

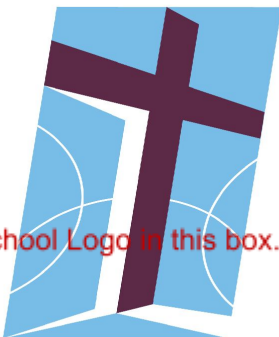
# ANNUAL REPORT

TO THE SCHOOL

2019

REGISTERED SCHOOL NUMBER: 1758

**ST ANNE'S  
SUNBURY**



Insert School Logo in this box.

***St. Anne's Sunbury***  
*Growth Wisdom Love*

## 7 cbhYblg'

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	5
Education in Faith	7
Learning & Teaching	9
Student Wellbeing	12
Child Safe Standards	15
Leadership & Management	17
School Community	20
Future Directions	22
School Performance Data Summary	23

## 7 cbhUW8 YhU]g'

5 8 8 F 9 G G'	16 Stewarts Lane Sunbury VIC. 3429
DF-B7-D5 @	Ms Noelene Hussey
D5 F-G< 'DF-9GH'	Fr Kevin McIntosh
G7 <CC @6 C5 F8 '7 <5-F'	Mrs Kate Medhurst
H9 @D<CB9'	(03) 8746 6800
9A5=@	principal@sasunbury.catholic.edu.au
K 96 G-H9'	www.sasunbury.catholic.edu.au
9'BI A69F'	E1294

## A ]b]a i a 'GHUbXUfXg'5 hYghU]cb'

I, Noelene Hussey, attest that St Anne'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 2010* and the *Education and Training Reform Regulations 2010* except where the school has been granted an exemption from any of these requirements by the VRQA

Australian Government accountability requirements related to the 2019 school year under the *Education and Training Reform Act 2010* and the *Education and Training Reform Regulations 2010*

The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.Á

27.04.2020

Ci f'GW cc`J]g]cb'

United in love and called  
to discipleship,  
St Anne's Catholic School is  
committed to developing a  
community  
of lifelong learners who are;

Passionate

Self motivated

Creative

Resilient

Striving for excellence to

make a positive difference to our  
world

## GW cc`Cj Yfj JYk`

St Anne's, established in 1978, is located in a growing outer suburb of Melbourne. It caters for primary age school children from Sunbury and surrounding areas. Our community is made up of families from a variety of cultures and backgrounds and we aim to ensure there is a sense of inclusiveness for all.

The school's philosophy is that our learners are central to all we do. They are at the heart of all our endeavours and we aim for them to be happy, confident and successful, who use their knowledge and gifts for the benefit of those around them. Our beliefs and educational practices reflect and support the gospel values of faith, love and respect. This is supported by our Religious Education program, which gives our students the opportunity to grow in faith, and celebrate in the Catholic tradition.

Our environment offers every student the opportunity to engage in learning, develop as a whole person and strive to reach his or her potential. St Anne's has high expectations and strives to meet the needs of all students. Our community works collaboratively in a lifelong learning journey and in doing so, supports one another in contributing to our ever changing world. Our contemporary learning approach is personalised as it responds to the needs, interests and experiences of each student. Our students are empowered with the skills, knowledge and capacities to respond to the challenges they will face in their world. Our aim is to enable every student to be a successful and engaged lifelong learner. Our flexible learning spaces, discovery centre / library, multi purpose area, bright classrooms and multi – sports oval and sensory garden allow for flexibility and alternative spaces for learning. Information Technology is fully resourced and regularly updated to support the students personalised and inquiry learning.

We endeavour to provide a caring and supportive environment where the fostering of tolerance and respect is a priority for all members of our learning community. We recognise, value and respect the uniqueness of each child so they reach their full potential. The many wellbeing programs being offered provide opportunities for our students to feel a sense of inclusiveness, support and connection to our school. Some of these programs include; student leadership, restorative practices, intervention / extension programs, peer mediation, friendship stop and transition programs.

The school plays an important role in the community by developing close links and partnerships with the parish groups and the wider community. Our aim is to ensure the development and wellbeing of our students and families increase by the building and strengthening these links and partnerships. We encourage the active engagement of parents in their child's learning so a collaborative partnership can be developed.

## Df]bWdUd'F Ydcfh

It is with much pleasure that I present my 2019 report to the community.

The staff at St Anne's worked effectively to ensure our students received an education where their educational, spiritual, social and emotional needs were being met. They ensured they knew their students and their preferred learning styles. Classroom teachers, supported by specialist teachers and learning support officers continually encouraged a culture of learning, where all students were encouraged and supported to achieve to the best of their ability.

St Anne's participated in the National School Improvement Tool conducted by the Australian Council of Educational Research and the Catholic Education Office Melbourne. The outcomes of the School Review is a reflection of the past four years and drives a school improvement plan for the next four years. The findings of the review were outstanding and there was a lot of evidence that St Anne's is operating as a very successful school with many effective strategies being practiced. Some of the findings of the review panel were;

- The development of an inclusive Catholic learning environment featuring trusting, supportive and caring relationships demonstrated between all stakeholders based on the school's Catholic values and faith
- The improved student growth as evidenced by NAPLAN above similar schools for writing and the maintenance of outcomes in line with schools with similar students for writing
- The embedding of Discovery Learning Prep – Year 2 and Genius Hour Year 3-6 which has engaged students to passionately following their interests and to have an authentic voice in their learning
- The development of strong mutually supportive and trusting relationships between staff
- The high levels of morale, optimism, hard work and commitment of staff and leaders the deep commitment of all teachers to meet the individual needs of all learners, working in close partnership with school leaders ensuring a shared collective responsibility for student learning
- The way in which the school has embedded a consistent approach to behaviour management underpinned by the positive behaviour for learning strategies
- The strategic priority placed on engaging parents with their child's learning through the successful implementation of use of See Saw and many planned opportunities parents are provided with to engage with learning at the school.

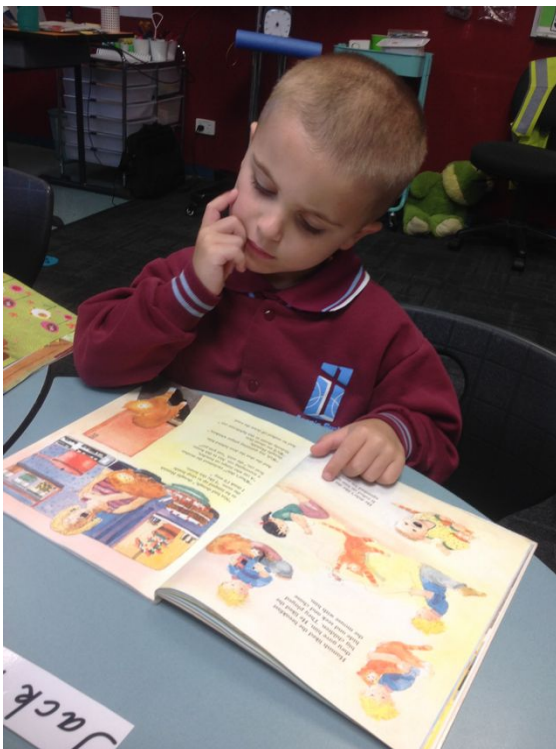
I feel very proud of all our achievements that were made throughout the year. Many students produced work of a very high standard and went beyond expectations to demonstrate their understandings of concepts being taught. Evidence of this work was on display at our Learning Expos, which were held throughout the year.



Our 2019 goals and intended outcomes gave us the direction we needed to implement many strategies, ensuring we were able to provide a balanced education to meet the needs of all our children. We strategically planned our work in the five spheres throughout the year, which meant we were able to successfully reach targets and achieve set goals.

Highlights of our 2019 year included our Arts Expo which demonstrated the visual and performing artistic talents of our children. Our Year 6 students planned a day where money was raised for MND research and a 'Big Freeze' day was held with great success. Positive Behaviour for Learning Strategy continued to be successfully implemented throughout the school. Our students were taught how to be responsible, respectful, safe and resilient. Children in Year 3 to 6 had access to chrome books, which allowed them to access the Google suite. Our children had the opportunity to lead their own learning through Discovery (Prep – Year Two) and Genius Hour (Year Three – Six)

I would like to thank our families for the valuable contribution they make to the life of our school. The parent committees work hard to foster a sense of connectedness to our school. They assist us to ensure there is continual improvement and growth at St Anne's. The Staff are dedicated professionals who continually strive to improve their teaching strategies and ensuring they develop positive relationships with all students. Á



## '9 Xi WUjcb'jb': UjH '

### ; cUg/ 'bhYbXYX'Ci Hta Yg'

Hc`Yb`jY Yb`H Y'7 UH c`jW=XYbhjmcZH Y'a Ya VYfg'cZci f'gW cc`Wta a i b]mi`

V@Aq|A ^{ à^!•A -A ~|A^æ} ã \*A| { { ~} æ'Á q|A} \*æ^A A AãæpAãq] \*~^A ãQ| áæ q'Á [ |!áA  
æ áA@AæQ|ãA q'í' A A^æ&Q| A A^æ ã \*~|A æ•A Aã^

Provide opportunities for members of the community to engage in learning critical dialogue, reflection and action based on a deepening understanding of the Catholic story in today's world.

### 5 W jYj Ya Ybtg''

This year, St Anne's worked with four other schools as part of a religious Education Collective to build the capacity of the Religious Education Leader as well as staff to develop an in depth understanding of the renewed Religious Education curriculum in order to plan an engaging curriculum as well as reporting effectively on the student's progress.

Our major focus for 2019 was to continue to embed our Catholic Identity into our school culture. Staff members were challenged to reflect on their beliefs and practices and to 'do theology' in our school as this is critical if St Anne's is to have a vibrant and engaging Catholic identity. Our Parenting in Faith Nights supports this initiative. Our Junior Faith Nights, facilitated by our Religious Education leaders and parish Staff and with a focus was on how parents can support their child's faith development. These sessions also allowed parents to reflect on their own faith and to gain a deeper understanding of the traditions and teachings of our Catholic faith, whilst supporting their child on their faith journey. "

Visual displays have provided thought provoking and inspiring imagery that relates to the current time of the year, with a faith focus. Similarly, through the weekly newsletter, communication of important information and events has been published. Elements of the Gospel messages, particularly in regards to the Catholic Social Teachings, have also been promoted each week as a way to support the units of work, which is being taught in our classes. "

Social Justice initiatives were once again a focus with the continued good work with our Mini Vinnies and the implementation of our 'Justice in June' program across our parish and schools, focusing on issues such as Refugees, Asylum Seekers and those in our community who are marginalised and what we can do to help and raise awareness'. Other initiatives we supported as a school were the Caritas Project Compassion, Catholic Missions and the LAP program (care program for children at risk in Jakarta). The LAP Program was developed with our parish and raised money and St Anne's students created messages on cards and these were sent to the children in Jakarta. A number of students, within the Genius Hour time researched and investigated organisations connected to social justice issues and developed ways to raise "

Our Combined Staff Faith Development Day with Our Lady of Mt Carmel was lead by Marg Carswell and focused on three key elements;

1. Being Sacramental – theology and the human experience
2. The seven sacraments – modelled on human experiences and ritualised with words, actions and symbols seeded in Scripture
3. Praying the Sacraments – using a labyrinth and prayers of Thanksgiving , Contrition and Blessing

Combined staff masses at both the beginning and end of the year as well as our Commissioning Mass have allowed staff to come together in prayer and develop our Catholic Identity both as a school and parish.

Our sacramental program was very successful; our students were well prepared and all celebrations were very reverent. Regular meetings between the Parish Associate and the Religious Education Leader were held to ensure the sacraments were well organized and planned. Teachers' capacity to understand the theology of the sacraments and the liturgical expression at the local parish level were developed through professional learning opportunities. Our Sacramental Parent Faith Nights facilitated by guest speaker Paul Spence were well attended. Feedback from parents who had children participate in a sacramental program was very positive. Our liturgies have continued to be meaningful for all our students. Whole school masses, liturgies and class masses were well planned and saw greater attendance from student families. Classes prepared morning tea for parishioners when they attended the weekday masses. The introduction of split Prep – Year 3 and Year 4-6 liturgies for key religious celebrations has allowed for a more focused and reverent experience that can be specifically catered to those year levels as well as increased attendance by families.

Our St Anne's feast day was planned with a variety of activities planned during the day for our students. The School Captains and the Year 6 RE Team attended mass at St Patrick's Cathedral to celebrate Catholic Education Week.

J5 @ 9'58898'

- School Masses, Class Prayer Services, Assembly Prayer
- Social Justice Initiatives – Homework Club, raising money for Catholic Social Justice Agencies including Project Compassion, Catholic Care, St Vincent de Paul, Catholic Missions and children at risk who live in Jakarta (LAP Project)
- Sacrament Celebrations – Reconciliation, Eucharist and Confirmation
- Faith Nights for Parents and Children in Years Prep, One, Two and Five
- Parenting in Faith – Year 5 – Family Life sessions
- Professional Development for Staff focussing further developing our understanding of Catholic Social Justice teachings. Guest speakers spoke to staff about their own and other's experiences of being refugees in Australia
- Celebration of St Anne's Feast Day, Mother's / Father's Day and Grandparent's Day
- Raising money for MND
- Confirmation Retreat Day



@Yfb]b[ ' / ' .

HYUW ]b[ ' .

Hc`Yb\ UbW'g'li XYbh

Yb[ U] Ya YbhH fci [ \ ' .

VcbhYa dcfUfmiUddfcUW Yg]b`U`W ff]W`i a `UfYUg`

V@Ac`a^} o q{^æ} ã \* Á|], c@] Ác`læ& Ág`aÁ`{ ^læ`Á Á æã ã^aÁ|Áq|Á] @'o  
 V@Ac`a^} o{ \* æ^ { ^} cÁ Á & ^æ^aÁ@`~ \* @]`!|] [•^~|Áæ@`\* Ág`aÁ^] Áæ} ã \*

Build the capacity of teachers to differentiate learning opportunities and support students to develop and improve their understanding of learning dispositions **EA**

**5 W ]Yj Ya Ybtg`**

@hYfUWni

In 2019, teachers continued to make genuine and purposeful links between English and other learning areas, particularly Inquiry, Religious Education, Discovery and Genius Time. Where appropriate, reading and writing skills were developed through texts and experiences that also develop knowledge and understandings across other curriculum areas. Students were given the opportunity to direct their own learning in Writing through Discovery Writing (P-2), Sacred Writing and Writers Notebook (Year 3-6).

Reading stamina continued to be a focus for all students throughout the school. Classroom Libraries were restocked with many interesting and good quality books. Mid- year and end of

year assessments (using the Benchmarking Assessment System) allowed teachers to further develop their understandings of their students' comprehension and accuracy levels and in turn, plan specific teaching tasks to meet their needs. Through targeted professional learning meetings, teachers across the school developed a deeper understanding of reading skills, and their role in deepening students understanding of texts.

Teachers continued to develop understandings of the meaning and history of words and parts of words through professional development. A group of 3-6 teachers undertook Lyn Anderson's 'Words in Context' professional development days and began to implement the approach and teaching strategies in their classrooms. Junior teachers began daily mini phonic sessions as part of their reading block with a focus on developing phonological awareness and automatic recall of letter sounds and patterns. The Foundation Team attended David Hornsby 'Phonics in Context' professional development days which played a large role in the development of a new literacy planner. More focussed spelling assessment was undertaken in Prep – Yr. 2 to identify student's particular areas of need which then guided teaching and learning in the classroom. Targeted intervention continued throughout the school. Levelled Literacy Intervention (LLI) was carried out for students most at risk. Teachers also undertook training in Specific Learning Disabilities with a focus on Dyslexia and professional reading on Cognitive Load for students.

Moderation of Writing across the years was a focus throughout the year with St Anne's staff teaming up with another Catholic school to discuss writing genres and moderate work samples in an effort to build teacher efficacy and consistency in report writing. Teachers collated a series of samples of writing across the grades and compared them to both state and national samples to create a clear picture of the progression of writing through the years. As a result, teacher knowledge around the Victorian curriculum was increased.

Literacy leaders continued to facilitate weekly planning sessions with teaching teams. They also coached and mentored to assist with teacher's goals. Part of this was providing opportunities for teachers to observe 'expert teaching' throughout the year.

### **Bi a YfUWn**

2019 saw a continued focus on the development of teachers' understandings around effective mathematical pedagogy. Facilitated team planning sessions allowed teachers to discuss key concepts and consider how they might best be introduced, reinforced and extended in their classroom. Collaboration between Maths Leaders at Prep, One/Two, Three/Four and Five/Six aimed to ensure consistency in programming and pedagogy across the school, supported by regular meetings and sharing of ideas at leadership level. Teachers continued to reflect upon how the needs of students with differing abilities might best be addressed within the context of the classroom program. In order to provide authentic opportunities for extension, groups of students in Years 5 & 6 were involved in the Maths Olympiad program. Anecdotal feedback from both teachers and students was testament to the effectiveness of such an opportunity."

We continued the *S^æ} ā \* Æ/æ ^, [! Æ Á { à^!* in our Prep classrooms as part of a collective with other Catholic Primary Schools from the Northern and Western Regions. In addition to this, we continued to conduct a Numeracy Intervention program targeting select students from Years 2-4 who had been identified as being at risk. Each student, or group of students, completed a



tailored program of approximately 40 lessons, with summative assessment data indicating significant improvement in basic number understanding, as well as an increase in each student's mathematical self-belief."

"

Along with standardised assessments such as NAPLAN and PAT Maths, we introduced a new program Essential Assessments. Essential Assessment is a program that links to the Victorian Curriculum and provides numeracy assessment and a curriculum model that delivers a whole school approach to formative and summative assessment. This was supplemented with regular assessment practices such as exit tickets and Fist to Five ratings. Feedback from teachers indicated that they were able to use all three tools to triangulate the data to guide and inform numeracy teaching.

Teachers continued to embrace their daily informal interactions with students during Mathematics sessions as opportunities for valuable data collection,

"

#### **bei jfm'**

Students in 2019 participated in units of Inquiry designed to build their understanding of our six Big Ideas – History & Tradition, Earth & Environment, Communities & Citizenship, Science & Discovery, Health & Wellbeing and Design & Innovation. As well as focusing on building content knowledge, students deepened the level of sophistication with which they could apply the different learning processes, such as the scientific process, the design process and the research process. To support our students' development into independent and self-managing learners, we continued to use the St Anne's Learning Disposition in both targeted and incidental ways. "

#### **bfafa Ujcb'HYW bc`c[ m**

St Anne's continues to provide 21st century learning opportunities for all students to enhance their learning. To facilitate this, students in Prep- Two utilise iPads and Students in Years 3-6 Chromebooks. In 2019, we continued our Digital technologies program which focused on the design technology curriculum, especially robotics, coding and STEM (Science, Technology, Engineering and Maths). Groups of students represented St Anne's at the Kids Teaching Kids Conference. We were successful at the Catholic Education Melbourne MAD Showcase winning the overall prize for our presentation on the Water Cycle. We were invited to attend the Airfoil Defence Exhibition and we continued working with Western Water and Scienceworks.

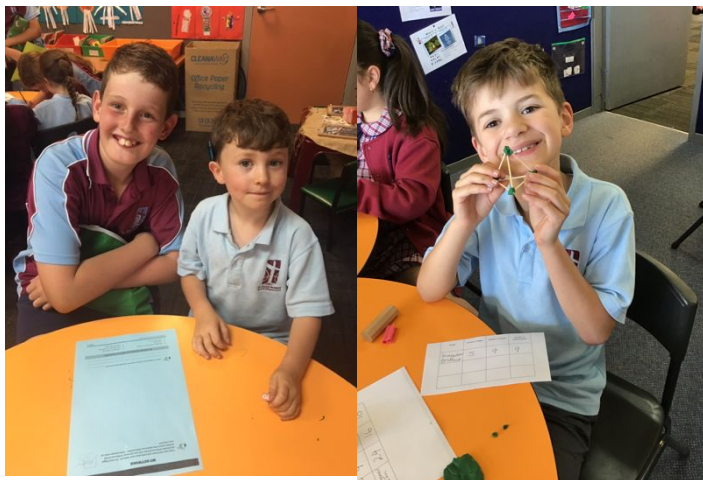
St Anne's continued to maintain its status as an eSmart School which provided us with a framework for developing policies, practices and whole school processes to support the creation of a cyber safe environment. As part of this, students completed two eSmart activities per term and the school celebrated eSmart week in September. During this time, parents were invited to attend an information session conducted by Think U Know.

Our School Review feedback was that through learning and teaching practices, a strong commitment is given to the collection of data to drive focussed teaching and curriculum design. There is strong evidence of an inclusive environment and staff are committed to their student's improvement. Differentiation practices are embedded across the school. Emphasis is placed on explicit instruction, provision of small group, targeted individual instruction and support. Allocation of human resources aligns strongly with the school's improvement agenda and its

commitment to individual needs. Teachers provide students with constructive feedback in relation to their learning. This feedback is mostly aligned to the learning intention and success criteria.

**GHI 89BH'@5FB-B; 'CI H7CA9G'**

- An increased focus on the strategic development of independent writing practices in the Junior levels is reflected in improved writing achievements for Year 3 students, especially in the areas of grammar and punctuation. This was a focus for our middle school, resulting in improved outcomes for our Year 5 students.
- Professional development in reading and comprehension has seen a steady increase in reading results, particularly at Year Three. A greater than expected percentage of students achieved Medium & High growth in Reading between 2017 and 2019. In Numeracy, the expected number of students achieved Medium & High growth between 2017 and 2019 Targeted teaching and teacher professional development resulted in improved results for both Year 3 and 5 students. It is noted that there remains a need to extend students and raise performance at the 75<sup>th</sup> and 90<sup>th</sup> percentiles in both Year 3 and Year 5.



**Ghi XYbhK Y`VY]b[ '**

Hc`XYj Ycd`d cg]hj YUbX'fhi gh]b[ 'fYU]cbg] ]dg'lc`dfca ch'ghi XYbhk Y`VY]b[ '  
 V@Ac`a^} • A^|Ae^A A@A&@|A} ca] } { ^} oA aAe^A [ cae^aA A^ae} A  
 V@Ac`a^} • Ae^A } & ~|ae^aA Aa^Aa | • A a@A^Ae} a \*Ae aA A^ { [ ] • dae^A [ • aA^A

{ ã á•^o  
 V@Ác á^} á^ @qã ~|Á ã æ^{ ^} o|/æcá•Áe^Á[ ]•ãc} á@| ~ \* @ ~ á@Á&@| |Á

Implement a whole school approach that cultivates student wellbeing and fosters a greater sense of connectedness Á

**5 W JYj Ya Yblg'**

Our sensory garden continues to provide a passive space for students, where they have the opportunity to find a space where they can calm themselves and reflect. The sensory garden has also been used for therapeutic and educational programmes within our school community. The students can experience the exhilaration of growing and tasting herbs and fruits "

The Student Representative Council has continued their great work being the voice of the student body. This was evident within their work to support anti bullying initiatives such as National Day Against Bullying and Violence. Our SRC and Year 6 students have also worked together to raise funds for MND; a very popular and successful fundraiser. The SRC continue to reflect the core values of St. Anne's and through their leadership our students have been able to create a warm, prosocial, welcoming environment."

Our Positive Behaviour for Learning (PBL) initiative which outlines our core values - Respect, Resilience, Responsibility and Safety continued to make positive changes to the behaviour management of our students. Expected behaviours were explicitly taught and monitored by staff. We have seen the positive impact this has had on our school community through PBL initiatives such as weekly awards for displaying our values within the community, and using raffle tickets to celebrate positive behaviour on the yard. Our data also indicates that throughout the year there has been a decrease in the number of incidents requiring follow up from teachers or members of leadership. Over the past year, the PBL team has worked together to refine data collection practises. Incidents from the playground are recorded and entered into the SWIS program. This identifies who requires explicit teaching and support. The team have also worked collaboratively with CEM staff to highlight focus areas of learning. "

Participation in Tournament of Minds gave our students the opportunity to challenge themselves and grow through a six week problem solving program. Students worked within teams of seven to solve a problem and presented their solution to a panel of judges at La Trobe University. Our students were recognised for their teamwork and presentation skills. Overall the Tournament of Minds process provided our students with a platform for excellence and equipped them with strategies and skills, which will support future success."

Our teachers participated in professional learning sessions to further develop their understanding of strategies that enhance the learning and emotional needs of students in their classrooms. Our Parent to Parent Group continued to meet and were a great support to one another, sharing resources and ideas with one another.

Following our annual action plan, the school has had the opportunity to further their understanding of gifted and talented students through PD provided by Catholic Education Office



staff member Susan Nikasis. Five of our teaching staff participated in an action research project, attending 5 days of PD, to help support staff cater for our gifted and talented students.

As in previous years, St Anne's has been fortunate to be granted funding from the Hume City Partnership Grant. The focus for this grant, continues to build upon the school's communities knowledge, recognition and understanding of strategies for managing anxiety. In 2019 we engaged the expertise of Michael Gross and Jodie Richardson to raise the awareness of our school community about anxiety and management strategies. In 2020, the use of the Hume City Partnership Grant has allowed the school to provide a more tailored program by addressing students and parents needs at the tier two level. With the expertise of a psychologist, students and their parents have been able to engage in small focus groups to learn about student's own anxiety and work with their parents to implement strategies

"

The high number of students deemed eligible for SWD funding has resulted in twenty four learning support officers assisting them to be integrated into our school. Intervention programs have been implemented and many opportunities exist for liaising between Literacy Leaders, Learning Support Officers and Special Needs Leader to implement and assess the success of intervention programs and strategies. Emphasis was placed on developing and implementing Individual Learning Plans. The process was individualized for each student and all goals were set to ensure learning or social needs were being met. "

The practise of collecting evidence of adjustments for NCCD over three weeks each term is well embedded within the school. Both teachers and LSO document the adjustments required for students to access learning and participate in all areas of school life. In recognising and supporting the growing number of students with a disability, the school has employed a Junior Wellbeing Leader and psychologist on a fortnightly basis. The staff continue to be supported by behaviourist, Dan Petro with termly meetings designed to build an understanding of individual student's behaviour and proactive strategies.

Lunchtime Clubs, Chill Out areas, Quiet areas all provided areas where our students could go to when they felt overwhelmed in the playground. Our Friendship Stop provided an area where our students could go to if they did not have a friend to play with. This was facilitated by Year Six students who had been trained on how to assist our younger students to join in on games / activities that they were offering."

"

"

#### GH1 89BH'G5 H:G: 57 H:CB'

Our students feel they are connected to the school, an increase from previous years. Our students are feeling safer and they are feeling their peers are not disturbing them as much in the classroom. Our parents have also indicated that their children are safer at St Anne's than in previous years. Parents have also indicated that they feel our children's learning is not being disrupted as much as in previous years. Our students feel positive at school. They are

engaged, motivated to learn and achieve and they have a positive perception of their ability as students. They find their learning stimulating and they feel their teachers are empathetic.

"  
"  
"  
"

#### J5 @ 9'58898

Attendance at Leadership Conference by School Captains  
 Parent Forums for those who have a child diagnosed with special needs  
 Counselling Services available to all students if required  
 Transition programs for children in Prep and Year 6 as well as students in other years  
 Homework Club for children who find it difficult to complete tasks at home  
 Breakfast Club for those who do not have breakfast at home  
 Friendship Stop Program  
 Lunchtime Clubs –computer, techno, computer and reading club  
 Active Student Representative Council (SRC)  
 Parent to Parent Support Group  
 'Chill Out Space' for children who find the playground over stimulating  
 Sensory Garden where children can experience play using all five senses  
 Play pod where children can play creatively with mixed materials

#### GHI 89BH5HH9B85B79

Parents are required to ensure their child attends at St Anne's Catholic Primary School every day, during normal school hours of each term. Where their child is unable to attend school it is the parent's responsibility to contact the school on that day to inform them and to provide the school with an explanation for their absence.

Parents are responsible for contacting the school when their child is unable to attend the school on any given day.

In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a text message and a request made for an immediate response to explain their absence. This will be sent to parents prior to 9:30am. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In

the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student. If, following contact, the student's safety has been established, but no explanation has been provided within 10 school days, the absence will be recorded as an unexplained absence and will also be noted in the student's file.

If the student is absent on a frequent basis, the teacher informs the Student Wellbeing Leader who then consults the Principal. Together they will decide the next steps. In most cases this is to arrange a meeting with the parents, which usually result in support structures introduced for the student to attend school on a regular basis. If unexplained absences still occur, then the Manager of the Regional Office will be contacted.

## 7 \ J'X' GUZY' GHUbXUfXg'

### ; cUg'UbX' bhYbXYX' Ci Ht'a Yg'

St Anne's continues to hold the care, safety and wellbeing of students as a 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 Anne's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2019, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

### 5 W JYj Ya Yblg'

During 2019, St Anne's was found to be compliant in meeting the requirements of the Victorian Registered Schools Board when implementing and practising Child Safety Standards throughout all areas of the school.

#### Hl Y'Ya VYXX]b[ 'cZdc`]VYg'UbX'Wt'a a ]ha Yblg']bhc`Yj YfnXUmidfUW]W'

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

#### HfUj]b[ 'cZHYUW Yfgz'bcblHYUW ]b[ 'ghUZZUbX'j c`i bhYfg'

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

#### **HA Y'dUfHjWdUjcb/ 'Ya dck Yfa YbhcZgli XYbng**

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in the Daniel Morecombe Foundation Keeping Kids Safe Program played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and review by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

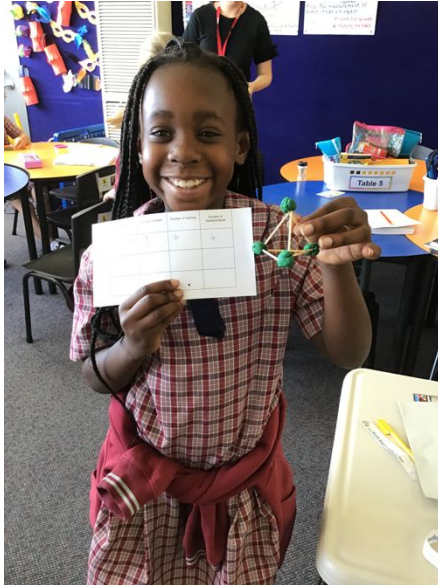
#### **7 cbgi 'Ujcb'k]A 'A YWca a i b]hm**

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

#### **<i a Ub'FYgci fW'DfUWjWg**

- St Anne's continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements 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 & National Criminal Record Checks
  - Screening of Casual Relief Teachers, Contractors and Volunteers.

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



## @UXYfg\ ]d/ `A UbUj Ya Ybh

Hc`WYUH`U\ ][\ `mYZZWj] Y`UbX`Wt`UVcfUHj Y`gW cc`k\ YfYU`ghLZZUFY`Yb[ Uj YX`UbX`  
a chj UHY`lc`YI W`

V@Áæ-Áé^Á{ ][, ^!^áÁ ã@ Áá!| -^••ā } æ^æ} ā \* & |ç !^Á[ Á^ç^[[ ] Á áãã` æ/á áÁ  
& ]|^&ã^ Áá æã Á Áç] ^!óæ&@ \* Á Á!á^!Á@Ác`á^} á^} \* æ^ { ^ } áá á&@ç^ { ^ } óÁ  
ā ]!| ç^á`Á

Embed processes of professional learning, feedback, coaching and mentoring to enhance a culture of professional learning

## 5 W ]Yj Ya Ybfg`

Our enrolments increased to 645 students with 28 classes. The average class size was 23 students.

Our Peer Feedback Program continued to flourish with teachers seeking feedback and implementing suggestions into their teaching practice. The development of asking deeper questions to students remained a focus for teachers. They realized the importance of asking quality questions if our students are going to be challenged and learn. Teachers also focused on how to enhance their student's ability to use a growth mindset to understand themselves as learners. Teachers used their goals as evidence for their Annual Review Meetings. The AITSL standards were referred to during these meetings.

Opportunities for facilitated planning also focused on discussing and planning best teaching practices to ensure continual student progress. Teachers had the opportunity to plan with consultants to assist them to organise and deliver an engaging curriculum to their students

Professional Development was provided to ensure all staff was kept updated about best teaching practices. The focus of this professional development was to raise their awareness and capacity of effective practices to ensure they are meeting the needs of all students in their class.

Our facilities continued to be upgraded with the development of the Dried Creek Bed Garden, painting of classrooms as well as the purchasing of chrome books, books for literacy, equipment for math's lessons and resources for the Library.

Our Student Representative Council (SRC) continued to have an input into various aspects of St Anne's. They promoted the National Say No to Bullying Day, informed students about several fund raising initiatives, as well as facilitated numerous activities during recess and lunchtime



breaks. The SRC held regular class meetings to ensure the students have had an opportunity to express their opinions and ideas to ensure St Anne's is the best school it can be.

Leadership Teams participated in Professional Development focussing on effective teamwork. They also participated in coaching sessions with a GROWTH coach. This has helped them to develop their capacity as team members, given them confidence and the skills to have difficult conversations and set goals and strategies on how to achieve them.

The findings from our School Review were that a detailed School Improvement Plan was developed and was driven by the leadership team to ensure its implementation and improvement strategies were prioritized. Leaders work actively to support teachers and have high levels of expert knowledge. Teachers report they can rely on leaders to respond in a timely and supportive manner, providing guidance on learning, engagement and behaviour management. The allocation of human resources aligns strongly with the school's improvement agendas and its commitment to meet individual needs. The School Advisory Committee members have a voice in the formation of school policies.

9LD9B8 #H F9 '5 B8 'H95 7 <9F 'D5 FH7 -D5 H-CB' -B'DFC: 9GG-CB5 @@5 FB-B; '

89G7 F-DH-CB'C: 'D@ B89FH5 ?9B'-B'&\$%'

Weekly Staff Learning Meetings and Professional Learning Team Meetings focussing on Literacy, Numeracy and Student Voice  
 RE – Dr Marg Carswell – Being Sacramental – theology and human experience  
 Pauline Zappulla - Positive Teams – Leadership Strategies  
 ASD - anxiety, triggers FBA  
 Student Voice – Discovery - Deb Vietri, Genius Hour – attendance at Conference with facilitators – James Anderson and John Spencer  
 Behaviour Management – Dan Petro  
 NCCD – Adjustments to support learning  
 First Aid Training - CPR  
 Literacy – Comprehension - CEM  
 Planning with Literacy, Numeracy and RE Leaders  
 Network Meetings focussing on – Literacy, Numeracy Learning and Teaching  
 Numeracy professional Learning – Prep

BI A69F'C: 'H957 <9FG'K <C'D5 FH7 -D5 H98 'B'D@]b'8\$%'	45
5J9F5; 9'9LD9B8+H F9'D9F'H957 <9F': CF'D@	\$2,200.00

**H957 <9F 'G5 HG: 57 HCB'**

Feedback from staff indicates there has been an upward trend in both staff and school morale. The sense that staff members feel supported by leaders continues to improve.

Staff members feel there is a greater opportunity for formal and informal processes that enable them to receive feedback and how they are performing in their roles. Staff members feel they can approach leaders to discuss issues and leaders have a good understanding of the challenges they encounter while teaching at St Anne's

They feel there is good teamwork amongst all members with good communication and that colleagues can be relied upon when support and assistance is required. Staff members feel they have a clearer understanding of what is expected and required of them.

They have indicated that they have a clearer understanding on the processes to manage our children and that there is a consistent approach when enforcing our discipline policy.







Learning Walks were held which gave our parents the opportunity to see our Learning in action. They were well attended and their feedback was that they were well informed what and why was happening in our classrooms.

The findings from the School Review are that parents describe the Catholic values of the school as being lived out in their children. Social justice actions reflect the school's core values. St Anne's has appointed a community engagement leader who initiates and promotes opportunities for parents to be involved, view and understand teaching and learning at the school e.g. parent walk throughs, learning expos, art shows, eSmart parent forums etc. Parents actively engage in their child's learning and interact with teachers through the Seesaw app. Images are regularly posted accompanied by annotations to communicate and recognise student learning successes. Parents acknowledge that the school openly welcomes and engages with them respectfully enabling them to feel confident to contribute in class programs, communicate with teachers, leaders and the wider school and parish community. Parents, Friends and Teachers Association predominantly identify, outreach and social enrichment as key areas for their work. The School Advisory Committee members have a voice in the formation of school policies.

#### D5 F9BH'G5 H'G: 57 H'CB'

Parents have indicated they are very satisfied with the school. There is an increasing sense that the school is receptive of, and understands the views and concerns of parents. They feel they have a greater opportunity to engage and collaborate with staff. They also indicate that the school has had a greater focus on improving its performance. Throughout 2018, they feel they have had more opportunities to have a say in the planning of the future of the school



**∴ i h fY'8 ]fYW]cbg'**

**Df]cf]lm%'FY][ ]ci g'8 ]a Ybg]cb'''**

***To strengthen our school's identity as a place where Catholic faith is integrated with everyday life***

That students' diverse issues, experiences and thinking are brought into dialogue with the Catholic tradition.

That staff have knowledge and commitment in presenting and enacting the catholic tradition in the context of a faith community.

That families are engaged in authentic opportunities to come into dialogue with their faith and catholic traditions.

"

**Df]cf]lm]&'9 ZYW]j Y'HYUW ]b[ ''**

***To embed our knowledge of highly effective teaching practices so we can ensure continuous growth for all***

That we are proficient in the use of data, through rigorous dialogue and analysis that informs practice.

That we have a deep understanding of the progressions of learning across years, subject areas and their interconnectedness to drive differentiation.

We strategically reflect individually and collegially on our practice, in order to strive for continuous improvement

"

**Df]cf]lm]' . 'GW cc`7 ca a i b]lm**

***To continue seeking diverse and authentic partnerships that enhance learning outcomes for all.***

That families are actively engaged in the life of the school

That authentic and strategic partnerships are developed within the community, based on identified needs.

"

"

"

"

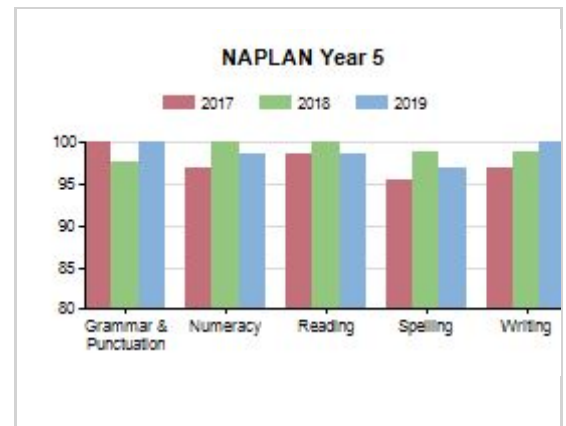
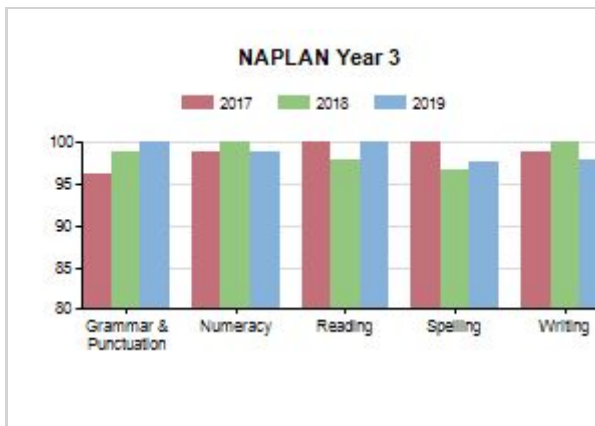
"  
"  
"  
"

GW cc`DYfZfa UbW`8 UJGi a a Ufm

9%& ( ` Gh5 bbYfg`GW cc`zGi bVi fm

DFCDCFHCB`C: `GHI 89BHG`A99HB; `H<9`A=B=AI A`GH5 B85 F8 G					
B5 D@ B`H9GHG	8\$%+` `i	8\$%` `i	8\$%+`!`8\$%` 7\ Ub[ Yg` `i	8\$%` `i	8\$%`!`8\$%` 7\ Ub[ Yg` `i
YR 03 Grammar & Punctuation	96.3	98.9	2.6	100.0	1.2
YR 03 Numeracy	98.8	100.0	1.2	98.9	-1.1
YR 03 Reading	100.0	97.8	-2.3	100.0	2.3
YR 03 Spelling	100.0	96.6	-3.5	97.6	1.1
YR 03 Writing	98.8	100.0	1.2	97.8	-2.2

YR 05 Grammar & Punctuation	100.0	97.7	-2.3	100.0	2.3
YR 05 Numeracy	97.0	100.0	3.0	98.6	-1.4
YR 05 Reading	98.5	100.0	1.5	98.6	-1.4
YR 05 Spelling	95.5	98.8	3.3	97.0	-1.8
YR 05 Writing	97.0	98.8	1.8	100.0	1.2



<b>5 J9F5 ; 9 `GH 89BH'5 HH9B85 B79'F5 H9'6 MM95F' @J9 @</b>	<b>I</b>
Y01	90.0

Y02	89.6
Y03	90.4
Y04	89.0
Y05	88.6
Y06	89.5
Overall average attendance	89.5

<b>H9 5 7 &lt; -B; 'GH5 : : '5 HH9 B8 5 B7 9 'F 5 H9</b>	
Teaching Staff Attendance Rate	88.1%

<b>5 @GH5 : : 'F 9 H9 BH-CB'F 5 H9</b>	
Staff Retention Rate	82.3%

<b>H9 5 7 &lt; 9F 'EI 5 @: 7 5 H-CBG</b>	
--	--

Doctorate	0.0%
Masters	13.0%
Graduate	17.4%
Graduate Certificate	4.3%
Bachelor Degree	87.0%
Advanced Diploma	21.7%
No Qualifications Listed	0.0%

<b>GH5 : : 7 CADCG-HCB</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	55

Teaching Staff (FTE)	43.9
Non-Teaching Staff (Headcount)	34
Non-Teaching Staff (FTE)	25.7
Indigenous Teaching Staff (Headcount)	1