



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Anthony's School

52 Austin Street, ALPHINGTON 3078

Principal: Tania Bennett

Web: [www.saalphington.catholic.edu.au](http://www.saalphington.catholic.edu.au)

Registration: 1041, E Number: E1090

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## Principal's Attestation

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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 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 26 Mar 2024

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## About this report

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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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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### 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.

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## School Overview

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St Anthony's Alphington is situated in the 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. As a community, we actively endorse Child Safe practices at all times. 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, ensuring growth 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, STEAM and PE. This year we have introduced the Teachers as Co-learners program in the delivery of Italian. 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 work to support 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.

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## Principal's Report

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This Annual Report to the School Community summarises the 2023 year, keeping the school community informed and assists with future planning. Planning is instrumental to the success of a school.

During 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. A summary of this data is contained within the Annual Report; student outcomes, value added and satisfaction.

The 2023 school year at St. Anthony's was once was again very busy. Our children continue to do well academically, on the sporting field, and in other extracurricular activities. A highlight of the year was our Specialist Evening, showcasing our outstanding work in Visual Arts, Performing Arts, STEAM and Italian. This event also brought our school community together - something missed in previous years due to the pandemic.

Academically our children continue to shine. We are extremely proud of the attitudes displayed by our students in their academic pursuit. The success of the children is a combination of the talented and professional teaching staff at the school and the support the children receive at home from their families.

As a school, we must celebrate all achievements; however, we must also strive to continue to improve in everything we do. The new School Improvement Plan implemented this year focuses on improvement and development in the key areas of Catholic Identity and Mission, Learning and Teaching, Student Wellbeing, Leadership and Community. We are confident that the initiatives we have put into place across the school will result in continued success and improvement for our students across the three years of implementation.

Education is truly a partnership. It begins with the first educators of our students, their parents and families and extends to our staff and school community. I thank The Leadership Team and staff for their commitment, expertise and dedication. Our School Advisory Council and Parents and Friends Committee for their time, energy and enthusiasm. Our Parish Priests who support us in actioning our faith and finally our students. I commend them for the way in which they strive to do their best, model the Mary MacKillop motto "Never see a need without doing something about it" and make us proud to call them ours.

Tania Bennett (Acting Principal)





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## Catholic Identity and Mission

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### 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 as a Josephite school. 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. Our theme for the year 'Be A Star' (Successful, Thoughtful and Respectful) was brought to life on a daily basis.

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 community 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. We experienced 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.

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, Love and Worship Text. All

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: Pedagogy of Encounter, Unpacking the Catholic Traditions, Exploring the Gospel in a contemporary context, Sacraments and Sacramentality facilitated by the Religious Education Leader, Regional RE Consultant and Parish Priests
- 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 attend 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, 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
- 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
- All meetings include an Acknowledge of Country and prayer
- Prayer is interwoven in classroom practice
- Prayer cloths using indigenous fabric were created to strengthen the link between the faiths

### *Social Justice*

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

## Value Added

### *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
- Developing assessment strategies for reporting

### *Sacraments*

- Sacrament programs are of an exceptional standard
- Strongly attended Sacraments
- Application of sacraments in daily life, beyond the walls of the church

### *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

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## Learning and Teaching

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### 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 opportunities that enable students to showcase their talents and interests.

Our achievements in Learning and Teaching in 2023 include:

- Continued daily Reading and Writing sessions with targeted small group teaching
- Continued targeted teaching of students at their point of need in Mathematics
- Effective targeted teaching practices and strategies such as Language Experience,
- Shared Reading, Guided Reading, Literature Circles, Book Clubs, Modelled Writing, Shared Writing and Interactive Writing were used in the Literacy Block
- Teachers committed to Phonics in Context approach continuing in Grades P-2  
Grade 3/4s continued to use Grammar in Context lesson sequences when working on the Narrative genre.
- Junior Teachers attended Explicit Teaching in the Early Years Professional Learning which looked at the explicit teaching of Oral Language, Reading and Writing
- Use of Colourful Semantics in the Foundation and Year 1/2 classes to support the Writing process
- Teachers continued to collect ongoing observations of students during small group reading sessions
- Professional Learning Team (PLT) meetings took place in English and Mathematics to enable increased professional developmental support and guidance for teachers
- An Assessment Schedule was used to ensure data was collected in English and Mathematics and analysed by teachers each term
- English Online Interview (EOI) was introduced and implemented from Foundation-Grade 2
- Introduction of PATR and PATM adaptive from Grade 1-6 mid-year. Data was analysed in PLTS with band descriptions the focus of PLT
- Continued use of NAPLAN marking guide in writing for writing moderation in 3-6

- Professional Learning Team (PLT) meetings were held to support the moderation of writing samples and benchmarking for semester reporting
- Students work samples and data was analysed during Maths and English PLTs
- Introduction of Elastik data program led to the triangulation of data across different assessment forms
- All data was collated by the Teaching and Learning leader and Maths 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 and Numeracy 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 PLTs
- Literacy Parent Night run by Dr Martina Tassone Melbourne University lecturer around Literacy in the Early Years.
- Parent Helper Course run by Literacy Leader in Term 1 allowing parents to help in the classroom
- Implementation of the new online mathematic programs (Mathletics/Mathseeds and Mangahigh)
- 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 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
- Leaders attended Student Voice and Agency Professional Learning run by MACS.
- Introduction of the High Impact Teaching Strategies (HITS) during staff meetings focussing on the links to Student Voice and Agency
- Weekly Performing Arts, Visual Arts, STEM and Physical Education classes facilitated by our specialist teachers
- Italian as co-learners introduced - Language Leaders were 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).
- Students continued to participate in many sporting opportunities such as inter-school competitions, Soccer Round Robin and Hoop Time.
- Visual Arts Showcase night displaying several samples of student artwork

## Student Learning Outcomes

From 2023, NAPLAN individual student results were reported against proficiency standards to provide parents and carers clear information on student achievement. In Year 3, 83% of students met the proficiency standards in the area of Reading, 85% in Writing and 75% in

Mathematics. In Year 5, 77% of students met the proficiency standards in the area of Reading, 81% in Writing and 81% in Mathematics.

As well as NAPLAN, in 2023, 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. Running Records, PAT-R, PAT-M, Essential Assessment in English and Mathematics are examples of assessment tasks used.

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. Teachers take ongoing anecdotal notes when working with students in small groups during Reading, Writing and Mathematics sessions.

The Literacy and Learning Diversity Leaders worked with individual students who require intense and individualised teaching. Tier 2 Assessment tasks such as the York Assessment of Reading Comprehension (YARC) and the Sutherland Phonological Awareness Test Revised Edition (SPAT-R) were undertaken on these students.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	426	57%
	Year 5	501	69%
Numeracy	Year 3	429	79%
	Year 5	513	81%
Reading	Year 3	423	86%
	Year 5	498	77%
Spelling	Year 3	408	71%
	Year 5	481	62%
Writing	Year 3	421	85%
	Year 5	490	81%

\*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.



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## Student Wellbeing

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### 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 being met. The Student Wellbeing Leader continues to work collaboratively with the Learning Diversity Leader, Learning and Teaching Leader, teachers and learning support officers. The Student Wellbeing leader was 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. We continue to ensure the wellbeing of our students, spiritually, cognitively, physically, emotionally and socially is considered in all we do.

The dimensions of the EXCEL document; enable, connect, engage and learn, underpin our discussions and actions. With our focus on building student agency a range of strategies were undertaken in this area. Horizons of Hope Foundation Statement: School Effectiveness in a Catholic School states a characteristic of an effective school has 'students who have and know their rights and responsibilities and demonstrate them through student voice, leadership and agency (Masters 2016; Purdy 2019; Centre for Education Statistics and Evaluation 2020). Leaders were involved in the Northern Region Student Voice and Agency Workshops, taking the learning from these workshops back to staff to further develop within our context.

Wellbeing is integral to learning excellence and ultimately to overall health and life success, Horizons of Hope Wellbeing in Catholic Schools Foundation Statement, and this is evident at St Anthony's.

Our Achievements in Student Wellbeing include:

### *Programs*

- Rights Resilience and Respectful Relationships Program
- Social Skills Groups using Paths and Berry Street Strategies
- Introduction of Social Stencil, an Australian, evidenced based program that teaches young people fundamental and advanced skills for managing emotions, peer relationships, friendships and conflict. It strategically builds key social skills that contribute to positive peer relationships.

### *Support*

- Student check ins
- Support for Individual students as required
- PSGs involving students from Year 3-6
- PLPs
- Establishing the Reset, Recharge, Rejoin space

### *Relationship Building*

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

### *Curriculum*

- High Impact Teaching Strategies-student goal setting

## **Value Added**

### *Programs*

- Collaborative expectations of all-students to staff, staff to students, students to students
- Student engagement and involvement in restorative conversations to repair relationships when they are fractured

- Common language in the wellbeing space permeates all we do

### *Support*

- Students are encouraged to be themselves and diversity and inclusivity practices are developing into 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 students and 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 to 6

### *Curriculum*

- Student centre with the aim of excellence as a whole person
- Active and engaged learners
- Learning is modelled by all school community members

## **Student Satisfaction**

MACSSIS student survey 2023 data showed students have maintained their growth mindset and mindset as a learner from 2022, both years are above the MACS average.

All other domains showed a decrease from 2022, indicating the impact of the pandemic is still being felt in our students particularly in the areas of school engagement, teacher-student relationships and school belonging.

Overall 57% of our students have a positive endorsement of the school. The data opens up opportunities to re-engage our students and support them to reconnect with their peers and staff.

## **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 9.30 and 9.45am. This is done via an SMS notification to 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 am 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 resign in 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. This affects our absentee rate. 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 Student Wellbeing Leader for assistance and intervention where absenteeism becomes habitual. Some families take extended holiday breaks to holiday and visit family members interstate and overseas.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	93.4%
Y02	91.7%
Y03	88.9%
Y04	93.9%
Y05	93.4%
Y06	94.0%
Overall average attendance	92.5%

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## Leadership

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### 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 Principal, Deputy Principal (Student Wellbeing & Learning Diversity Leader), Learning and Teaching leader and Mathematics Leader.

Aligned with the School Improvement Plan and Annual Action Plan the goal was to develop successful distributive leadership structures within the school, empowering leaders to lead rather than simply coordinate.

There was a focus on the concept of distributed leadership which includes all staff at various times and in various capacities. The Leadership participated in weekly School Improvement Team (SIT) meetings which oversaw the daily management of the school to maximise the work of teams to facilitate effective planning, assessment and curriculum implementation led by our teaching and learning leader and curriculum leaders. The Leadership Team continued their work from the Agile Leadership program previously undertaken to consciously focus on modelling best practice, with explicit agendas and using contemporary tools and strategies.

An aim of the Leadership Team was to be in classrooms to keep in touch with current teaching practices and to have a direct impact on improved data. The Leadership Team in collaboration with staff developed structures and processes for all meetings, thus ensuring they are timely and effective.

Achievements in Leadership included:

- Parent-Teacher Interviews were well attended and provided an opportunity to discuss student achievement and progress
- Over 40 Program Support Group meetings enabled staff, parents and students to set individual goals for students and plan for quality differentiated teaching

- The staff demonstrated a high level of commitment by involvement in Sacramental Formation Evenings, sacraments and liturgies
- When staff were away on leave or long-term sickness, we attempted to employ consistent staff to replace the teachers so that students were not disadvantaged
- The integrity of the Specialist timetable was a high priority to ensure teaching teams were provided with their allocated planning time
- Teaching teams worked collaboratively with leaders, analysing data and designing innovative and responsive curriculum to best meet the learning needs of their students
- Overseeing the 2023 Professional Learning Agenda and budget

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<p>Professional Learning is a priority at St Anthony's for all staff members. All teachers were involved in Professional Learning Programs 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</p> <p>Examples of Professional Learning included:</p> <ul style="list-style-type: none"> <li>• Principals Network</li> <li>• Deputy Principal network</li> <li>• Student Wellbeing network</li> <li>• Learning Diversity network</li> <li>• Mathematics network</li> <li>• Literacy Leader online briefings</li> <li>• Mandatory reporting</li> <li>• Unpacking the Pedagogy of Encounter</li> <li>• Explicit Teaching in the Early Years (P-2)</li> <li>• Restorative Practice</li> <li>• Circle Time</li> <li>• Sacraments and Sacramentality</li> <li>• Aboriginal Catholic Ministry</li> <li>• Indigenous Perspectives</li> </ul>	
Number of teachers who participated in PL in 2023	22
Average expenditure per teacher for PL	\$2000.00

## Teacher Satisfaction

2023 MACSSIS staff survey results revealed an increase from 2022 in the following areas:

quality of relationships between staff and the leadership team (up 4%),

the extent the leadership team set conditions for improving teaching and learning at the school (up 5%), and the quality and cohesion of professional learning (up 18%)

A particular strength was the perception of the coherence of the school's improvement strategy (up 22%).

Teacher Qualifications	
Doctorate	0.0%
Masters	15.8%
Graduate	5.3%
Graduate Certificate	0.0%
Bachelor Degree	31.6%
Advanced Diploma	10.5%
No Qualifications Listed	36.8%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	12.3
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	4.2
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### 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

2023 felt like the first year since COVID that we could truly plan for community events on a whole school level. It was the year when the community life of St Anthony's felt like it was returning to it's old self, there was an air of excitement and anticipation.

Achievements in Community Engagement included:

- Parents and guests back onsite
- Parents and Friends committee was revitalised
- Parent Social Evenings: Dad's Nights, Mum's Nights, Trivia Night, Prep Parent Evening, Cocktail Evening
- Twilight Fair
- Meetings provided online but some returning onsite
- Parent evenings: Restorative Practice, Literacy Information Night, Sacrament Formation
- Well attended Masses and Sacraments
- Parent and grandparent helpers in the classrooms
- The return of excursions and helpers attending
- Family attendance at whole school activities: Book Week Parade, Assemblies, Family Activity Afternoon

### Parent Satisfaction

MACSSIS 2023 Family survey results show an increase in parents perceptions and overall engagement with the Catholic Identity of the school (up 5%).

From 2022 to 2023 the data shows that perception that the school is a good fit, and physical and psychological safety of students at school has been maintained.



Overall, 69% of the parents have a positive perception, with most domains maintaining the same result as 2022 or slightly increasing.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.saalphington.catholic.edu.au](http://www.saalphington.catholic.edu.au)