2014 PRINCIPAL’S REPORT

It is my privilege to present the 2014 report. There have been challenges and outcomes to celebrate this year.

We are thankful to our Parents and Friends Association. The enthusiasm and vision of Mr Rob Nicholas and his executive committee is outstanding.

Thank you to the School Board of 2014. The areas of expertise that all members bring to the school board are highly valued and greatly appreciated.

This year the Board, under the leadership of Mrs Michele Allum, successfully completed a CDP encompassing the refurbishment of the Learning Resource Centre. The Centre will be equipped to centralise teaching resources, provide a work room for teachers and update the centre IT capabilities.

To Father Bronek, thank you for your generous support and for your generous spirit. The students and the community of St Anthony’s are indeed fortunate to have the Salvatorians. You are a beautiful reflection of the face of Christ to us all and your evangelist efforts will undoubtedly reap a rich harvest.

While thanking the staff I must acknowledge the wonderful work done by all members of the school’s staff. Their dedication to translating numerous plans, strategies, priorities and demands into something that ensures that every child receives access to support and extension to maximise educational opportunities is going from strength to strength.

They are not all the same in their techniques and they all have distinctive roles and personalities. In other words they exemplify what makes a good team. I am proud to stand here as part of their team.

The two Assistant Principals, Liz De Filippi and Melissa Vranjes, play important roles in school leadership and they share below, two important portfolios:

NATIONAL QUALITY STANDARDS – LIZ DE FILIPPI

Who is involved?:

- Most Day Care Centres
- Family Day Care
- Outside Schools Hours Care services
- St Anthony’s - Pre-kindergarten
  - Kindergarten
  - Pre-Primary
  - Year 1 and Year 2.
National Quality Standards:
- Educational program and practice
- Children’s health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

The National Quality Standards aims to promote:
- the safety, health and wellbeing of children
- a focus on achieving outcomes for children through high quality educational programmes
- families’ understanding about the quality of care provided

What we have done so far at St Anthony’s:
- Educators have attended an in-service in regards to The National Quality Framework.
- Educators attended after school meetings
- Reflective Practice which included personal reflections, whole group discussions and classroom visits.
- Educators identified the things that are being done well
- Educators identified areas of improvement.
- Development of an Improvement Plan

Results:
- Positive and enriching experience for all educators involved.
- Educators have identified many practices that are being done well.
- Educators have identified a number of areas of improvement.

SRC SURVEY: MELISSA VRANJES

At the beginning of the year all staff, all Year 5s and 6s and a randomly selected pool of parents completed the School Climate Survey. These surveys were formulated and administered by an independent company, Insight SRC. The purpose of the School Climate Survey is to provide schools with a detailed and accurate health check of their school climate. Valuable data is gathered from staff, student and parent perspectives regarding staff morale, teaching climate, faith based behaviours, student wellbeing and academic achievement. Upon receiving the results of the survey late in term two, the leadership team carefully analysed the data to determine trends, areas of growth or improvement and areas that require further attention. The data was then presented to staff at a Professional Development day at the commencement of term 3. Exploration of this data resulted in staff developing a very clear picture of our current reality. Using our current reality as a starting point, staff collectively set three key goals for St Anthony’s:
1. Promote the development of the whole child (intellectual, spiritual, physical, social and emotional)
2. Promote high quality teaching practices across the school.
3. Promote staff-wellbeing

We then addressed one goal at a time, explicitly outlining what structures and practices would be put in place to achieve the goal and how we would measure success.

One of the key changes that has been made this year, that will continue in years to follow, is the way in which we structure our Professional Learning Communities (weekly afterschool meetings) and Professional Development days. With growing pressures placed on school leaders and teachers from initiatives such as Quality Catholic Schooling, National Quality Standards, Australian Institute for Teaching and School Leadership and the demands of the Australian Curriculum, we identified and responded to the need to align and streamline these policies in our school.

During PLCs and Professional Development days, a huge emphasis has been placed on teaching practices, curriculum development and data collection that depicts student progress. Teachers from each year level have been working together to plan learning experiences that address both the curriculum and developmental needs of their students; to formulate assessments and moderate student assessment pieces. Our teaching practices have very much become data driven – tailored to meet the needs of the students before us. Furthermore, all staff have been involved in researching and putting into action effective literacy and numeracy strategies in their classrooms. Using the iPads, teachers have been videoing both the students and themselves putting these practices into place. The video footage has then been shared at PLCs, thus empowering all teachers to become leaders and change agents in our school. Liz and I have been visiting classrooms, providing individual teachers with feedback and liaising with them to plot their growth along the AITSL continuum. Next year this will be expanded to include coaching and shoulder to shoulder teaching. Relevant PD on topics such as dyslexia, assessment, mathematics, reading strategies and the formulation of Individual Plans has been provided to staff to ensure they continue to grow and develop as educational practitioners.

We are confident that in 2016, when our next School Climate Survey is administered, the results will reflect the enormous amount of positive growth St Anthony’s is undertaking.

KIDS MATTER

Diane Verson our School Social Worker has continued to coordinate the Kids Matter Program. The Kids Matter team has made great head way in the area of improving learning opportunities for many students.
NAPLAN
Our NAPLAN data continues to be one source of data that influences curriculum development in our school.

Our NAPLAN results in Year Three show the majority of our students are at or above the national benchmark in all areas. However all areas of literacy and numeracy still require our ongoing focus. Reading, spelling, writing has shown a slight trending down, with grammar and punctuation holding steady. Numeracy has shown a pleasing upward trend, with some evidence that our whole school mathematics approach of ‘Stepping Stones’ is making a difference to our results. Numeracy has shown a pleasing upward trend, with evidence that the use of the MAI and Growth Points in the early years is making a difference. Our extension and support programmes that are currently in place will continue in 2015.

Our Year Five students have continued to work well, with teachers focusing on whole and individual needs of their students. Most have achieved at or above the national benchmark, however, reading, spelling and grammar & punctuation requires consolidation. Numeracy and writing has held steady with our previous year’s results. Students experiencing difficulties will again be supported in Year Six in 2015. We will be having a particular focus on students who demonstrate Dyslexia tendency in their reading. Professional development in the area of working memory and dyslexia will be a major component for professional development in 2015. Grammar and Punctuation results do reveal an area of concern. A whole school approach is being investigated in 2015 to arrest this decline.

Most of our Year Five students had demonstrated value adding from their Year Three NAPLAN results, in particular, our students who have been part of targeted support programmes since Year Three. However, we continue to strive for all our students to achieve to the best of their ability.

NAPLAN results continue to be just one window through which we are able to look at whether our students are meeting system-wide, state-wide, and nation-wide academic requirements.

Our curriculum focus has been in the area of numeracy, particular with the introduction of ‘Stepping Stones’ across the school. The implementation will continue in 2015, with teachers receiving individual or group support where needed. Explicit teaching of numeracy remains our key focus, with support and extension of students where necessary. Our PLC meetings will continue with teachers given opportunities to share their various teaching approaches with the whole staff. The moderating students’ results will again be vital to our consistent approach to assessment and evaluation of all literacy and numeracy work. Within our PLC meeting the focus will be based on our NAPLAN results, particularly with our Grammar results in Year Five. Staff will use student results to assess where we need to ensure students understand the grammar concept. In order to do this our NAPLAN results will be looked at in more depth to ensure teachers know both our strengths and weaknesses. This will result in more explicit teaching of necessary grammar concepts.
## NAPLAN Assessments 2014/2013
### Percentage of Children AT or ABOVE National Benchmark Standard

### YEAR 3 – 59 CHILDREN

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<td>96.5%</td>
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<tr>
<td>Grammar/Punctuation</td>
<td>90.0%</td>
<td>95.0%</td>
<td>98.0%</td>
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<tr>
<td>Numeracy</td>
<td>96.0%</td>
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### YEAR 5 – 61 CHILDREN

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Liz De Filippi and Melissa Vranjes our Assistant Principals and to all teachers and Educational Assistants I thank you for your dedication and hard work. Boris Pavicevic and Patrick Desmond for grounds and maintenance, Dayle Russotti in the Uniform Shop, Administration Staff – Gina Hall, Cath Clohessy and Aurelia Cooper. Marg Smith our Library Technician, Ian Pearce our Learning Support Coordinator and Roz Read in the Canteen.
At the conclusion of the year we will say goodbye to Veronica Kurak and Joe Sullivan. These staff members have endeared themselves to staff, parents and students alike as thorough and dedicated teachers. We wish them every happiness in the future.

Josipa Rullo has worked in Years 4/5 this year has shown herself to be hardworking pastoral teacher and we trust that she will re-join our staff in some capacity in the near future.

We have been fortunate to have had the talents of some excellent Education Assistants; Samantha Teale, Kirsty Buttner, Janet Rechichi and Melissa Venema. I would like to acknowledge their contributions to the students in our school.

In 2015 we welcome Jessica Hultink and Philippa Wicksey back from maternity leave. Two teachers have recently been appointed, Miss Yen Wong in Year Four and Miss Natalie Jurek in Year Six.

I also wish to acknowledge Ann Lynch and her dedicated team at OSHC and their success and fine reputation which continues to be nurtured. In 2015 we will be providing a Vacation Care Program.

I am delighted to acknowledge the work of parents in supporting the education of their children. We receive assistance from parents with class programs, the play pod, sports programs, catering, Toe-by-Toe, celebrations and excursions.

As we continue to use the iPad as a learning tool, two class sets of iPads will be used within the classrooms 2015. The class sets will be made available to each year level for a five week period. The two teachers will be given professional support to integrate the device into their curriculum plans. During a five week period the teachers and students will have access to specific apps that complement the overall learning in the classroom.

The computer lab will be decommissioned as we move to having technology available in the classroom rather than in a standalone experience. The lab will become a science room as this area moves to a specialist focus in 2015.

There have been many achievements in each class and together we have experiences many proud moments. Various teams and groups have represented the school in a range of activities. The school choirs participated in the recent West Coast Song Festival and the athletics team were great participants in the Interschool competitions.

I look forward to 2015 being a year of further successes.

God Bless,

Greg Green
PRINCIPAL