



## St Anthony's School, Alphington

### 2020 Annual Report to the School Community



Registered School Number: 1041

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## Contact Details

|                    |   |
|--------------------|---|
| ADDRESS            | 52 Austin Street<br>Alphington VIC 3078 |
| PRINCIPAL          | James Casey                             |
| PARISH PRIEST      | Fr Ireneusz Czech                       |
| SCHOOL BOARD CHAIR | Virginia Owen                           |
| TELEPHONE          | 03) 9489 7936                           |
| EMAIL              | principal@saalphington.catholic.edu.au  |
| WEBSITE            | www.saalphington.catholic.edu.au        |
| E NUMBER           | E1090                                   |

## Minimum Standards Attestation

I, James Casey, 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.

James Casey

**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](http://www.acnc.gov.au)

## Our School Vision

**St Anthony's is an inclusive and vibrant Catholic learning community empowering all to be critical thinkers compassionate and resilient citizens.**

## School Overview

St Anthony's, Alphington has a proud tradition of offering a diverse Catholic education; it is situated in the inner northern suburb of Melbourne and is part of the City of Darebin. It supports the suburbs of Alphington and Fairfield. It was established in 1917 by the Josephite Sisters and continues in the charism of Mary MacKillop today. At present our Parish priest is a Salvatorian missionary. At St Anthony's we believe that the Christian values embedded in the Gospel should be reflected in our daily practice, an example of how we are developing our relationship with God and others.

We also believe that fostering a love of learning will assist students to meet the challenges of the future. Therefore, our school is committed to providing for the educational, spiritual, social, physical, emotional and aesthetic needs of students within a holistic approach to education.

St Anthony's has 9 classes with a current enrolment of 190 in May 2021. There are 22 staff members - 13 full time and 9 part-time workers. Students are provided with a rich and diverse curriculum with particular emphasis placed on Individual need and diversity of curriculum.

Literacy and Numeracy are key components of the curriculum and the focus is on value adding to students' skills and knowledge. Inquiry Units each term allows the students to ask questions, form 'wonderings', search for answers and further broaden their understanding, knowledge and skills in a variety of subject areas. We offer a number of intervention and extension activities at each year level that confirm our diverse curriculum offered. These include Reading Recovery, Student Wellbeing initiatives and digital learning to name a few. Specialist programs offered at present are Visual Arts, Performing Arts, STEAM, PE and Italian. Students in Years 5 and 6 participate in an extensive interschool sports program with the Ivanhoe District School Sports Association. Extra-curricular clubs include running, swimming, coding, chess, gardening, choir and school band.

St Anthony's has positions of leadership in the areas of Religious Education, Learning and Teaching, Literacy, Numeracy and Student Wellbeing. These leaders work to support teachers and staff in planning particular programs for students or meeting students' individual needs as well as, involving parents and the wider community in the education of our students.

The faith development of all community members is central to our mission. The school offers a Sacramental program with support from parish and home. The sacrament of Reconciliation takes place at Year 3, Eucharist at Year 4 and Confirmation at Year 6. The school offers a number of faith development and formation activities throughout the year for all year levels.

Digital Technology (DT) is an important area which supports the curriculum. Each classroom has access to a bank of multi-media devices which include Chromebooks, Laptops or iPads. This provides 1:1 access to digital based activities and programs. There are interactive whiteboards or big screen TVs in each classroom and multiple learning spaces. St Anthony's employs a

IT technician who supports teachers and school administration. The school runs a Chromebook program for students in Year 3-6 with extensive training for staff provided.

School improvement is a major focus at St Anthony's. Every year an Annual Action Plan is developed in line with the four-year School Improvement Framework. At St Anthony's Observational surveys in Literacy, Progressive Achievement Tests in Reading (PAT R) & Mathematics (PAT M), NAPLAN, Essential Assessment Literacy and Mathematics, as well as other quantitative and qualitative data indicate high levels of achievement in English and Number. Our ongoing focus is to continue this high level of achievement by providing time for professional collaboration, moderation and both internal and external professional development for our teachers and staff.

## Principal's Report

St Anthony's continued to build on the many strengths that exist within our wonderful school community in 2020, despite the upheaval that the outbreak of the worldwide COVID-19 pandemic caused to all our lives. Teachers shifted to remote learning and continued to provide learning opportunities for students.

Our Strategic Intent, highlighted in our Annual Action Plan, is to build a performance and development culture, characterised by effective teams, strong leadership, feedback, appraisal and reflective practice in order to strengthen ownership by all stakeholders and improve student outcomes. This along with our "Why" (to nurture and inspire in order to make a difference), will continue to be our focus for the years ahead as we strive to meet the needs of all children.

The leadership team was clearly focused on developing and facilitating our vision and mission. Each week, they met and reviewed all school practices, student data and supported individual needs as they arose.

Throughout the year, leading teachers supported Professional Learning Teams in Religious Education, Student Wellbeing, Mathematics and English. This was done either remotely or on site face to face.

In 2020 staff undertook an online course about Personalised Learning facilitated by Michelle Mann from CEM. The focus of the learning centered around differentiation, and developing SMART goals for students with different learning needs.

The school community continued to offer great support to the school throughout the year with classroom helpers active in Term 1 and Term 4. The SCOSA group (Parents and Friends association), facilitated a successful fair in February 2020. SCOSA and The School Education Board were both successful in developing relationships, social capital, stakeholder voice and focused on community wellbeing during the COVID-19 lock-down scenarios.

In 2020, we welcomed and inducted new staff and offered student wellbeing and student leadership activities for all. The Seesaw digital portfolio continued to be used as a means to support the reporting and assessment process at the end of Semester 1 and 2. It was also used to help with Remote Learning in the Junior School.

We maintained 10 classes, offered a counselling service, worked with outside agencies such as ACU, Monash and CEM to improve services and teacher skills.

I would like to acknowledge the work of staff, students, parish and all community members who worked diligently throughout a changing landscape during the school year.

Mr. James Casey

## Parish Priest's Report

Fr Ireneusz Czech a Salvatorian priest joined our community and began in his role as Parish Priest in January 2019. The Parish vision states "that we are faith filled people, striving to live out the gospel message of Jesus; sharing our talents, nurturing our community, reaching out to all; celebrating God through prayer and liturgy".

The school did not offer sacraments in 2020 due to COVID-19 restrictions. However, religious instruction via Sunday masses online were offered by Father Ireneusz to all parishioners. Fr Ireneusz met with school leaders throughout the year, attended school functions when possible and participated in the monthly school board meetings. The students were involved in weekly class masses, termly whole school masses and weekend mass activities when possible. All events included Father as the leader.

Father Ireneusz provided input and leadership into our formation activities for the sacraments. In 2021, Father Ireneusz will continue to work in partnership with the school to make this an environment of faith, love and nurture as he moves into his custodial role in line with the MACS governance procedures.

## School Education Board Report

The School Education Board had a busy and successful year in 2020 - a year which highlighted the relevance of every element of the new School Vision that St Anthony's is "an inclusive and vibrant Catholic learning community empowering all to be critical thinkers, compassionate and resilient citizens".

The 2020 St Anthony's School Education Board comprised:

Fr Ireneusz Czech (Parish Priest), James Casey (Principal)

Virginia Owen (Chair), Julie Micucci (Secretary), Liz Cashill (Assistant Secretary)

Tania Bennett (Deputy Principal), Chris Tehan & Matt Zaba (new member).

Consistent with the Board's focus in 2019, the Board's initial key objectives for 2020 were to:

- Assist in implementing the update of the School Masterplan for outdoor areas
- Contribute to implementation of the School Improvement Plan
- Assist the school in improving communications
- Improve the connection between the parish and school.

Specifically, the Board:

- Sought to promote Student Voice with presentations to the Board from the school student leaders (School Captains and Social Justice Captains)
- Provided parents with a detailed report in May 2020 on the agreed masterplan for the redevelopment of the outdoor area of the school, and continued to assist the Principal with tendering and planning decisions during 2020
- Continued providing regular communications to the wider school community in relation to the Board's key areas of focus throughout the school year.

Shortly before the end of Term 1, 2020, when COVID-19 restrictions resulted in the introduction of remote schooling, the Board's objectives for 2020 expanded to focus on supporting and assisting James Casey as Principal and the wider school leadership team to navigate the challenges arising from COVID-19.

In responding to the constantly evolving COVID-19 situation, the Board met monthly (adapting to virtual meetings like everyone else!), with a major focus on the overall learning, health and wellbeing implications of COVID-19 restrictions and changes for our children, all parents and families, and the school staff. In particular, the Board supported the following initiatives:

- Specific adjustments to the timetables for each year level, and additional google meets for more real time interaction, particularly at the P-2 level
- A "wellbeing corner" in each school newsletter

- Addition of new initiatives for the 5/6 cohort
- Introduction of weekly virtual assemblies - giving all students more visibility of their school captains and leaders
- A focus on our teachers' health and wellbeing - this included the Board parent representatives sending a Letter of Thanks to Staff on behalf of the school's parents, and care packages for all teachers.

In addition, in light of the curtailed role of SCOSA for much of 2020, the Board increased its communications with the parent community, and focused on ways to maintain a sense of community at St Anthony's. This included online family trivia and other activities which received positive feedback.

The Board also contributed to and supported the school's decisions in relation to recognising the financial impact of COVID-19, including the decision not to raise school fees for 2021.

I would like to thank all members of the 2020 Board for their dedication and contributions as Board members throughout a challenging year for all. In particular, thank you to Julie and Liz as Co-Secretaries. We farewell Liz with immense thanks as she concludes her time at the school. My congratulations and best wishes to Matt Zaba as the 2021 Chair of the St Anthony's School Education Board. In 2021, the Board will include new members - Ben Callery, Bernadette Hogan and Shane Hancock whose skills and perspectives will be of great value as St Anthony's School looks forward with confidence to 2021.

Virginia Owen

Chair - 2020 School Education Board

## Education in Faith

### Goals & Intended Outcomes

Goal:

- Strengthen teacher capacity of RE pedagogy
- Deepen students understanding of scripture and Catholic Social Teaching including its relationship to their lives.

Intended Outcome:

- School community understanding of scripture
- Catholic Social Teaching is enhanced.

### Achievements

At St Anthony's our Catholicity is at the heart of who we are and what we do. We consciously embed our faith in our works, while also acknowledging and celebrating the other faiths in our local and global community. We proudly identify as a school established by the Josephite order. Saint Mary of the Cross provides for us a model, her motto *'Never see a need without doing something about it'* underpins our daily lives. Our theme for the year 'Great deeds are made up of small acts' extends on this motto, reminding us that we each have a part to play, no part is too small or insignificant, it is the sum of all we do that makes a difference.

2020 was a year of change. COVID-19 turned the world upside down, its impacts were felt locally, globally, economically, medically, educationally and socially. Nothing was left untouched in its wake, it has changed the way we live. In many ways our goals and intended outcomes shifted to the greater wellbeing of all. A focus on establishing and maintaining connection even though we were apart. We focused on how our faith could sustain and strengthen us through the troubled times.

As a staff, we developed creativity in how we planned, delivered and evaluated our Religious Education Curriculum encompassing The Pedagogy of Encounter. Through the New Religious Education Framework, the learning is structured via three integrated components:

Three strands of learning:

- Knowledge and Understanding
- Reasoning and Responding
- Personal and Communal Engagement

Five content areas:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacrament

· Morality, Justice and Achievement Standards.

Our units of work were underpinned not only by the New Religious Education Framework but also the Seven Qualities of St Anthony's; Community Spirit, Determination, Courage, Service, Leadership, Compassion and Social Justice. The Pedagogy of Encounter was redesigned for Remote Learning and a focus on Catholic Social Teaching continued, as we sought to provide our community with a lens through which we had a focus not only on ourselves, but on those with greater needs than us. We continued our Catholic Social Justice work through a range of activities, raising awareness of the needs of people in our local community, our country and across the global. The Student representative council worked alongside the social justice captains with a particular emphasis on supporting mission activities. Despite the restrictions of COVID-19 we were again able to support Caritas and the Asylum Seekers Resource Centre.

Opportunities to gather together and celebrate our faith were few, with large gatherings unable to take place for the majority of the year. We had a year without Formation Evenings, Sacraments, Whole School and Class Masses. All of which are an important part of who we are at St Anthony's, and we did not simply want to let them go, so we found new ways of coming together. Our Parish Priest provided Mass online weekly and at coordinated times, we lit candles and prayed in our own homes. We shared photos of families celebrating Family Week together, we undertook Mindful Walks and Meditation and we celebrated our students preparing for Eucharist by planning and sharing a meal with those we love.

#### VALUE ADDED

Daily class prayer during Google Meet  
Sacrament Preparation Units planned and delivered  
Family Week Prayer Service  
Light Up The Night Evening  
Prep Prayers in Pajamas day

## Learning & Teaching

### Goals & Intended Outcomes

Goals:

- Maximise student outcomes through evidence based pedagogy
- Strengthen parent community engagement in student learning to enhance student outcomes.

Intended Outcomes:

- That literacy and numeracy will improve for all students
- Parent and community engagement in student learning is strengthened.

### Achievements

The St Anthony's Vision Statement states that we are "an inclusive and vibrant Catholic learning community empowering all to be critical thinkers, compassionate and resilient citizens". This is evident in our interactions with our whole school community, as we focus on engaging students in vibrant and creative learning experiences that develop inquiring minds and equips them with knowledge and skills for life beyond the classroom.

Learning and Teaching begins with the needs of the individual child and works towards developing their potential as lifelong learners and responsible members of our local and global community.

At St Anthony's teachers met weekly to collaboratively plan for the teaching and learning cycle across all the curriculum areas.

**The curriculum includes:**

- Religious Education
- English
- Mathematics
- Social and Emotional Learning
- Science
- Humanities (History, Geography, Economics, Civics and Citizenship)
- Technology (Information and Design)
- The Arts (Visual Arts, Performing Arts, Music)
- Physical Education
- Italian (Language Other Than English)

In 2020 we used PAT-R and PAT-M, Essential Assessment in Maths, as well as pre and post unit assessment tasks to identify student needs in order to drive our planning and teaching. Our intended outcome from our 3-year review cycle for Learning and Teaching was set so "that outcomes in literacy and numeracy will improve for all students". Various strategies were put into place this year and will continue into the next year in order to reach this outcome.

Weekly Staff meetings and Professional Learning Team meetings had a specific curriculum focus each week to further develop staff professional knowledge. Moderation in Literacy and Numeracy was scheduled during PLTS or planning time, in order for teams to engage in professional dialogue about student data and progress.

Due to the COVID-19 Pandemic all schools in Victoria had to quickly and without much preparation shift to remote learning. This interruption began in the last week of Term 1 and continued into half of Term 2. It then started again for all of Term 3. Teachers had to quickly learn to use online platforms such as Google Classroom and Seesaw to make work accessible to their students. At St Anthony's we have 1:1 Chrome Books for Grades 3-6 and iPad's are used from Grade P-2.

During Remote Learning, teachers assigned appropriate tasks relevant to learning by 9.00am each morning. They uploaded daily check in videos and shared work and feedback with students via Google Classroom (3-6) and Seesaw (P-2). Parents were communicated to via St Anthony's Gmail accounts, as well as Google Classroom and Seesaw. Teachers met online with teaching teams and whole staff weekly. Teachers also had regular Google Meets with student focus groups in the areas of Literacy, Maths and Student Wellbeing to target specific learning needs.

In Literacy teachers continue to use Fountas and Pinnell Classroom resources which were available online for reading focus groups. Fountas and Pinnell Book Club resources were purchased for the Senior Team. The Literacy Leader continued to attend level planning online with teachers to help plan for remote learning.

In Mathematics, teachers used online platforms to teach Mathematical concepts. Essential Assessment in Mathematics was used to ascertain student progress and to set tasks for further learning. Teachers met with small groups of students to go over different Mathematical concepts.

Seesaw was used more as a way to set and upload work for students in the Junior school. Parents had the opportunity to give constructive feedback to their students via this app.

**Below is a general snapshot of the activities the staff, students and parents were involved in throughout 2020:**

- Book Week performance and celebrations
- Reading Recovery for Year 1 students
- Facilitated level Professional Learning Teams (PLT) meetings throughout the year
- Use of Fountas and Pinnell Classroom Resources including Shared Reading, Interactive Readalouds and Guided Reading introduced and used in Grades P-4
- All staff worked together to moderate samples of children's work in Mathematics and English to gain a better understanding of student progress and future teaching and learning
- Learning Intentions and Success Criteria utilised in classrooms to ensure students fully understand demands of tasks
- Year 5 and 6 students school camp at school
- Students involved in online incursions related to Inquiry units of work such as Zoos online.

## STUDENT LEARNING OUTCOMES

**Number of students receiving "At Standard" for the different subject areas as marked on the December Nforma reports.**

### **Prep: Number of Students 20**

In Prep, the number of students receiving "At Standard" as marked on the December Nforma reports:

Reading and Viewing: 17

Writing: 20

Speaking and Listening: 20

Mathematics Measurement and Geometry: 19

Mathematics Number and Algebra: 18

Mathematics Statistics and Probability: 19

### **Grade 1: Number of students 34**

In Grade 1, the number of students receiving "At Standard" as marked on the December Nforma reports:

Reading and Viewing: 19

Writing: 28

Speaking and Listening: 31

Mathematics Measurement and Geometry: 29

Mathematics Number and Algebra: 25

Mathematics Statistics and Probability: 32

### **Grade 2: Number of students 32**

In Grade 2, the number of students receiving "At Standard" as marked on the December Nforma reports:

Reading and Viewing: 26,

Writing: 24

Speaking and Listening: 32

Mathematics Measurement and Geometry: 29

Mathematics Number and Algebra: 21

Mathematics Statistics and Probability: 32

### **Grade 3: Number of Students 29**

**In Grade 3, the number of students receiving "At Standard" as marked on the December Nforma reports:**

Reading and Viewing: 25,

Writing: 25

Speaking and Listening: 27

Mathematics Measurement and Geometry: 26

Mathematics Number and Algebra: 21

Mathematics Statistics and Probability: 26

**Grade 4: Number of Students 37**

In Grade 4, the number of students receiving "At Standard" as marked on the December Nforma reports:

Reading and Viewing: 23,

Writing: 31

Speaking and Listening: 33

Mathematics Measurement and Geometry: 30

Mathematics Number and Algebra: 23

Mathematics Statistics and Probability: 34

**Grade 5: Number of Students 21**

In Grade 5, the number of students receiving "At Standard" as marked on the December Nforma reports:

Reading and Viewing: 16

Writing: 16

Speaking and Listening: 19

Mathematics Measurement and Geometry: 16

Mathematics Number and Algebra: 15

Mathematics Statistics and Probability: 18

**Grade 6: Number of Students 35**

In Grade 6, the number of students receiving "At Standard" as marked on the December Nforma reports:

Reading and Viewing: 19

Writing: 24

Speaking and Listening: 24

Mathematics Measurement and Geometry: 24

Mathematics Number and Algebra: 23

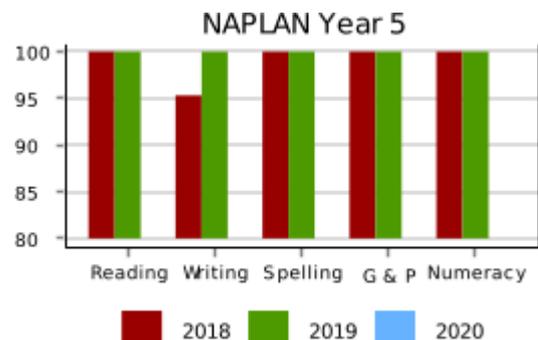
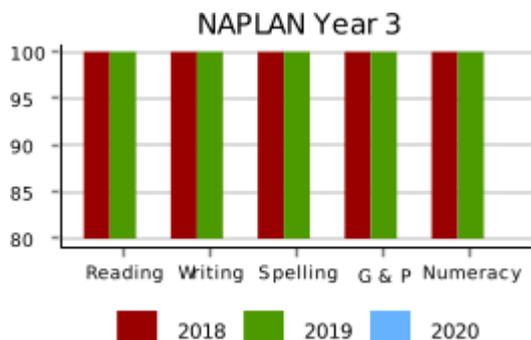
Mathematics Statistics and Probability: 31

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |       |       |             |      |             |
|--|-------|-------|-------------|------|-------------|
| NAPLAN TESTS   | 2018  | 2019  | 2018 – 2019 | 2020 | 2019 – 2020 |
|  | %     | %     | Changes     | %    | Changes     |
|  |       |       | %           | *    | *           |
| YR 03 Grammar & Punctuation                          | 100.0 | 100.0 | 0.0         |      |             |
| YR 03 Numeracy                                       | 100.0 | 100.0 | 0.0         |      |             |
| YR 03 Reading  | 100.0 | 100.0 | 0.0         |      |             |
| YR 03 Spelling                                       | 100.0 | 100.0 | 0.0         |      |             |
| YR 03 Writing  | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Grammar & Punctuation                          | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Numeracy                                       | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Reading  | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Spelling                                       | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Writing  | 95.3  | 100.0 | 4.7         |      |             |

\* 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

Goal:

- Strengthen the link between wellbeing and learning.

Intended Outcomes:

- Improvement in student wellbeing outcomes are clearly aligned to improvement in student learning.

### Achievements

As articulated in the Horizons of Hope Wellbeing in Catholic Schools Foundation Statement, Wellbeing is integral to learning excellence and ultimately to overall health and life success. At St Anthony's Wellbeing and Learning are not exclusive to each other, rather they are mutually inclusive. The Student Wellbeing Leader's role also encompasses the Learning Diversity Leader role, and they work closely with the Learning and Teaching Leader.

In 2020 the leader continued to work with staff, students and parents to support and strengthen the student learning in a range of ways which included establishing Personalised Learning Plans, facilitating Program Support Group Meetings, analysing student data for NCCD, reviewing playground behaviours and incidents, overseeing the Social and Emotional curriculum implemented at each level.

As with all workplaces, the restrictions introduced by COVID-19 required a rethink in our structures, planning and delivery of our curriculum and programs. While Student Wellbeing has always been at the forefront at St Anthony's, the climate set by COVID-19, elevated this to even higher status, working remotely for the majority of the year was challenging. Everything implemented was done so to ensure the wellbeing of our students, spiritually, cognitively, physically, emotionally and socially. The dimensions of the EXCEL document; enable, connect, engage and learn underpinned our discussions and actions. Maintaining engagement and connection was critical to the successful outcomes achieved throughout the year. Our partnership with Cairnmillar Institute continued, with a Provisional Psychologist working remotely and onsite with individual students and families. The Student Wellbeing Leader was also available to check in with individual students and families as required.

Professional Learning at a whole staff and individual level was facilitated. During 2020 all staff completed online modules in Mandatory Reporting and The Disability Standards Framework and the majority of teaching staff completed an online module in Smart Goals on the OLT platform. Continued professional learning also took place in the NCCD area. Staff were regularly provided with resources around Student, Family and Staff Wellbeing and COVID-19.

**VALUE ADDED**

- Online PSG meetings
- LSO timetabled to work with individuals and small groups online
- Social activities online-cooking
- Student Social Google Meets-classrooms and levels
- Whole School Theme Weeks-crazy hair, bring your pet to the Google Meet
- Whole School Activities-yoga, dance, exercises

**STUDENT SATISFACTION**

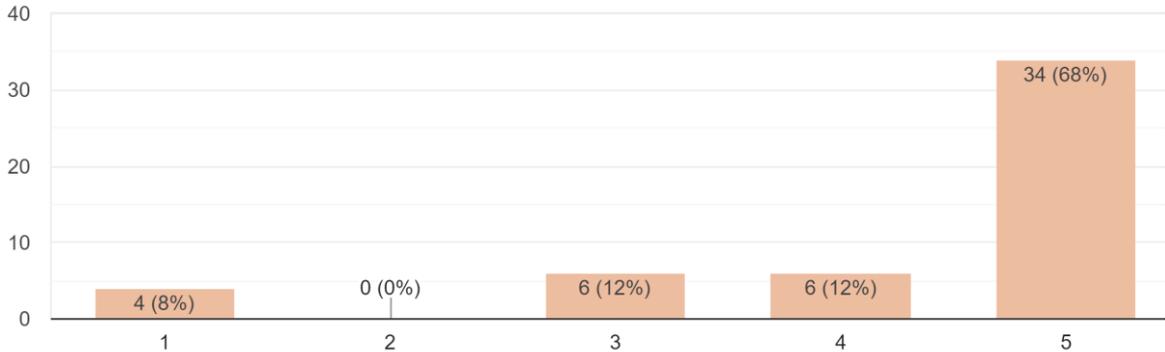
Google Form Check in Responses May 2020

PREP-YEAR

2

I enjoy seeing and talking with my class in Google Meets

50 responses

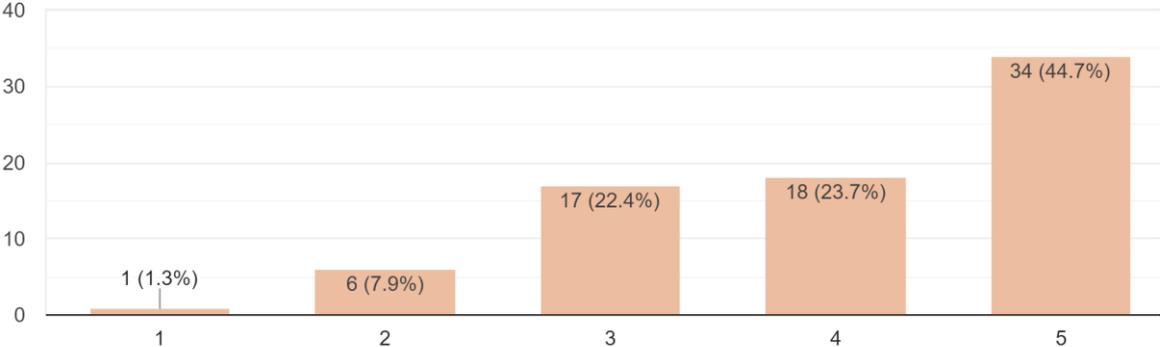


YEAR

3-6

The Google Meets help me feel connected to my teacher and class

76 responses

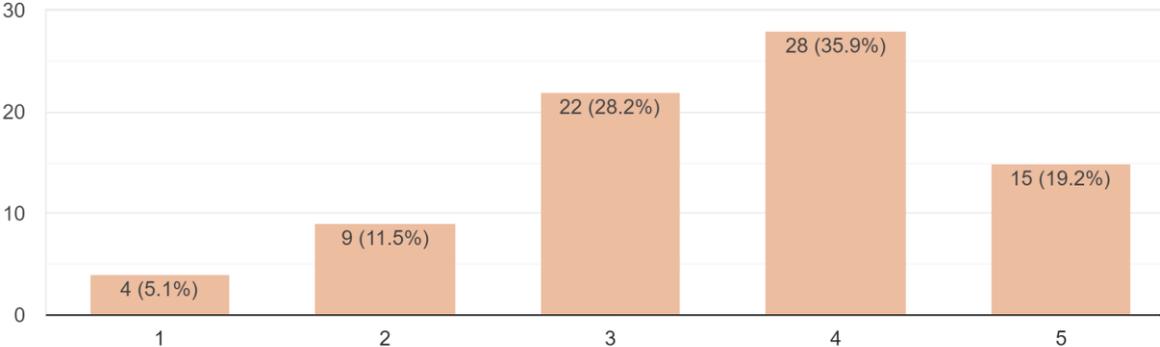


YEAR

3-6

I feel connected to the school, teachers and my friends

78 responses

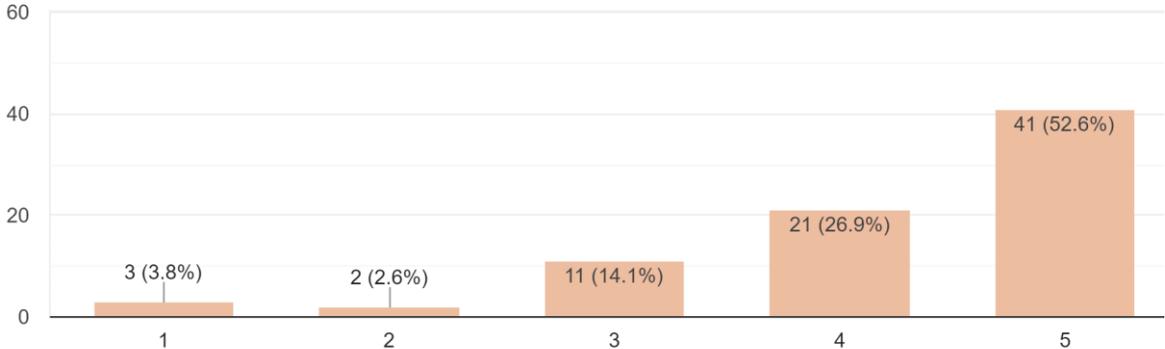


YEAR

3-6

I know where or who to go to for extra help or support with my learning and wellbeing

78 responses



**STUDENT ATTENDANCE**

The school continues to use Operoo in 2020 which covers a range of areas including attendance, personal details, excursion forms and other relevant details. If a student is to be absent or late, parents and guardians complete a form via Operoo and often also email the classroom teacher. If a student is not in attendance and no communication has taken place a phone call will be made via the office administration.

During COVID-19 and remote learning, each class held a live morning Google Meet, any child not in attendance was followed up, if there had been no prior communication of their absence.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance, in order to meet the requirements of the relevant act and regulations.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL |       |
|---|-------|
| Y01   | 97.1% |
| Y02   | 97.7% |
| Y03   | 95.7% |
| Y04   | 95.2% |
| Y05   | 97.4% |
| Y06   | 96.7% |
| Overall average attendance                    | 96.6% |

## Child Safe Standards

### Goals & Intended Outcomes

The care, safety and wellbeing of students is central to everything we do at St Anthony's. Throughout 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. With a shift to remote learning, online practices were reviewed and our Child Safety Policy was reflected. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse. Creating a child-safe environment is the shared responsibility of all within the school community, that involves a dynamic and ongoing process of active participation, consultation and commitment.

### Achievements

#### The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.

#### Training of teachers, non-teaching staff and volunteers

- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually
- The school community, contractors and volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

#### The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their wellbeing and safety. The students of the Student Representative Council (SRC) developed a 'Child Friendly Code of Conduct' which was communicated to students via relevant learning opportunities, to ensure an understanding of what child safety looked like at St Anthony's.

#### Consultation with the community

- St Anthony's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information sessions, the school newsletter and website.

## Human Resource Practices

St Anthony's continues to implement Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'. To achieve this the school implements screening processes which have a child safety focus and include:

- Advertisements
- Accurate Role Descriptions
- Referee Checks
- Key Performance
- Indicators with a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working with Children Checks
- National Criminal Record Checks
- Screening of Casual Relief Teachers
- Contractors and Volunteers.

St Anthony's remains committed to ensuring the wellbeing and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

## Leadership & Management

### Goals & Intended Outcomes

To strengthen the performance and development by enhancing leadership and staff capacity.

### Achievements

The school continued to have a Leadership team that responded to the demands of schooling each day, was responsible for consistent and efficient teaching practice and reported to the Parish Priest and Parent community about its actions and successes.

The leadership group consisting of the Principal, Deputy and two Learning and Teaching leaders, ensured that student reporting each semester was achieved. Staff were provided with direction and feedback on a daily and weekly basis. The school navigated its way through the COVID-19 situation of 2020. Wellbeing of all stakeholders, maintaining a learning culture and providing a safe working environment were key goals. The school followed all protocols of the Victorian Government.

The staff met each week for a staff meeting and a professional learning team meeting. These sessions were facilitated by a member of the leadership team. The staff worked in teams across the week to plan or respond to curriculum for the 10 classes. Leaders in the five spheres of schooling supported the classroom teachers each week during planning time. School leaders in the areas of Education in Faith, Literacy, Numeracy, and Learning & Teaching attended a variety of Professional Development.

In 2020 the School Improvement Team continued to meet weekly to implement and drive the School Improvement Plan. Tasks for the year were highlighted in the 2020 Annual Action Plan as part of the 2019-2022 School Strategic Improvement Plan. Principal Consultants and Learning & Teaching Consultants from CEM continued to work with the leadership team each term to review the strategic plan by recording milestones and future direction.

Each week the team met to discuss student data, school events, structures personnel or review achievements. We worked in a collegial, responsive and efficient manner. The School Improvement Team undertook the AGILE Leadership program in 2020, facilitated by Dr Simon Breakspear from UNSW.

There was a significant restructure of staffing in 2020 to reduce costing. Enrolment procedures continued to be a major focus with various activities throughout the year.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Professional Learning remains a priority at St Anthony's for all staff members. All teachers were involved in Professional Learning Programs across many curriculum areas to improve their expertise and therefore offer the best opportunities to students in their care. Some of these included:

- Principals Network
- Deputy Principal network
- Learning Diversity Network
- Agile Leadership Program
- Child safe standards PD (all staff)
- Mandatory Reporting
- Disability Standards Module
- Personalised Learning Course

|   |        |
|---|--------|
| Number of teachers who participated in PL in 2020 | 22     |
| Average expenditure per teacher for PL            | \$2000 |

**TEACHER SATISFACTION**

The staff highlighted their satisfaction of the school at the Annual Review meeting of Term 3. All staff were given the opportunity to reflect and give feedback on schooling and their personal development. In 2020 retention of staff was at 90%.

The staff received a positive letter from the school community via the school board in Term 3 thanking them for their efforts during remote learning scenarios.

**TEACHING STAFF ATTENDANCE RATE**

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 89.6% |
|--------------------------------|-------|

**ALL STAFF RETENTION RATE**

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 85.7% |
|----------------------|-------|

| TEACHER QUALIFICATIONS   |       |
|--------------------------|-------|
| Doctorate                | 0.0%  |
| Masters                  | 23.1% |
| Graduate                 | 23.1% |
| Graduate Certificate     | 0.0%  |
| Bachelor Degree          | 53.8% |
| Advanced Diploma         | 30.8% |
| No Qualifications Listed | 38.5% |

| STAFF COMPOSITION                     |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 2.0  |
| Teaching Staff (Headcount)            | 20.0 |
| Teaching Staff (FTE)                  | 15.6 |
| Non-Teaching Staff (Headcount)        | 7.0  |
| Non-Teaching Staff (FTE)              | 7.2  |
| Indigenous Teaching Staff (Headcount) | 0.0  |

## School Community

### Goals & Intended Outcomes

To strengthen partnerships with parents, and the broader community to enhance student outcomes.

### Achievements

At St Anthony's we continue to broaden and strengthen our school community involvement. We have had a focus on striving for greater parent and family engagement.

Parents were invited to be involved in the SCOSA group in 2020. They were very successful in raising social capital in Term 1 2020 by facilitating the fair in February. This is their major fundraiser and is appreciated by all. It was a great way to showcase our school too visitors. After a mid-year hiatus, the group reformed in Term 4 and elected a community for the following year.

School Education are a valuable asset to the school and wider community. See Chairperson report for 2020 above. The parish Priest and Principal appreciate the efforts of the board each year.

Families of the community were encouraged to attend our weekend and weekday masses where possible. We continued to use a variety of digital platforms to communicate with families. In 2020, we continued to use SeeSaw as a learning portfolio, Nforma as our reporting package and Operoo to send updates and notes to families. The school uses Operoo to record personal student details and attendance.

Parent forums were delivered in different areas of the curriculum throughout the year when possible. They were also welcome to attend parent teacher interviews, parent information sessions; The Prep Orientation Program and the parent helper course were two such examples. Some of these were online and some were in person.

Our Senior Students led our leadership programs in 2020 and with the support of teachers were involved in house system, vertical groups, SRC, buddy programs and Year 6 school student leaders, captains of teams and clubs. They were also involved in a transition program to better prepare themselves for the move into secondary school. The student leaders led a variety of activities each year.

### PARENT SATISFACTION

The Parents throughout the year were very satisfied that they could participate in the school fair of February 2020 this was noted in the Parents and Friends minutes of 2020.

In Term 1 of 2020, via a school based survey, 90% of the Prep parents indicated that "*their child had settled into schooling exceptionally well*". Furthermore, in a school based survey for parents of children Year 1 to 6, parents highlighted that the strengths of the school were communication, sense of community and supportive staff.

The school received thanks for running a supportive, productive and successful remote learning program for all students in 2020. The board wrote an open letter to teachers and the school thanking the staff for their contribution during lock down periods of 2020.

## Future Directions

Are formulated each when reviewing the School Strategic plan and data from reports, reviews and student achievements of the year just passed. They are listed in the Annual action plan.

- The school leadership team will continue to work with the Northern Regional Office when undertaking workshops on strategic development undertaking the second year of a when undertaking the 'Agile Learning Program' lead by Dr Simon Breakspear from University of NSW
- Literacy & Numeracy Professional Development. The school has committed to a phonics in context professional development program for our P-2 juniors and a 'Grammar in Context' program for Year 3-6 teachers. Both facilitated by Melbourne Archdiocese Catholic schools (MACS). All staff will complete PD in the areas of mental strategies, fractions and place value
- All staff to access a new laptop in 2021
- New playground scheduled for completion in Semester 3 of 2021
- Developing new opportunities for the School Community to reengage with education after a disrupted schooling year in 2020 will be the major focus area. A new committee was formed in late 2020, so an induction program will be facilitated
- The School Governance Model will change in 2021. The school education board which is an advisory board will change its constitution to a new set of agreed terms and references by MACS. A new set of expectations will be established for the Parish Priest, School Principal and community to follow
- We will continue to promote school by introducing a number of new enrolment strategies; including a 'School Readiness' program, website update and visit local kindergartens (with students).
- We will Introduce a fifth specialist subject to the curriculum in 2021 i.e. introduce PE as a specialist delivered program.