

2025

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 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 21 Apr 2026

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

Welcome to Antonine College where faith, knowledge and virtue are at the heart of everything we do. As a Maronite Catholic College, we draw inspiration from the mission of the Antonine Sisters to deliver an education experience which supports students to grow their faith and excel academically.

We strive to inspire a lifelong passion for learning, while fostering creativity and critical thinking skills. We are dedicated to helping students grow into confident, compassionate and resilient individuals who contribute to society and spread the Word of God. We believe in the power of community and working with families to support students to grow as good Christians.

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 2025 we had an enrolment of 924.

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 2025, 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. We now have more services provided by external provider but the majority remain College owned bus services.

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

Our College Theme for 2025 was Pilgrims of Hope taking on the theme of the Jubilee Year. Early in the year 16 students and 3 staff pilgrims set out to Rome and Assisi and were blessed to have walked through all four Holy Doors in Rome as well as see Assisi, the resting place of Saint Carlo Acutis and see his resting body before he was canonised.

The Jubilee Year was directed towards nurturing Catholic faith and spirituality at Antonine College. For those who did not make the pilgrimage to Rome to walk through the Holy Doors, we had the Holy Doors brought to the College. Well, at least a visual reminder of the Holy Doors.

Staff Faith Formation activities this year were focussed on what it means to work in a Catholic school. A distinctive Catholic teacher spirituality was addressed:

- how to be a faithful educator and leader in a Catholic school
- the role of prayer in Catholic schools
- our purpose of forming lives of faith, hope and love in the light of Jesus Christ
- the development of skills as a leader in a Catholic school
- the connection of faith to work in Catholic education.

Spiritus (student ministry program) was introduced this year. This came about from my own personal pilgrimage to Rome and Assisi in 2024. I met the organisers of this Australian based program that is going worldwide where evangelisation is at the core. Understanding our Catholic Identity and not being shy to share this and spread the gospel message. Next year the program will continue to expand with the appointment of a Spiritus Leader, Mr Fadi Elbarbar who will work with students and staff. Just recently, he led a group of senior students who took part in the Australian Catholic Youth Festival.

Students are each year level, took part in a variety of aged specific activities to develop their understanding of what it means to be a pilgrim of hope.

Pilgrims live peacefully with an incredible amount of uncertainty. They may not have much clarity about where they're going. They will have to depend on others along the way and cannot carry much with them. They will say many hellos and goodbyes as they journey from one place to the next. Journeying through life, walking in trust in God even when we can't see what lays ahead.

All students were called to take part in some sort of pilgrimage. A journey to develop their faith, to grow in wisdom and to become witnesses of Christ's teachings. Sometimes when students look ahead or think about the future, we may worry. But they are reminded that God made us a promise in the Old Testament, 'Do not be afraid for I am with you'. (Isaiah 41:10)

So as we all continue on our journey, beyond this Jubilee year, we always remember:

- God is near
- God gives strength when facing impossible-looking challenges
- God's presence replaces any worries we may have, knowing that He surrounds us and offers peace in uncertainty.

Our College Board has had a great year as they have worked together through governance and compliance requirements. Always supportive and always willing to assist. I thank in particular the College Board Chair, Ms Leila Khattar.

We are so fortunate to have the support of Our Lady of Lebanon Parish which Mon. Joe, Fr Richard and Fr Ghassan who have celebrated our Masses and provided spiritual support the students and staff.

Most of all, I thank the Antonine Sisters, Sr Mariette, Sr Rita and Sr Veronique. They provide us with a very special and sacred place to work and learn. We are so lucky to have them as role models and we are privileged to support them in any little way we can with their Mission in Australian.

Ms Joanne Bacash



Catholic Identity and Mission

Goals & Intended Outcomes

- To strengthen our Maronite Identity
- Increase staff opportunities for faith formation and monitor in TAP
- Two Youth Ministry teams to develop across the College
- Student faith formation experience – Rome tour

Achievements

Our 2025 College theme Pilgrims of Hope was based on the motto Pope Francis chose for the Jubilee Year in Rome which officially opened on 24th December, 2024, when he opened the Holy Door of St Peter's Basilica. The Jubilee Year has been an opportunity to renew hope and trust in our world and to experience God's mercy, engage in prayer, and to strengthen our faith. Pope Francis invited all those to become pilgrims within their own local area and in their local churches if unable to make a pilgrimage to Rome.

This year we intentionally created more opportunities for students and staff to deeply engage with the Maronite identity and to further their faith development to strengthen and enrich our Maronite identity across the community. Our College Chaplain, Monsignor Joe Takchi, blessed the reopening of the St Anthony Chapel at St Joseph Campus on Tuesday 24th June which now has decal of our Maronite and Australian saints plus the Maronite Icons along the walls.

As Pilgrims of Hope, we have walked together discovering what it means to live with faith, knowledge and virtue. Like pilgrims we have faced challenges and celebrated milestones, always keeping our eyes fixed on the light of hope that calls us forward as shown in the examples below:

- Whole school masses such as the Feast of St Maroun Opening School Year Mass and Antonine Day Mass / celebrations
- Year Level Masses
- Feast Days and Prayer Services



- Sacrament of Reconciliation
- Blessing of the new works at St Anthony Chapel
- Student Prayer in the Chapel initiated by Year 12 students
- Feast of Corpus Christi Adoration in the college chapels
- Rosary Club
- Year 4-12 Retreats
- Laudato Si Week activities
- Fundraising initiatives to support Caritas Australia,

Special Events

2025 Rome and Assisi Jubilee Pilgrimage

This pilgrimage was such a profound and meaningful experience for the group of Year 10 - Year 12 students and accompanying teachers who travelled to Rome, and then onto Assisi to visit the relics of Blessed Carlo Acutis in Assisi last March.

Teacher Formation

This year Antonine College staff have continued to participate in a variety of faith formation activities which assist them to develop their own faith, knowledge and skills whilst fulfilling their responsibilities regarding accreditation to teach in a Catholic school and to teach Religious Education or Lead in a Catholic school. Their tally of Religious Education professional learning hours is monitored on the Teacher Accreditation Platform (TAP).

Our Pilgrims of Hope Teacher Formation Day, participation in Encounter by ICON Ministry online modules such as Holiness in the 21st Century as well as Religious Education Professional Learning provided by the Melbourne Archdiocese of Catholic Schools (MACS) and CSYMI demonstrates our commitment to staff formation and cultivating faith leaders at Antonine College.

Value Added

Faith in Action

- Faith Club
- Youth Ministry Program
- Social Justice fundraising activities such as Project Compassion for Caritas Australia and the emergency “Lebanese Family Appeal” launched by the Maronite Eparchy of Australia.

- CYSMI and Spiritus Program
- Participation in the Melbourne Archdiocese Catholic Schools (MACS) New Religious Education Curriculum Trial
- A group of students from Year 9-11 attended the three-day Australian Catholic Youth Festival in December.

Learning and Teaching

Goals & Intended Outcomes

Improve Student Numeracy Outcomes

- Consistent implementation of Daily Review practices
- Implement Mathematical Investigations across Years 7–10
- Implement the Mathematics is Reasoning model for mathematics teaching

Improve Student Achievement

- Provide teacher professional learning in Explicit Instruction
- Develop a College Instructional Model

Improve Student Engagement

- Use conferencing and data to support student goal setting
- Introduce student-led interviews for Year 8 students
- Host Celebrations of Learning across Foundation–Year 6
- Communicate Curriculum Overviews to families each term

Strengthen Our Maronite Identity

- Increase staff opportunities for faith formation
- Develop two Youth Ministry teams across the College

Achievements

Throughout 2025, the College focused on implementing new strategic goals while refining teaching and learning practices informed by professional learning undertaken in recent years. This work strengthened consistency across classrooms and supported improved student outcomes.

A significant achievement was the implementation of the College's mathematics teaching model, Mathematics is Reasoning. This included a strong emphasis on consistent Daily Review practices and the introduction of Mathematical Investigations each term for students in Years 7–10. These initiatives aimed to deepen student understanding, strengthen reasoning skills, and promote greater engagement in mathematics learning.

Teachers also participated in a series of collaborative meetings and professional learning opportunities to support the development of the College Instructional Model. Through extensive consultation and reflection, the College has now established teaching models for

Reading, Mathematics, and a whole-school Instructional Model. This represented a major milestone, grounded in contemporary educational research and tailored to the needs of our learning community.

Throughout 2025, the College engaged in extensive consultation with parents, students, and staff to review and strengthen key aspects of teaching and learning, including:

Homework practices

Unit planning processes

Lesson structure and delivery

As part of this work, the College updated its unit planning processes and templates to reflect recent professional learning in Cognitive Science and Explicit Instruction. Resources and research from the Australian Education Research Organisation (AERO) were utilised to support the development of consistent, evidence-informed planning practices across the College.

To further improve student engagement, the College continued its focus on student conferencing and goal setting. Teachers worked closely with students to identify learning goals and monitor progress using data-informed practices. Family engagement was also strengthened through the distribution of Curriculum Overviews each term. These documents provided families with key information about subject areas, upcoming topics of study, and important dates, helping to foster stronger partnerships between home and school.

Throughout the year, each year level at Cedar Campus hosted a Celebration of Learning event. These events provided families with opportunities to engage directly with classroom learning through student-led presentations and authentic learning experiences. Together with the Term 1 Open Mornings, these initiatives reinforced the strong connection between families and the College community.

In Term 3, the College hosted its annual STEAM Learning Exhibition for students across Foundation–Year 12. The event showcased student achievement in Science, Technology, Engineering, Arts, and Mathematics through a range of interactive displays, performances, and demonstrations. Students also presented food prepared during Food Technology classes, highlighting practical learning experiences and student creativity. Held in the Mother Isabelle Khoury Stadium, the exhibition transformed the space into a vibrant celebration of innovation, collaboration, and learning.

The College also continued its commitment to wellbeing through ongoing Berry Street Trauma-Informed Education professional learning. This supported teachers in implementing consistent classroom routines and practices that enhanced learning environments and strengthened the College's Wellbeing for Learning approach. The integration of wellbeing and learning remains central to the College's vision for supporting the success and flourishing of every student.

Student Learning Outcomes

NAPLAN analysis:

- Overall stability: Across most domains, 2025 results are broadly consistent with the 2 year average, showing only minor fluctuations in mean scale scores and proficiency rates.-
- Grammar & Punctuation: Year 9 proficiency dropped (39% vs 47%), suggesting a decline in upper-year performance.
- Numeracy: Scores remain steady across all year levels, with Year 9 showing a slight improvement in proficiency (55% vs 54%).
- Reading: Younger students (Years 3 and 5) outperform older cohorts, with Year 5 achieving the highest proficiency (71%).
- Spelling: Year 5 proficiency decreased (69% vs 73%), while other year levels remain close to the average.
- Writing: Year 3 continues to excel (86%), but proficiency declines sharply by Year 9 (49%), indicating a persistent downward trend through higher grades. NAPLAN is one data set that we use to track our student 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 VCE VM students. The Vocational Model (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					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	387	46%	384	46%
	Year 5	489	68%	490	68%
	Year 7	526	60%	523	59%
	Year 9	534	39%	535	47%
Numeracy	Year 3	383	54%	382	55%
	Year 5	478	63%	479	62%
	Year 7	511	56%	511	59%
	Year 9	542	55%	545	54%
Reading	Year 3	383	65%	375	60%
	Year 5	478	71%	478	68%
	Year 7	506	52%	504	53%
	Year 9	537	50%	538	55%
Spelling	Year 3	395	57%	387	56%
	Year 5	479	69%	484	73%
	Year 7	522	64%	518	67%
	Year 9	553	67%	553	66%
Writing	Year 3	419	86%	423	86%
	Year 5	482	76%	490	78%
	Year 7	528	60%	529	60%
	Year 9	556	49%	552	49%

*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.

Senior Secondary Outcomes	
VCE Median Score	26
VCE VM Completion Rate	88%
VCE VM Completion Rate	88%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Antonine College is committed to nurturing the holistic wellbeing of every student, recognising that wellbeing and learning are deeply interconnected. Guided by our Catholic identity and the Antonine Sisters' charism, the College strives to create a learning environment where students feel emotionally, socially, spiritually and physically safe, known and supported.

In 2025, the College's Student Wellbeing goals focused on:

- Embedding the Wellbeing for Learning model consistently across classrooms and year levels
- Strengthening a trauma-informed, relational approach to student wellbeing through the Berry Street Education Model
- Developing student voice and leadership so students are active partners in shaping a positive, safe and inclusive school culture
- Building the capacity of the Wellbeing and Leadership teams to effectively manage complex and emerging student wellbeing needs
- Promoting clear expectations, consistent routines and restorative practices to support positive behaviour, engagement and belonging

Through these priorities, the College aimed to cultivate emotionally, and physically safe learning environments underpinned by strong teacher–student relationships, predictable routines and a shared commitment to flourishing.

Achievements

In 2025, Antonine College continued to strengthen a whole-school approach to student wellbeing that places relationships, consistency and care at the centre of school life.

Leadership teams worked closely with staff to embed Consistent Classroom Routines, enhancing student readiness to learn and strengthening feelings of safety and predictability across classrooms. These practices were supported through ongoing professional learning and coaching grounded in the Berry Street Education Model, with a specific focus on trauma-informed classroom strategies, emotional regulation and relational practice.

Whole-school professional learning in Berry Street principles ensured a shared language and approach to wellbeing across both campuses. Teachers were supported to integrate

strategies such as Unconditional Positive Regard, restorative conversations and predictable routines into everyday practice, reinforcing wellbeing as a responsibility shared by all staff.

Pastoral Care programs across Foundation to Year 12 were further strengthened to explicitly develop students' social and emotional capabilities, including organisation, cognitive science, emotional regulation, resilience, persistence, confidence and positive peer relationships. Programs were tailored to the developmental needs of each year level and reinforced through year-level themes and assemblies.

A strong commitment to student voice and agency remained a hallmark of the College's wellbeing approach. Student leaders, including appointed Student Wellbeing Leaders, played an active role in promoting mental health awareness, leading student-initiated wellbeing activities and facilitating inclusive lunchtime programs that fostered connection and belonging.

The College's Wellbeing Team continued to work collaboratively across both campuses to ensure continuity of care, particularly for students transitioning from Cedar Campus to Saint Joseph Campus. A structured case management approach supported students experiencing complex wellbeing, behavioural or mental health challenges. This approach involved close partnerships with families, internal wellbeing staff, year level leaders and external allied health and mental health professionals to provide coordinated and responsive support.

Leadership capacity to manage complex student needs was further strengthened through targeted professional learning, shared data analysis and reflective practice, ensuring timely and appropriate interventions for students at risk.

Value Added

Antonine College provided a wide range of wellbeing-focused programs and experiences that supported student engagement, belonging and personal growth, including:

- Wellbeing for Learning Awards and Year Level Theme Awards
- Camps and transition programs (Foundation, Year 7, and senior years)
- Student forums promoting voice, agency and leadership
- Year 9 Production and co-curricular arts programs
- Year 11 Mental Health Awareness sessions
- Year 12 Futures and Pathways sessions
- Sporting carnivals, House competitions and co-curricular clubs
- Lunchtime games, clubs, homework and peer support programs
- Excursions and incursions that supported social connection and wellbeing

Student Satisfaction

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

Antonine College recognises regular attendance as a critical indicator of student engagement, wellbeing and academic success. The College closely monitors student attendance and works proactively with families to maintain high standards of attendance and participation.

Attendance procedures include:

- Daily monitoring of attendance by Student Services
- SMS notification to parents/legal guardians for unexplained absences by 11:00am
- Follow-up of unresolved absences by Student Services and Year Level Coordinators
- Clear expectations that all absences are explained by a parent/legal guardian
- When attendance concerns arise, these are addressed collaboratively through early intervention, pastoral support and case management, recognising that attendance is often linked to wellbeing and engagement needs.

In 2025, attendance data indicated that students generally felt safe, supported and connected at school, with a whole-school average attendance rate of 89.27%. Student retention from Years 9 to 12 remained strong at 84.78%, reflecting sustained engagement through the senior years.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	84.78

Average Student Attendance Rate by Year Level	
Y01	89.87
Y02	90.01
Y03	91.07
Y04	91.02
Y05	90.9
Y06	90.48
Y07	89.38
Y08	88.2
Y09	87.2
Y10	84.58
Overall average attendance	89.27

Leadership

Goals & Intended Outcomes

- Improve Student Numeracy Outcomes
- Improve Student Achievement
- Improve Student Engagement
- Strengthen Our Maronite Identity

Achievements

Professional learning remained a key priority throughout 2025, with staff engaging in a broad range of learning opportunities designed to strengthen teaching practice, student wellbeing, and curriculum delivery. Areas of professional learning included:

Cognitive Science, including the memory model, cognitive overload, daily review, explicit instruction, and participation strategies

Berry Street Trauma-Informed Education (Days 3 and 4)

Developmental Rubrics

Task Words and the TLC method

Artificial Intelligence in Education

VCE Data Analysis meetings

Data analysis for targeted teaching

Faith Formation

Seesaw professional learning

Michael Minas Mathematics Games

Professional Learning Teams focused specifically on the use of Artificial Intelligence in Education.

Following whole-staff professional learning, teams selected a focus area and implemented an action research cycle. Focus areas included developmental rubrics, daily retrieval practices, differentiation and inclusion, and ethics and policy. Teams shared their findings, reflections, and resources with staff across the College, contributing to a culture of collaboration and innovation.

Teach Meets continued across each campus throughout 2025 and remained a valued opportunity for teachers to share effective practices and learn from one another. Writing moderation sessions also provided teachers with opportunities to collaboratively assess student work in relation to the Victorian Curriculum standards, strengthening consistency and shared understanding across year levels and learning areas.

Additional processes continued to support accurate and consistent implementation of the Victorian Curriculum. These included the use of Indicative Progression Tables to clarify expectations for “At Standard” achievement across subjects and year levels, as well as an updated unit planning template and process aligned with curriculum requirements.

Cross-campus steering committees focused on improving numeracy outcomes and strengthening the College’s Maronite identity. These committees supported a coordinated and strategic approach to achieving College goals and ensuring ongoing improvement across both learning and faith formation initiatives.

All teachers participated in Impact Action Cycles each term throughout 2025. This process involved identifying a professional focus area, implementing targeted strategies, and reflecting on student outcomes to support continuous improvement. Staff shared their progress and reflections during Annual Review Meetings, reinforcing a culture of professional growth and accountability.

During 2025, Secondary teachers participated in targeted professional learning focused on the development and use of Developmental Rubrics. This learning supported teachers to strengthen their understanding of progression-based assessment practices and how to clearly identify and communicate stages of student learning and growth. The use of these rubrics enabled students to better understand their learning goals, identify next steps for improvement, and engage more actively in the learning process. Teachers also used the rubrics to support differentiated instruction and more effectively monitor student progress over time.

At Antonine College, instructional coaching is a key element of our professional learning approach to improving teaching practice and student outcomes. This evidence-based model, aligned with guidance from the Australian Institute for Teaching and School Leadership (AITSL), supports teachers to strengthen their practice through structured collaboration and reflective inquiry. Coaching targets four priority areas: creating calm and supportive classrooms, building curriculum knowledge, implementing effective teaching strategies, and using assessment to inform student progress - ensuring a consistent emphasis on high- quality, evidence-based pedagogy. Through ongoing partnerships with an instructional coach, teachers engage in professional pedagogical dialogue, share expertise, and trial targeted strategies to enhance student learning and wellbeing. Importantly, coaching is non- evaluative, fostering a culture of trust, professional growth, and a shared commitment to continuous improvement. Just as we encourage our students to be lifelong learners, our teachers are too.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Areas of professional learning included: Cognitive Science, including the memory model, cognitive overload, daily review, explicit instruction, and participation strategies Berry Street Trauma-Informed Education (Days 3 and 4) Developmental Rubrics Task Words and the TLC method Artificial Intelligence in Education VCE Data Analysis meetings Data analysis for targeted teaching Faith Formation Seesaw professional learning Michael Minas Mathematics Games Professional Learning Teams focused specifically on the use of Artificial Intelligence in Education. Following whole-staff professional learning, teams selected a focus area and implemented an action research cycle. Focus areas included developmental rubrics, daily retrieval practices, differentiation and inclusion, and ethics and policy. Teams shared their findings, reflections, and resources with staff across the College, contributing to a culture of collaboration and innovation.	
Number of teachers who participated in PL in 2025	79
Average expenditure per teacher for PL	\$921.00

Teacher Satisfaction

Towards the end of 2025, our staff retention had shown signs of real improvement bouncing back after the post COVID years. 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 2025. 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 2025. The College invested in an Instructional Practice Coach to support teachers to improve their practice and plan to extend this in 2026 and beyond.

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 last external Review that staff, overall, are satisfied with the College.

Teacher Qualifications	
Doctorate	2
Masters	23
Graduate	17
Graduate Certificate	5
Bachelor Degree	40
Advanced Diploma	2
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	86
Teaching Staff (FTE)	75.32
Non-Teaching Staff (Headcount)	75
Non-Teaching Staff (FTE)	51.7
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