the school and parish.

There was a focus of increasing multimedia devices for students and a program of purchasing new laptops for staff in 2017.

Our professional development focus continued to be driven by the school improvement plan and staff needs. We had a Visible Learning focus in learning and teaching, we increased our knowledge of the new Victorian Curriculum and developed our understanding and knowledge of the use of Google apps for education. Data analysis will continue to drive and direct our professional learning.

We continued to develop communication to parents through the use of Cluster (Blog) and skoolbag.

A new School Education Board will be supported as we farewell outgoing members and welcome new parents.

Parish Priest's Report

The Salvatorian order took over the leadership of this parish school in January 2017. We are pleased to be here and look forward to the ongoing challenge of supporting our community in their faith journey and love of Christ.

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.

I met with school leaders regularly, attend school functions and participate in the monthly school board meetings. The students are involved in weekly classes' masses, termly whole school masses and weekend mass activities. In 2018 we will continue to work in partnership with the school to make this an environment of faith, love and nurture.

School Education Board Report

I am pleased to provide a review of activities and achievements of St Anthony's School Education Board (SEB) in 2017.

In fulfilling its role advising on school policies and education issues to support the school achieve its improvement goals, the Board agreed at the start of the year to approach deliberations with **Respect** (of each other, collegiality, solidarity, of Board role in the school); **Relevance** (use our time well, discussions focused on Board matters); and **Robustness** (achieve something, provide support for the Principal and school). I thank and congratulate the Board for following these principles during this year.

The Board met eleven times during 2017 and was guided by five broad objectives to guide actions and achievement:

- Support the centenary commemoration
- Update the School's development plan
- Establish pathways to support those in need
- Finalise school governance and communication framework
- Improve the connection between parish and school

I believe the Board has been successful in this centenary year to help the school achieve its improvement goals. Some of the Board's key achievements and activities are discussed below.

Centenary and Parish Connection

The Board was very pleased to take a practical role in the centenary celebrations, particularly the centenary mass and celebration lunch in June. It was a great school community event with music and entertainment for the kids that had a wonderful vibe that brought the parish and school community together, including past school principals and alumni. A beautiful lunch was prepared by Belinda and her mother Marisa and all Board members contributed to the success of this significant milestone for the school.

The Board aims to hold joint events with the Holy Spirit School Education Board in 2018 to share ideas and increase the role of the schools and build connections in the broader parish community.

School Development and Traffic Management

Considerable progress has been achieved on traffic management around the school this year through:

- review of Council's consultant report on the school access survey and recommendations
- sustained engagement with Council officers, state government and councillors
- meetings and discussions with Council
- establishment of a traffic management officer at the school to encourage cycling and walking to school and improving safety at pick-up/drop-off times
- regular reminders in school communications about the importance of adherence to road rules and vigilance of school staff during school pick-up and drop off times.

In addition to signage installed last year, Council has now proposed to install wombat crossings at several locations at key locations in the vicinity of the school to improve the safety of pedestrian crossings.

Options to improve staff parking and traffic movement will be canvassed in ongoing master-planning of the school grounds and property holdings in coming years.

Fees and Pathways

With significant increases in school fees in recent years due to ongoing reassessment of the school's funding formula, the Board explored potential initiatives to establish financial pathways to those Catholic families that may be in need of assistance to meet these increasing fees. While all families currently pay their school fees, it is recognised that there may be families in need in future. The Board will continue to explore options in the context of the Catholic education system that may be possible to support families in need and encourage enrolments.

Fee increases for the 2018 were minimised, though fees will be a key focus for the Board in 2018 in the context of potential changes to the Federal Government's funding formula.

Governance and Communications

The Board was able to finalise the governance framework and operating model for the school started by the 2016 Board led by Imre Hegedus. This provided clarity on the operating model for the school, the roles of the school leadership team, the Board and SCOSA, and key communication lines. This was published in the school newsletter and presented to the parents at the Prep Induction.

The Board also reviewed the updated student leadership and sports participation policies in 2017. All school policies will be loaded onto the new school website.

Membership

It has been a privilege and honour to serve as chair of the St Anthony's Board in 2017 and I sincerely thank the Board members for their strong contribution in 2017 and the achievements of the year. We also welcomed Father Adam Babinski to the board in 2017 as the new parish priest and leader of the Salvatorian community at the Parish of St Anthony's and Holy Spirit.

Education in Faith

Goals & Intended Outcomes

To make explicit our Catholic identity, as a living faith community in the spirit of Mary MacKillop, within a contemporary context

That all members of the St Anthony's community will be able to articulate and live out their understandings of being part of a Catholic community

That students will be engaged in innovative and meaningful curriculum emphasising lived faith experiences

Achievements

Success sacramental programs offered

Horizons of Hope staff meetings were delivered. Introduced the initial document and the three new strands. Will re visit in 2018.

The school offered a PD Day & Facilitated Planning with Bernadette Venables, from this a new planner is being developed.

Enhancing Catholic School Identity Project surveys for year 5/6 conducted and results reviewed at staff meeting.

In 2017 students continued to have opportunities to learn about their faith and traditions through prayer, liturgy and religious education classes. Planning of units of work incorporated a variety of thinking tools such as Blooms Taxonomy in order to focus on assessment tasks. Staff explored the new religious education framework to become familiar with it. This will become the framework from which the curriculum is planned in the future. Social justice was an area of focus particularly raising awareness of the needs of people in the local community, wider Melbourne and the global world.

Social justice captains were appointed from the year six student body to lead school based activities. We had a focus on student voice and developing awareness of the need for social justice with students and parents. 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 2017.

Students through their Confirmation unit learned about the need to be witnesses to their faith. They planned, delivered and raised money for a charity of their choice, through mission stalls which were available to everyone in the school community. Kids Undercover was the chosen charity, students attended a presentation from a member of the local community who is involved with this charity.

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.

Students and parents participated in class weekly masses and a weekend mass was allocated to each class.

VALUE ADDED

Activities Undertaken:

- Asylum Seeker Resource Centre- Christmas toiletry bags-whole school
- Kids Undercover-Mission Stalls lead by Year 5/6 -the accumulation of Confirmation and Homeless Unit
- Retreats for Sacraments
- Archdiocese Beginning of School Year Mass-St. Patrick's Cathedral-Senior School Leaders
- 100 Year Mass, Luncheon and Open School
- Weekly mass
- Inquiry units
- Termly whole school mass
- Sacraments at year 3,4 & 6

Parent Response

Parents - Compassion							
1. At this school my child is encouraged to be compassionate.	0.0	0.0	9.7	45.2	45.2	4.4	100.0
2. This school provides opportunities for my child to show compassion to others.	0.0	0.0	9.7	48.4	41.9	4.3	100.0
Parents - Social Justice							
1. My child has the opportunity to participate in social justice activities.	3.2	0.0	12.9	41.9	41.9	4.2	96.8
2. This school raises my child's awareness of social justice issues.	0.0	0.0	12.9	48.4	38.7	4.3	100.0

Student Response:

Students – Opportunity							
1. At this school I have the opportunity to learn about the Catholic faith.	1.6	0.0	19.4	27.4	51.6	4.3	98.4
2. At this school I have the opportunity to celebrate Mass.	3.2	3.2	16.1	27.4	50.0	4.2	93.5
3. At this school I have the opportunity to participate in prayer.	3.3	0.0	6.6	31.1	59.0	4.4	96.7
4. At this school I have the opportunity to celebrate liturgies.	1.6	3.3	24.6	36.1	34.4	4.0	95.1
5. At this school I have the opportunity to reflect on my faith.	3.3	6.6	27.9	29.5	32.8	3.8	90.2

Learning & Teaching

Goals & Intended Outcomes

To provide a rigorous contemporary learning environment that challenges and empowers students to grow as passionate and successful learners.

That student outcomes in Literacy and Numeracy improve

That students engage in, reflect on and articulate their personalised learning journey

Achievements

The School continues to have a variety of goals focussed on professional development for its teaching staff. Professional development sessions are dedicated to supporting growth and understanding for teachers in their capacity to analysis and then use student data to identify each students learning point and drive explicit teaching. All teachers encouraged to use learning intentions and success criteria.

The school continued to focus on building skills and capacity of students/teachers in providing effective and constructive feedback. The staff developed and enact an agreed statement of what effective learning and teaching looks like in classrooms at St Anthony's. The inquiry units were targeted as a chance to provide opportunities for parents to be involved in student goal setting and feedback initiatives. Most inquiry units had a showcase or symposium to share or celebrate new knowledge or growth.

Each term at PLT's staff moderated Literacy and Numeracy tasks. Each class offers differentiated groupings from Literacy and Numeracy across levels based on data and identified needs. Visible Learning focus at staff meetings

The use of the Gateways program was offered to those who were encouraged to seek extension. Involvement increased in 2017. Teachers offered extension as well at each lesson. Lunchtime clubs offered diversity and engagement eg. chess, knitting, garden, science, storytime, coding, sport.

Bernadette Venables, learning consultant from CEM offered support in developing our capacity to plan, teach and assess in the area of Religious Education. We looked at 'Pedagogy of Encounter /provocations' at a closure day session. Over the year we worked on developing engaging 'Horizons of Hope' Inquiry units.

School professional development Conference focussed on three topics: digital learning, STEM and Google apps for Education (GAPE).

School reviewed the Inquiry program MAPPEN as it was introduced 2 years ago. Each year level had activities or displays for parents showcasing student work in 2017. Cluster app used to demonstrate Digital portfolios.

Supported Collaborative planning in levels continued to be a focus for teachers across the school. Three hours a week is given to teams to plan and develop their learning cycle.

We continue to work through the elements of Visible Learning by articulating in all planning documents the learning intentions of each unit and success criteria through the use of rubrics

and other forms of formative and summative assessment. In 2017 the school continued to offer MAPPEN, a concept based integrated approach to subject areas. In term 1 from Prep to Year 6, the unit was on Identity and term 2 Change. In Semester 2 we worked on the concepts of Necessity and Curiosity. Through these units the children have the opportunity to be immersed in content and we will continue to stimulate their curiosity and wonderings about the world around them.

We used NAPLAN results, PAT-R and PAT-M standardised testing as well and pre and post unit assessments tasks to identify trends in our teaching and these then guide us to where we focus our energies for improvement.

Literacy

Overall focus in PLTs PLPs for groups evaluated and new groups Assessment schedule- include TORCH in Year 3-4 mid-year PAT-R year 5-6 mid-year
<u>Reading</u> Sunshine Online CAFE THRASS- phonics Book week/Book swap/MS Readathon
<u>Writing</u> Writers Workshop Seven steps (2 teachers trained)
<u>Spelling</u> Word sorts 3-4 THRASS P-2 Spelling patterns/rules Personal spelling words

Numeracy

The foci for maths leaders was that all year levels developed the same planning template and most lessons incorporated a variety of enabling and extending prompts for students. Challenging tasks combined with the growth mindsets model was continued to be implemented throughout the planning to ensure students were being challenged regardless of their entry level skills.

In the future staff articulated that they would like to

- continue to ensure consistent planners are being used.
- to use next stages of learning or learning worms/rockets to ensure students know what they are working towards in their next stage of learning, regardless of where they are at.
- development of mental maths strategies across the year levels.
- develop problem solving capabilities of students in grade 2 and 4.
- look at the scope and sequence. We are strong in number, especially place value, should we start the year focusing on something else. Embed place value through this.

STUDENT LEARNING OUTCOMES

2017 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 2015-17.

In 2017 we continued to provide a diverse curriculum offering Italian, Visual Arts and Performing ARTs. Sport and Physical education programs were offered. The 5/6's were involved in interschool sports program and formal competitions for swimming, cross-country and athletics for year 3-6 were offered. Girls sport was particularly successful with the senior girls reaching the state finals for hockey and winning the inaugural girls district sport competition. An Art show was offered in 2017.

Extra Curricula opportunities

Lunchtime clubs- Garden, Chess, debating, Sport, coding, Storytime in the library.

Student Response Insight SRC 2017:

Instructions:							
<i>The following statements are about your experiences at school. Some of the statements refer to your "teachers", that is more than one teacher, so when you answer, you need to think about all your current teachers. For each of the statements, select the appropriate number on the rating scale provided.</i>							
Connectedness to School	Strongly Disagree		Strongly Agree			Avg	%Fav
	1	2	3	4	5		
1. I feel good about being a student at this school.	3.2	3.2	22.2	36.5	34.9	4.0	93.7
2. I like school this year.	3.2	6.3	23.8	25.4	41.3	4.0	90.5
3. I am happy to be at this school.	0.0	4.8	25.4	36.5	33.3	4.0	95.2
4. I feel I belong at this school.	0.0	7.9	11.1	47.6	33.3	4.1	92.1
5. I look forward to going to school.	0.0	15.9	33.3	33.3	17.5	3.5	84.1
Teacher Empathy							
1. My teachers listen to what I have to say.	4.8	11.1	25.4	22.2	36.5	3.7	84.1
2. My teachers really want to help me learn.	3.2	4.8	17.5	28.6	46.0	4.1	92.1
3. My teachers provide help and support when it is needed.	0.0	11.1	15.9	28.6	44.4	4.1	88.9
4. My teachers are good at helping students with problems.	1.6	6.3	14.3	46.0	31.7	4.0	92.1
5. My teachers explain things to me clearly.	3.2	6.3	20.6	44.4	25.4	3.8	90.5
6. My teachers help me to do my best.	3.2	1.6	14.3	41.3	39.7	4.1	95.2
7. My teachers understand how I learn.	3.2	4.8	17.5	44.4	30.2	3.9	92.1

Teacher Response:

Quality Teaching								
1. Staff at this school have created an environment that promotes excellence in the school's teaching and learning practices.	0.0	0.0	5.0	60.0	35.0	4.3	100.0	
2. Staff at this school have created an environment that maximises the learning outcomes for students.	0.0	0.0	10.0	55.0	35.0	4.3	100.0	
3. Staff at this school always focus on improving the quality of the school's teaching and learning practices.	0.0	0.0	5.0	60.0	35.0	4.3	100.0	
4. Staff at this school always challenge each other to improve the quality of the school's teaching and learning practices.	0.0	0.0	5.0	65.0	30.0	4.3	100.0	

Engaging Practice								
1. Teachers in this school always pursue discussions that arise from learning activities.	0.0	0.0	15.0	75.0	10.0	4.0	100.0	
2. Teachers in this school always ensure students are given tasks that require the generation, application, analysis and synthesis of ideas.	0.0	5.0	10.0	80.0	5.0	3.9	95.0	
3. Teaching practice in this school engages students in their learning.	0.0	0.0	5.0	50.0	45.0	4.4	100.0	
4. Teachers in this school always maximise the use of investigation or exploration to resolve questions in class.	0.0	0.0	15.0	60.0	25.0	4.1	100.0	
5. Teachers in this school tell students the purpose of each lesson.	0.0	0.0	10.0	60.0	30.0	4.2	100.0	
6. Teachers in this school provide time for students to talk about concepts they are learning.	0.0	0.0	5.0	65.0	30.0	4.3	100.0	

Student Wellbeing

Goals & Intended Outcomes

To develop responsible, independent and resilient learners equipped to thrive in a contemporary world.

That students will be active participants in their learning.

That students demonstrate an understanding of the effect of their actions on themselves and others and are able to manage their emotions.

That students develop an increased connectedness to their peers and school community.

Achievements

As developed in 2016 and continued in 2017, the Child Safe Standards Policy was maintained. Staff meetings regarding Child Safe Standards and Mandatory Reporting were conducted to inform staff about changes, adaptations and expectations in semester 1 and 2.

Student Well-being continues to be a position of leadership. The leader supports teachers by attending PSG, supporting or writing with teachers the Individual learning plan of those who need it.

The monitoring of student's emotional and behavioural issues and the application for funding support for funded students and the management of support staff.

The PATHs program (Promoting Alternative Thinking Strategies) for students in P-2 continued in 2017. It is a school based program to develop resilience in our students and help them learn to improve their social, emotional intelligence through explicit teaching. CASA groups were conducted for students in P-6. CASA is a program that supports the awareness and development of your emotional intelligence.

We held a school closure day that focussed on Student wellbeing introducing the Berry Street Educational Model, Personal Learning Plans and Child safety Standards.

A Provisional Psychologist from Cairnmillar Institute continued to work with students in partnership with parents of referred children through social or emotional concerns.

Our Student Wellbeing Leader met regularly with students who had Wellbeing concerns to focus on strategies and skills to help in social situations.

Continued support for all students and particularly funded students and their families

Learning Support Officers allocated to classes where students need assistance with either behavioural, social skill development needs or engagement focus in classes.

The POD continued to be a highlight for students on the playground for an alternative creative play opportunity. Lunchtime clubs continued in the areas of Chess, Garden, Storytime and coding. These were attended in good numbers across the week highlighting the engagement of students for alternative play options.

Buddy activities offered throughout the year.

Speech pathology workshops offered to students in the Junior school in 2017. This was a new initiative run with support from students from Australian Catholic University

Provided counselling or support. Review behaviour trends on playground.

Student Response:

Connectedness to Peers							
1. I get on well with other students at my school.	1.6	4.8	12.7	44.4	36.5	4.1	93.7
2. I am liked by others at my school.	1.6	3.2	12.7	54.0	28.6	4.0	95.2
3. I get on really well with most of my classmates.	0.0	4.8	11.1	41.3	42.9	4.2	95.2
4. My friends at school really care about me.	1.6	9.5	11.1	44.4	33.3	4.0	88.9

Staff Reponse:

School Morale	Strongly Disagree		Strongly Agree			Avg	%Fav
	1	2	3	4	5		
1. There is a good team spirit in this school.	0.0	0.0	36.0	52.0	12.0	3.8	100.0
2. There is a lot of energy in this school.	0.0	4.0	24.0	56.0	16.0	3.8	96.0
3. The morale in this school is high.	4.0	12.0	64.0	20.0	0.0	3.0	84.0
4. Staff go about their work with enthusiasm.	0.0	0.0	16.0	72.0	12.0	4.0	100.0
5. Staff take pride in this school.	0.0	0.0	12.0	48.0	40.0	4.3	100.0

Child Safe Standards

Goals and Intended Outcomes

The purpose of child Safe and this policy is to demonstrate the strong commitment of St Anthony's School to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

Achievements

Staff were clearly expected to maintain child safety standards at all times by following the school policy established in 2016/17. Staff meetings were used to develop understandings or communicate direction. When reviewing or implementing change all resources, movement of people and all stakeholders were considered.

Student Wellbeing and/or Child Safety Standards activities or courses undertaken by staff:

- Mandatory reporting briefing and tutors
- First aid
- OHS tutors
- Emergency Management tutorials
- Procedures and protocols sessions
- Code of conduct for staff sessions

Newsletter announcements or updates used to communicate to parent community. Child safe standards Policy reviewed by school board in 2017.

Improved communication or procedure for movement of people considered by School improvement team. Evidenced in rosters for people, group or activity.

Purchased Vpass – software to record attendance of people in the school.

Using nForma program to record attendance

Continued appointment of Student Wellbeing leader to drive programs and standards for student wellbeing

Cyber safety sessions for all students.

Protective behaviours curriculum introduced to staff for their implement for students.

Student Response:

Student Safety							
1. I have been bullied recently at school.	63.5	22.2	7.9	3.2	3.2	1.6	93.7
2. I have been teased in an unpleasant way recently at my school.	49.2	27.0	11.1	6.3	6.3	1.9	87.3
3. Students are mean to me at this school.	42.9	31.7	17.5	4.8	3.2	1.9	92.1
4. I have been deliberately hit, kicked, or threatened by another student recently.	58.7	12.7	11.1	7.9	9.5	2.0	82.5
5. Other students often spread rumours about me at my school.	52.4	22.2	11.1	12.7	1.6	1.9	85.7

Leadership & Management

Goals & Intended Outcomes

To sustain a culture that is characterised by, and committed to, a shared vision, a strong sense of teamwork and a focus on continuous improvement.

That feedback processes are embedded and lead to continuous growth.

Achievements

School Improvement team meetings took place each fortnight to implement and drive the Annual Action Plan and the School Improvement plan and plan the daily running of the school.

School Improvement Team meetings focussed on vision for next two years.

- ICT Leader supported staff through professional training in Blogs using Blogger the introduction of Digital portfolios, the use of Nforma as the reporting package., Badge Academy, Cluster
- Literacy leader- CAFÉ Reading, Comprehension Focus whole school, moderating, PLTs, 7 steps to Writing success/ growth
- Mathematics leader – prompting and enabling tasks, PLTs, Moderating, RATs, Maths Olympiad, Mathletics. Peter Sullivan workshop for parents and teachers
- Pedagogy leader- MAPPEN, Gateways program enrolments increased
- Student Wellbeing leader ensured that protocols were developed and understood by staff through

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

- Religious Education cluster
- Teaching and learning cluster
- Maths cluster
- ICT cluster
- Child safe standards
- Deputy principal network
- Principal network
- A positive approach to supporting student behaviour
- Supporting students with ASD
- Seven Steps to Writing success training
- Oral language in the Victorian Curriculum
- Mathematics Expert teaching F-4
- Administrator Officers' Conference
- Administrator's Cluster
- Students with disabilities application guidelines
- Reading recovery
- Displan emergency training
- First aid training
- CAFÉ reading program workshop
- Nforma training
- Visible Learning
- Challenging prompts to support and enable students in Mathematics
- Moderation in Writing and Mathematics
- MAPPEN
- Athletics
- Anaphyllaxis training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

100%

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2000

Staff Response:

Professional Growth							
1. I am encouraged to pursue further professional development.	4.0	8.0	24.0	48.0	16.0	3.6	88.0
2. Others in this school take an active interest in my career development and professional growth.	4.0	8.0	36.0	40.0	12.0	3.5	88.0
3. The professional learning in this school takes into account my individual needs and interests.	4.0	20.0	28.0	36.0	12.0	3.3	76.0
4. There are opportunities in this school for developing new skills.	0.0	16.0	24.0	40.0	20.0	3.6	84.0
5. Staff in this school are encouraged to improve their skills, knowledge and performance.	0.0	0.0	24.0	52.0	24.0	4.0	100.0

School Improvement Focus							
1. Staff in this school always try to improve the way they do their job.	0.0	0.0	12.0	60.0	28.0	4.2	100.0
2. Staff in this school always try to improve the quality of their teaching.	0.0	0.0	0.0	56.0	44.0	4.4	100.0
3. Staff in this school always set and achieve high standards in all aspects of their work.	0.0	0.0	4.0	60.0	36.0	4.3	100.0
4. Staff in this school are always focused on school improvement.	0.0	4.0	12.0	64.0	20.0	4.0	96.0

School Community

Goals & Intended Outcomes

To further develop as an inclusive Catholic school community, informed by the school's vision, fostering authentic partnerships with families, parish, local and global communities.

That student learning is improved through parents' connectedness to their child's learning.

That students become active local and global citizens.

Achievements

Parental engagement and involvement was highly encouraged at St Anthony's in 2017.

SCOSA group supported fundraising efforts especially the annual Twilight fair and the pastoral arm of the parent body for families who required support.

Connections between parish and school was an ongoing focus with the principal being a member of the Parish Pastoral Council and the Parish Education Board.

We continued to highlight and invite families to class weekend masses and Thursday masses which are opportunities for all to gather and worship.

Involvement in system based education opportunities for staff underpin our connections outside the school. Our teacher leaders were involved in Catholic education clusters sharing updated learning and evidenced based research to drive the learning at St Anthony's.

Communication was enhanced through the introduction of Cluster, a blog that provides parents with a window into the classroom activities through photos and videos uploaded by teachers. Further communication was continued with the use of the Skoolbag app which provides a means to alert parents and staff at short notice any changes to the daily plans.

A number of parent forums were delivered in the areas of the curriculum. Mathematics, classroom information nights, transition for new students in the Prep Orientation program (POP), sacramental programs and Parent helpers courses were offered in 2017.

Our year 6 students were involved in a Student leadership program based. Our student leaders were also involved in a Year 6 transition program in order to support them in their move to secondary school.

Student leaders attended the Annual Children's Mission Mass at St Patrick's Cathedral with Religious Education Leader.

Our Inquiry units continue to include elements and ideas of how our actions affect the local and global community. Students were encouraged to broaden their thinking around actions that support Social justice. As a result students supported the asylum seeker resource centre through donations and awareness campaigns. Students leaders at all levels developed an understanding that the SRC is the student voice enabling children to share their ideas and implement initiatives which lead to positive outcomes within the school and wider community.

Weekly class meetings were implemented to support student voice and parents were invited to participate in these meetings.

Instructions:										
<i>The following statements describe aspects of how staff work with parents in your child's school. Please indicate the extent to which you AGREE or DISAGREE that the statement applies by circling the appropriate number on the rating scale provided.</i>										
Parent Partnerships	Strongly Disagree				Strongly Agree				Avg	%Fav
	1	2	3	4	5	6	7			
1. The staff in this school collaborate effectively with parents to optimise the learning of students.	0.0	6.5	0.0	16.1	19.4	29.0	29.0	5.5	93.5	
2. The staff in this school know how to engage parents in the learning process.	0.0	6.5	0.0	12.9	25.8	29.0	25.8	5.5	93.5	
3. The staff in this school communicate effectively with parents.	0.0	6.5	3.2	3.2	19.4	41.9	25.8	5.6	90.3	
4. The staff in this school understand the importance of partnering with parents to help students achieve their full potential.	3.2	3.2	3.2	9.7	19.4	29.0	32.3	5.5	90.3	

Parent Response:

Connectedness to School									
1. My child looks forward to the learning they do at school.	0.0	0.0	0.0	9.7	25.8	25.8	38.7	5.9	100.0
2. My child enjoys the learning they do at school.	0.0	0.0	0.0	9.7	19.4	38.7	32.3	5.9	100.0

Future Directions

In 2018 the school will continue to deliver a comprehensive curriculum based on the needs of all the community. We will use the school improvement plan of 2014-2018, to drive our actions. We will undertake our school review process and write a new plan with the support of CEM staff and independent reviewer.

We will continue to foster and support 12 learning environments to support the learning endeavours of all.

The school will introduce a one to one computer program for year 5/6. The teachers will spend time developing their skills in facilitating a Chromebook teaching program. The school will also introduce an explicit Science Technology and Mathematic program. With a teacher dedicated to delivering these lessons for the P-6 classes.

Our professional development focus will again be driven by the school improvement plan and staff needs. We will have a Visible Learning focus in learning and teaching, increase our knowledge of the Victorian Curriculum and develop our understanding and knowledge of the use of Google apps for education

We will review our communication programs in relation to assessment and reporting through the use of SEESAW for digital portfolios and general daily communication with care monkey.

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.

Review communication pathways for all stakeholders.

Develop website.

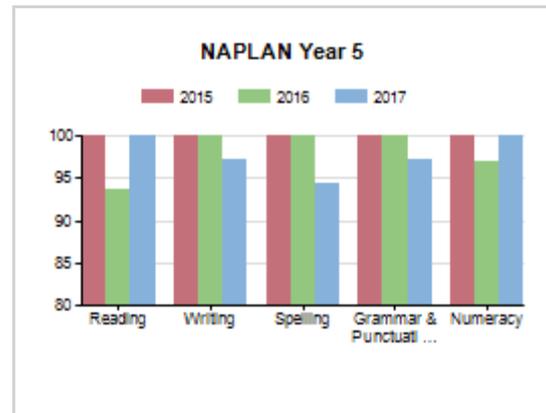
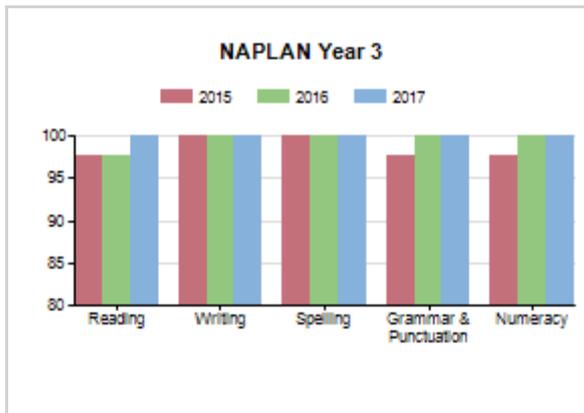
Develop and review

Establish and support the new SCOSA (parents and friends association).

School Data

E1090 St Anthony's School, Alphington
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015	2016	2015 - 2016	2017	2016 - 2017
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	97.6	100.0	2.4	100.0	0.0
YR 03 Numeracy	97.6	100.0	2.4	100.0	0.0
YR 03 Reading	97.6	97.7	0.1	100.0	2.3
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	100.0	100.0	0.0	97.1	-2.9
YR 05 Numeracy	100.0	96.9	-3.1	100.0	3.1
YR 05 Reading	100.0	93.8	-6.2	100.0	6.2
YR 05 Spelling	100.0	100.0	0.0	94.3	-5.7
YR 05 Writing	100.0	100.0	0.0	97.1	-2.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	95.89
Y2	95.32
Y3	95.10
Y4	95.64
Y5	97.99
Y6	97.89
Overall average attendance	96.31

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.84%

STAFF RETENTION RATE	
Staff Retention Rate	91.30%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	33.33%
Graduate	20.00%
Certificate Graduate	6.67%
Degree Bachelor	73.33%
Diploma Advanced	33.33%
No Qualifications Listed	6.67%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	26
FTE Teaching Staff	20.679
Non-Teaching Staff (Head Count)	7
FTE Non-Teaching Staff	4.774
Indigenous Teaching Staff	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