



St Anthony's School Melton South

2022

Annual Report to the School Community



Registered School Number: 1780

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Minimum Standards Attestation

I, Damien Schuster, 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.

31/03/2023

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

At St Anthony's Catholic Primary School, we aspire to provide an enriched learning environment shaped by our Catholic values. We aim to produce witnesses of Christ and global citizens who take an active role in influencing their own futures in a world of continual change.

We acknowledge that education is a learning partnership between families, students and staff, reflecting our school community attitudes of compassionate concern, integrity, openness, responsibility and excellence in all we do.

Knowing our students across religious, physical, intellectual, emotional and social domains ensures the full flourishing of every student within our care, respecting diversity and skills.

We aspire to develop and nurture reflective, independent, self-regulated learners who are equipped for a future which involves flexibility, resilience, creativity, initiative, embracing challenge and life-long learning.

At the core of all our learning and living are the Gospel values taught by Jesus Christ. Building relationships, modelling hope and optimism, encouraging perseverance, caring for others and celebrating our successes are the foundations for education at St Anthony's School.

School Overview

St Anthony's Primary School is located west of Melbourne in a suburban area within the wider City of Melton. The school was established in 1979 in Melton South, which over recent years has experienced exponential growth. Alongside St Anthony's, Melton South also has three state primary schools, a P-6 Christian College, Staughton Secondary College and Al Iman College, a Kinder to Year 6 Islamic School. New schools in the area are expected to open in 2024 to accommodate the population growth.

Our 2022 enrolment number was 684. Within our school community, 62% of our students have language backgrounds other than English. The community of Melton South is in a low socio-economic area (DMI 90). Our annual fees are reflective of this and for the year 2022, was \$1500 for one child. This is made up of school fees, curriculum levy, excursion and incursion levy and a swimming levy. At St Anthony's, 42% of students receive CSEF subsidies. The School employed 95 staff in 2022. These employees were made up of a principal, two deputy principals, 66 teaching staff and 29 non-teaching staff, including office administration and maintenance.

In 2022, our classroom structures were as follows:

Four classes in Foundation, Year One, Year Two, Year Four, Year Five and Year Six. Five classes in Year Three. The average class size was 23.

As a school, we documented our School Vision statement in line with Horizons of Hope. We acknowledge the diversity and richness of our Catholic community and continue to focus on providing faith inspired opportunities for our students and families. We continued to focus on improving our professional practice by creating a safe and effective learning environment for all.

With a shared responsibility for student success, St Anthony's continued to focus on the design, implementation and evaluation of a quality teaching and learning curriculum. Continuous improvement featured prominently, with reflective dialogue and explicit teaching models a strength of the School. St Anthony's Primary School prides itself on a positive culture underpinned by accountability and collaboration.

Principal's Report

In 2022 our school continued to adapt to new learning challenges as a result of coming out of Covid-19 restrictions. With the support of our Parish Priest Fr Fabian Smith, and where possible due to Covid-19, our liturgies, sacramental programs and celebrations continued throughout the year.

During 2022 the school continued to transition from an online learning platform to the return to face to face learning under the prevailing Covid-19 guidelines. These conditions provided a number of learning challenges and opportunities. At St Anthony's we continued to plan for and provide an education for our students which was engaging, relevant, and met the learning needs of all individuals. We learnt from experiences in 2021 and made progressive changes in consultation with staff, families and students to better support learning experiences and opportunities. We focused on further developing more reflective practices through professional reading, collegial dialogue and weekly online Professional Learning Team meetings. We maintained the practice of analysis of school data, including National Testing results to facilitate effective teaching and learning across all levels.

The school continued to reflect on and evaluate all aspects of school life at St Anthony's through the ongoing process of evaluation and review. This highlighted for us, even during the difficult lockdown periods throughout the year, the quality of the curriculum, the strength of the relationships within our community, and the underlying sense of wellbeing that is important for all at St Anthony's school.

Catholic Identity and Mission

Goals & Intended Outcomes

- To engage the school community in dialogue that enables members to make connections and recognise the intersections between faith and contemporary life within the community.
- To invite, enhance and strengthen the relationship with God to the school community.

Achievements

Religious Education is a high priority for our school and is embedded in all that we do. Our school aims to nurture and enrich the religious and spiritual development of students, staff and families through prayer, celebration of the liturgy and sacraments, faith formation and social justice activities.

This year has proved to be a challenging and yet rewarding year. Through moving away from a global pandemic we have maintained the essence of our school motto to "Live and Learn in Christ".

- We have maintained a time allocation for our Religious Education Leader (REL) at 0.2. The REL is available to plan with all teams across the school in order to build teacher capacity, knowledge and strategies for the teaching of Religious Education. A Deputy REL was also appointed in Term 1 and 2. This role became an acting REL position for Term 3 and 4.
- This year, in conjunction with our Inquiry unit and the document 'Pedagogy of Encounter', we have continued to develop our unit called 'Growing in Faith'. This unit continued to evolve from our school motto 'Live and Learn in Christ'.
- We are a multi-faith and multicultural school and for the school year the staff and students continued to discuss, collaborate, explore and design pieces of work that enabled our students to engage in dialogue, self-direction and self-reflection to prepare for life in a diverse and complex society.
- Professional learning and collegial discussions were facilitated by the Religious Education Leader, Father Fabian Smith our Parish Priest and MACS staff, who presented professional development sessions .
- We have continued to build resources to support teaching and learning. This has been particularly evident in the ongoing purchase of materials and digital technology to support the faith development of our students. This was evident during the extended lockdown period whereby all families were able to access the Religious Education curriculum through the school Intranet. Each week the staff provided quality online learning sessions using scripture, video clips, stories and prayers.

VALUE ADDED

At St Anthony's, the staff believe that Religious Education forms the basis for relationship building and, subsequently, behaviour management. We have explored and implemented strategies to support relationship building across the school.

- We were able to strengthen the faith life of the community, by engaging the expertise and knowledge of Father Fabian Smith. Father was able to facilitate information sessions for our families and staff about the Sacrament of Eucharist.
- The Year 5 and 6 Confirmation candidates participated in a 'Retreat Day' to strengthen their knowledge and understanding in preparation for the Sacrament.

The Sacramental program in Years 2, 3 and 5 continued. The use of digital technologies was embraced to live stream Sacramental masses when appropriate to our families.

Learning and Teaching

Goals & Intended Outcomes

- To inspire students to be active and engaged learners within an environment that fosters high expectations of student performance in all aspects of the curriculum.
- To improve results for all students in Literacy, Numeracy and Oral Language.

Achievements

With the move away from the Covid-19 pandemic and school closures, we recognised the successes and the challenges we faced throughout the 2022 year. Staff and students demonstrated resilience in response to these changes, communicating with parents and peers during this time. Teachers ran small focus groups online in the area of math, reading and writing.

Seesaw, a digital learning platform was developed from Foundation to Year Three, while Year Four to Year Six continued to explore Showbie, a program already used as a part of the One-to-One iPad Program. These platforms allowed teachers to design, create and share differentiated learning programs with students, supporting them to complete learning in an interactive and engaging way. Students accessed learning through instructional videos and supportive material. They completed their work using a variety of digital tools, including voice recordings, pictures, diagrams and interactive hands on manipulatives. Students uploaded their learning and received timely feedback from their teachers, both in written and verbal form.

Students were able to join a variety of school events including excursions; Foundation students explored the local history with a visit to Werribee Mansion and Park. The Year Five students visited Sovereign Hill to learn about Australian history and life on the Gold Fields. The Year Twos explored their community with a visit to Mt Carberry Reserve, observing all the local services available. A Year 3-6 athletics carnival, NAPLAN Assessments and on-site camps also continued once school was back on site.

A reading assessment from Fountas and Pinnell, was further developed from Year Three to Year Six, which was used to help teachers gather more data in the upper levels. This data was used to deliver personalised and targeted reading comprehension instruction, leading to improved outcomes for our students. We continued to focus on the mathematics proficiencies, which supported teachers to plan more effective and interactive lessons. NAPLAN, the National Assessment Program - Literacy and Numeracy, returned in 2022. Students from both Year Three and Year Five were able to participate in these tests across both domains.

The Tutor Learning Initiative, a Victorian State Government program, supported our ability to increase literacy and numeracy intervention from Years Three - Six. Intervention groups were selected using data collected by Domain Leaders. Students were carefully monitored throughout the implementation phase, allowing for comprehensive evaluations of the programs and practices used by the school. These intervention programs continued throughout remote learning, via small Google Meets. A numeracy intervention teacher was also employed in 2022 to support students at risk in the area of early mathematics intervention.

In 2022, staff professional learning was focussed on differentiation within classrooms. Differentiation is a high impact strategy that caters for the differing needs of our students. Differentiation was unpacked across all subject areas with teaching staff. This targeted teaching approach has contributed to positive student outcomes. In accordance with the St Anthony's

curriculum and assessment policies, teaching practices were reviewed and improved prior to the commencement of the following school year.

STUDENT LEARNING OUTCOMES

In 2022, in the area of Literacy, the Year Three NAPLAN data experienced upward trends in reading, writing and language conventions, while in Year Five there were similar upward trends except in the area of spelling. These positive trends can be attributed to the consistent teaching approaches used in Foundation to Year Two and to the already established literacy intervention programs existing across Foundation to Year Two. An emphasis in the areas of reading comprehension, spelling and writing has also led to these successful results.

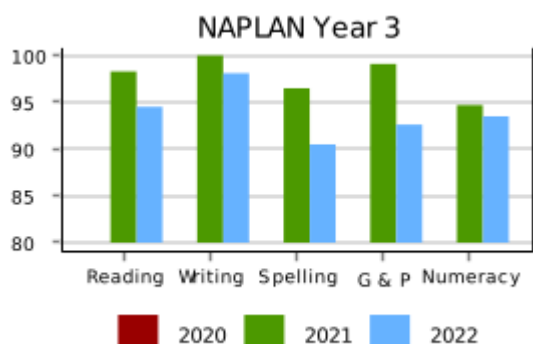
In Numeracy, the overall Year Three and Year Five results dipped between 2020 and 2022. This may have been attributed to the limited hands-on learning opportunities that is favoured in Mathematics at St Anthony's, as a result of the continued remote learning in lockdowns due to Covid-19. However, in 2022, in the area of Numeracy the Year Five student average was similar to the Victorian state average, with 90% of students above the national minimum standard. The Year 5 students also outperformed their peers in the state of Victoria in the area of statistics and probability.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	99.1	-	92.6	-6.5
YR 03 Numeracy	-	94.7	-	93.5	-1.2
YR 03 Reading	-	98.3	-	94.5	-3.8
YR 03 Spelling	-	96.5	-	90.5	-6.0
YR 03 Writing	-	100.0	-	98.1	-1.9
YR 05 Grammar & Punctuation	-	99.1	-	96.5	-2.6
YR 05 Numeracy	-	98.2	-	97.7	-0.5
YR 05 Reading	-	100.0	-	97.8	-2.2
YR 05 Spelling	-	94.4	-	95.3	0.9
YR 05 Writing	-	95.3	-	95.5	0.2

* 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

- To optimise student outcomes through authentic engagement for all students.
- That Social Emotional Learning practices will be evident throughout St Anthony's
- That all students are valued and active decision makers in their own learning using a shared language.

Achievements

St Anthony's Primary School is committed to providing safe, inclusive and respectful learning environments for all students and staff. We work with parents and families to ensure that all students feel respected and cared for, that they have significant opportunities to contribute to the life of the school and the larger community, and that they are positively engaged with their learning. By fostering the full person - their spiritual, cognitive, physical, emotional, and social selves - St Anthony's Primary School develops wellbeing and personal fulfilment. This holistic approach confirms that learning excellence, and eventually general health and life success, are intertwined. We continue to pride ourselves on our positive school culture, which is one that is welcoming, respectful, and nurturing. By developing authentic and trusting partnerships between staff, parents, and community agencies, the school has retained its ability to serve a wide range of unique needs.

At St Anthony's, we recognise that individual wellbeing is essential to learning excellence and overall health and life success. Our students are at the heart of all we do, and all staff members are committed to promoting positive experiences that keep students engaged and connected to their learning. To ensure every child is supported in their social and emotional development, we have implemented Resilience, Rights and Respectful Relationships (R&R). This evidence-based program is a school-wide consistent approach to Social and Emotional Learning. We are able to set high behavioural expectations for our students across the school as we continue to promote our gospel values. These strategies have established a consistent approach to monitoring student and staff wellbeing, ensuring that all members of our community feel safe and supported.

Due to the continued growth and diverse needs of our school community we continue to have two full-time Wellbeing Leaders who are supported by a full-time Learning Diversity Leader. The continuation of a full-time professional counsellor has again allowed the school to support students with their mental health and wellbeing. This service remains available through consultation with the Wellbeing Leaders.

Our students' well-being became a top priority during remote learning and transitioning back to school. In the midst of a pandemic, leadership ensured that the curriculum was available to our entire school community. To accomplish this, the school needed to be flexible in our approach and cater to the diverse needs of our school community.

Many students' anxiety was exacerbated by the pandemic and remote learning, resulting in an increased reluctance to return to school. Extra transition supports were put in place to assist students with their return to school. These findings reinforce the importance of creating a safe, positive, and supportive environment for our students.

We continue to investigate ideas and innovative approaches to improve student-to-student and student-to-teacher connections as part of our continuous improvement strategy. Aspects of the Berry Street Educational Model are still being used at our school, most notably through the 'Morning Circle.' The school also employs eXcel, an explicit, practical guide to inform pedagogical practise, curriculum design, and policies to promote children's wellbeing, which has been endorsed by Melbourne Archdiocese Catholic Schools (MACS). During remote learning, our employees were given possibilities for professional development. This enabled teachers to increase their capacity and confidence in order to provide more effective student support.

These accomplishments have been recognised as having a positive impact on the school community. We will continue to build on our successes and strive to use the challenges we have identified as part of the planning process.

VALUE ADDED

St Anthony's has a whole school approach to wellbeing. This is reflected in our policy documents and the use of wellbeing practices across the school. We have continued to provide our students with opportunities to engage in wellbeing initiatives across the school. These initiatives include:

- Year 6 Student Leadership Groups: SRC, Social Justice, Digital Leaders & Sports Captains
- Senior and Prep Buddy Program
- Zones of Regulation
- Celebration Days (including Day for Daniel, National Day against Bullying and Violence)
- CAFE
- Chill Out Room
- Sensory Supports
- Morning Circle

Recess and Lunchtime Clubs such as Basketball, Choir, Knitting Club, Dance Club, Art Club, Zumba, Ball Sports and Netball Skills.

STUDENT SATISFACTION

Our students were surveyed during 2022. Some of their responses are captured in the comments below:

- Of the students surveyed, 76% of students reported feelings of happiness at the return of school classes.
- 82% of students found Google Meets supportive of their learning when working at home.

- Family and friends were identified as the biggest influence in maintaining a positive mindset.

In the 2022 MACSSIS survey, the following student data was collected:

- Student engagement in class - 82% positive
- Teacher respect towards students - 74% positive
- Teacher support for students - 76% positive
- Student focus in class - 73% positive
- Student Safety - 78% positive

Effectiveness of student leadership - 60% positive

STUDENT ATTENDANCE

Students had their attendance marked twice a day whilst at school.

The non-attendance of students is addressed by following a number of steps. The principal or a delegate will undertake all reasonable measures to contact parents/guardians as soon as an unexplained absence is documented. Contact with the parents/guardians is made by automated text message.

For ongoing or frequent absences, with or without reason, consultation with the family takes place. This includes initial contact by the classroom teacher, followed up with a meeting scheduled by the wellbeing team. If there is no improvement in attendance, a formal letter is sent home with a phone call made by the principal.

The school ensures that the best possible outcome is achieved for the student. Resolution of attendance difficulties may require more targeted school-based strategies such as developing an attendance plan, engaging with external agencies to support the family or referral to the school counsellor.

Posters promoting the importance of attendance are placed all around the school. The Child Safety Leader is available to support students and their families that may be dealing with additional family pressures and working with external agencies to support them. The Wellbeing Team also meets with at-risk families to ensure school attendance is maintained in a positive environment. The school is committed to working collaboratively with families to ensure culturally appropriate services and strategies are initiated.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	84.5%
Y02	86.9%
Y03	87.4%
Y04	87.7%
Y05	87.1%
Y06	88.7%
Overall average attendance	87.0%

Child Safe Standards

Goals & Intended Outcomes

St Anthony's School has developed a number of goals to create and maintain a child safe organisation. Our goals have been to:

- Provide strategies to embed our organisational culture of child safety.
- Provide a Child Safe policy and related policies.
- Provide a Code of Conduct that establishes clear expectations for appropriate behaviour with children.
- Provide screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.
- Provide processes for responding to and reporting suspected child abuse.
- Provide strategies to identify and reduce or remove risks of child abuse.
- Provide strategies to promote the participation and empowerment of children.

The continued implementation of these goals has led to a number of ongoing intended outcomes:

- There are clear and transparent arrangements for leadership to be made aware of child safety issues.
- Policies and practices prioritise child safety and promote shared responsibility, not just at a leadership level, by outlining all staff and volunteer responsibilities.
- Policies and procedures include the steps staff, volunteers, children or their families should take if they have concerns about the organisation's leadership concerning child safety.
- Child safety is a core part of public and internal messaging.
- A culture exists where staff, volunteers, children and families feel comfortable and supported when talking about any child safety concerns.
- A culture exists of supporting cultural safety for children from culturally and/or linguistically diverse backgrounds.
- A culture exists of supporting safety for children with a disability.

Achievements

St Anthony's places a high value on teachers, staff and parents collaborating together with the larger community to educate and develop the whole child. This approach encompasses spiritual, academic, emotional, physical and social development. This 'whole of community' approach extends to a shared responsibility for the wellbeing and safety of all our students.

With the introduction of the Victorian Child Safe Standards the school has systematically developed, and implemented a number of important policies. In 2022 the following policies were reviewed as part of our review process, St Anthony's Child Safety Policy, St Anthony's Code of Conduct for all staff, St Anthony's eSafety Policy, St Anthony's Risk Register, St Anthony's Child Protection Policy, St Anthony's Reporting Obligations Policy and the St Anthony's External

Providers/Volunteers Policy. These policies are in line and support the Catholic Education Melbourne Child Protection-Reporting Obligation Policy [2.19]. Our Child Safety Leader collaborated closely with our students to develop a student Child Safety Policy that is available to all students. As part of our review process we were required to complete the Child Safe Standards Compliance Assessment Tool reporting to the five different themes. The auditors who conducted the review commended the high quality of our Child Safety initiatives.

St Anthony's has continued to monitor these policies in relation to evaluating risk management strategies to ensure child safety in all school environments. This is demonstrated by establishing a process for our staff to follow prior to an incursion, excursion, or special event in collaboration with the Child Safety Leader. The school has committed to work closely with our communities to review and strengthen our child safety policies, codes of conduct and related procedures and practices for the wellbeing and protection of all our students. This includes all staff signing the Child Safety Code of Conduct and completing the online 'Protecting Children - Mandatory Reporting and Other Obligations' eLearning Module annually. In 2022 selected staff also participated in the Child Protection and the Child Information Sharing Scheme (CISS) training that was offered online by the Department of Education. St Anthony's Primary School participated in the eSmart Schools program, an initiative of the Alannah & Madeline Foundation to achieve eSmart status. eSmart Schools is a long-term change program designed to educate, track, monitor and prevent cyber risks, bullying and cyber-bullying, so students feel safer and supported.

Our commitment to child safety was strengthened in 2022 by updating and prioritising Student Safety Plans, which were developed and implemented by the entire staff. They are now a valuable resource for assisting our staff and students with escalating behaviour, and they are committed to ensuring the safety of all. Child Safety was a regular agenda item at Executive and Staff Meetings, and Child Safety articles were published in our weekly newsletter. Our Child Safety Leader scheduled and led regular Child Safety Team meetings throughout the year. We discussed child safety in class with our students as part of our participation in Day for Daniel and the National Day of Action Against Violence and Bullying. To commemorate these special events, our students collaborated to create a whole-school display.

Leadership

Goals & Intended Outcomes

- To enhance the work-place culture in the context of a changing and growing environment to ensure that the school's core values are encountered, experienced and modelled.
- That all staff demonstrate an awareness of their roles as leaders within the school.
- That staff professional learning is explicitly aligned with school and individual needs.

Achievements

2022 continued to present challenges in relation to moving from Covid-19. Through reflection and review, St Anthony's continued to deliver sound pedagogical approaches, effective learning progression, and an engaging and diversified curriculum. The school was able to sustain a culture of positive growth and learning, grounded within professional expectations.

A dynamic Executive Leadership Team continued to adapt and learn from the opportunities presented as a result of Covid-19. The team comprised of key personnel including two full time Acting Deputy Principals, who best represented the needs of the school community. The configuration of the Executive Leadership Team continued to reflect the five Spheres of the School Improvement Framework, consisting of a Leader in Leadership and Management (Principal), Education in Faith (REL), Learning and Teaching, Student Wellbeing, and School Community. The role of Digital Literacy Leader was included in the Executive Leadership Team. The School identified this position as integral to the learning and teaching within the current climate.

The school continued to recognise the importance of shared leadership by providing opportunities for individuals to lead Professional Learning Team Meetings and Staff Meetings. This approach is transparent and fair and has led to positive responses from staff and the ongoing development of middle leadership positions.

St Anthony's was chosen to host a new school within our Parish. St Lawrence of Brindisi was completed at the end of 2021 and continued to develop in 2022. Working in partnership, St Anthony's was able to support St Lawrence staff and student transition.

In 2022, the school maintained the Positions of Leadership (POL's). These positions included a Junior and Middle/Senior Literacy and Math Leader. To support our Domain Leaders, the school appointed Team Leaders in the Junior, Middle and Senior areas within the school. We believe we have an inclusive and representative group responsible for decision-making and actions coming out of our School Improvement Plan. We have continued with weekly Professional Learning Teams, supported and facilitated by all levels of Leadership.

In 2022, we continued with timetabled weekly level Planning Meetings, which were attended by members of the Leadership Team. These meetings were held remotely during times of lockdown. We had an increase in staff resources with appropriate time release and professional learning opportunities. All staff were able to use online platforms and tools to plan, collaborate, share and deliver effective learning and teaching.

The school improved management structures by continuing to invest in technology. Staff have dedicated classroom laptops linked across the school to improve access and collegiality. All classrooms have large screen televisions and timetabled access to a range of technologies

such as iPads, Chromebooks and robotic technologies. Our Year 5 and 6 students are allocated a 1:1 iPad device to enhance their learning. The School has invested in upgrading and improving the online environment.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The following professional learning opportunities were offered to staff in 2022:

- ASPIRE Leadership - with Dr. Simon Breakspear
- Grammar in Context
- TYCMEC - Teaching Young Children in Multilingual Contexts
- Respectful Relationships
- MACS Middle Leadership Program
- Sue Larkey
- Advent with Dr. Margaret Carswell
- MACS Emerging Leaders
- MACS Mathematical Pedagogies

It was useful that a lot of activities were presented in an online format, allowing staff to access the professional learning remotely.

Number of teachers who participated in PL in 2022	68
Average expenditure per teacher for PL	\$2100

TEACHER SATISFACTION

Staff were provided an opportunity to feedback on the school's planning and assessment practices, which included comparisons from Term 1 to Term 4. Generalised comments from the surveys are outlined below:

- The planning days have helped consolidate a plan for our team moving forward.
- Our team understands the direction we need to take for each subject area.
- Meeting with leaders was helpful and reassuring. We appreciate the time given to plan for teaching and learning.
- The planning days ensure we feel prepared for the following terms. It would be great to meet more regularly as a team for forward planning.
- We are now more confident in using our students' data to inform our planning and implementation of the curriculum.

In the 2022 MACSSIS survey, the following staff data was collected:

- 92% of staff agreed that students are respectful towards them.
- 79% of staff felt collegial relationships were positive and actively contributed to the overall teaching climate at the school.
- 81% of staff agreed that the Catholic Identity of the school was enhanced through rich and meaningful prayer.
- 88% of staff agreed that leadership members were approachable.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	79.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	78.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	8.9%
Graduate	17.8%
Graduate Certificate	11.1%
Bachelor Degree	77.8%
Advanced Diploma	11.1%
No Qualifications Listed	13.3%

STAFF COMPOSITION

Principal Class (Headcount)	7.0
Teaching Staff (Headcount)	77.0
Teaching Staff (FTE)	64.2
Non-Teaching Staff (Headcount)	40.0
Non-Teaching Staff (FTE)	28.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- To build a proactive and inclusive community.
- That all parents feel welcome and involved in the school community.
- That the processes for decision-making include the parent community.
- To create avenues for and maintain links within our community and with our local parish and wider community.

Achievements

In 2022 the role of Community Leader continued as a Position of Leadership (POL) at 0.4. The Community Leader role was also expanded to include another leader at 0.2 time allocation. Time was allocated to allow the leader to continue implementing and facilitating Community Projects. Our school developed a Community Team with a number of key stakeholders including our Multicultural Educational Aids. Our school is also the site for the Outside School Hours (OSH) program, as well as regular Parish community functions and groups.

Our school picnic enabled parents the opportunity to meet other parents and to get to know some of the leadership team and other non-classroom teaching staff members in a more informal environment. We had over 100 students work representing St Anthony's- 4 individual students and one group entry which included work from students at all year levels.

Throughout the year many other community opportunities were planned for, building on the successes of 2021. The St Anthony's school community was supported in many ways. Full-time Multicultural Educational Aides for the Burmese community and part-time for the South Sudanese community, worked to support all families requiring assistance with interpreting work, emailing teachers, setting up technology and Google Meets, supporting teachers and bridging the gap to ensure that learning was accessible and understood. Staff were connected and reminded of the importance of maintaining community connections. Masses continued which families were able to access, and staff morale was boosted with regular gifts, messages and phone calls. Parent-teacher interviews and special events such as the year six graduation were live and live-streamed to families.

At St. Anthony's we have maintained minimal increases in our fee structure. All student applications are given due consideration in relation to individual needs. We aim to provide for students in the best way possible. We show consideration of the socio-economic status of our clientele by providing uniform options (new or second-hand) and reasonable prices. Interpreting services are available for families who require it.

PARENT SATISFACTION

Parents were surveyed as part of the school's review into remote learning and the move back to face to face teaching. Some common threads are outlined below:

- Parents enjoyed having a matrix of learning, giving choice and flexibility to the activities being completed at home.
 - Having hard copies of the learning experiences enabled students to learn similarly to school.
 - Having continued weekly communication with the teachers and support staff at the school has encouraged my child to engage with the content positively.
 - Smaller groups or even one to one sessions have further supported children with additional needs.
 - Teachers can record lessons to upload for students to watch at home – this helps to ease pressure on the parents having to interpret written instructions.
- In the 2022 MACSSIS survey, the following parent data was collected:
 - 78% of parents agreed that the school supported them to engage with their child's learning.
 - 78% of our families surveyed found that the school values the diversity of their child's background.
 - 83% of parents agreed that the school was meeting their child's learning needs.
 - 66% of our families surveyed agreed that our staff are approachable.