



St Anne's Catholic Primary School Sarina

2018 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

John Ballinger-Oches

Address

3 Range Road

Sarina

QLD 4737

Total enrolments

191

Year levels offered

Prep to Year Six

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

St Anne's Catholic Primary School, established in the Mercy tradition, has a strong rapport with St Michael's Parish. Catholic ethos is embedded in our curriculum offerings with Religious Education being one of our Learning Areas. St Anne's is moving towards being a single stream school.

Extra Curricula Activities

At St Anne's, we believe that many experiences allow students to develop skills in an exciting and dynamic environment while building skillsets in the areas of getting along, persistence, organisation, resilience and confidence. Each term students are selected to participate in Extended Learning Days, which, offer challenging activities aimed to extend knowledge and experience.

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

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, Book Week, Science Fair, 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, Visiting Authors, School Camps for years 4, 5 and 6, Drumming.

CULTURAL – Eisteddfod, Local Show Display, ANZAC Day, Remembrance Day, Sorry Day, NAIDOC Week Celebrations, Arts Council and Annual End of Year Concert are some of the cultural pursuits of the school. Excursions are related to the Learning Area of HASS, School Choir.

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 qualified Counsellor, both on a weekly basis. Lunchbox Club and Social Skills Education continue to be strong areas assisting students with particular needs. The Responsible Thinking Program is also employed to assist in this area. 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

All learning spaces at St Anne's have interactive whiteboards and most have Vivis; these are used to enhance teaching and learning processes. Teachers also have exclusive use of laptops and iPads to further enhance good pedagogy. This year, more Chrome Books were purchased to improve the ratio of devices to students with the ability to be 1:1 when sharing between year levels.

ICTs are embedded in our curriculum offerings as well as various associated skills being taught to students from Prep to Year 6. This year we had the services of a Tech Assistant within the school. We also had a subscription to Sunshine Online and The Fitzroy Readers 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 throughout the school. As well a range of apps were purchased to enhance student learning in the area of literacy. Each classroom has been equipped with a Soundfield System.

Social Climate

Strategies to Promote a Positive Culture

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 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.

Our School Counsellor works three days a fortnight and is very well utilised throughout the school implementing individual, small groups and class programs in addition to formal counselling services.

Regular school assemblies, led by classes are important in developing the social and cultural life of the school.

St Anne's encourages a growth mindset in all learning areas; students understand that mistakes are valued thus contributing to a positive learning culture.

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 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.

This year we held our second Cyber Safety Day with input from the diocesan consultant in that area. As a community we also highlighted anti-bullying through signing a pledge and participating in the National Day of Action Against Bullying & Violence.

Strategies for involving parents in their child's education

Our School Board and P&F Association are two organisations that contribute in a very positive way towards the effective running of our school. The School Board works effectively in relation to school policy and in providing solid support for the principal. The P&F Association is energetic within the school and wider community aiming to build parent engagement and raising much-needed funds for the school.

The 'Just One Thing' campaign continues to ask families to list ways they can be engaged in the life of St Anne's.

Communication with parents is varied, including weekly newsletters, emails, sms, school website, Facebook page and some classes producing newsletters.

Our school very much encourages parents to attend information sessions provided by the school and as well inviting participation and engagement through the following:

SOCIAL: Fundraising, Welcome Morning Tea, Tuckshop, End of Year Concert, Mother's Day and Father's Day Stalls and P&F Garden Party.

RELIGIOUS: School Masses and Liturgies, 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, Grant Committee.

EDUCATIONAL: Under 8s Week, 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.

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

Reducing the school's environmental footprint

St Anne's is almost a fully refurbished school and therefore old buildings with a 'heavy environmental cost' are few. The school is constantly looking at ways to reduce energy costs including the installations of solar panels and the replacement of existing lights with LED bulbs.

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 as 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.

We have reduced paper consumption by embracing different methods of delivering notes and newsletters.

As of this year, to assist in reducing our environmental footprint, the school has implemented new procedures around ordering tuckshop which has seen it move to an online environment.

Characteristics of the Student Body

St Anne's Catholic Primary School is located in the coastal town of Sarina. 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.

Average student attendance rate (%)

94.3 %

Management of non-attendance

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.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18.00	15.00	1.00
Full-time equivalents	14.79	7.02	0.39

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	77.27 %
Diploma	4.55 %
Certificate	

Major Professional Development Initiatives

Our whole focus remains the creation and maintenance of a healthy and positive school environment. Literacy and numeracy are constantly high on our PD and staff meeting agendas. Priorities for 2018 were as follows:

Catherine McAuley – Sr Denise Hinton
 Mercy Charism – Jeanette Rafelo
 Student Protection,
 Workplace Health & Safety
 Staff Code of Conduct
 Technology
 Behaviour Support – Caroline McCarty
 Bishop's Inservice Day
 Three Worlds of the Text – Gail Davis

PSDE PD
Consistency of Teacher Judgement
HASS – Louise O’Shaughnessy
Choose Maths – Leanne McMahon
Diagnostic Reading Assessments – Tracey Novak
ECSIP – Vicky Heggie
Internet Safety – Brett Halter
Overdrive – Mark Mitchell
Staff Wellbeing – Maxine Giles

The percentage of teacher participation in professional development was
100%

Total funds expended on Professional Development

\$ 56,000

Average Staff Attendance and Retention

90.38 %

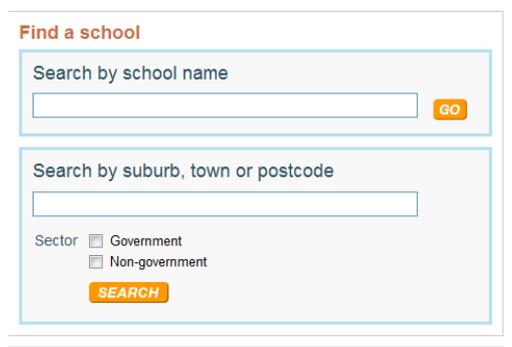
Percentage of teaching staff retained from the previous school year was

94.53 %

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
 GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au.

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 and Value Added

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 programs, early intervention, staff inservice and learning support programs
- ✚ 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 curriculum, 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.

Strategic Improvement Progress and Next Steps

Strategic progress in 2018

Our goals for 2018 were around:

- ✚ Continuing the process already begun for the development of a pedagogical model.
- ✚ Continued Enhancement of IT across the school.
- ✚ Unpacking the ECSIP Report and its impacts on our school community.
- ✚ Investigating the use of data across the school in terms of improving student outcomes.
- ✚ Behaviour Management

The school made progress on the goals for 2018: (see plans)

- ✚ IT infrastructure was enhanced through the purchasing of Vivi units, extra Chrome Books and Sound Field systems for classrooms.
- ✚ PD was made accessible to staff through video conferences with Paul Rayner
- ✚ Some staff attended the Google Summit
- ✚ Pedagogical model PD was attended
- ✚ Major progress was made in the audit suggestions of ECSIP
- ✚ PD in the effective usage of data was attended and has effectively guided interrogation of school data
- ✚ PAT M was purchased and implemented in Years 4-6
- ✚ Additional staff completed profiling PD and Caroline McCarty engaged by the school to further refine our behavior support process

Strategic Priorities for 2019

In consultation with the whole of staff, the following goals were collaboratively established for 2019.

Catholic Ethos & Identity

- ✚ By the end of 2019, develop a collaborative process involving all members of the school community, revise the school' mission statement and incorporate some of the current statement

into a vision statement to provide clarity and focus. The mission statement needs to affirm that the school is a ministry of the Catholic Church.

Effective Teaching & Learning

- ✚ By the end of term three, using the ACARA scope of the national curriculum, develop a school sequence that provides a coherent plan for curriculum delivery that ensures consistent teaching and learning and planning expectations.

Leadership, Partnership & Resourcing

- ✚ Throughout 2019, develop and further enhance greater cohesion and teamwork throughout the school in reference to the established priorities for 2019.
- ✚ By the end of term two, develop a strategy around parent and community engagement that provides clearer information on how parents and the wider community can support student learning.

Pastoral Support & Wellbeing

- ✚ By the end of term two, develop a clearer understanding of the philosophy and principles of the school's Responsible Thinking Process with the whole school community. Provide regular and timely inservice for staff and parents and ensure that appropriate processes are consistently applied.

Parent, Teacher and Student Satisfaction

Feedback suggests that the school has a good reputation within the local community. The school is well established and has a very good profile within Sarina. The P&F and Board support for the school is very strong and positive. Further substantiation has come through the data from our last School Review and Improvement Report showing that parents, staff and students are happy with the school.