



St Anthony's Catholic Primary School Rockhampton

2019 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Michael Roach

Address

390b Feez Street
Norman Gardens
Rockhampton 4701

Total enrolments

491

Year levels offered

Prep-Year 6

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

St Anthony's caters for the education of students from Prep to Year 6. In 2019, there are 23 single classes across the school. St Anthony's has a current enrolment of 491 students. The school offers a distinctively Catholic curriculum which includes the formal study of Religion complemented by experiences of liturgy and prayer. Students at St Anthony's benefit from the expertise of specialist teachers in the areas of The Arts and Physical Education. Our school is focused on student well-being and has processes to provide emotional support to students and families. Our Teaching and Learning focus enables our staff to develop and implement the curriculum in a way that suits their students' learning needs.

Extra Curricula Activities

INSTRUMENTAL MUSIC: Students have the opportunity to join the instrumental music program offered by the school. Depending on the availability of tutors, lessons in percussion, strings, woodwind, brass, guitar, keyboard and piano are offered. Instrumental music students are encouraged to join St Anthony's Concert Band and the Northside Catholic Schools' Orchestra and Concert Band.

SPORT: Students in Years 5 and 6 participate in interschool sports (rugby league, football, netball, tennis, hockey). Students of all levels attend Physical Education lessons which give students the experience of playing a wide range of sports and competing in these at various levels such as local, regional and state. These sports include basketball, netball, AFL, rugby league, oz-tag, soccer, tennis in addition to cross country running and track and field.

EXCURSIONS: Students across all year levels are given the opportunity to access local community facilities, events and people to support learning in particular subjects, for example: musical and drama productions at the local Pilbeam Theatre, the Dreamtime Centre, Capricorn Caves, Archer Park Historical Precinct, Heritage Village, the Botanical Gardens. In Year 5 all students attend an Outdoor Education camp and participate in a leadership day, while our Year 6 students' camp involves participation in a range of challenging activities at the Shalom Outdoor Education Facility in Bundaberg.

STUDENT COUNCIL: An elected representative group of Years 4, 5 and 6 students meet regularly to discuss ideas and suggestions for the future direction of the school. The student council is the main conduit for student voice in the school.

EISTEDDFOD: Many students participate in individual and group items whilst the school prepares instrumental music, singing, verse speaking and signing choir groups.

CHILDREN'S LITURGY GROUP: Students across all year levels who wish to participate in the preparation of the fourth Sunday Eucharist celebration in the parish are members of this group.

COMPETITIONS: Students are provided with opportunities to participate in a range of school, local and national competitions e.g. Eco-challenge and the UNSW English, Maths, Science, Writing and Spelling competitions. Teams of students represent the school in various local competitions such as the Glenmore Challenge Cup which involves Dance, History, Mathematics and Science investigations. The school also has student representation in various STEM competitions, Maths Teams Challenge and Reader's Cup.

VISITING PRESENTATIONS: The school accesses cultural presentations such as Arts Council Shows, musicals and author visits, all of which support and enhance student learning.

CELEBRATING STATE/ NATIONAL WEEKS: Students participate in weeks of celebration including "Catholic Education Week", "Book Week", "Under 8's Week", "Science and Numeracy Week".

INDIGENOUS CULTURAL GROUP: The school's Indigenous Education Liaison Officer works with local Indigenous peoples to provide cultural expression for our Indigenous students. These experiences address art, dance and music (didgeridoo) and the students share their learning in performances throughout the year both in the school and wider community contexts.

PERSONAL, SOCIAL DEVELOPMENT EDUCATION: The Daniel Morcombe Child Safety Curriculum, the Real Talk Program and Unleashing Personal Potential provide learning experiences which enhance the social and emotional wellbeing of students across the school. The Student Wellbeing Facilitator provides support to students through a range of programs: Jigsaw, Mind-Up, Seasons for Growth.

How Information and Communication Technologies are used to assist learning

St Anthony's School continues to value the important role technology plays in providing a relevant and quality 21st century education. The implementation of the 1:1 computer policy in Year 6, the updated technology room and the purchase of laptops and tablet devices have increased student access to technology as a tool for learning and communication. Programs such as Beebots, Probots, Dot and Dash, WeDo2 and EV3s have been implemented across the school from Prep to Year 6. Daily, teaching staff integrate the use of smartboards, tablet devices and software programs into the teaching and learning that occurs in their classrooms.

Social Climate

Strategies to Promote a Positive Culture

COUNSELLING SERVICES: St Anthony's provides professional counselling services to students for four days per week.

STUDENT WELLBEING: A Student Well-Being Facilitator is employed three days per week to assist students in developing social skills and resilience.

RELIGIOUS EDUCATION: Through the Religious Education Program opportunities occur for all stakeholders to reflect on and explore their life experiences in the light of Christian traditions, beliefs and practices so that they participate and contribute effectively within classrooms, school, church and community contexts.

BULLYING: The school has a set of Anti-Bullying/Anti-Violence procedures in place which is used across all year levels. Teachers hold regular classroom sessions on strategies to avoid behaviours that could be interpreted as bullying.

BUDDY CLASSES: Older year level classes are teamed with younger year level classes. These 'buddy' classes spend time with each other on a fortnightly basis participating in a variety of activities including reading, art and physical activities.

FRIENDS FRIDAY: Several times during a term, students are allowed to sit in any of the three eating areas so that they get the chance to spend time with older or younger students and form cross-year level friendships.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has several social/emotional learning programs in place to assist students in guarding against bullying at school. The Solving the Jigsaw program is used to build resilience and teach strategies which are adopted by the whole school community. The school community is kept up to date about developments in this area. Our students participate in awareness raising experiences including the National Day Against Bullying, Student Protection Week and Day for Daniel. All Diocesan and school policies are reviewed on a regular basis.

Strategies for involving parents in their child's education

PARENTS AND FRIENDS: The Parents and Friends Association provides a vital role in supporting the principal and staff in the educational endeavours of schooling. While there is an elected committee, all parents are invited to attend the meetings which take place each month. This group also plays a role in providing educational opportunities for parents on relevant topics which arise throughout the year.

SCHOOL BOARD: The board identifies and addresses the needs of the community through the formulation of policies which guide the direction of the school into the future.

VOLUNTEERS: A large number of parents are involved as volunteers in classrooms, tuckshop, library and other areas as required.

R.E.D. PROGRAM: The Read Every Day Program is successful only through the consistent generosity of parents and grandparents who volunteer for the first or last 20 minutes of each day (one or more days a week) to hear students read.

PARENT EDUCATION SESSIONS: The school provides parent workshops on topics which are aimed at increasing parent knowledge and engagement.

SHARING OUR LEARNING EVENINGS: The school hosts special evenings at which students showcase their learning: e.g. the 'Dance Fever Performance Showcase' and the school 'Art Gallery Evening'. Parents are also often invited to participate in these types of events by sharing their own skills such as their art work.

HOME LEARNING: All students (Prep to Year 6) participate in home learning. Home learning is an opportunity for parents to become involved in their children's learning. Often home learning communication includes tips for parents and background information on the topics.

PARENT AND TEACHER MEETINGS/INTERVIEWS: Parents and carers are encouraged to attend regular meetings with their child's teachers so that parents are kept informed of student progress.

Reducing the school's environmental footprint

A school wide recycling program aims to reduce the amount of paper and other recyclables sent to landfill. An aluminum can collection bin is available for school use. The use of photocopy paper by staff is limited to specific allocations. Compost bins are provided for the composting of organic material and a worm farm is also used to compost food scraps. The student environment group co-ordinates these activities. The use of air conditioning is reduced in terms two and three. In 2018, a 100kw Solar Panel System was installed which included the facility of storage batteries. This system is expected to reduce the school electricity cost significantly.

Characteristics of the Student Body

St Anthony's has a very stable school population with most of our students enrolling in the Prep year and continuing through to Year 6. The school provides programming for students of Aboriginal and Torres Strait Islander heritage, students who have English as their second language and for students who require significant adjustments to meet their specific learning needs.

Parents in the school community work in a wide range of professions and have a variety of socio - economic backgrounds. There are several families who receive significant concessions on fees while most of our families are able to meet their financial commitments.

Average student attendance rate (%)

94.15 %

Management of non-attendance

An absentee SMS system is implemented: each morning an automatic SMS is sent to parents of absent students when the school has not received parental notification. Students arriving late to school or departing early are required to sign the student register and times are recorded in the school administration system. Parents are required to inform the school with an explanation of the cause of absences. Cases of prolonged absence are investigated by a member of the school leadership team.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	38.00	34.00	3.00
Full-time equivalents	34.70	20.47	1.75

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	2.63 %
Bachelor Degree	94.74 %
Diploma	2.63 %
Certificate	

Major Professional Development Initiatives

All teaching staff attended the PD days at the commencement of the school year on various topics including: School's Teaching and Learning Framework; Developing Goals and Success Criteria; Using feedback and Classroom Environments. All school staff attended a day on compliance which covered Student Protection, Work Place Health and Safety and Medical In-services. All school staff attended the Bishop's In-service Day and a further professional development day on "Prayer: strategies for classroom prayer". Angela Ehmer, Literacy Consultant presented workshops to all teachers on Writing. Carolyn McCarty continued to work with groups of teachers training in Classroom Profiling Level 1.

The percentage of teacher participation in professional development was
100 %

Total funds expended on Professional Development

The total of funds expended on teacher professional development was
\$ 170,100

Average Staff Attendance and Retention

93.82 %

Percentage of teaching staff retained from the previous school year was
88.29 %

School Income

<http://www.myschool.edu.au/>

(The School information below is available on the My School website).

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

At St Anthony's we continue to strive to improve our NAPLAN gains. All staff members are committed to implementing strategies that will support students in their efforts to improve their numeracy and literacy skills. The professional development of teachers and the use of consistent teaching approaches across the school have contributed to steady growth in student outcomes. In the last two years the school has made Writing a focus for staff professional development and classroom implementation of high impact teaching strategies. In 2019 the Years 3 and 5 results indicated improvements in the areas of Reading and more importantly, Writing. At St Anthony's, the focus continues to be on the identification and application of research-based strategies that provide students with the necessary knowledge and skills needed to be successful literacy and numeracy learners.

Strategic Improvement Progress and Next Steps

Strategic progress in 2019

Our Key Goals for 2019 included:

- Develop a Whole School Approach to data - understanding and practices. More data was collected, and teachers worked in PLCs to discuss data and make decisions about teaching and learning from the results.
- Continue work on Physical and Emotional Classroom Settings using the Classroom Profiling as a school wide strategy - Teachers and some Ancillary staff received training to ensure that all teaching staff had completed Profiling Level 1.
- Introduce the NAPLAN writing guides as a whole school tool to collect measurable data on writing. We started using this document and spent time developing a common understanding of terms and ratings.
- Clarify our teaching and learning beliefs and practices in the School Teaching and Learning Framework. Staff participated in research and professional conversations as they worked to clarify and define a core set of school beliefs, values and practices about teaching and learning. These central principles were developed into a document titled 'St Anthony's Teaching and Learning Framework'.

Strategic Priorities for 2020

2020 School Improvement Priorities

- Writing - Continue the work in improving the quality of student writing through a marking criteria, regular meetings evaluating consistency of teacher judgement and comparisons of data to identify areas of growth and focus.
- Spelling – Accessing PD to assist with the evaluation of the Teaching and Assessing of spelling
- Parent Engagement – exploring ways to increase parent engagement across the school.

Parent, Teacher and Student Satisfaction

Although St Anthony's is a large school it is important for us to ensure we have a strong sense of community and continue to promote and support positive relationships between all stakeholders. The school website is continually updated so that visitors can obtain relevant and up to date information about the school. The School Development Plan continues to be the focus for staff, parent and student consultation. The weekly school e-newsletter and school app provide up to date information on events and happenings around the school including a calendar and a forum for the P & F Association and School Board to display information and gain feedback. In 2020 School Satisfaction Surveys will be distributed amongst the school community.