



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Anthony's School

90 Buckley Street, NOBLE PARK 3174
Principal: Erin Nagel
Web: www.sanoblepark.catholic.edu.au
Registration: 1530, E Number: E1181

Principal's Attestation

I, Erin Nagel, attest that St Anthony's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 13 May 2026

About this report

St Anthony's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

In partnership with parents and the broader church, Catholic schools contribute to the life foundation for students that is centred in Jesus Christ and grounded in truth, beauty and love. Catholic schools honour the role of parents as the first and ongoing nurturers and educators of their children. In partnering with families, this life- giving relationship transforms the possibilities for each child and promotes optimal engagement, achievement and wellbeing. (HoH)

Our Vision and Mantra:

'Every Person Flourishing and Known'

Our Strategic Intent:

At St Anthony's School we will create a learning framework through engaging in professional learning and evidence based teaching strategies.

Our 3 Improvement Priorities

Learning Framework

Professional Learning

Teaching Strategies

School Overview

Reverence for the sacred dignity of each learner provides a foundation for pedagogy in a Catholic school. Through pedagogical choices, educators seek to develop deep learning, powerful teaching to create animated learners who are inspired by the Holy Spirit to act for justice and strive for the common good.

St Anthony's Primary School is a vibrant learning community situated in the culturally and linguistically diverse suburb of Noble Park. Diversity is celebrated and valued as integral to the identity of our community. Students participate in a fully comprehensive curriculum within a caring Catholic Community, which integrates Catholic identity and mission into the education and experience of every learner. The school is strongly connected to the Parish of St Anthony's.

Our school is both highly multicultural and multi-faith with over 34 cultural groups represented and over 91% of students have a language background other than English.

Our flexible learning spaces contain a wide variety of technology to support student learning experiences designed to enable students to explore issues, questions and problems in ways that are meaningful, strongly engaged with Catholic beliefs and related to the real world. Our focus is on empowering our students in their own learning through student voice, choice and agency. We offer specialist classes in Physical Education, Performing Arts, Visual Arts, Japanese Language and STEM (Science, Technology, English and Mathematics.)

St Anthony's social and emotional learning programs (SEL) form an integral part of daily learning and teaching. The community hub enhances the school's provision of wellbeing services for the entire community, offering playgroup and early learning programs and before and after school care. Family involvement in the school contributes significantly to the wellbeing of students and their own sense of belonging and engagement with the school. Connections with a number of community groups and services, and local learning centres, are also key to student wellbeing and engagement.

Principal's Report

Our 2025 year commenced with a grand community celebration for our 70th year anniversary. We were delighted to have a beautiful mass in our St Anthony's Church, morning tea and many school tours in which many past students, staff, families and parish members joined current students, staff and families in attendance. A large display was created for all to share and a commemorative art piece was generated by our students and staff.

2025 also saw the continuation of our work within the MACS Vision for Instruction and the MACS 2030 Strategic Plan. Strategically our intentions sharpened and they shifted to three priorities that encompass all areas of learning and teaching at St Anthony's School.

The year began with the leadership team synthesising the Annual Action Plan into termly or quarterly goals and intended outcomes. Some goals and intended outcomes were adjusted due to our previous year's achievements and others due to the new MACS 2030 vision.

A whole school focus continued on Numeracy and English saw professional learning facilitated from Melbourne Archdiocese Catholic Schools (MACS) staff for all school staff. Our other main area of focus was on wellbeing and we commenced our staff training in the Berry St model.

We have built a robust network of community partnerships that include our well attended playgroup, links with Monash Health Services, English and computer classes and our partnerships with the City of Greater Dandenong including the Student Council, Library and our Parish. These partnerships have truly enabled the full flourishing of our community members.

Our school leaders and Student Representative Council Leaders participated in several kindergarten visits, hospital visits, student Leadership conferences, aspirational visits to secondary school taster days. Our student leaders lead our weekly focus on our High Expectations for all members of our St Anthony's community and introduced sharing these expectations with our parent community via short explanation videos via our online platforms.

Our School Advisory Council meetings, where we share a light breakfast whilst discussing school improvement and parent feedback, attracted the largest parent and carer group for a number of years.

During 2025 our Community Garden and sustainability program received an award in The Coles & Planet Ark Sustainable Schools Competition. Shortly after, our students and garden were highlighted in the Coles Magazine and our students' photos within our amazing garden were featured in all Coles stores across Australia. During National Recycling Week our school was featured on the Channel 7 Sunrise morning show. It was such a delight to see so

many of our students, families and staff on national television celebrating the wonderful success that had been achieved by all.

Another student and school community highlight in 2025 was our whole school production of Seussical the Musical in our St Anthony's Parish Hall. It was a showcase of the incredible passions, talents, and contributions of our outstanding students and dedicated staff here at St Anthony's Primary School.

Towards the end of 2025 preparation for our major building project in 2026 commenced. We saw the demolition of our old portable classrooms and the outdated student bathrooms and our storage sheds. Our students designed our new Year 3 to 6 adventure playground and it was installed and opened in November. Our library moved to its new space and our Community Hub moved to its much larger space which supports security and safety for all. We were very excited to welcome its first guests - our wonderful playgroup members.

Throughout the many highlights of 2025, the greatest joy has been witnessing our students grow in confidence, taking ownership of their learning, and actively shaping their educational journey. St Anthony's continues to be a vibrant and enriching environment for all.

To our students—thank you for embracing every learning opportunity and consistently upholding our St Anthony's High Expectations: respecting yourself, others, and our school.

To our parents—thank you for partnering with us to support ongoing improvement at St Anthony's. Your trust and support mean so much to us and your children.

And to our incredible staff—thank you for your dedication, adaptability, and commitment to continuous learning. Your teamwork and support uplift each other, our students, and our families every day.

Catholic Identity and Mission

Goals & Intended Outcomes

- To drive a recontextualised Catholic school where community is in dialogue.
- To continue providing opportunities for our multi faith community to engage in learning and dialogue with one another.
- Enable students to understand and make meaningful, relevant connections between the Catholic tradition, their own lives and the world around them
- Develop staff capacity to design and implement a contemporary Religious Education curriculum
- Lead a school-wide commitment to caring for and promoting the development and growth of every student, informed by our belief that parent engagement and relationships improve learning outcomes

Achievements

The focus for 2025 was continuing to teach Religious Education through an inquiry approach and engaging students in the Pedagogy of Encounter. Drawing inspiration from the Jubilee Year and our school-wide theme, “Pilgrims of Hope”, students examined diverse concepts through the lens of both Catholic tradition and contemporary life. Teachers immersed students in new ideas that provoked questioning and investigation. Students were encouraged to have open and engaging dialogue about Scripture, Jesus, the Church, Liturgy, Prayer, Sacraments and Social Justice in the light of their lives, our community and the world around them.

This year we celebrated the 70th anniversary of St Anthony’s Primary School. Seventy years ago, this school was founded with the mission of nurturing young hearts and minds in the love of Christ. Through the years, countless students, teachers, families, and staff have come together to build a community rooted in faith, love, and service. We also celebrated the Catholic Church’s 2025 Jubilee year by exploring the theme “Pilgrims of Hope” with our staff and students.

The leadership of the Year 5/6 Catholic Social Teaching Group continued to be instrumental in raising awareness of our community and global needs. These students played a significant role in shaping the school's understanding of the Catholic Social Teachings, reinforcing Social Justice as a core value at St Anthony's. Our leaders continued to guide the school community in Christian Meditation, which has become an important daily routine that

provides students with opportunities for spiritual connection and strengthens our prayer culture.

The connection between St Anthony's Parish continued to grow as we worked together to coordinate the Sacramental Program, whole school Masses and liturgies. Our students continued to create online prayer services to share with our community via Class Dojo and Compass.

Education in Faith continues to be a clear priority of St Anthony's school with the focus on building compassion, attention to social justice and enhanced Religious Education pedagogy. The opportunities provided by the school are still recognised by all groups and parents continue to be a strong support in their children's faith education.

Value Added

Religious Education Program

- Focus on linking Religious Education to Inquiry learning through the Pedagogy of Encounter
- Focus on unpacking the Religious Education curriculum framework
- Focus on student voice and open dialogue
- Focus on developing critical thinking and linking Religious Education with the capabilities curriculum
- Focus on making connections with the Catholic tradition, the students lives and the world around us

Staff Formation

- Leading unit design for deep and authentic learning in our Catholic school
- Enacting a pedagogy that invites students into a space of dialogue for transformation
- Developing a deeper understanding of the Religious Education curriculum
- Linking Religious Education and Inquiry Learning through the Pedagogy of Encounter
- Continued planning of whole school and year level masses and liturgies

Catholic Social Teaching Team and Program

- Christian Meditation
- Fundraising for St Vincent De Paul by implementing and leading the Winter and Christmas Appeals
- Organising and participating in whole school masses, liturgies, prayer services and special events such as Bible and Pyjama night, St Anthony's Day and our Jubilee celebration day

Sacramental Program

- Students prepare for the sacrament with parish initiated sessions and the support of the REL (Religious Education Leader)
- Students celebrate sacraments with the support of all staff at St Anthony's

Prayer and Liturgy

- Students planning and participating in year level and class, masses, liturgies and prayer services
- Students designing prayer tables and spaces in the classroom
Christian Meditation

Links with Parish

- Class and whole school Masses, Liturgies and Prayer Services
- Sacramental Program

Data shows that there has been a significant increase in students' positive perceptions about the strength of the catholic identity of our school.

Learning and Teaching

Goals & Intended Outcomes

Goals:

- To generate whole school clarity and consistency for learning
- To use high impact strategies to improve numeracy and literacy growth across the school
- To build ongoing teacher capacity for collaboration
- To introduce the explicit teaching of metacognition - the thinking and articulation around how we learn and what we are learning
- To further develop learning goals and feedback on learning

Intended Outcome:

To create a learning framework through engaging in professional learning and evidence based teaching strategies.

Achievements

The 2025 academic year has been a period of significant growth and refinement within the Teaching and Learning sphere. Our primary focus remained steadfast on enhancing student outcomes through evidence-based pedagogical shifts, the implementation of robust assessment frameworks, and a commitment to high-quality Tier 1 instruction.

By aligning our practices with the latest research in cognitive science and literacy, we have strengthened the educational foundations for every student at our school.

Literacy: Building a Strong Foundation

This year marked a pivotal shift in our approach to literacy, ensuring a seamless continuum of learning from Foundation through Year 6.

Foundation to Year 2: UFLI Implementation We successfully introduced UFLI (University of Florida Literacy Institute), a high-leverage synthetic phonics program. To ensure the highest fidelity of instruction, all teachers in these year levels completed intensive UFLI training. This systematic approach ensures our youngest learners develop the essential decoding skills necessary for long-term reading success.

Years 3 to 6: Literature Ochre Study In the upper primary years, we introduced the Literature Ochre Study. This whole-class approach engages students with high-quality, complex texts.

Teachers participated in targeted professional learning with our Literacy Leader to master the various elements of this study, fostering deep comprehension and a sophisticated appreciation for literature across the cohort.

Assessment and Data-Informed Instruction

To teach effectively, we must first understand exactly where each student stands. In 2025, we refined our assessment practices with:

One-on-One Testing Days: We introduced two dedicated testing days at the commencement of the school year. This allowed teachers to meet with every student individually to assess literacy and numeracy skills. Beyond the data, these sessions provided a vital opportunity for teachers to build rapport and begin fostering a positive learning relationship with each child.

DIBELS Assessment: We implemented the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment from Foundation to Year 6. This tool provides a comprehensive "health check" of various reading components, allowing us to identify specific areas of need with precision.

Digital Data Wall: Our live digital data wall remained a cornerstone of our practice. By tracking individual student progress in real-time, teachers were able to make immediate instructional adjustments, ensuring that no student was left behind and that every learner was appropriately challenged.

Pedagogical Excellence: The Vision for Instruction

Our professional learning throughout 2025 was centered on the "Vision for Instruction," drawing on expert resources such as Tom Sherrington's Walkthrus and Nathaniel Swain's Adaptive and Responsive Teaching.

Our teachers engaged in rigorous professional development focused on:

Intellectual Planning and Preparation: Moving beyond "activity" planning to deep content mastery.

Full Participation Strategies: Ensuring every student is cognitively engaged throughout the lesson.

Scaffolding within Whole-Class Instruction: Providing the necessary supports to help all students reach high-level objectives.

Our Philosophy on Differentiation: We focused heavily on high-quality Tier 1 instruction. Rather than designing separate curricula for different groups—which can often lead to lowered expectations—our teachers worked on being "adaptive and responsive." This means

delivering a solid, high-standard lesson and making real-time modifications to support or extend students as needed, ensuring all students engage with the same rich grade-level material.

The strides made in 2025 have solidified our school's reputation for instructional excellence. By combining a warm, relational approach with rigorous, evidence-based methods, we continue to provide an environment where every student can thrive. We look forward to embedding these practices even further in the coming year.

Student Learning Outcomes

PAT Reading (Adaptive) Outcomes:

The following data tracks student proficiency against the 2025 targets for the PAT R Adaptive assessment. These results reflect the impact of the newly introduced Literature Ochre Study and the school's shift toward high-quality Tier 1 instruction in the senior years. 53.5% of our Year 3 students achieved the expected mean scale score of 112.2, 45% of Year 4 students achieved the expected mean scale score of 119.9, 63% of Year 5 students achieved the expected scale score of 124.8 and 62% of Year 6 students achieved the expected mean scale score of 127.8. The Year 5 cohort was the standout performer, surpassing their proficiency target by 3%. This suggests that the instructional strategies and adaptive teaching methods are embedding particularly well within this year level. Year 3 and Year 4 results (53.5% and 45% respectively) indicate that while progress is being made, there is a continued need to refine the transition into the Literature Ochre Study and ensure Tier 1 instructional adjustments are meeting the needs of these cohorts. A solid majority of Year 6 students achieved proficiency, providing a strong foundation for their transition to secondary schooling. The data provides a clear roadmap for 2026, highlighting the need to maintain high expectations while precisely scaffolding instruction for the current Year 3 and 4 cohorts to close the proficiency gap.

Mathematics Online Interview (MOI) Outcomes:

Teachers in Years Foundation to Year Two used the Mathematics Online Interview(MOI) to pre test and post test their students on Counting, Place Value and Addition and Subtraction. The data below reflects the growth students have made through the 2025 school year. Our Foundation students showed exceptional growth with 70% of students achieving the year level expected growth point for Counting and 91% achieving the year level expected growth point for Place Value. 32% of Year 1 students achieved the expected year level growth point in Counting and 74% achieved the expected year level growth point in Place Value. Our Year 2 cohort data shows that 51% achieved the expected year level growth point in Counting and 23% expected year level growth point in Place Value. These results reinforce the importance of our one-on-one testing days and digital data walls. By identifying these specific "Growth Point" gaps early, teachers can utilize our Adaptive and Responsive Teaching framework to

provide high-quality Tier 1 instruction that targets these foundational numeracy skills without lowering grade-level expectations.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	426	68%	417	60%
	Year 5	501	69%	502	72%
Numeracy	Year 3	411	69%	399	63%
	Year 5	491	70%	495	74%
Reading	Year 3	430	84%	419	79%
	Year 5	498	78%	503	78%
Spelling	Year 3	424	73%	410	63%
	Year 5	507	82%	509	80%
Writing	Year 3	421	81%	416	83%
	Year 5	494	78%	499	82%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

That students confidently identify and make innovative decisions about wellbeing, learning, safety and social justice issues through a diverse range of student-led committees and teacher-led initiatives that connect them with local and global communities.

Achievements

The creation of a classroom environment at St Anthony's, where each student's rights and responsibilities are actively heard, understood, respected, and reflected upon, is a responsibility of all staff members. The school deliberately instructs students in positive behaviours and relational skills as integral components of its Social Emotional Learning (SEL) program and Personal and Social Capabilities curriculum. The academic year commenced with an SEL start-up week, which served to reinforce student-staff relationships initially established during a late 2024 transition program where students engaged with their prospective 2025 teachers and class cohorts.

The 2025, 'Step Into Prep' program was successful in ensuring our new Preps students and families felt welcomed and comfortable in the new environment. Parent participation and engagement was high at the parent learning sessions that occurred at the same time as our new 2025 Preps participated in learning and SEL activities in the Prep learning spaces.

In 2025, staff continued to employ the Student Behaviour Tracker for the analysis and interpretation of student wellbeing data, facilitating student monitoring, dialogues regarding classroom and playground conduct, the implementation of supervision when necessary, and proactive planning for positive interactions.

St Anthony's continues to hold the care, safety and wellbeing of students as the central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel. St Anthony's acknowledges that creating a child-safe environment is a process that involves participation and a shared responsibility from all within the school community. St Anthony's understands that students need to be heard and given the opportunity to take part in decision making regarding Child Safety.

- To ensure that all students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect

- That all students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers
- That all adults in our school, including teaching and non-teaching staff, clergy, volunteers and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse
- That staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership
- That appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Value Added

Student Wellbeing:

- In 2025, Freddie and Felix, our school wellbeing dogs assisted our students in the learning spaces, in partnership with Dogs Connect. Evidence shows that just by being near a dog when stressed can reduce anxiety. Students can see the impact of their actions on their wellbeing dog. This helps them understand how their behaviour impacts people around them. As a result, students learn to be more empathetic and understanding.
- Social Emotional Learning - Start-up week to support a smooth transition into the new school year
- Community Service Placement Program - In partnership with Killester College, Year 12 students fortnightly assist with learning in the classrooms
- St Vincent de Paul - Homework Program in partnership with Nazareth, St Bede's and St Vincent de Paul on Tuesday afternoons
- Community Abundance - Homework Program on Wednesday afternoons. Facilitated by volunteers from the City of Greater Dandenong
- Student Wellbeing Tracker data is used to improve student safety and wellbeing
- Student led structures are visible in the school, the majority of school events are now facilitated and led by students
- Student Support Plans and were established for students in need of support
- Student Leadership Team met weekly to discuss school successes and areas for school improvement
- St Anthony's High Expectations are student designed and led. The High Expectations were child friendly and shared by student leaders at school assemblies for the students and school community to watch
- Child Safety/Student Wellbeing Team that includes the Principal, Deputy Principal/ Student Wellbeing Leader, School Psychologist, Music Therapist and Student Diversity Leader met regularly to strategically plan for the support of student who need extra support in regards to their wellbeing

- Music Therapy continued in 2025 with the aim of providing a safe and supportive environment for healing trauma and building resilience while decreasing anxiety levels (referral based service)

Child Safe Standards:

- The embedding of policies and commitments into everyday practice and professional learning of all staff
- All staff participated in briefing/workshops on the 11 Child Safe Standards, PROTECT, Mandatory Reporting obligations and Reportable Conduct Scheme
- Child Safe schools' statement is woven into the website, newsletter, meeting agendas, social media and email signatures
- Wellbeing focused professional learning is mapped through the school's professional learning plan
- All staff read and sign the school's Child Safety Code of Conduct and Behaviour Policy annually
- All Child Safe policies were updated as per MACS guidelines, all staff required to read policies via the staff handbook
- The Leadership team provided various online safety information on classdojo and the school newsletter to support parents with online safety at home
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct and must provide a valid WWCC every time they enter the school site
- The Working with Children Check is offered to all new parents at the induction and transition process with staff members ready to help them sign up and apply

St Anthony's takes account of and makes reasonable efforts to accommodate the diversity of all children in implementing the Child Safe Standards.

- Significant cultural events such as, National Sorry Day and Harmony Day are celebrated at St Anthony's
- School leadership takes account of diversity when making decisions regarding the Child Safe Standards.

Child Safe Standard 9 - Your organisation makes sure children are safe when they use your services, settings, and activities. This includes when children are online.

Child Safe Standard 9 was a big focus for St Anthony's in 2025. With various classroom lessons targeting being safe online and parent communication regarding online safety. The eSafety website was a useful tool for teachers, parents and students to use. The school communicated the social media ban and the alternative resources children could access.

- The Child Safety Team meet regularly to discuss all matters of student wellbeing and safety and comprises the Principal, Deputy Principal/Student Wellbeing Leader, Diversity Leader, School Counselor and Music Therapist
- The Wellbeing team analyse data and discuss support structures that can be put in place for our students

The Deputy Principal/Wellbeing Leader is in constant contact with external agencies that support students and families at St Anthony's.

Human Resources practices (recruitment, supervision, performance review)

St Anthony's continues to implement robust Human Resources practises ensuring the suitability of any staff member or volunteer permitted to participate in 'Child Connected Work'. To achieve this the school implements rigorous screening processes, which have a child safety focus and include:

- Position advertisements
- Position descriptions
- Referee checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks and National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

Student Satisfaction

MACSISS data indicated that Teacher Student Relationships increased in 2025

MACSSIS data indicated that Student Voice increased in 2025

MACSSIS data remained the same as 2024 in regards to Student Belonging with a positive score in this area

Student Attendance

St Anthony's School follows the School Attendance Guidelines that applies to all registered schools in Victoria. We have procedures for schools to record, monitor and follow-up student attendance in order to meet the requirements of the relevant act and regulations. Attendance

is recorded and checked twice a day and staff are required to follow-up students who are absent without explanation.

Average Student Attendance Rate by Year Level	
Y01	98.68
Y02	97.44
Y03	97.86
Y04	98.34
Y05	98.92
Y06	98.56
Overall average attendance	98.30

Leadership

Goals & Intended Outcomes

At St Anthony's School we will create a learning framework through engaging in professional learning and evidence based teaching strategies.

Our 3 Improvement Priorities

Learning Framework Goals:

To embed a whole-school clear and consistent learning framework

To use high impact strategies to improve numeracy and literacy growth across the school

Professional Learning Goals:

To develop optimal use of data walls

To include measurement of educator impact

To build ongoing teacher capacity for collaboration

Teaching Strategies Goals:

To introduce the explicit teaching of metacognition

To extend student ownership of learning goals and the mechanisms for greater student to teacher feedback in the classroom

To include ongoing teacher to student informal formative feedback to enhance goal-setting

Achievements

- Enhancing our collaborative leadership model
- Continued extension of our Professional Learning Communities for teaching staff
- Each level of leadership team working on Collaborative Inquiry, and building continuous learning into meetings (research and evidence based)
- Staff were inducted into the MACS Vision for Instruction and explicit instruction
- Parent and school partnerships strengthened

- We continued to use Class Dojo and Compass as our main communication tool with the parent community. Class Dojo proved integral as a main point of contact for all families and provides translation into various languages
- Widening our use of Compass a community communication app to create a cashless and paper free sustainable community
- Focus on student engagement and agency through students led change development in community time and the introduction of student lead choices during community time
- Annual review meetings reflected a high level of personal satisfaction with staff articulating their goals to the AITSL standards and learning from their Professional Learning
- Communities which align with our Annual Action Plan
- Teachers continued to collaboratively plan with their level teams to ensure a consistent team approach to teaching and learning
- Staff engage in purposeful data dialogues during collaborative planning and use student data to plan learning and next best steps for students
- All of St Anthony's teachers use the Australian Professional Standards for Teachers to set goals and continuously work towards these, collaborating and evaluating with their peers to ensure effective teaching and higher levels of student achievement

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
Melbourne Archdiocese Catholic School (MACS) Professional Learning opportunities attended by St Anthony's Staff: School Wide Improvement Forum (SWIF) Mathematics Leaders Networks Religious Education Leader Networks Student Wellbeing Networks LiteracyLeader Networks Deputy Principal Networks Principal Networks Mental Health in Primary Schools leader training Administration and Finance Networks Graduate Teacher Network All school staff participated in: Berry St Trauma informed education training First Aid training Anaphylaxis management training Asthma training Emergency Management training Mandatory Reporting training Reportable conduct and child safe standards NCCD Identification and Moderation Child Safe Standards/Reportable Conduct Briefing Mandatory Reporting Module Religious Education professional learning Mental Health in Primary School professional learning Staff also attend:

Expenditure And Teacher Participation in Professional Learning	
Mentor Training (VIT) Stephanie Alexandra Kitchen Garden Foundation Monash Health Support Training Playgroup Victoria Learning Opportunities Mental Health First Aid Training UFLI Literacy - synthetic phonics program implementation training F - 2, intervention and leadership staff training DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment training for leadership staff and for teaching staff from Foundation to Year 6	
Number of teachers who participated in PL in 2025	46
Average expenditure per teacher for PL	\$470.00

Teacher Satisfaction

We are incredibly proud of the achievements reached at St Anthony's Primary School during 2025. Throughout the year, our staff, students, and families consistently demonstrated remarkable resilience and flexibility, leading to significant growth, not just academically, but personally, socially, and spiritually.

A central focus for our Leadership Team was the wellbeing of our entire community. We worked hard to ensure that students, parents, and staff felt supported and that rebuilding meaningful connections remained a top priority. It has been a joy to see our community come together for regular celebrations, allowing us to acknowledge and share in our collective successes.

To help us continue improving, we have also prioritised listening to our educators. Through a variety of feedback channels, we have gathered valuable data on teacher satisfaction to ensure our staff feel as supported as the students they teach.

Data illustrated the following points from staff:

- 90% perceive high quality relationships between staff and members of the leadership team
- There is a strong sense of collective efficacy
- 90% sense a strong Catholic Identity within our school
- 90% identify strong collaboration between teams
- Identify a strong sense of collaboration on school improvement
- Staff see that our Professional Learning Communities have clearly identified goals that are directly linked to the school's Annual Action Plan and improvement priorities

- Staff have a strong sense of positive attitudes towards colleagues which is well above the MACS (Melbourne Archdiocese Catholic Schools) average.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	4
Graduate Certificate	1
Bachelor Degree	15
Advanced Diploma	3
No Qualifications Listed	9

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	27.4
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	13.08
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal

The drive a recontextualised Catholic school where the community is in the dialogue

Intended Outcome

To continue as an outstanding performer in engaging the community and provide opportunities for this multi faith community to engage in learning and dialogue.

Achievements

During 2025, the student leadership team continued and played an important role in promoting our school values of Respect Yourself, Respect Others and Respect Your School. Students met weekly to discuss areas of the school community that may need attention and work collaboratively to support positive behaviours across the school. They take an active role in creating scripts and recording videos that teach and reinforce our weekly High Expectation. These student led messages encourage all students to make positive choices and contribute to a respectful and inclusive environment. The videos are shared with the wider school community during assemblies and online via ClassDojo, allowing families to understand and reinforce these expectations at home. Through discussions at School Advisory Council meetings, parents also raised areas of concern within the school community. In response, High Expectations videos were created by the students to address these topics, with parents actively participating and featuring in the videos. This strong partnership between students, staff and families has helped build a shared understanding of expectation, including promoting healthy lunches and reducing waste at school.

Our school continued to strengthen engagement within the local community through our partnership with the local kindergartens. Students had opportunities to visit the kindergarten and build positive connections with the younger children through shared activities and learning experiences. Kindergarten students also visited St Anthony's to experience school life, participate in classroom activities and become familiar with the school environment. These visits supported a smooth transition to school while building relationships and a strong sense of community between families, the kindergartens and our school.

I Sea I Care was developed by the Dolphin Research Institute to showcase to Victorians that “what lives around our coast is too precious to lose”. The I Sea I Care Leadership Program is an environmental education initiative designed to help students understand the importance of protecting waterways and marine ecosystems. Students at St Anthony’s participated and proudly represented the school as ambassadors through the participation of the program. They developed a deeper understanding of marine animals, environmental sustainability and conservation. Throughout the year, students participated in a range of excursions and learning experiences alongside students from other schools, building leadership skills and expanding their knowledge of environmental issues. They shared their learning and experiences with the wider school community, encouraging others to take an active role in caring for the environment. As a whole school community, students also raised funds and voted to sponsor an animal of their choice. The students chose to adopt DD, one of the few male dolphins in Port Phillips Bay. He was born in 2012 and his dorsal fin has been damaged. This meaningful experience promoted student voice, environmental awareness and a strong sense of responsibility for protecting our world.

Our school proudly celebrated the rich diversity within our community through a range of events and celebrations. Harmony Day was a huge success where families and members of the community were invited to join us in celebrating the many cultures at our school. Parents visited classrooms to share their cultural backgrounds, traditions and experiences with the students. The students participated in engaging cultural workshops including Polynesian dancing, Taiko drumming, African drumming and sports from SEDA. Parents and friends were invited to special events such as Mother’s Day and Father’s Day, with families enjoying activities, games on the oval and BBQ celebrations that strengthened the strong partnerships between home and school.

As part of the National Community Hubs Program, St Anthony’s Hub is a place where “Everyone is Welcome” and where we will actively seek the voices of local families to plan activities and events to meet local needs.

The beginning of 2025 commenced with supporting families to register and log onto the new MACSEYE out of school hours care program.

The Hub continued with the regular programs such as playgroup, English and Computer classes for adults in 2025.

The City of Greater Dandenong received funding to deliver the Parent Child Mother Goose Program at St Anthony's School. Parent-Child Mother Goose is an evidence-based program that strengthens attachment and interaction between parents or carers and their young children by introducing them to the pleasure and power of using rhymes, songs and stories together. The funding was able to train the Hub Leader and deliver the Program across three terms.

This year saw the Hub deliver, in collaboration with the Water Well Project, important cervical and breast screening sessions as data recognised this as a huge need in our community. Ambulance Victoria came and provided valuable information about, when to call triple zero (000) and what to expect, common medical conditions in children and how to address them, where to find reliable sources of information about children's health and alternative healthcare pathways to manage non-urgent care at home.

We were able to build a new partnership with the Nappy Collective. This provided playgroup and school parents with access to nappies for their babies and children. Another new partner was the Jean Hailles Foundation who visited playgroup during Women's Health Week. They talked about what the Jean Hailles Foundation does and the importance and aspects of women's health.

Together with Chobani and FoodFilled (including Coles and Aldi) delivered a successful breakfast club once again in 2025 with around 4828 visits to the Club over the course of the school year. Breakfast Club is provided 3 days per week.

Chobani continues to support our breakfast club with yoghurt and for students who forget snacks or lunches. They also provide 80 pieces of fresh fruit each week for students which is distributed to the classrooms. Eat Up also provided 75 cheese sandwiches every three weeks for students who don't bring lunches. They also deliver snacks including muesli bars and food items to put in lunch boxes.

AMES Australia invited the Hub to participate in a lantern making project and to be part of the Luminous Festival held at the Victoria Market. A bus for transport was provided for families along with a food voucher to spend on the night. The Festival celebrates multiculturalism, welcoming refugees and migrants while highlighting their contributions to the community.

Parent Satisfaction

At St Anthony's, we are committed to building strong, harmonious relationships with our parents and the wider community to support lifelong learning for everyone.

In 2025, we strengthened this partnership through several feedback initiatives:

School Advisory Council: Morning meetings where parents and staff discuss school improvements over a light breakfast

Community Conversations: These facilitated sessions allowed parents to share their voices on key projects

Collaborative Design: Parent input directly shaped the updates to our senior school playground, the new kitchen classroom, and student bathroom designs.

Parent Satisfaction Survey (MACSSIS Survey):

Annually parents are invited to participate in the MACSSIS survey that is generated by Melbourne Archdiocese Catholic Schools to provide feedback and to express satisfaction in the school and their child's education.

Other feedback was also gathered through school event feedback surveys, incidental surveys and conversations and afternoon teas or morning teas with the principal.

MACSSIS Survey data illustrated that families have a strong sense that St Anthony's School:

- matches their child's developmental needs
- works to remove barriers to learning
- has a positive school climate
- considers their families' cultural background
- assists families to have a strong sense of belonging.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sanoblepark.catholic.edu.au