



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Anthony's Parish Primary School Wanniassa

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Principal

Mr Greg Walker

Section One: Message from Key Groups in our Community

Principal's Message

2016 has been an outstanding year at St Anthony's. School Registration was successful and the school is now registered until 2021. The visiting panel of educators commended the school in many areas and stated:

- St Anthony's is a Catholic School that witnesses the person of Jesus Christ in its daily practices.
- St Anthony's School values inclusivity and respect which are evident in the care the students and staff show each other. The school is concerned for the wellbeing of its students and the development of the whole person.
- St Anthony's students are welcoming and engaging and demonstrate a love of learning and pride in their school.
- St Anthony's School successfully includes members of the wider community in a volunteer capacity who bring a unique richness to the life of the school and its students.
- St Anthony's staff are friendly and dedicated and demonstrate commitment to their teaching. They are willing to change pedagogical practice in teaching and learning, resulting in improved student engagement and outcomes.

The school community is extremely proud of their achievements in 2016 and is very affirmed by the outstanding registration panel endorsement. Congratulations to everyone.

Parent Body Message

2016 has been an exciting year with the completion of the Early Learning Centre which brings a new phase in the delivery of Catholic education at St Anthony's. St Anthony's School Board has worked consistently throughout 2016 to prepare and deliver an updated master plan to both target appropriate and measured spending on minor facilities upgrades and to look ahead to the staging of major projects expected to be necessary over the next 5-10 years.

In 2017 we expect to see real progress towards improved parking, playground and sporting facilities. Beyond that, the school will begin to focus attention on planning for class room replacements, as several non-permanent classrooms still exist in the school.

I'd like to take this opportunity to congratulate and thank the members of the School Board, the Parents and Friends Association and the dedicated and highly professional school staff. I am always very impressed with the amount of time members of staff devote to the smooth running of the school and our students do benefit greatly.

I'm looking forward to next year as I'm sure we will continue to see many positive changes around the school.

Jason Egan - St Anthony's Board Chair 2016

Student Body Message

Semester One was an amazing time for us. During this time as the Year 6 Prime Minister and Deputy Prime Minister we did many things. We celebrated events like the athletics carnival,

swimming carnival and cross country carnival. We attended school masses and we welcomed guests to the school including Federal Minister Zed Seselja. Our time at St Anthony's has been an amazing experience that we will never forget. We would like to thank all of the other leaders who helped us out this year. We hope that we led the school by example.

Year 6 School Leaders - Charlotte and Natalie

Semester Two was also an amazing semester. We celebrated many things including the completion of the new Early Learning Centre building, Book Week, Wakakirri and so many other occasions. We are very grateful for all the opportunities St Anthony's has given us. We would like to thank all of the teachers and parents for believing in us. This journey has been great, we are leaving St Anthony's as proud, confident and happy students. Thank you.

Year 6 School Leaders - Halle and Molly

Section Two: School Features

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

St Anthony's Parish Primary School is a Catholic Primary School located in Wanniasa A.C.T. The school caters for students in Kindergarten to Year 6, with a new Early Learning Centre opening in January 2017 (pending approval). The centre will offer a pre-school program and long day care. Students attending this school come from a variety of backgrounds and nationalities and have a range of gifts and factors 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 initiatives 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 also provides various levels and types of support for students to enhance their learning and raise their achievement.

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 through 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 a strong and enthusiastic partnership between the school and the parent community. Parents and carers are actively involved in the school's governing bodies, School Board and The Parents and Friends Association. The school is well-resourced thanks to the fundraising efforts of the school community. 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

Our school theme for 2016 was 'We are the Light of Christ Rich in Mercy.' These beautiful words are underpinned by Matthew's Gospel that reads "You are the salt of the earth...You are the light of the world" (Matthew 5: 13-16). The community came to experience Christ so deeply through our liturgical celebrations, school and class masses, mission work, scripture and Religious Education lessons. Members of the community have been the face of Christ for others through our incredible love and generosity in both our local and global communities.

St Anthony's school supports many families with significant pastoral needs. The school commits resources to ensure that all members of the community belong, are supported and loved and grow whilst in our care – particularly those who are most vulnerable. This year one of our Year 6 students has been undergoing treatment in Sydney for a serious diagnosis of Acute Myeloid Leukaemia. She is continually in the prayers and thoughts of our school and parish communities and people are supporting the family in various means.

Established in 1978, St Anthony's Parish Primary School continues to reflect the Charism of St Anthony and build on its long and proud history of providing quality education and high levels of pastoral care for its students. The school's motto *Tell the Good News*, underpins the ethos and philosophy of the school. We strive to not only Tell the Good News, but to be the Good News for each other. We attempt to follow the example of Jesus each and every day.

Father Lachlan Coll regularly attended the school celebrating Eucharist and liturgies, attending assemblies and school functions, attending School Board meetings and visiting staff. The school students celebrated a number of masses in the parish church and many of our children celebrated sacraments in the parish this year.

In 2016 our students were very active with their outreach and mission work. Pope Francis declared this year as the 'Year for Mercy' with the theme of 'Be Merciful Like the Father'. Some examples of how the students lived out this request included the making of linen prayer cloths displaying the various acts of mercy which were hung out in full view of the school community. The clothes blew in the wind and weathered over many weeks as sign of our humble and earthly efforts to be merciful. Students also raised money for Caritas to provide support for people living in Cambodia. Warm coats, clothes and blankets were donated by the community to support the local 'Vinnies Van' that is accessible to Canberra's most vulnerable people on cold winter nights. To end the year students packed Christmas boxes full of little surprises for overseas children as part of the 'Operation Christmas Child' program.

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 2016:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 216 | 228 | 2 | 444 |

* 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 2016 was 92.88%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|-----|
| Kindergarten | 93% |
| Year 1 | 93% |
| Year 2 | 93% |
| Year 3 | 94% |
| Year 4 | 93% |
| Year 5 | 92% |
| Year 6 | 92% |

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 2016:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 26 | 9 | 35 |

* This number includes 21 full-time teachers and 5 part-time teachers.

| | |
|--|----|
| Percentage of staff who are Indigenous | 0% |
|--|----|

Professional Learning

In 2016 the staff worked on fostering a culture of high expectations and growth for all students. They worked closely with two highly respected experts in their respective educational fields. They are Peter Sullivan, Numeracy, and Kaye Lowe, Literacy. The staff have received coaching, mentoring, classroom observations and regular practical instruction on best practice in teaching and learning. Regularly we have heard a key tip, "Don't rescue students! Let them work it out!" Staff have also undertaken key professional learning in the areas of Faith Formation and Student Wellbeing.

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.

| NAPLAN RESULTS 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 65% | 49% | 6% | 11% |
| | Writing | 48% | 49% | 5% | 6% |
| | Spelling | 48% | 46% | 14% | 12% |
| | Grammar and Punctuation | 60% | 52% | 2% | 10% |
| | Numeracy | 38% | 36% | 13% | 14% |

| NAPLAN RESULTS 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 39% | 35% | 15% | 15% |
| | Writing | 10% | 17% | 18% | 18% |
| | Spelling | 15% | 30% | 11% | 18% |
| | Grammar and Punctuation | 29% | 36% | 19% | 15% |
| | Numeracy | 18% | 29% | 15% | 17% |

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 2016

Key Improvements include:

A marked improved in student academic achievement in key areas of literacy and numeracy as evidenced in school data, growth trends and NAPLAN results. Exponential growth has been achieved by certain cohorts and also individual students.

The completion of the new St Anthony's Early Learning Centre building ready to open its doors in January 2017. There will be three classes in the inaugural cohort of 66 students in the ELC and approximately 10 staff, the beginning of an exciting new phase of Early Childhood for the school.

Stimulating and supporting the wellbeing and holistic development of all students through the implementation of initiatives including Everyone Everyday Program, sensory play experiences, Kulture Break dance sessions, the establishment of student support circles (case management style), differentiated learning and targeted tasks for higher achieving students.

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.

Priority Key Improvements for 2017

Key Improvement Targets include:

Deepening staff understanding of the Australian Curriculum to enable a more structured and uniform approach to its continued implementation.

Strengthening teachers understanding around 'Inquiry' leading to increased connections across subject areas and promoting increased levels of student engagement with learning.

Embedding the use of more mobile and interactive technology supported by differentiated pedagogy that will inspire students to be more connected with, and responsible for, their learning. Among other initiatives this may include the introduction of a form of 'one-to-one' student to device ratio learning environment.

Establishing the new St Anthony's Early Learning Centre in partnership with St Thomas the Apostle School and other key stakeholders. This will include integrating Early Childhood philosophy with our current practice and facilitating professional conversations with all members of our community.

Broadening our wellbeing focus by introducing programs like Chaplaincy, Seasons for Growth, Rock and Water and appointing a school wellbeing coordinator on staff to embed a range of initiatives.

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 behaviour 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 'Kismatter' 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 School Wide Positive Behaviour Policy is available on the school website or from the front office.

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. A full text of the school policy is available on the school website or from the front 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

In 2016 there was a very good response with 237 surveys completed providing the school with valuable data.

The parent data clearly indicates that St Anthony's is operating in a highly effective manner and the school continues to offer quality education. 94% of parents indicated that their child is happy going to St Anthony's School. 94% of parents commented that the school principal and the leaders of St Anthony's School are approachable. 93% of parents also stated that their child's teacher is approachable. 92% of parents responded that the school principal and the other leaders in the school are committed to the best possible education for their child. 92% of parents noted that St Anthony's is a good Catholic school, again highlighting the importance of our strong foundation built on Catholic values and traditions. Over 90% of parents also believe that St Anthony's School is a safe place for their child.

The survey also revealed that communication between home and school is good, but could be further improved. Some parents also indicated that they were not happy with their child's level of access to technology. All of the parent feedback will be considered in planning for 2017.

Student Satisfaction

In 2016, students in Years 4 – 6 completed the satisfaction survey.

It was pleasing to receive consistent feedback from students that St Anthony's school is a place they feel welcome and enjoy attending. A high proportion of students at St Anthony's, across all three year levels surveyed, indicated they would recommend the school to others. Other statements that students indicated they agreed, or agreed strongly with, included: My teachers at St Anthony's care about me, my learning is important at St Anthony's, St Anthony's celebrates student achievements well, my teachers tell us what we are learning and why. A high proportion of students also stated they are receiving a good Catholic education at St Anthony's and they like being at the school. In regards to areas for improvement, some students indicated that homework does not necessarily help them learn more. Some students indicated that they would like better access to technology, which is being addressed in 2017. Some students felt that they would like more of a voice in the school. The school is looking to review and update its student leadership roles in 2017 and canvas student ideas in this area.

Teacher Satisfaction

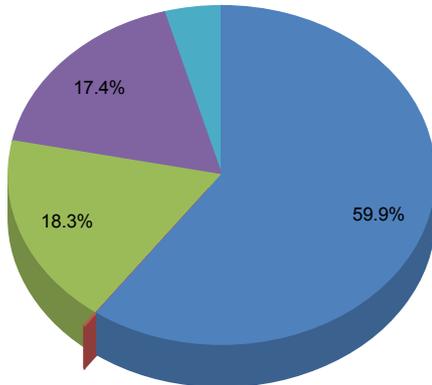
The online staff survey was again new and the number of participants was excellent.

In 2016, 100% of staff indicated that St Anthony's is a great place to work. 100% of staff surveyed also stated that they believe their work at St Anthony's is important. 100% of staff believed that their work in the school is appreciated by the principal. It was also very affirming for 97% of staff to strongly agree with the statement that St Anthony's is a good Catholic School. This aligns with the same high level of belief indicated by parents and students about the Catholicity of the school. 97% of staff also felt that their work is making a difference to the students. Given the demanding roles in a school it was pleasing to note that over 90% of staff feel there is a good team spirit among the staff at the school. Collegiality and support is valued at the school. Some staff did indicate through the survey that the demands placed on them are unreasonable at times. Some staff also indicated that they

would appreciate more resources to undertake their role. The survey also highlighted that staff appreciate receiving feedback from all stakeholders when they are doing well in their roles.

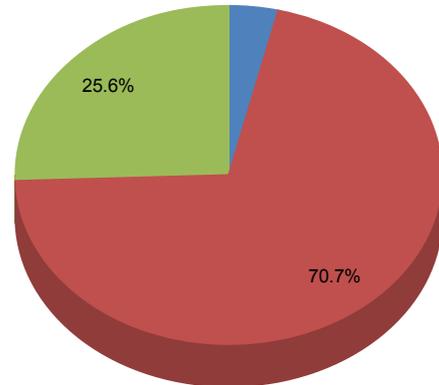
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (59.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.3%)
- Fees and Private Income (17.4%)
- Other Capital Income (4.3%)

Expenditure



- Capital Expenditure (3.7%)
- Salaries and Related Expenses (70.7%)
- Non-Salary Expenses (25.6%)

| RECURRENT and CAPITAL INCOME | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$3,191,786 |
| Government Capital Grants ² | \$1,347 |
| State Recurrent Grants ³ | \$972,869 |
| Fees and Private Income ⁴ | \$928,786 |
| Other Capital Income ⁵ | \$230,969 |
| Total Income | \$5,325,757 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$188,829 |
| Salaries and Related Expenses ⁷ | \$3,579,438 |
| Non-Salary Expenses ⁸ | \$1,293,211 |
| Total Expenditure | \$5,061,478 |

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.