

2024

Annual Report to the School Community



Antonine College

71 Grandview Avenue, PASCOE VALE SOUTH 3044

Principal: Joanne Bacash

Web: www.antonine.catholic.edu.au

Registration: 2010, E Number: E1383

Principal's Attestation

I, Joanne Bacash, attest that Antonine College 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 04 Apr 2025

About this report

Antonine College 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](#).

Vision and Mission

Antonine College will commit to building a faith-filled learning community where:

- every student and staff member takes ownership of and responsibility for continuous improvement and life long learning
- students develop as autonomous, self managing, resilient and responsible learners
- digital technologies are fostered through an agile, innovative and effective teaching and learning environment

College Overview

Antonine College is the only Maronite Catholic school in Victoria. It is located on two sites. Cedar Campus in East Coburg caters for students from Foundation to Year 6 whilst secondary classes from Year 7 to Year 12 are conducted at Saint Joseph Campus, Pascoe Vale South.

Antonine College is a Catholic coeducational school founded by the Antonine Sisters to support the Maronite Catholic community in Melbourne. Like every institution, the present Antonine College rests upon its past.

The College opened its doors to students on 1 February 1998 at Cedar Campus with only 110 students from Prep to Year 3. A secondary campus was opened in Brunswick in 2002 with both schools merging in 2004 to create Antonine College. It has grown significantly since its humble beginnings of only a few junior classes, few staff members and a small number of families. In 2024 the enrolments for Cedar Campus were 428 students at Cedar Campus and 470 students at St Joseph Campus. The total student enrolment in 2024 was 898 students.

Antonine College caters for students who come from language backgrounds other than English, with the majority of students having parents who were either born in Lebanon or have Lebanese heritage and are Maronite and Melkite Catholics. Additionally, many students are Chaldean Catholic. There are also students from Egyptian, Syrian, Assyrian and Iraqi cultural and other linguistic backgrounds.

The College provides a bus service for its students. In 2024, 35 buses were utilised to transport students from north, north western and western suburbs as well as from neighbouring suburbs including Glenroy, Broadmeadows, Roxburgh Park, Craigieburn, Reservoir, Thomastown and Epping. This service also transports students between Cedar Campus and Saint Joseph Campus in the morning and afternoon. In 2024 two private charter coaches were also added to the bus service due to an increase enrolments and serviced Roxburgh Park, Craigieburn, Greenvale, Thomastown, Lalor, Epping and South Morang to supplement the current College bus service.

The College Bus Service also provided many opportunities for excursions to the various religious, educational, sporting and other facilities in and around Melbourne.

Recently built creative and visual arts rooms, drama, music, food technology and sporting facilities at St Joseph Campus have greatly enhanced the teaching and learning facilities for students and staff.

Principal's Report

Principal Enrichment Leave

As Principal I had the opportunity this year to take part in an enrichment leave program that would reignite my faith and remind me of the central purpose of Catholic education. I took part in the Spiritus Program in Rome which was offered by ACU. The Spiritus Program struck the right balance for me – the head (the lectures all connected and provided an excellent foundation), the heart and soul (the retreats and prayers allowed time and space for my personal relationship with Jesus to grow) and the hands (the visits and tours connected us physically with our faith tradition). I returned to school clear in my purpose and ever grateful for the experience.

School Improvement Review

In 2024, Antonine College Limited completed the School Improvement Review which included the VRQA minimum standards compliance checks. This is done every 4-5 years in each school. The College had very positive strengths which were highlighted by the reviewers. One strength that was particularly highlighted and commended was our strong Catholic Identity and the Charism of the Antonine Sisters.

Moving forward to our new School Improvement Plan for the next 4-5 years, it is important that we don't take this highlight of our school for granted but we continue to work to keep this area strong for the future. We can do this by:

- Continuing to provide opportunities for Mass, the Sacraments, retreats, daily prayer etc so that staff and students continue to develop their understanding of Church history, traditions, scripture and the unique Antonine Charism.
- Continue to provide staff faith formation so that not only Religious Education teachers but all staff can become witnesses and part of the central mission of Catholic schools – Evangelisation
- Provide students the opportunities for Youth Ministry and so to be active (not passive observers) of their faith

Other strengths highlighted in the review process were:

- Effective leadership enables a cogent and cohesive focus on school improvement across both campuses and from Foundation to Year 12.
- A sense of inclusion and belonging. Parents and students expressed pride and privilege in belonging to the Antonine community.
- Contemporary teaching spaces enable a safe, orderly, well-equipped and well-maintained environment for students and staff that effectively supports student

learning. These facilities also provide the infrastructure for innovative teaching and wellbeing programs.

- Learning diversity is valued culturally through alignment with the school's charism and structurally through the richness of programs, adjustments and interventions.

As well as the above mentioned goals around Faith and Religious Education, our other Learning and Teaching Goals include:

- To improve Student Achievement through the implementation of Explicit Teaching Instructional Model.
- To increase student engagement in learning.
- To improve student numeracy outcomes

Catholic Schools Youth Ministry International (CSYMI) Spiritus Program

Antonine College will be introducing the Catholic Schools Youth Ministry International (CSYMI) Spiritus program into our school next year. The contacts I made in Rome during my enrichment leave, allowed me to see how this program made significant improvements to way Catholic schools approach evangelisation, youth ministry and staff faith formation. I saw examples from schools in other Diocese in Australia, and also in schools across the UK and Europe as well as Africa. For our school, it will ensure that we never take for granted our already strong Catholic Identity but that we strive to keep it at the forefront and central to all other goals in Learning and Teaching and in the way the College operates.

I look forward to next year and all the blessings and challenges ahead. I thank all the College leaders, staff and students for making our College a great place to work and learn. Most of all I thank our parents, the primary educators, who work in partnership with us to develop fine young people who are proud of their cultural backgrounds and religious identities while striving to become active citizens of Australia, our wonderful home.

We are always grateful for God's blessings.

Ms Joanne Bacash



Catholic Identity and Mission

Goals & Intended Outcomes

- To actively and collaboratively enhance our Maronite Catholic identity in the context of a contemporary world
- That the capacity to be an active member of the Catholic school community be enhanced for staff, students, and parents
- That students are active participants in an engaging RE curriculum

Achievements

2024 College Theme – ‘Praise God, creator of all humanity and the environment’

As we reflect on this year, we are reminded of the powerful theme that has guided us: “Praise God, creator of all humanity and the environment.” Throughout this journey, staff and students have celebrated the beauty of the world around us and our place within it as stewards of God’s creation. Together, we have learned to honour the diversity of humanity and the environment, appreciating the ways in which we are all connected. This theme was reflected throughout the year within the Religious Education curriculum, year level retreats, prayer services and faith formation initiatives.

On the feast of Pentecost, Sunday 19 May Laudato Si’ Week 2024 commemorated the 9th anniversary of the publication of Pope Francis’ encyclical ‘Laudato Si’ on the care of creation. This year’s theme “Seeds of Hope”, inspired by the season of Creation 2024 symbol “the firstfruits of hope” which calls us all to be seeds of hope in our lives and in our world. This theme prompted our students to explore different activities to promote ecological awareness such as sustainable transportation and food, reducing waste, and learning about integral ecology, among other things. In Term 2 and Term 3, students focused on donating clothing and homeware items to the St Vincent De Paul Society as a way of helping to give hope to those in need.

Opening School Year Mass/Feast of St Maroun

Our Opening School Mass was a joyous service dedicated to our faith’s founder, St Maroun. It was a special mass asking for St Maroun’s intercession as we prepared to begin another school year. We gave thanks for the gift of our Maronite heritage and reflected on St Maroun’s mission. We also welcomed and prayed for our new staff, students and parents and commissioned our college leaders who have been appointed to serve our college community.

ANTONINE COLLEGE | 2025 THEME



**PILGRIMS
OF HOPE**

Celebration of our Faith

Antonine College is so fortunate that we have many liturgical events and feast days throughout the year and thank our College Chaplains Monsignor Joe Takchi (St Joseph Campus) and Father Richard Jabour (Cedar Campus) for providing spiritual support to students, families and staff. Our chaplains administer the Sacrament of Reconciliation for students from Year 4 to Year 12, celebrate whole school and year level masses as well as supporting staff and school retreats and the First Holy Communion and First Reconciliation sacramental program for Year 3 students. Our students and staff had opportunities to participate in the celebration of the Eucharist when we gathered for whole college and class year level masses such as the Year 5-8 Ash Monday Mass, the Year 4-6 Last Supper Mass, Antonine Day Mass, Year 12 Graduation Mass, Year 6 Transition Mass and the F-4 Announcement to Mary Mass.

St Patrick's Day Mass during Catholic Education Week

During Catholic Education Week on Friday 15th March our St Joseph Campus student leaders attended the Mass of St Patrick for Schools at St Patrick's Cathedral, East Melbourne, followed by the Concert in the Park at Treasury Gardens. It was a wonderful opportunity for our students to gather with students from other Catholic schools within the Archdiocese of Melbourne to celebrate their Catholic identity.

Feasts Days and Prayer Services

Over the year, we acknowledged many saints and special moments in our liturgical calendar through prayer, meditation, rosary groups, prayer services, campus assemblies and daily morning prayer over the personal announcement system. Students gathered to commemorate and pray for the intercession of our glorious saints and to mark pivotal moments in the life of Jesus and the Holy Family.

Some of these days included the feast days of St Joseph, St Patrick, St Rafqa, St Charbel, St Mary MacKillop, Blessed Estephan Nehme and Blessed Estephan El Douaihy, former Patriarch of Antioch and the East of the Maronite Church. It was a very exciting time for the Maronite Church when Patriarch El Douaihy was beatified on 2nd August this year, the day of his birth in 1630, at the Maronite Patriarchate headquarters in Bkerke, Lebanon.

The feasts of All Saints, All Souls and the Marian feast days such as the Annunciation of Mary, the Feast of Our Lady of the Rosary and the Feast of the Immaculate Conception have also been very important celebrations for our school and parish community.

Student Prayer in the Chapel

Many students throughout the year gathered in the Chapel before school and during their break time to pray the rosary for special intentions that they have had particularly during the month of May, which is the month devoted to Mary, the Mother of God as well as the month of October which is designated as the month devoted to the Holy Rosary.

On the Feast of the Holy Rosary on Monday 7 October, Pope Francis called for a day of prayer and fasting, to pray for peace in the Middle East. It was lovely to see students support our global community by meeting in the Chapel throughout the day to pray.

Retreats

Spiritual retreats are an integral part of Antonine College and provide a space away from daily routines, allowing students to focus on their personal relationship with God. Through discussions, guided reflections, and prayer, students can develop a deeper understanding of their beliefs and how they can live them out in their everyday lives.

Year 4 reflected on the theme of Growing in God's Love at our parish church, Our Lady of Lebanon, Thornbury. Year 5 attended Mary MacKillop Heritage House, East Melbourne, and explored the life of Australia's first saint, St Mary of the Cross. Students in Year 6 attended their retreat at St Charbel's Church in Greenvale where they met with Father Charles Hitti who talked to them about his vocation as a monk and priest in the Antonine Order of the Maronite Church. The students also had the opportunity for meditative prayer and walked the Stations of the Cross.

Year 7-12 students participated in retreats based on their year level themes. In Term 1 the Year 7 retreat was held at Our Lady of Lebanon, beginning with Mass before moving into discussions and activities in the Youth Centre. The students focused on their identity as Children of God. The Year 8 and Year 9 retreats held in Term 3 also began with Mass celebrated by Monsignor Joe Takchi before students moved into activities and discussions with their classes.

The Year 8 retreat focused on the Connections that students have with each other and with God while the Year 9 Retreat focused on the year level theme of Bridges as students discussed challenges that they may face and ways to overcome these challenges through trust in God. Thank you to Year 10 Wellbeing and Learning Coordinator, Ms Isabella Athaide, for presenting a personal experience at the Year 9 retreat that she was able to overcome through resilience and trust in God's will.

The Year 10-12 retreats were facilitated by the Youth Mission Team, a national team consisting of a group of young people who commit to youth ministry for a year. Throughout each retreat, students heard testimonies, participated in discussions and reflection activities, and had the opportunity to connect with their faith in the final session of each retreat, through a group prayer service. This was the highlight of each retreat, as students were invited to light a candle for their own special intentions.

Special Events

Antonine Day Celebrations

The Antonine Day celebrations are an annual event that students and staff look forward to every year. On Tuesday 29th October we celebrated Antonine Day to express gratitude to all the Antonine Sisters who over the last 20 plus years have sacrificed so much to make Antonine College a reality. Serving the Lebanese Maronites living in Melbourne for over 40 years, the Antonine Sisters responded to requests from the community for a school. Over the years, many Antonine Sisters have left behind their homeland and families to come and serve the Melbourne community helping us maintain ties with our heritage. The Antonine Sisters successfully established a Child Care, Antonine College and an Aged Care facility with openness and strong connections with the wider community without losing identity and faithfulness to the Maronite Church. It was a very special day when we came together as a school community for Mass at Our Lady of Lebanon Church followed by lunch and fun activities at Cedar Campus.

Staff Formation

During 2024 Antonine College continued to provide staff formation for all staff, not just those teaching Religious Education. We believe that all staff in our college can become witnesses and have an important role to play in the life and mission of our school.

Our Staff Formation Day Sacred Space – Sacred People held on Monday 15th April in the Mother Isabelle Khoury Stadium was a major highlight for staff. This special day was presented by Dr Margaret Ghosn, a Maronite Sister of the Holy Family who works extensively within the Maronite Community and is currently Executive Principal at the Maronite College of the Holy Family, a K-12 co-educational Catholic College in Harris Park, Sydney, NSW.

We were very lucky to have the opportunity to hear Sister Margaret, author of "A Journey from the Beginning: Creation Accounts in the Book of Genesis" explore in detail the texts of the first three chapters of Genesis. She used these texts to help us to discover their message and meaning; and how they direct us in our life choices in relation to this year's college theme: Praise God, Creator of all humanity and the environment. We were encouraged to take time out to pause, rest and enter deeper into the mystery of creation - to find our sacred space and recognise ourselves as sacred people made in the image and likeness of God.

Our Staff Formation Day included Mass, which was celebrated by our College Chaplain, Monsignor Joe Takchi before lunch and the following one-hour workshops for staff to choose from were held in the afternoon:

- Maronite Faith and Eastern Catholic Churches – Monsignor Joe Takchi
- What is the Mission of a Catholic School? How do we as leaders support the Mission?
– Sister Margaret Ghosn
- Antonine Sisters – Sister Veronique Karam
- Meditation- Scripture, Music and Art – Joanne Bacash
- Dialogue for Encounter – Mark Shafton

Staff enjoyed the afternoon workshops and expressed the desire to attend more workshops. In Term 3 staff on each campus had the opportunity to choose one of the following workshops that were offered:

- Maronite Faith and Eastern Catholic Churches – Monsignor Joe Takchi
- Maronite Sacraments - Father Richard Jabour
- Antonine Sisters – Sr Veronique Karam
- Pray with Mary: A Journey Through Faith – Year 11 student led session by Charbel Chalhoub, Mikayla Mhaya, Tahlya Mardini and Jayden Sadek

Thank you to our presenters who shared their faith, knowledge and experience in these workshops and in term 3 it was very exciting to have student-led prayer sessions as well. Congratulations, Charbel, Mikayla, Tahlya and Jayden, on being the first group of students to lead the beautiful Pray with Mary: A Journey Through Faith session and for inspiring our teachers with your strong faith! We are looking forward to many more student-led prayer sessions next year.

Value Added

Faith in Action

Faith Club

For the fourth year in a row, Faith Club has continued to run weekly during breaks. Students across Years 7-12 have been invited to attend, with many regular faces. In Term 1, various students decided to present on a topic of their choice to their fellow peers. It was inspiring to witness their dedication and confidence in learning about a topic, delivering it and then responding to questions about it. In Semester 2, students asked to have a weekly bible study on the Gospel of John. This was led by Religious Education teacher, Mr Daniel Saliba, who took them through a passage a week.

The Faith Club was responsible for organising many fundraising activities such as the St Vincent De Paul Clothing Drive to help those in need.

Social Justice Initiatives

In Term 1, students in Faith Club organised initiatives during the season of Lent to raise awareness and organise fundraisers to assist the most vulnerable communities. Students on both campuses promoted the 2024 Project Compassion theme For All Future Generations, with Caritas Australia highlighting the inspiring journeys of three resilient women from the Philippines, Malawi, and Samoa as well as supporting the Lebanese School Appeal. The initiatives included a Sausage Sizzle, gold coin donations for Harmony Day, collection boxes in classes, and a lolly jar competition. In Term 2 and Term 3, students focused on donating clothing and homeware items to the St Vincent De Paul Society and in Term 4 the college

supported Our Lady of Lebanon's fundraiser to support the refugee and poor families who are most in need.

On Tuesday 21st November Cedar Campus hosted the Lebanese Independence Day celebrations which started with a prayer in Arabic and English calling for peace in Lebanon and the neighbouring regions. The fundraiser afterwards was a great success with the proceeds going to the Antonine Sisters schools in Lebanon. The Antonine Sisters educate children and teenagers from all faiths and have helped nurture and shelter those in need especially during these difficult times in Lebanon. We feel very blessed to have wonderful families supporting our college initiatives. Our grateful thanks to all staff and students for their tireless support throughout the year.

Student Led Initiatives

2024 was a year of active engagement and impactful contributions by the Student Representative Council (SRC). Through a range of initiatives and events, these leaders fostered school spirit, promoted inclusivity, and contributed to student wellbeing.

In celebration of Mother's Day, the SRC organised a school-wide Mother's Day stall, giving students the opportunity to purchase small gifts for their mothers and other special people in their lives. This event aimed to promote appreciation and respect for family members and was warmly received by both students and parents.

This year, the SRC organised a charity sports match with all proceeds dedicated to aid the people of Lebanon. This event held a special significance as it brought awareness and support for those impacted by ongoing crises in Lebanon.

On Tuesday 28th May, the Year 12 students hosted The Biggest Morning Tea to raise money for cancer research. A big thank you to the students who prepared a feast and to the staff who donated money which helps fund the Cancer Council's life-saving research, prevention, support programs, and information. The Year 12 student leaders worked splendidly to help organise the Antonine 2024 Biggest Morning Tea raise life-saving funds for the 1 in 2 Australians impacted by cancer.

This year, it has been wonderful to see student agency through faith beginning to flourish at the college, led predominantly by Year 11 students. At St Joseph's Campus, students introduced the 'Theological Discourse Group', which is a student led group, supported by staff, that meets weekly to discuss topics of their choice with many students from Year 9 to Year 12 joining. Students have also introduced daily morning prayer in the Chapel, before school, which they have been leading and inviting all students and staff to attend.

Teachers were delighted that the Pray with Mary: A Journey Through Faith – Year 11 student prepared and led session by Charbel Chalhoub, Mikayla Mhaya, Tahlya Mardini and Jayden Sadek took place in the Chapel on each campus during August and September last year.

Another highlight of Term 3 was the student led procession which was held on Monday 16th of September, commemorating the Feast of the Exaltation of the Holy Cross. This procession was planned by Year 11 students who wrote the prayers, assigned roles for various students to participate in and invited all students to join them in the procession. In term 4 throughout the schoolgrounds during Break One.

Through these initiatives, our students have been a powerful witness to the faith, to both their fellow peers and the staff. Thank you to all students involved. May God continue to bless your efforts.



Learning and Teaching

Goals & Intended Outcomes

- To improve numeracy outcomes

That leaders and teachers are provided with opportunities to explore and experiment with strategies for an improvement plan for numeracy outcomes

- To improve reading comprehension outcomes

That students' reading comprehension outcomes will continue to grow and there is one year's growth for one year's learning.

- To implement the Wellbeing for Learning model

That the Wellbeing for learning model and its alignment with school values is modelled and monitored in classrooms

Achievements

2024 was a year of transition as we underwent our school review during Term 2 and awaited advice on future direction for Learning and Teaching. We adjusted our goals at the beginning of the year (see above), as we were moving into the final year of our previous School Improvement Framework and felt we have achieved much of what we'd set out to achieve and needed to realign our focus with a current analysis of our student needs.

We implemented a new goal – To improve Numeracy Outcomes – based on the analysis of our data and identifying patterns and trends. We allowed ourselves a year to explore and experiment in order to ensure any changes implemented would be sustainable and improvement driven. Our College developed a model for teaching maths – Maths is Reasoning - and students across F-6 focused on fluency with times tables through the introduction of Times Tables Rock Stars. Students across Year 7-10 focused on the implementation of Mathematical Investigations every Semester and Essential Assessment for Maths continued to provide specific data for students across Foundation to Year 8. Teachers underwent professional learning in Cognitive Science and developed an understanding of the memory model. This eventuated in a focus on explicit instruction and daily review. Maths

teachers were the first to implement Daily Review in their classes as a strategy for recalling and rehearsing learning to ensure it remains in long term memory.

Student conferencing and goal setting to improve reading comprehension and numeracy outcomes and encourage students to utilise their data was a key focus throughout 2024. Teachers set up conferencing opportunities in class to discuss learning strengths and areas of need with students. This extended into learning areas and across year levels. Reading Workshops and a focus on the selection of books that are “Just Right” continued along with visiting authors and other book promotion.

Our Berry St Trauma Informed Education Professional Learning supported teachers with strategies to provide Consistent Classroom Routines and this improved learning environments and supported our model of Wellbeing for Learning. This focus on wellbeing and learning as integral to success and to the overall flourishing of our students is at the heart of our College.

During Term 3 we hosted a Learning Exhibition focused on the Arts across F-12. There were brilliant displays, a range of musical items, and students served food they'd prepared during Food Technology Classes. The new Stadium facility made the hosting of this event achievable and elevated the experience.

The availability at Saint Joseph Campus of high-level facilities, buildings and equipment has provided opportunities for our students to extend to their very best. Teachers and students appreciated that there were no limitations from construction zones as the renovations were completed.

Student Learning Outcomes

NAPLAN Analysis

There was an overall increase in the percentage of students reaching Proficient Standard in the Grammar & Punctuation test across all year levels when comparing 2023 and 2024 data.

There were similar results across the Numeracy, Reading and Writing data when comparing the overall increase in the percentage of students reaching Proficient standard between 2023 and 2024.

The Grade 3 Writing results were a standout with 85% of the cohort achieving Proficient. The Grade 5 results were also strong in Writing. In most NAPLAN tests the data shows more than half of our students achieving Proficient. NAPLAN is one data set that we use to track our students results, we also regularly use Essential Assessment, F & P, PAT, VCE, MACSSIS and a range of other data sets to identify patterns and trends to respond to on a school, cohort and individual level.

VCE Data Analysis

Our median study score remained steady at 26. It was pleasing to see strong Tertiary placements were also consistent and an increase in places at TAFE and apprenticeships which correlates with the graduation of our first cohort of VCE VM students. The Vocational Major (VM) provides students with more hands on, real life learning experiences and students graduate with a VCE and VET certificate meaning they are more prepared to enter apprenticeships and certificate level qualifications.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	381	46%
	Year 5	491	68%
	Year 7	519	57%
	Year 9	535	54%
Numeracy	Year 3	381	56%
	Year 5	480	60%
	Year 7	511	61%
	Year 9	547	53%
Reading	Year 3	367	55%
	Year 5	478	65%
	Year 7	501	53%
	Year 9	538	60%
Spelling	Year 3	379	54%
	Year 5	488	76%
	Year 7	514	69%
	Year 9	552	66%
Writing	Year 3	427	85%
	Year 5	497	79%
	Year 7	530	60%
	Year 9	547	48%

*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.

Senior Secondary Outcomes	
VCE Median Score	26
VCE VM Completion Rate	83%
VCE VM Completion Rate	83%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	36
TAFE / VET	10
Apprenticeship / Traineeship	10
Deferred	0
Employment	3
Other - The category of Other includes both students Looking for Work and those classed as Other	1

Student Wellbeing

Goals & Intended Outcomes

- That the Wellbeing for Learning Model and its alignment with school values, is modelled and monitored in classrooms
- To continually embed our pedagogical approach that focuses on positive education and supported by Berry Street trauma informed approaches
- To develop student voice and leadership so that students are active decision makers in their learning, safety and wellbeing
- To develop the capacity of the Wellbeing Team to manage challenging and complex student issues

The College will strive to cultivate emotionally and physically safe environments where supportive teacher-student relationships and clearly defined expectations contribute to positive behaviours, higher levels of engagement and enhanced safety and wellbeing.

Achievements

- Leadership teams worked closely with staff to support consistent classroom routines that fostered a positive learning disposition and enhanced feelings of safety at school.
- Whole school professional development and training in the Berry Street Model. Various elements of this model have been implemented across all year levels and classrooms. We have remained committed to this approach in responding to the wellbeing needs of our students.
- Pastoral Care programs across all year levels that meet the personal and social capabilities of all students.
- A continued commitment to student voice and agency to improve wellbeing and engagement.
- Building leadership capacity to deal with complex student behavioural, learning and mental health issues. A case management approach that includes parents, allied/ mental health teams and school staff to support school-based student goals.
- The appointment of Student Wellbeing Leaders who are part of the student leadership structure. These students focus on activities to promote mental health and run student led lunchtime programs to enhance wellbeing.
- A wellbeing team that works cross campus facilitating a continuation of care and support for those students who transition from Cedar to St Joseph campus

Value Added

- Wellbeing for Learning Awards that recognise students showing school values and expectations
- Year Level Theme Awards that recognise specific year level values
- Camp Programs
- Student Forums (Promoting student voice and agency)
- Year 9 Production
- Year 11 Mental Health Awareness Sessions
- Year 12 Futures Sessions
- Foundation and Year 7 Transition Programs
- Music Program
- Swimming and Athletics Carnivals
- Lunchtime Games Clubs
- Homework and Peer Support Programs
- Incursions and Excursions

Student Satisfaction

Student satisfaction with the school is identified through student surveys through the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS 2024).

The perceptions of the Catholic Identity of the school remain high with an improvement on previous years. The average student perceptions on rigorous expectations, school engagement, belonging and school climate meet MACS averages. Overall positive endorsement is equal to MACS averages.

Student Attendance

Strong attendance data indicated students enjoyed coming to school each day and felt safe while on campus. The evidence based pastoral care program delivered to all students from Foundation to Year 12 supported targeted social and emotional skills in the areas of organisation, persistence, resilience, getting along, confidence and future directions (careers). Supported by restorative practices, students and staff were equipped to strengthen relationships and repair any harm done. Decreased suspension data were directly linked to the use of restorative practices at the College.

The College carefully monitors student attendance and works closely with families to maintain high standards of attendance. Parents/Legal Guardians must notify the College of a student's absence by calling the Student Services or registering via Parent Access Module (PAM) within SIMON on the morning of the student's absence. All student absences need to be explained in writing by a Parent/Legal Guardian.

Antonine College contacts Parents/Legal Guardians about unexplained absences via SMS by 11:00 am each day. Parents are then required to inform the College as to the reason for the absence by the end of the school day. Any outstanding unexplained absences are followed up by the Student Services or Year Level Coordinators. The Student Services monitors daily attendance and informs the Year Leader Coordinators of any attendance concerns.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	78.75

Average Student Attendance Rate by Year Level	
Y01	89.9
Y02	90.0
Y03	91.1
Y04	91.0
Y05	90.9
Y06	90.5
Y07	89.4
Y08	88.2
Y09	87.2
Y10	84.6
Overall average attendance	89.3

Leadership

Goals & Intended Outcomes

- To explore Numeracy Professional Learning
- To ensure teachers understand Cognitive Science and the impact on explicit instruction
- To provide opportunities for staff faith development

Achievements

Professional Learning Teams focused on Student Agency. Staff split into the following teams to implement an action research cycle: Student Agency through Faith, Student Agency through Classroom Environment, Student Agency through Tech Tools, Student Agency through Conferencing & Goal Setting.

We began our Teach Meets during 2024 at each Campus. These were a highlight as they offered teachers an opportunity to share and learn from one another. Writing moderation also offered teachers a chance to discuss student achievement in relation to the Victorian Curriculum standards. Other processes we use to support accurate and aligned use of the Victorian Curriculum are Indicative Progression tables to ascertain what At Standard looks like in each subject and year level and we have a unit planning template and process designed to align Teaching and Learning to the Victorian Curriculum.

All teachers participated in impact action cycles each term of 2024. This meant setting an action to focus on each term and working towards continuous improvement. These action impact cycles were shared during Annual Review Meetings.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Professional Learning completed throughout 2024 included: • Cognitive Science Professional Learning (included the memory model, cognitive overload, daily review, explicit instruction) • TIMS – teaching in Maths. Teachers from F-2 participated in professional learning and coaching • ICON Catholic ministry online modules • Berry St Trauma Informed Education Day 1 & 2 • Reader's Workshop • Conferencing & Goal Setting • EMS360 – staff management system implementation and set up modules • Clickview (educational use of video library) • Bill Rogers Behaviour Management Strategies • VCE Data Analysis Meetings • Creativity with Apple • Faith Formation	
Number of teachers who participated in PL in 2024	79
Average expenditure per teacher for PL	\$854.00

Teacher Satisfaction

Towards the end of 2024, our staffing settled and we were able to finish the year strongly. Teacher shortages across 2023 and 2024 were difficult to navigate and the College relied on resilience, flexibility and a willingness from teachers to continue to work together to provide an excellent place to learn for our students.

Teacher satisfaction was evident in the retention of staff at the end of 2024. It was positive to have staff share their experiences during their Annual Review meetings and reflect on the process of Impact Cycles that were implemented to support their professional learning across 2024. The College invested in an Instructional Practice Coach to support teachers to improve their practice and plan to extend this in 2025.

A strong sense of process and the fine tuning of events and activities we participate in annually means that teachers know what is expected of them and there is a sense of stability. It was clear from the feedback provided in our Review that staff, overall, are satisfied with the College.

Teacher Qualifications	
Doctorate	3
Masters	23
Graduate	16
Graduate Certificate	5
Bachelor Degree	43
Advanced Diploma	2
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	90
Teaching Staff (FTE)	79.89
Non-Teaching Staff (Headcount)	79
Non-Teaching Staff (FTE)	54.74
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To raise the profile of the College in the Maronite community and in the wider community.

Intended Outcomes

- That the College continues to develop its Maronite and Antonine charism and has growth in Maronite enrolments.
- That the College attracts enrolments from the wider community who are drawn to the Maronite and Antonine charism.

Key Improvement Strategies

- College to be more active in the Parish community.
- Increase opportunities for students to be engaged in community events - local and wider community and in interschool activities.

Antonine College is committed to regularly sharing aspects of our school performance with the community via the on-line College Newsletter, Student Assemblies, College Handbook, Parent Information Evenings, Students Reports, Parent/ Student/ Teacher Interviews, Antonine College Annual, and the College Website.

Achievements

Antonine College continues to develop its very strong and positive reputation in the community with many parents complimenting on the discipline values and Church involvement at the College. Parents continue to be active in our College liturgies and celebration of the sacraments of the Eucharist and Reconciliation.

Stronger connections were built with the Antonine Monks at their new church in Greenvale, with several Year Levels visiting on excursion. The Parents and Friends Association plays a key role in providing a forum for parents to work closely with the Principal and staff to enhance student learning outcomes and fundraise for resources. Our parents show a keen support for the various activities offered by the College such as Parent/Student/Teacher Interviews, Camps, Student Assemblies, Athletics and Swimming Carnivals and Learning Celebrations.

Families who need pastoral support are attended by the Sisters, Priests, School Counsellor and agencies such as Headspace (National Youth Mental Health Foundation), Arabic Welfare and Kids Help Line. New arrivals to Australia are supported by various programs which help

them settle into Australian life, making them feel secure and informed about their child's schooling.

Parents are encouraged to visit the College and make appointments outside formal meetings to see teachers and leaders if they have concerns about their child. Antonine College continued to offer many examples of curricular and extra-curricular activities including:

- Year 10 – 12 Student Pilgrimage to Rome
- Year 5 Camp at Sovereign Hill
- Year 6 Camp at Phillip Island
- Year 5-8 House Swimming Carnival
- Year 7-12 Faith Club
- Year 8 Camp at Belbrae
- Year 9 Camp at Coonawara
- Year 11 Camp at Trafalgar East
- College Soiree
- Year 7-12 SACCSS inter-school sporting competition, including Swimming, Cross Country, Athletics, Chess, Year 8 and 10 Premier League in Volleyball, Soccer and Basketball, Senior AFL and Basketball and Day Sporting Carnivals
- Year 6 Inter-school sports competition
- Primary regional Cross Country
- Student Leadership SRC conferences
- Antonine High Achievers AHA and a variety of extension programs
- Annual School Report to the Community
- Year 12 Graduation Mass and Dinner
- College Exhibition evening
- Year 9 Production for the elective classes of Dance, Drama, Costume Design and Music



Parent Satisfaction

The continued growth in enrolments and the parents' strong commitment to the Antonine Sisters Charism, ensures that Antonine College continues to have a positive reputation in the community.

Parents value the strong partnership with the College, as the Antonine Sisters and staff strive to develop religious values and spreading the Good News of the Gospels.

Parents continue to attend parent teacher interviews at a high rate including online interviews. They also attended school functions and are involved in our Open Classroom mornings, Parent helpers program and Parents and Friends. Our parents support the College financially and socially. Their generosity is evidence that they want to be involved and support the College.



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.antonine.catholic.edu.au