



Melbourne Archdiocese
Catholic Schools

2024

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 2023 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 15 May 2025

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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

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. (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 school is both highly multicultural and multi-faith with over 34 cultural groups represented and over 91% of students requiring English as an additional language (EAL).

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.

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. Student voice is a significant factor for school leaders and teachers in the planning of school activities; extended student feedback in relation to their own learning goals will further enhance these initiatives.

Principal's Report

2024 saw our introduction into MACS Vision for Instruction and the MACS 2030 Strategic Plan, With this we strategically sharpened and aligned our three priorities for continuous school improvement that we generated through our School Review during the later part of 2023. Our three priorities 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.

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 introduced our High Expectation Board, a visual display of a weekly behavioural expectation for all within St Anthony's Community.

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.

A student and school community highlight in 2024 was our whole school Art Exhibition. It was the first time in over 10 years that we held such an event. The Padua gathering space was filled with artworks from all students P to 6 and our specialist teachers opened their classrooms to share the learning that had occurred in Japanese, STEM and Performing Arts. Some of our students performed on the evening singing their favourite songs for the visitors whilst they enjoyed the artwork. It was a showcase of the incredible passions, talents, and contributions of our very creative students.

Throughout the many highlights of 2024, 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

Goals:

- To drive a recontextualised Catholic school where the 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 2024 was continuing to teach Religious Education through an inquiry approach and engaging students in the Pedagogy of Encounter. Drawing inspiration from the Light of Christ, students investigated the concepts of 'Identity', 'Inclusivity', 'Resilience', and 'Courage'. 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.

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
- Working with the SMAG Religious Education Collective to achieve shared goals in Religious Education
- 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 and St Anthony's 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
- Partnership with Parish Community Day

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

Our big focus in 2024 was Numeracy. The Professional Learning Communities led by the four Leaders of Learning were entrusted to grow our teachers in their professional capacity as mathematics educators as well as to ensure that we promoted the growth mindset of our students in mathematics classrooms. The Teaching and Learning Leader together with the Leaders of Learning revisited St Anthony's vision for Mathematics which was to make Mathematics learning collaborative, challenging, engaging, practical, connected to real life experiences, and achievable.

We decided to begin the year with assessing every student's mental strategies in mathematics with a particular focus on Number Word Sequence. Teachers used the data to design learning sprints for small groups of students. Through the year, teachers and students were involved in learning sprints with a focus on trialling evidence based strategies over a few weeks with focus groups of students. Teachers used data and evidence to inform teaching and plan learning sequences for their students.

As the year progressed, the school leadership team were inducted into the new MACS Vision for Instruction. With this, the existing mathematics teaching and learning practices were reviewed and a change was brought about to ensure the Vision for Instruction was transferred to the teaching and learning of mathematics in the school. Through a number of professional development sessions, the model for instruction was made 'explicit' and the teaching of mathematics changed across the school. All teachers started to teach using the

Explicit Instruction sequence: Explicit instruction, Modelling, Guided practice, Independent practice, Formative assessment and Regular review.

The Literacy Leader of the school attended the Literacy Masterclass sessions to learn about the new direction for Literacy learning.

Daily Reviews and Checks for Understanding using mini white boards, cold calling, and other full participation strategies were introduced to staff and started to gain momentum across the school in literacy and numeracy lessons.

Throughout the year, the Leadership Team and Teachers has participated in Professional Development around Child Safety, Online Safety, Christian Meditation, Literacy, Numeracy and Data. 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.

We are extremely grateful for the numerous community partnerships we have with a number of external organisations that provide a variety of support and learning opportunities for our students. Our partnership with ARDOCH enabled some of our senior students to have the opportunity to visit the Australian Catholic University and spend the day to understand what university life is like and for our students to aspire to go to university. The partnership with the City of Greater Dandenong Library gives our students the opportunity to engage in a book club each week with an educator from the local Library. Through the book club, students develop a love for reading different genres as well as have the opportunity to visit the library.

Student Learning Outcomes

MOI Data

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 2024 school year.

In Year Two, the pre-test results of Counting had 64% of students at Growth Point 3 and Below, and 36% at Growth Point 4 to 6. The post test data showed 32.6% students at Growth Point 3 and Below, while 67.4% were between Growth Point 4 and 6. In Place Value, 82% of the Year Two students were between Growth Point 0 and 2 and 17.5% between Growth Point 3 and 5 in the pre-test. The post test showed 69% were between Growth Point 0 and 2, while 31% achieved between Growth Point 3 and 5.

PAT Data

Progressive Assessment Tests(PAT) were conducted as usual in 2024. Our PAT data reflects the growth and progress of our students.

The PAT Reading data shows that 48% of Year 2 students achieved the expected mean or average scale score of 101.1, 42% of Year Three students achieved the expected mean scale score of 113, 51% of Year 4 students achieved the expected mean scale score 120.9 and 59% of Year 5 students achieved the expected mean scale score 125.8.

The PAT Maths Data shows that 42% of Year 2 students achieved the expected mean or average scale score of 108.3, 44% of Year Three students achieved the expected mean scale score of 115.4, 43% of Year 4 students achieved the expected mean scale score 121.1 and 59% of Year 5 students achieved the expected mean scale score 125.5.

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.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	407	52%
	Year 5	503	74%
Numeracy	Year 3	386	56%
	Year 5	498	78%
Reading	Year 3	408	75%
	Year 5	507	78%
Spelling	Year 3	395	52%
	Year 5	510	78%
Writing	Year 3	410	85%
	Year 5	504	85%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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, wherein each student's rights and responsibilities are actively heard, understood, respected, and reflected upon, is a responsibility incumbent upon all staff members. The institution 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 2023 transition program where students engaged with their prospective 2024 teachers and class cohorts. In 2024, staff continued to employ the Student Wellbeing 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.

In addition to this, the Student Leaders actively sought opportunities for Student Voice throughout the year. They hosted a variety of events including Harmony Day, World Teachers Day, Remembrance Day and even facilitated a staff meeting after school. 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. They used written or verbal feedback gained from the students to direct future learning and to create engaging experiences for their students.

Achievements in Child Safet Standards

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 classdojo and the school newsletter to support parents with online safety at home
- All 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.

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 on Tuesday afternoons
- Community Abundance - Homework Program on Wednesday afternoons. Facilitated by Volunteers from the City of Greater Dandenong

- 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 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
- Peaceful Kids program in place to support students who need extra support in regards to anxiety and managing their emotions
- Music Therapy continued in 2024 with the aim of providing a safe and supportive environment for healing trauma and building resilience while decreasing anxiety levels (referral based service)

Student Satisfaction

Demonstrated Satisfaction: Both student and family satisfaction were evident throughout the year.

Evidence through Participation: High participation in special events like Harmony Day and St Anthony's Day showcased this satisfaction.

Student Empowerment: Satisfaction was also linked to numerous opportunities for students to:

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	98.7
Y02	97.4
Y03	97.9
Y04	98.3
Y05	98.9
Y06	98.6
Overall average attendance	98.3

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
- Embedding of Professional Learning Communities
- Each level of leadership team to take on Collaborative Inquiry, and build continuous learning into meetings (research and evidence based)
- Some learning highlights include MACS (Melbourne Archdiocese Catholic Schools) literacy master class
- The leadership team were inducted into the MACS Vision for Instruction
- Parent and school partnerships strengthened

- 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
- Compass a community communication app was introduced in 2024 and in the later part of the year was used for as our online ordering system for our school canteen
- Focus on student engagement and agency through students lead 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 the 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 data dialogues and use student data to plan learning and next best steps for students
- 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

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
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 Working at Heights Training Staff also attend: Playgroup Victoria Learning Opportunities Community Hubs Australia Networks Monash Health Support Training Mentor Training (VIT) Stephanie Alexandra Kitchen Garden Foundation Trans-Tasman Principals' Conference 2024

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2024	46
Average expenditure per teacher for PL	\$491.00

Teacher Satisfaction

Throughout 2024 we saw great achievements 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 for students, parents and staff wellbeing and re-engaging connections were priorities during the year. Student, staff and community 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 from staff:

- 91% sense a strong relationship between leadership and staff
- 89% perceive a positive school climate
- 90% of staff say there is a positive sense of collaboration in teams
- 83% of staff believe in the strong sense of collective efficacy and that the quality and coherence of professional learning opportunities has increased
- Our Professional Learning Communities, which were introduced in 2023, have clearly identified goals that are directly linked to the school's Annual Action Plan and improvement priorities.
- Our Professional Learning Communities have levels of trust that enable teachers to support and challenge each other to continually improve.
- There is belief that all staff have collective responsibility in order to achieve agreed targets
- 64% of staff saw an improvement in the quality and amount of feedback they received

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	4
Graduate Certificate	1
Bachelor Degree	16
Advanced Diploma	5
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	27
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	13.41
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

The City of Greater Dandenong with help of the ArtBus painted murals in the laneway adjacent to the Noble Park Public Hall. As part of the project St Anthony's students were asked to design and paint bollards located in the laneway. Together with Karma Knitters caps were knitted to go on top of the students designs.

As part of our partnership with Monash Health Dental Service, dental health professionals visited the school to undertake dental checks for all students. Students who required dental work were then referred to Monash Health for necessary treatment.

In February 2024, students and staff attended the City of Greater Dandenong Sustainability Festival at Dandenong Market. Students showcased the work undertaken at St Anthony's around sustainability including waste management etc. As part of our understanding of waste management, the City of Greater Dandenong came to St Anthony's to undertake a waste audit. They also provided an incursion for Year 5 and 6 students about waste and its impact on the environment.

Student leaders were invited to attend the Noble Park Community Day. The day highlighted the many wonderful programs and activities available in Noble Park. St Anthony's students were able to talk to hundreds of people attending the event about what they loved most about their school and Noble Park. Students invited younger children to take part in some of the many craft activities they had on offer on the day.

A highlight for our work within our school community for 2024 was receiving our community award as recognition of our work with Intercultural Understanding Partnership (ICUP), a national initiative created by Together For Humanity and funded by the Australian

Government Department of Education. St Anthony's ICUP team were the proud recipients of the National Award.

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. 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 hype of activity during 2024. Playgroup is an important part of our Community Hub and is run twice a week. It provides an opportunity for parents or caregivers with their babies, toddlers and preschoolers to meet together for play and social interaction.

The One Box Program continued in 2024, 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.

Breakfast Club continued to be popular in 2024. Operating three days a week with approximately 40 students attending each day. Chobani have generously donated yoghurt and local parishioners are donating bread from Aldi stores. In 2024 we had our first parent volunteers join us to assist in the smooth running of each morning.

As part of the wider community of The City of Greater Dandenong, the leaders continued to be part of Children's Forums and of the Children's Advisory Group. Students from Year One to Year Six were part of the SRC team, they 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 and the School Community as well.

Sporting Schools funding enabled a gymnastic program for 32 students and their families after school. With part of the funding St Anthony's were also able to deliver bike education for students and their families after school. Students could bring their own bikes or were able to borrow bikes from the facilitator.

St Anthony's partnership with the City of Greater Dandenong Libraries continued to flourish in 2024 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.

Year 5 and 6 students participated in Speed Careers which was facilitated by Ardoch in 2024. Students were connected with a variety of working adults in order to build students' awareness and understanding of different job types and work/study pathways. During the

Financial Performance

sessions students rotated in groups to hear from a range of speakers from lawyers, social workers, business owners, university lecturers and tech consultants. The Program prompted students to imagine life beyond school and engage with different professions.

Parent Satisfaction

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. 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 2024, 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 2024 topics for community conversations included gathering parent input and updating our junior school playground,

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:

- 95% of families believe that the school social and learning climate of the school matches their requirement
 - 96% of our families recommend our school to other prospective families
 - 92% of families believe that that school considers their families' cultural background
 - 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