



Melbourne Archdiocese
Catholic Schools

2025

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 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 01 May 2026

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our 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

The 2025 school year has been one of growth, renewal and celebration. It has been a year marked by strong enrolment demand, significant facility improvements, meaningful faith experiences and continued commitment to providing a calm, inclusive learning environment where all students can thrive.

In 2025, our school continued to experience strong enrolment growth. We increased from 21 to 22 homerooms, reflecting the growing demand for places at our school. Notably, Prep enrolments increased by a full additional class, highlighting the confidence families have in our early years program.

We also received a significant number of enquiries across other year levels, demonstrating that families are increasingly seeking out our school community. Our reputation for providing a calm, inclusive environment with high behavioural expectations continues to grow and we are proud that this is being recognised across the wider community.

One of the most exciting developments in 2025 occurred over the Easter holidays, when four ageing portable classrooms were replaced with six new modular learning spaces. These modern rooms were complemented by a large covered deck area that connects the new classrooms and provides flexible learning and gathering spaces for students and staff.

Remarkably, the entire project was completed in just five weeks, minimising disruption to learning. The result is an outstanding addition to our school that has affordably delivered contemporary, high-quality learning environments to support our growing enrolments. These new spaces reflect our commitment to providing the best possible learning conditions for our students.

Throughout 2025, students continued to benefit from a wide range of enriching learning opportunities. These included:

- Incursions and excursions that enhanced classroom learning
- Opportunities for other schools to visit and observe our teachers' work in action
- Sacramental celebrations that strengthened our faith life
- Whole school events that fostered community and belonging

These experiences continue to broaden student learning and contribute to a vibrant and engaging school environment.

2025 was particularly significant as the Catholic Church celebrated the Jubilee Year, themed Pilgrims of Hope. Jubilee Years are traditionally held every 25 years and provide a special time for renewal, reflection, reconciliation and hope within the Church community.

Throughout the year, our school embraced this theme by focusing on hope, compassion, service and faith in action. For the first time, our Year 6 student leaders joined leaders from other schools in a Pilgrimage of Hope to mark the Jubilee Year. This was a powerful and meaningful experience, allowing students to reflect on their role as leaders and their capacity to bring hope to others.

These faith-filled experiences helped strengthen our Catholic identity and deepen our students' understanding of living out the Gospel values in everyday life.

During 2025, our school leaders participated in the Geelong Catholic Principal Leaders Network, bringing together leaders from all 20 Geelong Catholic schools. It was a wonderful evening of networking, collaboration and celebration of the important work our schools provide to the wider community. Opportunities such as this strengthen relationships across schools and support shared growth and learning.

We continued to experience strong parent engagement throughout 2025. School events were well attended, and we were grateful for the many families who supported:

School celebrations

Fundraising events

Excursions and learning activities

Volunteer opportunities

This level of partnership between home and school is a significant strength of our community and contributes greatly to the positive culture of our school.

In Term 4, we undertook our School Review, which provided an excellent opportunity to reflect on the progress made over the past four years. This process allowed us to celebrate our achievements, identify areas for continued growth, and establish clear priorities moving forward.

The review affirmed the strong work happening across our school and provided valuable direction as we continue to strive for excellence in teaching, learning, and wellbeing.

2025 has been a wonderful year filled with growth, renewal, and opportunity. From enrolment growth and new learning spaces to faith experiences and strong community engagement, there is much to celebrate and be proud of.

I would like to thank our dedicated staff, supportive families, and enthusiastic students for their ongoing commitment to our school community. Together, we continue to create a nurturing environment where every child is known, valued, and encouraged to flourish.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

Engage learners in religious & spiritual growth.
Improve staff collaboration and knowledge in teaching Religious Education.
Embed our Catholic identity across the life of our school.

Intended Outcomes

To improve teacher effectiveness
To motivate and challenge staff to further develop their skills and knowledge
To celebrate our Catholic identity through authentic connections between our faith and our world

Achievements

At St Anthony's Primary School we celebrate our Catholic identity proudly. We celebrate our school as a community of faith which welcomes all and journeys with our students, staff and families in their faith life. Through our actions we inspire our students to embody the message of Jesus Christ in all aspects of their lives, making meaningful links between our Catholic mission and social justice and highlighting principles of faith throughout the curriculum.

In 2025 we celebrated liturgy as a full school community at least twice a term and on significant occasions for our school. Our Masses were linked to different feasts of the Church and were celebrated by our parish priest. Our student liturgy leaders were the primary readers at these Masses, with our school choir adding to the celebrations. Liturgies were planned by the Religious Education Leader in consultation with the parish priest. Weekly school assemblies continue to have a prayer focus where classes engage the whole school community in reflecting on religious education learning in the classroom, often linked to the liturgical season. Daily prayer continues to feature in classes at the beginning and end of each day.

Student leaders continue to link their actions to our Catholic identity. Our Year Six Sustainability Leaders created an initiative known as the 'Green Guardians' who are responsible for actioning Pope Francis' call to care for our common home in 'Laudato 'Si'. Our student Liturgy Leaders regularly led prayer for our students on occasions such as Remembrance Day and through the weeks of Advent. We have a partnership with a school in

Mannya in Uganda and, accepting the challenge from the Gospel to support our neighbour, students participated in our 'Mission Fete' to raise funds for the students in Manya.

Our sacramental program continued in 2023 in its regular rotation, with the celebration of reconciliation in Term 1, Confirmation in Term 2, and First Eucharist in Term 3. We were again privileged to have hosted Bishop Martin Ashe to meet our Confirmation candidates and to administer the sacrament. In order to cater for the number of students receiving the sacrament of Confirmation, and to acknowledge the Jubilee Year, we were able to celebrate the Confirmation Mass in St Mary's Basilica in Geelong, enabling all students to receive the sacrament together. We look forward in 2026 to returning to the Basilica again for the Confirmation. The sacrament of First Reconciliation was held during school time in the Church, with Fr Marcus being assisted by Fr Joel Peart from Grovedale. This format worked very well and will be continued in the future. First Eucharist was celebrated at two parish Masses which helped to build our school and parish connection and was warmly welcomed by our parish community. We were fortunate to have Fr Elio Capra facilitate our family faith formation evening where parents and students engaged with the concept of 'sacramentality' in the life of the Church.

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 enjoyed a pilgrimage day to Melbourne where they walked the Stations of the Cross around different Christian Churches in Melbourne, spending time in St Francis Church (Melbourne's first Catholic church) and our Mother Church of St. Patrick's Cathedral.

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. As 2025 was a Jubilee Year, all students engaged with curriculum from MACS designed to celebrate the theme of 'Pilgrims of Hope'. Students were also 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. Our school wide Positive Behaviour Initiative 'LGM's' (Little God Moments) continued, where students are acknowledged for demonstrating real world examples of the teachings of the Church.

Looking forward to 2026 we will continue 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 continued to invite families, friends and parishioners to attend regular Masses.

Student-led prayer assemblies and Masses continued, with the Student Liturgy Leaders taking a more prominent role in the liturgical life of the school.

Our sacramental program continued with over 150 students receiving a sacrament in 2025.

We had excellent attendance at our sacramental family faith formation evenings facilitated by our Parish Priest Fr Elio.

Staff continued to have multiple opportunities for professional development in the area of Religious Education and Catholic Identity, the highlight of which was our Stations of the Cross pilgrimage day in Melbourne.

We are continuing to engage with our parish priest to forge links between school and parish, with school leaders attending the installation of our parish priest in June.

Learning and Teaching

Goals & Intended Outcomes

Goal

Improve learning for all students

Intended Outcomes

By the end of 2025, implement a Prep to 2 approach to reading, based on the evidence-based strategies in the 'Reading Success in Action' framework. This will involve training teaching staff and integrating the strategies into daily lessons and conducting assessments of students to ensure improvement in reading proficiency by the end of the year.

By the end of the 2025 school year, Year 3-6 students will demonstrate improved spelling skills, with all students showing improvement on spelling assessments. This will be achieved by applying the phonemic, whole word and morphemic approaches taught in Spelling Mastery.

By the end of the 2025 school year students in grades 3-6 will demonstrate an improvement in proficiency in mathematics. This will be achieved through the implementation of structured daily sessions that focus on accuracy, fluency, and automaticity in number sense and operations, with progress measured by pre- and post-assessment data.

Achievements

A major focus in the teaching of Literacy was the Leading Learning Success professional development program which was undertaken throughout 2025. A core leadership group engaged in eight sessions with an instructional coach, allowing them to lead teaching staff on a year-long journey of deepening their knowledge of cognitive science and building their capacity to respond to students' needs.

A new initiative in 2025 was the implementation of the Spelling Mastery program in Years 3 to 6. This takes an explicit direct instruction approach to the teaching of spelling. Students were grouped based on testing results and received teaching that was targeted to their point of need. Testing data for spelling at the end of the year showed a marked improvement and the program is continuing in 2026.

In Mathematics, we have continued to build on the strong professional learning foundations established through the Teaching Impact in Mathematics Series (TIMS), delivered by Teach Well. Throughout this year, teachers from Prep to Year 6 have sustained and refined the high-impact instructional practices introduced during this professional development, ensuring that the Ochre Education materials are implemented with consistency and clarity across all classrooms.

Our ongoing focus has been on strengthening explicit teaching practices and deepening teachers' confidence in delivering a structured, evidence-informed mathematics curriculum. In addition, we introduced a targeted whole-school focus on mathematical fluency. This has involved deliberate, daily practice in number facts and key concepts to improve students' accuracy, efficiency and automatic recall, supporting greater confidence and success in problem solving and higher-order thinking.

Teachers have continued to meet regularly with school leaders to reflect on classroom practice, analyse student data, set professional goals and monitor progress. Whole-school professional learning has remained centred on explicit instruction, effective mathematical pedagogy, and the strategic use of data to inform teaching. This sustained work has further strengthened our shared language, consistency of practice, and collective responsibility for improving student outcomes in mathematics.

Our comprehensive whole-school assessment plan has continued to be implemented and refined, clearly outlining processes for assessment administration, consistent data collection, and rigorous analysis. This structured approach has strengthened our ability to make informed decisions and ensure that teaching remains responsive, precise and targeted to student needs.

Student Learning Outcomes

The 2025 NAPLAN results reflect many positive outcomes for student learning, with particular strengths evident in the upper years. Year 5 students performed above state averages in Reading, Grammar and Punctuation, and Numeracy, highlighting strong growth and the impact of consistent, high-quality teaching practices across the school. Grammar and Punctuation emerged as a particular area of strength, with students demonstrating solid understanding of language conventions and sentence structure. Year 5 Reading results were also notably strong, indicating well-developed comprehension skills and the effectiveness of the school's literacy approach. Numeracy results in Year 5 were similarly encouraging, with students performing above the state average and demonstrating confidence in mathematical reasoning and problem solving.

Writing results across both year levels were steady and consistent with state performance. Year 3 Writing results were closely aligned with the state average, while Year 5 Writing performed slightly above, suggesting that students are developing their ability to

communicate ideas effectively in written form. These results indicate a stable foundation in writing, with opportunities to continue strengthening this area over time.

While there were many positive outcomes, the data also highlights some emerging areas for improvement, particularly in Year 3. Reading and Spelling results in Year 3 were below the state average, suggesting a continued focus on early literacy development, including phonics, vocabulary, and reading comprehension. Year 3 Numeracy results also indicate an opportunity to further strengthen foundational number skills and mathematical understanding in the early years. Encouragingly, the strong performance in Year 5 suggests that students are making solid progress as they move through the school, reflecting the effectiveness of teaching and intervention strategies over time.

Overall, the 2025 NAPLAN data presents a positive picture of student growth, particularly in the upper years, while identifying clear opportunities to strengthen early literacy and numeracy foundations. These insights will continue to inform targeted teaching practices and support ongoing improvement in student outcomes across the school.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	411	55%	418	58%
	Year 5	531	75%	522	74%
Numeracy	Year 3	418	79%	416	79%
	Year 5	510	87%	498	83%
Reading	Year 3	397	69%	407	74%
	Year 5	524	87%	516	88%
Spelling	Year 3	397	58%	402	65%
	Year 5	486	74%	482	69%
Writing	Year 3	422	89%	430	92%
	Year 5	495	82%	501	84%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals

Build staff capacity to consistently collect, analyse and use student learning and wellbeing data to inform targeted teaching, support and opportunities for student voice.

Establish and sustain structured teacher collaboration that embeds instructional routines and expected norms that are responsive to the academic, wellbeing and engagement needs of all students.

Implement evidence-based frameworks that improve student outcomes while promoting engagement, inclusion, wellbeing and active participation in learning.Intended

Outcomes

Leaders and teachers consistently implement a strategic approach to the collection, analysis and use of student learning and wellbeing data to inform responsive practice and support student growth.

Teacher collaboration drives the design of learning experiences that are purposeful, relevant and responsive to the academic and wellbeing needs of all students.

Evidence-based teaching pedagogies are embedded to enable high-impact learning while promoting student engagement, inclusion and overall wellbeing.

Achievements

In 2025, a strong focus on consistency and leadership underpinned the day to day at St. Anthony's. The implementation of the Learning to Learn curriculum at the beginning of the year established clear behavioural expectations, instructional routines and strengthened a shared sense of community across the school. This was supported by ongoing work in Classroom Mastery, with consistent entry and exit routines creating structured, predictable environments that enable students to remain focused and engaged in their learning.

Student leadership continued to be a key priority. Regular opportunities for Year 6 leaders to engage in decision-making resulted in meaningful contributions, including initiatives promoting inclusion and respect. The Foundation and Year 6 Buddy Program remained an important part of building our school community, supporting younger students to feel safe and connected while developing leadership and mentorship skills in senior students.

A strong commitment to social justice was evident throughout the year. Participation in initiatives such as the Big Water Walk, Project Compassion, and community drives supporting Geelong Mums and selling of icypoles to raise money to create hampers for Lara residents provided students with opportunities to demonstrate empathy and social responsibility.

The school's Wellbeing Team, which includes the principal, deputy principal, mental health and wellbeing leader, wellbeing leader, learning diversity leader, and social worker, met regularly to review student needs and identify strategies to support their social and emotional development. Through ongoing collaboration and targeted interventions, the team worked to ensure that all students feel safe, supported, and connected within the school community.

Student safety remained a key priority throughout the year and was supported by ongoing staff professional development. This included targeted training in Trauma-Informed Practice, a continued focus on understanding and implementing the Child Safe Standards, and alignment with the MACS Vision for Engagement. These initiatives strengthened staff capacity to create safe, inclusive and responsive learning environments. This work was further complemented by the delivery of the Bravehearts program in junior levels, supporting students to develop age-appropriate knowledge and skills to recognise and respond to unsafe situations.

Together, these initiatives have strengthened a culture of safety, inclusion and wellbeing, ensuring all students feel supported, valued and ready to learn.

Value Added

Student Leadership opportunities

Lunchtime Clubs

Whole-school events such as Kaboom, STOMP

Passive play space at recess and lunch was extended

New building included new spaces for students to work and socialise with peers

Year 3-6 Athletics

Junior Athletics

Colour Run

Swimming Program P-4

Surf Life Saving Excursion (Year 5/6)

Summer and Winter Lightning Premiership

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

Incursions – Parliament, Build-a-Bear, Bravehearts, Wellbeing Incursions

Buddy Program for Foundation and Year 6 students

Student-led bullying prevention activity

Camps for Year 5 & 6 students

100 Days of Prep celebration

Bullying No Way Day

Long Walk for Water / Harmony Day

Mission Fete (Organised by Year 6)

Book Week Celebrations

Staff Professional Development

Staff Meetings

Child Safe Risk Register

New Volunteer Practices

Wellbeing Leadership Team

Child Safe Team established

Student Satisfaction

In 2025, MACSIS student feedback indicates a generally positive but mixed experience of school, with overall positive endorsement, broadly consistent with previous years and close to the MACS average. This stability suggests that while many students continue to feel supported and engaged, an opportunity remains to continue to strengthen the day-to-day experience of school for all learners.

Students report strong confidence in their teachers, particularly in relation to high expectations, with 81% of students indicating that staff support their effort, understanding and persistence. This reflects a clear and consistent instructional focus across the school. Similarly, a majority of students feel they are valued members of the community and

demonstrate a positive mindset as learners, highlighting the strength of the school's learning culture.

Perceptions of safety and access to support are generally positive but indicate some variability, particularly among boys, who report lower levels of support and connection compared to their peers. This highlights the importance of continuing to strengthen inclusive practices and ensuring that all students feel consistently known, supported and safe.

Encouragingly, students' perceptions of the school's Catholic identity have improved, reflecting a growing sense of shared values and purpose within the community.

Overall, the data suggests that while the school has a strong foundation in teaching and learning, the next phase of improvement lies in enhancing students' experience of school. This includes strengthening relationships, embedding student voice in everyday practice, and increasing engagement within the classroom. These priorities will guide ongoing work to ensure that every student feels connected, empowered and able to thrive.

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

Prep - 93.30%

Year One - 91.08%

Year Two - 91.89%

Year Three - 90.63%

Year Four - 92.36%

Year Five - 91.78%

Year Six - 88.82%

Overall average attendance - 91.41%

Average Student Attendance Rate by Year Level	
Y01	92.57
Y02	93.32
Y03	92.99
Y04	92.19
Y05	88.65
Y06	90.32
Overall average attendance	91.67

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 strengthen throughout 2025 through targeted professional learning, coaching, mentoring and clear accountability structures. All teaching staff participated in a one-day Flourishing Learners West professional development, facilitated by MACS and the Knowledge Society. This valuable opportunity brought together educators from across the Western Region of the Archdiocese of Melbourne and supported our ongoing implementation of the Vision for Instruction. Following this, staff engaged in coaching cycles, with external coaches working alongside teachers in classrooms to model effective practice and provide timely, individualised feedback.

Throughout the year, we continued to refine our behaviour curriculum and whole-school behaviour processes, with a strong emphasis on consistency across all learning environments. Clear expectations, shared language and agreed routines strengthened student engagement and supported positive learning behaviours. Professional conversations were prioritised, enabling staff to reflect on practice, analyse impact and build collective

efficacy. Increased opportunities for observation and feedback further supported teacher growth and instructional precision.

Key focus areas included behaviour routines, engagement norms and Literacy, with a particular emphasis on Daily Review to strengthen knowledge retention. Our Maths Leader supported staff in unpacking and implementing the MACS Ochre resources, ensuring a consistent, high-quality approach to mathematics teaching and learning across the school while also reducing teacher workload.

There was also a continued emphasis on contemporary pedagogy and effective assessment practices, equipping teachers to respond to student needs with greater accuracy and confidence. The development of a comprehensive staff handbook further clarified whole-school expectations for teaching and learning at St Anthony's, supporting consistency and coherence in classroom practice.

High-impact teaching strategies, clear lesson structures and evidence-based practices were embedded across the school. Through ongoing collaboration, structured professional dialogue and a commitment to continuous improvement, a strong culture of professionalism, accountability and excellence has been further established - resulting in improved teacher practice and enhanced learning outcomes for all students.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

Pilgrims of Hope - The Way of the Cross

Elio Capra - Faith Formation

FLourishing Learners Conference

Walk Thrus - Tom Sherrington

FLW Literacy Improvement Network

Principal Networks

Principal Briefings

Religious Education Leaders Network

Deputy Principal Network

Learning & Teaching Network - Literacy and Mathematics

Student Wellbeing Network Services Briefing

Learning Diversity Leader Networks

NCCD Network meetings

Child Safe Standards Briefings

Disability Standards Modules

Simon Breakspear

Social Story

First Aid

CPR Training

Anaphylaxis and Asthma

Mandatory Reporting eLearning Module

Emergency Management Training Risk2Solutions

Mental Health & Wellbeing Leader training

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2025	37
Average expenditure per teacher for PL	\$602.12

Teacher Satisfaction

The 2025 MACSIS Staff data reflects a positive staff perception across the school, with particularly strong results in areas relating to collaboration, leadership and school culture. Staff reported high levels of positive endorsement in staff–leadership relationships, collaboration in teams and support for teams, indicating a strong professional culture where staff feel valued, supported and able to work effectively together. Results also highlight strong collective efficacy, suggesting staff believe in their shared capacity to improve teaching and learning outcomes for students. Additionally, student safety, school climate and Catholic identity all received very high positive endorsement, reflecting a strong sense of community, wellbeing, and shared purpose within the school.

The data also shows continued strength in instructional leadership and school leadership, suggesting that staff feel confident in the direction of the school and the leadership team's focus on improving teaching and learning. Professional learning and collaboration around improvement strategies were also positively rated, indicating that staff value opportunities to grow professionally and work collectively toward school priorities.

While the overall picture is highly positive, a small number of domains such as feedback and aspects of professional learning present opportunities for further refinement. However, these sit within an otherwise very strong profile, and the overall results demonstrate a cohesive, collaborative, and supportive staff culture that provides a strong foundation for continued school improvement.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	4
Graduate Certificate	0
Bachelor Degree	23
Advanced Diploma	6
No Qualifications Listed	11

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	45
Teaching Staff (FTE)	38.7
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	12.28
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 2025, St Anthony's continued to build a strong, inclusive partnership with families, creating meaningful opportunities for them to engage actively in school life and decision-making. Parents remained actively engaged in school life through their participation in the School Advisory Board and the Parents and Friends Committee, providing valuable input and coordinating major fundraising events such as the Colour Run, Mother's and Father's Day stalls, and the Easter raffle. Proceeds from these initiatives contributed directly to enhancing school programs, resources, and overall student learning experiences. Families were supported through a variety of accessible communication channels and flexible engagement opportunities, enabling greater participation across the school community. Workshops, information sessions, and curriculum-focused events were introduced to help families better understand student learning and how to support this at home. Attendance at these sessions reflected growing confidence and connection between home and school. Family engagement also extended to participation in excursions, sacramental celebrations, and sporting events, as well as volunteering in the interschool sports program, contributing to a strong sense of community and collaboration.

Family voice remained a key priority, with continued involvement in consultative groups and feedback processes that informed school improvement initiatives, including parent surveys, focus groups, and representation on school committees. Community events were designed to be more inclusive and interactive, such as curriculum information nights, open classrooms, sacrament evenings, carols evening, encouraging families to engage not only in fundraising but also in shared learning experiences and celebrations of student growth. These opportunities strengthened relationships and fostered a deeper sense of belonging within the school community.

Students were provided with a broad range of empowering opportunities to develop leadership, agency, and community awareness. This included participation in the ANZAC service, involvement in the choir program with visits to local kindergartens, completion of First Aid training, engagement in the Pilgrimage experience, and participation in the school swimming or lifesaving Victoria program. Leadership structures across the school were enhanced, with student leadership groups such as Liturgy, Student Action, Sustainability, Social Justice, and Sports continuing to provide opportunities for students to take on active roles within the school. These opportunities included participation in student-led initiatives, peer mentoring, and service-based projects. Students engaged in activities that promoted voice and responsibility, contributing ideas to improve their learning environment and strengthen school culture.

Clear and consistent communication through platforms such as the SIMON calendar, newsletters, Seesaw, and the school's Facebook page supported families to remain well-informed and connected to school life.

Throughout the year, St Anthony's prioritised collaboration, creating an environment where families felt welcomed, informed, and appreciated, and where students were encouraged to engage fully, grow, and flourish within a caring and connected school community

Parent Satisfaction

Responses from the MACSIS survey and other feedback sources reveal a strong sense of contentment among parents and carers, with many indicating they would endorse our school to others. Families especially appreciated our friendly and inclusive school atmosphere, transparent and timely communication, and the accessibility and supportiveness of our staff.

The enduring connections we maintain with the School Advisory Council and the Parents and Friends Association are a cornerstone of our success, encouraging a culture of teamwork and transparent communication. This robust relationship empowers parents to feel comfortable and self-assured when connecting with our educators and leadership team.

Our community frequently highlights the school's welcoming spirit and the exceptional educational opportunities delivered by our committed staff. Ultimately, the foundation of trust and shared respect we've built fosters a supportive space where every student can flourish, not just in their studies, but in their social and emotional well-being as well.

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