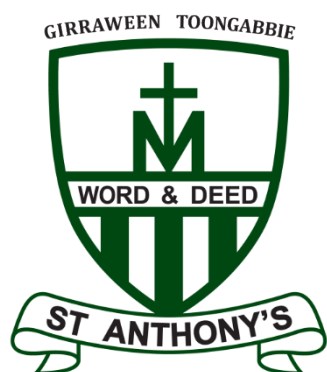




St Anthony's Primary School

2024 Annual School Report



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Introduction

About the Annual School Report

St Anthony's Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Trish Reilly

I am proud to present to you the 2024 Annual School Report for St Anthony's Primary School, Girraween. Our school provides Christ-centred education for all our students. This education develops the spiritual, academic, emotional, social and physical potential of all our children. We strive to live by our school motto - Word and Deed. Looking to the model of our patron, St Anthony of Padua, everything that we do and say should reflect the example of Jesus Christ.

Our faith: St Anthony's Primary School is a school that offers a Catholic education for all, forming the head, heart and hands of all members so that they can be their best selves.

Our learning: St Anthony's Primary School is a school where what we learn and how we learn are both important to ensuring we learn and grow throughout our lives.

Our living: St Anthony's Primary School is a school where everyone learns to act respectfully, live responsibly and learn together.

Our community: St Anthony's Primary School is a school founded in the tradition of the Sisters of Mercy that embraces diversity, and works to be a place where all have a genuine sense of belonging.

Our school values our partnership with families in continuing to shape a safe, challenging, and nurturing school that is full of life, energy, and productivity. Through modelling openness, understanding, acceptance, sensitivity and forgiveness, we hope to inspire the students to become vibrant members of our diverse, multicultural society.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

The St Anthony's Primary School Community Group (SCG) is a parent body made up of dedicated parents whose desire is that all children and families can come together as a community for the good of the school. This may include fundraising for children's resources and school resources but also the provision of pastoral care for families and social functions.

The SCG met regularly throughout 2024. Events were organised to help build positive relationships and to reach our goals and foster a welcoming and inclusive environment that is fun for all members of our community.

The SCG ran a highly successful Easter Egg drive that received a high rate of participation from families. They also ran their annual Easter Raffle and the Easter Hat

Parade celebration. They also provided a Welcome dinner for Kindergarten parents which was a huge success in creating a sense of belonging. The celebration of St. Anthony's Feast Day was a day when many of our parents joined with us to celebrate Mass and then join in the fun.

We celebrated Mothers and Fathers Day activities and we were entertained throughout the year with mufti days and other seasonal celebrations.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

All students at St Anthony's Primary School are encouraged to contribute positively to the life of the school and engage in activities that promote the development of the whole student.

In Year 6, students had the opportunity to apply for, and be elected to, student leadership positions. Leaders received a School Leader badge and made a commitment to serve the school community with pride and integrity.

The students participated in a Kindergarten to Year 6 (K-6) Peer Support program in their House Colours to help them build positive, healthy relationships with others. The program was designed to promote our school Positive Behaviour Support for Learning (PBS4L) expectations of Act Respectfully, Live Responsibly and Learn Together.

The Faith In Action Team was a wonderful new initiative that raised awareness of how we can all make a difference in our world.

In each grade in-school incursions or external excursions were organised that supported the learning taking place in the classroom. Students also enjoyed whole school opportunities throughout the year such as Zing Dance and various sporting clinics.

The students love coming to school to learn and to be with their friends.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

The first Catholic school in Toongabbie, known as St Enda's, was opened in January 1950 by the Sisters of Mercy who travelled daily from Parramatta. At that time, the school served part of the then larger parish of Wentworthville. The first classes were taught in the original church in Aurelia St, Toongabbie, which is now the Parish Hall. The Parish of Toongabbie was established in 1951 and named in honour of St Anthony of Padua. To accommodate the growing school, the present site was acquired on Targo Road, Girraween. The school relocated from the parish hall to the Targo Road site in 1956. The first lay principal was appointed to the School in 1981. Although the Sisters of Mercy no longer work at the School, the staff remain committed to continuing the Mercy tradition and story, and the School works to continue to engage the sisters in the life of the School. Major capital works were undertaken in 1997, and again in 2010, to provide St Anthony's Primary School with contemporary learning and teaching facilities.

Location / Drawing Area

St Anthony's Primary School is located in Girraween, the school serves the parish of St Anthony of Padua, Toongabbie, and mostly draws on students from Girraween, Toongabbie, Seven Hills, Pendle Hill, Pemulwuy and Wentworthville. The school is a short walk to the St Anthony's Parish Church. Our School is a co-educational systemic school with a population of over 380 children. We are a multicultural community with children from different nationalities and languages represented.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	44
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	20
Number of part time teaching staff	10
Number of non-teaching staff	14

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Anthony's Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Professional Learning about identifying EALD and LBOTE students and how their vocabulary can be developed through explicit teaching.
- Professional Learning about how vocabulary impacts problem solving in Mathematics. Focusing on multi-step word problems and strategies to support the students ability to solve them
- Professional Learning about vocabulary with a specific focus on Speaking and Listening and Writing.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Our Faith In Action Team (FIAT) initiative from CSDP refers to all opportunities where individuals are invited to participate in outreach to all.
- The Year 6 Mercy Markets returned this year. This linked beautifully with their RE Unit and was an action that helped the learning come to life.
- Mini - Vinnies Sleep Out raised funds for those who are homeless.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Professional Learning around the new Religious Education Curriculum - Encountering Jesus.
- Staff participated in a Spirituality Day reflecting on Mary and Marian Theology.
- Staff gained knowledge of the different types of prayer through Professional Learning and prayerful opportunities.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	83%	66%
Writing	92%	77%
Spelling	77%	61%
Grammar and Punctuation	73%	54%
Numeracy	79%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	89%	71%
Writing	95%	67%
Spelling	79%	68%
Grammar and Punctuation	91%	65%
Numeracy	91%	68%

Student Profile

Enrolment Policy

St Anthony's Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
198	185
Total Enrolments: 383	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	91%	4	93%
1	93%	5	92%
2	91%	6	93%
3	92%	School Average: 92%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	294
Students with disabilities (SWD)	95
Aboriginal and Torres Strait Islander	0

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Anthony's Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Staff explored the links between PBSL and MTSS.
- Celebration of Learning afternoons continued which enabled families to engage with their children's learning.
- Peer Support opportunities throughout the year which developed a sense of belonging for all students.

St Anthony's Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St Anthony's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Students were explicitly taught the universal expectations of Act Respectfully, Live Responsibly and Work Together.

- Celebration of our diversity through praying and working together. eg Harmony Day, Reconciliation Week
- Student leaders participated in the Remembrance Day ceremony at Parramatta.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents identified that communication from the school ensures they are informed about what is happening and how their child is going.
- Parents identified that they feel welcome and have many opportunities to engage with the school community.
- Parents identified that the school is inclusive and supports positive behaviour.

Areas of strength from the student feedback include:

- Students feel accepted and valued by their peers and by others at their school.
- Students are interested and motivated in their learning.
- Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn

Areas of strength from the staff feedback include:

- Staff scored high for wellbeing and feel positive, show sustained levels of energy and have trusted relationships.
- Staff are engaged and are motivated to meet or exceed goals.
- Staff identified Inclusion as a strength as they can come to work and feel a sense of belonging, authenticity and equity.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To improve vocabulary in student writing with an EAL/D lens.	Still Working Towards.
Priority 2	To develop problem solving skills in multi step Mathematical questions by developing understanding of mathematical language. It will be very closely linked the the English goal of deepening vocab knowledge to help with multi step Maths problems.	Still Working Towards.

Projected School Priorities		
Priority 1	Embed Explicit teaching strategies across all KLAs. Highlight the various components of Explicit Teaching and delve deeply into what these look like across all KLAs.	
Priority 2	Improve and monitor reading outcomes for students through the use of Explicit Teaching strategies. Observation of colleagues embedding these in their teaching to support the development of their understanding of the effectiveness of these strategies.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$4,625,349
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,219,678
Fees and Private Income ⁴	\$1,005,009
Other Capital Income ⁵	\$212,316
Total Income	\$7,062,352

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$1,315,515
Salaries and Related Expenses ⁷	\$5,547,901
Non-Salary Expenses ⁸	\$1,555,413
Total Expenditure	\$8,418,829

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses