

St Anthony's School Lara

2021 Annual Report to the School Community



Registered School Number: 1859

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Minimum Standards Attestation

I, Natalie Heard, attest that St Anthony's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

21/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Vision

St. Anthony's is a Catholic faith community, which inspires and celebrates a love of learning.

Mission

Inspired by the spirit of St Anthony of Padua, teacher and light of the Church, we are a learning community where culture, faith and life are interwoven. At St Anthony's:

We inspire students to be faith-filled people who hear the Word of God and respond with authenticity.

We encourage students to be critical thinkers about faith and life. They are able to express their views in respectful ways in an environment, which values and encourages the voice of the young.

We challenge students to collaborate and accept responsibility for their own learning and the learning of others. They demonstrate resilience in all facets of their learning.

We inspire our students to become authentic leaders. They will have an understanding of their place in both our local and global community and endeavour to make a positive difference in the world.

We commit ourselves to personalise learning where targeted and explicit teaching is a key component.

We create a faith community where families, staff, children and parishioners feel a sense of inclusion, belonging and connectedness. We demonstrate compassion to those in need and in particular our most vulnerable.

We build a community where children feel safe and secure and value diversity.

We live out our mission on a daily basis as our students develop the knowledge, skills and dispositions to live whole-heartedly in the world as faith filled people.

School Overview

St Anthony's Catholic Primary School is located in Lara, in the city of Greater Geelong, Victoria. St Anthony's is the only Catholic school in Lara. The school is located within 8kms of the You Yangs National Park.

The population of Lara is continuing to increase with a number of housing estates being developed to accommodate the increasing population. St Anthony's serves the northern end of the Parish of Corio-Lara, and is the second school in the Parish. It was opened in 1983, on the site of the original St Anthony's Church in Flinders Avenue, and is named after St Anthony of Padua. The catchment area for the school extends from parts of Little River to parts of Anakie.

St Anthony's is focussed on providing an educational environment for our students that prepares them for an ever-changing global world. Targeting individual needs, collaboration, developing critical thinking skills, student voice, student choice and flexible learning needs are all important aspects of our educational program.

Our facilities include spacious classrooms, a multi-purpose hall, specialist classrooms, and extensive gardens and grounds. Specialist classes offered are Physical Education, Visual Arts, Performing Arts, Digital Communication Technology and LOTE (Italian). The school grounds are spacious and well equipped for sports, fitness, outdoor learning and play. The hall has been fitted out with lighting and audio-visual equipment to provide the school with an excellent facility for performing arts, assemblies and community functions. These excellent facilities provide a spacious and comfortable working environment for staff and students alike.

At St Anthony's, we strive to engage all students and be responsive to individual needs. Our school aims to develop the whole child catering for academic, social, emotional and spiritual growth. We recognise that learning is a life-long process and we aim to constantly build upon the learning culture for staff and students alike. The school is committed to learning growth for all students in a context where every student is engaged and challenged in an educational environment that prepares them for change. There are three classes at each level P - 6. Learning is organised around the eight key learning areas of the Victorian Curriculum, as well as Religious Education. The Language Other than English studied is Italian. Inquiry based learning is developed through Science, The Humanities and The Arts. Physical, Personal, Social and Interdisciplinary learning are embedded within all areas of the curriculum.

Christ's presence remains the central focus for our daily interactions, our prayers and our faith. We draw inspiration from the values of the gospel and the gifts of the Holy Spirit present in our lives.

Principal's Report

The year 2021 was a year that certainly tested our strength and resolve. The St Anthony's community is to be commended for the way that they continued to positively adjust to the uncertainty that the COVID pandemic presented. The school community should be very proud with staff and parents leading and supporting wellbeing and learning so seamlessly for our children. The staff were both flexible and engaging in their teaching and worked diligently and enthusiastically to ensure that children had the best experience possible. All students were able to return to full-time onsite learning in term four. This was a time when the priority was the wellbeing of our students. The key learning areas which were heavily concentrated on were literacy and numeracy. Providing students with extra support was the key priority and building children's self-efficacy as learners.

2021 was another successful year and we continued to be recognised widely for our strong student well-being model, which continues to underpin student learning. We have developed strong partnerships with local and community services to ensure that our children receive the best, all round, Catholic Education possible. We have worked hard to continue improving our whole school, whole child approaches.

Most of our school improvement focus in 2021 focused on supporting the remote and online learning environments. There was a good body of work invested in preparing for the 2021 school review which involved identifying evidence against the 5 School Improvement rubrics; Leadership and Management, Learning and Teaching, Education in Faith, Wellbeing and Community.

While 2021 was not what we envisaged, it was a year of many highlights. Due to the commitment and enthusiasm of the amazing school community. We look forward to what 2022 will bring and will be sure to take our learnings from the interrupted learning caused by the pandemic with us. I would like to take this opportunity to thank the staff and students of St Anthony's for their care and support.

Education in Faith

Goals & Intended Outcomes

Goals:

To foster a vibrant Catholic school community that nurtures Catholic identity and supports growth through dialogue.

Intended Outcomes:

That staff collaboration and knowledge in teaching Religious Education will improve.

That staff and students make strong connections between their world and their faith through Gospel values - and live them daily!

Achievements

2021 was a challenging year for many people and as a result of social distancing and number restrictions the Church was closed for a large part of the year. While we were not able to visit the Church to celebrate Mass with the whole school and individual classes, there was a focus on maintaining prayer throughout home learning. All year levels provided a prayer focus for their students through the online learning site. The Religious Education Leader developed prayer resources to ensure that this time for the students was engaging and accessible.

At St. Anthony's, we have strong religious leadership that is shared by the staff and students in our community. We are open to conversations about life's deeper purpose and meaning, which unfold every day. This is notable in the Sustainability and Social Justice initiatives that call us to the mission for stewardship and the dignity of all human beings. The leaders continually encourage growth in faith and knowledge of Catholic religious tradition, and in 2021 four staff completed their accreditation to teach Religious Education, and more than 150 students celebrated Sacraments following the disruption in 2020.

At St. Anthony's, the Sacred is acknowledged by the school community through whole school and year level masses, our sacrament program, prayer and liturgy as well as through taking an active responsibility in celebrating the Catholic tradition and enriching the life and Catholic identity of the school. Class masses were planned by the staff with suggestions from the students. Our whole school assemblies were prayer focused and have an element of liturgy or prayer within each one. Encounter of the Sacred is an important part of our Catholic community for staff and parents.

Both teachers and families within the school community strongly believe that our Catholic identity can be witnessed in the importance of, and participation in, prayer in our daily school lives as well as more formal liturgical celebrations. We need to work towards making a greater connection for students between our mission in the St. Anthony's community and their lives in the wider community.

Collaborative planning sessions are facilitated by the Religious Education leader. Planning uses a set protocol to ensure staff discuss their understandings and come to an agreement about the learning and teaching required for their year level. A whole-school approach was taken based on the needs of the school community, the liturgical year, and the Religious Education Curriculum Framework from MACS, with a more systematic and theme based approach to whole school religious education learning through the approach of the Pedagogy of Encounter model.

VALUE ADDED

Our school community was able to resume engaging in the liturgical life of our parish through celebrating Class Masses when restrictions were eased. Sacramental programs were able to be conducted in the school, with Year 3 and 4 receiving First Reconciliation, Year 6 receiving Confirmation, and Year 4 and 5 receiving First Eucharist, ensuring that all students who missed receiving sacraments in 2020 had the opportunity to receive them in 2021. Student preparation days were able to happen again, and Family Faith Formation evenings took place where restrictions allowed or were held via zoom. Student Liturgy Leadership led scripture activities for junior students, and they led full school liturgical celebrations and assemblies virtually via Zoom and in person.

Learning & Teaching

Goals & Intended Outcomes

To embed a culture of Visible Learning within a stimulating, challenging, purposeful, authentic and safe learning environment.

For all staff to have a shared vision of Mathematics and Literacy Learning & Teaching.

Improve professional subject knowledge, pedagogical knowledge and content of Mathematics and Literacy.

That learning growth will improve for all students in Literacy and Mathematics.

That every student is engaged, challenged and learning successfully.

That teacher confidence, quality and purposeful teaching will improve.

To improve student outcomes in:

NAPLAN - Mathematics, Reading, Writing, Punctuation, Grammar and Spelling.

To continue to use the ENA data - (Early Number in Algebra) to improve outcomes

Achievements

Teachers at St. Anthony's review performance through Annual Review Meetings. Teachers observe and learn from each other in many informal ways. If teachers seek feedback or opportunities for observation of practice this is available. Professional learning goals are primarily derived from and align with our school improvement goals. Teams of teachers collaboratively consult with each other to critique and adapt research across areas of practice for implementation in the classroom. Data is consistently used to generate questions of 'why' particular learning outcomes are occurring in classrooms, and 'how' we can make improvements in student learning. Student data formed the basis of the learning and teaching program, ensuring that student individual needs are consistently taken into account and that Victorian Curriculum requirements are met.

All staff work collaboratively: teaching staff, non-teaching staff, external experts and agencies. We take into consideration the background of all of our learners and make adjustments to learning programs to suit the needs of each individual, in consultation with expert advice and research. We have high expectations of all of our students academically, socially, physically, emotionally and spiritually. Learning intentions and success criteria are used consistently to model success and communicate expectations to students, working towards a greater level of co-construction. Feedback to students about their learning is completed in a timely manner and in various forms to ensure students can set goals around their learning. Engagement levels are relatively high and we are working towards greater levels of self-efficacy and agency from our students.

Assessment and monitoring of progress is an essential part of the evaluation of learning and teaching at St. Anthony's. We select, modify and adapt assessment tools dependent on student context and need. We analyse data collaboratively, and evaluate patterns and modify teaching accordingly. Ongoing and timely feedback is provided to all students, and teachers adjust student goals in consultation with students according to their need.

STUDENT LEARNING OUTCOMES

Set assessment schedules are provided across Literacy and Numeracy for all classes Prep to Year 6. These are monitored and updated regularly to ensure the needs of the students and teachers are being met. At St Anthony's we have clear policies and procedures relating to reviewing curriculum and teaching practices, including students who are achieving below and above expected curriculum standards. Programs and strategies that are in place to support student learning outcomes include:

*Tutoring Program: needs based from the data and teacher judgement on those students that may have been affected by COVID school closures. This is across literacy and numeracy depending on need and data.

*Experienced Teacher Intervention for those students struggling in reading. A dedicated teacher in P-2 and 3-6. Using data it is needs based and the program is differentiated for student need. This may include phonetics based interventions, Levelled Literacy, decoding and comprehension strategies.

*LSO individual and small group work directed by the classroom teacher for students needing extra support accessing the classroom curriculum.

*Working with school leadership (including maths / literacy) to determine learning concerns and develop skills in these areas.

*Differentiated classroom practices including small group focus groups in literacy and numeracy to target students at point of need.

Teachers constantly look at formal and informal data to inform their classroom teaching practices. Teachers differentiate tasks to ensure all students can access the learning at point of need. This is done collaboratively at planning sessions as well as dedicated staff meetings. These professional discussions inform targets and goal setting at a school, cohort and individual level.

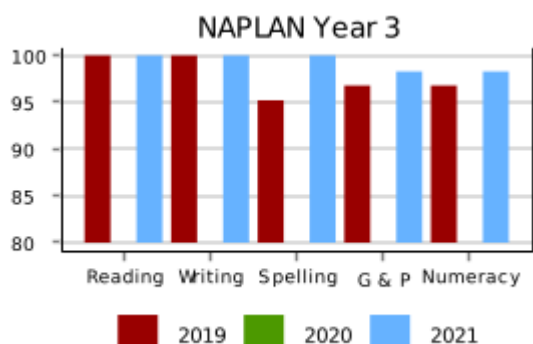
When students are deemed at risk, professional discussion with the leadership team takes place including literacy / maths leaders, learning and teaching leader and the learning diversity leader. An internal referral form is completed by the classroom teacher. This supports the teacher in further investigating the student's needs and adjusting teaching within the classroom. If further support is required students may be placed in an intervention with one of the intervention specialist teachers. This is a discussion with the teacher, the intervention specialist and a member of the leadership team around student data, parent and teacher concerns. If concerns are ongoing, referral to MACS external specialists may take place. This process is done in consultation with the family.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	96.8	-	-	98.3	-
YR 03 Numeracy	96.8	-	-	98.3	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	95.2	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	92.3	-	-	98.3	-
YR 05 Numeracy	96.2	-	-	95.1	-
YR 05 Reading	98.1	-	-	98.3	-
YR 05 Spelling	96.2	-	-	94.8	-
YR 05 Writing	98.1	-	-	96.4	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To ensure the social, emotional wellbeing of all members of the St Anthony's community are being acknowledged and addressed.

To empower staff and students with the knowledge, skills and dispositions to be emotionally intelligent and successful learners.

That students will develop as self-managing and collaborative learners who take responsibility for their learning, actions and wellbeing of themselves and others.

The school is keen to make explicit links between its Catholic faith, Social and Emotional Learning and community values.

To build Staff Capability in the teaching and understanding of the impact of positive relationships amongst all stakeholders and social and emotional learning.

To build a positive school environment.

Achievements

Our focus for 2021 as a whole school was resilience considering the year we had had however this proved to be again very relevant as again our lives were turned upside down with covid. As part of our theme the year 6 Social Justice and Student Action leaders worked on presenting activities across the school on our Resilience Rocks Day.

We made a real effort to start the school year focusing on building relationships with our students in each of our classes. We believe that building positive relationships with our students is fundamental to success. When students feel supported, they're more likely to engage in learning and have better academic outcomes. Plus, when students have positive interactions with teachers, they have fewer behavioral problems.

Majority of the staff attended the Resilience Project at Costa Hall in Geelong. The aim is to teach positive mental health strategies to help people become happier and more resilient. Their key message was that we can all find happiness through gratitude, empathy and mindfulness. Some staff have encouraged their own students to practice gratitude and mindfulness. It has been incorporated into weekly wellbeing lessons and overall day to day in the classroom.

During remote learning we continued to engage with our students as much as possible and kept our lines of communication open through morning zoom meetings, videos and staff clips. Regular phone calls were made and family wellbeing packs were sent home to every family.

Review feedback around the wellbeing at St Anthony's was very positive. We have some plans to work on suggestions of ways we can be even better with a focus on student voice next year.

We are very aware of the effects remote learning and isolation have had on our children and their families. We purchased resources for staff to use with their students around dealing with anxiety, feelings and worries. It's key to keep our lines of communication open and reassure the children that feelings good or bad are normal.

VALUE ADDED

- Many additions to the outside play spaces.
- Families accessed support if needed during remote learning.
- Staff check ins with families during remote learning
- Altered programs / supports as required during remote learning.
- Focused on well being on student's return.
- Clear guidelines / expectations to families around changes to ensure a positive environment.
- Sensory room developed & used and resources expanded.
- Social worker working with individuals and small groups as well as families.
- Psych successful with individuals.
- Facebook well being focus.
- Weekly focus on well being explicit lessons in the classroom and options highlighted during remote learning.
- Whole staff underwent Mandatory Reporting and Disabilities Standards training.
- Student awards focus on school's dispositions
- Shout outs to celebrate positive behaviours in the yard.

STUDENT SATISFACTION

The MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) 2021 data indicated that students' endorsement of our school is very high, and showed a vast improvement to previous years. Areas of particular strength are students feeling the teachers hold them to high expectations, teacher-student relationships and school belonging.

Our results were also more positive in domain than the MACS average of all schools.

STUDENT ATTENDANCE

The school manages student attendance electronically by the student administration system SIMON. Members of the school's office administration team monitor and check daily attendance reports that are generated by every class group. Staff continued to engage with the parent SMS notification system, whereby parents receive a text message alert if their child is absent from school and the absence is unexplained. An alert is triggered at the beginning of

the school day when rolls are marked. Parents are contacted until a response is received. Parents can also monitor their own child's attendance by way of the parent portal. Attendance is monitored closely by the Leadership Team and staff. If we have attendance concerns this is followed up by the Principal, Wellbeing Leader, Homeroom Teacher and Social Worker. Due to COVID-19, student attendance requirements were modified for students learning remotely.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.5%
Y02	93.6%
Y03	94.4%
Y04	94.5%
Y05	94.7%
Y06	null%
Overall average attendance	94.1%

Child Safe Standards

Goals & Intended Outcomes

In 2021 St Anthony's Primary School continued to hold the care, safety and wellbeing of students as a central and fundamental responsibility of the school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Anthony's Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community. Throughout 2021, our school sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. We continued processes to induct and digitally track all visitors and volunteers to our school and to maintain current records of Working with Children Checks. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse. St Anthony's is compliant with the Child Safety Laws. There is be a culture of zero tolerance towards child abuse. The school community is committed to maintaining a child safe culture.

Achievements

Child safety is at the forefront at St Anthony's. We are compliant in regard to the child safe standards. We have excellent and thorough processes in place, and we have well documented procedures to ensure all members of our community and visitors are well-informed.

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.
- Registers are maintained through the Safesmart Portal.
- Wellbeing focused professional learning occurs regularly.
- The child safe schools' statement is woven into websites, newsletters, social media and email signatures.
- CEMIS data is used to identify areas for improvement and growth. In early 2021 St Anthony's designed its own student survey to monitor safety and connectedness in preparation for review.
- Training of teachers, non-teaching staff and volunteers
- All teaching & non teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with information on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.
- All support staff are required to regularly update their WWCC and their Police Check.

- The Working with Children Check is offered to all new parents at the induction and transition process with staff members ready to help them sign up and apply.
- All disclosures and suspicions of child abuse data identified within the school are sent to CEM.
- All protection orders are treated with the greatest of care and respect and procedures identified and communicated with all staff confidentially.

Leadership & Management

Goals & Intended Outcomes

To develop a strong professional culture that empowers all staff to lead and demonstrate their responsibility to enact the school's vision and collaborate for continuous improvement.

That there is trust, open communication and positive relationships amongst staff.

That staff will feel more empowered.

That the performance and development culture of the school is strengthened.

Achievements

Positions of Leadership were reviewed in 2021 as positions came to the end of their two year contracts. These included an Education in Faith Leader, Leader of Learning & Teaching, Leader of Wellbeing, Leader of Learning Diversity, Leader of Literacy and Leader of Mathematics.

The leadership team met regularly throughout 2021 to monitor and plan for the implementation of the School Improvement Plan and the school review.

Building the capacity of middle leaders continued to be a focus.

Review meetings were held for all staff, the AITSL standards were used to provide feedback.

School Leaders attended relevant network meetings.

Weekly staff news from the principal was emailed to staff each Friday for the following week.

During remote learning leaders attended year level planning meetings.

The leadership team communicated through the school newsletter.

Staff participated in mandated annual training in OH&S, Mandatory Reporting, the Disabilities Discrimination Act, Anaphylaxis and First Aid raining, and also emergency management through the service provider Dynamiq.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

ENA (Early Numeracy Assessment)

STEM PD

Levelled Literacy Intervention PD

Meeting the Needs of Children with Dyslexia- Creating a Dyslexia Friendly Classroom

How to Recognise and Meet the Needs of Children with Specific Learning Difficulties in Class, in small groups and individually

Mandatory Reporting

- OH&S training
- Level 3 First Aid Training
- Dynamic Warden Training
- Infection and Prevention Control online training
- 3 staff completed anaphylaxis supervisor training
- Sentence level grammar for building reading comprehension and writing skills - moving from theory to implementation (internal)
- Colourful Semantics
- Teaching Number Daily (internal staff meeting)
- NCCD new portal training
- Moderation
- DocuSign training
- Supporting students with PTSD
- Reporting procedures and expectations
- TORCH data and analysis
- Integrated Studies Scope & Sequence
- Data analysis
- Reading levels and guided reading
- Using Essential Assessment
- Using PAT
- NCCD requirements
- NCCD data

Number of teachers who participated in PL in 2021	40
Average expenditure per teacher for PL	\$399

TEACHER SATISFACTION

The MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) 2021 staff data indicated positive endorsement for the school. The St Anthony's staff data percentages were more positive across all domains than the MACS average. Areas of particular strength were student safety, collaboration around the improvement strategy and collaboration in teams. Areas that have room for improvement are feedback and professional learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.0%
Graduate	13.3%
Graduate Certificate	3.3%
Bachelor Degree	73.3%
Advanced Diploma	20.0%
No Qualifications Listed	6.7%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	38.0
Teaching Staff (FTE)	33.8
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	13.5
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school, faith community and the wider community to support learning and wellbeing.

To increase trust between staff and parents (both ways).

That families will be more empowered and actively engaged in the learning of their children.

That teachers will see the benefits of building authentic partnerships with parents and the wider community.

That students will make connections with the broader community to enhance learning.

Achievements

St. Anthony's has an active parent community that we welcome and encourage parents and caregivers to be involved in the life of our school. New members of our community (staff, students, families) are inducted into the life of our school through formal and informal welcoming activities. All surveys show high percentages of staff, students and families feeling welcome and a sense of belonging. They have been steadily high over the past 4 years, showing improvement each year.

We see relationships as the foundation of all learning & life in our school. We promote belonging and welcoming through our social media which hit its peak during remote learning! Although data suggests that families leave the faith development of their child up to the school, they do value the Catholic ethos and Catholic education.

St. Anthony's gives multiple opportunities to engage in social justice/ service of others. Parents value the ethos of the school, but participate at a lower rate. There is strong family survey data showing parents feel they have a voice in the school & are comfortable sharing information. Families feel they visit the school (pre covid) regularly and are made to feel welcome. Parents also state they are invited to and engage in their child's learning. Through PSGs and parents meetings, including Parents & Friends and the School Advisory Board, we listen to parents in the planning and decision-making for their child's education.

During remote learning we continued with virtual communication dropping packs to families and ensuring families stayed connected to our school. DocuSign and virtual Zoom calls continued so families could engage at a time suitable to them.

St. Anthony's seeks opportunities to contribute to and participate in the wider school community. We invite local community members such as the Police, Fire Brigade to visit our students. Our

student leadership groups take initiatives to take into the community and invite community members into our school. For example, RSL, Anzac Day & St. Lawrence Park.

PARENT SATISFACTION

The MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) 2021 staff data was very limited as we only had a very small number of parents respond. The domains that had the most positive responses were school fit, school climate and communication. With family engagement and barriers to engagement being areas for improvement.

Future Directions

As move through 2022 we will continue our focus on improved growth for every student in our school and striving to achieve academic excellence in all that we do.