



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Anthony's School

90-100 Kees Road, LARA 3212

Principal: Natalie Heard

Web: www.salara.catholic.edu.au

Registration: 1859, E Number: E1330

Principal's Attestation

I, Natalie Heard, 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 14 May 2025

About this report

St Anthony's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our School Vision

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

Our School 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.

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 that 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 our most vulnerable in particular.

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 in Lara, within the Greater Geelong region of Victoria. It is the only Catholic school in Lara and is located just 8km from the You Yangs National Park.

Lara's population continues to grow, with new housing estates being built to accommodate this increase. St Anthony's serves the northern part of the Parish of Corio-Lara and is the second school in the parish. The school 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 school's catchment area spans from parts of Little River to parts of Anakie.

At St Anthony's, we are committed to achieving excellence in education. We aim for the success of every student, with a focus on academic excellence through clear teaching and a knowledge-rich curriculum. Our teachers are dedicated to inspiring a love of learning and preparing students for the challenges ahead.

Our facilities include spacious classrooms, a multi-purpose hall, specialist classrooms, and large gardens and grounds. We believe in providing a well-rounded education. Alongside academic achievement, we offer specialist programs in Physical Education, The Arts, Science and Italian (LOTE). Our grounds are well-equipped for sports, fitness, outdoor learning, and play.

At St Anthony's, Christ's love and teachings guide our daily interactions, shape our prayers and strengthen our faith. We are deeply inspired by the values of the gospel, which call us to love, kindness and compassion. We are empowered by the gifts of the Holy Spirit, which inspire us to live with purpose, hope and joy. Every aspect of our school community reflects our commitment to living out these values in our actions, nurturing a spirit of unity, service and reverence for God.

Principal's Report

As we reflect on the 2024 school year, I am filled with immense pride and gratitude as I present this report to you. The past year has been one of growth, resilience, and remarkable achievements for our school community. Together, we have faced challenges and celebrated numerous successes, making significant progress across all areas of our educational journey.

Our school community continues to be deeply influenced by the spirit of our patron saint, St. Anthony of Padua. His message of "Let your light shine" continues to resonate through the prayers and actions of everyone within our school. We firmly believe that by nurturing the core values of spirituality and well-being, we create an environment where all students can achieve their very best. Our school has a long and proud history of offering a robust curriculum, supported by dedicated staff and high-quality resources. The success of our graduating students is a testament to this ongoing commitment.

Our dedication to academic excellence has remained unwavering. We have continued to refine our curriculum to meet the evolving needs of our students. By adopting an evidence-based approach to teaching, we ensure that our students receive the highest quality education. Grounded in the Science of Learning, our teaching methods are research-backed and proven to be effective. We encourage our students to develop critical thinking skills, and our educators have worked tirelessly to offer engaging and enriching learning experiences. Our literacy and numeracy intervention programs have played a crucial role in supporting the diverse learning needs of our students, ensuring that every child receives the help they need to thrive academically.

On the sporting front, our students had many opportunities to showcase their talents, demonstrating sportsmanship, teamwork, and commitment. Whether on the field, court, or track, our athletes have represented our school with pride, and their achievements should be celebrated.

Beyond the classroom, we have remained committed to building connections with our community and nurturing meaningful partnerships. Through volunteer initiatives and fundraising campaigns, our students have embodied the value of compassion, making a positive impact on the lives of others and contributing to the greater good. Their efforts continue to inspire hope and optimism for the future.

Looking ahead, we are committed to upholding the values of respect, responsibility, resilience, and compassion that define our school community. With each challenge we encounter and every milestone we reach, we reaffirm our dedication to providing an exceptional education that empowers students to realise their full potential and become compassionate global citizens.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

Enhance student agency and empowerment

Engage learners through encounter and dialogue

Engage learners in religious & spiritual growth

Intended Outcomes

Deepening the knowledge and understanding of student voice and agency along with practices that encourage active participation and authentic student voice across the whole school and wider community.

To improve teacher effectiveness.

To motivate and challenge staff to further develop their skills and knowledge.

Achievements

At St Anthony's Primary School, our Catholic Identity remains a fundamental pillar of our community. We inspire students to embody Gospel values in all areas of their lives. These principles are exemplified by our staff and are purposefully woven into every part of the curriculum, extending beyond Religious Education lessons.

Liturgy continues to be a central part of the prayer life of our school. In 2024 year level liturgies took more of a central role in communal prayer celebrations, with teachers and students planning these celebrations collaboratively in consultation with the Religious Education Leader. The school community continued to gather in prayer each week at our Friday assemblies, with every class having the opportunity to lead the school in prayer. A full school Mass was celebrated at the beginning of the year and our Year 6 students celebrated a graduation Mass together. Looking forward to 2025 we are working with our Parish Priest on developing a regular whole school Mass schedule to mark significant events and feasts in the life of the Church so that the whole school celebrates the Eucharist together as one Catholic school community.

In 2024, student-led liturgies continued to thrive, with six senior students stepping into the role of Liturgy Leaders. These students made a significant contribution to the school's prayer

life, notably by guiding the whole school through the Remembrance Day liturgy and leading both the start-of-year and Year 6 graduation Masses. At the end of the year a student was awarded the 'St Mary MacKillop Award' for living out the Gospel values authentically in their school life, which continues to be an award students strive towards.

Our sacramental program maintained its regular schedule in 2024, beginning with the celebration of reconciliation in Term 1, followed by Confirmation in Term 2, and First Eucharist in Term 3. We were fortunate to have Denise Arnel lead a family faith formation evening, where parents and students explored the concept of 'sacramentality' within the life of the Church. Additionally, we were honored to welcome Bishop Martin Ashe, who met with our Confirmation candidates and administered the sacrament. Given our large Catholic student population, we held two fully attended Masses for Confirmation. Looking ahead to 2025, the Confirmation Mass will take place at St. Mary's Basilica in Geelong, allowing families and friends to gather comfortably as our Catholic student numbers continue to grow. The sacrament of First Reconciliation was once again conducted during school hours, proving effective and set to continue, with plans to shift to the Church in 2025. First Eucharist was celebrated at parish Sunday Masses, fostering a closer connection between our school and parish, warmly embraced by the parish community.

Teaching staff engaged in school-based professional development focused on faith formation and enhancing teacher knowledge in enjoyable and creative ways, with opportunities for support from the Religious Education Leader and collaboration across the school team.

Staff at St Anthony's continued to utilise the St Anthony's Religious Education Curriculum, guided by the Religious Education Curriculum Framework from MACS. With the support of the Religious Education Leader, they designed and delivered engaging learning programs that helped students deepen their understanding of faith concepts and Catholic traditions. Students were encouraged to explore how the Catholic faith and the call to live by Gospel values connected to school, parish, and community life, as well as the broader impact on the world.

Looking forward to 2025 we will incorporate aspects of the Jubilee Year theme Pilgrims of Hope to enhance student engagement with our school's Catholic identity, and to build effective partnerships between school, families and Parish to continue to grow St. Anthony's as a Catholic learning community that lives out the Gospel values in all that we do.

Value Added

Our school community has consistently welcomed families and friends to participate in regular liturgies, assemblies and events such as our school Carols Night and our Feast Day celebrations, where prayer and our Catholic identity remains a key focus. Student Liturgy Leaders took on a more active role in shaping the school's liturgical life. In 2024, our sacramental program saw over 140 students receiving a sacrament. The sacramental family faith formation evening, facilitated by Denise Arnel was very well attended. Staff had

numerous opportunities to engage in professional development centered on Religious Education, Catholic Identity and faith formation.

Learning and Teaching

Goals & Intended Outcomes

Goals

Implement a structured approach to ensuring staff seek, give and receive developmental feedback on a regular basis so as to enhance teacher performance.

Improve learning for all students.

Enhance student agency and empowerment.

Intended Outcomes

Teachers engage with feedback on their practice through formal processes such as coaching and mentoring.

Teachers engage with evidence based professional learning and develop professional learning goals.

Teachers use evidence based teaching strategies.

Teachers create a classroom culture of high expectation.

Teachers establish challenging goals for students.

To ensure the collaborative design of learning activities which meet each student at their point of need.

To develop and refine staff expertise and practice to positively impact upon student outcomes.

Achievements

In 2024, we strengthened our commitment to delivering high-quality education by continuing to embed evidence-based practices across all areas of teaching and learning. Our approach is firmly grounded in the Science of Learning, ensuring that instructional strategies are research-informed and centred on what works best for student achievement.

A strong emphasis was placed on explicit instruction, underpinned by clear learning intentions, success criteria and scaffolded support to promote deep understanding. Teachers

prioritised student engagement and accountability by establishing and reinforcing engagement norms that encourage active participation from all students during lessons.

Differentiated teaching remained central to our practice, ensuring the diverse learning needs of every student were met. Assessment data was regularly analysed and used to guide instructional decisions, allowing teachers to personalise learning and address individual progress with precision.

To ensure every student receives the support they need to thrive, we continued the implementation of a Multi-Tiered System of Support (MTSS). This approach ensures that timely and targeted interventions are available, leaving no student overlooked. We remain committed to creating an inclusive, responsive, and supportive environment where every learner can succeed.

In line with our belief in a holistic education, students also accessed enriching specialist programs in Physical Education, the Arts, Italian (LOTE) and Science. These programs foster creativity, cultural awareness, and physical wellbeing alongside academic growth.

A key focus in 2024 was the refinement of our Literacy curriculum. In response to analysis of NAPLAN data, which identified spelling as an area of need, teachers engaged in professional learning about constructing and implementing daily reviews of previously learned knowledge. Based on an understanding of how students learn, regular review, retrieval and repeated practice allows students to consolidate knowledge and store it in long-term memory.

To support this work, staff participated in targeted professional learning, as part of the MACS Flourishing Learners initiative, with a focus on building shared understanding of high-impact instructional routines that promote student mastery. These routines are now being implemented consistently across the school, forming the foundation of our structured Literacy Block. Teachers and leaders collaborated closely to strengthen planning and align practices school-wide.

In Mathematics, many teachers from Prep to Year 6 participated in the Teaching Impact in Mathematics Series (TIMS), delivered by Teach Well. This professional learning initiative provided educators and leaders with high-quality support and practical resources to make the most of the Ochre Education materials. Grounded in robust research and evidence, the TIMS program focused on strengthening high-impact instructional practices in mathematics, empowering teachers to deliver lessons that accelerate learning for all students. The series encouraged consistent, explicit teaching approaches across classrooms and helped build collective expertise and confidence in implementing a structured and effective mathematics curriculum.

Teachers were provided with regular opportunities to meet with school leaders to reflect on practice, set professional goals and monitor progress collaboratively. Whole-school professional development was delivered throughout the year, focused on explicit teaching,

mathematical pedagogy, and the use of data to inform instruction. This work contributed to the development of a shared language and consistent approach to teaching mathematics.

A comprehensive whole-school assessment plan was enacted, detailing processes for assessment administration, data collection and analysis. This enabled informed decision-making and ensured teaching was responsive and targeted.

Feedback from staff indicated that the professional learning and coaching provided in 2024 was both relevant and impactful, contributing to improved confidence, consistency and effectiveness across classrooms. Through these collective efforts, we continue to strive for excellence in teaching and learning, ensuring every student is actively engaged, challenged, and supported to reach their full potential.

Student Learning Outcomes

The school continued to make progress toward its goal of strengthening literacy and numeracy outcomes through the refinement of instructional practices. NAPLAN results showed a notable increase in Mathematics with both Year 3 and Year 5 students scoring slightly above the state mean. For both Years 3 and 5, scores for Writing and Grammar & Punctuation were above the state mean; a significant improvement from 2023. Results for Reading were less strong, sitting just at (Year 5) and under (Year 3) the state mean. Spelling was identified as an area of need based on NAPLAN data. Analysis of internal assessment data by teachers and leaders highlighted the need for further professional learning, particularly in the areas of spelling and numeracy instruction. Targeted intervention programs, including MiniLit and MacqLit, will continue to be delivered daily by trained staff to support identified students. As part of our ongoing implementation of the Science of Learning, optimising the structure of the Literacy and Mathematics blocks remains a key priority. Improvement in Writing was a clear highlight in 2024, reflecting the positive impact of focused professional learning throughout the year.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	425	61%
	Year 5	513	72%
Numeracy	Year 3	414	79%
	Year 5	485	78%
Reading	Year 3	416	79%
	Year 5	507	88%
Spelling	Year 3	407	71%
	Year 5	477	64%
Writing	Year 3	437	95%
	Year 5	506	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals

Improve learning for all students.

Enhance student agency and empowerment.

Intended Outcomes

Build resilience, identity and growth.

Teachers make pedagogical decisions that nurture the whole person.

A deepening in the knowledge and understanding of student voice and agency along with practices that encourage active participation and authentic student voice across the whole school and wider community.

Students develop their own individual wellbeing.

The school commits to empowering student voice through respectful and active participation.

Achievements

In 2024, St. Anthony's continued to foster student leadership and engagement through a range of initiatives, ensuring students played an active role in shaping school life. Regular leadership meetings for Year 6 leaders provided opportunities for collaboration and decision-making, leading to meaningful contributions across the school.

Classroom Mastery through Flourishing Learners West supported ongoing professional development and coaching in well-established entry and exit routines that provide structure and consistency for students. A clear cue to attention in every classroom was expected to help students transition smoothly between activities, ensuring focus and minimising distractions. Defined responses and participation norms encourage active involvement of all students, promoting a respectful and engaged classroom environment. These practices contribute to creating calm, predictable spaces where all students can effectively attend to their learning, fostering a productive and positive atmosphere.

A variety of lunchtime clubs were introduced and expanded, offering students opportunities to explore interests, develop new skills and strengthen friendships. Whole school events, such as Kaboom and STOMP, brought the community together in celebration and active

participation. Additionally, students were involved in social justice projects such as Project Compassion and fundraising initiatives like selling icy poles to support the creation of Christmas hampers for local Lara residents. Student leaders also coordinated a Winter Coat Drive for 'Off Ya Back', collecting and donating coats to support those in need.

Student leaders took an active role in promoting safety and wellbeing within the school. They facilitated a whole-school activity on bullying, working with students across different year levels to reinforce messages of respect and inclusion.

Our Buddy Program between Foundation and Year 6 students fostered relationships, with older students developing leadership and mentoring skills while supporting their younger peers. The program helped Year 6 students grow in responsibility and leadership while giving Foundation students a sense of security and confidence as they transitioned into school life.

To further support student wellbeing and personal development, guest speakers and external programs were introduced. Leigh Bartlett, engaged through BATForce, spoke with senior students about positive relationships, while the Bravehearts Program was delivered to Foundation – Year 2 students, focusing on personal safety. Additionally, Personal and Human Development lessons were provided for Year 5 and 6 students, covering essential topics around growth, relationships and responsible decision-making to support their transition into adolescence.

Ongoing Professional Development was provided to staff around Child Safety and the Child Safe Standards, ensuring all staff remained informed and equipped to uphold best practices in safeguarding students. Staff meetings were also dedicated to supporting student wellbeing and identifying additional needs, fostering a proactive approach to student care and support.

The school's Wellbeing Leadership Team, consisting of the principal, deputy principal, mental health and wellbeing leader, wellbeing leader, learning diversity leader and social worker, met regularly to examine student needs and explore how best to support their social and emotional development. Through ongoing discussions and targeted interventions, the team worked to ensure all students felt safe, supported, and connected within the school community.

These initiatives reflect St. Anthony's commitment to fostering a connected, inclusive, and supportive school environment where every student can thrive.

Value Added

Classroom Mastery

Leadership meetings for Year 6 student leaders

Lunchtime clubs

Whole-school events such as Kaboom, STOMP

Passive play space at recess and lunch

Year 3-6 Athletics

Junior Athletics

Colour Run

Swimming Program P-4

Surf Life Saving Excursion

Summer and Winter Lightning Premiership

Excursions - Werribee Zoo, IMAX, ArtVo, You Yangs, MOPA, Lara Museum, Ballarat Wildlife Park, Polly Woodside, Geelong Botanical Gardens, The Lume

Incursions – Professor Bunsen, Parliament, Build-a-Bear, Bravehearts

Buddy Program for Foundation and Year 6 students

Student-led bullying prevention activity

Personal and Human Development lessons for senior students

Ready To Launch Program (BATForce) for senior students

Camps for Year 5 & 6 students

100 Days of Prep celebration

Bullying No Way Day

Mission Fete for Mannya

Author Visits

Book Week

Wellbeing Staff Leadership Team meetings

Ongoing Professional Development

Student Satisfaction

The MACSIS student feedback highlights a generally positive school experience, reinforced by internal student surveys conducted across various year levels. Notably, students provided strong positive responses in areas of student safety, school belonging, and student-teacher relationships.

Regarding student safety, students expressed confidence in the school's efforts to maintain a secure and supportive environment. This includes both physical safety and emotional wellbeing.

In terms of school belonging, students highlighted a strong sense of connection to their school community. They feel valued as members of the school, with opportunities to engage in school activities, contribute to decisions, and form relationships with peers. This sense of belonging fosters an inclusive atmosphere where diversity is celebrated, and every student feels like they matter.

Additionally, the feedback on student-teacher relationships was positive. Students spoke highly of their teachers, noting the trust and respect that characterise these relationships. Teachers' approachability, willingness to listen, and care they demonstrate for students' personal and academic development are key elements in creating a positive and supportive learning environment. These strong relationships enhance students' engagement and motivation, contributing significantly to their overall school experience.

Student Attendance

St Anthony's Primary School manages student attendance in line with the MACS Attendance Policies and Procedures which outline processes for managing and recording student attendance and absenteeism. We are committed to prioritising student attendance through consistent practices of roll-marking, monitoring, and proactive follow-up of student non-attendance. St Anthony's Primary School communicates high expectations of attendance to employees, students, parents, and guardians.

Average Student Attendance Rate by Year Level	
Y01	92.6
Y02	93.3
Y03	93.0
Y04	92.2
Y05	88.7
Y06	90.3
Overall average attendance	91.7

Leadership

Goals & Intended Outcomes

Goals

Implement a structured approach to ensuring staff seek, give and receive developmental feedback on a regular basis so as to enhance teacher performance.

Intended Outcomes

To improve teacher effectiveness.

To understand their impact.

To bring about improvement.

Formation of self and others.

To develop culture of professional learning that is research and evidence-informed.

Leading Learning Innovation and Improvement.

Effectively lead and manage change.

Achievements

Teacher capacity continued to grow through various professional learning opportunities, including coaching, mentoring, and accountability measures. All teaching staff took part in the Flourishing Learners West professional development organised by MACS and the Knowledge Society. This professional development brought together over 500 teachers from schools across the Western Region of the Archdiocese of Melbourne, aimed at supporting us in our journey to implement the Vision for Instruction. Following the professional development, we had coaching sessions where external coaches visited our school to model best practices and give individual feedback to homeroom teachers.

In 2024, the main focus areas were behaviour routines, engagement norms and Literacy (with a specific focus on Daily Review). Our maths leader guided the staff in unpacking and implementing the MACS Ochre resources, which are designed to support teachers and reduce their workload. The purpose of these resources is to ensure all students receive a consistent approach to learning maths content and that they all learn the same material.

There was a strong focus on contemporary pedagogy and assessment practices to equip teachers with the skills needed to engage students effectively and accurately assess their progress. In 2024, we also developed a detailed staff handbook that clearly explains how students are taught at St Anthony's. High-impact teaching strategies and lesson structures were used to improve teaching across the school. Teacher collaboration and evidence-based practices were encouraged through consistent instructional protocols and processes. By using these strategies, the learning environment was improved, leading to better teacher performance and better outcomes for all students. This structured approach to professional development and feedback helped build a culture of excellence and accountability within the school community.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Flourishing Learners West</p> <p>Day 1 - Classroom Mastery - Behaviour Curriculum</p> <p>Day 2 - Reading and Spelling</p> <p>Day 3 - High Impact Writing Instruction</p> <p>Jocelyn Seamer ~ Build the Foundations for Your Literacy Block in Years 3-6</p> <p>Jocelyn Seamer ~ Reading Success in the Early Primary Years (Prep) (Year 1/2)</p> <p>Jocelyn Seamer ~ Writing Success in the Early Primary Year</p> <p>Principal Networks</p> <p>Principal Briefings</p> <p>Religious Education Leaders Network</p> <p>Deputy Principal Network</p> <p>Learning & Teaching Network - Literacy and Mathematics</p> <p>Student Wellbeing Network Services Briefing</p> <p>Learning Diversity Leader Networks</p> <p>NCCD Network meetings</p> <p>Child Safe Standards Briefings</p> <p>Disability Standards Modules</p> <p>CPR Training</p> <p>Anaphylaxis and Asthma</p> <p>Mandatory Reporting eLearning Module</p> <p>Emergency Management Training Risk2Solutions</p> <p>LSO MacqLit training</p> <p>Mental Health & Wellbeing Leader training</p>

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2024	31
Average expenditure per teacher for PL	\$638.64

Teacher Satisfaction

Teacher satisfaction at our school has as reflected in our scores. The annual MACSIS surveys show school climate has risen from 93% in 2023 to 94% in 2024, well above the MACS score of 73%. Similarly, the satisfaction of staff-leadership relationships, has increased from 86% in 2023 to 91% in 2024, surpassing the MACS score of 81%. These results demonstrate a positive trend in both the overall school environment and the quality of leadership relationships, indicating strong teacher satisfaction and a supportive workplace culture.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	4
Graduate Certificate	0
Bachelor Degree	24
Advanced Diploma	6
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	36.17
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	11.27
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

Improve Learning for all students.

Intended Outcomes

Families are supported to be actively involved in the school community.

Students participate in a range of empowering activities and community structures.

Achievements

In 2024, St Anthony's continued to strengthen its commitment to fostering an engaged and connected school community, ensuring that families were actively involved and students participated in meaningful, empowering experiences. Parents played a vital role in school life through their contributions to the School Advisory Board and the Parents and Friends Committee, offering valuable insights and leading fundraising initiatives such as the annual Colour Run, Mother's and Father's Day stalls and the Easter raffle. These efforts directly supported school programs, resources, and activities, enhancing learning opportunities for all students. Families were also encouraged to attend termly engagement sessions, celebrating their children's achievements and deepening their connection to the school. Parental involvement extended to excursions, sacramental celebrations, sporting events and volunteering for the interschool sports program, fostering a strong sense of community and teamwork.

Students were also given opportunities to participate in a range of empowering activities that promoted leadership, service, and engagement with the wider community. They attended the local ANZAC service, visited kindergartens as part of the choir program and completed First Aid training, equipping them with valuable life skills. The school proudly celebrated students who were recipients of prestigious community awards, including the Bendigo Bank Community Spirit Award, Richard Marles Leadership Award, Ella George Community Award, and the RSL Spirit of ANZAC Award, recognising their contributions and leadership.

Ongoing communication through the SIMON calendar, newsletters, Seesaw, and the school's Facebook page ensured families remained informed and connected. St Anthony's is deeply grateful for the generosity, dedication, and support of its families, whose involvement

continues to enrich the educational journey of every student and strengthen the sense of community within the school.

Parent Satisfaction

Feedback from our MACSSIS survey and other sources highlights a strong sense of satisfaction among parents and carers, with our school exceeding the MACS average across all measured areas. Families have expressed particular appreciation for our welcoming school environment, effective communication, and commitment to student safety.

Our partnership with the School Advisory Council and Parents and Friends Association remains a key strength, fostering collaboration and open dialogue between families and staff. This strong connection ensures that parents feel supported and confident in engaging with teachers, staff, and leadership. Parents consistently commend the school's positive atmosphere and the high-quality learning experiences provided by our dedicated staff. The trust and mutual respect within our community create a nurturing environment where students can thrive academically, socially, and emotionally.

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.salara.catholic.edu.au