2015 ANNUAL REPORT
TO THE SCHOOL COMMUNITY
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<table>
<thead>
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<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs Marg Batt</td>
</tr>
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<td>PARISH PRIEST</td>
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Minimum Standards Attestation

I, Marg Batt, 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

Our vision is to integrate life and the Catholic Faith through the inclusive and holistic development of students. In partnership with the wider community, students will strive for excellence and acquire the knowledge, skills and attitudes that ensure lifelong learning, empowering them to contribute to the global community.

Student Vision Statement

Respect Yourself; Respect Others; Respect Your School

Our School Mission

Faith
- We believe that through our faith community, gospel values are taught and lived out.
- We believe that an awareness of and acting upon Social Justice issues that cornerstone of our faith.
- We believe that stimulating teaching of the traditions and doctrine of the Catholic Faith

Relationship
- We value respectful and genuine relationships with families and communities.
- We will encourage and develop self-awareness, responsible decision making and relationship skills in all members of our community.
- We will develop nurturing relationships based on empathy that encourages all to be adaptive and to take risks in learning.

Teaching and Learning
- We are committed to an engaged learning environment, with a differentiated curriculum that provides opportunities for all.
- We are committed to an evidence based, reflective and responsive curriculum which is rigorous for every student.
- We are committed to an individualised curriculum with high expectations so that each student will reach their full potential.
- We are committed to providing students with the inspiration and skills to embrace lifelong learning.

Community
- We believe in an outward-facing school where collaborative relationships are built within and beyond the classroom.
- We will inspire students to understand that they have a place in the community and it is through their actions that the community is enhanced.
- We believe partnership and collaboration with each other enhances the community.
School Overview

St. Anthony’s Primary School is a vibrant learning community situated in the multicultural suburb of Noble Park in the South Eastern corridor of Melbourne. It offers a diverse learning environment, which caters for the individual needs of students. Students participate in a fully comprehensive curriculum within a caring Catholic Community, which is strongly connected to the Parish of St. Anthony’s.

St. Anthony’s is a well-established school having been opened for 60 years. It has extensive playgrounds and learning spaces. The community prides itself on offering an environment which is student friendly, flexible and technology rich.

We boast flexible learning spaces which contain a wide variety of technology to support student learning. The students are offered a broad curriculum which includes Civic and Citizenship, Health and Physical Education, Interpersonal Development, Personal Learning, The Arts, English, The Humanities – (Economics, Geography, History), Language (Japanese), Mathematics, Science, Communication, Design, Creativity and Technology, Information and Communications Technology and Thinking Process as well as a large library which is well stocked with a large variety of resources including computers.

With some students recently arriving from overseas, predominately from Non-English speaking backgrounds, our new and recent arrival/refugee programs specifically assist students with language acquisition and transition to the school environment.

In 2015 our student enrolment was 440 students. The staff consisted of 32 teachers, 17 teacher aides, 3 office staff, 2 school service officers and an IT consultant. Along with classroom and specialist areas, specific teaching staff fulfilled various roles including Principal, Deputy Principal, Religious Education, Teaching and Learning, Student Wellbeing and Supported Students Co-ordinator. The class structure comprised of three Level 1 (Prep), five Level 2 (Grade 1 & 2), five Level 3 (Grade 3 & 4) and five Level 4 (Grade 5 & 6) classes. Our parents have come from 40 different countries representing many cultural heritages, and speak in excess of 72 different languages.

As part of a regular process, St. Anthony’s underwent a full review in 2014. This evaluated all facets of our school. From this review we established a four year School Improvement Plan which directed our focus. Each year we formulate an Annual Action Plan which addresses the identified school improvement areas. Our intended outcomes in 2015 were to improve staff capacity to lead, learn and use effective pedagogy in line with our shared vision, to develop our understanding of the scripture and liturgy, to begin to ensure student learning is contemporary, personalised, purposeful, rigorous and engaging, to continue to foster connectedness with school and to build self worth in school families. These form our School Improvement Goals for the next four years.
The four year School Improvement Goals for St Anthony’s are:

- To strengthen the empowerment in staff and the community
- To identify and develop strategic partnerships including philanthropic, academic, corporate partners to increase social capital at St Anthony’s and Noble Park
- To strengthen opportunities for all members of the community to see the relevance of Catholic Teachings to the world in which they live.
- To strengthen current practice and optimize learning through evidence-based research which improves student outcomes.
- To empower St. Anthony’s students to challenge themselves and problem-solve in order to build resilience
Principal’s Report

2015 was a year of building on past strengths and setting ambitious outcomes for the year. Prior to this external review, the school internally reviewed its policies and practices and constructed our Self Reflection Report. Our review in 2014 showed how far the school had come over the past four years and highlighted the quality of Teaching and Learning across the school. It also showcased how aligned all staff are with the School Vision. We used these strengths to build the capacity across the school in all areas.

The School achieved its targets in the areas of Religious Education, Leadership and Management, Student Wellbeing plus School and Community. We had set very high targets in Teaching and Learning and whilst we meet these in most areas, our Numeracy and Reading were in Year 3 were still lower than our intended Target scores.

The Leadership and Management

Our Parent Survey in the Insight SRC Data in 2015 show that the school is in the top 25 percentile of Parent satisfaction. St Anthony’s takes very seriously the views of Parents and their plans for improvement in the school. We have a very active Parent Advisory Group which gives us enlightened feedback which we have acted upon. For the first time the school has developed a CIA (Community in Action group), whilst this group is very small in its initial formation they are proving to be a catalyst for Parent involvement in the school.

We continued to develop the skills and capacity of our Middle Management and to give other staff access to appropriate Professional Learning that would lead them to Middle Management positions. At the end of the year we had 9 teaching staff applying for 4 Strategic Pedagogy Leader positions. This shows us that many staff feel they are more than capable of leading Pedagogy across their level. As we have worked consistently in this area we are pleased to reap these results in 2015.

Our experienced Deputy Principal who co-ordinated Student Wellbeing and Religious Education Leader retired at the end of 2015, which left open a key position to be filled.

School and Community

We at St Anthony’s strongly believe in the Partnership between Parents and the School in fully educating students. Our results show that Parents feel connected to the Learning. St Anthony’s understands that our Parents have high expectations for their students learning and understand that a good education can change a life. We facilitate these expectations through running Learning Hubs, where Teachers show Parents how to do a particular Numeracy or Literacy Strategies at home with their children. We also provide resources if these are necessary to interested families. By having a YouTube Channel where we read books, show classroom work and a Twitter Account which keeps families fully informed of our daily activities.
We believe that school who collaborate together can offer students, more opportunities to reach their fullest potential.

We believe in what Kirkman and Fuller 2015 say

*Failure to focus inward leaves you rudderless*

*Failure to focus on others renders you clueless*

*Failure to focus outward may leave you blindsided.*

With this in mind St Anthony’s has formed two collaborative partnerships. Firstly our long standing partnership with Dandenong West Primary School and our developing collaborative partnership with St Mary’s Dandenong and St Gerard’s Dandenong North. This collaboration is called the SMAG Cluster. We are constantly surprised, delighted and enriched by both these collaborations.

In 2015 the Gratten Institute published a Research Report that highlighted the work of the St Anthony’s and Dandenong West cluster. In its report it stated

“Whilst the two schools have a different ethos, staff, histories and leadership, their relationship has grown out of an explicit commitment to their community, and to each other, which flows from the way they view their needs”

**Education in Faith**

The focus for 2015 was Scripture Old and New Testament, understanding the context in history where each scripture piece was written its importance in time and its relevance for us as Christians today. Bearing in mind the different religious cultures in the school we have traced the history of significant Bible reading and contextualised them within different faiths. Again we have worked very strongly in Social Justice as our Student and Parent results show. We have grown a partnership with two local Kinders and also two Aged Care homes. We have also collected Christmas Presents and decorations, dry foods, and money to uplift other communities across the state and world. We see Social Justice as one of the key corner stones at St Anthony’s where we can boast a Social Justice Team and a Young Vinnies Club. These students are active within and outside the school and parish.

Also in 2015 the classroom teachers with the assistance of the R.E. Leader began planning one Parish Mass a week. This Mass was attended by one or more classes and the parishioners. Whilst teacher found this very challenging in the beginning they have been able to develop a deeper understanding the Mass Liturgy through this process and have been able to connect students to the ritual.
Learning and Teaching

Our School Improvement Plan and our Annual Action Plan for 2015 both put a high emphasis on,

“to begin to ensure student learning is contemporary, personalised, purposeful, rigorous and engaging”.

This work was begun in 2015 with a small group of students under the AITSEL Banner of Learning Frontiers. A student engagement survey was completed in Grades 5 and 6 and the students brainstormed an areas of interest they would like to investigate under the umbrella of the Curriculum focus for the Term. This proved to be highly successful and the students were extremely motived to investigate their chosen area. The staff also experimented with asking for student input through the use of the Thinking Tree. They then adjusted their content to include student interest. Half way through 2015 we were invited into a Project with Social Ventures Australia. We were recommended by the Catholic Education Office and now work with about 20 schools across Australia. We have named our Project Student Voice and Choice and look forward to working across the country to bring the best practise to St Anthony’s
Education in Faith

Goals & Intended Outcomes

- To strengthen opportunities for all members of the Community to see the relevance of Catholic Teachings to the world in which they live.
- That there will be improved staff capacity to lead, learn and use effective pedagogy in line with our shared vision.

Achievements

When analysing SIS data:

- In the category of Compassion (students) a growth from approximately 86% in 2014 to approximately 96% in 2015 can be seen
- In the category of Social Justice (students) there was a growth from 80% in 2014 to approximately 93% in 2015
- In the category of Compassion (parents) and in the same period of time Social Justice remained in the top 25% of all Australian primary schools (parents)

St Anthony’s has a strong link to the parish and wider community promoting a strong sense of social justice and helping those in need, which translates into putting their faith based values into positive action. Our data suggests this to be a very strong attribute and is evident through the many community links and social justice based activities we experience with the students and families throughout the year.

In 2015 the Sacramental program moved from school based to parish based. The strong link which has been established between parish and school over the years continues with the REL supporting the program as part of the parish RE team and staff members attending the celebrations of each Sacrament.

The thrust of social justice at St Anthony’s is for the community to know that social justice is about our actions, the way we treat each other and the manner in which we are stewards of the earth.

Education in Faith is a clear priority of St Anthony’s school. The focus has centred on building compassion, attention to social justice and enhanced RE pedagogy. Parents strongly support their children’s faith education and all groups recognise the opportunities the school provides.

There is an RE team, which provides leadership across the school in areas including planning liturgies, reflecting on best practice pedagogy and assisting with planning of RE in the level teams. Throughout 2015 the RE team built up Liturgy resources to aid all staff members in planning their class Masses.

During 2015 a number of staff on the RE team have attended PD lead by Michael Theophilos, who helped build understanding of the historical and cultural settings of scripture stories. These staff members have then facilitated PD for the entire staff thereby helping staff to see the relevance of Scripture to the world in which they live.
PLT meetings are also held for RE to address areas identified for PD. The REL is supported by another teacher in a POL for Social Justice. In conjunction with the REL and Social Justice POL, the staff has conferred to set goals for the social justice student group.

Attention has been given to providing for ‘student voice’ in RE and the POL teacher works actively with the social justice student leaders. In 2015 a Mini Vinnies featuring members of the Social Justice Group was formed. These students have participated in Network meetings organised by Nazareth College and have then lead the school in social justice initiatives.

**VALUE ADDED**

- Focus on social justice issues, responding in prayer and action to issues facing our own and wider communities
- Continue to unpack Catholic Social Teaching during planning and then make connections with social justice actions in RE units
- Planning of complete Liturgy by two classes each week to lead Friday parish Masses
- Support of St Vincent de Paul Hampers
- CARITAS Support – Project Compassion
- Socktober
- Catholic Mission - Mission Week
- Students visiting Agewell (Local Aged Care facility)
- Active participation by a class at the Wednesday parish Masses
- Visits to local kindergartens
- Forming of a Mini Vinnies Group
- Planning in the celebration of the 60th Anniversary of school and parish
Learning & Teaching

Goals & Intended Outcomes

- To strengthen current practice and optimize learning through evidence-based research which improves student outcomes.
- That student achievement in literacy will improve focusing on reading/comprehension/oral language.
- That student achievement in Mathematics will improve.
- That student learning will be contemporary, purposeful, rigorous and engaging.

Achievements

- In 2015 there was an upward trend in Numeracy growth from Year 3 to Year 5 in student outcomes as indicated by Naplan when compared to the National Minimum Performance (NMP). St Anthony’s Year 3 student results, whilst showed improvement suggest these students experience difficulty in reading, writing and numeracy and this information has assisted in planning further action for instruction. Once again students performed well in Spelling, Grammar and Punctuation with 98% of students in Year 3 and 96% students in Year 5 reaching National Minimum Standards

- In terms of the proportion of students meeting National Minimum Standards, more than 93% and 94% reached at or above Minimum Standards across all areas in both Year 3 and Year 5 respectively.

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<tr>
<td></td>
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</table>

* Figure 3. Proportion of students meeting National Minimum Standards*
STUDENT LEARNING OUTCOMES

At St Anthony’s in 2015 there has been a continued emphasis on building the students’ comprehension skills within the classrooms through the CAFé reading program. This program is tailored to target individual student’s needs in reading and students are encouraged in their love of reading through some choice in interest-based literature. As the ability to speak and understand a language is fundamental to learning, there continues to be an emphasis on oral language across the school.

A range of intervention programs were offered including the Reading Recovery Program, where students were offered the support of two Reading Recovery teachers. So too the Oral Language development of students was supported by a New Arrivals/EAL teacher. A Literacy Intervention teacher in Year 1, 2 and 3 worked intensively in literacy and a Maths Intervention program was offered to assist Year 1-6 students in Numeracy. These programs have all supported the students to gain additional skills and to feel confident in their own abilities. The school continues to offer an Enrichment program where students can build on already acquired knowledge and skills such as the ‘Robotics’ program.

We have made great gains in our ability to differentiate the curriculum based on targeted assessment data and have a highly developed team of Teacher Aides. In 2015 the Supported Students Co-ordinator worked closely with outside agencies and the CEOM to collaborate with teachers to devise the most appropriate Learning Programs for these students.

Over the past two years we have enjoyed ongoing Professional Learning with experts including Lyn Watts, an educational consultant. We have continued to embed the practices modelled by the CEOM support in 2012-13 in the area of mathematics, which has assisted teachers in making mathematics lessons more engaging and exciting for students.

Throughout 2015 teachers have continued to create the best learning environment for their students using the flexible learning spaces. This gives the students opportunities to connect with others and engage in discussions with the diverse perspectives of others both in their own level and across levels. There was emphasis on teacher Learning Walks around the school to view and expand on their own teaching practice. So too, in considering the most current research, teachers and students have maximised the use of computers and interactive televisions and whiteboards.

The School was involved in an Action Research project funded by AitSL (Australian Institute of Teaching and School Leadership) ‘Learning Frontiers.’ This involved 5 teachers from a variety of levels across the school who received extensive Professional Development and gave them the knowledge to embark on the journey of increasing student engagement. The students were empowered to have a choice and a voice in their learning, developing a ‘Big Question’ of interest and researching these. The school now operates with student choice and voice as a focus, where all units of inquiry are based on a ‘Big Question’ of interest. Thinking tools were a large part of this learning, skills to enable students to problem-solve, develop risk-taking and resilience.
With a concern around the students in Year 3 revealing difficulties in Mathematics, the school also joined with 2 other neighbouring schools, St. Mary’s Dandenong and St. Gerard’s to investigate how we can help to develop the numeracy skills in Prep-2. The partnership, already in place in the community, was a great vehicle to assist the growth of collaboration around a common need. The process to develop a plan of Action was driven by CEO ‘The Change 2 process’. Dialogue around the latest research, to develop an Action Plan, are at the core of our work in collaborating to best assist the needs of these students.

VALUE ADDED

In summary, in 2015, in light of National and school-based assessment results, have encouraged in the Teaching and Learning Sphere:

- intervention programs which support student learning needs,
- Learning has been differentiated as a result,
- teachers have been supported in giving students very targeted learning instruction, based on their particular needs. Innovative projects implemented with student engagement at the forefront,
- Innovative projects implemented with student engagement at the forefront,
- Ultimately students are working within their Zone of Proximal Development.
Student Wellbeing

Goals & Intended Outcomes

- To empower St. Anthony’s students to challenge themselves and problem-solve in order to build resilience
- That students will demonstrate improved independence, confidence and initiative to enhance their sense of self-efficacy.

In the External Review report tabled by the School reviewer Maree Xuerub on June 18, 2014, the Executive Summary identifies that at St Anthony’s

“Wellbeing is viewed comprehensively, the breadth of learning is holistic and student voice is promoted. Students are confident and motivated learners who are well-connected to the school and to their peers. The language of high expectations is used by staff, students and parents. The wellbeing strategy is skilling students to self-monitor their behaviour; feedback is provided weekly to all families.

Achievements

2015 Student Attitudes to School found in the area of Emotional Wellbeing that Student Connectedness to the school was rated at 95% well above the Primary Mean. In the area of Engagement in Learning, Learning Confidence was rated at 87% and Student Motivation rose from 88 % in 2014 to 94% this year.

There has been a strong focus on developing the skills necessary for students to become highly competent socially and as a result of this Social and Emotional Learning continues to be an emphasis at St. Anthony’s.

The approach to student wellbeing at St Anthony’s is holistic, encompassing proactive strategies including implementation of whole-school management of students’ behaviour, ‘growing’ student leadership and responsibility, healthy lifestyles and teaching self-management. The school has a clear understanding of the benefits to be gained from working alongside paraprofessionals including psychology, speech pathology, occupational therapy and dental health. In-school programs are in place with these professionals to strengthen student learning and wellbeing.

We began this year with an eight Day SEL program focusing on building relationships, amongst students and between students and staff. The formation of these relationships between staff and students is given appropriate time; it is the school’s belief that approaches implemented from the beginning of the school year form a foundation upon which high expectations for self-management and behaviour can be established. This program enables all levels to start the year off working on activities that lead to building teamwork, resilience and friendships.

Throughout 2015 there has been an emphasis on developing our students’ wellbeing through our involvement in the Healthy Achievement program. This has seen a number of initiatives introduced to improve the students’ health and wellbeing through focusing on Healthy Eating, Oral Health and Physical Health.
VALUE ADDED
St Anthony’s provides a number of school activities and programs that have a positive effect on the students’ Wellbeing and the School Community. Below is a list of Curricular and Extra-Curricular activities that have been successful at our school.

- Introduction of Problem Solving Wheel and Catastrophe Scale to all classes
- Improved and Healthy Menu in school canteen
- Lunchtime activities organised by student leaders
- SEL – Start up Program
- Behaviour Management Faces
- St Anthony’s Walking Club
- Establishment of Community Garden by Cultivating Communities
- Incursions
- Kindergarten Visits
- After-school sports programs with parents and students

ATTENDANCE
Our 2015 attendance data of 93.7% is strongly affected by students travelling overseas to visit families. Students absent from school are recorded on our Attendance system. If a student is absent for two days unexplained (ie no note or phone call) a call is made by the class teacher to the student’s home, where a reason is sought as to the absence. Unexplained absences are followed up by the class teacher initially, then a Deputy or the Principal. Families are counselled in regards to lateness and unexplained absences by the Deputy (Supported Students) and the Principal. Reasons for absences are explored and acted upon.

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<th>Attendance Rate %</th>
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<tr>
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<td>94.59</td>
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<tr>
<td>Overall</td>
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2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY
STUDENT SATISFACTION

Our Emotional Wellbeing Data includes:
- Student morale
- Student distress
- Student connectedness to school

SIS data reveals that these are all high, above the mean for other Catholic Primary Schools, and above previous data recorded by the school. This correlates well with our Student Engagement data and shows that our work has been well targeted to improve confidence and expectations of achievement in students. Other school data indicates that:

- Parents’ perceptions of social skills in 2015 were rated at 86, which was slightly above the mean for all primary schools and in the top 25% of all Australian primary schools.
- Both parents’ and students’ perception of the students’ connectedness to peers and to school are high- parents rated at 87, students at 91, both above the primary mean in each area.
- School data shows that we have had a decrease in serious incidents in the school grounds and in classes over the past year.
Leadership & Management

Goals & Intended Outcomes

- To strengthen the empowerment in staff and community
- That there will be improved staff capacity to lead, learn and use effective pedagogy in line with our shared vision.

Achievements of 2015

SIS Data showed continued growth in all areas. Our scores show increases in Empathy, Role Clarity, Professional Growth, Appraisal and Recognition and Teacher Confidence. Professional growth and appraisal and recognition increased and teacher confidence is in the top 25 percentile of Schools. This we feel indicates that teachers have made significant in-roads into building their own capacity.

Our organisation Climate Data has shown incremental improvement across the last four years. Teachers applying for Positions of Leadership have grown in this time; we now have nine teachers in middle management positions, in comparison to 2011 where we had four. Teachers have also joined staff work groups around areas of interest and are very interested in leading these groups. We currently have six such groups in the school.

Teacher have initiated projects in areas of Social Justice, Connectedness, Justice, School Exchange and Partnership, Healthy exercise, Robotics, Dance Club and Glee Club. In our SIS Data, empowerment, teacher confidence and teamwork have all risen. Our Engagement indicators in the SIS Date which indicate the extent to which staff collaborate, share ideas and solve problems together have all increased, showing that the Staff culture in the school is good.

In 2015 we also gained a $600,000 grant from the State Department of Education. We were one of only two Catholic Schools to receive this Grant. The Grant is to be used in building a Kinder on St Anthony’s site. We expect that this will be concluded in 2018 and will be an enormous asset to the school and broader community of Noble Park. Much work has gone into this application and the development of plans and appropriate costs. We believe that this Kindergarten will provide a birth to twelve education on our site here at Noble Park. It will also capitalise on the keen attendance we have at Playgroup. St Anthony’s Play Group is very popular, as is our facilitator Debbie, we have over 60 families active in the two playgroup sessions. We will, once our Kinder is completed, not lose contact with these families after a rapport has been formed.

In this year we had two members of staff engaged in study to achieve their Religious Education Accreditation, and another three studying for their Master’s Degree. The school culture is to provide professional learning for staff at the point of need. We have a strong culture of coaching and feedback. Our preferred space for professional learning is our school. We have broadened our Coaching base to more teachers and we now have one third of teaching staff trained in Coaching. We prefer to work in teams with our coaches or ‘experts’ and then trial this immediately in our Learning Spaces. Collaboration is very strong in our school many staff initiate and follow through on group and individual projects.
Our school has a strong performance and development culture, this is indicated by our SIS Data which has us in the top 25% of schools Teaching staff feel inspired and engaged in the act of teaching. Our students and parents feel staff are approachable and that quality teaching is delivered in the school.

St Anthony’s invested approximately $38,000 in Professional Learning which includes the cost of replacing teachers in their classrooms. Teachers have been given responsibility to attend Professional Learning days and then create and action a research project around their learning.

Over the past four years the school has embraced the finding of Bryk in his longitudinal study, Five Essential Supports for School Improvement, “Organising Schools for Improvement: Lessons from Chicago”, 2010. We believe that these supports are meaningful in the Australian School context and this has been borne out in a recent document (2014) Gratten Institute, “Turning Around Schools: It can be done”

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

**DESCRIPTION OF PL UNDERTAKEN IN 2015**

In 2015, thirty-five teachers participated in Professional Learning Activities. Professional Learning was undertaken from each staff member’s personal goals which are related to the ATsiL standards for teachers and from our own School Improvement Plan. Examples of these were, Digital Technologies in the classroom, communication, feedback, coaching differentiated teaching Parents as Partners in Education.

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<thead>
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<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
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<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
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### TEACHER SATISFACTION

Our scores on S.I.R data shows our Teaching Climate, which includes Professional Learning, are in the top 25% of all schools, which indicates the growth in professionalism amongst staff.
School Community

Goals & Intended Outcomes

- To identify strategic partnerships including philanthropic, academic and corporate partners to increase social capital at St. Anthony's and Noble Park.

- To foster a strong sense of self-worth across the community and a strong sense of connectedness of families to their community and the world.

“The most prominent strength of St Anthony’s is exemplified in the practices to engage with families. ….The achievement in building partnerships between families and the formulation of strategic connections and networks both in the local and wider community are exemplary. The review finds that St Anthony's demonstrates what it means to be an outward facing school.”

Achievements

In 2015 St Anthony’s continued to be the lead organization in the Schools as Banks for social Capital initiative in partnership with Dandenong West Primary School. St Anthony’s successfully ran a crowd funding campaign to raise funds and friends to send our year 5/6 students to Canberra in 2015. St Anthony's has been collecting data in regards to the partnerships established and maintained with Community, Corporate and Philanthropic organisations and at the end of 2015 St Anthony’s maintains collaborative relationships with more than 50 different organisations. These partnerships are managed by many different staff across the school including teachers. St Anthony’s students and families benefit greatly from the broad range of partnerships, through access to services and other supports as well as visits from professionals and programs and activities delivered in the school.

St Anthony’s continue to support a position of leadership within the school to support partnerships in learning with a specific focus on family school Partnerships. This role has supported a range of initiatives including Learning at home session with parents and students, use of social media to provide families with information about learning both in the classroom and in the community on occasions such as excursions and camp.

St Anthony’s continued a Partnership with St Mary’s Dandenong and St Gerard’s Dandenong North following on from the work under the Smarter Schools National Partnerships program. This Cluster partnership with St Gerard’s and St Mary’s has already provided a range of staff from across the three schools with an opportunity to share ideas, expertise and build relationships outside of their own school. The Cluster provides a platform for the participating schools to work collaboratively and focus collective effort on areas of strategic importance such as student wellbeing, early childhood education and learning and teaching practices.

St Anthony’s work in school and community has drawn national attention and was included as a research site for the Mitchel institute research project into High Impact Local Learning Systems. A report on this research was released in 2015. The report: The shared work of learning: Lifting education achievement through collaboration was released in 2015. The report identifies how high impact schools are using collaboration to achieve sustained improvement in student
outcomes in disadvantaged communities. The report found that embracing and harnessing collaboration could create the next big wave of gains in education. These gains are essential to prevent the slide of our education system into increasing inequality, and to create better outcomes for every student.

The National Community Hub Program was refunded in 2015. The program, funded through the Scanlon Foundation, allows for a Community Hub Leader to be employed at St Anthony’s who oversees the development and maintaining of a range of programs. Programs for adults including computer classes, resume writing, understanding of social media and Community Car Connection (which supports women to obtain their drivers licence). Not only do these programs provide opportunity for learning different skills but more importantly provides opportunity to establish new friendships.

St Anthony’s have partnered non-profit organisation Cultivating Community which offers a range of services to assist in the development of sustainable community food projects, in particular school gardens. Working together with Cultivating Community in St Anthony’s garden has revolutionised the way children thing about food and the environment. Together children experience how food systems work, how food is grown and the value of preparing and sharing healthy food. By partnering with an experienced organisation build depth and sustainability.

The formation of our CIA (Community in Action group) is an indication of the connection and progress of our School and Community focus.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>78,753</td>
</tr>
<tr>
<td>Other fee income</td>
<td>146,611</td>
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<tr>
<td>Private income</td>
<td>158,877</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>995,069</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>3,159,530</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>4,538,840</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>3,469,354</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>730,135</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>4,199,489</strong></td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>182,907</td>
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<tr>
<td>Other capital income</td>
<td>27</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>182,935</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>68,727</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>602,705</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>511,119</strong></td>
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</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>YR 03 Reading</strong></td>
<td>100.0</td>
<td>88.9</td>
<td>-11.1</td>
<td>98.5</td>
<td>9.6</td>
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<tr>
<td><strong>YR 03 Writing</strong></td>
<td>100.0</td>
<td>92.7</td>
<td>-7.3</td>
<td>100.0</td>
<td>7.3</td>
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<tr>
<td><strong>YR 03 Spelling</strong></td>
<td>98.1</td>
<td>98.1</td>
<td>0.0</td>
<td>97.0</td>
<td>-1.1</td>
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<tr>
<td><strong>YR 03 Grammar &amp; Punctuation</strong></td>
<td>98.1</td>
<td>98.1</td>
<td>0.0</td>
<td>97.0</td>
<td>-1.1</td>
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<tr>
<td><strong>YR 03 Numeracy</strong></td>
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<td>89.4</td>
<td>-3.1</td>
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<tr>
<td><strong>YR 05 Reading</strong></td>
<td>100.0</td>
<td>97.8</td>
<td>-2.2</td>
<td>93.9</td>
<td>-3.9</td>
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<td><strong>YR 05 Writing</strong></td>
<td>98.3</td>
<td>93.5</td>
<td>-4.8</td>
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<td>4.4</td>
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<tr>
<td><strong>YR 05 Spelling</strong></td>
<td>100.0</td>
<td>97.8</td>
<td>-2.2</td>
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<tr>
<td><strong>YR 05 Grammar &amp; Punctuation</strong></td>
<td>96.7</td>
<td>95.7</td>
<td>-1.0</td>
<td>93.9</td>
<td>-1.8</td>
</tr>
<tr>
<td><strong>YR 05 Numeracy</strong></td>
<td>98.3</td>
<td>93.5</td>
<td>-4.8</td>
<td>100.0</td>
<td>6.5</td>
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year (Y)</th>
<th>Attendance Rate</th>
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<tbody>
<tr>
<td>Y01</td>
<td>92.64%</td>
</tr>
<tr>
<td>Y02</td>
<td>93.60%</td>
</tr>
<tr>
<td>Y03</td>
<td>93.66%</td>
</tr>
<tr>
<td>Y04</td>
<td>94.08%</td>
</tr>
<tr>
<td>Y05</td>
<td>95.24%</td>
</tr>
<tr>
<td>Y06</td>
<td>94.59%</td>
</tr>
<tr>
<td>Overall</td>
<td>93.97%</td>
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</table>

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate: 90.28%

STAFF RETENTION RATE

Staff Retention Rate: 91.18%
<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>16.00%</td>
</tr>
<tr>
<td>Graduate</td>
<td>16.00%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
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<tr>
<td>Degree Bachelor</td>
<td>76.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>40.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>4.00%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
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</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>32</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>28.300</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>17</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>14.860</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>