

2018 Annual Report

St Anne's School

St Anne's School, North Albury

2018 Annual Report



Principal: Mr Bede Hart

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About this Report

St Anne's School is registered by the NSW Education Standards Authority, Catholic Education Diocese of Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about St Anne's School performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the St Anne's School community and Catholic Education Diocese of Wagga Wagga. This *Report* has been approved by Catholic Education Diocese of Wagga Wagga in consultation with the School Consultant who monitors the St Anne's School has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to St Anne's School newsletters and other forms of communication. Further information about St Anne's School may be obtained by contacting the St Anne's School or by visiting the St Anne's School website.

Section 1: Message from Key Groups in Our School Community

Message from the Principal

Welcome to the St Anne's School community. St Anne's has a proud history dating back to 1958, when the sisters of Mercy commenced their teaching on the present site. St Anne's is a welcoming, compassionate and inclusive community of faith, learning, care, service and stewardship. The school endeavours to create faith-filled, ethical and compassionate individuals who are active and informed citizens and who are confident, creative and successful learners.

With a strong philosophy of continuous improvement, we have worked during 2018 to focus on three main areas as part of our Annual Improvement Plan.

1. Catholic Life & Mission

Here we have worked at what it means to live as a Missionary Disciple. We implemented a framework for the passing-on of Catholic faith, life and culture at St Anne's School. We were facilitated by Sr Anne Hagan, a Mercy Sister with a strong history with our school, to help increase the staff and students' understanding of this history. We also celebrated 60 years of Catholic Education here at St Anne's school.

2. Pastoral Care and Well-being

This year we focused on developing mentally healthy students with gratitude, mindfulness and empathy. This was implemented through -

- Resilience Project
- re-visiting the National Safe Schools Framework
- support through our School Chaplaincy, Well-being Committee and our Pastoral Care Team

3. Student Learning & Pedagogy

In this area we had a whole-school focus around numeracy.

With the support of a Targeted Maths Teacher, we shared improvement targets and held regular staff meetings aimed at improving student growth in numeracy. Our data collected at the end of the year clearly showed growth across our school and gave us direction for further development in the future.

As a Principal, it is a pleasure to work in an environment where professional dialogue, support and a desire to continuously improve is so

evident. Our school works closely with our Parish of Sacred Heart, North Albury, to maintain a welcoming community.

With the support of families, students and staff, our school provides a learning environment inclusive of all.

Yours sincerely

Bede Hart

Principal

Message from the Parent Body

SCHOOL COUNCIL CHAIRPERSON REPORT – 2018 SCHOOL COUNCIL AGM

The Council members are a very capable and dedicated group of people deeply committed to St Annes for all the right reasons. The 2018 Council members are:

Fr. Martin Cruickshank

Jennifer Hodges

Janelle Ward

Jason Maskell

Rachael Muntz

Jacqui Wood

Bede Hart

Elecia Turner

Liz Johnston

This year I was privileged to be elected as Chairperson of our School Council, and I have enjoyed the experience and the opportunity to work with all council members and staff of St Annes. I thank the council members for their patience, support and valued contributions made in many areas over the past year.

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This year our school welcomed Mr Bede Hart back as Principal after two years in a role with the Catholic Schools Office. We also welcomed our new Parish Priest, Father Martin Cruikshank to the Sacred Heart Parish and to be part of our school, and we value his involvement in the life of St Annes. Thank you to Bede and to Father Martin.

As School Council Members we provide support to the Principal on policy and well-being issues and other matters relating to the general direction of the school. To this end, over the past year, seven meetings of the council were held.

The St Anne's School Council is structured into several portfolio areas which we refer to as Parent Interest Groups and these groups provide practical support to the management and staff of the school and the broader St Annes Community. In addition to School Council members, there are many other people that devote considerable time and effort to much needed activities in our school community. These people typically go about their volunteering works with little acknowledgement or fanfare and these efforts are greatly appreciated by the School Council.

The FUNdraising Committee has again had an active and successful year. As the name suggests, the purpose is to organise activities that combine fun and social opportunities, and not a sole focus on the fundraising element.

Our regular annual events included the Welcome BBQ, Mother's Day Breakfast, Father's Day breakfast, Walk-a-thon, School Disco, hot dog day, pie drive and the Mango Drive. The James Bond 007 themed Gala Ball and the Major Raffle with some amazing prizes provided were also some other highlights of the year.

The FUNdraising Committee are to be congratulated on their continued effort and dedication to ensuring that St Anne's have facilities and resources that we can all be proud of. The focus of this year was the provision of two new water fountains for drink bottle filling and additional comm boxes for our classrooms. The council thanks all members of the FUNdraising committee very capably led by Jane Murtagh. I also make special mention to Rachel Alexander for her efforts over the years as her family farewells St Annes this year, with the Gala Balls, and this years 007 themed event.

As always, the major fundraising event for the school is the annual Fete. The overall success of the event is measured in many more ways than simply the money raised, though it is pleasing to report that this years tally yet again topped the total of the previous year.

The fete takes so many people to organise and stage, and the Council would like to thank and acknowledge all of those people that gave generously of their time. Congratulations to the Fete sub-committee who were able to coordinate this major event. The council in particular thanks Elecia Turner for her tireless efforts in planning and co-ordinating. I acknowledge and thank Jane Murtagh on the 'end of an era' whose journey as a committed St Annes parent for over 10 years comes to a close. Thank you for your efforts Jane and all the best for life

beyond St Annes. Planning is already underway for the 2019 Fete under the guidance of new co-ordinator Sarah Finlayson.

The Council representative of the Pastoral Wellbeing Group is Janelle Ward and along with Annie Gould, they have efficiently led the Pastoral Care Committee to provide help as required to anyone in our school community. We are most grateful to those who provide support those people in our school community that are in need from time to time. The extent of the Christmas gift offering to be donated to the St Vincent de Paul Christmas appeal highlighted the generosity of our wider school community in the form of a huge amount of gifts that filled our school foyer in recent weeks.

On the maintenance front, a big thanks to Jason Maskell who has volunteered his services not only to oversee the watering and maintenance of the oval but also the co-ordination of maintenance and capital upgrades around the school. During the year a new storage/sports shed was erected, repairs and maintenance were carried out on the classroom eave linings, and renovation works to the children's toilets were completed. Further works are planned for the provision of a shade in front of the Year 2 classrooms over the Christmas holidays and some classroom painting and carpet replacement is planned for the new year. Thank you to all who have contributed to the maintenance committee this year.

Our school and our teachers are very fortunate to have an abundance of support from our parents and carers who have been able to donate their time and expertise to assist the school. This may have been in the form of volunteering in the classroom, helping in the canteen, Fete donations, sponsorship, and being involved in one of the Parent Interest Groups, or simply attendance at functions and events. The willingness of a range of people to come together to support a common goal of providing a positive and faith oriented school environment for our children highlights the strength of our St Annes school community. Thank you to all who have been able to participate and support the work of teachers, staff and students.

St Anne's is extremely fortunate to have a stable and dedicated professional support staff. The front office team of Tina Hobbs, Anita Carpenter and Karon Grimmer are always ready, willing and able to handle whatever job is presented, with a happy and no-fuss attitude.

The quality and standard of the food offering in our school canteen is a credit to Leanne Michael and to her huge commitment to the role over the last few years. Leanne has a passion for healthy food options, and the canteen co-ordinator is a busy and challenging role. The council is very grateful to Leanne for her massive contribution to the direction of our school canteen as she moves on to pursue other directions in 2019. Thank you also to her band of busy volunteers who also help to keep our canteen running, and all the best to the newly appointed canteen co-ordinator, Catherine Kelly for the year ahead.

The council wishes to acknowledge the staff members that took the opportunity to further themselves and experience leadership positions within the school over the year, including Acting Co-Assistant Principal roles in Term 3 for Rhiannon Dolahenty and Rebecca Art. We congratulate Liz Johnston on her appointment as Co-Principal at St Patrick's School, Albury in 2019, after a long time served on staff here at St Annes. We also say a sad farewell to Judy Foley who has for some 14 years been at the helm of the music and drama program in our school. We wish Judy all the best with her final school production of 'Madagascar' and in her well deserved retirement from teaching and educating. All the very best to Liz and Judy with their future endeavours.

In terms of the new entrants to our school it was pleasing to see a vibrant group of children, parents and carers at the kinder orientation mornings held this year. The incoming kinder children have been provided with the opportunity to 'bond' with the school environment and their Year 6 buddy and it seems the year ahead will introduce many more good people to the St Anne's family.

This year's AGM also marks the final meeting of one of our long term members. I would like to thank Jennifer Hodges, who has served many terms including as Chairperson and as council secretary. Jen has been a strength to me over the past 12 months and certainly is a valued member of the council for the past 6 years, always providing thoughtful, efficient and valuable contributions. Thanks for your contribution to the sound governance of the school council.

Finally, on behalf of the school council I would like to wish you all a happy and holy Christmas. Thank you for all your ongoing support of St Anne's in 2018 and into the future.

Michael Redfern
St Annes School Council
Chairperson

Message from the Student Body

St Anne's School has a Student Council who represent the student body of the school. These students meet fortnightly with the Principal to discuss any issues in relation to the school or make recommendations or suggestions for improvement. They also assist on many occasions in relation to school functions or celebrations. They provide regular feedback on the school. As part of their role they share and gather feedback from students.

Our Year 6 students are invited to join one or more of our Student Leadership Teams-

- Sport
- ICT
- Liturgy
- Library
- Environment
- Hospitality

Section 2 : School Features/Context

St Anne's is a two stream, co-educational Primary School in North Albury with an enrolment of 362 students. Prior to the building of St. Anne's School, the children attended classes at Sacred Heart School, which was founded by the Sisters of Mercy in 1936. These classes were held in the Sacred Heart Hall on Wagga Road. Building started in 1956, with the laying of the foundation stone at the present school site of Curlew Crescent and Lowry Street, North Albury. The school was erected by voluntary labour which reduced the construction cost of St. Anne's School by two-thirds. The school took two years to construct and was officially opened on 9th March, 1958 by the Most Reverend F. A. Henschke. At the time of the official opening of the school, there were 287 primary students enrolled. In the next few years the school enrolment increased to 440 students. During 1999 – 2000 the old school was demolished and replaced by a new brick veneer building. In 2011 a new Hall, Library and Canteen were officially opened. These buildings were funded by the Federal Government's "Building an Educational Revolution" program. Three additional classrooms were built in 2012/13, to cater for growing numbers and the transition to straight classes.

Section 3: Student Profile

The following information describes the student profile for 2018:

| Girls | Boys | LBOTE [*] | Indigenous | Total |
|-------|------|--------------------|------------|-------|
| 203 | 159 | 9 | 3 | 362 |

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

ST ANNE'S SCHOOL ENROLMENT POLICY AND PROCEDURES

Our Vision

We believe that St Anne's School is a faith community within the Sacred Heart Parish where;

Individuals are valued with Jesus as their model and guide;

Gospel values are fostered and developed within the mission of the Catholic Church;

The potential of each child is recognised and developed in the spirit of love and truth;

All members of the School Community are challenged to uphold Christian ideals within our society.

Our Mission

Our Mission encompasses the following aspects:

- A Community of Faith
- A Community of Care
- A Community of Learning
- A Community of Service
- A Community of Stewardship

St Anne's Primary School adopts the CEDWW Enrolment Policy and Enrolment Procedures.

RATIONALE

The Catholic School is a community whose mission is to provide its members with an education which takes place in an environment formed by Gospel values and the authentic teachings of the Church. All members of the catholic school community have a duty to work towards the achievement of this.

CEDWW is responsible to the Bishop for developing, monitoring and evaluating education policies for the Catholic Diocesan Schools.

At local level the School Enrolment Policy is developed by the Principal and School Council based on the CEDWW Enrolment Policy for Diocesan Systemic Schools.

The Principal of the school is responsible for enrolments.

Criteria for Selection:

- Catholic children from within the Parish have priority of access
- Catholics outside the Parish
- Non-Catholic students in agreement with Catholic ethos
- Enrolment of siblings of children already attending the school will be given special consideration

Enrolment Procedure

- Generally the 'cut-off' enrolment date whereby children commence Kindergarten should be five (5) years of age by 30th May. Parents of children who turn five after 30th May are advised by the Principal of the possible implications for their child.
- Enrolment in the school must be completed on the official school enrolment form and lodged at the school by the said date.
- All parents, with the prospective student, will be invited to attend an interview with the Principal of the School to assess the readiness of the child.
- Parents are notified in writing of the success or otherwise of the application following an interview.
- Where there is a not a place available the child will, if the parents request it, be placed on a waiting list. A referral will also be made to a neighbouring Catholic School where vacancies may be available. If a position becomes available the application will be re-considered afresh.
- Education of a child in a Catholic School requires commitment of parents to the payment of the Term Account which includes Tuition fees and Building Levy. No child will be denied placement in our school because of the inability to pay the term account. Personal circumstances and commitment in principle and practise to the life of the school and parish

will be of primary consideration in confidentially determining (with the Principal) an agreed strategy for the payment of any debt.

- In accepting enrolment, parents are strongly urged to participate in the social and fundraising activities of the school.

Disability Discrimination Act 1992

This Act states that the only justifiable defence for refusing the admission of a student with disabilities is if the applicant, if admitted, "would require services of facilities that are not required by students who do not have a disability and the provision of which would impose unjustifiable hardships on the education authority." The document states that "it is vital to realize that this defence of unjustifiable hardship is only available to schools at the point of admission. Once the disabled student has been admitted this defence is not available."

It is therefore important to ascertain that the Diocese will be able to provide adequate support for the integration student. If there is some doubt about the school's ability to cater adequately for an integrated child then this should be discussed with the relevant school and Diocesan staff.

READINESS FOR SCHOOL

In cases where there is uncertainty on readiness for school either because of age (May/June/July birthdays) or disability

- Contact is made with the pre-school regarding readiness for school
- Children are observed at pre-school by Learning/Teaching officer or Kinder teacher or Principal
- Discussion with pre-school teacher is undertaken
- Another meeting with parents and all parties concerned
- Ongoing consultation with the CEDWW Education Officer

1. †Copies of this policy and other policies in this report may be obtained from the [Catholic Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga phone: 02 69370000.

2. Student Attendance and Retention Rates:

| Year | Attendance % |
|--------|--------------|
| Kinder | 93 |
| Year 1 | 93 |
| Year 2 | 93 |
| Year 3 | 94 |
| Year 4 | 92 |
| Year 5 | 94 |
| Year 6 | 92 |

The average student attendance rate for 2018 was 93%. Regular attendance at school is essential if students are to maximise their potential. St Anne's School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff/ school staff as part of their duty of care, monitor part or whole day absences. St Anne's School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the St Anne's School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of non-attendance, unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with Catholic Education Diocese of Wagga Wagga policy and procedures.

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Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

| Teacher Qualification | | Number of Teachers |
|-----------------------|--|--------------------|
| A | Those having formal qualifications from a recognised higher education institution or equivalent | 26 |
| B | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0 |

d) The following information describes the staffing profile for 2018:

| Total Teaching Staff * | Total Non-Teaching Staff | Combined Total |
|------------------------|--------------------------|----------------|
| 26 (19 F/T, 7 P/T) | 8 | 34 |

*This number includes fulltime teachers and part-time teachers

| | |
|--|---|
| Percentage of staff who are indigenous | 0 |
|--|---|

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese of Wagga Wagga.

- Targeting Maths (ongoing): whole school focus around numeracy
- The Resilience Project
- Bluearth workshop
- CPR update
- A3 singing Stage 2 and Stage 3
- Learning Support: led by Anne-Maree Ewart-Gould, IDL teacher
- Catholic Life & Mission - Faith, Story & Witness: led by Sr Anne Hagan

Section 5: Catholic Life and Religious Education

St Anne's School follows the Wagga Wagga Diocesan Religious Education Curriculum, ***Sharing Our Story***.

Catholic Heritage

Religious Education:

St Anne's Primary School aims to develop each student's understanding of their faith and to support the effort of their parents in continuing this faith journey. The school also endeavours to nourish the faith journey of adults within the school community. To achieve this, all members of the school community are invited to actively participate in a range of experiences where they may deepen their own faith.

In 2018 we continued our adventure with Faith, Story & Witness:

- House identities developed a motto/saying based on their personal group
- Information kit for each house was organised
- Worked towards our celebrations for 60 years of St Anne's school in 2018

Inservice new staff about background and charism of our school

Inservice for staff about story of Sisters of Mercy and history of St Anne's.

St Anne's School has four House Patrons linked to the Parish and School which continues this legacy:

- Flanagan (Green House) named after a previous Parish Priest who led the Parish and School community 1977-2017.
- Bongiorno (Red House) named after the first Sacred Heart Parish Priest who undertook the building of the school on the current site..
- Mercy (Blue House) named after the Sisters of Mercy who were the founding teachers of St Anne's School.
- McAuley (Gold House) named after the foundress of the Sisters of Mercy.

Liturgical Life of the School/ College

Sacramental Programs

The Sacrament of First Eucharist was held in the Sacred Heart Parish Church in June where students received the Sacrament or a Special Blessing.

The Sacrament of Reconciliation was held in October in the Sacred Heart Parish Church where Students received this Sacrament or a special blessing.

In August we celebrated the Sacrament of Confirmation for Year 6 students in Sacred Heart Church.

Each Sacramental celebration involves parents and the parish community with an information evening and Commitment Mass held prior to students receiving the Sacrament. Prayer cards are also distributed at the Commitment Masses where Sacred Heart parishioners are invited to pray for the candidates during their preparation time.

This sharing of developing the student's faith is well supported by our parents, teachers and Parish community.

Special Celebrations and Masses

Throughout 2018 the school and Parish community celebrated a number of Masses, Liturgies and events following the calendar of the Liturgical year, and in recognition of significant days in the schools life. Some of these celebrations included:

- Beginning of School Year Mass. Here new members were welcomed to the school community (parents, students and teachers) and the new school leaders were presented with their badges.
- Albury Schools Deanery Mass
- Ash Wednesday.
- ANZAC Day prayer.
- Mother's Day Mass.
- First Reconciliation.
- First Holy Eucharist.
- Feast of the Sacred Heart which we combined with Flanagan Day (Green House Patron).

- Feasts of Saints Anne and Joachim. A Mass in our School Hall with many of our Grandparents present, and morning tea.
- Feast of the Assumption
- Mercy and McAuley Day Liturgy (Blue and Yellow House Patrons) where the school invited the Sisters of Mercy who live in Albury, to join the celebration, followed by morning tea and visits to the classrooms, where students had made cards for them.
- Confirmation Reflection Day and a Mass of celebration.
- Gift Giving Mass which was combined with Bongiorno Day (Red House patron). Families donated toys, food and money to the Annual St Vincent de Paul Christmas Appeal.
- Graduation Mass and Academic Assembly where Year 6 students and families were farewelled. This celebration involved a Mass, BBQ tea and Academic Award Presentations.

Staff and Student Faith Formation

- Reflection Days / Evenings
- Year 6 celebrated a Reflection Day as part of the Confirmation program
- Missionary Discipleship facilitated by Sister Anne

Social Justice

Outreach through prayer and almsgiving are important parts of St Anne's community. They are practical demonstrations of the school's commitment to help others through service. The school's efforts this year have focused on:

Term 1 – Caritas: On Shrove Tuesday the whole school shared pancakes cooked by parents with gold coin donations given to the Project Compassion Appeal. Project Compassion Boxes are also sent home to each family and each class is also given a box.

Term 2 – On Flanagan Day students wore coloured clothes for a gold coin donation with funds raised given to Meg's Orphanage in Nepal. This is an organisation founded in memory of a former Teacher Assistant at St Anne's.

Term 3 – For Mercy Day, McAuley House (Yellow) organised for students to participate in a Busking Day. Money raised was given to support the work of Mercy Palliative Care in Albury.

Term 4 – Bongiorno Day: as part of our celebrations, students donated presents for the St Vincent de Paul Christmas Appeal.

As well as fundraising the staff made use of resources supplied by the organisations the school supports, to raise awareness of their work, and to learn more about the communities and projects undertaken by them.

Professional Learning in Catholic Life and Mission

Catholic Education Diocese of Wagga Wagga has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools in the Diocese.

Section 6: Curriculum

St Anne's School follows the NSW Education Standards Authority syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga.

Our students have at-home access to online resources such as 'Matific' and 'Reading Eggs'.

External Competitions:

- ICAS
- Albury Wodonga Eisteddfod

Section 7: Student Performance in State- Wide Tests and Examinations

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy. The School/ College results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

| Year 3 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--------|---------|---------|----------|-----------------------|----------|
| Band 6 | 30% | 13% | 16% | 37% | 13% |
| Band 5 | 33% | 44% | 39% | 26% | 39% |
| Band 4 | 24% | 30% | 18.5% | 22% | 28% |
| Band 3 | 11% | 13% | 17.5% | 9% | 15% |
| Band 2 | | | 5% | 2% | 5% |
| Band 1 | 1% | | 5% | 4% | |

| Year 5 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--------|---------|---------|----------|-----------------------|----------|
| Band 8 | 13% | 2% | 4% | 17% | 4% |
| Band 7 | 25% | 6% | 19% | 15% | 19% |
| Band 6 | 25% | 24% | 40% | 36% | 27% |
| Band 5 | 21% | 53% | 26% | 19% | 40% |
| Band 4 | 12% | 11% | 9% | 7% | 10% |
| Band 3 | 4% | 4% | 2% | 6% | |

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Section 8: Pastoral Care and Well Being

Pastoral Care/ Academic Care/ Well Being

The school has a Wellbeing Committee made up of the School Counsellor, Principal, Learning Support teacher and School Chaplain. If staff have concerns about a student, whether that be with learning or social/emotional, there is a clear referral process to this Committee. The Wellbeing Committee meets on a weekly basis to discuss these referrals and decide on what they deem to be an appropriate course of action. Any action is then reported back to the referring staff member.

Discipline Policy

Being a Catholic School St Anne's seeks to educate the whole child. The school seeks to keep behaviour management positive. St Anne's takes a model, Jesus the Teacher, whose teachings and gentleness brought life and growth to people. The Behaviour Management Policy clearly defines 'fair' norms and consequences for any breach of these rules where students are provided with clear boundaries for their own behaviour. St Anne's approaches all discipline issues in a restorative manner.

Anti Bullying Policy

In keeping with St Anne's Vision and Mission statements where the school promotes the respect and dignity of each person, the Student Welfare Policy empowers the St Anne's community to achieve stated aims. Through clearly defined 'fair' rules and consequences for breach of these rules, students are provided with clear boundaries for their behaviour. Students are encouraged to develop a sense of self-responsibility for their choices and words. St Anne's School endeavours to focus on and encourage the positive behaviour displayed by all students. Through emphasising positive behaviour, applying consequences for unacceptable behaviour, and developing ownership of one's own actions, it is envisaged that students will be provided with the skills, moral development and values that will make them just and compassionate members of the wider community. Corporal punishment is not administered at the school. The St Anne's Welfare and Social Justice Policy intends to develop a whole school approach to assist the community in the development of a school climate where: all have the right to feel safe all the time, that every person deserves to be treated with integrity and respect. The St Anne's school community continues to develop the skills and beliefs related to Restorative Practices.

Initiatives Promoting Respect and Responsibility

As above.

Complaints and Grievances Resolution Policy

Catholic Education Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese. The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese of Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant Catholic Education Diocese of Wagga Wagga personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Section 9: School Review and Improvement

Each year St Anne's School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from Catholic Education Diocese of Wagga Wagga Annual Improvement Plan. St Anne's School engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

Annual Improvement Plan 2018

| Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan. | Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured) | Implementation Strategies/Activities/ Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools) | Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable) | Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships) | Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones) |
|---|---|--|---|--|--|
| To improve Maths outcomes for k-6, in particular expected growth in years 3 and 5. Data from NAPLAN, ACER PAT Maths and MAI's will be analysed and used to inform teaching and learning practices that will build student growth in Maths. | 50% of students in Year 5 to meet expected growth in Numeracy 20% of year 3 students will move into Band 6 in Numeracy 20% of year 5 students will move into Band 8 in Numeracy | Through the Spiral of inquiry teachers will analyse data and develop action plans to improve student outcomes. Professional learning meetings with teachers will include: <ul style="list-style-type: none"> • 20min in 2 groups- K-2, 3-6: targeted planning in Maths. • Professional learning on weekly topic | Analysing Data and where to next for students. Diocesan Literacy and Numeracy framework Bede: Principal Rebecca: TMT Liz: A.P Jess: Curriculum | Targeting Maths Teachers CSO Personnel EMU Mathematics MAI Kits SMART E-Learning ACER resources. | Twice a term teachers analyse and record data collected. This will be plotted on tracking tool. Ongoing professional discussions on teachers |

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| | <p>Move students into the higher Stanines with Acer PAT Maths tests - across 2-6</p> | <ul style="list-style-type: none"> Teachers commit to action. <p>Implementation of the Diocesan Literacy and Numeracy framework.</p> <p>Continue to use the support of the Targeted Maths Teacher with a focus in the K-2:</p> <ul style="list-style-type: none"> Balance Maths session Tier intervention <p>Using EMU growth points monitor and track student progress.</p> <p>Familiarise the teachers with the ACARA Numeracy Learning Progressions.</p> | <p>all staff (focus in K-2)</p> | <p>ACARA Numeracy Learning Progressions.</p> | <p>implementation of the Diocesan Literacy and Numeracy Framework.</p> <p>Regular meetings between K-2 teachers and TMT</p> |
| <p>Missionary Discipleship</p> <p>To deepen the Whole School Community in the St Anne's history and traditions.</p> | <p>Implement a framework for the passing on of Catholic Faith, life and culture at St Anne's.</p> <p>Increase staff and students' understanding of the history of our school</p> | <p>Continue our adventure with Faith Story and Witness:</p> <ul style="list-style-type: none"> House identities develop a motto/saying based on their personal group. Information kit for each house to be organised Working towards our celebrations for 60 years of St. Anne's school in 2018 - March <p>In-service new staff about background and charism of our school</p> | <p>Jess Gaynor: REC</p> <p>Bede Hart: Principal</p> <p>all staff</p> <p>CSO-RE Personnel</p> <p>Sr Anne H.</p> | <p>Materials needed for visual displays</p> <p>Large mercy cross</p> | <p>Visual resources displayed in School.</p> <p>Mercy Cross displayed.</p> |

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| | | <p>Continue to inservice staff around the REC network meetings</p> <p>RE staff meeting Term 1 to develop actions that build a strong RE identity in the school, eg house flags, house celebrations, house afternoon once a term.</p> <p>inservice for staff about story of Sisters of Mercy and history of St. Anne's</p> <p>150 years of the Sisters of Mercy in Albury - July 22nd (near Feast of Anne and Joachim: combine?)</p> <p>Organise a Mercy cross to hang somewhere in our school to honour 150 years of the Sisters of Mercy.</p> | | | |
| Pastoral Care & Wellbeing of Students and staff. | To continue to develop mentally healthy students - Gratitude, mindfulness and empathy | <p>Extending on the Resilience Project, implementing regular practise of gratitude, mindfulness and empathy.</p> <p>Continue the role of chaplaincy and well-being committee.</p> | School Chaplain Wellbeing Committee Additional Needs Teacher Bluearth | Blue Earth Educational Program | Anecdotal notes and observations from Staff and Students. |

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Priority Key Improvements for 2019

Annual Improvement Plan 2019

IMPROVEMENT STRATEGY

Student Learning and Pedagogy

| Strategic Priorities/ Principal and leadership Standards | Objective | Strategies | Actions to implement strategies | Who Professional Learning Team / Member | When | Target Measures/ Evidence |
|--|---|---|--|---|--|--|
| <p>Priority Area:</p> <p>Capacity Building: a highly skilled System workforce focused on improving outcomes for all students.</p> <p>LEADING TEACHING AND LEARNING</p> <p>Principals/Leaders ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes. They keep up-to-date with and share current developments in pedagogy and</p> | <p>1. Continue to Improve Mathematics Student outcomes for K-6</p> <p>STANDARDS</p> <p>1.1.2, 1.2.2, 2.1.2, 2.5.2, 3.3.2, 5.4.2</p> <p>2. To implement the new Science Syllabus</p> | <p>*Targeting Mathematics Initiative</p> <p>*Professional Learning Communities (PLCs) for each KLA including Mathematics</p> <p>*Train two Extending Mathematics Intervention teachers</p> <p>*Invite Belinda</p> | <p>*Targeting Mathematics teacher for a third and final year</p> <p>*Develop PLC champion teams</p> <p>*Attend Lyn Sharratt PD</p> <p>*Use funding from TMI to train a second EMU Intervention Teacher and we have gained CEDWW approval for funding of the 6 day course</p> | <p>*Beck</p> <p>*Executive Team</p> <p>*Appoint second EMU teacher- Leanne and one other</p> <p>*Belinda and Bede</p> <p>*Karon</p> | <p>*2019 - final year</p> <p>*By the end of Term 1</p> <p>*2019</p> <p>*2019</p> | <p>*NAPLAN Year 5 That 36.2% of students will move to Band 7 and 8 and to meet individual expected growth</p> <p>*NAPLAN Year 3 Match or better state average in Mathematics</p> <p>*Year 6 will meet expected growth in ACER PAT testing</p> <p>*Data wall and other assessment display models (post Lyn Sharratt)</p> <p>*Programs will reflect the new Syllabus</p> |

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| <p>student engagement with all staff. They lead staff and students in identifying and planning high-quality teaching and learning</p> <p>LEADING IMPROVEMENT INNOVATION AND CHANGE</p> <p>Principals/Leaders identify the need for innovation and improvement that is consistent with the school's vision and values and is informed by student learning outcomes. They communicate the need for change to the whole-school community in an inspirational and logical way. They deepen their own knowledge and understanding of improvement strategies, leading change and innovation at a whole-school level. They engage and inspire staff to commit to evidence-based improvement, change and innovation that has a positive impact on student</p> | <p>STANDARDS 2.3.2, 2.6.2, 3.4.2.</p> <p>3. To continue to improve standardised testing in spelling</p> <p>4. IDL - To continue to focus on teaching and learning differentiation</p> <p>Build understanding of the need to improve PP reporting</p> <p>Improve handover of students with a Personal Profile</p> | <p>Moran to present her Science PL and provide ongoing expert support</p> <p>*Michelle Hutchinson SMART spelling</p> <p>*CEDWW guided approach to improvement individualised learning</p> | <p>*Employ a dedicated Science teacher</p> <p>*Purchasing of equipment to support the digital content of the new the Syllabus</p> <p>*School funded full day of PD</p> <p>*Implement improvement strategy</p> <p>*Professional learning community guided by Annie - SANA IDL</p> | <p>(DPL)</p> <p>*PLC - Learning and Pedagogy</p> <p>*Student Learning and Pedagogy PLC</p> <p>*Strategic Leadership and partnership PLC</p> | <p>*Evidence of Improved writing samples within 6 weeks</p> <p>*2019</p> | <p>content</p> <p>*Staff will have sound knowledge and understanding of the new Syllabus</p> <p>*Writing samples will reflect student development and improvement in writing including spelling</p> <p>*Improved use and updating of Student PP's Improved handover of students that require adjustments to their learning.</p> |
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| learning. | STANDARDS 5.4.2, 6.2.2 | | | | | |
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IMPROVEMENT STRATEGY

Catholic Life and Mission

| Improvements Targets that the school is seeking /Strategic Priorities | Objective | Strategies | Actions to implement strategies | Who | When | Targets/ Evidence |
|---|--|---|---|---|---|--|
| <p>PRIORITY AREA CATHOLIC IDENTITY</p> <p>A strong and positive Catholic identity is evident in the ethos and culture of the central office and all school communities.</p> | <p>1. Maintaining our Faith story and Witness</p> <p>STANDARD 7.1.2</p> | <p>*Include Catholic Education Accreditation to Teach Work and Lead in our handbook</p> | <p>*Develop and finalise 2019 Staff Handbook that includes steps and other improvement strategies including the design of our Induction and mentoring program</p> | <p>*Executive Team and Mentor team</p> | <p>*Finalised and Publish by July 2019</p> | <p>*Published final document</p> |
| <p>ENGAGING AND WORKING WITH THE COMMUNITY</p> <p>Principals/Leaders promote parental and carer engagement as a key aspect of raising the achievement of all students. They support the development of a strong school governing body that is truly representative of the community. They lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse</p> | <p>2. Strengthening partnership between our Parish and our School</p> <p>STANDARD 7.4.2</p> <p>3. Welcoming and building</p> | <p>*Invite Father Martin to visit classrooms regularly / Class Masses</p> <p>*Build the relationship between School community with the Parish community</p> | <p>*SANA school community host morning tea at the Parish once a Term</p> | <p>*SANA school community</p> <p>*PLC Catholic life and Mission</p> | <p>*Once per Term</p> <p>*Once per Semester</p> | <p>*Regular feedback and review of new ideas and plans</p> |

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| <p>communities. They build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</p> | <p>new relationships with Father Martin</p> <p>STANDARD 7.4.2</p> | | | | | |
|--|---|--|--|--|--|--|

IMPROVEMENT STRATEGY
Pastoral Care and Well Being

| <p>Improvements Targets that the school is seeking /Strategic Priorities</p> | <p>Objective</p> | <p>Strategies</p> | <p>Actions to implement strategies</p> | <p>Who</p> | <p>When</p> | <p>Targets/ Evidence</p> |
|---|---|---|--|--|---|---|
| <p>PRIORITY AREA</p> <p>CATHOLIC IDENTITY</p> <p>A strong and positive Catholic identity is evident in the ethos and culture of the central office and all school communities.</p> <p>DEVELOPING SELF AND OTHERS</p> <p>Principals/Leaders promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. They develop and implement a personal and organisational vision that links all learning and development activities to better outcomes for students.</p> | <p>1. Provide best practice preventative systems and processes safe and supportive environment for all stakeholders within our school</p> <p>STANDARD 4.4.2</p> | <p>*BluEarth</p> <p>*Revisit the three principles of the Resilience Project - Gratitude, Empathy and Mindfulness</p> | <p>*Year 4 and Year 6 teachers will include into their PDHPE programs</p> <p>*Staff Wellbeing Toolkit</p> | <p>*Executive team, Year 4 and Year 6 teachers</p> <p>*PLC *All staff</p> | <p>*12 month program</p> <p>*Continued</p> <p>*Continue</p> | <p>*Positive learning environments in both the classroom and the playground</p> <p>*Evidence of positive classroom practices eg mindfulness strategies *New resources by PLC *Workshop provided by PLC</p> |

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| <p>They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. They model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</p> | <p>2. The Restorative School believes in the “Three R’s” – Relationships Responsibility Relevance.</p> <p>STANDARDS 4.1.2,4.3.2,4.4.2</p> | <p>*Restorative Professional development opportunities</p> <p>*Include RRR in our Staff handbook</p> | <p>*Invite Centacare to provide PD</p> | <p>*Executive team</p> <p>*Catholic life and Mission PLC</p> | <p>2019</p> | <p>*All staff trained confidently implementing Restorative Practice strategies</p> <p>*Reduced friendship conflict and improved student resilience</p> |
|---|--|--|--|--|-------------|--|

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IMPROVEMENT STRATEGY

Strategic Leadership and Partnerships

| Improvements Targets that the school is seeking /Strategic Priorities | Objective | Strategies | Actions to implement strategies | Who | When | Targets/ Evidence |
|--|---|---|---|---|-----------------|---|
| <p>CAPACITY AREA SERVICE All employees share a personal and collective responsibility for System priorities.</p> <p>LEADING THE MANAGEMENT OF THE SCHOOL Principals/ leaders align management procedures and processes to the educational goals and the vision and values of the school. They ensure employment practices and decisions are consistent with legislative requirements. They allocate resources effectively to maintain the day-to-day operations of the school and evaluate impact on student outcomes and value for money. They clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</p> | <p>1. To use the Professional Growth and Development Framework to assist staff in engaging in a continuous cycle of improvement. We will provide the opportunity for staff to be affirmed and celebrate professional growth and development.</p> <p>STANDARD S 6.1.2, 6.2.2, 6.3.2 6.4.2, 7.1.2, 7.2.2 7.4.2</p> | <p>*AIP Development</p> <p>*Staff handbook development</p> <p>*New and updated policies and procedures</p> <p>*Individual PLPs will be completed and regularly reviewed</p> | <p>*Final year of three year improvement cycle</p> <p>*Publish Staff handbook</p> <p>*Development of induction policy and procedure handbook</p> <p>*Development of Induction and Mentor program</p> <p>*Introduction of Professional Learning Communities for each improvement strategy area</p> | <p>*Strategic leadership and partnership PLC</p> <p>*Executive team</p> | 2019 terms 1- 4 | <p>*Published handbook and new induction and mentor program, policy and procedure implemented and feedback sort from all stakeholders</p> <p>*Genuine professional conversations that focus on improving teaching</p> <p>*Aligned staff goals with strategic and operational work in which they work.</p> |

Section 10: Parent, Student and Teacher Satisfaction

Parent Participation

Parents are the primary educators of their children and are always welcome at St Anne's. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year St Anne's has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parents can contribute to our school through nominating for a parent representative position on our School Council. Other opportunities are offered by our Parent Interest Groups (including Fundraising, Canteen & Maintenance).

Parent Satisfaction

| Highly Satisfied | Satisfied | Dissatisfied |
|------------------|-----------|--------------|
| x | | |

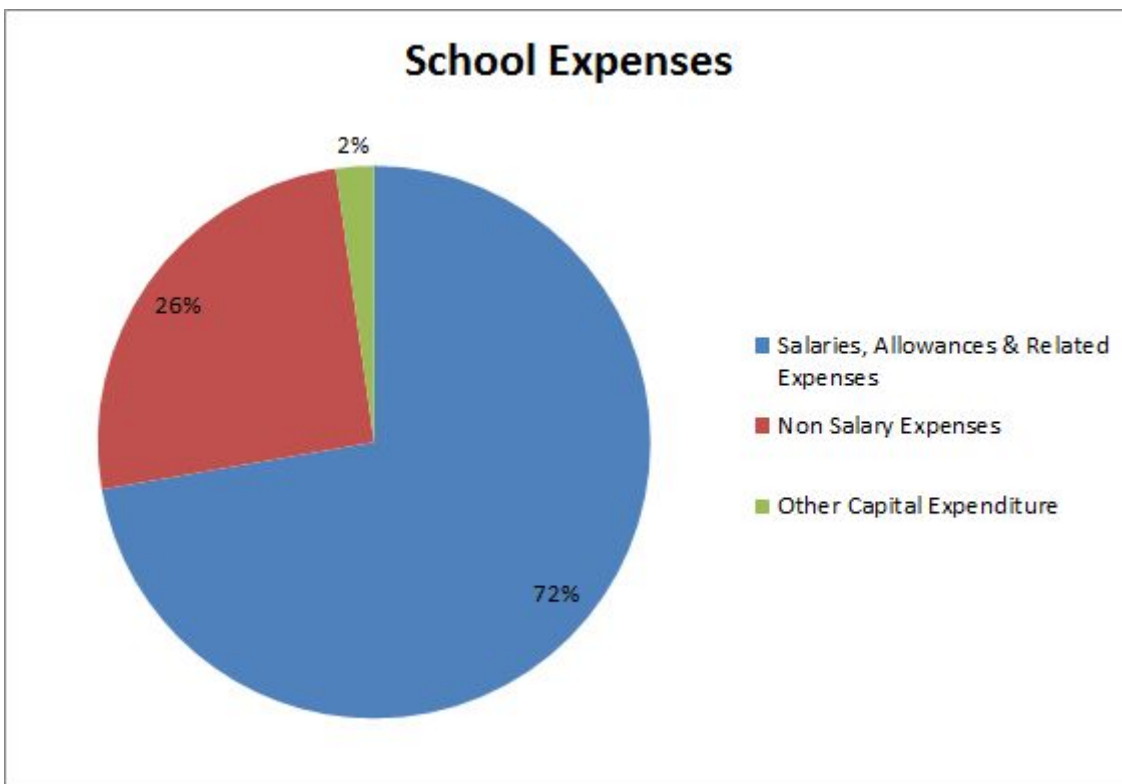
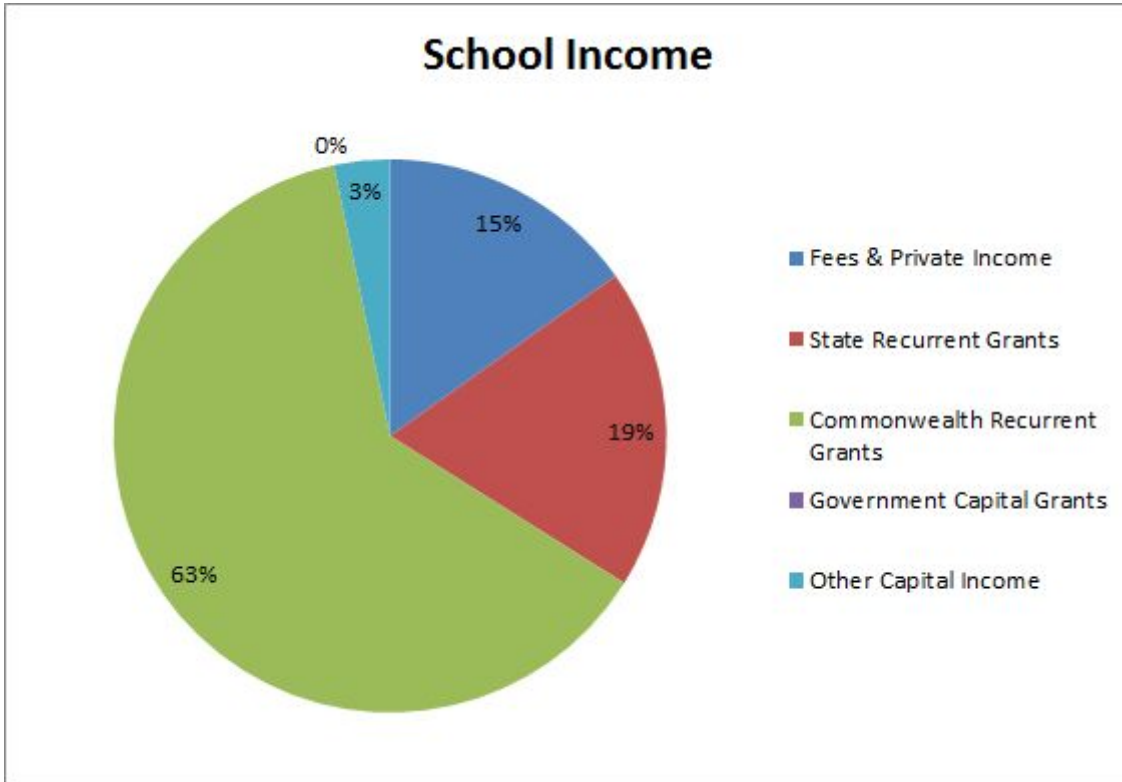
Student Satisfaction

| Highly Satisfied | Satisfied | Dissatisfied |
|------------------|-----------|--------------|
| x | | |

Teacher Satisfaction

| Highly Satisfied | Satisfied | Dissatisfied |
|------------------|-----------|--------------|
| x | | |

Financial Report



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