



**St Anthony's School,  
ALEXANDRA HILLS**

# Annual Report 2020

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



**Brisbane  
Catholic  
Education**

teaching • challenging • transforming

# Contact information

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<b>Contact person</b>	Peter Kerrins — Principal

## Principal's foreword

The 2020 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 Alexandra Hills was the first Catholic School in the Redlands and is situated on grounds in the centre of Alexandra Hills. Our campus consists of five teaching blocks and a large library, spread over a beautifully-landscaped area. Our school grounds include two large ovals, netball courts, tennis courts, basketball courts, adventure playground for early-years students and covered-area hard surface games area. A new multi-purpose hall is planned to provide additional space to accommodate our lifelong-learning programs. The school Mission of focuses on relationships as central to our students' success. We are committed to preparing our around 480 students to become positive, active, resilient and productive world-leaders, emphasising the values of honesty and openness, initiative, diligence, respect and supportiveness. We value all that we do with social justice within the school and wider community. The school plays an important role in the community with a focus on Top Quiz Kids Competition, international competitions and assessment for schools, Readers' Cup Challenge and debating, choir and instrumental band programs, social skills and personal development programs. Links with the Redlands City Council such as Adopt-A-Creek Program and Pollution Audits are encouraged.

### School progress towards its goals in 2020

The 2020 school year was unlike any other due to the impact of the Covid 19 Pandemic. Many of our planned curricular, co-curricular and social activities, such as school camps, our school fete and most of our sporting fixtures were cancelled, which had a significant impact on our learning environment. Learning during the AEP was well planned and executed, but there were still significant gaps in student learning when face to face teaching resumed, and it makes the achievement of our benchmark goals all the more remarkable, and reflects accurately on the skill and dedication of our teaching staff.

Goals for 2020	Progress
<p><b>Strong Catholic identity</b></p> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Staff and Student Formation</li> <li>• By the end of 2020, we will have planned, develop and created artwork that represents St Anthony's School charisms with parents, teachers and students, building our Catholic Identity..</li> <li>• Continue to build relationship with Parish, promoting parish activities and supporting parish functions.</li> </ul>	<p>Ongoing</p> <p>Completed</p> <p>Ongoing</p>
<b>Excellent learning and teaching</b>	

<p><b>Goals</b></p> <p>2020 SMART Goals By the end of the year:</p> <ul style="list-style-type: none"> <li>• 80% of Prep students to achieve PM Benchmark 5 or above</li> <li>• 85% of Year 1 students to achieve PM Benchmark 14 or above</li> <li>• 85% of Year 2 students to achieve PM Benchmark 22 or above</li> <li>• 90% of Year 3 students to achieve a minimum score of 20 on Writing Analysis</li> <li>• 90% of Year 4 students to achieve a minimum score of 20 on Writing Analysis</li> <li>• 85% of Year 5 students to achieve a minimum score of 20 on Writing Analysis</li> <li>• 95% of Year 6 students to achieve a minimum score of 20 on Writing Analysis</li> <li>• Decrease in Engage Incident entries across the whole school.</li> </ul>	<p>Achieved</p>
<p><b>Building a sustainable future</b></p> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• By the end of 2020 we will have begun migration from incandescent to fluorescent lighting.</li> <li>• By the end of term 2 a policy and procedure around the safest use of air conditioning and Master Plan the future of air conditioning in light of the ERAMP report</li> <li>• 80% of students attending 90% of the time.</li> </ul>	<p>Ongoing</p> <p>Achieved</p> <p>Achieved</p>

### Future outlook

In 2022 we are looking to build on the successes and momentum created through our 2021 initiatives. We are looking forward to a more relaxed Covid climate which will allow the return of many of the events that had to be cancelled in 2021. We have identified six key priority areas that are aligned with the Brisbane Catholic Education Strategic Plan, and all will be introduced in term one and will be completed before the end of the year.

Of special focus in 2021 will be the re-writing of our School Mission and Vision statements, including a revised Vision for Learning which will reflect the spirit of the Alice Springs Declaration and a clear articulation of our contemporary learning philosophy and practice.

Key Priorities	Main Strategies	Timeline
<p><b>Catholic identity</b></p> <p><b>Goal</b> – Review School Mission and Vision</p>	<ol style="list-style-type: none"> <li>1. Engage in the Leuven Project</li> <li>2. Align RE program to core texts</li> <li>3. Further embed Catholic Perspectives (English)</li> </ol>	<p>Begin in term one</p>
<p><b>Learning and teaching</b></p> <p><b>Goal</b> – Improve Student Learning</p>	<ol style="list-style-type: none"> <li>1. Engaging pedagogy</li> <li>2. Data informed decisions</li> <li>3. Build teacher capacity</li> <li>4. Parents as partners</li> </ol>	<p>Ongoing from Term One</p>
<p><b>Wellbeing</b></p> <p><b>Goal</b> – Extend and consolidate our current student wellbeing processes.</p>	<ol style="list-style-type: none"> <li>1. Introduce Second Step</li> </ol>	<p>January Staff Development</p>
<p><b>Our people</b></p> <p><b>Goal</b> – Grow enrolments to suit staffing profile</p>	<ol style="list-style-type: none"> <li>1. Kindy partnerships</li> <li>2. Improved learning data</li> </ol>	<p>Prep enrolments completed by end of term one</p>
<p><b>Diversity and inclusion</b></p> <p><b>Goal</b> - Equitable access to the curriculum for all students</p>	<ol style="list-style-type: none"> <li>1. Identification of needs</li> <li>2. Planned responses</li> <li>3. Resourcing plans</li> </ol>	<p>Ongoing</p>
<p><b>Organisational effectiveness</b></p> <p><b>Goal</b> – financial viability</p>	<ol style="list-style-type: none"> <li>1. Budget analysis</li> <li>2. Need Vs Want</li> </ol>	<p>2022 budget determined by July 2021</p>

# 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 2020:** Primary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	473	212	261	4

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

St Anthony's caters for children from many and varied backgrounds, ability levels and cultures. All children are treated equally and given equal opportunity in their educational and extracurricular activities. Ethnic backgrounds and religion are always taken into account when planning special occasions that may involve particular religious celebrations. We draw our enrolment from the suburbs of Alexandra Hills, Capalaba, Birkdale, Wellington Point, Ormiston, Cleveland and Victoria Point. Students also travel distances to attend our school, attracted by our years of tradition as the first Catholic school in the Redlands, parents attended St Anthony's and for our academic reputation and quality education

## Curriculum implementation

### Curriculum overview

Teachers are responding to data and differentiating effectively in planning and delivery. We achieved this learning goal across most of these year levels and expect to continue experiencing tremendous growth in these areas. A variety of strategies have been identified as priorities by our learning community which are data-driven and research-based. In recent years, we have put energy and resources into developing the knowledge of our teachers in implementing a contemporary approach to delivering the curriculum. This has involved the use of intensive literacy support for students to successfully engage in their learning with the use of local funds to employ specialist teachers and release teachers to observe colleagues teaching and provide feedback. This year, St Anthony's collated student data across reading and writing using consistent assessment tools and created a data wall displaying each student's achievement and growth. This has been a major shift in the pedagogy of our staff and early indications from data gathered show improvements in student engagement and creativity.

### Extra-curricular activities

Typically, these are the activities that are offered at St Anthony's. In 2020 these were suspended due to the Covid 19 restrictions;

Academic Activities: Top Quiz Kids Competition, Participation in International Competitions & Assessment for Schools, Readers' Cup Challenge & Debating. Cultural Activities: Instrumental Band Program, Keyboard Lessons and Choir, Dance Club, Qld Catholic Colleges Festival, Arts Showcases twice a year, local eisteddfods. Social Skills and Personal Development: The Seasons Program, Team Time Program, Peer Mediation Program and Buddy Groups, School Wide Positive Behaviour Support (PB4L), Emotions/Feelings Program across Yr 2 and Yr 3 Sporting Activities engaging with the wider community: Cross Country Competitions, Inter-school Sport, and Representative Team membership in varied sporting fields. Tennis lessons are available as well as access to Vacation Sports Program held at the school. At all year levels excursions, visiting artists and qualified sporting experts are incorporated into the program to enhance student learning outcomes. Students in Years 5 & 6 have a yearly camp experience, Dance program is offered before school, Robotics program is offered during lunch times.

## How information and communication technologies are used to assist learning

Regarding the devices available to students we offer a 1:2 ratio across Prep – Yr 3 and 1:1 across Yr 4-6. Since providing more technological resources including robotics and devices, there has been improved engagement of our students in their learning. The students have had greater access to information and accessibility to their learning activities as the technology can provide increased diversity to the tools offered for their learning to occur. Their digital literacy and safe use of such technology has also been a significant aspect of ICT at St Anthony's. During the Alternate Education Provisions, significant use was made of ICT to support learning, especially in the use of Microsoft Teams to facilitate home learning.

## Social climate

### Overview

A common theme of the comments made by students, staff and families is the special spirit that is engendered by the school. Parents and students genuinely appreciate the dedication that staff show in the education, pastoral care and emotional well-being of each student. There is a very positive view of commitment and inspired education. The school has an open door policy and an ongoing dialogue exists throughout the year. We have a very proactive and positive parent and friends committee who are involved in many events throughout the school year including school fete, walkathon, class support, tuckshop, library help, information sessions for parents - support-a-reader, and attendance at whole school events such as assemblies, liturgies and masses. We base our above judgements from the feedback we receive from surveys (Staff surveys 4 times a year, Parent surveys - whole parent group once a year and teachers implement parent feedback for classroom-specific feedback once a year).

### Parent, student and staff satisfaction

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

Percentage of parents/carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	97%	99%
School staff demonstrate the school's Catholic Christian values	100%	99%
Teachers at this school have high expectations for my child	97%	94%
Staff at this school care about my child	97%	98%
I can talk to my child's teachers about my concerns	94%	97%
Teachers at this school encourage me to take an active role in my child's education	91%	92%
My child feels safe at this school	100%	97%
The facilities at this school support my child's educational needs	NA	95%
This school looks for ways to improve	94%	95%
I am happy my child is at this school	94%	96%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	81%	87%
I enjoy learning at my school	94%	93%
Teachers expect me to work to the best of my ability in all my learning	94%	96%
Feedback from my teacher helps me learn	98%	97%
Teachers treat students fairly at my school	88%	89%
If I was unhappy about something at school I would talk to a school leader or teacher about it	96%	79%
I feel safe at school	90%	89%
I am happy to be at my school	90%	87%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	96%	94%
School staff demonstrate this school's Catholic Christian values	98%	96%
This school acts on staff feedback	89%	68%
This school looks for ways to improve	93%	94%
I am recognised for my efforts at work	98%	71%
In general, students at this school respect staff members	95%	84%
This school makes student protection everyone's responsibility	98%	98%
I enjoy working at this school	95%	98%

### Family and community engagement

Establishing trust is essential for profound learning to occur. The trust created is determined by the relationships we establish and actively sustain. Establishing effective and positive relationships with students and their families by teachers and the leadership team of St Anthony's is viewed as the key to creating a culture of trust. Connecting with students and their families regularly and displaying authentic interest in the students will build a culture where teachers, students and families work together to assist to achieve improved student learning and achievement. It is more about emotional connectedness than cognitive or physical connectedness. Parent-teacher discussions are held at the conclusion of Term 1 and early Term 4. At the beginning of the year, a Parent-Teacher Information Evening provides an overview of the curriculum for the year, the organisation of the class procedures, as well as annual excursions/camps, are discussed which inform parents of annual plans for their children. St Anthony's School has an active Parents and Friends committee Group.

## Environmental footprint

**Reducing the school's environmental footprint** This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home. In 2019 the school underwent an extensive and intensive survey as part of the process of establishing an Energy Reduction Management Plan (ERAMP) to lead the school to a more economically and ecologically sustainable environment. We have already commenced the gradual changeover from incandescent and fluorescent lighting to LED lighting, and recycling bins for classrooms and playgrounds are in place, and waste collection is now being monitored in terms of weekly weight. In 2021 we are looking to further reduce our carbon footprint by investing in solar technology.

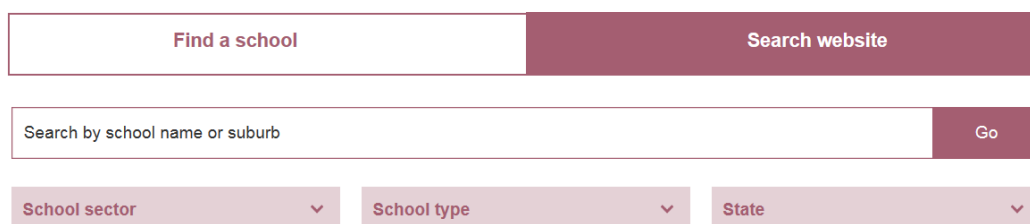
## School funding

### 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	38	25
Full-time Equivalents	32.2	13.7

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	7
Graduate diploma etc.**	
Bachelor degree	27
Diploma	4
Certificate	

\*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:

The total funds expended on teacher professional development in 2020 were \$25,746.43. The major professional development initiatives are as follows:

- Staff well-being

- First Aid
- Establishing effective English blocks - Whole-Part-Whole
- Student well-being initiatives – feelings program
- Religious Education Curriculum
- Effective use of technology curriculum and design
- ACEL Conference
- Effective use of data and using the BI Tool
- Student Protection
- Workplace Health and Safety
- Regular short-term planning opportunities for each year level team to plan with the Primary Learning Leader and BCE consultants
- Visit other schools to observe and learn approaches used that can be adapted to our context
- Spirituality in-services The proportion of the teaching staff involved in professional development activities during 2019 was 100%

The proportion of the teaching staff involved in professional development activities during 2020 was 100%

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.8%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92.11% of staff was retained by the school for the entire 2020.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1%.

Description	%
The overall attendance rate* for the students at this school	92.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	85.9%

Average attendance rate per year level			
Prep attendance rate	92.7%	Year 4 attendance rate	92.8%
Year 1 attendance rate	93.7%	Year 5 attendance rate	91.7%
Year 2 attendance rate	95.1%	Year 6 attendance rate	92.7%
Year 3 attendance rate	91.5%		

\*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

Rolls must be marked twice a day:



- AM rolls by 9.00am
- PM rolls after second break and by 2.00pm Rolls will be checked by the APRE/APA/Office Secretary (or a delegate) by 9.15am each day.

A phone call will be made to teachers if their rolls are not marked. If rolls are frequently not marked this information will be passed to School Leadership Team. An unexplained absence occurs when the student is not present at school and the Legal Guardian does not contact the school. An SMS message will be sent to the Main Contact by approximately 9.30 am each day. Class teachers will follow up any unexplained absences by making contact with the student's Legal Guardians. Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When class teachers receive written explanation of the absence from student's Legal Guardians they must update the absence category in eMinerva and enter details in a log. When a student's attendance falls below 90%, the parents are advised in writing of this and the affect that this may have on learning, and they are referred the information from the Attendance Matters webpage for further information and advised that monitoring will continue. If attendance falls below 85% parents are invited to a face to face meeting with a member of the Leadership Team to work on strategies to ensure more consistent attendance.

## 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](#) 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.

The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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.

The screenshot shows a navigation menu with several items: "School profile", "NAPLAN" (which is highlighted with a white background and a dropdown arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

### 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.