



**St Anthony's School,
KEDRON**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Anthony's is a co-educational Catholic primary school administered by Brisbane Catholic Education located in the inner northern Brisbane suburb of Kedron. Established in 1930, our Franciscan tradition rests on the charisms of St Francis, St Anthony, and St Clare.

St Anthony's school enjoys a unique relationship with two Franciscan independent Catholic Colleges namely Padua College and Mt Alvernia College. Together the three schools work in partnership as an educational entity which is known in the local area as FOTH (Franciscans on the Hill). Current enrolments at St Anthony's is approximately 670 students with 72 members of staff.

The quality of teaching and learning at St Anthony's meets the highest standards set by Government and Catholic authorities, performing at high standards against system measures and in public facing data. St Anthony's actively sets and regularly reviews its goals for supporting the diverse needs of all our students. We strive to meet our responsibility to prepare our students for their future in a global society and to ensure they are well prepared for the challenges of the 21st Century.

School progress towards its goals in 2021

Learning and teaching

Goal: To optimise every student's learning outcome (or growth) with a specific focus on Literacy and Numeracy so that there is evidence of high levels of engagement, progress, and achievement

Strategies:

- Focus on responsive, differentiated, and engaging pedagogies (in spelling and mathematics)
- Align assessment tasks with the achievement standard

Indicators of success:

- 95% of students meeting monitoring tool benchmarks.
- Improvements in NAPLAN Spelling from 'below to close to' based on 'students with similar backgrounds'
- Reporting authentically reflects students' progress and achievement over time and across years of schooling.

Achievements:

- 95% of students meeting monitoring tool benchmarks.
- Consistency of curriculum planning.

- Professional development in differentiated planning and assessment.
- Sharing good practice in spelling and reviewing spelling against NAPLAN.
- Moderation of English, Mathematics and Religion.

Catholic identity

Goal: We endeavour to realise the potential of being human by developing the Catholic heart, spirit and intellect of our community of students, staff and families.

We celebrate faith, giving witness to God's hope of promoting the dignity of every person, by embodying a contemporary Catholic worldview.

Strategies:

- Learning opportunities that are engaging and lead participants to greater understanding of their role in Catholic education.
- A focus on the Jesus story by contextualising this story to our community.
- Engage with projects and opportunities that help facilitate an interaction and fusion of the Catholic story and our context.

Indicators of success:

- Review Religious Education Program
- Engagement in the Dialogue Schools Project
- Staff formation in Catholic Perspectives

Achievements:

- Validation of RE Program
- Community engagement in the Dialogue Schools Project survey.

Wellbeing

Goal: We endeavour to create environments that have a positive effect on the wellbeing of our students, staff, and families.

We will advocate for the common good through social justice and ecological action and change.

Strategies:

- Develop an environmentally sustainable focus in our community to build individual and collective responsibility to care for our common home.
- Build engagement with the community by focussing on ecological action and change.
- Provide a healthy and safe environment to support every individual's growth.

Achievements:

- Creation of staff and student Covenants to reflect the school value of Reverencing Creation.
- Discussions with P&F Association and Pastoral Board members to create an Action Plan for 2022 to focus on embedding ecologically sustainable changes including solar panels and recycling opportunities.

Our people

Goal: Build a talented, committed and high-performance workforce who are called to nurture each other to improve young people's learning experiences.

Invest in the professional and spiritual development of staff.

Strategies:

- Create opportunities for staff to lead and demonstrate their strengths.
- Use AISTL standards to inform all professional development opportunities
- Support aspiring teachers to Highly Accomplished or Lead teacher certification

Achievements:

- Staff goal setting practices set and reflected upon to inform 2022 Strategic Planning.

Diversity and inclusion

Goal: Grow communities that value, celebrate and respond to individual identity and cultural diversity.

Improve access to education and opportunity.

Strategies:

- Develop our ability to differentiate, welcome and adapt to students and families with a diverse and complex set of cultural, social and linguistic attributes
- Give in-depth consideration of the individual needs of our students, their abilities and challenges.

Achievements:

- Continued work on developing and validating a Reconciliation Action Plan
- Cultural Awareness staff meeting.
- Student engagement in Sorry Day community event.
- Focus on differentiated planning practices to support student engagement in all learning opportunities.

Future outlook

St Anthony's School – Explicit Improvement Agenda

We want to inspire a love of learning and build a sustainable future so that all students are critical thinkers and active participants, and our workplace is flourishing.

We will do this by:

- Collaboratively developing professional learning to provision a systematic process based on trust and openness, for staff to observe each other's practice, engage in mentoring, coaching and sharing practice, feedback and reflection in a respectful, purposeful, consistent and regular way.
- Shaping an environmental sustainability strategy focussed on individual and collective responsibility to care for our common home as exhorted by Pope Francis in Laudato Si' and linked directly to Franciscan care for creation.

This Explicit Improvement Agenda informs our Goals for 2022:

Catholic identity

To realise the potential of being human by developing the Catholic heart, spirit and intellect of our community of students, staff and families through dialogue.

- We endeavour to realise this goal through engagement in Staff formation and school community education in Catholic perspectives.

Learning and teaching

To engage each student in deeper learning that is rich, rigorous, relevant and responsive.

- We endeavour to realise this goal through working with the community to create a Vision for Learning to identify consistency of language and practice; and provide staff with professional

development and opportunity to learn from their peers to improve pedagogical practices in the classroom.

Wellbeing

To create environments that have a positive effect on the wellbeing of our students, staff and families.

- We endeavour to realise this goal through the development of Staff and Class Covenants which indicate a commitment to our school value of Contemplation and how we will work together to ensure this value is embedded in our everyday interactions. An additional focus will be to promote student voice through the implementation of 'Circle Time' activities and understanding of the 'Zones of Regulation'.

To advocate for the common good through social justice and ecological action and change.

- We endeavour to realise this goal by working with all members of the community to embed sustainable practices that directly impact our environment including the introduction of 'Nude Food Friday' and recycling bins in the eating areas.

Our school at a glance

School profile

St Anthony's School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	673	391	282	8

Student counts are based on the Census (August) enrolment collection.

The student body of 673 students at St Anthony's currently consists of boys from Prep to Year 4 and girls from Prep to Year 6. Many families come from the local area and connect with both the school and parish communities. We have positive relationships with the communities of Mt Alvernia College and Padua College with many of our students having older siblings attending either of these Independent Religious Institute schools. As we only have girls in Year 5 & 6, this adds to the unique character of our student body. Another unique feature of our school is that we enrol many students from outside the local area who are seeking a later enrolment at Padua College from Year 5 and Mt Alvernia College from Year 7. St. Anthony's students come from a variety of cultural backgrounds which adds to the diversity and inclusion which is a strong feature of our school community. We also have many students from families who have had a long association with the school and parish. Many are from families who are 2nd and 3rd generation St. Anthony's School families.

Our school's unique Franciscan ethos ensures students are given a quality education within the Franciscan tradition. St Anthony's is a faith community where Gospel values are central to the life of the school. Relationships within our school community are based around our five Franciscan values of Respect, Shared Responsibility, Reverencing Creation, Contemplation and Joy. Our Parish Priest, a Franciscan Friar, is a regular visitor and supports the Religious Life of our School. We also share a special relationship with the Franciscan Sisters in the area who continue to be involved in a variety of school activities. Our overall school's academic results indicate the commitment by staff and parents to support successful, life-long learning.

Curriculum implementation

Curriculum overview

Our vision for learning is that every child is given multiple opportunities to experience the Joy of learning and the Goodness of God to enable each individual to reach his/her full potential as well as make continuous progress and improvement so that they can become the people that God has created them to be. Our school is focused on providing a quality education within the context of a Catholic spirituality. Our teachers use the Australian Curriculum and the BCE Religious Education Curriculum, to ensure progress and success through a contemporary approach to learning.

Our teachers ensure that learning is made visible to every student where both teachers and students are engaged in the Instructional Loop, identifying learning intentions, co-creating success criteria, seeking and providing feedback and setting goals. Technology is seen as an integral part of the learning process and the school is digitally resourced to support learners and their learning. Specialist teachers are employed to teach Drama, Physical Education, Music, Dance, Gymnastics and Italian.

Extra-curricular activities

Students at St Anthony's are offered many distinctive extra-curricular activities, including sporting and cultural offerings which inspire and motivate positive interactions with others as well as build confidence.

These activities include:

- The Franciscan Colleges Instrumental Music Program (FCIP) - Band, Strings, Percussion, and Music Camp
- Junior, Middle and Senior Choirs
- Touch football
- Soccer
- Netball
- Cross Country
- Athletics
- Tennis
- Chess
- Representation at Zone, District and State sporting events
- Speech and Drama

How information and communication technologies are used to assist learning

The Australian Curriculum describes specific knowledge, understanding and skills about technology and its use in ways that are interactive, multimodal and provide flexibility across contexts and audiences. Ways to use, share, develop and communicate with ICT are named within the content of individual Learning Areas of the curriculum and the use of ICT is integrated across all Learning Areas through the ICT Capabilities. In response to the Australian Curriculum, St Anthony's continually design learning opportunities to take place in flexible, resource-rich environments where engagement with technology supports connected, real life and real time learning and teaching. Our strategic plan for technology enables teachers and students to engage in 'a technologies enriched learning environment where students can collaborate, communicate, create, think critically and problem solve'.

1:1 Device Program

At St Anthony's we believe that all students are entitled to access a technology enriched learning environment. To enrich the teaching and learning process through technology, a 1:1 device program has been established from Year 2 to 6. The devices will be used to deepen understanding of concepts, raise engagement levels, support personalised learning, and provide significant task modification and redefinition to support all curriculum areas.

Social climate

Overview

St Anthony's is a faith community in the Franciscan tradition. We value partnerships, between home, school, and the wider community. Parents/Caregivers and members of the community are encouraged to be part of their children's education throughout their time at St Anthony's.

Our school has an active Pastoral Care Program that reaches out in welcome, shows hospitality, and provides care for all in our community. Our community is built around the five Franciscan values of Joy, Respect, Reverencing Creation, Contemplation, and Shared Responsibility that provide a touchstone for living that supports a positive school environment.

We respond immediately to any situations of bullying or times of conflict in the school. Positive Behaviours for Learning supports student engagement and provides a consistent language around behaviour, teaching and learning.

We have an active Parents & Friends Association that supports the work of the school and organises family and social events that build positive relationships. The support and guidance of the School Pastoral Board enables good consultation processes and practices.

We have a dedicated team of teachers, school officers and support staff who provide engaging learning environments that encourage all students to be active, reflective, creative, collaborative, and complex thinkers who can achieve and progress.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	99.3%
School staff demonstrate the school's Catholic Christian values	99.3%
Teachers at this school have high expectations for my child	98.5%
Staff at this school care about my child	98.6%
I can talk to my child's teachers about my concerns	96.4%
Teachers at this school encourage me to take an active role in my child's education	94.9%
My child feels safe at this school	97.1%
The facilities at this school support my child's educational needs	94.9%
This school looks for ways to improve	100.0%
I am happy my child is at this school	97.8%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	
My school helps me develop my relationship with God	95.3%
I enjoy learning at my school	97.2%
Teachers expect me to work to the best of my ability in all my learning	98.2%
Feedback from my teacher helps me learn	96.3%
Teachers at my school treat me fairly	95.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	84.3%
I feel safe at school	94.9%
I am happy to be at my school	94.9%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree [#] that:	
Working at this school helps me to have a deeper understanding of faith	92.0%
School staff demonstrate this school's Catholic Christian values	98.0%
This school acts on staff feedback	76.0%
This school looks for ways to improve	98.0%
I am recognised for my efforts at work	82.4%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	98.0%
I enjoy working at this school	100.0%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Family and community engagement

Parents are an important part of our school community and are invited to participate in a variety of class and whole school activities. Parents are also encouraged to be involved in activities such as Working Bees, Feast Day celebrations, Liturgies, special events and Sports Carnivals. They are encouraged to be involved with the Pastoral Board, Parents & Friends Association, Working Parties and Committees.

Parents are also engaged in the learning process through involvement in Parent-Teacher or Student meetings to help formulate strategies that build teacher capacity to assist children to engage successfully with the curriculum. Pastoral Care Parents are also assigned to class groups to organise support and build relationships within our community. A 'Wrap-around' process is used to work collaboratively with parents to assist school staff to make the necessary adjustments to assist students with diverse needs to access and participate fully at school.

We have positive relationships with Mt Alvernia College, Padua College, the Kedron Catholic Parish, and the Delamore Retirement Centre which are all part of our immediate precinct. We connect with other community groups such as the Police with our Active School Travel focus; Local and State members; Defence Force for ANZAC Day events; local library; sporting clubs and local St Vincent de Paul Conference.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	47	37
Full-time Equivalents	36.8	14.4

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	14
Graduate diploma etc.**	4
Bachelor degree	27
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

Learning and teaching

- Spelling and Writing in Context with Misty Adoniou (Cluster school event)
- ICT in the Classroom
- Planning for and implementing Differentiation strategies in the classroom with Donna Grey (BCE Curriculum Education Officer)
- Exploring the Technologies Curriculum
- Moderation in Mathematics and Religion
- Consistency in planning – Religion, English and Maths
- Number Talks and the importance of Conceptual Understanding
- Review and Response

Catholic identity

- Embedding Catholic Perspectives in English
- Staff Formation – Rationality: faith-seeking understanding
- Validation of Religious Education Program

Wellbeing

- Creating a Values-based Staff Covenant – Reverencing Creation

Our people

- Unpacking the School Strategic Plan
- Sharing of Professional Goals
- Mandatory training – Student Protection; Emergency procedures

Diversity and inclusion

- Exploring Aboriginal and Torres Strait Islander cultural resources to progress the creation of a Reconciliation Action Plan.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	95.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.3%

Average attendance rate per year level			
Prep attendance rate	95.2%	Year 4 attendance rate	95.5%
Year 1 attendance rate	96.0%	Year 5 attendance rate	96.1%
Year 2 attendance rate	95.9%	Year 6 attendance rate	95.4%
Year 3 attendance rate	95.5%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

The school manages student attendance electronically by way of the school's "Student Administration" system. Each class teacher electronically marks attendance every morning by 8:40. Office Staff and Members of the school's administration team monitor and check daily attendance reports. An 'SMS' Mobile alert is sent to parents each day if a child is absent and no communication has been received by the school to explain the absence. Attendance is also marked at 2pm each day.

Students who are late to school or leave early must sign out electronically from the Office. For those students who come after the 8:30 bell, a late slip is printed and given to the class teacher upon arrival at the classroom. Parents are contacted if attendance is not regular or absenteeism not explained. Special monitoring is also undertaken to note those students who have a pattern of arriving or leaving early on a regular basis and parents are contacted to explain this pattern. Attendance is a focus for parent communication, and this is mainly disseminated via the school newsletter. Class Teachers also connect with parents when a pattern of attendance is noted.

As part of our ongoing focus on improving attendance we will:

- Build a positive school environment
- Provide clear communication around attendance expectations
- Identify absences quickly
- Follow-up promptly
- Document actions
- Send clear messages to students and parents that attendance is vital.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (**NAPLAN**) is an annual assessment for students in Years 3, 5, 7 and 9.