

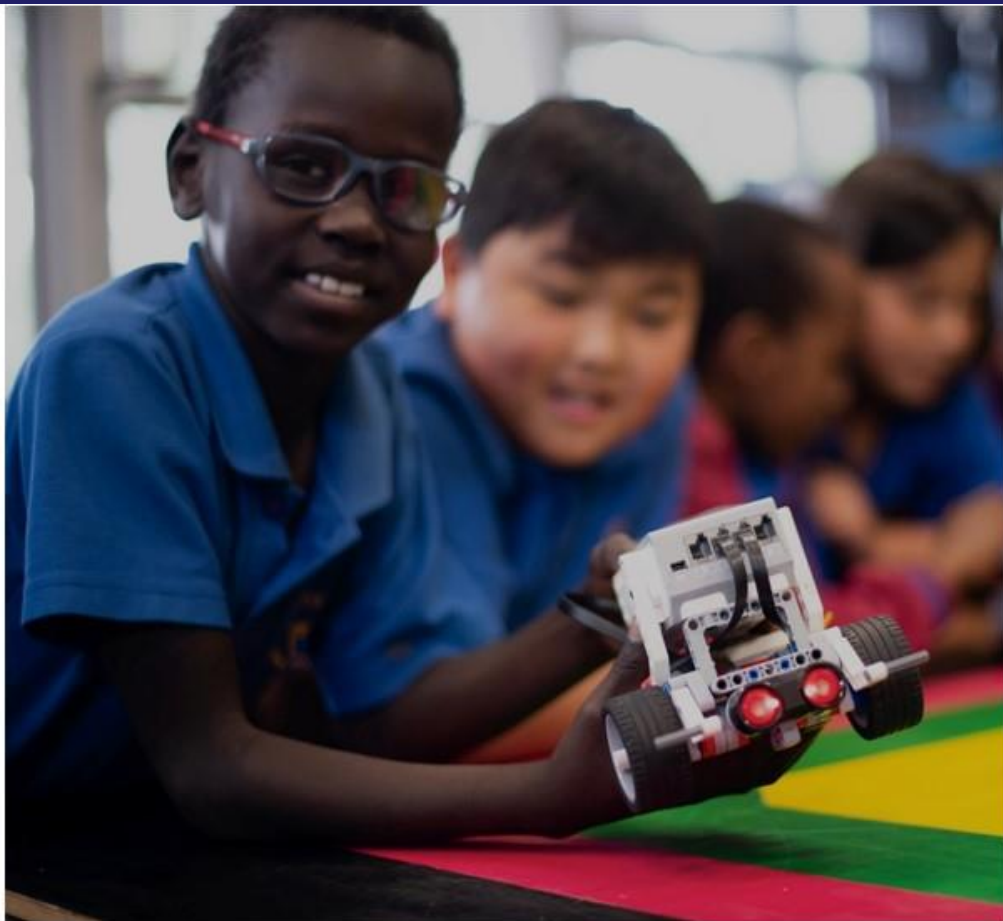


St Anthony's School

Noble Park

2022

Annual Report to the School Community



Registered School Number: 1530

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Minimum Standards Attestation

I, Erin Nagel, attest that St Anthony's School 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

- St Anthony's integrates life and the Catholic Faith through the inclusive and holistic development of every person.
- In partnership with the community, our students will strive for excellence and acquire the knowledge, skills and attitudes that ensure lifelong learning.
- St Anthony's empowers all people to contribute to the global community.

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 Shared Purpose

1. Developing a culture of professional learning and growth through a Catholic lens.
2. Driving a recontextualised Catholic school where community is in dialogue.
3. Developing a data rich culture with consistent, understood and embedded differentiation practices to meet all student and community needs.
4. Developing high impact consistent pedagogical practices from Prep - Year Six

Strategic Plan Goals:

Achievement: To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.

Engagement: To improve levels of Student Engagement, Family Engagement, Connectedness and enhance school transition programs from Kindergarten to Prep and beyond.

Wellbeing: To activate Student Wellbeing across the whole school community with an emphasis on student resilience and connectedness.

Productivity: To provide for the best possible Human Resource, Fiscal and Grounds and Buildings processes in order to maximise student performance, connectedness and wellbeing levels.

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. (Horizons of Hope: Pedagogy in a Catholic school, p. 2&6.)

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 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 and Choice. We offer specialist classes in Physical Education, Performing Arts, Visual Arts, Japanese Language and STEM.

Wellbeing is brought to life through the actions, interactions and attitudes of all community members. As an outward-facing school, we believe in having an impact on our local community through kindergarten partnerships, aged care partnerships and being a voice for our community.

With some students recently arriving from overseas, predominantly from non-English speaking backgrounds, our new and recent arrival/refugee programs specifically assist students with language acquisition and transition to the school environment.

Strategic Goals 2019-2022

1. St Anthony's school develops the school improvement agenda to include explicit timeline and targets expressed in terms of the specific improvements in student outcomes for achievement and wellbeing across the whole school, so that it drives and focuses the work of leaders and teachers in a rigorous manner. This agenda is communicated to students and parents.
2. Develop a data plan that includes the use of a variety of reliable assessment tools and practices and clearly outlines the annual schedule of data collection, the use and monitoring of individual and school-wide improvement or regression. Increasing the data literacy for school leaders and teachers will supplement the application of this data plan.
3. Develop explicit teaching practices, which are agreed upon so that they are evident in every classroom. Support teachers and build their capacity in understanding and implementation of these effective teaching methods to ensure that there is consistency in every classroom, every day. Build teacher knowledge and understanding of Catholic education frameworks, which underpin high quality teaching strategies.

4. Develop and implement a whole school Professional Learning Plan that considers all modes of professional learning opportunities available both internally and externally. This plan will be comprehensive and indicate a systematic approach to feedback, mentoring and coaching of staff that includes protocols and procedures for coaching, observation and feedback conversations to ensure that there is a focus on reflection of practice and the fostering of professional growth with reference to the AITSL standards.

5. Collaboratively develop a whole school curriculum plan including religious education that has an alignment between the scope and sequence, yearly overviews, unit planning and classroom teaching. The whole school curriculum plan will include the assessment of student progress to reflect vertical alignment and the progression of learning from one level to the next and document the planning processes to provide consistency of teaching practice.

Principal's Report

2022 saw a further return to what school was like before the COVID-19 pandemic. It was wonderful to have staff and students filling our school with learning, joy, smiles and friendships. Though 2022 posed some new troubles, such as staff shortages, the staff, students and families of St Anthony's worked together using resilience and flexibility to overcome any hurdles that may have risen.

2022 was the final year of our current School Improvement Plan. We began the year with a process of reflection and evaluation to determine and celebrate our many successes and to pinpoint areas for focus and improvement.

Each year the leadership team at St Anthony's School synthesises the Annual Action Plan and Professional Learning Plan for the year into termly or quarterly goals and intended outcomes.

A whole school focus continued on Numeracy and English as an additional language saw professional learning facilitated from Melbourne Archdiocese Catholic Schools (MACS) staff for all school staff.

All teaching staff and learning support staff implemented professional learning goals and with the assistance of our school leadership team they were able to monitor and assess their progress for each goal.

Our many community partnerships enabled the full flourishing of community members through our well attended playgroup, Monash Health Dental screening, RACV driver education, The Peace and Prosperity Garden at Government House and sharing our capable Community Hubs leaders with many others throughout the year.

More 2022 highlights that enriched learning opportunities for all included our continued partnership with ARDOCH who supported us to provide our students with opportunities such as Year 5/6 Numeracy Buddies and visit to Ernst and Young, the Writer in Residence program that saw our students work with an author to publish their own stories in a book that is now available for loan in our school library, excursions to the Cranbourne Botanical Garden, Australian Catholic University and the William Angliss student restaurant.

In 2022, we focused on re-engaging our community and focused on four key groups; students, parents, staff and our wider community. Our student focus was on student voice and engagement. 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. Engaging our school parents saw our School Advisory Council meetings moved to morning gatherings where parents and staff share a light breakfast whilst discussing school improvement and parent feedback. A team of parents were fortunate enough to visit Government House and meet the Governor of Victoria as part of the Peace and Prosperity Kitchen Garden Program, we engaged parents in Community Conversations where topics were opened up for discussion to gather parent voice and input and our School Review in Term Three involved parent evaluation on all things "St Anthony's".

Throughout all of these highlights during 2022, the absolute joy and satisfaction was to watch our students grow in confidence with their ability to have a say and shape the nature of their learning. St Anthony's is such a vibrant and enriching place to be.

To our students, thank you for making the most of your learning and for continually demonstrating our St Anthony's High Expectations of respect yourself, others and our school.

Thank you to our parents who embraced opportunities to work in partnership with us in order to ensure continuous improvement occurs at St Anthony's. Thank you for trusting and supporting us and your child/children.

To the staff of St Anthony's, thank you for your dedication, resilience and flexibility and for always being open to learning and growing. You all assist each other and our students and families to be the best we can!

Parish Priest's Report

Well here we are four weeks into our Easter Season. Celebrating the gift of New Life and God's Love for us all. Our Easter Season lasts for fifty days. During our Holy Week celebrations, it was the first time in thirty years when all three major Religions, Christianity, Islamic and Jewish traditions Celebrated our major Faith celebrations at the same time. May this One God we all follow, continue to call us to LIFE and PEACE.

On our return from school holidays to start term two, both our Schools celebrated their Mass of the Resurrection. Our students were wonderful in their prayerfulness, prayer responses. Thank you to our staff, especially Steph, our Leader in RE, Religious Education and our Mass preparations. It was lovely that we were joined by several families and our regular morning Mass community, who found our Masses very life giving.

While COVID is still lurking around the corner, those who are vulnerable need to continue to take every care and precaution of themselves. It appears that the majority of the community have returned to normality. It is lovely to have our Students, staff and families back on our Parish site. Our students certainly bring a lovely energy & life to our property.

How stunning is our New Administration Building. The new office spaces look terrific, very versatile and welcoming. The new windows looking on to our school grounds, makes the space seem so much bigger and open. We are looking forward to Bishop Tony Ireland Blessing and officially opening this new building on Thursday 25/05/2023.

On Tue 20/06/2023, we will have Bishop Tony opening and Consecrating our recently renovated Church. Another opportunity for us to Thank God for the Blessings we have received through the generosity of our Faith Community and the many people working together as one.

May we continue to give generously of ourselves to God and our Community, as many have done before us.

As many of us have returned to life again, it is obvious that in the wider community we are seeing many cracks appearing in life as we knew it. People seem very busy, cranky and many with short fuses. We have more reports of road rage, people not being very tolerant or respectful. May each one of us do our best to hold to good and life giving practises and care of one another.

BLESSINGS FR BRIAN.

School Advisory Council Report

The new school year saw us farewell some past members of the SAC who had served their 3 years, and we welcomed some new members. We started with an evening meeting but then agreed to change the meetings to a morning breakfast time to try and entice more members. This approach seemed to work well.

The renovations to the administration building were started, and it was fascinating to see the progress. Erin and her team did very well to manage to keep the school running efficiently with their offices moved to the library. It was very exciting to see it finished having been involved in the planning of it in the previous year.

Through the Community Hub our school was given the opportunity to send 6 members of the community/school to Government House for their Peace and Prosperity Kitchen Garden Program. I was privileged to be one of the people offered to attend, and it was a fabulous experience over 6 weeks, especially to learn about other cultures and to cook and eat their food.

It has been a pleasure to be on the Council for a second year. It is always interesting to learn what is happening in the school and to be given the opportunity to give our opinion on certain topics.

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 Religious Education Curriculum Framework, as prescribed by the Archdiocese of Melbourne, describes learning and teaching in Religious Education for Catholic primary schools. The framework sits within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope. The framework supports the full flourishing of all learners as spiritual and religious, physical and cognitive, social and emotional beings.

The focus for 2022 was continuing to make links between Religious Education and Inquiry and engaging students in the Pedagogy of Encounter. Students were given the opportunity to explore the topics of 'Time', 'Place' and 'Change.' Teachers used provocations to immerse 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.

The Year 5/6 Catholic Social Teaching Group continues to build awareness of the needs of those in our community and around the world. Our Year 5/6 students play a big part in educating the rest of school about the Catholic Social Teachings. They see Social Justice as one of the key cornerstones of our school. Social Justice at St Anthony's demonstrates the importance of our actions, the way we treat each other and the manner in which we are stewards of the earth. In 2022 the Catholic Social Teaching Group played a part in the implementation of Christian Meditation at St Anthony's. Christian Meditation became part of our daily routine, provided the opportunity for our students to make connections with God and enhanced our prayer culture.

The connection between St Anthony's parish and school has grown as we continue to work together to coordinate the Sacramental Program and organise and participate in Mass. The school RE Team, alongside the parish, have worked enthusiastically to plan whole school liturgies and special liturgical celebrations. During online and remote learning the RE team created weekly prayer reflections that the school community could access and participate in via Class Dojo.

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
- Working with the SMAG Religious Education Collective to achieve shared goals in Faith Based Inquiry
- Developing a deeper understanding of the Religious Education curriculum
- Linking Religious Education and Inquiry Learning through the Pedagogy of Encounter
- Continued planning of masses and liturgies

Catholic Social Teaching Team and Program

- Fundraising for Queensland flood victims
- Implementation of St Anthony's breakfast club
- Christian Meditation
- Fundraising for Ronald McDonald House

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 class and online 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

Learning and Teaching

Goals & Intended Outcomes

Goal

To develop and communicate High Impact, consistent pedagogical practices and explicit teaching practices from Prep-6.

Intended Outcome

To co-design the St Anthony's Framework for Learning.

Achievements

2022 began with much enthusiasm and hope for a year of normalcy and regularity after three years of severe impact from covid-19 school closures. Staff, students and parents looked forward to a year of busyness, lots of new learning and above all the opportunity for all to connect and belong in the school environment.

In 2022, our main focus for improvement was Mathematics. Our aim was to have a consistent approach from Foundation to Year 6, to teaching mathematics lessons. This was facilitated through collaborative planning sessions with teams. We adopted the Student-Centred Structured Inquiry approach for our Mathematics lessons. Through the launch-explore-summarise model, students are encouraged to delve deeper into challenging and open-ended tasks with connections to real life; explore new concepts, collaborate with others and think critically to problem-solve. This model also encourages students to engage in rich dialogue, through the sharing of strategies and the opportunity to explain their thinking. Maths lessons in this approach includes four stages: Anticipate, Launch, Explore and Summarise. Anticipate involves teachers planning a unit of work together by looking at students' pre-test data, selecting relevant problems and anticipating students' misconceptions and gaps. The Launch phase involves the launch of the selected maths problem to the class without sharing any strategies. This is an opportunity for students to engage in productive struggle and be in the learning pit. During the Explore phase of the lesson, students begin to solve the problem by thinking of different ways to solve it. The Summarise phase involves the teacher inviting the students to come together, share their thinking and strategies, and respond to questions to explain their thinking. This approach has been embedded across the school in 2022 and is reflected in planning documents.

There was also a focus on improving the quality of classroom talk during mathematics lessons. At St Anthony's, students engage in Talk Moves and Number Talks during mathematics lessons.

In 2022, We have been very privileged to have the organisation 'Ardoch' to support us in many educational initiatives this year. Numeracy Buddies is a Mathematics initiative offered by St Anthony's in partnership with Ardoch. It is designed for Year 5/6 students who would benefit from enrichment in maths, and aspiring to a career using mathematics in the future. They are paired up with 'Big Buddies' who are employees of an industry where mathematics is a focus. Over the last two years we have been partnered with Ernst and Young.

Each week the students are set a problem by the teacher, they solve these and post their solutions online to their Big Buddy. The students also write about their interests and activities. The Big Buddy reviews their post, provides the student with alternate solutions, and replies to

the social messages. The participating students find it a great experience, the mentoring and friendship offered by the Big Buddies a highlight of the program.

All these efforts have been designed to improve engagement and inclusion in mathematics lessons. We want all our students to develop a love for mathematics and be confident and competent users of mathematics in the world.

Ardoch is a children's education charity focused on delivering tailored education support programs that aim to increase engagement in education, build aspirations, enhance learning outcomes and increase the confidence of children and young people. Last year, Ardoch and Fitzpatrick Sykes Foundation has supported us with Writer in Residence by enabling our Year 5/6 students to work with a published author, Michelle Hamer and supported by our very own Miss Hennequin. All twenty-four students have written and illustrated their own stories that have been published in a picture story book titled 'Twenty-Four Terrific Tales'.

Throughout the year, the Leadership Team and Teachers have participated in Professional Development around Child Safety, Online Safety, Literacy, Numeracy and Data for continuous School Improvement. Our participation in SWIF(School Wide Improvement Forum) each Term helped us to prioritise goals and focus on the improvement agenda for the year. We continued to explore and engage with Agile Leadership Tools to further develop our professional dialogue and discussion.

STUDENT LEARNING OUTCOMES

PAT Data

Progressive Assessment Tests(PAT) were conducted as usual in 2022.

Our PAT data reflects the growth and progress of our students after the two years of school closures due to the COVID-19 pandemic.

The PAT Reading data shows that 52% of Year 3 students achieved the expected mean or average scale score of 113 as compared to 39% of students who achieved the mean in 2021. Our Year 5 data also showed good growth in Reading as 68% of our year 5 students achieved the mean scale score of 125.8 in 2022 compared to 34.4% in 2021.

The PAT Maths data shows that 58% of our Year 3 students achieved the expected scale score of 115.4 in 2022 compared to 55.8% in 2021. 75.7% of our Year 5 students achieved the expected scale score of 125.5 compared to 66.7% in 2021.

BAS Reading Outcomes

The Fountas and Pinnell Benchmark Assessment outcomes for 2022 show that 50% of our Year 3 students achieved the expected year level standard for Reading and Comprehension, while 54% of our Year 5 students achieved the standard expected for the year. The growth reflected in students reading and comprehension throughout the year has been a celebration after the two years of COVID and 2021 being the year of many staff and student absences due to COVID.

Through the year our teachers and the leadership team have monitored students' growth. Many students have been supported in the area of literacy by our Intervention Team who met twice a term to review and interrogate the learning data, discuss the most suitable interventions and plan the best learning opportunities to support the students with additional

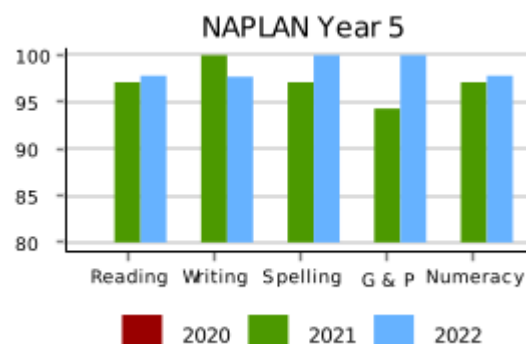
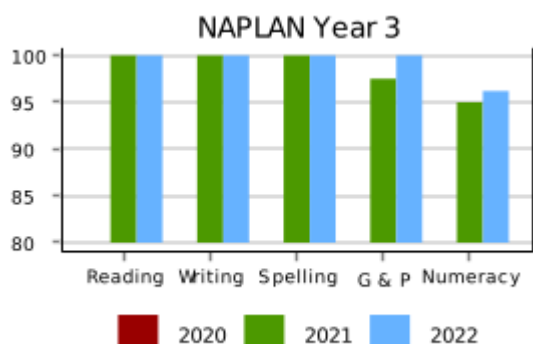
needs. Regular termly Parent Support Group Meetings for these students enable our families to discuss their child's progress and be informed about their learning goals.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.5	-	100.0	2.5
YR 03 Numeracy	-	95.0	-	96.2	1.2
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	94.3	-	100.0	5.7
YR 05 Numeracy	-	97.1	-	97.8	0.7
YR 05 Reading	-	97.1	-	97.8	0.7
YR 05 Spelling	-	97.1	-	100.0	2.9
YR 05 Writing	-	100.0	-	97.7	-2.3

* 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.



Student Wellbeing

Goals & Intended Outcomes

Goals

- To develop a data rich culture with consistent, understood and embedded differentiation practices to meet all student and community needs.
- To Create a schoolwide culture prioritising the integration of high impact teaching strategies which reflect the Learning Schema and honour the interdependence of Social connectedness, academic engagement, achievement, physical wellness and spiritual growth.

Targets:

- Increased proportion of students reporting a sense of belonging, safety and expectations for success and advocacy at school in annual CEM SIS survey.
- The scores for all variables relating to student behaviour and management in the annual student, staff and parent survey will improve annually.
- Improve outcome in CEM SIS Domain 7, Student Safety (49%), presenting below CEM average (55%) requiring improvement in perceptions of student physical and psychological safety while at school.
- Differentiated teaching practice is embedded and regularly uses data to determine the strengths and opportunities for growth.
- Embed focused learning which leads to the consistency, growth and progress for all.
- Ensure staff understanding of the holistic view that wellbeing is central to learning and an outcome of learning.

Achievements

At St Anthony's all staff are responsible for creating a classroom environment where each student's rights and responsibilities are heard, understood, respected and reflected upon. Positive behaviours and relationships are explicitly taught as part of our Social Emotional Learning program and Personal and Social Capabilities curriculum.

Once again, we began the year with SEL start-up week. The SEL program focused on building relationships among students and staff. The students had already participated in a transition program at the end of 2021, where mornings were spent with their new teacher in their new class groupings for 2022. The foundation for the formation of these relationships between staff and students occurred during this week and were built upon throughout the year.

Staff continued to use the Student Wellbeing Tracker in 2022 for staff to analyse and interpret data in regard to Student Wellbeing. Using the tool, staff were able to monitor students, have data dialogues around classroom and playground behaviour, implement supervision when required and proactively plan for positive interactions.

VALUE ADDED

- Social Emotional Learning - Start-up week to support a smooth transition into the new school year
- St Vincent de Paul - Homework Program in partnership with Nazareth and St Vincent de Paul
- Used Student Wellbeing Tracker data 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
- Behaviour Support and Safety Plans were established for students in need of support
- Student Leadership Team met weekly
- St Anthony's High Expectations were student designed and led. The High Expectations were child friendly and shared at school assemblies for the students and school community to watch

STUDENT SATISFACTION

Throughout 2022, Student and family satisfaction was clearly demonstrated through participation in special events such as Harmony Day, Athletics Day and our many opportunities for students to share student voice, take agency and leadership within the school community. Student satisfaction was also evident in responses provided through student self assessments. 73% of St Anthony's students feel they are valued members of the community and that they belong.

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.

The attendance rate for Semester 1, 2022 was 91% and the attendance rate for Term 2 was 91%.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.8%
Y02	91.3%
Y03	91.1%
Y04	90.7%
Y05	91.3%
Y06	92.1%
Overall average attendance	91.0%

Child Safe Standards

Goals & Intended Outcomes

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 dynamic 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.

Achievements

The embedding of policies and commitments into everyday practice and professional learning of all staff

- All staff participated in briefing/workshops on the 7 Child Safe Standards, PROTECT, Mandatory Reporting obligations and Reportable Conduct
- 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

All staff collaboratively designed and implemented an 'unacceptable steps of behaviour procedure for the classroom and playground', student leaders also had input into the procedure

The Leadership team provided various online safety information on Class Dojo 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 NAIDOC week, 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 Safety Team/Committee structures

- 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.

Leadership

Goals & Intended Outcomes

To develop and communicate a culture of professional learning and growth through a Catholic lens

Key Implementation

- Identify explicit targets with accompanying timelines
- Improve student outcomes for achievement and wellbeing across the whole school
- Communicate the SIP to staff, students and parents

Achievements

- Coaching and feedback continues to be integral to the professional learning of staff at St Anthony's. Our unique model serves as a good example to other schools
- We continued to use the smart school portal with Martin Tennant, this program enables the school to keep all policy, induction and compliance register documents in a central location
- Some learning highlights include MACS (Melbourne Archdiocese Catholic Schools) led Mathematics PD in the Early Number and Algebra Project for teachers in Prep. Teachers in Year 1/2 and Years 3-6 engaged in Developing Mathematical Pedagogies run by MACS. There was a whole school focus on English as an additional language (EAL) with external learning consultants, and some staff members attended online learning through Apple as we continue to enhance our 1:1 device program
- We continued to use Class Dojo 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
- Annual review meetings reflected a high level of personal satisfaction with staff articulating their goals to the AITSL standards and the Annual Action Plan
- Teachers continued to meet regularly within their level teams during the regular school year to facilitate data dialogues and data planning to improve student outcomes
- At St Anthony's in 2022 one Graduate teacher successfully completed their VIT registration
- All staff managed to deliver quality teaching and learning program even with teacher shortages throughout Victoria
- 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
- Religious Education Leader added to the Executive Leadership at St Anthony's
- All staff members and groups of students at St Anthony's took part in the school review process conducted by Patricia Cowling in late Term 4 and were part of the feedback process

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, staff at St Anthony's participated in professional learning that aligned with our School Improvement Plan and our Annual Action Plan. Professional Learning that staff engaged with was responsive to the needs of students, staff and our community.

Staff PL for 2022

Digital Technology Meetings with a focus on Apple Education

High Impact Teaching Strategies - Focus on Numeracy

Exploring Mathematical Pedagogies P-2 and Years 3 -6

Digital Learning Technologies - iPads &

Disability Standards for Education

Diabetes Support Training

EAL Professional Learning

Religious Education - Pedagogy of Encounter

First Aid Training

Playgroup Victoria Learning Opportunities

NCCD Identification and Moderation

Child Safe Standards/Reportable Conduct Briefing

Mandatory Reporting Module

Numeracy Focused Staff PL - Number Talks and Talk Moves

School Improvement Framework

Peaceful Kids Program

Staff participated in network activities provided from Catholic Education Melbourne that included:

Principal Network

Deputy Principal Network

Inclusion and Diversity Networks

Religious Education Leader Network

EAL Network

School Wide Improvement Forum (SWIF)

Administration and Finance Networks

Graduate Teacher Network

Number of teachers who participated in PL in 2022	43
Average expenditure per teacher for PL	\$465

TEACHER SATISFACTION

Though COVID brought us new challenges such as student and staff absenteeism, 2022 provided many highs and we saw great achievements reached at St Anthony's Primary School. Staff, students and families continued to demonstrate resilience and flexibility and achieve learning, personal, social and spiritual growth.

The Leadership Team strived to ensure staff wellbeing was a priority during this time as it was a challenging year for parents, students and staff. Staff celebrations were a regular occurrence during this time, and it was great to acknowledge successes throughout the year.

Teacher satisfaction data was gathered throughout the year through biannual feedback meetings, annual ARM meetings, staff dialogues, incidental conversations and surveys.

Data illustrated the following points:

- 100% of staff identify collegial relationships between staff members at this school
- 100% describe the working environment at our school as positive
- 94% of staff have a strong sense of staff leadership
- 94% perceive a positive school climate
- Staff believe in a strong sense of collective efficacy
- Staff feel a sense of collaboration in teams

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.8%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	30.0%
Graduate	10.0%
Graduate Certificate	0.0%
Bachelor Degree	70.0%
Advanced Diploma	15.0%
No Qualifications Listed	10.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	29.2
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	16.6
Indigenous Teaching Staff (Headcount)	1.0

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

School Community

St Anthony's School is part of the National Community Hubs Australia program. "Community Hubs are welcoming places where migrant and refugee families, particularly mothers with young children, come to connect, share and learn".

The Hub at St Anthony's 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.

After the physical Hub space was closed during some periods of 2021 it was wonderful to have it opened and fully operating during 2022. We worked very closely with Keysborough Learning Centre to facilitate our adult learning opportunities such as computer and English language classes.

Playgroup at St Anthony's was a hub of activity once again in 2022. Playgroup is an important part of our Community Hub. It provides an opportunity for parents or caregivers with their babies, toddlers and preschoolers to meet together for play and social interaction. Debbie Vivian, co-Community Hub Leader facilitated Playgroup twice per week.

The One Box Program continued in 2022, where 20 families from St Anthony's were able to access a box of fresh fruit and vegetables, milk and bread. This Program has been especially important during these difficult times for many families.

Students and teachers once again participated in programs with the support of ARDOCH. Programs included a visit from Wildlife Xposure for Preps-2, Writers in Residence for Years 3 and 4, Learning Through Lunch at William Angliss and You-university with ACU for Years 5 and 6 and finally a visit to TwistED Science for Years 1-2. Numeracy Buddies enabled students in Years 5 and 6 to be matched with corporate workplace, Ernst and Young. They exchanged mathematics problem-solving blog posts. The Big Buddies visited St Anthony's and then in Term 4 students visited their big buddies at Ernst and Young in the CBD.

Twenty-four students from Years 3 and 4 were able to publish their own book as part of a Writer in Residence Program generously funded by ARDOCH and the Fitzpatrick Sykes Foundation. Participating in workshops with Author, Michelle Hamer, students wrote short stories that were then compiled, edited and published. The book, Twenty-Four Terrific Tales, was officially launched on November 18, 2022. Coming together for the launch, friends, family and community members witnessed students reading excerpts from the book and book signing.

Sporting Schools funding enabled a basketball clinic at lunchtime for students and a Tennis Program after school for students and their families. Through our partnership with Cricket Australia students participated in a program after school that provided students to learn new cricket skills.

Through a partnership with the City of Greater Dandenong, Bluearth facilitated an after school active families program. Bluearth's programs are evidence based, founded on academic research and aimed at improving the physical, mental and emotional health of Australian children. The Program invited families to learn about physical activities they could participate in at home without the use of any equipment together as a family.

After successfully receiving a grant from VicRoads (Department of Transport) we delivered the New Arrival Road Safety Program. 12 women from the local community completed the 6-week program along with 3 driving lessons. This Program aims to support women to become safe and lawful road users and obtain their driver's licence.

St Anthony's partnership with the City of Greater Dandenong Libraries continued to flourish in 2022 with Book Club. Book Club enables 10 students from Year 3 and 4 to participate in a "Book Club" with a City of Greater Dandenong Librarian.

At the end of 2022 St Anthony's were the recipients of a \$25000 grant from the Department of Families, Fairness and Housing. This grant enabled St Anthony's to provide a pop-up market fortnightly for school families and the wider community. The market provides fresh fruit and vegetables along with culturally appropriate food.

In 2022 St Anthony's hosted Sing and Grow. Sing and Grow is an evidence-based music program supporting children aged from birth to five years, their parents and communities, to use music for building relationships, increasing community connection and facilitating childhood development outcomes. Ten families participated in the Program over 6 weeks.

Student Voice

In 2022, Student Voice continued to be an integral part of our Teaching and Learning. Student voice requires Student Agency, which is defined as the capacity to set a goal, reflect and act responsibly to effect change. It is believed that students have the ability to positively influence their own lives and the world around them. With weekly meetings, Children's Forums and being part of the Children's Advisory Group, the student leaders gained and embraced the concept of Student Voice to effect positive change in our School Community. We aimed to embed Student Voice and collaborative authentic relationships between students, the School Community as well as the wider community of The City of Greater Dandenong.

A key outcome for Student Voice was to ensure active participation of students in decision-making about their education and to create active partnerships between the students, the school and the wider community. The Student Representative Council (SRC) was the key group of students in Years 3/4 and 5/6 who used their Student Voice to create change and impact learning. The group also consisted of 4 School Captains, 8 House Captains and a Catholic Social Teaching Team. Together, these students participated in regular workshops which encouraged goal setting, planning and discussions about working towards the goal.

The Student Leaders brainstormed multiple problems and realised that littering was a continuing issue in our school community. In 2022, the students decided to take matters into their own hands and encouraged the School Community to pick up rubbish and to put it in their respective

House bins. Each Friday a staff member would judge which bin was the fullest and a point would be awarded to the House Team. At the end of each term, the House with the most points would win and all its members were awarded a prize.

The Student Leaders attended and led the annual Children's Forum where they learned the importance and value of having their voices heard as active citizens. They expressed their views about the City of Greater Dandenong and what their priorities are. They had the opportunity to convey their views about children's programs and events as well as outdoor neighbourhoods and local playgrounds, helping to shape the Council's plan to provide a child-friendly city and community.

In addition to this, the Student Leaders actively sought opportunities for Student Voice throughout the year. The student leaders hosted a variety of events including Harmony Day, Easter Bonnet Parade, World Teachers Day, Remembrance Day and Prep Information Night. The students presented prayer services, messages to our community and gave their perspective on the impact that Student Voice was having on them and their learning as a whole.

Throughout the year, teachers also developed their confidence in embedding Student Voice within the whole school. Each week the students would identify a specific issue that was arising, and they would plan, discuss, record and edit a video to show the High Expectations for the week. The video would be presented at our weekly assemblies on Fridays and on Mondays, the teacher would watch the video again to remind the student of the High Expectation of the week.

Many teachers used written, or verbal feedback gained from the students to direct future learning and to create engaging experiences for their students. Student Voice in 2022 was an integral part of our program, and we are looking forward to making further changes and progressions in 2023.

PARENT SATISFACTION

Our continuous goal is to build and foster relationships with the parents and members of our community and to work in harmonious partnership with one another to support the lifelong learning of all at St Anthony's.

During 2022 parents were provided opportunities to work in partnership and to express satisfaction and to provide feedback through multiple avenues:

School Advisory Council meetings:

School Advisory Council meetings moved to morning gatherings where parents and staff share a light breakfast whilst discussing school improvement and parent feedback.

Community Conversations:

Facilitated conversations where topics were opened up for discussion to gather parent voice and input. During 2022 topics for community conversations included gathering parent input and updating our school sketchnote, an illustrated mind map that depicts what we believe and who we are.

School Review:

In Term Three involved parents were invited to share what they love about St Anthony's and to provide areas for possible improvement and to work with the school reviewer to evaluate all things "St Anthony's".

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.

Survey data illustrated the following results:

- Families have a strong sense of belonging
- Families have a positive sense of our school climate
- Parents believe that the school positively removes barriers to promote engagement
- There is a strong sense within the parent community that St Anthony's is a good school fit for their child
- 100% of parents who completed MACSSIS survey believe that the learning experiences in their child's classroom are motivating

Future Directions

At the end of Term Four, 2022 St Anthony's received our report as part of the School Review Process. After consultation with all stakeholders; students, staff, families and parish as well as the external school reviewer we were able to generate our School Improvement goals moving forward from 2023 until 2026.

Strategic Intent:

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

Three Priorities for School Improvement: Learning Framework, Professional Learning and Teaching Strategies.

Each area has goals for achievement

Learning Framework:

- To generate whole-school clarity and consistency for learning
- To use high impact strategies to improve numeracy and literacy growth across the school

Professional Learning:

- To develop optimal use of student data
- To build ongoing teacher capacity for collaboration

Teaching Strategies:

- 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.

A community placemat was made to be shared with the school community in 2023.