



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Anthony's School

Wilson Road, MELTON SOUTH 3338

Principal: Caitlyn Lalor

Web: www.sameltonsth.catholic.edu.au

Registration: 1780, E Number: E1304

Principal's Attestation

I, Caitlyn Lalor, 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 17 May 2024

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

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 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 four state schools, Melton South Primary School, Melton Christian College P-6, Staughton Secondary College and Al Iman College, a Kinder to Year 6 Islamic School.

Our 2023 enrolment number was 673. Within our school community, 65% 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 2023, was \$1560.00 for one child. This is made up of school fees, curriculum levy, excursion and incursion levy and a swimming levy. At St Anthony's, 32% of students receive CSEF subsidies. The School employed 123 staff in 2023. These employees were made up of a principal, two deputy principals, 76 teaching staff and 44 non-teaching staff, including office administration and maintenance.

In 2023, our classroom structures were as follows:

Four classes in Foundation, Year One, Year Two, Year Three, Year Five and Year Six. Five classes in Year Four. 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 prides itself on a positive culture underpinned by accountability and collaboration.

Principal's Report

In 2023, the St Anthony's school community strengthened as we entered an uninterrupted year of learning and faith development. We were able to put into action our school motto 'Live and Learn in Christ' as we took on challenges of new ways of learning and continued our dialogic approach to Religious Education . We welcomed our new Parish Priest Fr Alex Clemente and Assistant Priest Fr Wilford Ramos Urmaza who joined Fr Lucas Myint to lead and guide us. The school and parish community farewelled Fr Fabian Smith who had served the community as Parish Priest for 13 years and wished him well in his new parish.

We gained feedback from our families through community chats, surveys and termly meetings with our School Advisory Council to 'bring back' some of the connections that were lost during the pandemic. Three-way conversations were conducted with families and students to share progress and celebrate student learning and achievements, learning walks continued and parent sacramental nights were held.

At St Anthony's we continued to collegially plan in teams to provide an education for our students which was engaging, relevant, and met the learning needs of all individuals. We strengthened our professional learning approach to include whole school opportunities and closely linked staff professional development to the goals of the school.

St Anthony's commenced a coaching model which included five staff meetings that provided Professional Learning conducted by school leadership and a regional learning consultant from MACS (Melbourne Archdiocese of Catholic Schools) . Seventeen teachers participated in coaching training using the GROWTH model and twenty-two staff received coaching with the goal to improve teacher practice. Domain leaders supported classroom instruction and regularly visited to either observe, model and provide feedback to teachers.

All teaching staff participated in professional learning during Professional Learning sessions regarding the use of data to inform practice, moderating to assist with teaching direction, curriculum use and reporting and assessment. Staff attended professional learning outside of school in areas of interest or as directed by the school. Two teachers completed the Teaching in Excellence program and 4 completed a Masters of Education in student Wellbeing, with another 4 staff members nearing completion of their Masters of Education in Catholic Leadership.

The leadership team, along with staff members and students reflected on all aspects of school life at St Anthony's through the ongoing process of evaluation and review. This highlighted for us, the quality and delivery of the curriculum, the strength of the relationships within our community, and the underlying sense of wellbeing that is important for staff, students and families at St Anthony's school.

Thank you to all the staff for their commitment, passion and care of our children. Thank you to the leadership team for all the support they provided to all staff and families at St Anthony's. Thank you to our parents and families for being the guiding lights for your children as you walk with them through their time at St Anthony's and beyond.

Caitlyn Lalor

Acting Principal

The following reports provide a summary of the initiatives, goals, outcomes and achievements for 2023.

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 continued to be a rewarding year. We have continued to maintain the essence of our school motto to "Live and Learn in Christ".

We have increased the time allocation for our Religious Education Leader (REL) to 0.8. The REL plans with all teams across the school in order to build teacher capacity, knowledge and strategies for the teaching of Religious Education on a fortnightly basis.

This year, in conjunction with our Inquiry unit and the document 'Pedagogy of Encounter', we have continued to develop our unit called 'Journey on the Way - faith, hope, love and light'. 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, our Parish Priests Father Fabian Smith in term 1 and Father Alex Clemente and Father Wilford Urmaza from term 2 onwards, Professor Gerard O'Shea and MACS staff, who presented professional development sessions .

Looking forward to 2024 we are exploring options to purchase subscriptions to Encounter by FRG Ministry for all teaching staff to participate in online professional development at their own pace and point of need.

Value Added

At St Anthony's, the staff believe that Religious Education forms the basis for relationship building and, subsequently, behaviour management. We have continued to implement 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 Professor Gerard O'Shea. Gerard was able to facilitate information sessions for our families and staff about the Sacraments of Reconciliation, Eucharist and Confirmation.

Retreat Days were held for the students in Years 3-6 who were preparing for the sacraments of Eucharist and/or Confirmation to strengthen their knowledge and understanding in preparation for the Sacrament.

The Sacramental program in Years 2, 3 and 5 continued. Each sacrament was celebrated with families, teachers and the wider parish community.

Opportunities were embraced to develop and strengthen relationships with St Lawrence of Brindisi through parent information nights, retreat days, masses and community events.

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 aim of improving student outcomes through authentic engagement, St. Anthony's made it a priority to design learning that seamlessly integrates various subject domains.

Planning is facilitated by leaders in Religion, Literacy, Mathematics, Inquiry, Social and Emotional Learning (SEL), and English as an Additional Language (EAL). A collaborative approach to planning allowed teachers to build knowledge sequentially and ensure all students are able to flourish.

In Literacy, St. Anthony's implemented a structured literacy approach. In our structured literacy a synthetic phonics program was introduced from Foundation to Year 2, while placing a significant emphasis on morphology and vocabulary development from Years 3 to 6. Early evidence has demonstrated an increase in foundational literacy understandings and academic results are impressive. Parents have shown strong support for our structured literacy program, as indicated by their active participation in our Parent Literacy evening held during Term 3. The foundation of our structured literacy approach receives substantial support from our intervention and speech team, catering to the needs of all our diverse learners from Foundation to Year 4.

St. Anthony's has acquired a wide array of decodable texts to complement our synthetic phonics program. Additionally, hosting the Scholastic Book Fair has facilitated the purchase of books for our community, promoting reading and comprehension. The return of both Book Fair and Book Week as regular events on our school calendar is eagerly anticipated by our school community, adding to the excitement of literacy engagement.

In Mathematics, teachers centered their efforts on immersing students in practical, real-life applications of mathematics. By integrating hands-on activities, students were encouraged to apply problem-solving skills and articulate their reasoning of mathematical concepts. Regular engagement in mathematical games developed students' fluency in fundamental concepts. The focus on nurturing early numeracy skills remains a priority, with Year 1 and 2 teachers participating in professional development sessions dedicated to enhancing early numerical understanding.

Teachers worked alongside an internationally acclaimed math consultant Michael Ymer to facilitate authentic and significant mathematical learning experiences for students. The teachers dedicated an entire day to deepen their comprehension and acquiring practical lessons and activities under Michael's guidance. They had the privilege of observing Michael deliver a classroom lesson that showcased the application of real-world mathematics. To enhance our commitment to build learning partnerships with our parents, Michael conducted a Parent Information Session emphasising the importance of understanding math from a child's perspective.

Beyond the classroom, the Year 4 students engaged in mathematics through our CAFE program. All students were invited to participate in International Day of Mathematics celebrations earlier in the year, which saw math games and activities run through recess and lunch times. Students in years 4 through to 6 were invited to compete in the Australian Mathematics Competition.

We provided a variety of strategies to support the diverse learning needs in both literacy and mathematics. The foundations of Structured Literacy are supported by our intervention and speech team, working with a range of student learners in Foundation to Year 4. A mathematics intervention program, based on the Learning Framework in Number, works with student learners from Year 1 to 5 to strengthen numeracy skills and bridge any gaps in their mathematical knowledge. Weekly extension classes are available for a select group of students in Years 3 through 6, aiming to challenge and broaden their mathematical comprehension while fostering perseverance in problem-solving. Learning Support Officers have engaged in weekly professional development sessions focus on skills and knowledge needed to work with students who need assistance with literacy, numeracy and wellbeing.

A new inquiry cycle was implemented into our curriculum in 2023. This cycle was co-constructed by teachers and focused on four overarching themes of Our Health and Wellbeing, Our Natural World, Our Creative Self and Exploring our Past. Teachers designed learning sequences that aimed to increase student engagement, ensuring opportunities for student voice and agency. The intention is to develop and nurture reflective, independent, self-regulated learners who embrace life-long learning.

Learning opportunities also extended outside of the classroom with excursions sending our students to a variety of places. Our Foundation students visited Animal Farm, the Year 1 students attended the Museum of Play and Art (MOPA), the Year 2 students went to the Werribee Mansion, the Year 3 students went on a Migrant Walking Tour in the city, the Year 4 students visited Australian Centre of the Moving Image (ACMI), the Year 5 students attended Sovereign Hill, and the Year 6 students had a learning experience in Melbourne. During 2023, staff professional development was focused on analysing datasets and moderating student work to ensure uniform assessment practices. In accordance with

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

Student Learning Outcomes

In 2023, within the domain of Literacy, Year Three assessments revealed encouraging progress in reading, writing, and language conventions. These advancements can be credited to the sustained instructional methods employed from Foundation to Year Two, along with the literacy intervention program complementing teaching efforts. Likewise, Year Five witnessed comparable upward trends, with assessments demonstrating notable proficiency in reading, writing, and spelling. A focus on enhancing reading skills, comprehension, spelling, and writing has also contributed significantly to these achievements.

In Numeracy, there was a notable improvement in Year Three's overall performance, showcasing a significant upward trend. This improvement can be credited to the teaching approaches used, which focused on engaging students with practical, real-world scenarios to enhance their problem-solving abilities and express their understanding of mathematical concepts. However, in Year Five, the average results experienced a slight decrease compared to the statewide average in Victoria. Nonetheless, the implementation of a targeted mathematical intervention program not only aligned with existing teaching methods but also helped students attain proficiency levels.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	398	54%
	Year 5	474	52%
Numeracy	Year 3	404	64%
	Year 5	470	62%
Reading	Year 3	396	67%
	Year 5	490	75%
Spelling	Year 3	416	61%
	Year 5	488	69%
Writing	Year 3	408	76%
	Year 5	489	76%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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

- 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 is dedicated to creating a secure, inclusive, and respectful learning environment for all children and staff. We collaborate with parents and families to ensure that all students feel valued and cared for, have meaningful opportunities to contribute to the life of the school and the greater community, and are positively engaged with their learning. St Anthony's promotes wellbeing and personal fulfilment by developing the whole person - spiritual, cognitive, physical, social, and emotional. This comprehensive approach demonstrates that learning excellence, and ultimately general health and life success, are inextricably linked. We are proud of our excellent school culture, which is friendly, polite, and nurturing. The school has maintained its ability to respond to a diverse variety of needs by fostering authentic and trusted connections among staff, parents, and our community .

At St Anthony's, we understand that individual well-being is critical to academic accomplishment, as well as overall health and life success. Our students are at the centre of all we do, and all staff members are dedicated to fostering positive experiences that keep students interested and connected to their education. We have successfully introduced Resilience, Rights, and Respectful Relationships (R&R) over the past 2 years to support every child to receive guidance in their social and emotional development. This evidence-based program provides a school-wide, consistent approach to Social and Emotional Learning. We are able to set high expectations for our students throughout the school as we continue to stay true to our gospel values. These initiatives have built a systematic approach to monitoring student and staff welfare, ensuring that everyone in our community feels safe and supported.

Our school community continues to develop and have a variety of needs, therefore we have two full-time Wellbeing Leaders who work alongside a full-time Learning Diversity Leader. The continuation of a full-time psychologist has allowed the school to support students with their mental health and wellbeing. This service remains available through consultation with the Wellbeing Leaders.

We understand that many students may suffer from different levels of anxiety which can affect school attendance. In these circumstances, extra transition supports are put in place by our full-time Mental Health and Child Safety Leader to assist students in coming to school. These findings reinforce the importance of creating a safe, positive, and supportive environment for our students.

As part of our continuous improvement strategy, we are continuing to look at new ideas and approaches for improving student-to-student and student-to-teacher connections. Our school continues to incorporate aspects of the Berry Street Educational Model, most notably the 'Morning Circle.' The school also uses eXcel, an explicit, practical guide to inform pedagogical practice, curriculum design, and policies that improve children's wellbeing, which has been approved by the Melbourne Archdiocese Catholic Schools (MACS). During the school year, our staff had opportunities for professional development. This allowed teachers to boost their capacity and confidence in order to cater for the learning needs of all students more effectively.

Our commitment to child safety was strengthened in 2023. 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.

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, Fire Carriers & 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
- Breakfast Club

- Mental Health & Community Garden including a Prayer Space
- Sensory Supports
- Morning Circle
- Recess and Lunchtime Clubs such as Basketball, Choir, Knitting Club, Dance Club, Art Club, Bug Club, Digi Club, Table Tennis, Ball Sports and Garden Club

Student Satisfaction

Our students were surveyed during 2023 some of their responses are captured in the comments below:

Of the students surveyed

95.4% said my teacher teaches me about social and emotional learning and the importance of treating everyone with respect.

96.3% said my school has rules about treating each other respectfully and fairly.

72% said I feel safe and have equal access to outdoor spaces at recess and lunch.

In the 2023 MACSSIS survey, the following student data was collected:

Teacher respect towards students - 78% positive

Teacher support for students - 74% positive

Student focus in class - 68% positive

Student acceptance by others - 68% positive

Seek support from a trusted adult - 78% positive

Student leadership structures - 95% 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	88.9%
Y02	88.7%
Y03	89.7%
Y04	90.3%
Y05	89.5%
Y06	90.2%
Overall average attendance	89.5%

Leadership

Goals & Intended Outcomes

- That instructional leadership will be evident throughout St Anthony's.
- That opportunities for middle leader development will be strategic and student outcome focused.
- That a formal feedback process is evident throughout St Anthony's.
- That leaders and teachers in collaboration with the wider parish work to nurture the ongoing religious learning of all.

Achievements

As part of our continuous improvement approach in 2023 we moved to consolidate our Executive Team in order to improve our overall strategic direction and effectiveness. The team comprised of key personnel including the Principal, two Deputy Principals, Curriculum & Innovation Leader, Wellbeing & Community Leader and our Business Manager.

Our Executive Team met consistently throughout the year to oversee the continuous operation of the school and develop a strategic plan to drive the professional development that supported our whole school practice. This included closure days for staff to interact, listen and learn from professionals across various domains in a professional development setting.

The school offered multiple opportunities to middle leadership and emerging leaders to further their professional development by upskilling in their specific domain areas and provided opportunities for a number of staff to complete further study by participating in a masters qualification.

St Anthony's continued to invest in our distributive leadership approach and provided opportunities for all leaders to work together to plan and lead Professional Learning Team Meetings and Staff Meetings. This helped us to drive our strategic direction and remain true to our School Improvement Plan and our Annual Action Plan which we were able to make visible through our meetings.

The leadership team has made a conscious effort to prioritise the wellbeing of employees, families, and students, making a variety of mental health and psychiatric services available. We also ensured that, wherever possible, consistent staff were hired to cover teacher's absences throughout the school year and we were able to retain a high level of our teaching staff in preparation for 2024.

In 2023, the school maintained a number of Positions of Leadership (POL's). Our Learning & Teaching Team is comprised of a Curriculum & Innovation Leader, Literacy Leader, Mathematics Leader and a Religious Education Leader. Our Wellbeing Team is strengthened by a Wellbeing & Community Leader, Learning Diversity Leader, and a Mental Health Coordinator/Child Safety Leader. Both of these teams are additionally supported by a full time School Psychologist and Speech Pathologist. Our Learning & Teaching Team and our Wellbeing Team have worked hard to align their visions and have worked collaboratively across a number of initiatives that they have then presented to the whole school.

To support our Leaders, the school appointed Team Leaders in Years Foundation to 6. This ensured that we had an inclusive and representative group responsible for decision-making and actions coming out of our School Improvement Plan. Regular meetings were facilitated by a member of the Executive Team with our Team Leaders which means communication was filtered through all levels of leadership and opportunities for feedback were provided for all staff in positions of leadership.

The school strengthened its commitment to building a secure technological world by continuing to invest in technology and systems throughout the school to ensure that staff and students have the materials, tools, and skills they need to succeed in today's society. Staff use dedicated classroom laptops that are networked throughout the school to improve access and collaboration. All classrooms have large-screen televisions and access to iPads and other devices.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>The following professional learning opportunities were offered to staff in 2023:</p> <p>Whole school - Michael Ymer (Mathematics)</p> <p>Whole school - Eloise Meyer from MACS (Religious Education)</p> <p>Whole school - Kate Korber (Inquiry)</p> <p>Child safety - Martin Tennant</p> <p>Mandatory Reporting</p> <p>Cyber Safety</p> <p>PLT First Aid</p> <p>Anaphylaxis</p> <p>Emergency Management</p> <p>VIT mentoring</p> <p>Writing Traits</p> <p>TYCMEC</p> <p>EOI</p> <p>Early Number and Algebra - ENA (year 1 and 2 only)</p> <p>CPR</p>	
Number of teachers who participated in PL in 2023	79
Average expenditure per teacher for PL	\$2994.00

Teacher Satisfaction

In the 2023 MACSSIS survey, the following staff data was collected:

How positive are the attitudes of your colleagues? 92%

How collegial are relationships between staff at this school? 90%

How respectful are students in this school to staff? 94%

My school leaders are friendly towards me? 100%

There is trust between school leaders and staff? 96%

How attentively do school leaders listen to staff? 81%

How positive is the tone that school leaders set for the culture of the school? 87%

Teacher Qualifications	
Doctorate	0.0%
Masters	6.6%
Graduate	13.1%
Graduate Certificate	8.2%
Bachelor Degree	54.1%
Advanced Diploma	8.2%
No Qualifications Listed	9.8%

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	74
Teaching Staff (FTE)	62.5
Non-Teaching Staff (Headcount)	44
Non-Teaching Staff (FTE)	37.1
Indigenous Teaching Staff (Headcount)	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 2023 the role of Community Leader was integrated into the Student Wellbeing role to facilitate and oversee a number of community initiatives. Our school host a before and after school OSH club program as well as regular Parish community functions and playgroups.

We start each year with a school-wide community picnic enabling parents the opportunity to meet other parents and get to know their child's classroom teacher in a fun and relaxed environment. We then finished the year with a whole school Christmas picnic where children performed Christmas songs in what was a very joyous occasion.

Throughout the year, a number of community events were scheduled. We hosted an official launch of our Nourish and Flourish Program, which promotes students wellbeing and healthy eating through our twice-weekly breakfast program, the operation of our school cafe run by our Year 4 students, and the design of our mental health and community garden which is scheduled to be finished in 2024. Additional community celebrations included Mother's and Father's Day paraliturgy and breakfast, our coloured sports day and a community basketball event where we welcomed members of our parish and students from St Anthony's and our sister school St Lawrence of Brindisi. We also had a school fun run that raised money to enhance our play spaces and helped to provide opportunities and resources for our underprivileged families. Our Year 5 & 6 students participated in overnight camps and we hosted our whole school production which allowed our students to showcase their talents to the 1500 people who attended one of the 6 different shows.

Building on the accomplishments of 2022, St. Anthony's continued to provide support to our South Sudanese and Burmese families by hiring full-time Multicultural Education Aides. These invaluable resources enabled us to assist families with translating, contacting teachers via email, configuring technology and also supported our teachers to bridge the communication gap and ensure that learning was made accessible to all our students.

Whole school masses continued, additionally each year level also were also invited throughout the terms. Parent-teacher interviews and special events such as the year six graduation were also very successful.

At St. Anthony's, we have maintained our fee structures to be very affordable taking into consideration the low-socioeconomic area we are located. All student applications are based on the zone that families live. We strive to give the best possible services to our students and support families by offering uniforms that incur reasonable costs. As a school community we work hard to celebrate the diversity of our students and the wider community.

Parent Satisfaction

Parents were surveyed as part of the school's review into our respectful relationships program please see response below:

93.5% said in my opinion, staff at this school promote equality and respectful relationships.

In the 2023 MACSSIS survey, the following student data was collected:

Likelihood of recommending school to prospective parents - 83% positive

Sense of belonging at school - 93% positive

School values the diversity of children's backgrounds - 90% positive

Understanding the schools approach to the care and safety of students - 83% positive

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

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