



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Anthony's School

52 Austin Street, ALPHINGTON 3078

Principal: Tania Bennett

Web: www.saalphington.catholic.edu.au

Registration: 1041, E Number: E1090

Principal's Attestation

I, Tania Bennett, 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 2025 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 01 Mar 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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practice, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our WHY

To nurture and inspire in order to make a difference.

Vision

St Anthony's is an inclusive and vibrant Catholic learning community empowering all to be critical thinkers, compassionate and resilient citizens.

School Overview

St Anthony's Alphington is situated in the inner northern suburbs of Melbourne and serves the educational and faith needs of the Alphington/Fairfield community. St Anthony's is a contemporary learning community established by the Josephite Sisters in 1917. We continue to foster the charism of Mary Mackillop, 'Never see a need without doing something about it' and promote the virtues of St Anthony.

St Anthony's upholds the Christian Gospel values. We bring Christ to others through our daily actions and interactions. The Catholic Social Teachings are at the core of who we are, what we do and stand for. As a community, we actively endorse Child Safe practices at all times and by all members. We uphold and respect the dignity of all our community members. We believe in the importance of developing learning dispositions and skills which foster a love of learning, assisting students to strive for their best and meet the challenges of the twenty first century and beyond. We are committed to nurturing and supporting all our learners to flourish through a holistic approach; academically, spiritually, socially, physically and emotionally.

St Anthony's students are provided with a rich, diverse and innovative curriculum. We place particular emphasis on attending to individual needs, identifying entry points and then mapping our learning and teaching ensuring growth is added for all. Literacy and Numeracy are key components of the curriculum, and the focus is on developing student's skills and knowledge at every stage. Inquiry units each term engage students to formulate questions, articulate wonderings, search for answers and further broaden their knowledge, understandings and skills in all curriculum areas. We offer a number of intervention and extension activities at each level in the literacy, numeracy and social emotional learning areas.

Specialist programs offered are: Visual Arts, Performing Arts, Future Design and PE. Italian is delivered through the Teachers as Co-Learners program embedding the language in our everyday interactions. Students in years 5-6 participate in an extensive inter-school sports program. Extracurricular activities and programs include choir, swimming, chess, gardening, tennis, dance and instrumental lessons.

St Anthony's has positions of leadership in the areas of Religious Education, Learning and Teaching, Literacy, Numeracy, Learning Diversity and Student Wellbeing. These leaders form the School Improvement Team and ensure the School Improvement Plan and Annual Action Plan are delivered and at the core of all decisions. The team supports teachers and staff in planning programs and activities which meet students' individual needs as well as working collaboratively with parents, families and the wider community in the education of our students.

Principal's Report

This Annual Report to the School Community summarises the 2025 year. It informs the school and wider community of the years' achievements and assists with future planning. Strategic planning is instrumental to success. Throughout the school year, several sets of data are collected and analysed by the school. To gain a full understanding of how our school is performing we offer the opportunity for our key stakeholders, parents, students and staff, to complete an annual survey (MACSSIS). A summary of this data is contained within this report.

The 2025 school year at St. Anthony's was successful across multiple domains. Our students continue to flourish academically, socially and emotionally. They excel on the sporting field and in the many extracurricular activities offered. Their results, a testament to the teamwork, determination and resilience they bring to all they do.

Academically our students continue to thrive and perform at a high standard. The safe, supportive and nurturing environment we intentionally cultivate provides the perfect foundation. We are extremely proud of the St Anthony's qualities on display in each of our students' in their pursuit for excellence. Throughout the year, staff undertook Professional Development in The Science of Learning. The Science of Learning is the interdisciplinary study of how people acquire, retain, transfer, and apply knowledge and skills. This understanding provided the foundation for a shift in our learning and teaching pedagogy, reflective of the MACS Vision for Instruction.

Pivotal to the success of our students is our highly valued and fostered home school partnerships. Our partnership is a collaborative relationship between families and the school that supports student's academic, social, emotional, and behavioral development. The commitment to personal and professional growth and development of our staff, along with the support our students receive at home, provide the building blocks for success.

As a school, we celebrate all achievements; while also striving for continued improvement. Our School Improvement Plan focuses on improvement and development in the key areas of Catholic Identity and Mission, Learning and Teaching, Student Wellbeing, Leadership and Community. The initiatives and strategies in our Annual Action Plan ensure there is continued success and improvement across the school for the three years of the School Improvement Plan's implementation. We are in the final year of our School Improvement Plan and we will undertake our MACS Review in 2026.

Successful education is a partnership and this year our partnerships continued to strengthen. Educational partnerships thrive when many parts work together as one whole. I am grateful for our families, educators, and community who collaborate to create the supportive, inclusive, and connected learning environments where our students achieve. Our

students are blessed to have wonderful first educators, their parents and families. I thank you for entrusting your children to us to continue your work. To the Leadership Team and staff, I thank you for all your hard work. This work extends far beyond the classroom, involving careful planning, preparation, mentoring, communication with families, assessment, emotional support, and collaboration with colleagues. To our School Advisory Council and our Parents and Friends Committee, I appreciate the time, energy and enthusiasm you give, you go above and beyond. I thank our Parish Priests and Parish Office Staff for supporting us to action our faith. Finally our students, you are our greatest achievement. Your growth, success, and wellbeing reflect our true purpose. Your achievements are not measured only by academic results, but also by your character, creativity, relationships, and love of learning. You model our Mary MacKillop charism; 'Never see a need without doing something about it' is evident in your words and actions. You represent St Anthony's beautifully!

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To strengthen the Catholic identity of the school

Intended Outcome: That the school brings to life the Catholic tradition through authentic dialogue

Achievements

St Anthony's proudly identifies with its Josephite history. Saint Mary of the Cross provides us with a way of being, her motto 'Never see a need without doing something about it' permeates our daily actions and interactions. During the Year of Jubilee, our theme 'United in Hope', binded us together with shared optimism, purpose, and belief in a positive future. It offered strength through connection, resilience during challenges, and a collective commitment to growth, support, and possibility.

We are whole heartedly Catholic; the Gospel values and Catholic Traditions are at the heart of who we are and what we do. We consciously embed our faith in all that we do, while also acknowledging and celebrating all faiths in our local and global community.

Our Sacramental Programs, masses and liturgies continued in formats we know and cherish. We celebrated First Eucharist, Confirmation and Reconciliation. We facilitated Formation evenings for each Sacrament, attended Commitment Masses and Retreats. The Sacraments themselves were reverent and joyous, everyone grateful to be able to invite family and friends and truly commemorate the special occasion. A highlight was the coming together of our four Parish Schools to celebrate Confirmation at St Patrick's Cathedral. We continued to gather as an active faith community for whole school and class masses. Students were involved in the planning and delivery of these.

Our Religious Education Units are based on the New Religious Education Framework. They are planned, delivered and evaluated in collaboration with the Religious Education Leader, with support from our MACS Religious Education Consultant. Units also incorporate the Seven Qualities of St Anthony's (Community Spirit, Determination, Courage, Service, Leadership, Compassion and Social Justice), the Pedagogy of Encounter and the Catholic Social Teachings.

As a community we are outward facing, always conscious of those around us, particularly those less fortunate, marginalised and isolated. The Catholic Social Teachings, are

evidenced in our daily practices, relationships, and policies, guided by values rooted in dignity, justice, compassion, and care for others. Over the year we held numerous fundraisers for a range of charities including Caritas, CatholicCare and Brigidine Sisters Asylum Seeker Program. We established a Mini Vinnies group consisting of 8 students. The group created a charter and plan for the year, combining education on St. Vincent de Paul with fundraising. They participated in and presented at the St Vincent de Paul Primary School Conference, held at Genazzano College.

Our achievements in Catholic Mission and Identity include:

Learning and Teaching

- Facilitated planning of Religious Education. Religious Education Leader attended planning every fortnight to assist with unit planning. Units were planned using the Religious Education Framework, supported by To Know, Worship and Love Text
- P-6 units planned used a consistent format and structure. Assessment was further developed to include open ended tasks and level moderation
- Staff Professional Learning included: Unpacking the Catholic Traditions, Exploring the Gospel in a contemporary context, Sacraments and Sacramentality facilitated by the Religious Education Leader
- Religious Education Leader attended termly REL Networks and Parish REL meetings

Sacraments

- Sacraments of Reconciliation, First Eucharist and Confirmation celebrated
- Each Sacrament included a parent and student Formation Evening and student retreat
- Students receiving First Eucharist and Confirmation attended Reconciliation prior to receiving the Sacrament

Masses and Liturgies

- Weekday class masses during which students read, prepared Prayers of Intercession and sang opening and closing hymns
- Whole school masses including Opening School Year and Commissioning Mass, Ash Wednesday, St. Anthony's Feast Day, Assumption, Mary of the Cross Feast Day, Feast of the Sacred Heart, Family Week and End of Year Gratitude Mass
- Prep Prayers in PJ's day celebrated at school concluding with a liturgy

- Liturgies for ANZAC Day, Holy Week, Remembrance Day, Rosary and Advent were open to the wider school community

Prayer

- Weekly assembly begins with Acknowledgement of Country and School Prayer
- Meetings include an Acknowledge of Country and prayer is interwoven in classroom practice

Social Justice

- Fundraising events were held for CatholicCare, Caritas, Opening the Doors Foundation, Catholic Mission, St Vincent de Paul and the Brigidine Sisters Asylum Seeker Resource ensuring our commitment to Catholic charities.
- Action rather than simply raising money was a priority and included collecting toiletries for asylum seekers at Christmas and toiletries, gloves and socks for St Vincent De Paul

Value Added

The MACSSIS data indicated that teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life remained strong at 88%, 11% above the MACS average. While the student perceptions about the Catholic identity of the school at 65% was in line with the MACS average. Families' perceptions of and engagement with the overall Catholic identity of the school improved from 68% to 74%, also 11% above the MACS average.

The improved MACSSIS results can be attributed to:

Learning and Teaching

- Delivery of a contemporary curriculum which reflects the traditions and mission of the Church
- Students encouraged and supported to pose questions, explore answers and apply new knowledge to their daily lives
- Development of assessment strategies for reporting

Sacraments

- Sacramental programs are of an exceptional standard
- Strongly attended Sacraments
- Application of sacraments and sacramentality in daily life

Masses and Liturgies

- Student mass knowledge and participation is respectful and reverent
- Staff preparation of masses and liturgies is of a high standard

Prayer

- Prayer is a daily practice, it is part of what we do
- Staff prayer knowledge is developing and transferring to students
- Importance of iconography is deepening and evident across the school

Social Justice

- Strong sense of active social justice within the community is witnessed in discussion and action

Learning and Teaching

Goals & Intended Outcomes

Goal: To strengthen staff capability to design for learning growth for all

Intended Outcome: That teacher teams confidently and capably respond to learner needs

Achievements

At St Anthony's Primary School we continue to provide learning experiences that support the growth and development of all students. We provide a diverse curriculum with numerous extra-curricular experiences that enable students to showcase their talents and interests.

Our achievements in Learning and Teaching in 2025 include:

- Explicit teaching of Phonics in Years P-2
- The introduction of the Multilit Initial Lit Program for Years P-1 to ensure a consistent evidence based approach to reading instruction
- The continuation of the Multilit SpellEx Program for Years 3-4 and for students at risk in Grades 5-6 to ensure a consistent evidence based approach to spelling instruction
- Use of Ochre Literature Studies, slides and materials across P-6, with updated English resources purchased
- Use of Ochre Mathematics Units following an explicit instruction model
- Daily Reviews in English and Mathematics
- The continuation of Professional Learning Community (PLC) meetings in English and Mathematics to enable increased professional developmental support and guidance for teachers
- Principal, Literacy Leader and Year 5/6 teacher attended the TeachWell Master Class with a focus on the science of learning
- Staff meetings and school closure days building teacher capacity across the curriculum
- School Leaders attended remote and on-site clusters and meetings
- An Assessment Schedule was used to ensure data was collected in English and Mathematics and analysed by teachers each term
- PATR and PATM adaptive data was collected from Grade 1-6. Data was analysed in PLCs with a focus on band descriptions and implications for teaching and learning
- Essential Assessment was used to collect data in both English and Mathematics
- Continued use of NAPLAN marking guide used for writing moderation each term with a focus on Spelling in Terms 2 and 3

- Use of Elastik Data platform to support moderation of writing samples and the triangulation of data sets
- All data was collated by the Teaching and Learning Leader through Elastik and on digital sheets. Robust conversations with the Learning Diversity Leader were part of this analysis to highlight at risk students and address particular areas of need
- Literacy Support provided to students at risk
- Use of Rich Assessment Tasks and Open-Ended Questions to develop and enhance problem solving and used in moderation activities in PLCs
- Parent Helper Course run by Literacy Leader in Term 1
- Parents continued to be informed about learning and progress through curriculum overviews, written reports, parent/student/teacher conferences and parent support group meetings
- Teachers continued to work through an Inquiry model using a conceptual framework to ensure curriculum areas and capabilities were addressed over a two-year period
- Students participated in Excursions and Incursions each term to support the learning that was happening in their Inquiry units
- A continued strong focus on student voice and agency
- Weekly Performing Arts, Visual Arts, Future Design and Physical Education classes facilitated by our specialist teachers
- Italian as co-learners continued in classrooms - Language Leader was responsible for teaching the initial Italian lesson (30 minutes per week) and then classroom teachers led short, language-focused sessions throughout the week (10 minutes daily)
- Visual Arts Show Case
- Students continued to participate in many sporting opportunities such as inter-school competitions, Soccer Round Robin and Hoop Time

Student Learning Outcomes

In 2025, the Year 3 and 5 students once again participated in NAPLAN. NAPLAN individual student results were reported against proficiency standards to provide parents and carers with clear information on student achievement. In Year 3, 94% of students met the proficiency standards in the area of Reading and Writing and 88% in Numeracy. In Year 5, 100% of students who participated met the proficiency standards in the area of Reading, 85% in Writing and 100% in Numeracy.

As well as NAPLAN, in 2025, St Anthony's Primary School utilised a variety of measures to track student progress. These include beginning, middle and end of year assessments in English and Mathematics. All data was collated by the Teaching and Learning Leader either on a digital sheet or uploaded to Elastik to be analysed and triangulated by staff.

In addition, the teachers administer pre and post-test assessment tasks to track individual student strengths and weaknesses which are used as a teaching tool to improve student learning.

Formal assessment tools used with Year Prep to Year Two students include:

- InitialLit Screeners, assessments and cumulative reviews
- PAT-M and PAT-R
- Essential Assessment
- Writing Moderation (termly)

Formal assessment tools used with Year Three to Year Six students include:

- NAPLAN (Year 3 & Year 5)
- SpellEx Screeners, assessments and cumulative reviews
- PAT-M and PAT-R
- Essential Assessment
- Writing Moderation (termly)

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	473	81%	434	63%
	Year 5	*	*	*	*
Numeracy	Year 3	449	88%	425	78%
	Year 5	*	*	*	*
Reading	Year 3	464	94%	434	83%
	Year 5	*	*	*	*
Spelling	Year 3	422	75%	390	54%
	Year 5	*	*	*	*
Writing	Year 3	441	94%	428	86%
	Year 5	*	*	*	*

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

Goal: To build student agency

Intended Outcome:

That students are active decision makers in their learning

Achievements

At St Anthony's Wellbeing and Learning are inclusive of each other. Students achieve success when their wellbeing needs are prioritized first. The Student Wellbeing Leader/Learning Diversity Leader works collaboratively with the Learning and Teaching Leader, teachers and Learning Support Officers. The Student Wellbeing Leader is an active member of the Student Wellbeing Leaders network and formed strong working partnerships with other members and the MACS consultants.

Student Wellbeing has always been at the forefront at St Anthony's with emphasis on students developing connection, creating and maintaining positive relationships and exploring their social world. Our belief that students learn best when they feel safe, supported, valued, and connected is evidenced in our practice. We continue to ensure that the wellbeing of our students, spiritually, cognitively, physically, emotionally and socially is considered in all we do. The dimensions of enable, connect, engage and learn, underpin our discussions and actions. Our focus on building not only student voice but also agency continued.

MACS Vision for Engagement is for all students to be actively engaged in their learning, equipping them to thrive and make meaningful contributions to the world. We have a clear, shared understanding of how students should be involved, connected, and supported—and the Vision for Engagement strengthens and validates the way wellbeing is prioritised in our everyday practice.

Our Achievements in Student Wellbeing include:

Programs

- Resilience, Rights and Respectful Relationships Program supplemented with Berry Street Strategies

- Continuation of Social Stencil, an Australian, evidenced based program that teaches young people fundamental and advanced skills for managing emotions, peer relationships, friendships and conflict as a Tier Two Intervention

Support

- Student check-ins
- Support for individual students as required
- PSGs from Prep-Year 6 and the move to involve students from Year 3-6 in the meetings and PLP development
- Further development of the Reset, Recharge, Rejoin space

Relationship Building

- Vertical Groups met fortnightly and were led by senior leaders
- SRC met weekly and was led by School Captains and Social Justice Captains
- Celebration of many whole school activities highlighting the importance of our personal and social capabilities-Harmony Day, Book Week, Family Week and Cultural Diversity Week
- Student chosen and led lunchtime clubs
- Restorative Conversations

Curriculum

- High Impact Teaching Strategies-student goal setting

Value Added

Programs

- Collaborative expectations of all - students to staff, staff to students, students to student

Student engagement and involvement in restorative conversations to repair relationships when they are fractured

- Common language in the wellbeing space

Support

- Every student is embraced for their uniqueness. Diversity is celebrated and inclusivity is the norm
- The Reset, Recharge, Rejoin space provides a calm and safe room for anyone requiring it
- The needs of students are identified, strategised and reviewed on a regular basis

Relationship Building

- Students are known by all staff beyond their class and cohort
- Strong student leadership structures are in place across all levels and leadership beyond a badge is articulated
- A collaborative approach to wellbeing is embedded in practice from Prep-6

Curriculum

- Programs implemented which are student centered
- High expectations and supports in place
- Active and engaged learners
- Learning is modelled by all school community members

Student Satisfaction

The MACSSIS student survey 2025 data confirmed the positive impact of our wellbeing approaches, strategies and curriculum. All domains either maintained or increased, equalled or were above the MACS average. This is also reflected in our students interactions and behaviour, they are wonderful examples of active citizens.

Teacher-student relationships rose 3% to 71%, sitting at the MACS average. School belonging which rose considerably in 2024, remained at 73%, 4% above the MACS average. Student safety rose to 71%, 14% above the MACS average, while enabling safety rose to 61%, 4% above the MACS average.

Student voice increased to 63%, 6% above the MACS average indicating the positive impact of ongoing work in this area.

Student Attendance

School attendance is a priority focus with early intervention processes in place to promote student connectedness. School attendance is recorded using the online Nforma program. The roll is completed at 9.00am each morning and again at 2.30pm in the afternoon by the supervising teacher.

We implement a policy in regards to unexplained absences in accordance with the Attendance Guidelines implemented by the Minister for Education in 2017. Unexplained absences and non-attendance are followed up using the School Attendance Guidelines which apply to all registered schools in Victoria. This document outlines the procedures for schools to record, monitor and follow-up student attendance in order to meet the requirements of the relevant act and regulations.

At St Anthony's Parents/Guardians are encouraged to notify absences via the online form on Operoo, rather than staff email or office phone calls. The school must advise parents/guardians of unexplained absences, on the same day, as soon as practicable between 9.30am and 9.45am. This is done via an SMS notification to the parent/guardian each day when a student absence has remained unexplained. Should there still be no response a follow up phone call is made.

Students arriving at school after 9:00am must report to the School Office with their parent/guardian and sign in using VPass. Parents/Guardians collecting students at any time during the day must report to the School Office to sign out their child and sign in again, where applicable using VPass.

Class teachers work with parents to ensure all children are attending school with the support of the Student Wellbeing Leader, Deputy Principal and School Principal. The number of absentee days (half and full days) are recorded on each child's mid-year and end of year school reports. Unsatisfactory attendance is referred by classroom teachers to the Principal and/or Student Wellbeing Leader for assistance and intervention where absenteeism becomes habitual. A growing number of families take extended holiday breaks and/or visit family members interstate and overseas.

Average Student Attendance Rate across all year levels remains steady between 91.7% to 94%.

Average Student Attendance Rate by Year Level	
Y01	91.61
Y02	93.05
Y03	87.99
Y04	89.06
Y05	92.73
Y06	89.34
Overall average attendance	90.63

Leadership

Goals & Intended Outcomes

Goal: To build strong strategic and distributed leadership

Intended Outcomes: That a culture of learning is visible across the school

That leaders are visibly driving improvement

Achievements

The St Anthony's Leadership Team consisted of the Acting Principal (Religious Education Leader, Student Wellbeing Leader & Learning Diversity Leader), Learning & Teaching and Literacy Leader and Mathematics Leader.

The three year School Improvement Plan and the 2025 Annual Action Plan goal was to continue to develop successful distributive leadership structures within the school.

There was a focus on developing a shared understanding of distributed leadership. The School Improvement Team met weekly, continuing to utilise the Agile Leadership program protocols, to oversee the daily management of the school as well as ensuring teams were provided with effective structures and support to implement high quality planning, assessment and curriculum implementation. School Leaders regularly facilitated planning sessions in the areas of Literacy, Inquiry, Religious Education and Social and Emotional Learning.

The Leadership Team attended the Northern Region School Improvement Network each term, continuing the work with Dr. Simon Breakspear. These sessions unpacked the Vision for Instruction and Vision for Engagement launched by Melbourne Archdiocese Catholic Schools (MACS).

The Leadership Team in collaboration with staff developed structures and protocols for all meetings, thus ensuring they are timely, respectful and effective.

Our achievements in Leadership include:

- Weekly School Improvement Team meetings
- Regular feedback to staff from School Improvement Team Meetings
- Whole staff collaboration on Annual Action Plan

- Constant reference to School Improvement Plan and Annual Action Plan when decisions were being made by School Improvement Team and whole staff
- Transparent communication to whole school
- Leaders driving change through Instructional Leadership
- Regular Consultative Meetings
- Leadership accessible to staff
- Staff Annual Review Meetings

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Professional Learning is a priority at St Anthony's for all staff members. All teachers and staff were involved in Professional Learning across many curriculum areas to improve student outcomes. There was a commitment to a consistent whole school approach in order to review, fine tune and embed what is currently in place before embarking on new learning. Examples of Professional Learning included: • Principal Network • Student Wellbeing Network • Learning Diversity Network • Mathematics Network • Literacy Leader Online Briefings • Teachwell Masterclass • Mandatory Reporting • Religious Education: Prayer, Christian Meditation, Scripture, Sacraments and Sacramentality • Multilit Spellex Training • Multilit Initial Lit Training • Understanding and Supporting Neurodiversity	
Number of teachers who participated in PL in 2025	15
Average expenditure per teacher for PL	\$2000.00

Teacher Satisfaction

The 2025 MACSSIS staff survey results show every domain's results was above the MACS average.

School climate, at 87% was 8% above the MACS average, Instructional Leadership at 71% was 12% above the MACS average. Feedback rose from 45% to 60%, 17% above the MACS average. Collaboration around an Improvement Strategy had a 9% increase to 97%, 26% above the MACS average. Support for teams continued to increase to 81%, 11% above the MACS average. The data indicated the collaboration and communication between staff and leadership is continuing to grow and develop in an upward trend.

79% of staff positively endorse the school.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	3
Graduate Certificate	0
Bachelor Degree	8
Advanced Diploma	3
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	11.34
Non-Teaching Staff (Headcount)	4
Non-Teaching Staff (FTE)	2.82
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To strengthen a strong sense of connection between all stakeholders in the school community

Intended Outcome: That trusting relationships and positive regard form the foundation for learning

Achievements

School community and engagement are crucial for creating a supportive and enriching educational environment. When schools actively involve families, community members, and the wider community through authentic collaboration, effective communication and transparent decision making they can foster a stronger sense of belonging, enhance student learning and development, and improve school outcomes.

Open and transparent communication between the school and the community is crucial for building trust and fostering strong relationships. When families and community members are actively involved, they share responsibility for student success and hold the school accountable for its performance. Working together with families and community members on school initiatives creates a sense of ownership and shared responsibility. Community engagement can help bridge cultural and socioeconomic gaps within the school, creating an inclusive learning environment for all students. Schools need to be committed to building and maintaining strong community connections over time. Connection and strengthening our sense of community continued to be a key focus for the 2025 school year.

Achievements in Community Engagement included:

- Regular meetings of an active and engaged School Advisory Council
- Parents and Friends committee continued to meet monthly
- Formation of Twilight Fair Committee and stall leaders
- Weekly assembly
- Student Learning Showcase afternoons
- Regular communication with parents through School Newsletter, Operoo and Social Media
- Parent social evenings: Dad's Nights, Mum's Nights, Trivia Night, Prep Parent Evening, Cocktail Evening
- Twilight Fair

- Parent information evenings: Literacy Information Night, Sacrament Formation Evenings
- Whole school, class and level masses
- Parent and grandparent helpers in the classrooms
- Parent volunteers at excursions
- Family attendance at whole school activities: National Reconciliation week, Book Week Parade, Assemblies, Family Activity Afternoon, Sporting Events

Parent Satisfaction

MACSSIS 2025 Family survey results show an increase in parents perceptions and overall engagement. All domains, bar barriers to engagement showed strong increases and were above the MACS average.

Overall, 82% of the parents positively endorse the school, an increase from 78%.

Strongest increases were evident in School Fit up 9% to 93% and 25% above the MACS average. Student safety increased to 92%, 22% above the MACS average. Communication increased from 79% to 90%, 17% above the MACS average.

Our parents are valued as active participants in the life of our school. They are invited and encouraged to be involved and engaged at various levels. The strong collaboration between all stakeholders is evident in the data and reflective of our student and families positive regard for the school.

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.saalphington.catholic.edu.au