



Melbourne Archdiocese
Catholic Schools

2024

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 2024 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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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 other schools, Melton South Primary School, Melton Christian College P-12, Staughton Secondary College and Al Iman College, a Kinder to Year 6 Islamic School.

Our 2024 enrolment number was 677. Within our school community, 64% of our students have language backgrounds other than English. The community of Melton South is in a low socio- economic area (DMI 88). Our annual fees are reflective of this and for the year 2024, was \$1685.00 for one child. This is made up of school fees, curriculum levy, excursion and incursion levy and a swimming levy. At St Anthony's, 31% of students receive CSEF subsidies. The School employed 107 staff in 2024. These employees were made up of a principal, two deputy principals, 64 teaching staff and 40 non-teaching staff, including office administration and maintenance.

In 2024, our classroom structures were as follows:

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

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 2024, the St Anthony's school community continued to live out our school motto 'Live and Learn in Christ' by embracing our shared commitment to high-quality teaching and learning, grounded in a Catholic worldview. Our dialogic approach to Religious Education remained central, as we deepened student engagement in meaningful faith-based conversations and inquiry. We continued to work in partnership with our Parish Priest Fr Alex Clemente and Assistant Priest Fr Wilford Ramos Urmaza who both support us and our Catholic teachings and mission.

Strong partnerships with families remained a cornerstone of our approach. Community engagement was fostered through community chats, surveys, and regular School Advisory Council meetings, ensuring our school continues to be responsive to the needs and aspirations of our families. We held three-way conversations with families and students to celebrate learning progress and achievements, conducted learning walks, and hosted parent sacramental nights to support the home-school-parish connection.

Our teaching teams continued to collaborate in planning learning experiences that are purposeful, rigorous, and relevant to students' lives. Through intentional team planning, we worked to meet the diverse learning needs of all students, reflecting our belief in every learner's capacity for growth. Staff professional learning was aligned with whole-school goals and focused on deepening instructional practice.

In line with the MACS Vision for Instruction, we commenced a school-wide instructional coaching model to build capacity in teaching practice. Our coaching model continues to develop and teaching sprints in line with explicit instruction were introduced in our professional learning teams as to further develop our understanding of how students learn best.

All teaching staff engaged in evidence-informed professional learning, with a focus on using student data to inform planning, differentiating instruction, and moderating student work to ensure consistency and clarity of assessment. Many staff pursued further study to enhance their professional expertise, including participation in postgraduate studies in Student Wellbeing and Catholic Leadership.

The leadership team, alongside staff and students, undertook ongoing evaluation and reflection on all aspects of school life. This continuous process affirmed the quality of our curriculum delivery, the richness of relationships in our community, and our shared commitment to nurturing a culture of learning and wellbeing for all.

As we reflect on the year, we celebrate the resilience and progress of our students and staff. The journey towards flourishing is ongoing, and in 2025 we will continue to develop our instructional practices and deepen our commitment to inclusive, high-impact teaching.

Guided by the Vision for Instruction, St Anthony's remains dedicated to ensuring that every learner is known, valued, and supported to thrive.

Thank you to our dedicated staff, families, and parish community for your unwavering partnership and faith in our shared mission.

Caitlyn Lalor

Principal

St Anthony's Primary School, Melton South

Catholic Identity and Mission

Goals & Intended Outcomes

- That the capacity of the staff to design and implement authentic, meaningful, relevant, rigorous, Religious Education Curriculum is enhanced.
- That leaders and teachers in collaboration with the wider parish work to nurture the ongoing religious learning of all.

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 maintained the time allocation for our Religious Education Leader (REL) of 0.8. The REL continued to plan 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 developed our unit called 'In the Light of Christ'. This unit continued to evolve from our school motto 'Live and Learn in Christ' and encompassed the MACS theme for 2024.

We established a Sacramental Choir. We had 33 students join our choir in 2024 including some students from St Lawrence of Brindisi. They sang for all 3 Eucharist masses and both Confirmation masses. The parish community loved our choir, so they invited them to sing for the family mass on Christmas Eve which was well received and attended by our families.

We strengthened our connection with prayer in the classroom. All classes were given a prayer kit that contained a prayer table, prayer cloths for each season of the Church, bible, crucifix, crosses, rosary beads, prayer cards, books, candles and a St Anthony statue. Children were taught how to set up the prayer table and this became a central focus for our yarning circle each morning and afternoon.

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 Alex Clemente and Father Wilford Urmaza and MACS staff, who presented professional development sessions. We brought a school subscription to Encounter by ICON Ministry (formally FRG Ministry) so that each teaching staff member had access to available online professional development. This was well received by staff and supported them in gaining and maintaining accreditation hours to teach Religious Education in a Catholic school.

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 facilitating information sessions for our families about the Sacraments of Reconciliation, Eucharist and Confirmation. These family nights enabled children and parents to engage in dialogue about their lived experiences of the sacraments and also develop their knowledge and understanding of each sacrament.

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. The sacrament of Confirmation was also jointly celebrated with candidates from St Lawrence of Brindisi.

Opportunities were embraced to continue 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 take an active role in their learning within a supportive environment that encourages high achievement across all areas of the curriculum.
- To improve results for all students in Literacy, Numeracy and Oral Language.

Achievements

In alignment with MACS Vision for Instruction St. Anthony's made it a priority to design learning and teaching experiences that are based on the Science of Learning, following an Explicit Instruction approach, particularly in Literacy and Mathematics.

Planning was 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 from Foundation to Year 6. Our Junior School (F - 2) uses a synthetic phonics program called UFLI. There has been a strong and ongoing focus on developing students' vocabulary and understanding of morphology from Years 3 to 6. Fluency Pairs and instruction has been implemented across the school with reading occurring daily and relating to inquiry units taught. Evidence from both the DIBELS and NAPLAN assessments have demonstrated an increase in foundational literacy understandings. The Traits of Writing professional development enhanced teacher understanding and enthusiasm for strong writing development.

Parents have shown strong support for our structured literacy program, as indicated by their active participation in three way conversations and asking questions about evidence based teaching approaches. Our structured literacy approach receives substantial support from our intervention team, catering to the needs of all our diverse learners from Foundation to Year 4.

St. Anthony's has consolidated its use of decodable texts to complement our synthetic phonics program, stretching these to reach learners across the school. Additionally, hosting the Scholastic Book Fair has facilitated the purchase of books for our community, the library and to use as a Mentor text within the literacy block. 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, St Anthony's implemented an explicit instruction approach to align with MACS Vision for Instruction. Explicit Instruction is an evidenced-based approach to teaching mathematics based on the Science of Learning. A range of leaders and teachers from across different year levels and teaching abilities worked closely with Teach Well, OCHRE and MACS to develop their understanding of the Science of Learning in mathematics through the Teaching for Impact in Math (TIM) Series.

Teachers deepened their understanding and knowledge of the importance of reviewing and retrieving previously learnt material through a Daily Review. Teachers implemented OCHRE Daily Reviews four times a week at the beginning of their math lessons. As a result of this, teachers have noted an increased ability in their students' recall of previously learnt knowledge. As resources became more readily available from OCHRE, teachers also began to incorporate OCHRE lessons into their mathematics planning and teaching.

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.

Literacy intervention is provided by our intervention team to a range of student learners in Foundation to Year 3. Students participate in a synthetic phonics program where structured reading and spelling tasks are tailored to their individual learning needs, with the aim to bridge the gaps in their grapheme-phoneme knowledge to decode unfamiliar words. Students participate in three to four 25 minute sessions per week.

A mathematics intervention program, based on the Learning Framework in Number (LFIN), worked with student learners from Foundation to Year 4 to strengthen early numeracy skills and bridge any gaps in their mathematical knowledge. Weekly extension classes were 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. Select students in year 5 participated in small group intervention sessions based on the Getting Ready for Numeracy (GRIN) program.

Learning Support Officers engaged in weekly professional development sessions focused on skills and knowledge needed to work with students who need assistance with literacy, numeracy and wellbeing.

Inquiry learning is guided by four overarching throughlines, Our Health and Wellbeing, Our Natural World, Our Creative Self and Exploring our Past. Teachers developed learning sequences intended to increase student engagement, while providing meaningful

opportunities for student voice and agency. The aim is to foster reflective, independent, and self-regulated learners who value and pursue lifelong learning.

St. Anthony's launched a new Auslan language program known as Teachers as Co-Learners (TCL). TCL is a contemporary pedagogical approach grounded in recent research on effective learning practices. All teachers and students are engaged in learning Auslan, with dedicated time each day to ensure consistent exposure to both Auslan and English. We also employed two deaf language assistants to support the implementation of TCL across our school and to deepen our understanding of deaf awareness.

Throughout the year, students in each year level were immersed in a variety of incursions where learning experiences came to our school. Themes of these incursions included health and wellbeing, science, history, and design. Learning opportunities extended beyond the classroom as students took part in excursions to a wide range of destinations. Our Foundation students visited the Animal Farm to support their inquiry into the concept of special places. The Year 1 students visited Fairy Park to enrich their literacy learning, focusing on sounds, rhyming words, and fairytales. The Year 2 students visited Werribee Mansion as part of their unit exploring Melbourne's history. The Year 3 students visited the Melbourne Zoo to learn more about indigenous perspectives and relationships to the environment. As part of their learning into history, the Year 4 students went on a historical Walking Tour in the city while the Year 5 students visited the Immigration museum. The Year 6 students designed a learning experience in Melbourne that integrated history and mathematical concepts.

In 2024, staff professional development centered on the Science of Learning and evidence-based teaching strategies, particularly explicit instruction. A group of teachers participated in an introductory session on the Science of Learning, led by Dr. Lorraine Hammond. To support our school's mathematics goal, teachers and leaders from all year levels participated in the Teaching for Impact Mathematics Series provided by Teachwell in partnership with MACS, which focused on building capacity for effective explicit instruction in mathematics. Our leadership teams took part in network meetings to deepen their understanding of the Vision for Instruction and to plan strategically for its implementation.

In Literacy, there have been notable improvements across the board in all three data sets. The incorporation of DIBELS testing has highlighted students strengths and weaknesses in line with current Science of Reading practice. DIBELS testing from Foundation to Year Six has improved the consistency of testing practice across the school and has proven to be an accurate data set when it comes to reporting. PAT Reading data has continued to show improved levels of reading comprehension amongst our students with significant growth across the school. NAPLAN data at Year 3 and Year 5 has continued on an upward trend with reading, writing and spelling results continuing to grow and outscore schools within our area.

Student Learning Outcomes

In Mathematics, 79% of students met or exceeded the standard for their year level in accordance with the Victorian Curriculum 2.0. In NAPLAN, our year 3 students performed slightly lower than previously, with the 50th percentile dropping significantly. Whilst the year 5 student results were similar to those of the previous year. Students in years 2-6 showed progress in the PAT-M testing, with 60% of students at or above their level for mathematics. Year 2 students exceeded the national norm on PAT-M, while year 6 students were only 3 points lower than the national norm. These results can be credited to the teaching approaches used, which focused on cognitive overload and retrieval practices.

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NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	382	39%
	Year 5	471	53%
Numeracy	Year 3	386	47%
	Year 5	461	55%
Reading	Year 3	388	57%
	Year 5	477	71%
Spelling	Year 3	385	54%
	Year 5	469	62%
Writing	Year 3	399	72%
	Year 5	466	71%

*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

- 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 committed to creating a welcoming, inclusive, and respectful environment for all students and staff. We work in close partnership with parents and families to ensure that every student feels valued, supported, and has meaningful opportunities to contribute to both the school community and the wider world. At St. Anthony's, we foster active engagement in learning and promote personal growth across all areas spiritual, cognitive, physical, social, and emotional. This holistic approach highlights the deep connection between academic excellence, well-being, and long-term success.

Guided by our core values of trust, respect, tolerance, humility, determination, and commitment inspired by scripture we take pride in our positive school culture, which is friendly, respectful, and nurturing. By cultivating authentic, trusted relationships among staff, parents, and the broader community, we continue to meet the diverse needs of our students and support their growth as individuals. By staying true to our gospel values, we continue to set high expectations for our students across all year levels. These initiatives have established a structured approach to monitoring the well-being of both students and staff, ensuring that everyone in our community feels safe, supported, and valued.

At St. Anthony's, we recognise that individual well-being is crucial not only for academic achievement but also for overall health and lifelong success. Our students are at the centre of everything we do, and all staff members are committed to creating positive experiences that engage and connect students to their education. Over the past three years, we have successfully implemented the Resilience, Rights and Respectful Relationships (R&R) program to support each child's social and emotional development. This evidence-based program provides a consistent, school-wide approach to Social and Emotional Learning (SEL).

Our Social and Emotional Learning (SEL) program complements the eXcel model, reinforcing Melbourne Archdiocese Catholic Schools' (MACS) ongoing commitment to providing rich, diverse, and meaningful learning experiences. These opportunities are designed to nurture students' growth, helping them develop into optimistic, resilient young people of faith ready to

become active and compassionate members of their communities, contributing positively to the world around them.

The program highlights the importance of wellbeing in supporting the spiritual, cognitive, physical, emotional, and social development of students. By integrating SEL into the curriculum, we ensure that students are supported in all areas of their development, equipping them with the skills and values needed to thrive as individuals and make a meaningful impact on the communities they serve.

Our school community continues to develop and has 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.

We were proud to celebrate the official opening of our Mental Health and Community Garden in 2024. Fr Alex Clemente, alongside our student leaders, led the ceremony, turning the soil as a symbol of new beginnings and blessing the sacred space. Throughout the day, our Year 5 students, who co-designed the space as part of their inquiry and design unit, proudly conducted garden tours for each class. Our garden offers a space for reflection, connection, and learning, while also supporting the wellbeing of our students and the school community.

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 Education Model, most notably the Yarning Circle. This year, we changed the name of our Morning Circle to Yarning Circle to acknowledge Aboriginal and Torres Strait Islander traditions. It also emphasises storytelling, sharing, and connection, core elements of these cultures. The Yarning Circle has become a powerful space for creating dialogue, mutual respect, and understanding among our students.

During the school year, our staff had the opportunity to participate in a professional development day with Maria Ruberto, founder and director of Salutegenics Psychology. The session focused on enhancing the capacity and performance of individuals and teams who depend on strong relationships, emotional intelligence, and resilience to drive professional and organisational growth. The core mission of Maria's work is to guide individuals toward a state of flourishing, fostering respect, resilience, and resolve throughout the process.

In 2024, we strengthened our commitment to child safety. Child safety was a regular agenda item at both Executive and Staff Meetings, and articles were featured in our fortnightly newsletter. Our Child Safety Leader scheduled and led regular Child Safety Team meetings throughout the year, ensuring that safety remained a priority. We also established a Child Safety Student Team, consisting of students from Years 5 and 6, who met twice a term to discuss and promote child safety initiatives within the school. The Child Safety Staff Team worked closely with the student team, meeting together to collaborate on initiatives and ensure alignment across the school. Additionally, we engaged our students in discussions about child safety as part of our participation in Day for Daniel and the National Day of Action Against Violence and Bullying. To mark these important events, our students worked together to create a whole-school display, highlighting their commitment to promoting a safe environment for all.

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

Yarning 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 2024 some of their responses are captured in the comments below:

In the baseline Respectful Relationships survey the following student data was collected:

94.8% said my teacher teaches me about social and emotional learning and the importance of treating everyone with respect.

94.4% said my school's values and expectations include a focus on respect.

74.6% said I feel safe and have equal access to outdoor spaces at recess and lunch.

80.2% said I feel safe in indoor spaces in my school.

In the 2024 MACSSIS survey, the following student data was collected:

Teacher respect towards students - 79%

Students focus in class - 70%

Teacher encouragement towards students - 89%

Student desire to do well at school - 89%

Student acceptance by others - 66%

Support from a trusted adult - 78%

Student Attendance

Students have their attendance marked twice daily while at school.

Non-attendance is addressed through a series of steps. The Child Safety Leader, or a delegate, will take all reasonable measures to contact parents/guardians as soon as an unexplained absence is recorded.

For ongoing or frequent absences, whether explained or not, consultation with the family is initiated. This begins with initial contact by the classroom teacher, followed by a meeting arranged by the Child Safety Leader. If attendance does not improve, a formal letter is sent home and the principal follows up with a phone call.

The school is committed to achieving the best possible outcome for each student. Resolving attendance difficulties may involve more targeted, school-based strategies such as: Developing an attendance plan, engaging with external agencies to support the family and/or referring the student to the school counsellor.

Posters promoting the importance of regular attendance are displayed throughout the school. The Child Safety Leader is available to support students and families experiencing additional pressures, and works with external agencies to provide assistance. The Wellbeing Team also

engages with at-risk families to help maintain consistent school attendance in a supportive environment.

The school remains committed to working collaboratively with families to ensure that all services and strategies implemented are culturally appropriate and respectful.

Average Student Attendance Rate by Year Level	
Y01	90.3
Y02	88.6
Y03	87.9
Y04	86.9
Y05	88.8
Y06	89.3
Overall average attendance	88.7

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

In 2024, St Anthony's took significant steps to strengthen its leadership structure and drive ongoing school improvement. As part of our continuous improvement approach, we consolidated our Executive Team to enhance strategic direction, communication, and operational effectiveness. The Executive Team now includes the Principal, two Deputy Principals, the Curriculum & Innovation Leader, the Wellbeing & Community Leader, and the Business Manager.

Throughout the year, the Executive Team met regularly to oversee the school's operations and guide the development of a strategic plan that underpinned our professional learning and whole-school practices. Key highlights included staff closure days focused on professional development, where educators engaged with external experts across a range of fields to deepen knowledge, inspire practice, and foster collaboration.

Leadership development remained a strong priority. Middle leaders and emerging leaders were offered a range of opportunities to build their capacity, including participation in the regional Flourishing Learners school improvement day, aligned with the MACS 2030 Strategy and led by renowned educator Dr Simon Breakspear. These experiences supported our commitment to a shared Vision for Instruction and strengthened our school-wide approach to teaching and learning.

St Anthony's continued to embed a distributive leadership model, empowering leaders at all levels to actively contribute to our strategic direction. Leaders worked collaboratively to plan and facilitate Professional Learning Team (PLT) and staff meetings, ensuring alignment with the School Improvement Plan and Annual Action Plan. These initiatives were clearly communicated and actioned, supporting consistency and shared responsibility across the school.

A core focus of leadership in 2024 was staff wellbeing. The leadership team prioritised mental health by offering a range of psychological and support services to staff, students, and families. In addition, efforts were made to ensure consistent staffing throughout the year, enabling stability across classrooms and contributing to strong staff retention in preparation for 2025.

Leadership Structure

The school continued to support and invest in key leadership positions through our established Positions of Leadership (POLs):

Learning & Teaching Team- Curriculum & Innovation Leader, Literacy Leader, Mathematics Leader, Religious Education Leader

Wellbeing Team- Wellbeing & Community Leader, Learning Diversity Leader, Mental Health Coordinator / Child Safety Leader

These teams were further supported by a full-time School Psychologist and a Speech Pathologist. Together, the Learning & Teaching and Wellbeing Teams worked closely to align their visions and lead initiatives that were presented and implemented school-wide.

To further enhance collaboration and distributed decision-making, Team Leaders were appointed across Foundation to Year 6. Each year level was represented, ensuring diverse perspectives contributed to leadership conversations. Regular meetings, facilitated by members of the Executive Team, allowed for clear communication, shared action planning, and authentic staff voice in all leadership processes.

St Anthony's remained committed to equipping students and staff with the tools and technologies necessary for learning in the modern world. In 2024, we continued to invest in digital infrastructure, ensuring every classroom was equipped with large-screen televisions, iPads, and other digital devices. Staff accessed dedicated laptops networked across the school, enabling seamless collaboration and enhanced teaching and learning experiences.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Whole school - Eloise Meyer from MACS (Religious Education) Whole school - Kate Korber (Inquiry) Mandatory Reporting Cyber Safety PLT First Aid Anaphylaxis Emergency Management VIT mentoring Writing Traits TIMS - Teaching for Impact in Mathematics Series UFLI MultiLit - Five From Five Teachwell Literacy Masterclass Dr Lorraine Hammond EAL / Literacy Network Meetings Maths Network Meetings Respectful Relationships Auslan Deaf Awareness Training Reset to Resilience - Maria Ruberto (Psych) Salutogenics Tom Bennett - running the room UFLI CPR MACS led School Improvement Days with Simon Breakspear Faith Formation	
Number of teachers who participated in PL in 2024	67
Average expenditure per teacher for PL	\$3295.00

Teacher Satisfaction

In the 2024 MACSSIS survey, the following staff data was collected:

How often do you discuss Student Wellbeing as a staff? 81%

How likely is it that staff at this school would notice if something wasn't right with a student? - 92%

How positive is the working environment at your school - 78%

How collegial are relationships between staff at this school? 77%

School leaders are respectful towards me? - 90%

I am confident that the school leaders work in the best interest of the school? - 94%

How clearly does the school leadership team communicate a vision for learning and teaching for your school? - 76%

Teacher Qualifications	
Doctorate	1
Masters	7
Graduate	5
Graduate Certificate	5
Bachelor Degree	42
Advanced Diploma	1
No Qualifications Listed	21

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	67
Teaching Staff (FTE)	56.8
Non-Teaching Staff (Headcount)	37
Non-Teaching Staff (FTE)	22.83
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- That communication modes to all stakeholders will be varied, timely and informative.

Achievements

In 2024, the responsibilities of the Community Leader continued to be integrated within the role of the Wellbeing Leader, who facilitated and oversaw a range of community-focused initiatives. The school hosted a before and after school Outside School Hours (OSH) Club program, in addition to regular parish community functions and playgroups. Termly Community Chats were held with a diverse group of parents and carers, during which topics such as school uniforms, student reporting, concerts, and fundraising ideas were discussed.

Strong partnerships with families remained a cornerstone of our approach. Community engagement was fostered through community chats, surveys, and regular School Advisory Council meetings, ensuring our school continues to be responsive to the needs and aspirations of our families. We held three-way conversations with families and students to celebrate learning progress and achievements, conducted learning walks, and hosted parent sacramental nights to support the home-school-parish connection.

The school year commenced with a whole-school community picnic, providing parents with the opportunity to connect with one another and to meet their child's classroom teacher in a welcoming and informal setting. The year concluded with another whole-school picnic and a Christmas story celebration, during which students came together in song to narrate the nativity story.

The Nourish and Flourish program continued to thrive, promoting student wellbeing and healthy eating. This was achieved through a twice-weekly breakfast program, the operation of a student led cafe managed by Year 4 students, and the completion of a mental health and community garden in the middle of the year. Additional community events included Mother's and Father's Day paraliturgies and breakfasts, a colour themed sports day, and a community basketball event. This event welcomed members of the parish, as well as students from St Anthony's and our sister school, St Lawrence of Brindisi.

Students in Years 5 and 6 participated in overnight camps, and the school also hosted its biennial Arts Showcase. This event highlighted the visual art achievements of all students and featured performances from Foundation to Year 6.

St Anthony's continued its support for South Sudanese and Burmese families through the employment of full-time Multicultural Education Aides. These invaluable staff members provided assistance with translation, teacher communication, and technology setup. They also played a key role in supporting teachers to bridge communication gaps and ensure learning was accessible to all students.

Whole school Masses continued to be held regularly, with each year level also invited to participate throughout the school terms. Special events, such as three way learning conversations and the Year 6 graduation, were also well attended and highly valued by the community.

The school remained committed to providing a fee structure that considers the needs of our families, working closely within Melbourne Archdiocese Catholic Schools (MACS) guidelines when setting annual fee schedules. All enrolment applications were assessed based on the residential zone of prospective families.

St Anthony's strives to deliver high-quality services to students and supports families by offering affordable uniforms. As a school community, we are dedicated to celebrating the diversity of our students and broader community. This commitment is reflected in events such as Harmony Day, Reconciliation Week, and various other celebrations held throughout the year.

Parent Satisfaction

In the 2024 MACSSIS survey, the following family data was collected:

Likelihood of recommending school to prospective parents - 85%

To what extent does your child feel like they belong at this school - 83%

How much respect do you think staff at your child's school have for the children - 92%

How comfortable do you feel reaching out to the school for support - 88%

How well does the school value the diversity of children's backgrounds - 89%

How much respect do you think staff at your child's school have for the children - 92%

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