



St Anthony's School Noble Park

2020

Annual Report to the School Community



Registered School Number: 1530

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Minimum Standards Attestation

I, Erin Nagel, 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.

03/06/2021

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

Our School Vision

Our Vision

- St Anthony's integrates life and the Catholic Faith through the inclusive and holistic development of every person.
- In partnership with the community, our students will strive for excellence and acquire the knowledge, skills and attitudes that ensure lifelong learning.
- St Anthony's empowers all people to contribute to the global community.

In partnership with parents and the broader church, Catholic schools contribute to the life-foundation for students that is centred in Jesus Christ and grounded in truth, beauty and love. Catholic schools honour the role of parents as the first and ongoing nurturers and educators of their children. In partnering with families, this life-giving relationship transforms the possibilities for each child and promotes optimal engagement, achievement and wellbeing. (HoH)

Our Shared Purpose

1. Developing a culture of professional learning and growth through a Catholic lens.
2. Driving a recontextualised Catholic school where community is in dialogue.
3. Developing a data rich culture with consistent, understood and embedded differentiation practises to meet all student and community needs.
4. Developing high impact consistent pedagogical practices from Prep - Year Six

Strategic Plan Goals:

Achievement: To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.

Engagement: To improve levels of Student Engagement, Family Engagement, Connectedness and enhance school transition programs from Kindergarten to Prep and beyond.

Wellbeing: To activate Student Wellbeing across the whole school community with an emphasis on student resilience and connectedness.

Productivity: To provide for the best possible Human Resource, Fiscal and Grounds and Buildings processes in ord to maximise student performance, connectedness and wellbeing levels.

School Overview

School Overview

Reverence for the sacred dignity of each learner provides a foundation for pedagogy in a Catholic school. Through pedagogical choices, educators seek to develop deep learning, powerful teaching to create animated learners who are inspired by the Holy Spirit to act for justice and strive for the common good. (Horizons of Hope: Pedagogy in a Catholic school, p. 2&6.)

St Anthony's Primary School is a vibrant learning community situated in the culturally and linguistically diverse suburb of Noble Park. Diversity is celebrated and valued as integral to the identity of our community. Students participate in a fully comprehensive curriculum within a caring Catholic Community, which integrates Catholic identity and mission into the education and experience of every learner. The school is strongly connected to the Parish of St Anthony's.

Our flexible learning spaces contain a wide variety of technology to support student learning experiences designed to enable students to explore issues, questions and problems in ways that are meaningful, strongly engaged with Catholic beliefs and related to the real world. Our focus is on empowering our students in their own learning through Student Voice and Choice. We offer specialist classes in Physical Education, Performing Arts, Visual Arts, Japanese Language and Enrichment.

Wellbeing is brought to life through the actions, interactions and attitudes of all community members. As an outward-facing school, we believe in having an impact on our local community through kindergarten partnerships, aged care partnerships and being a voice for our community.

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

Strategic Goals 2019-2021

1. St Anthony's school develop the school improvement agenda to include explicit targets expressed in terms of the specific improvements in student outcomes for achievement and wellbeing across the whole school, with accompanying timelines, so that it drives and focuses the work of leaders and teachers in a rigorous manner. This agenda is to be communicated to students and parents.
2. Develop a data plan that includes the use of a variety of reliable assessment tools and practices and clearly outlines the annual schedule of data collection, the use and monitoring of individual and school-wide improvement or regression. Increasing the data literacy for school leaders and teachers will supplement the application of this data plan.
3. Develop explicit teaching practices, which are agreed upon so that they are evident in every classroom. Support teachers and build their capacity in understanding and implementation of these effective teaching methods to ensure that there is consistency in every classroom, every

day. Build teacher knowledge and understanding of Catholic education frameworks, which underpin high quality teaching strategies.

4. Develop and implement a whole school Professional Learning Plan that considers all modes of professional learning opportunities available both internally and externally. This plan will be comprehensive and indicate a systematic approach to feedback, mentoring and coaching of staff that includes protocols and procedures for coaching, observation and feedback conversations to ensure that there is a focus on reflection of practice and the fostering professional growth with reference to the AITSL standards.

5. Collaboratively develop a whole school curriculum plan including religious education that has an alignment between the scope and sequence, yearly overviews, unit planning and classroom teaching. The whole school curriculum plan will include the assessment of student progress to reflect vertical alignment and the progression of learning from one level to the next and document the planning processes to provide consistency of teaching practice.



Principal's Report

2020 started like any other school year, staff students and parents were excited about the learning that was ahead. We welcomed our new Prep students and enjoyed most of Term One learning onsite at school. However, by two weeks before the end of term, school life as we had become accustomed to swiftly changed. Due to the COVID-19 and the global pandemic, St Anthony's school life, like all other schools, changed immensely, and we were facing a challenge like none seen before. Students, teachers and families were thrown into the new stage of remote learning and learning from home.

Our dedicated staff went to great lengths to ensure learning continued for our students, that we were constantly in contact with all families and one another to ensure all were supported. The resilience, persistence and perseverance of all staff, families and students shone throughout 2020, student learning continued and our community banded together to ensure the wellbeing of all was maintained.

St Anthony's staff surveyed the community to assess how we could best provide support during remote learning. We responded and supported our students through a school device lending program and sharing learning tasks the night before to accommodate varying schedules. Endless learning packs were made by staff for our students in Prep to Year Two to ensure equity was maintained and families and students without devices were able to access and continue learning. Our Year Three to Six students moved to a 1:1 Apple device program, managed through an MDM for the security and safety of our students online.

The implications of the COVID -19 saw our Annual Action Plan and Professional Learning Plan for the year change, be updated and evolve throughout the year in order to keep up with the needs of the school community. St Anthony's proved to be a school community where flexibility, learning and personal growth was evident amongst the students, teachers and School Support Staff. Staff professional learning focused on the best, most effective practices to share online learning and teachers' knowledge in this area grew immensely. Our students learned how to learn remotely without their teacher and peers in the same room as them, and they learned new technological skills at a very fast pace. Our communication with families and students via Class Dojo went into overdrive and feedback from our community was highly supportive. Our parents learned how to juggle working from home, how to be 'teacher' and how to support their child or children in their learning after they had met online with their teachers and peers for learning and wellbeing opportunities.

To our students, thank you for making the most of the opportunity. To our parents who embraced the challenge, thank you for trusting us, supporting us and your child/children and being open to what became the way of learning in 2020.

Thankfully all students and staff were able to return to onsite learning during Term Four. We were introduced to COVID-19 procedures, saw handwashing routines being taught in class and sanitising regularly became the new normal. However, despite these changes, we were all so grateful to see one another in person, to see children playing with their friends and to have learning once again happening in all classrooms at St Anthony's.

We used what we learned during remote learning to hold an online Graduation Ceremony for our Year Six students.

Parish Priest's Report

When we concluded 2019 we were grateful for such a wonderful year. Towards the end of 2019 there were growing reports of a Covid virus that had potential to threaten our world. None of us in Australia saw this coming, nor could we see this threat as something serious. Our world including Australia was soon brought to our knees.

While the school year started well, the threat of the virus grew stronger. By mid-March the virus was impacting our lives. The St. Patrick's Feast Day and Irish celebration was one of the first events cancelled. Within two weeks we, the City of Melbourne, was in lockdown.

School, church and most of our regular life practices were closed. St. Anthony's School like all other schools was thrown into the new stage of learning from home. Our staff being so dedicated went to great lengths so as to assist our children and their families with the ability of learning and teaching.

I have such vivid memories of our staff preparing computers to be picked up by our families who needed a computer at home. And so lessons began. Our school staff maintained our school premises to accommodate those students who needed to attend school at this time. Meanwhile, our staff would do the learning online. Parents were empowered and encouraged to be a major part of educating their children.

Our staff worked tirelessly for the welfare of our students learning and to assist the parish in this new role. To our parents who embraced the challenge, thank you for trusting us and being open to play the honourable role of being parent and teacher. While many of you struggled, many of you underestimated how well you did. To our students, thank you for making the most of the opportunity. Some loved this new experience of working from home while others really struggled not being able to be in the presence of their mates and teachers.

Then we received the sad news that our much loved principal Patrika Rowley was applying for the principalship of the Catholic primary school at Rosebud. We congratulate Patrika on her successful application and we farewell her at the end of our very tough year. Patrika we thank you for your three years of leadership in our school and Parish community.

And so began our new search for our new principal. We were blessed with many applicants of very good quality. This process was very demanding, with many meetings. The interviews were held and our successful applicant was Erin Nagel, who started leading our school officially at the start of 2021. Erin has a wonderful love of learning and is passionate about offering our students and their families the best practice in education. I'm sure 2021 will hold many blessings for us here at St. Anthony's Primary School Noble Park.

Thank you to all who got us through 2020.

Blessings Brian

School Education Board Report

2020: A Year of Extraordinary Changes

What a year was 2020; a year to remember or a year to forget? For me, 2020 is a year to remember. I take any experience, good or bad, as an opportunity to embrace, learn, and reflect on how to utilize that experience to make things better in the future. We can build on our good experiences and convert the negative experiences into something that can be positive going forward.

As I reflect back on the beginning of the year, 2020 looked bright and fun. Twenty-twenty, fun to say, and easy on the eyes, but that all changed very quickly.

In March 2020, we were all advised to stay home and were advised to set up our homes for remote education and my then Year Three son (Joshua) transitioned to at-home learning with most classes going online.

I must admit it was a challenge at first adjusting to home learning, but the kids quickly got the hang of it. What they missed the most was the interaction with their teachers and friends.

Class Dojo became an important source of communication for parents and students.

The staff and St Anthony have been absolutely fantastic and supportive with the home learning, it came back to the theme "Every person flourishing and known".

In closing 2020 was a year to definitely remember, besides home learning, all sporting activities, swimming carnival, camp, NAPLAN, Harmony day were all cancelled. The kids did miss out on a lot in 2020, however 2021 will be a year to make up and catch up for sure.

Bring on 2021.

Sid Samuel
Chairperson

Education in Faith

Goals & Intended Outcomes

To drive a recontextualised Catholic school where community is in dialogue

To continue providing opportunities for our multi faith community to engage in learning and dialogue with one another

- Enable students to understand and make meaningful, relevant connections between the Catholic Tradition, their own lives and the world around them
- Develop staff capacity to design and implement a contemporary RE curriculum
- Lead a school-wide commitment to caring for and promoting the development and growth of every student, informed by our belief that parent engagement and relationships improve learning outcomes

Achievements

The Religious Education Curriculum Framework, as prescribed by the Archdiocese of Melbourne, describes learning and teaching in Religious Education for Catholic Primary Schools. The framework sits within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope. The framework supports the full flourishing of all learners as spiritual and religious, physical and cognitive, social and emotional beings.

The focus for 2020 was continuing to make links between Religious Education and Inquiry and engaging students in the Pedagogy of Encounter. They were given the opportunity to explore the topic of 'Discovery' by working through the Design Thinking Process. Teachers used provocations to immerse students in new ideas that provoked questioning and investigation. Students were encouraged to have open and engaging dialogue about Scripture, Jesus, the Church, Liturgy, Prayer, Sacraments and Social Justice in the light of their lives, our community and the world around them.

The Year 5/6 Catholic Social Teaching Group continued to build awareness of the needs of those in our community and around the world. Our Year 5/6 students played a big part in educating the rest of school about the Catholic Social Teachings. They see Social Justice as one of the key cornerstones of our school. Social Justice at St Anthony's demonstrates the importance of our actions, the way we treat each other and the manner in which we are stewards of the earth.

The connection between St Anthony's parish and school has grown as we continue to work together to coordinate the Sacramental Program and organise and participate in Mass. The school RE Team, alongside the parish, have worked enthusiastically to plan whole school liturgies and special liturgical celebrations. During online and remote learning the RE team created weekly prayer reflections that the school community could access and participate in via Class Dojo.

Education in Faith continues to be a clear priority of St Anthony's school with the focus on building compassion, attention to social justice and enhanced RE pedagogy. The opportunities provided by the school are still recognised by all groups and parents continue to be a strong support in their children's faith education.

VALUE ADDED

Religious Education Program

- Focus on linking RE to Inquiry through the Design Thinking Process
- Focus on unpacking the RE curriculum Framework
- Focus on Student Voice and open dialogue
- Focus on developing critical thinking and linking RE with the Capabilities Curriculum
- Focus on making connections with the Catholic Tradition, the students lives and the world around us

Staff Formation

- Leading unit design for deep and authentic learning in our Catholic School
- Enacting a pedagogy that invites students into a space of dialogue for transformation
- Working with the SMAG RE Collective to achieve shared goals in Faith Based Inquiry
- Developing a deeper understanding of the new RE curriculum
- Linking RE with Inquiry
- Continued planning of masses and liturgies

Catholic Social Teaching Team and Program

- Part of the Mini Vinnies Program
- St Vincent De Paul Christmas Appeal

Sacramental Program

- Students prepare for the sacrament with parish initiated sessions and the support of the REL
- Students celebrate sacraments with the support of all staff at St Anthony's

Prayer and Liturgy

- Students, as a class, actively participate at parish Masses
- Students designing prayer tables and spaces in the classroom

- Weekly prayer reflections via Class Dojo during online and remote learning

Links with Parish

- Class Masses and Liturgies and Prayer Services
- Sacramental Program



Learning & Teaching

Goals & Intended Outcomes

To develop and communicate high impact, consistent pedagogical practices and explicit teaching practices from Prep-6.

To co-design the St Anthony's Framework for Learning.

Achievements

2020 proved to be a year like no other! The implications of the COVID-19 school closures were felt in every aspect of school life here at St Anthony's. While the Annual Action Plan and Professional Learning Plan for the year changed, updated and evolved through the year in keeping with the needs of the school community, St Anthony's proved to be a place where flexibility, learning and personal growth was evident amongst the students, teachers and school support staff!

COVID-19 restrictions forced staff into learning new and innovative ways to enable learning to continue for the students at home. Online learning platforms such as Class Dojo and Google Classroom took off, while simultaneously having to teach teachers and students how to effectively use these systems. Professional Learning for teachers was like no other year as teachers tested, trialled and reviewed what was working well for their students! It was this responsive practice on behalf of our teachers and staff and their commitment that enabled our students to continue to receive a quality of education that helped them to grow through the year!

As the online learning platforms continued to grow and adapt, the staff developed ways to teach, monitor and assess student learning online! Ongoing professional dialogue about contemporary remote teaching practices, tools and strategies during level planning meetings ensured all teachers were engaged in planning and delivering a quality online learning program. As assessments were conducted online, a whole school approach was planned, adopted and communicated with families so that they were clear about the purpose of assessment and how it would inform their child's future learning.

All intervention programs continued unhindered and there was a real organic shift in how lessons were structured and explicitly taught online to ensure the efficiency of time spent on a screen! Alongside this, communication between teachers and families peaked and there was a visible engagement of parents and their child's learning. Student Reports for Term Two and Term Four were adapted to suit the learning and assessment of the time and student-led three-way conversations held online via Zoom were very successfully carried out along with interpreters!

Feedback was a vital element of the school's success last year. Every year level surveyed their parents to seek feedback on their practice and responded by researching and putting things in place to meet the needs of the students, parents and carers. Assemblies were filmed and shared online and parents and students expressed how that connected them to the school community

and helped them through a difficult time. It was amazing to see students and their families participate in online excursions and discos that were organised.

Every class met with their teacher at least twice daily for prayer, roll and to touch base with one another. Students who didn't appear for the morning meet were followed up with a phone call or message. When onsite learning resumed in Term Four, we had to adapt and reboot once again to ensure our students felt welcomed, safe and happy to be back at school.

Teachers planned units of work that mattered the most at that time of the year and made considerations for what needed to be done well in the short span of a few weeks.

2020 was a year that will be remembered for the many ways the learning community of St Anthony's supported each other, learned from each other and celebrated each other!

Student Voice

In 2020, Student Voice continued to be an integral part of our Teaching and Learning. With weekly meetings, Children's Forums and being part of the Children's Advisory Group, the student leaders gained and embraced the concept of Student Voice. We aimed to embed Student Voice and collaborative authentic relationships between students, the school community as well as the wider community of The City of Greater Dandenong.

A key outcome for Student Voice was to ensure active participation of students in decision-making about their education and to create active partnerships between the students, the school and the wider community. The Student Representative Council (SRC) was the main group of students in Years 4, 5 and 6 who used their Student Voice to create change and impact learning. The group consisted of 4 school captains, 8 house captains and 9 classroom representatives. Together, these students participated in regular workshops. Through this, the SRC brainstormed multiple problems and realised that improper waste disposal was a growing issue around the school with students not bringing nude food consistently. At the end of 2020, the SRC participated in a waste and recycling workshop and with the assistance of The City of Greater Dandenong Council, the students had the opportunity to understand the importance of proper disposal of waste and recycling.

The Student leaders together with Sanjay, the 2020 Junior Mayor of the City of Greater Dandenong attended and led the annual Children's Forum where they learned the importance and values of having their voices heard as active citizens. They expressed their views about the City of Greater Dandenong and what their priorities are. They had the opportunity to convey their views about local playgrounds, children's programs and events as well as outdoor neighbourhoods to shape Council's planning to provide a child-friendly city and community.

In addition to this, there were plenty of opportunities for Student Voice throughout the year with the student leaders hosting a variety of events including Harmony Day, ANZAC Day, AFL Footy Day, Easter Bonnet Parade, World Teachers Day, Remembrance Day and Prep Information Night. Even through the online learning, the students hosted virtual assemblies and gave their perspective on the impact that Student Voice was having on them and their learning as a whole.

Throughout the year, teachers also developed their confidence in embedding Student Voice into their classrooms. Many teachers used written or verbal feedback gained from the students to direct future learning and to create engaging experiences for their students. Student Voice in 2020 was very prominent, and we are looking forward to improving and making even better changes in 2021.

One of the greatest achievements in 2020 was that the students had a chance to participate in the 'Share a Smile' campaign. Together with the whole school and the local community, the students used their student voice to design on and off-screen activities. St Anthony's students also had the opportunity to extend the campaign with another school and the South Eastern Private Hospital.

STUDENT LEARNING OUTCOMES

Our PAT (progressive achievement tests) data reflects the growth and progress of our students in spite of school closures.

The PAT Reading data shows that 54.8% of our Year Three students achieved the expected Scale Score of 110.9 and 62.3% made the expected Scale Score Growth of 10.4 Points. 50% of our Year Five students achieved the expected Scale Score of 124.5 while 46.4% made the expected Scale Score Growth of 5.8 Points.

Our Record of Oral Language data in the Junior school shows 68.4% of Foundation students achieved a score of 13 or above in Term Four, 53% of Year One students achieved a score of 20 and above and 51% of Year Two students achieved a score of 25 and above. This data reflects how online learning supported the language acquisition of the EAL learners through the school closures.

The PAT Maths data shows that 60.8% of our Year Three students achieved the expected Scale Score of 110.9 and 66.7% made the expected Scale Score Growth of 7.9 Points. 55.4% of our Year Five students achieved the expected Scale Score of 122.7 while 30.4 %made the expected Scale Score Growth of 5.3 Points.

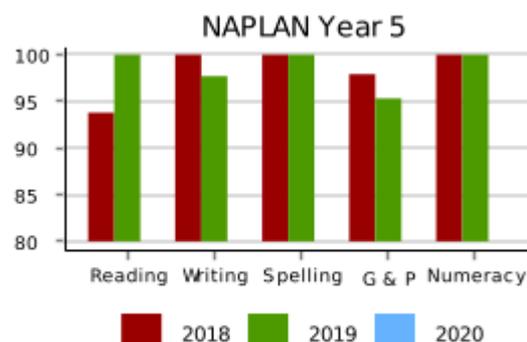
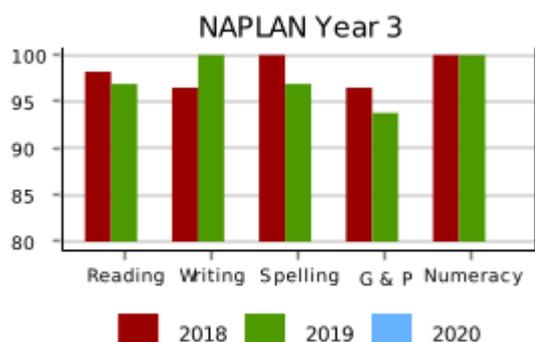


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	96.5	93.8	-2.7		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	98.2	96.9	-1.3		
YR 03 Spelling	100.0	96.9	-3.1		
YR 03 Writing	96.5	100.0	3.5		
YR 05 Grammar & Punctuation	97.9	95.3	-2.6		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	93.8	100.0	6.2		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	97.7	-2.3		

* 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

- To develop a data rich culture with consistent and embedded differentiation practices to meet all student and community needs.
- To create a school wide culture prioritising the integration of high impact teaching strategies which reflect the Learning Schema and honour the interdependence of Social connectedness, academic engagement, achievement, physical wellness and spiritual growth.

Key Improvement Strategies:

- Differentiated teaching practice is embedded and regularly uses data to determine the strengths and opportunities for growth.
- Embed focused learning which leads to consistency, growth and progress for all.
- Ensure staff understanding of the holistic view that wellbeing is central to learning and an outcome of learning.

Achievements

At St Anthony's all staff are responsible for creating a classroom environment where each student's rights and responsibilities are heard, understood, respected and reflected upon. Positive behaviours and relationships are explicitly taught as part of our Social Emotional Learning program and Personal and Social Capabilities curriculum.

Once again, we began the year with SEL startup-week. The SEL program focused on building relationships among students and staff. The students had already participated in a transition program at the end of 2019, where mornings were spent with their new teacher in their new class groupings for 2019. The foundation for the formation of these relationships between staff and students occurred during this week and were built upon throughout the year.

2020 proved to be challenging in regard to Student Wellbeing due to COVID-19 and the significant amount of time our students participated in online learning. The Wellbeing of all students and families was the school's key priority, which is a challenging goal due without having our students onsite. The Wellbeing Team developed an 'at risk register' to identify families and students who would need extra support during lockdown. The school provided an onsite program for families who are essential workers and for families that needed extra support. Laptops, wireless internet and learning packs were provided to families who needed it. Phone calls home were made by the student wellbeing team and community team to ensure, the connectedness to school was not lost during this time. Program Support Group meetings took place via Zoom ensuring parents and teachers continued to work together to share, evaluate and plan adjustments for students who required them.

'Students need to attend school regularly to build relationships that enhance their sense of self and their relations with the people and groups around them' By Dr Terry Bowles, University of Melbourne, Associate Professor Janet Scull, Monash University and Daniela Russo, University of Melbourne

Staff participated in professional development by the eSafety Commission, this was integral for our staff due to the increased screen time from both staff and students. The Safe User Agreement was distributed to all families to read and sign, to make sure all students and parents are aware of the school's expectations in regard to online learning. Grades 3-6 students and teachers co-designed their own expectations/guidelines for online learning during COVID 19.

Teachers were in constant contact with the leadership team to make sure all our students were accessing the online learning modules and their personal wellbeing was monitored.

School assemblies were held virtually and certificates were delivered to homes where possible. At the conclusion of lockdown, a strong focus was placed on Social Emotional Learning. When the students returned to school focus was placed on building relationships with peers and identifying and managing emotions

We continued to use the Student Wellbeing Tracker in 2020 for staff to analyse and interpret data in regard to Student Wellbeing. Using the tool, staff were able to monitor students, have data dialogues around classroom and playground behaviour, implement supervision when required and proactively plan for positive interactions.

VALUE ADDED

- Social Emotional Learning - Startup week to support a smooth transition into the new school year
- St Vincent de Paul - Homework Program in partnership with Nazareth College
- Staff professional development with the eSafety Commission
- Provided students with laptops and wireless internet access to complete remote learning activities
- Used Student Wellbeing Tracker data to improve student safety and wellbeing
- Developed an 'at risk register' to support students who needed extra support during the remote learning period
- Program Support Meetings help via Zoom ensuring parents and teachers continued to work together to share, evaluate and plan adjustments for students
- Wellbeing Team/Community Team continued to develop and support families and students during remote learning

STUDENT SATISFACTION

Throughout 2020, Remote Learning provided unique opportunities for students to learn a vast range of new technological skills, eSafety and online protocols. Student and family satisfaction was clearly demonstrated through participation in special events such as the 'Share a Smile' campaign, and our many opportunities for students to share student voice, take agency and leadership within the school community. Student satisfaction was also evident in responses provided through student self assessments.

STUDENT ATTENDANCE

St Anthony's School follows The School Attendance Guidelines that applies to all registered schools in Victoria. We have procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations. Attendance is recorded and checked twice a day and staff are required to follow up students who are absent without explanation.

During Remote Learning in 2020, attendance records were maintained and students were noted as either onsite, offsite or absent. St Anthony's maintained regular attendance during stages of remote learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.1%
Y02	93.9%
Y03	94.2%
Y04	94.3%
Y05	95.8%
Y06	95.5%
Overall average attendance	94.6%

Child Safe Standards

Goals & Intended Outcomes

St Anthony's continues to hold the care, safety and wellbeing of students as the central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Anthony's acknowledges that creating a child-safe environment is a dynamic process that involves participation and a shared responsibility from all within the school community. St Anthony's understands that students need to be heard and given the opportunity to take part in decision-making regarding Child Safety

- To ensure that all students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect
- That all students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers
- That all adults in our school, including teaching and non-teaching staff, clergy, volunteers and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse
- That staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership
- That appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally

Achievements

The embedding of policies and commitments into everyday practice and professional learning of all staff

- All staff including Learning Support Officers and administrative staff participate in briefings and presentations on the 7 Child Safe Standards, Mandatory Reporting obligations, Reportable Conduct
- Child Safe schools' statement is woven into the website, newsletter, social media and email signatures
- Wellbeing focused professional learning is mapped through the school's professional learning plan
- All staff read and sign the school's Child Safety Code of Conduct annually
- 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
- The Working with Children Check is offered to all new parents at the induction and transition process with staff members ready to help them sign up and apply

Strategies addressing the principle of inclusion

St Anthony's takes account of and makes reasonable efforts to accommodate the diversity of all children in implementing the Child Safe Standards.

- Significant cultural events such as NAIDOC week, National Sorry Day and Harmony Day are celebrated at St Anthony's
- School leadership takes account of diversity when making decisions regarding the Child Safe Standards

Child Safety Team/Committee structures

- The Wellbeing team meet regularly to discuss all matters of student wellbeing and safety and comprises the Principal, Deputy Principal/Student Wellbeing Leader, Diversity Leader, School counselor and Art Therapist, these meetings were more frequent during the COVID period to support all our students and families
- The Wellbeing team analyse data and discuss support structures that can be put in place for our students

Human Resources practices (recruitment, supervision, performance review)

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

- Position advertisements
- Position descriptions
- Referee checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks and National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers

Leadership & Management

Goals & Intended Outcomes

To develop and communicate a culture of professional learning and growth through a Catholic lens

Key Implementation

- Identify explicit targets with accompanying timelines
- Improve student outcomes for achievement and wellbeing across the whole school
- Communicate the SIP to staff, students and parents

Achievements

- Coaching and feedback continues to be integral to the professional learning of staff at St Anthony's. Our unique model serves as a good example to other schools, and we proudly welcome other schools to observe our practice.
- St Anthony's middle leaders provided tremendous support to their colleagues and students during the COVID 19 lockdown period, their strong leadership created an atmosphere of calmness during this difficult period in 2020
- We continued to use the smart school portal with Martin Tennant, this program enables the school to keep all policy, induction and compliance register documents in a central location
- Some learning highlights include Agile Leadership completed by some members of the executive leadership team, CEM led Mathematics PD for some teachers in Years 3-6, Responsive Remote Learning for some teachers, and a number of other online learning opportunities that staff accessed during Covid 19 school closures.
- We continued to use Class Dojo as our main communication tool with the parent community. Class Dojo proved integral as a main point of contact during the COVID online learning periods in 2020
- Annual review meetings reflected a high level of personal satisfaction with staff articulating their goals to the AITSL standards and the Annual Action Plan
- Teachers continued to meet regularly with in their level teams during the regular school year and the lockdown period to facilitate data dialogues and data planning to improve student outcomes
- At St Anthony's in 2020, one Graduate teacher successfully completed their VIT registration
- All of St Anthony's teachers use the Australian Professional Standards for Teachers to set goals and continuously work towards these, collaborating and evaluating with their peers to ensure effective teaching and higher levels of student achievement
- The SMAG executive leadership team from St Anthony's, St Mary's and St Gerard's continued to meet during 2020

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Due to the implications of the COVID-19 our Annual Action Plan and staff Professional Learning Plan for 2020 continually evolved and was adjusted throughout the year in order to keep up with the needs of the school community.

In 2020, staff at St Anthony's participated in professional learning to assist in the effective implementation of remote learning tools and strategies. This included managing a Learning Management System (LMS), using either Class Dojo (F-2) or Google Classroom (3-6) to communicate with students and parents and to share and receive daily activities/lessons appropriate to each year level. Staff learnt skills around videoing, hyperlinking or posting using topics or activities. The learning posted followed a process of provocation, teacher modelling video and then a set student activity. Furthermore, staff were up-skilled in using both Zoom and Google Meet to ensure intervention programs, parent-teacher interviews, and social and class tutorial interactions could still occur daily.

Staff PL for 2020

Impact of Trauma - Foundation House

SMAG Cluster Meetings - sharing our practice

Digital Technology Meetings with a focus of Dojo eportfolios

High Impact Teaching Strategies - Focus on Numeracy

Peaceful Kids, Peaceful Classrooms - Welbeing focus

Exploring Mathematical Pedagogies

Online Safety PL by E Safety Commissioner

Responsive Remote Teaching - Bronwyn Ryrie Jones

Disability Standards for Education

Agile Leadership Course

Diabetes Support Training

First Aid Training

Playgroup Victoria Conference

Creating Engaging Learning Environments

Phonological Awareness Program Training

Staff participated in network activities provided from Catholic Education Melbourne that included:

Principal Network

Deputy Principal Network

Inclusion and Diversity Networks
 Religious Education Leader Network
 Administration and Finance Networks
 Graduate Teacher Network
 STEM Network

Number of teachers who participated in PL in 2020	49
Average expenditure per teacher for PL	\$200

TEACHER SATISFACTION

Remote learning during 2020 allowed teachers to seek their own Professional Learning based on their own needs to suit the demands of the time! Teachers networked with each other in their own team and between levels to navigate this brand new platform of learning none of us had ever considered, trained for or practised in any way, shape or form. Teachers immersed themselves filming learning videos, learning to use Google Meet and Zoom, using Jam Board and other tools to ensure the continuity of engaging learning experiences at home. The Leadership Team strived to ensure staff wellbeing was a priority during this time as it was a challenging year for parents, students and staff. Staff celebrations were a regular occurrence during this time, and it was great to see families acknowledging our staff through the filmed assemblies.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.6%
Graduate	12.9%
Graduate Certificate	9.7%
Bachelor Degree	67.7%
Advanced Diploma	22.6%
No Qualifications Listed	6.5%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	28.4
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	22.1
Indigenous Teaching Staff (Headcount)	1.0



School Community

Goals & Intended Outcomes

To develop a data rich culture with consistent, understood and embedded differentiation practices to meet all student and community needs.

To Create a school wide culture prioritising the integration of high impact teaching strategies which reflect the Learning Schema and honour the interdependence of Social connectedness, academic engagement, achievement, physical wellness and spiritual growth.

Achievements

St Anthony's School Community Hub

St Anthony's School Community Hub serves as a gateway that connects families with each other, with the school and with community services. We at St Anthony's Primary School Hub believe that it is only through an authentic partnership between families, school and the community that children can reach their fullest potential. We support this partnership through many innovative and engaging social connections, programs and activities and through active parent engagement in their child's learning.

The Hub at St Anthony's is a place where 'Everyone is Welcome' and where we will actively seek the voices of local families to plan activities and events to meet local needs.

In 2020 St Anthony's Community Hub Leaders, Debbie Vivian and Lisa Occhietti were selected to be part of the Community Hubs Central Working Group representing Victorian Hubs as part of the National Community Hubs Australia Project. The Hub Central platform provided Hub Leaders across Australia with content that helped them replicate the experiences and energy the Hub family experience when families attend their local Hub in person. In this virtual Hub, the Hub Leader ran a number of National Community Hubs Program elements, including early childhood and English programs for adults online.

Although our Hub space was physically closed for most of 2020, 152 families engaged with the hub during the year. Engagement took place at the school gate, on the phone, via text, through printed activity packs, online and for a short time in the Hub. Adults and children attended activities 2592 times with approximately 85% of these activities being remote. Hub Leaders made 63 referrals to additional services, such as family support and emergency aid services. In particular, food services and family support were critical for Hub families during the year. Families accessed playgroup and other early years education sessions 413 times. Sessions were delivered online to ensure children and parents stayed connected and engaged.

Many programs were scaled back in 2020 including Ardoch Education Volunteers Program. Only one volunteer was able to support students in the classroom in term one. However, benefiting almost all students at St Anthony's were the Broaden Horizons - Culture Program providing an online incursion from Didgeridoo Australia which aimed at educating students about Aboriginal culture and Broadening Horizons - STEM Wildlife Xposure educational program that showcased a unique and diverse range of native Australian wildlife.

During 2020, except during Stage 4 lockdown, 20 families from St Anthony's were able to access The One Box Program which is an initiative that provides Australian families with a free weekly

box full of fresh fruit, veggies, milk and bread. The One Box have generously agreed to continue their support in 2021.

Through a Federal Government Grant, Sporting Schools Plus, all staff have been able to gain an understanding about the benefits of physical literacy. Physical literacy enables students to develop the skills, knowledge and behaviours that give them the confidence and motivation to lead active and healthy lives. It involves holistic lifelong learning through movement and physical activity. It delivers physical, psychological, social and cognitive health and wellbeing benefits. Professional development for staff commenced in 2020 and will continue into 2021.

The Smith Family, Let's Read program provided age appropriate books to Playgroup families in 2020. This year however, we delivered the program via an online platform and delivered Let's Read packs to 40 families to their homes. The Let's Read initiative aims to promote reading with young children from birth to five years and to give children the skills they will need to learn to read when they start school.

At the beginning of the first lockdown we were privileged to have The Water Well Project provide an online session about COVID-19 to Playgroup parents. The Water Well Project is a health promotion charity that aims to improve the health and wellbeing of communities from migrant, refugee and asylum seeker backgrounds by improving their health literacy. Parents were able to ask questions to support them during what was a very difficult time for many families. Families participating talked about the impact of COVID-19 and the difficulty of caring for young children and newborn babies.

In Term Four St Anthony's were the proud recipients of the Victorian Schools Garden Regional Award. The award program recognised and rewarded the achievements of students and school communities in their gardening endeavours.

Once again, we successfully delivered the New Arrival Road Safety Program. Designed by VicRoads in collaboration with TAC, the Program is aimed at supporting participants to be safe and lawful road users and obtain their Victorian Driver's Licence. 12 women from the local community completed the 6-week program and 6 driving lessons.

PARENT SATISFACTION

Throughout 2020, during remote learning, all year levels sought to consult with parents and carers about the quality, quantity, mode and nature of learning that was being offered. The parents expressed their satisfaction for the online learning through these surveys and the data showed that parents were very grateful for the opportunity to borrow devices from the school and other learning packs and resources that were available for any family that needed them. It was also the flexibility that teachers ensured with the online learning tasks that ensured our students continued to learn as many families had to juggle working from home and supporting their child during home learning. The teachers worked synchronously and asynchronously with their students throughout the remote learning period and there was evidence with student participation and engagement that parents were indeed greatly involved with everything that was offered at the time. Parent satisfaction was also expressed through responses on the online Assemblies, posts on Social Media, and prayer and meditation opportunities for families that were posted on Class Dojo.

Future Directions

Our Shared Purpose (School Improvement Plan Outcomes 2019-2021)

Educational Leadership

Developing a culture of professional learning and growth through a Catholic lens.

Community Engagement

Driving a recontextualised Catholic school where community is in dialogue.

Student Success & Wellbeing

Developing a data rich culture with consistent, understood and embedded differentiation practices to meet all student and community needs.

Learning and Teaching

Developing high impact consistent pedagogical practices from Prep-Year 6.

Our Goals

Achievement:

To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.

Engagement:

To improve levels of Student Engagement, Family Engagement, Connectedness and enhance school transition programs from Kindergarten to Prep and beyond.

Wellbeing:

To activate Student Wellbeing across the whole school community with an emphasis on student resilience

Productivity:

To provide for the best possible Human Resource, Fiscal and Grounds and Buildings processes in order to maximise student performance, connectedness and wellbeing levels.

