



# St Anne's Catholic Primary School Sarina

2016 Annual School Report



Catholic Education  
Diocese of Rockhampton

## The School's story

System:

**Catholic Education Diocese of Rockhampton**

Principal:

**John Ballinger-Oches**

Address:

**3 Range Road  
Sarina  
QLD 4737**

Total enrolments:

**199**

Year levels offered:

**Prep to Year 6**

Type of School:

**Co-educational**

# Curriculum Offerings

## Distinctive Curriculum Offerings

St Anne's Catholic Primary School has a distinctive Catholic and Christian ethos which it brings to its many families and also experiences a close rapport with St Michael's Parish. St Anne's is established in the Mercy tradition and is moving into a two-stream school with the school experiencing recent growth; two classes from Prep to Year Five exist, largely due to the kind support of CEO. As a Catholic School our values are embedded in our curriculum offerings and Religious Education is one of our Learning Areas.

## Extra Curricula Activities

RELIGIOUS – Parish Masses, Catholic Education Week, Harmony Day, Feast Day Celebrations, NAIDOC Week Celebrations, Holy Week Celebrations, Sacramental Program, Altar Servers, Hymns, Outreach to Seafarers, Outreach to St Vincent de Paul Society, Outreach to Caritas.

EDUCATIONAL – Instrumental Music Program, Under 8s Week, Fire & Safety Program, ICAS Competitions, Whitsunday Voices, Maths Competitions, National Walk to School Safely Day, Program Achieve - You Can Do It!, Lifeskills Program, Premier's Reading Challenge, Book Week, Science Fair, National Simultaneous Reading Day, National Literacy & Numeracy Week, Extended Learning Days (Year 6), RSPCA Educational Program, Responsible Pet Ownership, Safety Circus (Personal Safety), Regular Adopt-A-Cop visits, Cyber Safety Education.

CULTURAL – Eisteddfod, Local Show Display, ANZAC Day, Remembrance Day, Sorry Day, NAIDOC Mass, Arts Council and Annual End of Year Concert are some of the cultural pursuits of the school. 2016 also saw the introduction of our whole of school musical and excursions related to the Learning Area of HASS.

PHYSICAL – Various Coaching Clinics and Partnerships; Swimming Program; School, District, Regional and State Sporting events. As well students participate in local school competitions including Rugby League, Netball, AFL, Touch Football, Cross Country, Athletics, Swimming, Soccer and Tennis – our school is strongly represented in these areas.

ENVIRONMENTAL – Reef Guardian School, Landcare Days, Year Level Gardens, Chicken Pen, Worm Farm, Recycling initiatives including education about the advantages of recycling

SPECIALIST TEACHERS – Visual Arts, Music and Physical Education lessons.

STUDENT PHYSICAL & MENTAL HEALTH – this is an important aspect of our school and we participate in daily Brain Breaks where the students consume a healthy mid-morning snack. Students participate in daily meditation and families have access to a Pastoral Care Worker and a qualified Counsellor, both on a weekly basis. As well 2016 saw the introduction of the Lunchbox Club and Social Skills Education. The Responsible Thinking Program is also employed to assist in this area. During 2016 Deadly Choices was introduced to indigenous students and BREATHE was introduced across the whole school to all students. As well we participate in the Daniel Morcombe Child Safety Curriculum annually, Safety Circus and Life Education.

## How Information and Communication Technologies are used to assist learning

ICTs are embedded in our curriculum offerings as well as various associated skills being taught to students from Prep to Year 6. We employ the services of a Tech Assistant who troubleshoots when there are difficulties with both hardware and software. As well each classroom, in line with our vision, has an Interactive White Board and access to iPads. Also used is Sunshine Online to assist students to use

multimedia skills for learning. Scootle is used as a resource to complement learning in all areas. There are also coding devices and Osmo kits in use.

## Social Climate

As a Catholic school our values are embedded in our curriculum and permeate through all aspects of our school life. Visitors and families often comment upon the friendly and caring environment that exists. Evidence of this is seen in our day-to-day interactions and networks with other schools and in our strong relationships within our parish and wider community.

At St Anne's we invite and challenge learners to be and become reflective and self-directed as together we journey with Christ in our ever changing world.

Religion is a distinct Learning Area. Our Religious beliefs are also integrated throughout all other Learning Areas and the life of the school. A pastoral care worker and a qualified counsellor provide support to the students, staff and families in a manner which enhances the ethos of the school and contributes to the goals of Catholic Education and Student Protection strategies.

## Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff with respect to ICTs. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school and also accesses professionals to assist. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis. As well we tap into local and national people who assist us in delivering these messages to students and their families.

## Strategies used for involving parents in their child's education

**SOCIAL:** Discos, Fundraising, Welcome Morning Tea, Tuckshop, End of Year Concert, Mother's Day and Father's Day Stalls.

**RELIGIOUS:** School Masses and Liturgies, Parish Fete, Parish Masses and Feast Day Celebrations, Mission Fair, Sacramental Programs.

**COMMITTEES:** P & F Association, School Board, Parent Welcoming Committee, Parent Pastoral Care Group, Year 6 Graduation.

**EDUCATIONAL:** Under 8s Week, Homework & Research, Reference Groups, School Camps, Book Week, Art and Craft, Excursions, Classroom Helpers.

**CULTURAL:** Eisteddfod, Parish Fair, Local Sarina Show.

**SPORTING:** Planning of and officiating at Sports Carnivals, Coaches & Managers of Sporting Teams and well as Challenge Cup.

**PARTNERSHIPS:** Following Parent Information Nights for each year level, our school offers Student-Led Interviews (Parent/Carer, Teacher & Child) at the end of Terms 1 and 3 and written reports at the end of Terms 2 & 4 annually, Appointed Class Parents whose role it is to welcome new parents to the school.

OTHER: Book Fair Involvement, Crazy Hair Day, National Walk Safely to School Day, Guest Speakers, Discos.

## Reducing the school's environmental footprint

At St Anne's we are an established Reef Guardian School where issues relating to the reef receive direct classroom teaching. We have also worked in partnership with Sarina Landcare with various projects, a vehicle to discuss issues relating to our environmental footprint. As well there are practical strategies which the school has employed - worm farms, chicken pen, year level gardens, monitoring of waste and turning off lights and air-cons when leaving a room.

## Characteristics of the Student Body

St Anne's Catholic Primary School is located in the coastal town of Sarina, which has experienced growth as a region but now seems to be experiencing an economic downturn. The school itself is physically situated behind St Michael's Church on Range Road, Sarina. The student population of the school remains stable. St Anne's is the only Catholic school in this district with students from other religious denominations also enrolled.

The district economy revolves around the sugar industry and associated resources, power alcohol distillation, coal mining, export of coal, some light industry associated with the rail transport of coal from the adjacent hinterland, small crops, and the usual commercial enterprises associated with a small rural community. The major industries are impacted heavily upon by supply and demand factors with this community swinging from periods of relatively stable employment and income to rapid unemployment and loss of income.

In combination with this, the school population also includes a proportion of children of various cultural backgrounds including Indigenous and other nationalities; with some families speaking their language of origin at home.

## Staffing composition, including Indigenous staff

### Workforce Composition of all teachers

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	17	1
Full-time equivalents	17.9	7.13	0.39

## Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	90.5 %
Diploma	9.5 %
Certificate	

## Expenditure on and teacher participation in professional development

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

\$ 64,300

### MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Our whole-school focus remains the creation and maintenance of a healthy and positive school environment. As well Literacy and Numeracy are consistently high on our PD and Staff Meeting agendas. Understanding and implementing the Australian Curriculum continues to be a priority with a focus on HASS and Science.

Other areas of focus have included PD in English and Maths, consistency of teacher judgement, the use of data, the establishment of a Professional Learning Community, Staff Mental Health & Wellbeing, Student Protection, Daily 5, Behaviour Management and the establishment of mentors across the school. Another major focus was goalsetting in the classroom and the further development of Learning Goals and Success Criteria through mentoring. Our focus also extended to the initiatives set by our Diocesan Director and through our annual allocation of seven Staff Learning Days, including the Bishop's Inservice Day and Religious Education Professional Development Day. Staff Meeting agendas largely focused on curriculum-based initiatives.

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

## Average staff attendance

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days.

95 %

Percentage of teaching staff retained from the previous school year

88.71 %

## School Income

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

## National Assessment Program – Literacy and Numeracy Results

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

## Key Student Outcomes

Our Mission Statement is the driving force behind all decisions we make and the way in which we approach education. We celebrate the God given gifts in our students and our staff and utilise these gifts to inspire learning and excellence in education.

As a school we continue to make gains in some areas of our NAPLAN testing. We are working towards improving literacy and numeracy through strategic curriculum planning across the year levels to improve performance data.

There are many contributing factors as to why a school our size has achieved results such as these.

- analysing previous results and trends to determine whole school programmes, early intervention, staff in-service and learning support programmes.
- we implement CEO initiatives in a way that best suits our school's needs
- we have strong networking opportunities amongst colleagues
- resources are continually updated to accommodate the National Curriculum and current pedagogy
- we organise special considerations to enable children with a diagnosis to access the test conditions which mirrors their classroom support and IEP goals.
- our teachers, in all year levels, have high expectations of their children throughout the course of the year.

## Student Attendance

Average student attendance rate (%)

90.2 %

## **Describe how non-attendance is managed by the school**

The marking of rolls is checked on a twice-daily basis. If parents do not notify the school of the absence of their child then they are sent an SMS in line with CEO protocols. Then, on a weekly basis the APRE looks for trends in absenteeism. The data around this is then discussed at a Leadership Team level.

## **Value Added**

### **The story of distance travelled**

We continue to strive to improve our NAPLAN gains. Our major strengths are the staff and the students. Staff members continue to work to implement strategies that will allow students to improve their skills and apply them in their everyday work. Professional development of teachers, improved access to technology and the dedication of blocks of core learning time to Literacy and Numeracy have all contributed to improvement in learning outcomes. As well, a whole of school focus has been on the improvement of Literacy & Numeracy standards through improved pedagogy and with a focus on the use of data.

### **The story of where you are going**

Our goals continue to be addressed in the School Development Plan and it is our firm belief that these need continual reflection to remain relevant. We have invested heavily in both resourcing and professional development in Literacy & Numeracy and we expect this to be reflected in improved outcomes for our students. We are committed to the continued professional development in Literacy & Numeracy, the use of computer technologies to enhance learning and the allocation of uninterrupted time to core learning disciplines. We have also invested time and professional development in the use of data to inform learning and assessment and to differentiate teaching.

A major focus is to continue fostering within the students and parents a positive outlook of their unique potential and self-worth. The Leadership Team along with staff continue to develop and refine a whole of school Behaviour Management Process that empowers students to be responsible for owning their behaviours. The Leadership Team of the school meets weekly to reflect upon and plan strategies to help further the goals of the school and the implementation of the Australian Curriculum. It is our strongly-held belief that a shared vision promotes greater student outcomes – we pride ourselves on our relationship with parents and always look towards improving it.

## **Parent, Teacher and Student Satisfaction**

Feedback suggests that the school has a good reputation within the local community, but needs to promote itself better. A recent initiative has been members of the staff attending Kindy Curriculum nights to better promote St Anne's to future parents. The school is well established and has a very good profile within Sarina. P&F and Board support for the school is very strong and positive. Past students and students from other school communities continue to return to our school for work experience along with university students completing their practical placements. As well there are a number of trainee teacher assistants completing their volunteer hours at St Anne's. All speak highly of their time here. As well the local high school and early childhood centres continue to be partners in the educational activities of both their students and ours.