## SCHOOL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Wheeler Crescent Wanniassa A.C.T. 2903</td>
</tr>
<tr>
<td>Principal:</td>
<td>Mr Greg Walker</td>
</tr>
<tr>
<td>Parish Priest / School Chaplain:</td>
<td>Father Lachlan Coll</td>
</tr>
<tr>
<td>School Board / Council Chair:</td>
<td>Mr Jason Egan</td>
</tr>
<tr>
<td>Telephone:</td>
<td>02 - 62314022</td>
</tr>
<tr>
<td>Fax:</td>
<td>02 - 62314420</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:office.stanthonyswanniassa@cg.catholic.edu.au">office.stanthonyswanniassa@cg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.stanthony.act.edu.au">www.stanthony.act.edu.au</a></td>
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</table>

This report was prepared by:

Greg Walker

PRINCIPAL
MESSAGE FROM OUR SCHOOL COMMUNITY

Principal’s Message
2014 has been an exciting year. I have witnessed students, staff and families all embrace the school theme “Life’s a Celebration” and use the many gifts God has given each of them to make the year a success. St Anthony’s Primary School continues to be a place where students and all members of the community experience Christ through each other and the daily life of the school. Our school motto, “Tell the Good News”, is displayed through our thoughts, words and actions. The educational focus of the school is clearly evident with a strong emphasis on literacy and numeracy.

School Board Message
This year has been a successful year. I thank the school executive, teaching and support staff. They work cohesively whilst striving to achieve continuous improvement to the educational outcomes of St Anthony’s students. There has been strong support for the school from the P&F Association and tremendous fundraising efforts. Well done to the many parents that have contributed throughout the year. I look forward to the year ahead with excitement, having seen the efforts of 2014 coming to conclusion and the strategic planning undertaken for next year including new projects.

Student Representative’s Message
We have loved our years at St Anthony’s. This year we graduate from primary school. In Year 6 we have done lots of exciting things thanks to our wonderful teachers. On the excursion to Parliament House we met Gai Brodtmann (our local member of Parliament) and we went on a tour and participated in a role play. We performed in the Wakakirri competition and our theme was ‘The Great Pacific Ocean Garbage Patch’. It showed the journey of where our rubbish goes in the oceans. We have loved teaching the school values to groups of mixed year level students in Peer Support. (Danita and Taneisha).

SCHOOL FEATURES
St Anthony’s Parish Primary School is a Catholic Primary School located in Wanniassa A.C.T. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 457 students. Students attending this school come from a variety of backgrounds and nationalities consisting of 241 male and 216 female students; 11 Indigenous students; and 29 with a Language Background other than English (LBOTE).

The school employs 36 staff comprising 27 teachers and 9 non-teaching staff, the latter being employed in a variety of capacities including school administration, finance, learning support assistance and grounds maintenance. There are currently no Aboriginal or Torres Strait Islander staff members employed at the school.

St Anthony’s Primary School prides itself on the way it caters for students of all ability levels. A gifted and talented program is facilitated within the school, as well as opportunities for students to participate in a variety of external programs to enhance their learning.
school also provides learning support for students within the school. Staff regularly undertake professional learning to provide the highest level of quality teaching for all students. Another feature of the school is the co-curricular opportunities on offer to students. 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.

The school facilities are excellent with expansive grounds, excellent classroom learning spaces and quality ICT infrastructure. The school is well-resourced thanks to the fundraising efforts of the school community, and there are currently plans for new playground equipment and the upgrade of other facilities.

The school has a strong focus on Literacy and Numeracy with many new programs and strategies being implemented to further improve student achievement. This year the school staff have focussed on their teaching of writing and reading resulting in greatly improved student outcomes. These initiatives will continue into 2015.

The school’s website can be found at www.stanthonyss.act.edu.au.

RELIGIOUS EDUCATION

St Anthony’s Primary School follows the Archdiocesan Religious Education Curriculum, Treasures New and Old. St Anthony’s theme for 2014 was ‘Celebration’. This theme was actively lived out in the school, and the community focussed on each person’s gifts, talents and character. Students have been encouraged to look at the blessings in their lives and to celebrate God’s unconditional love for them. The values of the school have been weaved around this theme and the school has focussed on developing aspirational students who strive for achievement. Daily Religious Education lessons, peer support sessions, values focused assemblies and community celebrations provided many opportunities for our students to witness and live these values on a daily basis. St Anthony’s Primary School coordinates the parish sacramental program. Weekly Community Prayer together with Masses, liturgies and our close partnership with the parish has provided opportunities for our community to share in the prayer life of the school.

STUDENT ACHIEVEMENT - NAPLAN

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) tests in May this year. 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.
School and National Mean Scale Scores

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
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<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
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<td>514</td>
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Proportion of students at or above the National Minimum Standard

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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</thead>
<tbody>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>99%</td>
<td>93%</td>
<td>94%</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>National</td>
<td>93%</td>
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<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>91%</td>
<td>98%</td>
<td>100%</td>
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Proportion of students in each Achievement Band

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>Band 6</td>
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</tr>
<tr>
<td>Band 5</td>
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<td>Band 4</td>
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</tr>
<tr>
<td>Band 3</td>
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<td>16%</td>
<td>35%</td>
</tr>
<tr>
<td>Band 2</td>
<td>13%</td>
<td>6%</td>
<td>14%</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>Band 1</td>
<td>4%</td>
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<td>7%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>Reading</td>
<td>Writing</td>
<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
<td>Numeracy</td>
</tr>
<tr>
<td>--------</td>
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<td>----------</td>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Band 8</td>
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<td>16%</td>
<td>23%</td>
<td>7%</td>
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<tr>
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<td>18%</td>
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</tr>
<tr>
<td>Band 6</td>
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<td>23%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Band 5</td>
<td>28%</td>
<td>37%</td>
<td>14%</td>
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<tr>
<td>Band 4</td>
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<td>14%</td>
<td>12%</td>
<td>7%</td>
<td>19%</td>
</tr>
<tr>
<td>Band 3</td>
<td>2%</td>
<td>9%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The above tables show that over all St Anthony’s Parish Primary School students are achieving close to or above the National Mean Scale Scores in all areas of Literacy and Numeracy. The results show that for both Year 3 and Year 5 the majority of students are performing in the top three bands.

It is pleasing that both Year 3 and Year 5 students’ results in Reading are above the national scores and on par with national scores in Writing. Year 5 results reflect improvement and growth. It is also pleasing that the number of students above the National Minimum Standard is higher in all strands than the national percentages. A number of initiatives and teaching strategies are in place to further improve student understanding of Literacy and Numeracy.

SCHOOL POLICIES

Enrolment Policy
In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school’s website or on the Catholic Education Archdiocese of Canberra and Goulburn (CE) website at http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx

St Anthony’s Primary School enrolments primarily come from families living within the parish boundaries which include the suburbs of Wanniassa, Monash, Oxley, Bonython and areas of Kambah adjacent to the school. All enrolment enquiries are welcomed. Please contact the school office for more information.

Attendance Policy
St Anthony’s school staff actively encourage and support student attendance at school. Parents and carers are expected to explain student absences promptly in writing. Any extended periods or patterns of unexplained or partial absences are followed up in person by the school executive.

School Wide Positive Behaviour 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.
management. 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. The school has adopted the 'Kidsmatter' Wellbeing Framework and in 2014 has initiated the 'Bounceback' Program and other initiatives to support the needs of individual students and the school as a whole.

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.

**Complaints and Grievances Resolution Policy**

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.

**PRIORITIES AND TARGETS**

In 2014 the school focussed strongly on literacy, in particular writing. The school used the new Collaborating on Student Achievement (COSA) Project to directly target improving student achievement in writing. School staff have undertaken extensive professional learning in literacy, and have been actively involved in two-way coaching, peer observation and explicit planning and teaching to improve pedagogy. A whole school approach to improve writing, and in turn literacy, has been successful. This year the school conducted an inaugural Authors' Evening which involved an interactive session with students displaying their writing in a variety of forms including: pages, books, iPads, large screens and more importantly in person as an author! This showcase highlighted the great improvement in students' writing and also their increased level of engagement with their writing.

In 2014, literacy intervention programs were conducted in Kindergarten and Year One. Results in Year One show significant growth in students' reading levels at rates well above their previous cohorts in Year One. Students at all reading levels have experienced this increased growth, highlighting the impact and success of the intervention. Student writing has improved significantly in Year One as well. Preliminary results for the Kindergarten intervention held later in the year show similar trends in student achievement.

Numeracy also remained a major focus this year. Teachers have continued to align their programs and instruction with the Australian Curriculum and the CEO Numeracy Framework. Teachers have worked on developing inquiry or investigative approaches to learning Mathematics. Resources across the school have been bolstered and an engaging, supportive and challenging environment has been created for students to learn and explore Mathematics.
Students at the school are benefitting from a continued focus and expectation for personal and collective responsibility, positive thinking and wellbeing. This year the school has revisited its values and goals for students. This resulted in the school adopting the ‘Bounceback’ Program. This program includes explicit teaching themes for students from Kindergarten to Year 6 and aims to provide students with a range of strategies to think positively about themselves, social situations and to become more resilient and bounce back from knocks in life.

Parent engagement with student learning was also a goal in 2014, and pleasing progress has been made in this area. The staff have worked hard to engage and connect parents with their child’s learning and development. There has been strong parent attendance at a range of sessions that have promoted student achievement or involved interactions with students regarding their learning. Some of these events have included Meet-the-Staff night, Three-Way Conferences, Parent Interviews, Child Protection Awareness, Learning Journeys through student classrooms, the Author’s Writing Showcase, St Anthony’s Feast Day Parent led activities, Grandparents Day and the Book Buddies program in the library.

The school staff have also worked tirelessly supporting students that experience learning difficulties. This has involved staff gathering more detailed and relevant data on all students and their learning. The 2014 National Consistent Collection Data for Students with a Disability process has provided a platform for better profiling all of our students. Staff have attended numerous targeted professional learning opportunities to broaden their understanding of various disabilities, and the strategies that best support and engage these students. Teachers have been making adjustments to their teaching programs to cater for students at all levels of achievement, and many parents have been involved in formulating new individual learning plans for their child with teachers.

In 2015, the School Improvement Plan will include a continued focus on improving students’ writing. However, the focus will broaden to include more consistent teaching of reading and writing across the school. Teachers will be involved in new realms of peer coaching and mentoring. Literacy intervention programs will continue to highlight best practice in pedagogy, and the use of assessment in determining the adjustments and differentiation required for students at all levels.

Numeracy will remain a main focus as well. The teaching of Mathematics will be an explicit area of development. Teachers will continue to receive support in planning the best learning tasks for students, and sequencing tasks to build each students’ capacity and understanding of numeracy.

In 2015 the school will develop a new Information Communication Technology (ICT) Plan that represents the processes required to ensure our students remain 21st Century learners that have the access and the means to engage digitally with the curriculum at a high level. The school is also committed to maintaining a welcoming, safe and inclusive learning environment, where interactions are centered on student learning and wellbeing. Staff will look to provide even more effective strategies and processes to promote and achieve these ideals.
PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning
All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2014. The main content of these days was as follows:
- The Kidsmatter Framework – promoting student wellbeing, positive thinking and resilience.
- Assessment – Using student data to inform teaching and learning.
- Literacy – Educator Kaye Lowe presented strategies for reading and writing.
- Faith Formation – Seeking, Finding and Knowing God.

The staff also engaged in professional learning throughout the year concerning:
- The Nationally Consistent Collection of Data of Students with a Disability,
- Improving students’ writing,
- Collaborating on student assessment, numeracy and indigenous education.

Teachers also completed an extra day of professional learning in their own time.

Teacher Qualifications
All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION
The average teacher attendance rate during 2014 was 93%.

The teacher retention rate from 2013 to 2014 was 85%.

STUDENT ATTENDANCE
The average student attendance for the school during 2014 was 94%.
School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
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<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
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</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
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<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
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</table>
PARENT, TEACHER AND STUDENT SATISFACTION

Feedback from parents, staff and students was extremely positive for the 2014 school year. The students at St Anthony’s are very proud of their school, and feel actively engaged in their learning and the life of the school. Staff have also expressed their commitment and enjoyment of working at the school.

A large number of parents returned the annual survey with high levels of parent satisfaction and appreciation for the school. Results from this survey include:

- 97% of our parents agreed or strongly agreed that Catholic Religious Identity is clearly expressed through the school values, prayer, symbols, masses, liturgies and celebrations

- 98% of our parents agreed or strongly agreed that St Anthony’s school community is welcoming and they are given the opportunity to be involved in school activities.

- 96% of our parents agreed or strongly agreed that St Anthony’s school staff are committed to supporting their child’s learning.

- 97% of our parents agreed or strongly agreed that St Anthony’s school staff support their child’s social development and growth.

Comments from parents included:

- “A truly wonderful group of caring and committed staff operate the school, very friendly and our children look forward to school, not just to play with their friends but to see teachers and to learn.”

- “We love the caring and nurturing environment at St Anthony’s and the openness and proactive approach to communication.”

- “Very happy. My child has done exceedingly well over their years at St Anthony’s.”

- “I am very happy that my children are at St Anthony’s they are thriving and enjoying school.”

- “Our children are happy coming to school and are inspired to do their best, can’t ask for much more than this.”

- “We are very pleased with the school, we know we made the right decision for our child. St Anthony’s has a good reputation and for us as first year parents we can see why.”

- “We have only moved to the school this year and the improvement in my child’s education has been remarkable.”
FINANCIAL INFORMATION

St Anthony's Primary School Wanniassa - Income

- Government Capital Grants: 0%
- Commonwealth Recurrent Grants: 61%
- State Recurrent Grants: 18%
- Fees and Private Income: 17%
- Other Capital: 4%

St Anthony's Primary School Wanniassa - Expenditure

- Salaries, Allowances and Related Expenses: 73%
- Non-Salary Expenses: 25%
- Capital Expenditure: 2%