Tonight I would like to acknowledge the many good people in our community who are dedicated to St Anthony’s:

2015 School Board:
• Father Bronislaw Pietrusewick SDS PP
• Michele Allum (Board Chair)
• Martin Muriuki (Treasurer)
• Ruth Charles (P & F Rep. to the Board)
• Phil Bastian (Parish Rep. to the Board)
• Sandra Markham (Secretary)
• Matthew O’Neill
• Stacey Baker
• Steve Leppard
• Mary-Jane Saunders

Expertise and generosity are the hallmarks of this group.

I would like to particularly acknowledge two members who are stepping down from their positions.

Michele Allum who has served for 6 years, 3 of which as the Board Chair. Michele is a very dedicated person whose wise counsel and advice I have come to trust without reservation.

Martin Muriuki has served for two years as treasurer and his quiet diligence and sincerity will be missed.
Our Parents & Friends Association are a dynamic part of your school. They are always prepared to take on a project and see it through to its completion:

2015 P & F Executive:
• Sam de Guzman (President)
• Natalie D’Addario (Vice President)
• Robert Nicholas (Treasurer)
• Kate Price (Secretary)
• Ruth Charles (P & F Rep. to the Board)
• Lynda Cathcart (Class Rep. Coordinator)
• Naomi Byrnes
• Kristy Scarfone
• Aurelia Cooper
• Peta Yukich

Thank you to our St Anthony’s staff for their dedication and care. The strong pastoral tradition has been nurtured over many years and is the very essence of St Anthony’s. This spirit compliments the drive to see that each student reaches their potential.

Tonight we will be looking at planning documents which illustrate this vitality.

• Three Year Strategic Plan
• School Annual Plan
• Key Teacher Visions
• NAPLAN
• Kids Matter
• 2016 Staff
SAINT ANTHONY’S QUALITY CATHOLIC SCHOOL STRATEGIC PLAN

HISTORY

Saint Anthony’s Primary School is a double stream co-educational school catering for students from 3 Year Old Kindergarten to Year 6. It has an enrolment in excess of 480 students and full-time and part-time staff. The staff comprises of principal, classroom and support teachers, office staff, educational assistants, uniform shop manager, ground staff and Out of School Care staff.

Saint Anthony’s Primary school was founded in 1957 and is located in Greenmount on the historic Blackboy Hill site. The school shares the site with the St Anthony’s Church, which is served by priests of the Salvatorian order. This close physical proximity has assisted in the development of a strong link between the school and parish communities.

VISION

We aspire to provide a quality education which promotes the potential and dignity of all individuals within a faith community.

MISSION

* Foster a loving and meaningful relationship between God and the child

* Establish a community in which each member lives according to Christian values

* Encourage the realisation of each child’s potential spiritually, intellectually, physically, emotionally and socially

* Create an atmosphere which promotes dignity and respect for all, and values each member's contribution

* Promote an awareness of the need to respect and care for all creation

* Prepare the child to approach the future with confidence and optimism.
<table>
<thead>
<tr>
<th>LEARNING</th>
<th>ENGAGEMENT</th>
<th>ACCOUNTABILITY</th>
<th>DISCIPLESHIP</th>
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<tbody>
<tr>
<td>Is what we do: we are committed to learning at every level</td>
<td>Is essential: we are committed to Catholic Educations</td>
<td>Is not optional: we have personal and collective responsibility for our system’s success.</td>
<td>Is our calling: we are committed to deepening our relationship with Jesus.</td>
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<tr>
<td><strong>What did I learn today?</strong></td>
<td><strong>How did I engage with others today?</strong></td>
<td><strong>How did I help others succeed today?</strong></td>
<td><strong>How did I create space for Jesus today?</strong></td>
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<tr>
<td><strong>How did I help others learn today?</strong></td>
<td><strong>How did I promote positive relationships with students / staff/ parents today?</strong></td>
<td><strong>How did I contribute to system success today?</strong></td>
<td><strong>How did I experience Jesus in others today?</strong></td>
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<td><strong>How did I share knowledge today?</strong></td>
<td><strong>What did I do today to promote engagement?</strong></td>
<td><strong>What did I raise standards today?</strong></td>
<td><strong>How did my actions reflect Jesus today?</strong></td>
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<td><strong>What did I learn from my experiences today?</strong></td>
<td><strong>How did I build stronger relationships today?</strong></td>
<td><strong>What was my role in today’s successes and failures?</strong></td>
<td><strong>How did I deepen my relationship with Jesus today?</strong></td>
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<td><strong>How did I model learning to those around me today?</strong></td>
<td><strong>How did I engage with others today?</strong></td>
<td><strong>What did I do to achieve successful outcomes today?</strong></td>
<td><strong>How did I live out the teachings of Jesus today?</strong></td>
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<td><strong>How did I take responsibility for my work quality today?</strong></td>
<td><strong>How did my actions reflect the spirit of Jesus today?</strong></td>
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<td>LEAD</td>
<td>GOALS</td>
<td>SUCCESS INDICATORS</td>
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<td>LEARNING</td>
<td>Promote high quality teaching practices across the school to accommodate the varying developmental needs of students.</td>
<td>Staff provide a broad, balanced and differentiated curriculum related to the Australian Curriculum and the Early Years Learning Framework.</td>
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<tr>
<td>Enhance student achievement and wellbeing</td>
<td>Harness the use of ICT to support excellence in teaching and learning.</td>
<td>Ongoing professional development for all teachers, with an emphasis on on-site, team based, collegial PD (AITSL standards).</td>
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<tr>
<td>Increase student and staff engagement in their own learning and faith formation</td>
<td>Consistently use data to inform teaching practice</td>
<td>Teacher planning documents and classroom practice incorporate the use of ICT to support and enhance student learning.</td>
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<td>Affirm, respect and develop the individuality and uniqueness of each child.</td>
<td>Teaching and learning programmes are informed by data. Time is dedicated in PLC meetings for data analysis. Data is used to track student progress.</td>
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<td>All students identified as at risk have an Individual Plans / Individual Education Plans which are continually reviewed and adjusted.</td>
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<td>Parents are regularly informed regarding progress and changes to IPs / IEPs.</td>
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<td>To continue extension programme for children in Years 1-6.</td>
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<td>LEAD</td>
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<td>SUCCESS INDICATORS</td>
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<tr>
<td>ENGAGEMENT Enhance parental engagement in their child’s learning and faith formation</td>
<td>Develop the capacity of teachers to lead teams, learning, provide constructive feedback and manage staff in their teams. Streamline communication and school organisational practices to improve clarity of purpose. Continue to work collaboratively and strengthen relationships with families and St Anthony’s Parish.</td>
<td>Teams exhibit a culture of collaboration and professional discourse. A strong spirit of trust and individual empowerment is evident through appropriate distribution of responsibilities (Building Teacher Capacity). Provision of and attendance at parent information nights / workshops / community building events which facilitate student learning, well-being and faith development.</td>
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<tr>
<td>Develop our people to be leaders in Catholic Education’s mission</td>
<td>Consistently implement the Charter for Early Childhood Education; plan for and progress changes to K-2 classrooms and playground; both to comply with National Quality Standards. Continue to manage the budget responsibly and prioritise resourcing of the goals in this plan. Plan for a consistent progression of changes to classroom, playground and staff facilities ensuring spaces are contemporary, attractive and conducive to learning.</td>
<td>K-2 facilities and playground spaces comply with the National Quality Standards (NQS). Budget allocation reflects professional learning needs. Budget allocation reflects priorities e.g. ICT, Kids Matter Maintenance schedule regularly reviewed in conjunction with Board.</td>
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<tr>
<td>ACCOUNTABILITY Increase understanding of our individual and collective responsibility for Catholic Education’s mission Ensure inclusivity, good governance and the resource allocation required to meet our mission</td>
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</table>
| Discipleship  
Enhance opportunities for personal faith development | Continue to seek ways to strengthen relationships and to work collaboratively with St Anthony’s families and the Parish.  
Regularly update and review the school Evangelisation Plan.  
Continue to foster staff faith development | Sacramental program reflects the spirit of cooperation that is family focused, Parish based and school supported.  
School Evangelisation Plan is a current, working document.  
Provide Professional Development that is relevant to the needs of the staff and linked to the Evangelisation Plan.  
Develop awareness of and facilitate engagement in social justice initiatives.  
Promote Christian values and traditions. |
| Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action | Provide an atmosphere which reflects Christ’s teaching and projects him as a life model through the integration of faith, life and learning. |
# STRATEGIC DIRECTION 2014 - 2016

LEADing in a flourishing Catholic Education system

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>INTENT</th>
<th>OUTCOMES</th>
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</table>
| **LEARNING**        | **LEARNING** is what we do – We are committed to learning at every level. | › Enhance student achievement and wellbeing  
› Increase student and staff engagement in their own learning and faith formation |
| (Education)         |                                                                        |                                                                                               |
| **ENGAGEMENT**      | **ENGAGEMENT** is essential – We are committed to Catholic Education’s mission through relationships with all. | › Enhance parental engagement in their child’s learning and faith formation  
› Develop our people to be leaders in Catholic Education’s mission |
| (Community)         |                                                                        |                                                                                               |
| **ACCOUNTABILITY**  | **ACCOUNTABILITY** is not optional – We have personal and collective responsibility for our system’s success. | › Increase understanding of our individual and collective responsibility for Catholic Education’s mission  
› Ensure inclusivity, good governance and the resource allocation required to meet our mission |
| (Stewardship)       |                                                                        |                                                                                               |
| **DISCIPLESHP**     | **DISCIPLESHP** is our calling – We are committed to deepening our relationship with Jesus. | › Enhance opportunities for personal faith development  
› Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action |
<p>| (Catholic Identity) |                                                                        |                                                                                               |</p>
<table>
<thead>
<tr>
<th>System Strategic Outcomes (LEAD)</th>
<th>Strategic Plan Link (School)</th>
<th>Goals</th>
<th>Actions/Strategies (How will we do it?)</th>
<th>Responsibility &amp; Timeline (Who will lead/drive this? When will the action be done?)</th>
<th>Resources (How will we utilize our human &amp; financial resources)</th>
<th>QCS Component Link</th>
<th>Success indicators (How we will know we have been successful)</th>
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<td>Learning</td>
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<tr>
<td>Enhance student achievement and wellbeing</td>
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<td>Promote high quality teaching practices across the school to accommodate the varying developmental needs of students.</td>
<td><strong>Improve teacher clarity – focus on Learning Intentions (LI), Success Criteria (SC), Guided Practice / Differentiation and Feedback.</strong> PLCs will provide professional development that is relevant to staff needs and has a practical component – our PLC Structure will accommodate the development of pedagogical knowledge and teaching practices (numeracy and literacy in particular). Each teacher determines where s/he currently sits on the AIITSL continuum for standard S and reflects upon what they need to achieve in order to progress to the next stage of development.</td>
<td>Teachers Building Capacity Document Building Teacher Capacity 2015.docx Hattie’s ‘Visible Learning’. Shoulder / shoulder Geraldine to release individual teachers to go into other classrooms to model teaching practices. Classroom teachers. Teacher Assistants Leadership team</td>
<td>We will continue to link QCS, AIITSL, AC and SCASA. QCS 305: An Expert Teaching Team. Teachers using LI, SC in their daily teaching Staff modelling teaching practices and strategies to peers.</td>
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<tr>
<td>Increase student and staff engagement in their own learning and faith formation</td>
<td>Consistently use data to inform teaching practices. Administrator and analyse Informal Prose Inventory and PM Benchmark reading assessments NAPLAN data - analysing effect size.</td>
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<td>As above</td>
<td>All teaching staff NAPLAN data Reading assessments</td>
<td>QCS: 302 Analysis of Data</td>
<td>Starting to use NAPLAN and reading assessment data to inform teaching practice and planned learning experiences.</td>
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</table>

**Notes:**
- PLCs = Professional Learning Communities
- AIITSL = Australian Professional Standards Council
- QCS = Queensland Curriculum and Assessment Authority
- AC = Australian Curriculum
- SCASA = Sustainable Learning Communities Australia

**Resources:**
- Teachers Building Capacity Document
- Building Teacher Capacity 2015.docx
- Hattie’s ‘Visible Learning’
- Shoulder / shoulder Geraldine
- NAPLAN data
- Reading assessments
- QCS: 302 Analysis of Data

**Success indicators:**
- Teachers using LI, SC in their daily teaching
- Staff modelling teaching practices and strategies to peers.
- Starting to use NAPLAN and reading assessment data to inform teaching practice and planned learning experiences.
| Harness the use of ICT to support excellence in teaching and learning. |
| Upskill teachers to use iPods as an effective teaching and learning tool. |
| Develop a consistent approach to documentation of students with special needs. |
| Continue with Kids Matter – social and emotional development? |
| Providing extension programs for children in Yrs 1-6. |
| Datacom professional development sessions |
| Rotation of iPad pods across the school. |
| Introduction of a uniform IP and IEP proforma to be used by ALL staff. |
| Continuation of ACE program, critical thinking skills and philosophy programs. |
| Introduction of Maths extension for Yrs 5/6. |
| Datacom consultant – Daniel Groenweld |
| Cross-section of staff involved in PD sessions |
| Datacom iPad pods (2 sets of 30) |
| Special Education Coordinator - Ian Pearce assist class teachers to develop IEPs and Individual Plans |
| Sensory IPs – Diane Verson |
| Trish Barton |
| Class teachers – identification of students requiring extension. |
| Ian Pearce |
| All teaching staff |
| Zoe Newman and Diane Verson |
| Trish Barton |
| Christine Schellhout – Maths |
| Implementation of iPads as a learning and assessment tool. |
| Implementation of IPAs and IEPs that are continually reviewed and adjusted to reflect the changing needs of students – parents are informed of these advancements. |
| Students being challenged to further develop their cognitive skills. |
| Parents are informed of student progress. |
## Engagement

**Enhance parental engagement in their child’s learning and faith formation**
- Develop the capacity of teachers to lead teams: learning, provide constructive feedback and manage staff in their teams.
- Streamline communication and school organisational practices to improve clarity of purpose.

**Develop our people to be leaders in Catholic Education’s mission**
- Develop middle leaders who develop teaching practices.
- Improve communication of school based practices.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Actions/Strategies (How will we do it?)</th>
<th>Responsibility &amp; Timeline (Who will lead/drive this? When will the action be done?)</th>
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<tbody>
<tr>
<td></td>
<td>Empower staff to become middle leaders who develop teaching practices.</td>
<td>Leadership team All staff</td>
<td>Key Teacher Numeracy PD Key Teacher Literacy PD</td>
<td>Weekly snapshot Staff meetings and PLCs Newsletters</td>
<td>Key Teachers collaborating with other staff during PLCs and shoulder to shoulder.</td>
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<td></td>
<td>Provide opportunities for growth / development: e.g. professional development, lead PLCs, peer mentoring.</td>
<td>Principal and Aps Cath Clohessy – Administrative Assistant.</td>
<td>Weekly snapshot Staff meetings and PLCs Newsletters</td>
<td>Discussion Board</td>
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<td>Improve communication of school based practices.</td>
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<td>Weekly snapshot Staff meetings and PLCs Newsletters</td>
<td>Introduction of ‘Discussion Board’</td>
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## Accountability

**Increase understanding of our individual and collective responsibility for Catholic Education’s mission**
- Consistently implement the Charter for Early Childhood Education: plan for and progress changes to K-2 classrooms and playgrounds: both to comply with National Quality Standards.
- Ensure inclusivity, good governance and the resource allocation required to meet our mission.

**Continue to manage the budget responsibly and prioritise resourcing of the goals in this plan.**

<p>| Consistently implement the Charter for Early Childhood Education: plan for and progress changes to K-2 classrooms and playgrounds: both to comply with National Quality Standards. | Develop a school based charter for Early Childhood. | Liz and Elana collaborate with early childhood staff, during PLCs and hymn singing, to create a charter. | Liz De Filippi Elana Sparks Early childhood teachers | | School Charter for early childhood is established. NQS improvement plan is being addressed. Plans underway for the construction of a natural play space in early childhood. The budget accommodates the prioritized goals and needs of the School. |
| Ensure inclusivity, good governance and the resource allocation required to meet our mission. | Implement the NQS improvement plan. | As above | | | |
| Continue to manage the budget responsibly and prioritise resourcing of the goals in this plan. | Liaise with relevant stakeholders to plan for a natural play space. | Meetings will relevant stakeholders. | Principal – Greg Green OSHC staff Early childhood staff Board Providers Principal Bursar Board P&amp;F | Principal Board P&amp;F | |</p>
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<tr>
<td>Continue to seek ways to strengthen relationships and to work collaboratively with St Anthony's families and the Parish.</td>
<td>Maintain strong parish/family relationships through planning and running Sacramental workshops / programmes.</td>
<td>Principal Assistant Principals Teachers Involved in Sacramental years All staff Father Bronk Parish rep – Melissa Doyle.</td>
<td>Newsletters Letters Meetings between parish and school.</td>
<td>All staff</td>
<td>Staff, families and parish collaboration.</td>
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<td>Continue to foster staff faith development.</td>
<td>Provide a balance of faith and knowledge based professional development.</td>
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<td>Provide an atmosphere which reflects Christ’s teaching and projects him as a life model through the integration of faith, life and learning.</td>
<td>Continue to deliver a solid Religious Education programme that is supplemented with social justice projects.</td>
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<td>Father Elio – Sacraments and Liturgy PD @ Infant Jesus.</td>
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<td>Project Compass Life Link Caritas</td>
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KEY TEACHER VISION

Literacy 2016 – Yen Wong

• Helping teachers implement Diana Rigg’s whole school spelling approach
• Sharing, modelling and providing assistance with guided reading sessions
KEY TEACHER VISION

Numeracy 2016 – Rachel Prendergast

• Introduction and support of EMU strategies through Years PP -6
• Develop number facts, mental computation and problem solving skills
• Collate and interpret MAI data to use in targeting specific strengths and weaknesses in the area of Number throughout the school.
During the past few years St Anthony’s has made vast progress within the ICT area. The journey of integrating ICT within the curriculum is beginning to take place as mobile devices are utilised to enhance learning opportunities for our students.

During 2016 the focus will be:

• Provide opportunity for teachers who undertook Professional Development with Datacom to share their learning with other staff. This will occur while I relieve these teachers while they work shoulder to shoulder with staff and students.

• Support staff with the continuing integration of ICT within the curriculum through planning meetings and through shoulder to shoulder sessions.
KEY TEACHER VISION

Early Childhood – Elana Sparks

• Coordinating the Quality Improvement Plan
• Assessing and enhancing the physical environment of the school
• Organising resources needed in Early Years
• Attending and organising Early Childhood Professional Development in the Kathy Walker learning approach.

Not all children are ready to learn the same thing at the same time in the same way.
- Kathy Walker
NAPLAN RESULTS 2015

Our Year Three students’ results show the majority are at or above the national benchmark in all curriculum areas. Although we had a number of students who were withdrawn by parents from the testing, this action was supported by the classroom teachers.

Year Three School’s Comparison to Like Catholic Schools Trends Over Time

**Reading** has trended up slightly with 100% of students at or above minimum standard, demonstrating that our approaches to reading are making a difference with such programmes as Diana Rigg and Sheena Cameron.

**Writing** has plateaued with 98% of students at or above minimum standard. Our approaches to teaching writing will be reviewed to ensure a consistent approach is being adopted across the school.

**Spelling** is trending up with 100% of students at or above minimum standard. We are developing a whole school approach to spelling.

**Grammar and Punctuation** is trending up with 98% of students at or above minimum standard, a pleasing result as this has and will continue to be a school focus.

**Numeracy** needs to be a continued focus, with 98% of students are at or above minimum standard. We have a large percentage of students achieving at Band 6 which is well above minimum standard. This indicates a need to continue catering for the needs of these numerate students.
NAPLAN RESULTS 2015

In addition, the Maths Assessment Interviews in Years 1, 2 and Support have continued to assist in developing explicit teaching strategies with a greater continued use of concrete and hands-on activities. Our Informal Inventory prose testing (Data Wall) has also given us the opportunity to investigate where are students are performing with their reading and reading comprehension abilities. Our extension and support programmes that are currently in place will continue in 2016.

Our Year Five students have continued to work well, with teachers focusing on whole and individual needs of their students.

Year Five School’s Comparison to Like Catholic Schools Trends Over Time

Reading has trended up with 95% of students at or above minimum standard, with our across-the-school approaches to reading continuing to be affective.

Writing has plateaued with 97% of students at or above minimum standard. Our across-the-school writing approaches will be reviewed to ensure our students will improve.

Spelling is trending up with 98% of students at or above minimum standard. We are developing a whole school approach to spelling.

Grammar and Punctuation is trending up with 93% of students at or above minimum standard, again a pleasing result.

Numeracy has trended up with 98% of students are at or above minimum standard, a trend we expect to continue with our review of ‘Stepping Stones’. With our whole school mathematics programme we may need to adopted additional activities for students well above and below minimum standard.
NAPLAN RESULTS 2015

The majority of our Year Five students have demonstrated value adding from their Year Three NAPLAN results, in particular, our students who have been part of targeted support programmes since Year Three. However, we continue to strive for all our students to achieve to the best of their ability.

We will continue to have a particular focus on students who demonstrate Dyslexia tendency in their reading. Our Informal Inventory prose testing (Data Wall) has also given us the opportunity to investigate where are students are performing with their reading and reading comprehension abilities. Our extension and support programmes that are currently in place will continue in 2016.

NAPLAN results continue to be just one window through which we are able to look at whether our students are meeting system-wide, state-wide, and nation-wide academic requirements.
2015 has been an action packed year with Kids Matter.

**Gardening Guru’s** programme has been a great success. The gardens, although slightly overgrown now, was flourishing with fresh produce. Parents, kids and staff were welcomed to pick and use the fresh vegies and herbs which many of them did. The Gurus were kids from Years 2, 3 and 4 with one or two in Year 5. Our resident gardener Tom was instrumental in its success.

Our ‘**Kids Connect’** sensory program has proven to be a vital tool in providing kids who require sensory regulation for their body and movements to function well in a class room situation. Helping children with their sensory needs calms them and allows for better learning and concentration.

**Massage and Mindfulness**  - At the end of our sensory activities we have introduced massage with a massage ball. This ball is run over the legs, feet, arms, hands and upper back by one student to another. Mindfulness meditation, this also includes breathing and sharing gratefulness, this is all supervised by Zoe Newman or myself.
Our **sensory stations** which are set up in the Years 3-4 wet areas are being used well. The stations are set up for children who are in need of sensory regulation during class time. The stations enable children to sit at the stations and use the sensory tools and activities available to them sitting on fit balls.

**Stop Think Do** is a social skills programme Zoe and I have been doing in classes. This will continue in 2016 more regularly. Stop Think Do are actions we want to embed in our school culture so we all think and are all on the same page so it becomes second nature to the way we behave.

**Bullying Programme** – Weird, Dare, Tough is a unique 3 part programme which details the same scenario from 3 different perspectives. This has been implemented in each class from Years 2-6. this is another programme which we will continue to model within the school culture.

The **Garden Blog** will be continued. We will be more proactive in encouraging children and parents to use it. It has a restricted access so username and passwords are needed and are given to those who wish to blog about activities etc.
continued.

Diane Verson

2016 will also see the introduction of a **buddy system**. We have paired the lower years with the upper years. The kids should get together possibly fortnightly to some shared activities such as a shared lunch, art projects, mission day activities or anything else the creative teachers come up with. We thought it a great idea if we sent each class a virtue each fortnight e.g. caring, coupled with a worksheet. The buddies could use these virtues as part of their mentoring of the younger children, it can be discussed, examples used/shown. This could really work well if the virtue was carried through in the classrooms and the worksheets used for the fortnight so it resonates throughout the whole school.

**Kids Matter Morning Tea** – We will continue with our Kids Matter morning tea for parents of children involved in our sensory program. This is a great opportunity for parents to network sharing stories and resources as parents have a wealth of knowledge that can be shared.

**Newsletter** – Every fortnight in the newsletter the Kids Matter team include an information piece on topics of interest regarding children/parenting and write the Environmental Ministry Report which talks about the garden news.
## 2016 STAFFING

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Greg Green</td>
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<tr>
<td>Assistant Principal RE</td>
<td>Liz De Filippi Tu – W (pm)</td>
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<td>Assistant Principal Admin</td>
<td>Melissa Vranjes Tu (pm) - W</td>
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<td>Pre-Kindergarten</td>
<td>Lisa Burnett Tu</td>
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<td>Kindergarten Blue</td>
<td>Jenny Tucknott M-W-F</td>
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<td>Jessica Hultink M-Tu-Th</td>
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<td>Pre-Primary Blue</td>
<td>Lucine Franklin</td>
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<td>Elana Sparks</td>
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<td>Pamela Elliott</td>
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<td>Nicole Sibbald</td>
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<td>Year Two Blue</td>
<td>Elisabetta De Filippi M-W-Th-F &amp; Kirsty Pitman Tu – W (pm)</td>
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<td>Year Two Gold</td>
<td>Maria Churack</td>
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<td>Year</td>
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<td>Year Three Blue</td>
<td>Martina Sweeney (M-T-W) &amp; Lisa Burnett (Th-F)</td>
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<td>Year Three Gold</td>
<td>Debbie Rodriguez (M-T-W-F) &amp; Bernie Schelfhout (Th)</td>
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<td>Yen Wong</td>
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<td>Year Four Gold</td>
<td>Salv Casilli</td>
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<td>Rachel Prendergast (M-Tu-W-F) &amp; Lyn Born (Th)</td>
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<td>Melissa Vranjes (M-Tu-Th-F) &amp; Philippa Wicksey (W)</td>
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<td>Chris Barrett</td>
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<td>Year Six Gold</td>
<td>Jenny Webb (M-Tu-W-Th) &amp; Lyn Born (F)</td>
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<td>Salv Casilli &amp; Geraldine Lockyer</td>
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<td>Ian Pearce &amp; Geraldine Lockyer</td>
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<td>Geraldine Lockyer PP/Year 1</td>
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<td>Bernie Schelfhout Years 2-6</td>
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<td>Chris Schelfhout PP/Years 1, 2, 5 &amp; 6</td>
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<td>Bernie Schelfhout Years 3 &amp; 4</td>
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<td>Margaret Grubb M-T-W-Th</td>
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<td>Library</td>
<td>Trish Barton M-T-W-Th</td>
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<td>Library Technician</td>
<td>Marg Smith T-W-Th</td>
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<td>Rahmola Garniss, Zoe Newman, Billie Preece &amp; Janet Rechichi</td>
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<td>Cathy Armstrong, Nola Cusworth, Samantha Garcia, Sharon Gater, Debbie Grimm, Janet Hyslop, Judy Outred, Eve Russell, Peta Yukich, Agnes Weymouth, Kirsty Buttner, Melissa Venema &amp; Natalie Zisa-Wares</td>
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<td>Gina Hall</td>
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<td>Aurelia Cooper</td>
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<td>Diane Verson M-Th</td>
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<td>Canteen</td>
<td>Roz Read</td>
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This year we farewell Natalia Jurek. Natalia’s strong, calming spirit has seen her students well prepared for high school. We wish her every happiness as she sets sail for distant lands.

I would also like to acknowledge Josipa Rullo whose dedication and hard work ethic is very much respected.

As was recently announced in a recent newsletter, Cath Clohessy is on the move. Her meticulous eye for detail is sure to make her new venture a wonderful success. Aurelia Cooper will step into the office until leave arrangements have been finalised with Cath at the end of next year.

St Anthony’s welcomes Chris Barrett and Kirsty Pitman to our community. Chris will be taking our Year 6 class and Kirsty will join Liz De Filippi in Year Two.

In conclusion I would like to acknowledge Father Bronek who nurtures our spirituality without reservation.

Parents, carers and grandparents of the students – your support and kindness are appreciated. We rely on your willingness to help on many occasions in and outside the classroom. Never feel that you are taken for granted because that would simply not be the case.

I wish everyone a prosperous 2016. May God bless you all.