St Anthony’s Parish Primary School
Wanniassa
Wheeler Crescent, Wanniassa 2903
Phone: 02 6231 4022
Email: office.stanthonyswanniassa@cg.catholic.edu.au
Website: www.stanthonys.act.edu.au

Principal
Mr Greg Walker
Section One: Message from Key Groups in our Community

Principal's Message

2015 was a very successful year where many learning outcomes were achieved but equally important was the holistic growth of each person and the amazing resilience and community spirit displayed.

Sadly, the year started in difficult circumstances with the tragic death of a dearly loved and respected mother of the school with three beautiful children. The ensuring days, weeks and months saw the St Anthony’s community, along with the wider community, work pastorally together to support the children and the family. Students were well supported by a dedicated and nurturing team of staff.

Student inclusion and wellbeing continued to be a strong focus in 2015 in other ways too. One of the flagship projects of the year was the building of a new sensory garden. This garden was developed over an 18-month period with much research, thought and care placed into making it a success. The garden opened in Term 4 and the students immediately enjoyed engaging in sensory play that stimulated their learning and offered opportunities for developing confidence, resilience, learning and social skills.

The Catholic values of the school and great community shone brightly in 2015.

Parent Body Message

The building of the new sensory garden is a fine example of what can be achieved when the community works together with a vision. This project was assisted by ACT Government, the Catholic Education Office, St Anthony’s School Board, teaching staff, private contractors and P&F volunteers.

There are so many wonderful things going on each day to ensure our school delivers quality, inclusive education to our children. These activities are orchestrated by a strong, resourceful, expert, executive staff, ably lead by our principal. Greg and his team set the tone for the rest of the teaching staff to follow.

We, as a community, continue to benefit from the conscientious, caring and deeply involved teaching staff that we have at St Anthony’s. Teaching in classrooms is their main role but they do much more in their own time.

Our School Board members offer a great deal of their personal time to their roles and contribute many insights towards the governance of the school. Many members of the parent body also volunteer their valuable time to support the Parents and Friends Association. Well done to all parents and carers for their contribution to the St Anthony’s School community.

Student Body Message

2015 was a great year but went very quickly. We love St Anthony’s because the school is lots of fun and we feel part of the school. We really like our new Sensory Garden and we love that there is so much to do at St Anthony’s.

Some of the memories from 2015 include our focus on Aboriginal education and culture. This year we continued to develop our respect and understanding for the Ngunnawal people, the custodians of the land on which we live and attend school. This year a number of Aboriginal leaders, writers, performers and artists attended our school throughout the year. We decorated the tunnels in the new sensory garden in Aboriginal and Torres Strait Islander artwork. We learnt to play the didgeridoo, dance, cook and take part in drama.

We also loved our whole school musical titled “The Sounds of Music.” The show included some of the most well-known songs from the best musicals of the past!

We love St Anthony’s because we learn about lots of interesting topics and there are many ways for students to take part in exciting activities that interest them.
Section Two: School Features

St Anthony's Parish Primary School is a Catholic systemic Co-educational School located in Wanniassa.

St Anthony’s Parish Primary School is a Catholic Primary School located in Wanniassa ACT. The school caters for students in Kindergarten to Year 6. Students attending this school come from a variety of backgrounds and nationalities and have a range of gifts to be integrated into their learning and experiences at school.

St Anthony’s School embraces the diversity of culture, richness of belonging and the joy of shared experiences. Students are educated and supported to grow in a faith-filled environment where Jesus and Gospel values are at the heart of all experiences. The school is student-centred and prides itself on the way it caters for students of all ability levels and of all interest areas. Quality teaching occurs in all classrooms and is evident in initiatives seen in the school. A gifted and talented program is facilitated within the school, as well as opportunities for students to participate in a variety of programs to enhance their learning.

The school has a strong focus on Literacy and Numeracy with many new programs and strategies being implemented to further improve student achievement. Staff regularly undertake high quality and targeted professional learning to further develop their pedagogy and understanding of curriculum as well as their knowledge of student characteristics and learning styles. Although students receive most of their tuition in their classroom, teachers and staff value the benefit of providing co-curricular opportunities. Staff volunteer their time to lead a range of activities to deepen and enrich learning. Recent activities have included Maths Olympiad, Tournament of the Minds, Gateways, Guitar Club, Environment Club, school choir and drama groups, writing groups, Book Buddies program, Science Club and an engineering club.

There is strong and enthusiastic partnership between the school and the parent community. Parents and carers are actively involved in the school’s governing bodies, the School Board and The Parents and Friends Association. The school is well-resourced thanks to the fundraising efforts of the school community, and there are currently plans for new senior playground equipment, sports facilities, integrated technology devices and the upgrade of other facilities. The school facilities are excellent with expansive grounds, excellent classroom learning spaces and the best available resources.

The school community has an authentic relationship with St Anthony of Padua Parish, including the parish priest and parishioners. Many celebrations and events occur in conjunction with the parish including masses, liturgies, mission work and social events.
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old.*

Religious Life & Religious Education

St Anthony’s School community really embraced the 2015 theme “Christ is our Light”. This year members of the community displayed Gospel values including love, compassion and courage. This was particularly evident during the early part of the year with the tragic death of one of our parents. Everyone rose to the occasion during these difficult times and found ways to provide comfort, prayers and guidance for each other. The outreach and support from other Catholic schools, parishes, Catholic Education and the wider Canberra community shown to our students, families and staff was overwhelming. On behalf of our community we say thank you from the depth of our hearts. Thank you to our parish priest and the parish staff and community for their generous and faithful support.

These four beautiful words have been our school focus for 2015 underpinned by John’s Gospel that reads, “Again Jesus spoke to them, saying, “I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life”.

A beautiful gift for each of us to take from the 2015 school focus is that we have come to know *Christ is Our Light* in both times of blessings and times of need. We have come to know Christ so deeply through our liturgical celebrations, school and class masses, mission group, scripture and Religious Education lessons. A beautiful spirit exists in each of our hearts. *Christ is Our Light* but filled with God’s spirit we are now the light for others.
Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>214</td>
<td>234</td>
<td>24</td>
<td>448</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an Enrolment Policy for Catholic Schools. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.12%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

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

School staff, under the Principal’s leadership, support the regular attendance of students by:
- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:
- parents and students are regularly informed of attendance requirements and the
consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.
Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>8</td>
<td>41</td>
</tr>
</tbody>
</table>

* This number includes 21 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous: 0%

Professional Learning

St Anthony’s staff are dedicated to their specific role on staff and to the students and families in our community. The staff has a good balance of youth and experience and they exhibit a professional, dynamic and caring nature in their endeavours. In 2015 staff participated in professional learning including faith formation, literacy and numeracy. The school is strongly involved in the Collaborating on Student Achievement (COSA) program which includes a partnership with Catholic Education and Professor Kaye Lowe in building the capacity of teachers in the area of literacy.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.
Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td>58%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>44%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>38%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>41%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>43%</td>
<td>34%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td>36%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>31%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>36%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>28%</td>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>
Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

One of the 2015 key improvements was improving student achievement in literacy. This was achieved and evidenced through the embedding of a research informed literacy block and successful literacy intervention program. Results show student achievement growth from Kindergarten to Year 2 has improved markedly for students of all ability levels, including more students in the top achievement levels.

It is pleasing that the strong focus on literacy and numeracy in recent years came through with markedly improved results within school and external assessment processes. In 2015 student achievement growth between Year 3 and Year 5 was well above the national average gain in all five areas assessed in NAPLAN; Numeracy, Reading, Writing, Punctuation and Grammar and Spelling.

The opening of a new Sensory Garden and Play Area and the associated programs that support students with learning, social development and wellbeing have been an outstanding success. With supervision the students are able to use the space at playtime and during learning blocks to have a short break to stimulate their sensors, release anxiety, build social skills and to develop resilience.

Priority Key Improvements for 2016

In 2016 the key improvements identified in our strategic and annual plans include:

- The building of a new Early Learning Centre/Preschool. It will be a contemporary early learning environment for students in St Anthony of Padua and St Thomas the Apostle Parish areas. Pending completion and registration the ELC will open in 2017.
- To stimulate and support the wellbeing and holistic development of all students through the implementation of initiatives including Everyone Everyday Program, Sensory Experience, Kulture Break Dance and Rock and Water Program.
- To develop effective and future orientated learning environments for students that reflect the diversity of student learning styles. This will include upgrading the school’s ICT infrastructure, hardware, student and teacher devices and providing greater wireless connectivity.
- Continuing to transform teaching and learning by engaging students in high quality inquiry based learning that is informed by ongoing reflection and analysis on student achievement data. This includes embedding the core principles of pedagogy for quality teaching and learning.
Section Eight: School Policies

Student Welfare Policy

The school has a clear, effective and supportive School Wide Positive Behaviour Policy. The aim of the policy is to ensure a consistent, caring and positive approach to student behaviour and interaction at St Anthony’s.

We believe that as a staff, we are committed to modelling responsible behaviour to the students in our care and dealing with them at all times in a fair and consistent manner. We believe that staff and parents share this responsibility and we should, in working together, endeavour at all times to model the behaviour to each other that we hope for from the students. To support the needs of individual students and the school as a whole, the school has adopted the ‘Kidsmatter’ Wellbeing Framework, ‘Bounceback’ Program and ‘Everyone Everyday’ Program. Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School’s Student Welfare Policy may be accessed on the School’s website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.

The school policy is based on procedural fairness, and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly. Confidentiality is always maintained.

The school follows the Catholic Education Policy as listed on the CE website. The school policy is available on the school website or from the school office.
Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The partnership between parents and carers and the school is highly valued and appreciated. The 2015 school parent survey revealed that a high majority of parents and carers are very satisfied with St Anthony’s School and the education and development of their child or children. The survey highlighted:

- 96% of people feel that the school’s religious identity is clearly expressed through the school’s values, prayer, symbols, masses, liturgies and celebrations.
- 96% of people are satisfied with the education their child is receiving at the school.
- 98% of people believe that the school community is welcoming and that they are given the opportunity to be involved in school activities.
- 92% of people feel the staff are committed to supporting their child’s learning as well as their social development and growth.
- 94% of people feel their child is safe at school.
- 96% of people believe that the school is well resourced. It was noted that the school uses the available funding to provide excellent programs, facilities and resources and it is apparent that plans are in place to continue this.

Student Satisfaction

Interviews with students at the school highlighted how they feel about the school and some of their memories in 2015. Some of their thoughts are summarised below:

Students are very proud of their school and speak highly of their learning, engagement and interactions. They feel they belong in the school and that they are valued and contribute to the richness of experiences at the school.

The school values their wellbeing and safety. The opening of the sensory garden is an example of how the school keeps students happy and safe.

The school promotes learning and encourages each student to achieve their best. Classroom teachers are kind and helpful. Students enjoy learning and like the extra curricula activities offered by teachers including social club, science club, Maths Olympiad, choir club, drama club, sports sessions, chess club and environment/gardening club.

The school introduced weekly Kulture Break Dance sessions and the big annual celebration called Dance Nation. The motto of Kulture Break is “You don’t become someone – You are someone!” which resonates with students. They love to express their feelings through dance and enjoy the thrill of performing!

Teacher Satisfaction

Teachers and staff are very important members of our school community and they play a vital role in the education, development and wellbeing of our students. It is pleasing to note that our 2015 staff survey revealed that the staff also saw their role as important and they see the programs in place at the school and the direction of the school in a positive light. The survey highlighted:

- 100% of staff believe that the religious identity of the school is clearly expressed through the school values, prayer, symbols, masses, liturgies and celebrations.
- 100% of staff within the school believe a culture of positive relationships and collaboration exists within the school.
- 100% of staff believe a positive work culture exists in the school that is aligned to the mission and values of Catholic Education.
- 100% of staff find student wellbeing is well supported by programs, processes and infrastructure throughout the school.
- 100% of staff believe that there is a culture of continuous improvement at the school.
- 100% of staff feel valued in their role and feel they contribute to the success of the school.
Section Ten: Financial Statement

### Income

- Commonwealth Recurrent Grants (59%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (16.8%)
- Other Capital Income (5.5%)

### Expenditure

- Capital Expenditure (3.9%)
- Salaries and Related Expenses (70%)
- Non-Salary Expenses (26.2%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Recurrent and Capital Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$3,089,663</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$1,461</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$978,393</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$878,454</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$289,567</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$5,237,538</td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Recurrent and Capital Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$197,541</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,566,865</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,334,191</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$5,098,597</td>
</tr>
</tbody>
</table>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture
and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.