



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St Anthony of Padua Primary School
MELTON SOUTH

2019

REGISTERED SCHOOL NUMBER: C1780



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Minimum Standards Attestation

I, Damien Schuster, attest that St Anthony of Padua Primary School 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.

15th of June 2020

Our School Vision

At St. Anthony's Catholic Primary School, we aspire to provide an enriched learning environment shaped by our Catholic values. We aim to produce witnesses of Christ and global citizens who take an active role in influencing their own futures in a world of continual change.

We acknowledge that education is a learning partnership between families, students and staff, reflecting our school community attitudes of compassionate concern, integrity, openness, responsibility and excellence in all we do.

Knowing our students across religious, physical, intellectual, emotional and social domains ensures the full flourishing of every student within our care, respecting diversity and skills.

We aspire to develop and nurture reflective, independent, self-regulated learners who are equipped for a future, which involves flexibility, resilience, creativity, initiative, embracing challenge and life-long learning.

At the core of all our learning and living are the Gospel values taught by Jesus Christ. Building relationships, modelling hope and optimism, encouraging perseverance, caring for others and celebrating our successes are the foundations for education at St Anthony's school.



School Overview

St. Anthony's Primary School is situated within the City of Melton. It is located west of Melbourne, in a semi-rural/suburban area and has an approximate population of close to 157,000 people. It is 35 kilometres from the Melbourne CBD. Melton South is part of the Melton township, south of the Western Freeway. Melton South (including Exford) also has three state primary schools, a P-6 Christian College, Staughton Secondary College and the Al Iman College, a Kinder to Year 6 Islamic school.

Our 2019 enrolment were 659. These figures have grown from our 2018 enrolment, which was 607.

In our school community, 53% of our students have language backgrounds other than English. We are predominantly English speaking in the home environments.

The community of Melton South is in a low socio-economic area (SES 89). Our annual School Fee for the 2019 year was \$1,344 for one child. This is made up of school fees, curriculum levy, excursion and incursion levy, and swimming levy. At St. Anthony's Primary School in 2019, 38% of students received CSEF payments.

There were 79 staff employed at St. Anthony's Primary School during 2019. These consisted of a principal, deputy principal, 52 teachers and support staff, 5 administration staff, 15 teacher aides, 1 canteen manager, 1 school counsellor, 3 maintenance/cleaners.

Our school had straight-age classes across the school. Structures are reviewed annually and classes are allocated based on enrolment figures.

In 2019, the classes were structured as follows:

- Junior- 5 x Prep classes / 4 x Year One classes / 4 x Year Two classes
The average class sizes were Prep: 21; Yr 1: 26; Yr 2: 24
- Middle – 4 x Year Three classes / 4 x Year Four Classes
The average class sizes were Yr 3: 26; Yr 4: 25
- Senior – 4 x Year Five Classes/ 3 x Year Six classes
The average class sizes were Yr 5: 24; Yr 6: 25

Our School Improvement Plan 2017 - 2020

As a school, we documented and implemented our School Vision statement in line with Horizons of Hope to reflect and acknowledge the diversity and richness of our Catholic community. We continued to focus on improving our professional knowledge and practices to create an effective learning environment. With shared responsibility for the quality of student outcomes across all areas of the curriculum, problem-solving strategies, reading comprehension and oral language were the focus through the design, implementation and assessment of student's progress. Time was allocated for staff to analyse, interpret and discuss student data. Reflective dialogue, learning goals, success criteria and maintaining explicit teaching models have continued to foster a culture of collaboration and accountability. In 2019, the continuation of the Positive Behaviour Policy ensured a structured approach to maintaining positive relationships and partnerships across the school community.



Principal's Report

At St Anthony's we have continued to plan for and provide an education for all our students which is engaging, relevant and meets the learning needs of all our students to the best of our ability.

This annual report is to communicate a summary of the 2019 school year at St Anthony's Primary School to the community, the Catholic Education Office, the Victorian Registration and Qualification Authority and the Federal Department of Education and Training. The report is based on data collected by the school and Catholic Education Melbourne.

In 2019 our school curriculum was geared towards a high standard throughout the year. We focused on developing more reflective practices through professional reading, collegial dialogue and weekly planning meetings. Adherence to our Annual Action Plan ensured a deliberate focus on purposeful teaching characterized by a whole school commitment to effective classroom practice.

With the support of our Parish Priest Fr Fabian Smith, our liturgies, assemblies, sacramental programs and celebrations were spiritual and significant events in the life of the school. We continued to work as a school community to provide targeted support to assist teachers in identifying specific learning needs, and cater for a wide range of learning styles. The school also continued to interpret school data, including national testing results, to facilitate effective teaching and learning across all levels.

The network of relationships and sense of community between all members of our school and parish community continued to be a high priority. Our student's capacity to 'Live and Learn in Christ' was facilitated by our skilled, enthusiastic and dedicated staff.



Education in Faith

Goals & Intended Outcomes

- To engage the school community in dialogue that enables members to make connections and recognise the intersections between faith and contemporary life within the community.
- To invite, enhance and strengthen the relationship with God to the school community.

Achievements

Religious Education is a high priority for our school and is embedded in all that we do. Our Religious Education curriculum has been developed and supported in a variety of ways this year:

- We have maintained a time allocation for our Religious Education Leader (REL) at 0.2. The REL is available to plan with all teams across the school in order to build teacher capacity, knowledge and strategies for the teaching of Religious Education. This year, in conjunction with our Inquiry unit and the document 'Pedagogy of Encounter', we developed our unit called 'Welcome to All'. This unit evolved from the document 'Welcoming Each Other' a publication from the Archdiocese of Melbourne. We are a multifaith and multicultural school and for the school year the staff and students continued to discuss, collaborate, explore and design pieces of work that enabled our students to engage in dialogue, self-direction and self-reflection to prepare for life in a diverse and complex society. We have engaged in ongoing professional learning at Professional Learning Team Meetings, Staff Meetings and a two-day Spiritual Retreat. The focus for the retreat 'A Conversation with God', facilitated by Dr Margaret Caswell. The sessions with Dr Carswell enabled the staff to experience and foster a deeper connection with God through the bible texts explicitly referring to the concept of I AM in relation to knowing who God is. This was further explored by Father Fabian who discussed how we could continue to build our relationship with God through prayer.
- We have continued to build resources to support teaching and learning. This has been particularly evident in the ongoing purchase of materials and digital technology to support the faith development of our students. Staff have been supported through access to quality professional learning in the area of Spirituality and Faith Development. This professional learning and collegial discussions are facilitated by the Religious Education Leader and Father Fabian.
- To strengthen the faith life of the community, we engaged the expertise and knowledge of Father Fabian Smith, our Parish Priest, and Father Joseph, Assistant Parish Priest to facilitate information sessions for our families and staff about the Sacraments and the Sacramental Program offered at St. Anthony's. We continued the practice of inviting families to be involved in Parish and School Masses. The celebration of Grandparents' Day, Easter, Christmas, and Graduation, encouraged many of our families to be part of our school liturgies.

- The feedback sheets are an invaluable source of information, which help drive and support our programs.
- The senior students continue to meet with the Congregation of the Brothers and Sisters of the Oblate of the Two Hearts especially on the Senior School and Sacramental reflection days. The students participate in many activities that allow them to engage in prayer and scripture.

At St. Anthony's, the staff believe that Religious Education forms the basis for relationship building and, subsequently, behaviour management. We have explored and implemented strategies to support relationship building across the school. Staff professional learning is highly valued and time is allocated for staff to engage in quality professional learning.

Classes have been involved in regular attendance at Wednesday morning Parish Masses. Our relationship with the Parish is supported by our Parish Priest Father Fabian Smith and Assistant Parish Priest, Father Joseph and their close involvement in many of our school activities. Classes across the school were invited to the Church on a regular basis where Father Fabian conducted workshops about life in a faith community and living out a Catholic tradition. Our sacramental reflection days are held at the Retreat centre in Greendale and are facilitated by Father Fabian, Father Joseph and the Brothers and Sisters of the Oblate of the Two Hearts.

It is our aim to continue to work towards excellence in Religious Education. This is clearly stated in the School Improvement Plan 2017-2020. Being part of the CEM initiative 'Renewed RE Curriculum Framework Collectives' staff have been in partnership and collaboration with St Ambrose School Woodend investigating the rich question 'How to build capacity to lead learning in our community through explicit and visible incorporation of the Victorian Curriculum Capabilities by bring the Pedagogy of Encounter alive within our school context?' This has led to a more rigorous, reflective and evaluative discussion about the teaching strategies we have implemented and to unpack the Assessment standards in the new Framework. We developed, modified, revised and shared units of work to reflect the new framework in Religious Education incorporating the Capabilities which enabled the students to investigate research, make connections, reflect and engage with the faith life of the Church and to that of the wider school community.

VALUE ADDED

Feedback from the Family Information Sessions to support the Sacraments indicated that parents and staff were well satisfied with these nights.

The Family Masses were maintained as a means of engaging our families in the faith life of our Parish community. The Masses were offered seven times throughout the year and each Mass was well attended, with positive feedback. This continues to improve on previous data. Attendances have continued to increase at the information evenings that have been provided. All staff attended, taking up the opportunity to further build their knowledge about the Sacraments. This is reflected in the feedback sheets, which are collected at the conclusion of each session. In particular, parents appreciated the opportunity to reflect and renew their knowledge of the significance of the Sacraments in their life and in the life of their children.

The Sacramental Enrolment program provides an opportunity for our families to have an individual and personal conversation with Father Fabian and Father Alexander our newly appointed assistant priest.

The level of staff engagement and collegial discussion has led to a more collaborative, reflective, self-directed approach in working with and teaching the Units of work from the new RE curriculum.

Our ongoing commitment to professional learning in the areas of spirituality and faith life, especially at the whole staff retreat has continued to receive very positive feedback.

Recent staff and student survey data indicate that staff and students are well satisfied with the level of Religious Education and in particular the prevailing sense of social justice that underpins the curriculum and faith life of the school.

- Staff – Catholic Identity - 89% - CEMSIS – 2019
- Student – Catholic Identity – 87% - CEMSIS – 2019

Learning & Teaching

Goals & Intended Outcomes

- To inspire students to be active and engaged learners within an environment that fosters high expectations of student performance in all aspects of the curriculum.
- To improve results for all students in Literacy, Numeracy and Oral Language.

Achievements

St Anthony's has continued to work towards student improved learning outcomes in the areas of Literacy and Numeracy. NAPLAN growth results showed that St Anthony's was in line with medium or high growth results compared to the state in the areas of reading, writing and spelling. Numeracy had a result of being 7% above the state medium growth rate and grammar and punctuation was 3% higher than the states medium growth.

We had a continued emphasis on building teacher capacity in Literacy and Numeracy. This was achieved through Professional Learning Team Meetings (weekly), facilitated team planning sessions (weekly), Professional Learning at Staff Meetings, external development opportunities, closure days and a school appointed Speech Pathologist.

Literacy continued to have a junior focus on phonological awareness with the Little Learners Love Literacy program supporting the curriculum and classroom learning. Grade one through to six continued to develop and scaffold reading comprehension skills. As part of the school's professional development, a team of teachers attended sessions focusing on 'Words in Context'. It was trialled in a few classes with the aim to be expanded in 2020 across the school. The 'Seven Steps to Writing' program was introduced to support students writing abilities across the school. Some elements of the program were trialled in classes with positive results and higher student engagement levels. Further elements will be introduced next year.

Numeracy had a whole school focus on developing 'Math Proficiencies' which included fluency, understanding, reasoning and problem-solving skills. Professional development was provided to staff to further develop understanding around these concepts and the role they play when teaching explicitly to students.

St Anthony's employment of a speech pathologist guided staff in assessing and providing oral language support sessions for students. Staff received professional development in the areas of speech assessment and intervention tools, while students received oral language support to improve speech articulation, sentence structure and phonological awareness.

School Improvement survey school climate data (CEMSIS 2019) indicates that students are excited to go to class at 81% and are overall interested in learning at 85%.

We are proud of our student achievements and growth in Learning and Teaching and are committed to ongoing improvements. We will continue to support and develop our staff's professional needs to deliver an outstanding curriculum to our students and families.

STUDENT LEARNING OUTCOMES

Although St Anthony's NAPLAN results for 2020 showed a decrease in results, our scores were still inline or above the states average. The Writing genre for NAPLAN was changed to a Narrative which could indicate our lower medium to high growth rate. In response to this we implemented 'The Seven Steps to Writing' program to help develop students' skills with the craft.

Reading	Low relative growth	Medium to High relative growth
2016	24%	76%
2017	26%	74%
2018	18%	82%
2019	30%	70%

Writing	Low relative growth	Medium to High relative growth
2016	47%	53%
2017	24%	76%
2018	15%	85%
2019	34%	66%

Numeracy	Low relative growth	Medium to High relative growth
2016	13%	86%
2017	7%	92%
2018	11%	89%
2019	23%	77%

Student Wellbeing

Goals & Intended Outcomes

- To promote social emotional competencies through maximising students' sense of wellbeing, engagement & connectedness to school.
- To improve learning outcomes by promoting the development of a safe, contemporary and effective learning environment.
- That students feel confident to be active participants in their social emotional learning and engage in a range of enriching experiences within the school and broader community.
- That the school has in place appropriate policies and procedures to support and promote wellbeing.

Achievements

St Anthony's remains committed to providing a safe and supportive learning environment for all our students. We continue to pride ourselves on our positive school culture, one of which is highly inclusive, respectful and nurturing. The school has maintained its ability to cater for a large number of diverse needs by establishing authentic and trusting partnerships between staff, parents and community agencies.

At St Anthony's we recognise that wellbeing is an integral part of the learning excellence of individuals and ultimately to overall health and life success. Our students are at the core of all we do and all staff continue to promote positive experiences to ensure students are engaged and connected to their learning. St Anthony's has continued to embed a school-wide 'Positive Behaviour Policy'. This has ensured that a consistent approach is taken to ensure all members of our community are safe and supported and that our students are clear on their behavioural expectations.

With the support of the CEM, the school has continued to employ the Student Wellbeing Leader on a full-time basis. This has allowed them to liaise with staff regularly to ensure that the wellbeing needs of the students are being met. The continuation of a full-time professional counsellor has again allowed the school to support students more intensively. This service remains available through consultation with the Wellbeing Leader. The school continued to engage with a Speech Pathologist three days a week, which has further supported the staff and students with professional development and strategies for learning.

In the Student Data component of the CEMSIS Survey (2019), some of the results indicated were:

- Teacher-Student Relationships - 89%
- School Belonging – 85%

This data reflects the satisfaction of students in regards to these areas but also reiterates the ongoing work of the school to ensure student wellbeing is paramount.

The student attendance rate is also indicative of a strong sense of wellbeing and safety from our students' perspective. Sitting at 90.1%, this rate has increased since 2018 thanks to sustained efforts in the promotion of school attendance. This result continues to affirm the value of building a safe, positive and supportive environment for our students.

We have continued to explore strategies and new ways to improve student-to-student and student-to-teacher relationships. Aspects of the Berry Street Educational Model continue to be modelled in our school, in particular through the 'Morning Circle'. The school also continued to explore the Catholic Education Melbourne endorsed *eXcel* – an explicit, practical guide to inform pedagogical practice, curriculum design and policies to strengthen children's wellbeing. Professional development in *eXcel* and a number of other areas such as autism, dyslexia and anxiety were offered to our staff in 2019. This allowed teachers to build their capacity and confidence in order to deliver more effective ways of supporting our students.

These achievements have been recognised as having positive effects within the school community. We will continue to build on our achievements and endeavour to use the challenges we have identified as part of the process for planning.

VALUE ADDED

St Anthony's has a whole school approach to wellbeing. This is reflected in our policy documents and the use of wellbeing practices across the school. We have continued to provide our students with opportunities to engage in wellbeing initiatives across the school. These initiatives include:

- Year 6 Student Leadership Groups: SRC, Social Justice & Sports Captains
- Senior and Prep Buddy Program
- Morning Aerobics
- Cultural Celebration Days (including National ATSI Children's Day activities)
- St John's Ambulance Training
- Lunchtime Clubs
- Sensory Room

STUDENT SATISFACTION

In the Student Data component of the CEMSIS Survey (2019), some of the results indicated were:

- Rigorous Expectations – 89%
- School Climate – 85%
- Student Voice – 82%

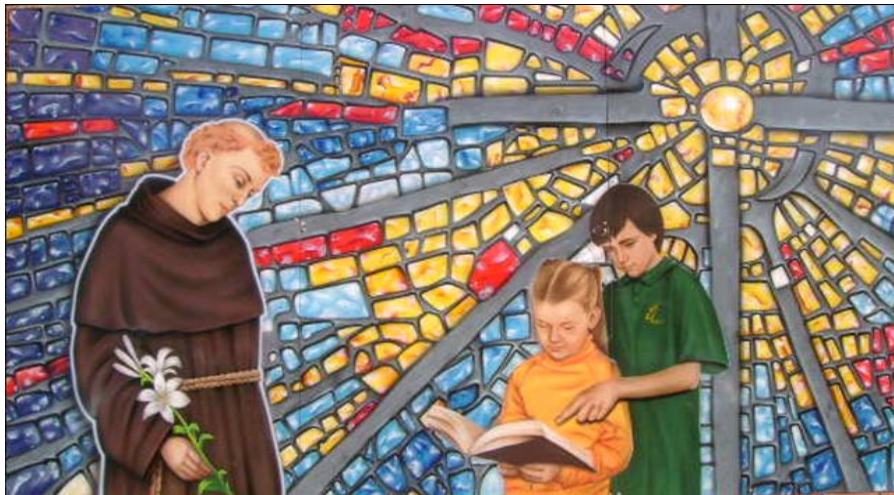
STUDENT ATTENDANCE

Non-attendance of students is addressed by following a number of steps. The principal or a delegate will undertake all reasonable measures to contact parents/guardians as soon as an unexplained absence is observed. Contact with the parents/guardians is made by automated text message.

For ongoing or frequent absences, with or without reason, consultation with the family takes place. This includes initial contact by the classroom teacher. If there is no improvement in attendance, a formal letter is sent home with a phone call made by the principal.

The school ensures that the best possible outcome is achieved for the student. Resolution of attendance difficulties may require more targeted school-based strategies such as developing an attendance plan, engaging with external agencies to support the family or referral to the school counsellor.

Posters promoting the importance of attendance are placed all around the school. The Wellbeing Leader also met with at risk families to ensure school attendance is maintained in a positive environment. The school is committed to working collaboratively with families to ensure culturally appropriate services and strategies are initiated.



Child Safe Standards

Goals and Intended Outcomes

St Anthony's School has developed a number of goals to create and maintain a child safe organisation. Our goals have been to:

- Provide strategies to embed our organisational culture of child safety.
- Provide a Child Safe policy and related policies.
- Provide a Code of Conduct that establishes clear expectations for appropriate behaviour with children.
- Provide screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.
- Provide processes for responding to and reporting suspected child abuse.
- Provide strategies to identify and reduce or remove risks of child abuse.
- Provide strategies to promote the participation and empowerment of children.

The continued implementation of these goals has led to a number of ongoing intended outcomes:

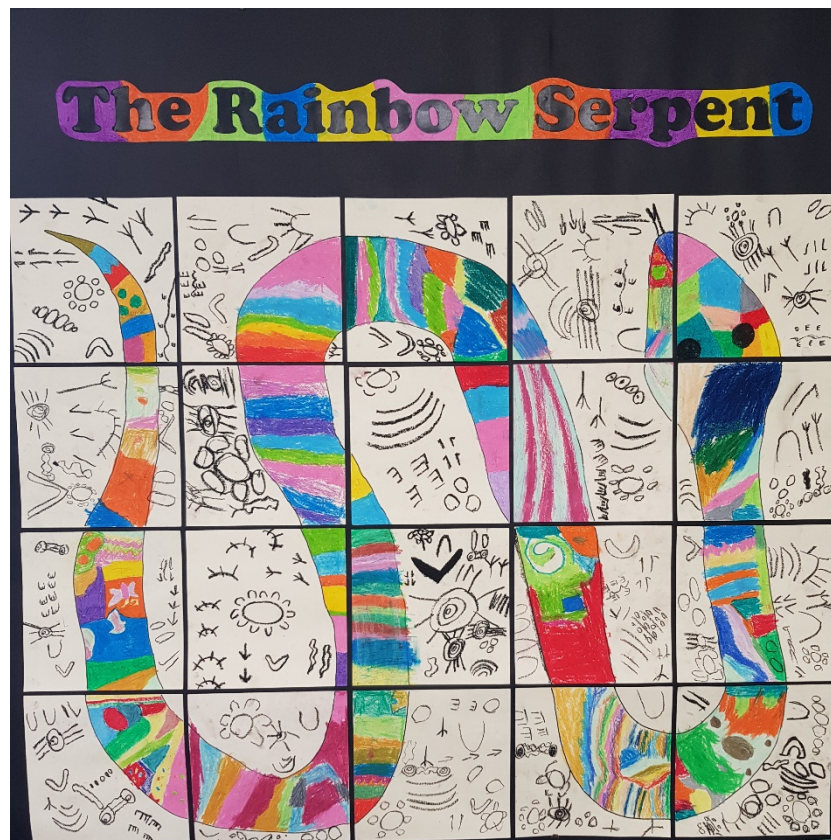
- There are clear and transparent arrangements for leadership to be made aware of child safety issues.
- Policies and practices prioritise child safety and promote shared responsibility – not just at a leadership level – by outlining all staff and volunteer responsibilities.
- Policies and procedures include the steps staff, volunteers, children or their families should take if they have concerns about the organisation's leadership concerning child safety.
- Child safety is a core part of public and internal messaging.
- A culture exists where staff, volunteers, children and families feel comfortable and supported when talking about any child safety concerns.
- A culture exists of supporting cultural safety for children from culturally and/or linguistically diverse backgrounds.
- A culture exists of supporting safety for children with a disability.

Achievements

St Anthony's places fundamental significance on teachers, staff and parents working together with the wider community to educate and develop the whole child. This approach encompasses spiritual, academic, emotional, physical and social development. This 'whole of community' approach extends to a shared responsibility for the wellbeing and safety of all our students.

With the introduction of the Victorian Child Safe Standards in 2016 the school has systematically developed, and implemented a number of important policies. These include the St Anthony's Child Safety Policy, St Anthony's Child Protection Policy, St Anthony's Reporting Obligations Policy and the St Anthony's External Providers/Volunteers Policy. These policies are in line and support the Catholic Education Melbourne Child Protection- Reporting Obligation Policy [2.19].

St Anthony's has continued to monitor these policies in relation to evaluating risk management strategies to ensure child safety in all school environments. The school has committed to work closely with our communities to review and strengthen our child safety policies, codes of conduct and related procedures and practices for the wellbeing and protection of all our students. This includes a commitment from all staff to complete the online 'Protecting Children- Mandatory Reporting and Other Obligations' eLearning Module annually. In 2019, the school was also fortunate enough to be able to appoint a Child Safety Leader.



Leadership & Management

Goals & Intended Outcomes

- To enhance the work-place culture in the context of a changing and growing environment to ensure that the school's core values are encountered, experienced and modelled.
- That all staff demonstrate an awareness of their roles as leaders within the school.
- That staff professional learning is explicitly aligned with school and individual needs.

Achievements

Our Professional Development focus has been linked to the goals of the School Improvement Plan and more specifically, in the Annual Action Plan. This has met individual needs by improving practice in focus areas across the school.

The importance of constant reflection and review is recognized as a valued and critical aspect of our Leadership Team. To ensure effective learning progression, sound pedagogical approaches, and an engaging and diversified curriculum, our school Vision Statement mirrors the shared aspirations of our school community. This shared school vision has led to consistency of goals and the strength of shared Professional Leadership. The school has embedded practices, understanding and values that have sustained a positive, focused and professional culture in a time of significant growth and change both within the school and wider community.

The school's Leadership Management Map continues to provide clarity and a common purpose for school development.

We have recognised the importance of shared leadership by providing opportunities for individuals to lead Professional Learning Team Meetings and Staff Meetings. This is valued by our staff. This approach is transparent and fair and has led to positive responses from staff.

The profile and effectiveness of the Leadership Team has been further developed by maintaining the time release for the Religious Education Leader and the Deputy Principal. All Leadership Team meetings are scheduled ahead of time with a specific focus. The Executive Leadership Team comprises key personnel who best represent the needs of the school community at any given time. In 2019, the configuration of the Leadership Team continued to reflect the five Spheres of the School Improvement Framework, comprising of a Leader in Leadership and Management (Principal), Education in Faith (REL), Learning and Teaching, Student Wellbeing, and School Community.

In 2019, the school maintained the Positions of Leadership (POL's) which comprised- ICT, Special Needs, EAL, Literacy, Numeracy, and Physical Education. The position of Induction Coordinator was further developed to assist with integrating new staff into the school. Additionally, Team Leaders and extended leadership meetings occurred throughout the year. We believe we have an inclusive and representative group responsible for decision-making and actions coming out of our School Improvement Plan.

We have continued with weekly Professional Learning Teams P-6, supported and facilitated by all levels of Leadership.

In 2019, we continued with timetabled weekly level Planning Meetings, which were attended by members of the Leadership Team. We have had an increase in staff resourcing with appropriate time release and professional learning opportunities. All staff have access to our intranet and use Google Docs to share documents and resources across the school.

The school improved management structures by continuing to invest in technology. Staff have dedicated classroom laptops linked across the school to improve access and collegiality. All classrooms have an Interactive Whiteboard or large screen television, and timetabled access to a range of technologies such as iPads, laptops, mini laptops and robotic technologies. The school has electronic packages for student roll and reports, and utilises online programs for assessment, and uploading and maintaining data.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Our Professional Development focus has been linked to the goals of the School Improvement Plan (2017-2020) and more specifically, in the Annual Action Plan (2019). This has met individual needs by improving practice in focus areas across the school such as Numeracy, and Assessment and Reporting.

The Professional Development undertaken by the teaching staff this year has included: Principal Conference and Networks, Learning and Teaching Networks, STEM Project, Reading Recovery and Numeracy Networks, Maths Collective, Literacy Leaders Network, Religious Education Leader's Networks and Religious Education Renewed RE Framework Collective, Deputy Principal Networks and Conference, ICT Co-ordinator Networks, EAL Leaders Network and RESP Project, Learning Diversity Leaders Networks, Student Wellbeing Leader's Clusters, First Aid Training and Professional Learning Days (6). These were predominantly through CEM, MAV and Critical Agendas. There were also school-based sessions with a focus on staff reflection (2-day whole staff retreat). The financial commitment to professional learning was \$215,581.00, which included the cost of in-servicing, travel expenses, facilitators and replacement costs. The increased budget reflects the increase in staff numbers at St Anthony's, as well as an increase in staff attendance at external Professional Development, including weekends. Attendance at Professional Development is fully supported by the Leadership team in order to continue to build teacher knowledge and skills

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

52

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$4145.78

TEACHER SATISFACTION

"The staff climate survey [CEMSIS 2019] data is positive. The Overall school positive endorsement -78% [CEMSIS 2019] Is above the Catholic Education Melbourne (Primary Schools) average 67% [CEMSIS 2019] compared to all other Victorian primary schools. The school domains are well aligned and in balance which is strongly indicative of a high level of organisational health.

- Student Safety 80% - CEMSIS – 2019
- School Climate 90% - CEMSIS – 2019
- Leadership Relationships 95% - CEMSIS – 2019
- Instructional Leadership 69% - CEMSIS – 2019
- School Leadership 68% - CEMSIS – 2019

School Community

Goals & Intended Outcomes

- To build a proactive and inclusive community.
- That all parents feel welcome and involved in school community.
- That the processes for decision making include the parent community.
- To create avenues for and maintain links within our community and with our local and wider community

Achievements

In 2019 the role of Community Leader continued as a Position of Leadership (POL). Time was allocated to allow the leader to continue implementing and facilitating Community Projects.

Throughout the year many community opportunities were created, offered and were successful. These included, whole school Masses and Liturgies both during the week and on the weekends, Assemblies, Sports Days, Inter School Sport, School Choir, the ANZAC Day Parade, the Remembrance Day Ceremony, Grandparents/Special Persons Day, Book Week activities, visits to local aged care facilities and local kindergartens by groups of students, an Arts Showcase Day and our School Concert. Our lunchtime club program was expanded and in 2019 students were offered the opportunity to be involved in Art Club (Year 2 - 6), Dance club (Year 4 - 6), Junior Choir (Year 2), Senior Choir (Year 3 - 6), Show Choir, Knitting Club (Year 3 - 6) and Lunchtime Club (Prep - 6). Lunchtime Club gives students the opportunity to focus on developing and building relationships and in 2019 was run by our Wellbeing Leader and School Counsellor.

A very successful Cultural Day was held which acknowledged staff, students and families from many different cultural backgrounds and their heritage and traditions. During 2019, monthly community catch up meetings with relevant staff were implemented to facilitate forward planning and a united approach across the school in the Community domain. Community chats were held with both the Burmese families and the South Sudanese families to assist in better understanding the needs of the families within our school.

St Anthony's participated in the RESP (Refugee Education Support Program) project for the second consecutive year and worked alongside Edmund Rice Services, CMY (Centre for Multicultural Youth) and Foundation House to develop an outside of School Hours program to assist with family engagement. St Anthony's introduced a Burmese Playgroup which operated once a week and focused on supporting families in understanding school correspondence, early literacy and to provide a sense of belonging to the school community. The playgroup was extremely successful, was made up of approx. 15 families and won the CMY Awards for 2019 for 'Best Outside of Hours Program'. An African Mothers and Children playgroup also operated at St Anthony's and was facilitated by VICSEG. Families from St Anthony's were regularly invited and attended.

We have actively promoted our school in the local and regional community. Our Show Choir represented us at the Royal South Street Competition in Ballarat and won First Place. The Indigenous students of our school participated in the Young Dreamers Choir which included fortnightly practices with students from surrounding schools and Indigenous Elders of the Community. Twenty Year 6 boys participated in a term of drumming to encourage teamwork and motivation.

The Young Dreamers Choir performed Indigenous songs at the Dream Big Festival along with St Anthony's Show Choir and the boys drumming group. Students in Year 5 and 6 created posters which advertised the Dream Big party in the park (an extension of the Festival). Four students won prizes for the contribution. We had 5 students work representing St Anthony's in the Catholic Education Melbourne Visual Arts Exhibition held during Catholic Education Week.

The students participated in First Aid sessions sponsored by St John's Ambulance Victoria. Our school is also the site for Outside School Hours (OSH) program, as well as regular Parish community functions and groups.

2019 saw the introduction of a 'Beginning of the Year Morning Tea' which all parents /carers were encouraged to attend. This enabled parents the opportunity to meet other parents and to get to know some of the leadership team and other non-classroom teaching staff members in a more informal environment. Weekly afternoon teas continued to be offered after assembly every Friday as well.

During Term 4, an Arts Showcase Day was held which included a display of a large number of visual arts works and performances by the St Anthony's School Choir, the Show Choir, the drumming group and the Catholic Regional College Choir.

At St. Anthony's we have maintained minimal increases in our fee structure. All student applications are given due consideration in relation to individual needs. We aim to provide for students in the best way possible. We show consideration of the socio-economic status of our clientele by providing uniform options (new or second-hand) and reasonable prices. Interpreting services are available for families who require it.

STAFF, STUDENT & PARENT SATISFACTION

"St Anthony's has a strong and steadily growing sense of community". This is a real success story, particularly in the context of the lower socio-economic profile of the school.

- Staff - Leadership Relationships – 95% - CEMSIS – 2019
- Staff - School Climate – 90% - CEMSIS – 2019
- Staff - Student Safety – 80% - CEMSIS – 2019
- Student – Student Voice – 82% - CEMSIS – 2019
- Student – School Engagement – 75% - CEMSIS – 2019
- Parent – Partnerships - 87% - Parent Survey – 2019
- Parent – Approachability - 79% - Parent Survey – 2019
- Parent - Input - 89% - Parent Survey – 2019
- Parent - School Improvement - 80% - Parent Survey – 2019

Future Directions

Our 2019 Annual Action Plan describes the directions we have for the future of our school. The Annual Action Plan was developed by the Leadership team and CEM personnel as an outcome of the School Review and the School Improvement Plan 2017-2020. The main aspects are reflected below:

Education in Faith

- To further develop and continue facilitated planning and mentoring for teachers to build their capacity to promote and foster the formation of our students' identity to ensure that Catholic beliefs, teachings and values permeate the learning experiences of all our students.
- To maintain a faith community where diversity, traditions, different perspectives are inclusive, acknowledged and respected.

Learning and Teaching

- Continue to build skills and strategies of teachers and the Curriculum Leaders within the school.
- Work towards consistent practice in the use of whole-school assessment tools to support differentiated curriculum and negotiated goal setting for each student.
- Build in reflective practices for teachers and students through ongoing evaluation and feedback.
- Continue to make links with the *Learning Centred Schools: Horizons of Hope*

Student Wellbeing

- Continue to embed the Berry Street strategy of *Morning Circle* as part of our practice to support vulnerable students.
- Ensure that Social Emotional Learning (SEL) is incorporated in teaching practices and planning.
- Maintain positive classroom environments through the continued implementation of *eXcel* guide for action.
- Maintain and sustain the implementation of the Positive Behaviour Policy.
- Continue to provide opportunities for Student Leadership at St Anthony's.

Leadership and Management

- Facilitate professional dialogue: giving and receiving feedback, regular meetings with the Principal and/or members of the Leadership Team.
- Ensure implementation of policy, protocols, structures, and means of recording evidence, with a focus on data collection and analysis.
- Implement and extend the Leadership Team to include all Positions of Leadership (POLs).

School Community

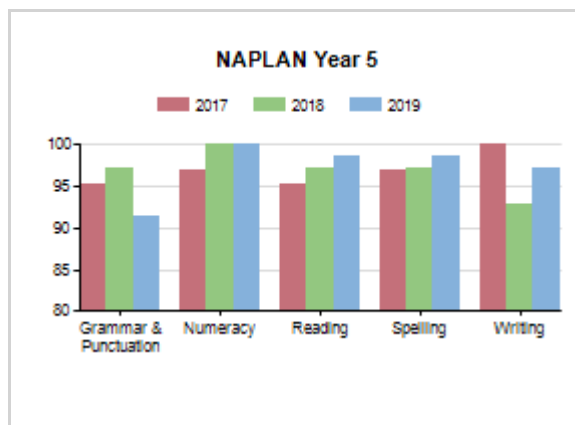
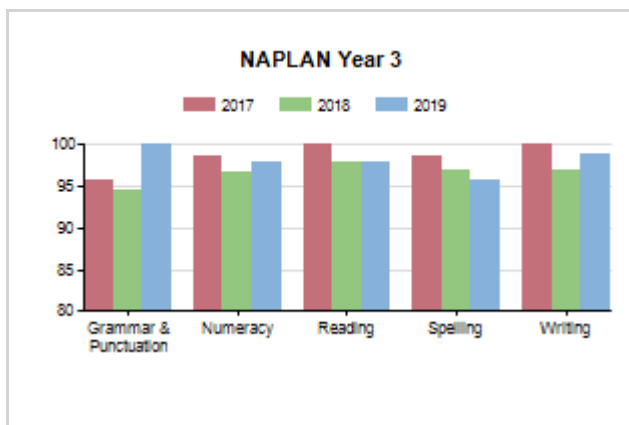
- Seek parent/student responses via surveys in relation to school initiatives, programs and practices. Make recommendations from the data and prioritise areas of action.
- Provide regular information to parents about the happenings across the school.
- Investigate other ways St Anthony's can be involved in local and regional projects.
- Provide opportunities for social gatherings of members of school community.
- Maintain and continue to expand our links with other community groups.

School Performance Data Summary

E1304
St Anthony's School, Melton South

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	95.8	94.6	-1.2	100.0	5.4
YR 03 Numeracy	98.6	96.6	-2.0	97.8	1.2
YR 03 Reading	100.0	97.9	-2.2	97.9	0.1
YR 03 Spelling	98.6	96.8	-1.8	95.7	-1.1
YR 03 Writing	100.0	96.8	-3.2	98.9	2.1
YR 05 Grammar & Punctuation	95.2	97.1	1.9	91.3	-5.8
YR 05 Numeracy	96.8	100.0	3.2	100.0	0.0
YR 05 Reading	95.2	97.2	2.0	98.6	1.4
YR 05 Spelling	96.8	97.1	0.3	98.6	1.5
YR 05 Writing	100.0	92.9	-7.1	97.1	4.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.9
Y02	89.4
Y03	90.0
Y04	88.6
Y05	90.9
Y06	90.8
Overall average attendance	90.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	89.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	20.0%
Graduate Certificate	10.0%
Bachelor Degree	87.5%
Advanced Diploma	12.5%
No Qualifications Listed	2.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	57
Teaching Staff (FTE)	48.4
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	19.3
Indigenous Teaching Staff (Headcount)	0