



St Anthony's School Melton South

2020

Annual Report to the School Community



Registered School Number: 1780

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Minimum Standards Attestation

I, Damien Schuster, attest that St Anthony's 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 2020 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.

26/03/2021

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

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 173,000 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. There are new schools proposed for the area to accommodate the rapid growth.

Our 2020 enrolment were 709. These figures have grown from our 2019 enrolment, which was 659.

In our school community, 60% of our students have language backgrounds other than English.

The community of Melton South is in a low socio-economic area (SES 89). Our annual School Fee for the 2020 year was \$1,394 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 2020, 42% of students received CSEF payments.

There were 82 staff employed at St. Anthony's Primary School during 2020. These consisted of a principal, 2 deputy principals, 52 teachers and support staff, 5 administration staff, 18 teacher aides, 1 canteen manager, 1 school counsellor, 2 maintenance/cleaners.

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

In 2020, the classes were structured as follows:

- Junior- 5 x Prep classes / 5 x Year One classes / 4 x Year Two classes

The average class sizes were Prep: 23; Yr 1: 22; Yr 2: 28

- Middle- 4 x Year Three classes / 4 x Year Four Classes

The average class sizes were Yr 3: 26; Yr 4: 27

- Senior- 4 x Year Five Classes / 3 x Year Six classes

The average class sizes were Yr 5: 24; Yr 6: 25

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.

Principal's Report

In 2020, our school adapted to a new learning environment as a result of COVID-19 restrictions throughout parts of the school year.

With the support of our Parish Priest Fr Fabian Smith, and where possible due to COVID-19, our liturgies, assemblies, sacramental programs and celebrations were spiritual and significant events in the life of the school.

During the times of lockdown the school offered both an online learning platform and the opportunity for a large number of students to return to face to face teaching under the prevailing COVID-19 guidelines. These conditions provided a number of learning challenges and opportunities. At St. Anthony's we continued to plan for and provide an education for our students which was engaging, relevant, and met the learning needs of all individuals to the best of our ability.

We focused on further developing more reflective practices through professional reading, collegial dialogue and weekly online Professional Learning Team meetings. In this way, we were working constructively towards supporting the learning of all our students both at school and online.

We continued to reflect on and evaluate all aspects of school life at St. Anthony's through the ongoing process of evaluation and review. This highlighted for us, even during the difficult lock down periods throughout the year, the quality of the curriculum, the strength of the relationships within our community, and the underlying sense of wellbeing that is important for all at St. Anthony's School.

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 school aims to nurture and enrich the religious and spiritual development of students, staff and families through prayer, celebration of the liturgy and sacraments, faith formation and social justice activities.

This year has proved to be a challenging and yet rewarding year. Through the uncharted terrain of a global pandemic we have maintained the essence of our school motto to "Live and Learn in Christ".

- 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 'Celebrating our Faith'. This unit evolved from our school motto Live and Learn in Christ.
- 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 in 2020 was "Scripture: Being nourished from the Word of God". This was a day of personal reflection and professional learning for all staff facilitated by Dr Margaret Carswell. The sessions with Dr Carswell enabled the staff to experience and foster a deeper connection with God through Matthew's Gospel.
- Professional learning and collegial discussions were facilitated by the Religious Education Leader, Father Fabian our parish priest and CEM staff who presented professional development sessions via Zoom and Google meets.
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- 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. This was evident during the extended lockdown period whereby all families were able to access the Religious Education curriculum through the school intranet. Each week the staff provided quality online learning sessions using scripture, video clips, stories and prayers.

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.

VALUE ADDED

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- We were able to strengthen the faith life of the community, by engaging the expertise and knowledge of Father Fabian Smith. Father was able to facilitate information sessions for our families and staff about the Sacrament of Eucharist.
- The senior students were able to participate in our 'Retreat Day' early in Term 1 in collaboration with Father Fabian and the talented musicians 'The Saga', who presented a day of faith development for our Year 6 students.
- Using the Religious Education Pedagogy Teacher Tool to survey the staff, the results supported the work achieved in the partnership with the Woodend team with the strong result that classroom practice reflects the use of the Achievement Standards. The Religious Education Pedagogy Student Survey data indicated positive results from the students.
- We have continued to be 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 'Gaining a clearer understanding of the RE Curriculum and the direct impact effective learning and teaching practices in RE has on the learner.' 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 framework in Religious Education.

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

The year 2020 brought a lot of challenges to St Anthony's and our community due to the COVID-19 pandemic. Remote Learning was introduced to combat school closures in terms 2 and 3. It was a steep learning curve for staff, parents and students. The community pulled together to support one another to ensure students were provided with a learning program from home.

Students showed amazing resilience during this time with a change to their learning environment and how they communicated with their teacher and peers. Students participated in whole class Google Meets to engage with their peers and some students had the opportunity to work in small online learning groups to address their learning needs. They also had the opportunity to upload their completed learning tasks and gain feedback from their teacher.

Professional development was at the forefront for teaching staff in the area of Digital Technologies. We learnt how to use a range of technologies to provide a quality learning program including the set up of the St Anthony's year level Intranet pages, how to use a range of applications to record and deliver learning videos, how to conduct meetings and facilitate online class time through Google Meets.

Students returned to onsite learning in Term 4. St Anthony's had a focus on wellbeing to assist students easing back into school. Classroom routines were re-established and formative and summative assessments were completed.

STUDENT LEARNING OUTCOMES

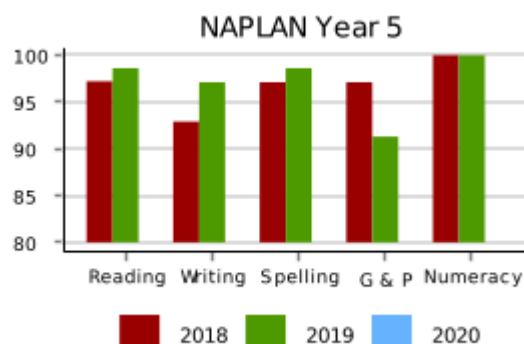
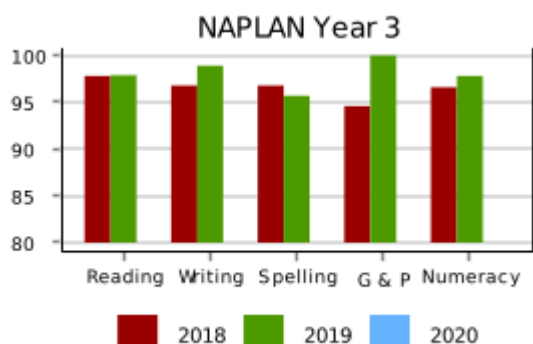
Summative assessments were administered including the Essential Mathematics, ENRP (Early Numeracy Research Project), Letter Identification and Reading Comprehension.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	94.6	100.0	5.4		
YR 03 Numeracy	96.6	97.8	1.2		
YR 03 Reading	97.8	97.9	0.1		
YR 03 Spelling	96.8	95.7	-1.1		
YR 03 Writing	96.8	98.9	2.1		
YR 05 Grammar & Punctuation	97.1	91.3	-5.8		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.2	98.6	1.4		
YR 05 Spelling	97.1	98.6	1.5		
YR 05 Writing	92.9	97.1	4.2		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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 Primary School is committed to providing safe, inclusive and respectful learning environments for all students and staff. In partnership with parents and families, we endeavour to ensure all students feel valued and cared for, have meaningful opportunities to contribute to the life of the school and broader community, and are positively engaged with their learning. St Anthony's Primary school promotes wellbeing and human flourishing by nurturing the whole person - their spiritual, cognitive, physical, emotional and social selves. This holistic approach affirms that wellbeing is integral to learning excellence and ultimately to overall health and life success. 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.

Due to the continued growth and diverse needs of our school community there was a need to split the Wellbeing Leader role into two full time positions. As a result of this leadership restructure there is a Foundation to Year 2 Wellbeing Leader and a Year 3 -6 Wellbeing Leader, who are supported by a Learning Diversity Leader. 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 Leaders.

During remote learning the wellbeing of our students became paramount. In the changing landscape of a pandemic leadership ensured that the curriculum was accessible to our whole school community. In order to achieve this the school needed to be flexible in our approach and cater for the diverse needs of our school community. This was achieved by loaning out devices to families who did not have online access. The school identified families that required hard copy packs due to difficulties navigating the online platform that was set up for remote learning. Attendance of students onsite during remote learning averaged 70 students per day. An additional

90 students were identified as being vulnerable and/or at risk and weekly phone calls were made to these families to further support their wellbeing.

The Pandemic and remote learning for many students compounded their feelings of anxiety and resulted in an increased reluctance to return to school. Extra transition supports were put in place to support students in their transition back to school.

These results continue 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 opportunities were offered to our whole staff to complete the disability standards modules online during remote learning. 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
- Zones of Regulation
- Celebration Days (including Day for Daniel)
- CAFE
- Kidz News
- Chill out room
- Sensory Supports

STUDENT SATISFACTION

During remote learning a survey was sent out to parents to determine the effectiveness of our differentiated remote learning platforms. This was instrumental in setting our students up for success with 88% of our parents completing this survey in collaboration with their children. Our

school counsellor also reported positive feedback from the students that he continued to run counselling sessions with via Google Meet. A number of students reported that it was helpful for them to remain connected with the school during a time of high anxiety and uncertainty.

STUDENT ATTENDANCE

During remote learning student attendance was managed remotely. An Operoo notice was sent out to all families to determine what students were attending on-site. Students that were onsite had their attendance marked twice a day whilst at school. Those students that were at home during Remote Learning were required to answer a question at the commencement of each day. All teachers were required to run a minimum of two Google Meet sessions a week with a number of teachers also scheduling small group focus sessions for their students. It was an expectation of all teachers that they communicated with the parent/guardian of their students weekly via telephone or email. Teachers who had concerns in regard to their student's attendance during this period liaised with the Wellbeing team in order to get additional support. The Wellbeing team had regular contact with these families to manage and support their attendance during this challenging time.

In normal circumstances the 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 no 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.9%
Y02	95.4%
Y03	95.4%
Y04	95.4%
Y05	94.4%
Y06	96.4%
Overall average attendance	95.3%

Child Safe Standards

Goals & 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. In 2020 the following policies were reviewed as part of our continuous improvement cycle, St Anthony's Child Safety Policy, St Anthony's Code of Conduct for all staff, St Anthony's eSafety 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 2020 selected staff also participated in the Child Protection and Child Safe Standards (PROTECT) and the Child Information Sharing Scheme (CISS) training that was offered online by the Department of Education. In 2020, St Anthony's Primary School participated in the eSmart Schools program, an initiative of the Alannah & Madeline Foundation to achieve eSmart status. eSmart Schools is a long-term change program designed to educate, track, monitor and prevent cyber risks, bullying and cyberbullying so students feel safer and supported. Our commitment to Child Safety was further enhanced in 2020 by the creation of a Child Safety Team that was led by our Child Safety Leader. Child Safety was a regular agenda item at Executive and Staff Meetings and regular items on Child Safety were published in our weekly newsletter. Child Safety was also discussed with our students in class through our participation in Day for Daniel.

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

At St Anthony's school we have understood the importance of constant reflection and review. During the year of COVID19 we worked to ensure effective learning progression, sound pedagogical approaches, and an engaging and diversified curriculum. Our shared school vision 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 school growth and change in relation to COVID19.

The school has recognised the importance of shared leadership by providing opportunities for individuals to lead Professional Learning Team Meetings and Staff Meetings. This approach is transparent and fair and has led to positive responses from staff and the ongoing development of middle leadership positions.

The Executive Leadership Team comprises key personnel including two full time Deputy Principals, who best represent the needs of the school community at any given time. In 2020, the configuration of the Executive 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 2020, the school maintained the Positions of Leadership (POL's). The position of Induction Coordinator was further developed to assist with integrating new staff into the school. Additionally, the school continued with Team Leaders at each year level 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, supported and facilitated by all levels of Leadership.

In 2020, we continued with timetabled weekly level Planning Meetings, which were attended by members of the Leadership Team. These meetings were held remotely during times of lockdown. We 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.

As a result of lockdown conditions, 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 and/or large screen televisions, 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 Professional Learning undertaken in 2020

The following professional learning opportunities were offered to staff in 2020:

- Mandatory Reporting
- Unpacking the EAL Curriculum
- Phonics in Context
- MAV
- Berry Street Education Model
- Creative Springboards Festival
- PROTECT
- Mentor Texts and Powerful Writing
- Little Learners Love Literacy
- AFIRM
- COVID-19 Infection Control Training

It was useful that a lot of activities were presented in an online format, allowing staff to access the professional learning remotely.

Number of teachers who participated in PL in 2020	80
Average expenditure per teacher for PL	\$1939

TEACHER SATISFACTION

Despite the many challenges faced through 2020, the St Anthony's staff made every attempt to maintain an enabling and supportive learning environment for our students. There were many opportunities for teachers to reflect on their practice and anonymously provide feedback that would stimulate improvement within the school. Some of the teacher's comments are outlined below:

- "As a first year teacher, I was anxious about the prospect of online learning. The school was very supportive and provided me with guidance and advice on how to successfully engage my students in a virtual setting." - Foundation Teacher
- "Online learning gave me opportunity to develop a whole new skill set in which I was able to build upon throughout the year. My team was amazingly supportive and reassuring during this time." - Year 6 Teacher
- "Google Meets allowed staff to collaborate in a safe and affirming environment. They were very successful, and so we continued to use them in Term 4." - Specialist Teacher
- "It was lovely to receive weekly phone calls or emails from the leaders within our school. It created a very supportive environment where we felt very reassured and valued." - Year 2 Teacher

- "Receiving feedback from parents was positive and helped me understand their personal circumstances so that I could help them manage the learning..." - Year 5 Teacher
- "We held Google Meets in small groups to further support students with their learning. Parents appreciated this and would often give us feedback on what they enjoyed and what they would like to see more of." - Year 4 Teacher
- It was great to feel valued during remote learning even though we couldn't help every student as much as we would have liked. We were given opportunity to help with onsite supervision or participate in Google Meets with certain classes." - Year 4 LSO

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.0%
Graduate	20.0%
Graduate Certificate	7.5%
Bachelor Degree	87.5%
Advanced Diploma	12.5%
No Qualifications Listed	5.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	62.0
Teaching Staff (FTE)	53.4
Non-Teaching Staff (Headcount)	30.0
Non-Teaching Staff (FTE)	31.3
Indigenous Teaching Staff (Headcount)	0.0

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 2020 the role of Community Leader continued as a Position of Leadership (POL) and was increased to 0.4. Time was allocated to allow the leader to continue implementing and facilitating Community Projects. Our school is also the site for Outside School Hours (OSH) program, as well as regular Parish community functions and groups.

2020 saw the continuation 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. The Burmese playgroup continued to be successful and operated on a weekly basis.

Throughout the year many community opportunities were planned for, building on the successes of 2019. Due to COVID-19, there was limited opportunity to run programs and participate in events, however the St Anthony's school community was supported in many ways. Full-time Multicultural Educational Aides for the Burmese community and part-time for the South Sudanese community, worked to support all families requiring assistance with interpreting work, emailing teachers, setting up technology and Google Meets, preparing paper packs, supporting teachers and bridging the gap to ensure that learning was accessible and understood.

Staff were connected and reminded of the importance of maintaining community connections through Google Meets during online staff meetings and gatherings. Staff wellbeing was boosted with regular messages and phone calls made by members of the Leadership Team. Book Week was celebrated virtually and children paraded in their own classrooms. Parent-teacher interviews were held on-line which were of great benefit.

One of our Visual Art teachers was invited to join the curating team of the Catholic Education Melbourne Visual Arts Exhibition. This was held during Catholic Education Week, and we had over 100 students work representing St Anthony's.

At the exhibition, one of our students had his work selected for the Catalogue Cover Award. We also received the Zart Art Primary Award for the group work, 'Grotesques in Colour', which was based on the drawings of Leonardo da Vinci. Unfortunately, the COVID-19 lockdown occurred the week the award's ceremony was due to take place.

We were unable to visit Sutton Park Aged Care Facility during 2020 due to the lockdown; however, we were able to create a care pack which was delivered to Sutton Park containing letters, pictures and cards for the residents and staff to enjoy.

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.

PARENT SATISFACTION

Parents were provided an opportunity to feedback on the school's remote learning practices, which included comparisons from Term 2 to Term 3. A few trends were noticed and are outlined below.

- 177 parents surveyed found that Google Meets were helpful in supporting their child's learning. Google Meets were introduced in Term 3 as a result of feedback from our families.
- 170 parents surveyed enjoyed that the Specialist program was presented in a matrix format rather than from every individual subject teacher. This change was made due to feedback received after Term 2.
- 180 parents surveyed agreed that the hardcopy work packs were more beneficial than a complete online program.

Parents also had an opportunity to feedback personalised comments. These included:

- "I found the quantity of work provided in Term 3 much more achievable than what was set in Term 2."
- "We are finding it much easier to do the work in the learning packs."
- "Support has been great, emails and Google Meets are a great communication tool."
- "Weekly teacher to parent contact is fantastic."
- "I really appreciate the efforts the teachers are making to ensure home learning is effective."