



St Anne's College Kialla

2020

Annual Report to the School Community



Registered School Number: 2224

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Minimum Standards Attestation

I, Susan Carroll, attest that St Anne's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

26/04/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Identity and Vision Statements

St Anne's College is a Catholic community welcoming all, inspired by a loving God, committed to faith, wisdom and learning.

Central to the mission of St. Anne's College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

St Anne's College promotes the safety, wellbeing and inclusion of all students

At St Anne's College we strive to:

- Develop a relationship with God that supports and nurtures our personal faith.
- Create relationships that are collaborative and in partnership with students, staff, parents, parish and the wider community.
- Empower individuals to grow in confidence and a willingness to explore their world: spiritually, academically, socially, emotionally and physically.
- Implement a curriculum that is contemporary, focuses on the needs of the individual and celebrates the joys of new learning.

College Overview

St Anne's College is a Catholic college in its third year of operation. In 2020, the student cohort consists of 333 students enrolled in Foundation, years 1, 2, 7, 8 and 9. The staff of 50 comprise teaching staff, learning support and administration.

St Anne's College is a Catholic Educational Community open to all and to the many possibilities that learning presents. At the core of our being is our commitment to our Catholic faith in dialogue with others. As we learn from each other, we hope to create a peace filled world where all are respected, cared for and can live safe and fulfilling lives.

Learners at St Anne's, child or adult, are valued as competent and dynamic citizens of the world. A world that calls all to be the best we can be, where we are free to wonder, explore and inquire. At St Anne's we will foster the individual as we work together in being a creative, successful and hope filled community, valuing diversity and respecting individualism.

In celebrating and embracing diversity, we value the gift each person brings and contributes to creating a culture of inclusion, wellness and open mindedness. Through a commitment to faith, in our combined wisdom, St Anne's learning community will provide challenging and enriching experiences that will be engaging, practical and real-life, allowing all to flourish and be happy.

Nothing without joy: Loris Malaguzzi

Principal's Report

2020 has been an incredibly extraordinary year. It has thrown us challenges we would never have thought of in a previous life! For me, it has been such an amazing learning journey in my first year of Principalship. What has sustained me throughout the most challenging times, is the supportive, committed community we are building at St Anne's College.

We have achieved many great things as a community as we continue to nurture and grow our culture.

CATHOLIC IDENTITY

We are very blessed as a community to have the spiritual and pastoral guidance of our Parish Priest, Fr Peter Taylor. Fr Peter has been open to being flexible and innovative in the way we have celebrated liturgy throughout the year. We have had several opportunities to celebrate feast days and special events in the church calendar. Our educators continue to surprise with their ability to reimagine and innovate with prayer and other opportunities for faith development in the distance learning space.

Our Religious Education curriculum is rich in opportunity for dialogue and getting to know our Catholic faith story more deeply. This year, the diocese released a new Religious Education policy which has helped to guide and shape our planning for learning in Religious Education. We are now waiting with anticipation for the release of an updated version of the Source of Life curriculum.

St Anne's College students engaged in providing feedback for the Sandhurst Catholic Identity team around a proposed Acknowledgement of Country to be used at meetings and gatherings within the diocese. The students pulled apart the options and with the guidance of Leonie Drummond (Koorie Education Worker) and Ebony Anderson (Deputy Principal) they were able to provide some very thoughtful, considered feedback. It is so important that our students, as discerning learners, have the authentic opportunities to feel they have a voice that can influence and shape important documents and directions within communities they are a part of.



LEARNING CULTURE

As a college we remain committed to, and focussed on, the development of a culture of learning. We strive each day to bring our learning philosophy to life, guided by our learning and teaching framework.

We have been fortunate to have a critical friend in Marcia Behrenbruch from Reshaping Schools Australia and Maureen Cann from Catholic Education Sandhurst accompanying us on our journey of a longitudinal research project into the impact of inquiry learning on student outcomes. As school leaders, Laurel Baxter-Butts and Sean O'Brien are taking the lead in developing our teachers as researchers.

We have framed up a professional learning model for St Anne's College and continue to gather evidence and data to reflect and take action to improve student outcomes. An interim report will soon be shared with the college community around our findings and recommendations so far.

There are 5 learner assets we continue to focus on as we develop as a community of learners: Being a self-manager, a collaborator, a communicator, a researcher and a thinker. These are the assets we believe students will need to become discerning citizens of the future. A focus on the assets combined with an approach to embed the four capabilities from the Victorian curriculum into our planning for learning, ensures that we are staying true to the learning philosophy of the college.



CHILD SAFETY

Ministerial Order No 870 sets out the specific action schools are required to take to meet the Child Safe standards. This year we have reviewed and revisited our suite of child safe policies and procedures. We have raised the profile of child safety through ilGiornale articles and links to specific policies and procedures, bringing these to the attention of the wider community. We have installed further signage around the college to inform and demonstrate our commitment to being a child safe environment.

Myself, Ebony Anderson (Deputy Principal) and Melanie Formica (Wellbeing Officer) have completed the Child Safety Officer training. Having staff trained in this role is key to ensuring that we have the right supports and structures in place to attend to our accountabilities around child safety, including reporting and responding to abuse.

We, as a College Advisory board, have also spent some time looking at policies and procedures and now have a standing agenda item at each meeting to address any concerns or risks around child safety. All staff have completed mandatory training and other learning modules to ensure they are across their obligations and that, as a college we are doing as much as we can to contribute to the safety and wellbeing of our children.

At the VRQA review just recently we were able to demonstrate that we fully complied with all of the Child Safety Standards.

SCHOOL IMPROVEMENT PLAN

After extensive consultation with representative groups from across the college community, we were able to launch our very first School Improvement Plan: Creating Possibilities 2020-2025,

incorporating an annual action plan for 2020. The process for creating the plan provided great opportunity for collaboration, dialogue and discernment around what is important for the college to attend to in the coming years.

Creating Possibilities 2020 -2025 St Anne's College School Improvement Plan		
Catholic Identity		
Aspiration	Commitment	Action
We aspire to be a Catholic community that gives life to the vision and mission of the college.	We commit to creating an environment that supports the lived experience of a faith filled community, inspired by a loving God	We will engage in genuine faith dialogue, acknowledging that each person has a different relationship with God and a different faith journey
Learning and Teaching		
Aspiration	Commitment	Action
We aspire to be a community of learners who push boundaries and remain open to new possibilities	We commit to providing welcoming, inclusive learning environments where student voice and discernment are central to the development of learning experiences	We will provide opportunities for choice, voice and discernment, allowing learners to see themselves as authentic agents in their learning
Leadership		
Aspiration	Commitment	Action
We aspire to be a community where leadership is celebrated and encouraged	We commit to creating an environment that enables and empowers all community members to develop leadership qualities.	We will build opportunities for leadership across the college and provide access to leadership skill development
Pastoral Wellbeing		
Aspiration	Commitment	Action
We aspire to be a welcoming Catholic community in the spirit of inclusivity, diversity and connectedness	We commit to processes and practices which value the dignity, safety and wellbeing of all	We will develop a positive learning climate around social, academic and emotional learning, providing opportunities for wider community engagement in learning
Stewardship of Resources		
Aspiration	Commitment	Action
We aspire to respond to and anticipate the needs of the college community in a changing world	We commit to ensuring that policies, procedures and practices support the effective, just and equitable use of facilities, resources and financial management	We will continue to develop and update the college masterplan in response to student population growth, ensuring that the needs of the community are considered in a strategic manner

SWPBS

We continue to work with Behaviour Analyst Dan Petro and Catholic Education Sandhurst to grow our understanding of a School Wide Positive Behaviour Support framework. The aim of developing the framework is to improve social, emotional, behavioural and academic outcomes for our children.

The implementation of the framework is led by Kate McGrath, Kate heads the Behaviour Support Team; 8 staff members who meet fortnightly to develop plans, matrices and initiatives to advance the development of the approach across the college. Team membership comprise teachers, LSOs, wellbeing staff and the Executive leadership. (Principal and Deputy Principal)

The SWPBS framework at St Anne's College is underpinned by our three college expectations:

- Respect everyone and everything,
- Be your best and;
- Help others to succeed



RESPECT
everyone
and
everything



Always do
our **BEST**



Help others
SUCCEED

BUILDINGS AND INFRASTRUCTURE

Another exciting year for buildings and infrastructure, after being successful in gaining a \$3 000 000.00 Federal Government grant to build stage 2A of the college masterplan, we have seen incredible progress, particularly over the last few weeks. With most of the main structure erected, the internal work begins with plasterboard walls now being erected. It has been wonderful to continue our relationship with Moretto builders as the winning tender for the job.

We have also started the development of the college sportsgrounds on the south side of the site. When complete we will have two beautifully manicured ovals, a full-size AFL oval and a soccer

pitch. With the support of Chris Smith and Associates, we have engaged the services of Jarvis Delahey Construction and Preston's Turf and Garden after an extensive tender process.

This year we have been fortunate to be able to appoint a Business Manager. David Villani was the successful applicant for the position and has been an absolutely tremendous value add to our college team. David provides a key role in both business operations and planning of the college. The role includes strategic leadership, financial planning and management, administrative services and accounting, property and contract management and overseeing the overall running of the college facilities and services. David came to the role from a corporate background, but has been able to quickly and effectively adapt to life in a school. We are so lucky to have his skill, talent and expertise to draw on each day, and as a committed Catholic, he is able to interpret and apply faith elements across all of his work.

ENROLMENT PROCESS

This year has been a big year for enrolments! The Administration team led by David and Robyn have worked tirelessly to improve, refine and implement new policies and procedures around enrolments. Kim Merkel, in her role as Community Engagement and Enrolment officer has been ensuring the processes and procedures are embedded in practice.

Enrolments may seem like a fairly straightforward thing - you fill in a form and your child goes to school right? The last few months have taught me that to have a robust, transparent and fair process there are many elements to be considered and it takes a dedicated team to make sure it runs smoothly. So, a huge thank you to the administration team for all of their hard work, we are very well placed to do it all again next year!



WELLBEING

The mental health and wellbeing of young people is a very important focus in today's world. Our children are living in a world of uncertainty and unprecedented change. In order to support them to adopt good habits for looking after their own mental health and wellbeing, it is important that we provide systems, structures and supports for them to learn strategies and opportunities for reach out when needed.

We have been lucky enough to employ a Wellbeing officer at the college this year. Melanie Formica comes with extensive experience in working with young people at risk. She is a trained counsellor and social worker and has brought such a wealth of knowledge and understanding around contemporary challenges for young people and how and where to access extra supports and networks within the community when needed. Mel provides great support for teachers providing ideas and initiatives for engaging in learning around these theme



Parish Priest's Report

The Catholic educational community of St Anne's College has experienced a year like no other. Given this is the second year of being a vibrant physical presence in the community of Kialla and in our Parish of St Mel's, I congratulate the college in facing the educational difficulties this year in providing the absolute best for our students and for all concerned.

Recognising that challenges in life offer meaning and hope, outcomes become critical as St Anne's College uses three words of direction: faith, wisdom and learning. These in themselves, though challenging, become guiding lights for all to follow. From these, we know a quality for living life to the fullest is what makes each of us open to being a good news people and community. I realise as one who leads the parish and fully supports St Anne's College, we have exciting opportunities of realising deeper relationships within our parish, and how to create an environment for worship and gatherings at our college into the future. We exist primarily to express the term "Body of Christ" in faith, wisdom and learning.

The governance change in leadership for 2021 I feel will bring another new adventure in leadership. I embrace this! Having a number of conversations with Principal Sue Carroll, there is a strong mutual feeling for a priest's presence in the college. I know the students are happy with this as are the staff and College Advisory Board. Changes bring new opportunity and ways of ministry.

I thank Sue for her leadership, her commitment this year and for being exceptional in giving positive and cheerful direction amidst the extraordinary challenges that 2020 has presented to her. Our students this year have been amazing; despite the enormity of change they still have their smiles and feeling for being adventurers in faith, wisdom and learning. To our staff - thank you for accepting the difficulties this year has created and for your willingness to see the year through with what I can only imagine as being a great sigh of relief! To our College Advisory Board, you have contributed great wisdom to the college's direction, as well as enthusiasm, which we all appreciate and value. To our parent body and friends, your presence is one we see as being vital to all successful outcomes. I wish everyone in the St Anne's College community a blessed and peaceful end to the year and in anticipation of Christmas. My best wishes and thanks for your efforts.

- Fr Peter Taylor, St Mel's Parish Priest

College Board Report

There are no accolades for saying that the 2019-2020 college governance period has been and continues to be a year like no other! The COVID-19 public health pandemic has challenged all of us to live with the uncertainty and adapt to the many ways it is affecting us personally and in common. Be agile, pivot, go with the flow, breath, sleep, stay connected, look after yourself, stay safe, be in the moment, "you're on mute", this is unprecedented are the many phrases we will remember for some time. Essentially, the pandemic has demonstrated the uniquely human experience that binds us together and loosens our reactions to change to focus on "what is truly important". Throughout the disruption, the central focus is our students, their families and the partnership with our educators. At the forefront of each day is to provide the best contemporary learning environment, opportunities and experiences for our beautiful children and young people. There is no better context for achievement than one where we strive to work together, where there is passion and purpose for building the foundations for life-long learning guided by the values of faith, wisdom and learning; where we seek to understand with compassion and respectful intent, where we are able to challenge and extend ourselves whilst continuing to provide encouragement, inspiration and JOY. What a wonderful place this is, in a physical, social and virtual sense, our St Anne's College Community. I am always humbled and privileged to be part of parent and community leadership within St Anne's College; leadership that is demonstrated in many ways by many different people. The focus for the College Advisory Board was to support, develop and assist Susan Carroll, the leadership team and teaching/learning staff to present a solid strategic direction for St Anne's College over the next five years. The St Anne's College Advisory Board achievements were many in 2019-2020.

Catholic Identity:

There was intentions and commencement of the St Mel's Parish Sacramental program to build faith and spiritual development through connectedness with St Mel's Parish. This program has had to be suspended due to the COVID-19 health situation. Our catholic identity is clearly visible to those who immerse themselves in the school environment through the built structures and displays. Catholic identity formation continues during on-line learning with weekly gospel and prayer reflection for students to develop and explore their faith in daily life. Catholic identity is explicitly expressed in the fortnightly Il Giornale through the many contributions, informing the College community of the lived experience of Catholic mission.

Creating Possibilities 2020-2025 School Improvement Plan outlines the aspirations, commitment and actions to live our catholic identity and build on opportunities for faith formation in teachers, students and for parents/families through the Parish, our broader catholic school system and Diocese of Sandhurst.

Leadership:

We all felt Dom Poppa's absence as Foundation Principal towards the end of 2019. Dom's passion and commitment to educating our young people, his vocation to teaching and the Catholic Faith is exemplary. We know how difficult a decision it was for Dom to leave St Anne's College. Dom's leadership is everywhere at St Anne's. Susan Carroll worked side-by-side with Dom and we are grateful she has been able to steady the challenges this year with her calm and persistent resolve, continuing the inquiry learning foundation for the College and providing a supportive environment where our students and educators continue to thrive and belong.

We welcomed four new advisory board members: Jennifer Nind, Lindy Tormey, Kim Daldy and Tammy Holton and, sadly we say goodbye to four advisory board members: Tom Sexton, Nathan Neff, Kaye O'Connor and Lindy Tormey. Each member has committed their time voluntarily and

shared their wisdom, knowledge, experience and broad perspectives to enrich the work of the Advisory Board and ensure we are representative of the College Community in supporting the strategic direction of the College into the future.

In amongst the evolving impact COVID-19 is having on the daily operation of the College, there are higher system level changes at Catholic Education Sandhurst arising from the Royal Commission into Institutional responses to child sexual abuse. Catholic Education Sandhurst will become an incorporated body which impacts the governance structures and operations. For St Anne's College Advisory Board, we will transition to an Advisory Council, effective January 1, 2021. We will continue to have strong pastoral and spiritual engagement with Father Peter Taylor and St Mel's Parish. There will be support from CES Inc. to assist with the transition and ongoing formation as an Advisory Council for the College Community.

Creating Possibilities 2020-2025 School Improvement Plan outlines the aspirations, commitment and actions for leadership opportunities and development across the College community: staff, students and parents.

Stewardship of Resources:

Congratulations to the tireless effort of David Villani who commenced at St Anne's in January, starting his employment journey with a sprint but now steadying into a marathon pace to manage the many exciting building projects at St Anne's now and into the future development stages. The sport grounds project is underway, another piece added to the overall master College plan and we know how much the students are anticipating its completion to get out on to the turf! There are solid enrolment numbers for 2021 school year and thank you to everyone who enabled virtual tours to take place. And, to Susan for her commitment meeting every enrolled student and family, virtually. A mention of congratulations to Ken Woodman and No.42 Architects for winning the award for new educational facility - Association for Learning Environments Victorian Chapter in 2019. There is the establishment of the College Play Space project group. Progress has slowed due to efforts and time directed at the local school level to respond to the COVID-19 health crisis affecting school operations across the State.

Creating Possibilities 2020-2025 School Improvement Plan outlines the aspirations, commitment and actions for continued master plan development reflective of the growing college population and local demographic needs.

Pastoral Wellbeing:

Our on-line meetings this year have had a strong focus on ensuring the pastoral wellbeing of all. The Advisory Board is acutely aware of the pressures families are facing, economically and emotionally, throughout this period of social and work restrictions and into the future as we live with the virus' presence and hope for medical developments in prevention and treatment so we can return to some sense of normality. We are comforted in the knowledge our students and families are doing a tremendous job adapting as personal, work and school situations arise, working in partnership with the teachers and doing the best they can under the presenting circumstances. The staff have been amazing with implementing and monitoring COVID Safe plans to protect the health and safety of students, families and themselves when at St Anne's.

There is a strong focus on understanding what truth and reconciliation means to our First Nation Peoples, how we build trust and walk side by side to ensure equity of educational and life opportunity.

Creating Possibilities 2020-2025 School Improvement Plan outlines the aspirations, commitment and actions for the social emotional learning of students and supporting the mental health and wellbeing for the whole community.

Learning & Teaching:

There is the continued consultation and parent engagement with the educational provisions and learning context for the School of Wonder, School of Innovation and School of Possibilities with the inclusion and progression of students along the learning continuum at St Anne's College. This is the essence of St Anne's College.

The VRQA registration review has been an ongoing process this year with the final audit completed this week and ongoing registration approved for the next 5 years.

Creating Possibilities 2020-2025 School Improvement Plan outlines the aspirations, commitment and actions for the inquiry learning framework and developing students as authentic agents of their own learning.

As an Advisory Board we are positive, optimistic and focused on the future of St Anne's College in a COVID-19 safe environment, ensuring a sense of moving forward with confidence, safety for all and at a realistic pace achieving the aspirations of the school improvement plan 2020-2025. How wonderful and resilient is the St Anne's College Community. Whilst our College is in the growth phase, there are so many people who support, shape and build our student's learning and development that we cannot take for granted how precious that is and at the same time how blessed we are. Father Peter Taylor, Susan Carroll, teachers and support staff give of themselves lovingly and remind us through their actions of what it means to be a leader of God's Mission. Annette Jakob Chair - St Anne's Advisory Board. 27th August 2020

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

We aspire to be a Catholic community that gives life to the vision and mission of the college.

We **commit** to creating an environment that supports the lived experience of a faith filled community, inspired by a loving God

We will **engage** in genuine faith dialogue, acknowledging that each person has a different relationship with God and a different faith journey:

GOALS:

Staff will...

- Engage in spirituality formation provided throughout the year and participate in professional learning - aligned to the accreditation requirements for teaching in a Catholic school
- Build understanding of the Catholic Social Teaching Principles to support learning around social justice issues

Students will...

- Grow an awareness of contemporary social justice issues in a global context through dialogue and action
- Engage in respectful dialogue around faith through discussion forums

Parents will...

- Connect with learning and dialogue around the Catholic faith

Achievements

The College has experienced a very difficult year, as has the rest of the world, but our resilience has allowed us to remain focused on striving to be that Catholic community that gives life to the vision and mission of the college.

The global pandemic provided the perfect platform for our students to grow their understanding of the Catholic Social Teaching principles of solidarity, the common good and the dignity of the human person in that global context highlighted in our goals.

Online learning provided a new opportunity for introducing different ways of praying, reflecting and responding to the gospel stories, we saw beautiful representations of the word of God by students in both our School of Innovation and our School of Wonder, as they used what was available to them in their home environment to respond to the word.

There was also greater opportunity for parents to 'tune in' to the word through the activities as they assisted their children in their distance learning mode.

VALUE ADDED

Opportunity for diversity in experiencing the scriptures during distance learning

Gratitude sessions with peer groups online

Remote celebrations of Feast Days and special occasions in the church

Learning & Teaching

Goals & Intended Outcomes

Goal:

Explore further possibilities to develop student responsibility for learning, self-motivation and a sense of partnership with educators - developing the discerning learner

Strategy:

Provide opportunity for students to engage in the development of concepts and directions within the planning process for inquiries

Intended Outcome:

Students develop a sense of actually being able to influence the learning that occurs, seeing themselves as genuinely part of the process - providing a space to grow that sense of being a discerning learner

Goal:

Build capacity to address the diverse needs of learners to ensure that ALL students can access the learning to be able to see themselves as authentic agents in their learning

Strategy:

Create a Learner Diversity Leader position to ensure adequate and quality oversight of Learner Diversity processes and procedures across the college - leading learning and providing expertise and support for staff

Intended Outcome:

Staff feel supported in addressing the needs of individual students, understanding the importance of making adjustments and building capacity to do so for learners to ensure ALL students can access the curriculum. In terms of process and procedure, align processes, refine PSG processes, improve family connection and timely communication.

Achievements

Given the students were in a remote learning environment for a large portion of the year, it was a difficult space to navigate. Addressing the goals for learning and teaching were challenged by the situation, but gains were still able to be made. After discussion with students, staff and the college advisory council, a decision was made to rollover the goals into 2021.

Notable achievements for learning and teaching include:

Flexibility in delivery of learning

Resilience of staff and students in learning

Opportunity to test applying the learning assets outside the classroom

Broader opportunity for exploring concept based inquiry in an authentic setting (everyday life)

STUDENT LEARNING OUTCOMES

[StudentLearningOutcomes]

MEDIAN NAPLAN RESULTS FOR YEAR 9

*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018 %	2019 %	2018 – 2019 Changes %	2020 %	2019 – 2020 Changes %
				*	*
YR 03 Grammar & Punctuation	***	***	***		
YR 03 Numeracy	***	***	***		
YR 03 Reading	***	***	***		
YR 03 Spelling	***	***	***		
YR 03 Writing	***	***	***		
YR 05 Grammar & Punctuation	***	***	***		
YR 05 Numeracy	***	***	***		
YR 05 Reading	***	***	***		
YR 05 Spelling	***	***	***		
YR 05 Writing	***	***	***		
YR 07 Grammar & Punctuation	***	83.6	***		
YR 07 Numeracy	***	100.0	***		
YR 07 Reading	***	92.5	***		
YR 07 Spelling	***	94.5	***		
YR 07 Writing	***	94.2	***		
YR 09 Grammar & Punctuation	***	***	***		
YR 09 Numeracy	***	***	***		
YR 09 Reading	***	***	***		
YR 09 Spelling	***	***	***		
YR 09 Writing	***	***	***		

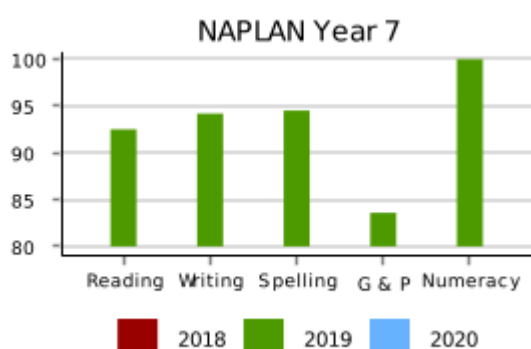
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.

[Image.NaplanYear3]

[Image.NaplanYear5]



[Image.NaplanYear9]

Pastoral Wellbeing

Goals & Intended Outcomes

Staff

Goal:

Engage in learning around the SWPBS framework

Strategy:

Establish a behaviour support team (BST) working with Dan Petro

Intended Outcomes

Goal:

Work alongside the wellbeing officer and learner diversity coordinator to develop systems and strategies to support the Social Emotional Learning of all students

Strategy:

Employ a wellbeing officer
Employ a Learner Diversity leader
SEL curriculum delivered in SOW and SOI
Develop Pastoral Group sessions around SEL focus

Intended Outcomes

Students

Goal:

Participate positively and authentically in days of action around wellbeing

Strategy:

Participate in days of action:

Bullying No Way
RuOK day
End of term shared lunches
Institution of wellbeing spaces and weekly mantras Development of Wellbeing googlesite

Intended Outcomes

Achievements

The College established their BST (Behaviour Support Team) the team worked with Dan Petro throughout the year to develop their skills, knowledge and expertise around the SWPBS framework and how it would develop at St Anne's College.

A wellbeing officer and Learner Diversity Leader were employed to support the development of programs and supports for our young people in the mental health and wellbeing space

We still managed to celebrate our national days of action Bullying No Way RuOK day celebrated online successfully

A wellbeing googlesite was developed for all to access during distance learning and beyond.

VALUE ADDED

Wellbeing Googlesite Launched

BST instituted

Student and Staff entries into the McKillop art exhibition (staff prize won)

Virtual School Tours provided

Weekly Principal video message to community during Distance Learning

Staff Daily Check in during distance learning - wellbeing monitor

STUDENT SATISFACTION

Student feedback sought throughout Distance Learning, students providing feedback on the type of learning offered and also how they were feeling about their learning.

Typical responses could be categorised as:

Missing friends - glad to be back with peers in person

Learning online worked for some not others - most commented on their preference for learning in a social setting rather than isolated

Students generally felt well supported by their learning mentors

STUDENT ATTENDANCE

[SWStudentAttendance]

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	92.2%
Y02	null%
Y03	null%
Y04	null%
Y05	null%
Y06	null%
Y07	85.2%
Y08	87.4%
Y09	null%
Y10	null%
Overall average attendance	88.2%

Child Safe Standards

Goals & Intended Outcomes

Goal:

Participate positively and authentically in days of action around wellbeing

Strategy:

Participate in days of action:

Bullying No Way
RuOK day
End of term shared lunches
Institution of wellbeing spaces and weekly mantras Development of Wellbeing googlesite

Goal:

Engage in social emotional learning opportunities (formal and informal)

Strategy:

Access the wellbeing officer
Participate in SEL opportunities including RRRR (class and pastoral group)
Focus on Learning Assets and SWPBS

Achievements

Developed Student Friendly code of conduct with student leader group

Instituted and Trained 3 Child Safety Officers

Undertook Child Safe training with staff

Streamlined and strengthened PROTECT report processes and procedures

Undertook audit of staffing files including VIT and WWCC credentials - 100% compliant

Favourable report for the college after the VRQA Review process

Leadership & Management

Goals & Intended Outcomes

Staff

Goal:

Engage in opportunities to build professional leadership capacity by accessing professional learning throughout the year

Strategy:

Accessing opportunities offered throughout the year Initiating possible professional learning opportunities in line with current personal professional goals
Teacher professional practice goals reviewed each term

Intended Outcomes

Goal:

Explore the possibilities of personal growth as a leader of learning through engagement with the St Anne's College professional learning model (research project)

Strategy:

Participate in the teacher as researcher learning led by Laurel and Sean with the support of Maureen Cann

Intended Outcomes

Students

Goal:

Develop as leaders by engaging with opportunities to demonstrate what it is to be a leader in a community

Strategy

Engage in sessions throughout the year based on leadership qualities - particularly connected to the 5 learner assets

Intended Outcomes

Goal:

Engage in dialogue around the types of student leadership they would like to see - leading to developing a strategy

Strategy

Build the model of leadership with the students Complete survey as to what student leadership structure may look like

Intended Outcome

Achievements

Staff accessed PL in a variety of different ways given the circumstances of Distance Learning

More PL as time was more flexible and online options were offered

Professional practice goals set in first term, not followed through until discussion at ARM due to COVID19

Started discussion with Year 8 students around what leadership may look like for the senior students as we grow our college

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Marcia Behrenbruch

Dan Petro

Child Safety Training

RE Accreditation Sessions

Catholic Identity - Aboriginal Spirituality

Individuals taking up PL opportunities online

Disability Act Training

First Aid and Anaphylaxis training

TEACHER SATISFACTION

ARM Conversation Collation:

Teachers reflected on their level of practice against the AITSL standards of professional practice.

Large percentage of staff fell between Proficient and Highly Accomplished in most areas

Lowest areas indicated were around engaging in networks and working around Aboriginal and Torres Strait Islander histories, cultures and language.

Highest Areas indicated were in the Knowing the student and how they learn standard and plan for an implement effective learning standard.

Teachers reported feeling exhausted from two rounds of distance learning throughout the year. The flexibility and adaptability were incredible to witness.

Teachers appreciated the opportunities to get together online to have our meeting time each week, they enjoyed the fun activities incorporated in the meeting times to lighten the mood.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	8.3%
Graduate	33.3%
Graduate Certificate	8.3%
Bachelor Degree	66.7%
Advanced Diploma	8.3%
No Qualifications Listed	25.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	14.2
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	10.9
Indigenous Teaching Staff (Headcount)	1.0

College Community

Goals & Intended Outcomes

Goal:

Contribute to surveys and forums asking for feedback around processes and protocols, including development of new year levels, student leadership and college expectations

Strategy:

Engage parent community in feedback opportunities Ongoing communication through newsletter, Facebook and email communication
Institution of the 'all families' email address

Goal:

Support and reinforce the purpose and intent of campaigns around mental health and wellbeing

Strategy:

Advertise and promote in ilGiornale to stay updated and connected to initiatives and news from the day to day life of the college to enable rich conversations about social, academic and emotional learning at home Access to Wellbeing googlesite

Achievements

Usual community engagement opportunities were severely impacted by the restrictions allowing people onsite, however the college provided other avenues for this to occur.

Development of Facebook page with a large increase in followers

Institution of the 'allfamilies' email address for ease of communication with families

Publications: newsletter and magazine published through online platforms allowing greater audience reached and accessible in many languages.

Liturgies live-streamed to a broader audience

Distance Learning Guide published to support families during Distance Learning

Use of Seesaw in SOW as the main communication platform to share learning experiences during distance learning.

VALUE ADDED

Swimming Carnival

Live-streamed mass

Weekly Principal's Message on Facebook

PARENT SATISFACTION

Feedback from remote learning phases, opportunity for families to give input into how they thought their child would cope with the transition back to onsite learning, providing some possible supports or structures which may be helpful. General feedback was that the second phase of distance learning was more successful than the first and processes were much smoother. Parents and carers were supported with the distance learning guides, there was positive feedback from parents around the clarity gained from this document.

Learning Conversation feedback from parents

Future Directions

Due to the impacts of COVID19 on our community, there has been a lot of reflection and thought into how we move forward to re-establish some of the excellent practices we had in place as a growing community, and re evaluate the things that are not working for us.

As we move through a change in governance, there is renewal at the Advisory Council level as we are learning to re-form in a new structure, taking the opportunity again to bring forward string effective practices and add value with nesw opportunities.

The College has decided to carry over the Annual Actions from 2020 into 2021 to ensure we have an opportunity to address them with the time, energy and focus they deserve.