

# Antonine College

A CATHOLIC CO-EDUCATIONAL COLLEGE F - 12



REGISTERED SCHOOL NUMBER: 2010

## —ANNUAL REPORT—

# 2019



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## Minimum Standards Attestation

We, Sister Mariette Kareh and Ms Joanne Bacash, attest that Antonine College is compliant with

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

8 May 2020



## Our College Mission Statement

As a Maronite Catholic learning community inspired by the Antonine Sister's charism we strive to:

### Enhance our Education in Faith

Provide a comprehensive education in a secure and caring environment in which every person can grow and develop spiritually, intellectually, socially, and physically. Gospel values are reflected in our daily practices. Differences are welcomed and the value of every individual as a child of God is affirmed.

### Enhance Teaching and Learning

Provide a curriculum that caters for individual needs through a range of experiences suited to diverse learning styles.

### Promote Student Wellbeing

Foster respectful relationships among students, staff and others associated with the College in a spirit of co-operation, trust and responsibility.

### Strengthen School Community

Our College is committed to the continuous growth in learning outcomes for students and to develop the skills for lifelong learning. Partnership between home and College is promoted.

Opportunities for engagement in a deeper awareness of our cultural heritage, especially through the study of languages is provided.

### Build Leadership

All individuals are considered to be leaders demonstrating relationships and processes which are supportive, consultative and guided by a clear moral purpose.

It is intended that students graduating from Our College will:

- have developed a personal relationship with God,
- be competent, skilled, lifelong learners
- be effective, powerful communicators
- be creative, critical thinkers
- be happy, confident, self-managed individuals
- be socially and environmentally responsible citizens

## Vision Statement

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 lifelong 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. It is a young Catholic co-educational institution owned by the Antonine Sisters which sprang from the deep desire of the Antonine Sisters' community whose members were committed to seeing the strength of a classical education's impact upon the children of our community in Melbourne, Australia. Like every institution, the present Antonine College rests straight upon its past. The College opened its doors to students on 1 February 1998 with only 110 students from Prep to Year 3 and has grown significantly since its humble beginnings with only a few junior classes, a few staff members and a small number of families.

Antonine College is committed to the provision of quality education in a friendly and caring environment for its 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. There are also students from Egyptian, Syrian, Assyrian and Iraqi cultural and linguistic backgrounds. Some students are from non-Arabic speaking backgrounds such as Filipino, Vietnamese, Greek and Italian. The majority of our students are Maronite Catholics including some Melkite, Chaldean, Armenian and Roman Catholics. The College has students who are Christian Orthodox and other Christians. We also have a number of students from Islamic backgrounds including Sunni and Alawi.

The College provides a bus service for its students. Currently, 31 buses are available to transport students from north, north western and western suburbs as well as from neighbouring suburbs such as Brunswick, Moreland, Thornbury, Northcote and Preston. This service also transports students between Cedar Campus and Saint Joseph Campus in the morning and afternoon plus excursions to the various religious, educational, sporting venues and other facilities around Melbourne.

In Semester Two, the College completed a School Review which involved meeting VRQA Compliance and an External School Review conducted by ACER and CEM. We are very pleased to announce that we met compliance with VRQA and have received our Certificate of Compliance. We also received a very positive report from our Reviewers. Included below are the Commendations, Affirmations and Recommendations that came out of the review. In term 4, we worked on writing out Strategic School Plan for the next four years.

### Commendations

Antonine College is to be commended for:

- The commitment by the College community to ensuring that the Vision of Antonine College being a *'faith filled learning community'* is embedded in practice.
- The strong sense of identity and belonging created through the partnership between staff, students and families underpinned by the Charism of the Antonine Sisters.
- The commitment of all staff to the wellbeing of students as evidenced by the time allocated for a structured and appropriate pastoral care program.
- The commitment to an inclusive community as evidenced by the strong focus on identifying the learning needs of students and the development of programs to meet these needs.
- The highly valued personal and learning support provided to new arrivals and refugee students.

- The link between wellbeing, student learning and teaching practices that is evidenced in the Student and Wellbeing Policy which articulates a Continuum of Strategies Supporting Student Wellbeing and Engagement.
- The professional learning achieved through the alignment of the ARM process to both personal and College wide priorities.
- The development of, and staff participation in, the professional learning processes of the College as exemplified by the implementation of the SLIP strategy as a whole of College improvement agenda.
- The development of strategic partnerships with external agencies and educational institutions to provide broader learning pathways for students and enhanced wellbeing support.
- The implementation of a Master Plan that has resulted in the redevelopment of the Cedar Campus and the current work being undertaken at the St Joseph Campus

#### Affirmations

Antonine College is to be affirmed for

- The development of comprehensive processes for the collection of data compliant with the National Consistent Collection of Data (NCCD).
- The way in which many teachers have developed comprehensive personal knowledge of their students and supplemented this knowledge with learning outcomes data to provide enhanced differentiated learning experiences.
- The growing use of SIMON as a tool for the tracking of whole school, cohort, class, target group and individual student data sets over time.
- The structures, supports and templates in place to scaffold teacher analysis of data to inform their daily teaching.
- The implementation of restorative practices that inform the 'wellbeing for learning' pedagogical model.
- The development of the unit planning templates to identify learning intentions, the achievement standards, learning activities, resources, consideration of differentiation and assessment and feedback.
- The adoption of Learning Intentions and Success Criteria that is evident within all classrooms.
- The design and assessment of Inquiry Based Learning that is in the early stages of implementation.
- The digital application 'Seesaw' that has been introduced to facilitate student reflection on their learning and the sharing of this with their parents.
- The allocation of resources to the employment of a digital pedagogy coach and a literacy leader to support the embedding of identified pedagogical practices.

### Recommendations

- Continue to systematically review student outcomes data to identify an area of learning that should be improved. The identified area will form the College's narrow and sharp explicit improvement agenda.
- Further develop teacher expertise in their use of data sets to inform their teaching especially within the targeted improvement agenda that the College has identified.
- Consolidate quality assurance processes to ensure that the curriculum remains aligned to the Victorian Curriculum documents, has coherence across the College and that assessment successfully measures student achievement relative to the standards.
- Map, agree on and communicate the pedagogical model that consolidates the current effective and espoused teaching practices in the College in relation to both learning and wellbeing.

Thank you to all staff who work so hard always and who have contributed to the College as well the parents who have supported the College over the years. We are still a relatively 'new' school but we have accomplished so much and look forward implementing our Strategic School Plan for 2020 -2023.

## Principal's Report

It is wonderful to celebrate many milestone moments for students of Antonine College. It is right to celebrate a year of solid work, social sacrifice and stamina, so our heartfelt congratulations to all our students, and especially the award recipients. I would like to encourage our students, to always think about, not only your scores and your academic achievements, but every small step you have made this year towards the life goals that you imagine for yourself.

**"Faith, Knowledge, Virtue" is our College motto.** Three words of which I was involved in the decision making for our college motto. These three feature words inspire us to reach to the education of the heart, mind and soul.

Knowledge is a key which opens many doors, but it is not more important than Virtue which is driven by Faith – our moral compass. They complement each other. St Peter's second letter sums up the connection: '... make every effort to supplement your faith with virtue, and virtue with knowledge' (2 Peter 1:5).

We are blessed to have a dedicated and Christ-centred team of college staff who continuously are working and searching, to reach the hearts, souls and minds of their students. As professionals, our teachers are acutely aware of the ever-changing external world, be it technology, media, laws and popular culture mentors. Teachers are learners, and their power comes from the opportunities they keep creating for students to learn, to know how to learn, to solve problems and to apply their learning in a meaningful way, so that our college continues to be up-to-date, innovative and connected.

I recently read a book entitled 'Learner-Centred Innovation.' It states: 'What we do in school, and what students learn, only mean something if students continue to love learning, remain curious, strive for something better and ultimately find their place in the world ... if we want something better for the future, we have to create it'.

The last chapter challenges educators with three questions, and I quote: ‘When students come into our school and sit in our classrooms, we must ask the following questions every day:

- Am I improving their lives?
- Am I working to make the world a better place by creating more thoughtful, compassionate, creative and skilled individuals?
- Am I providing opportunities to contribute positively to the local and global communities in which they interact?’

When I consider the quality of teachers in Antonine College, the answer to all three questions is Yes. Indeed, they seek to make a difference to the students and indeed to the world, every single day. They fulfil every aspect of our motto and mission.

Our mission is to plant the seeds of deeper life. Parents water these seeds. And God is the only one who can make the seeds grow – when they are in season.

**We nurture the seeds of Faith** to help students deepen their spiritual roots, so that they enter in a personal relationship with God, know beyond the superficial and symbols, and to know themselves and the world. We guide them to trust God at all times. Our faith can be put to the test when dark clouds hover over us and we cannot see the light. God is there in our silence. He is compassionate and understand every pain and injustice.

**We nurture the seeds of Virtue**, which are the goodness and sweetness of the fruit. This virtue stems from a moral compass, which follows the light, not the darkness, as our usual annual theme emphasizes the practising of the virtues in our daily lives, and, this year, we were called to **“Do to others as you would have them do to you”**. **Luke 6:31**.

**We nurture the seeds of Knowledge** to help students mature into a tree of Wisdom by learning about universal truths, learning into the mystery; for all the knowledge in the world cannot explain so many mysteries, especially when we encounter tragedy or illness. The tree of true Knowledge is resilient, loving, and humble. It shares its fruits rather than boasting about its height.

Together with the dedicated parents, we are co-workers in God’s world. After many years of sowing seeds together, some of the parents here, were once our students, even in our Child Care Centre. You were the harvest of your parents’ garden. In your faith, knowledge and virtue, you have decided to plant another generation in the fertile soil of the Antonine garden. I pray that the students here present today will one day sit as parents or even teachers, to celebrate a fruitful harvest.

As you know, my own time here in Melbourne is about to end. I will be leaving for a new position in Lebanon. Like our mother Mary I say: Lord, let your will be done; Being an Antonine sister is truly a calling. As sisters, we responded to the call to commit our life completely to God and to proclaim the Gospel message and serve his people throughout the world.

We are all pilgrims on the journey, now I will move forward trusting in the power of God and the support of people around me. Leaving here and going to Lebanon is part of the continuity of the journey. We have shared so many times together, ups, and downs, wonderful moments, and beautiful memories. No words can express my profound gratitude to God for all these years at the College and in Melbourne. I have been absolutely privileged to serve the people of God, in the parish, in the Antonine Sisters Child Care Centre and in Antonine College.

I have been privileged to be part of Antonine College history book from chapter one onwards: planning to open a school, purchasing the school site, buying furniture, choosing uniforms, choosing the School motto and logo, opening the primary school in Coburg, opening the secondary school in Brunswick, amalgamating the two schools, selling the secondary Brunswick site, purchasing and renovating St Joseph School at Pascoe Vale South, leaving Brunswick and moving St Joseph's Secondary Campus.

I have lived and experienced all these major actions and witnessed all the master building plans by being part of these wonderful accomplishments and growth in all fields, all with hardships and difficulties that we had to overcome. We give thanks for the hope that lifted our hearts on the dark days, and for good people who supported us and gave us the love that had kept us going.

I feel in my heart the paramount duty to thank God, who guides us and makes our mission grow where we sow His Word and nourish the faith and the hope in His people.

I am indebted to the longstanding guidance and support of our beloved parish priest Monsignor Joe and my spiritual family, the Antonine Sisters. The friendship and love I have personally experienced in these 30 years will be treasured forever in my heart.

My own growth has been so generously watered and enriched by so many people of experience, expertise and talent. I have been inspired by the virtue, love and humanity of so many who continue to pray for us and pray with us.

It is my prayer that I can weave the next addition to my life tapestry with the rich thread that you have given me. The breath of God may help me to cross-pollinate the next garden. We thank God for the many blessings we have received during this school year, for all the teaching and learning, for the talents and gifts, and for the challenges and the fun times that we lived together and achieved as a college community.

We are all co-workers in this beautiful college, those in the limelight, those in the classrooms, and those who work in the shade. My heartfelt thanks to the wisdom of the Executive Committee, the dedication of leadership staff team, the teaching staff, including all the staff in learning support, student wellbeing, library, finance, reception, administration, student services, co-curricular, community relations, digital technology, cleaning staff, bus drivers, grounds and maintenance teams, parents and friends committee and to all who have made this school year so pleasant, productive and successful for our whole school community. You are all an integral part of this eco-system.

To all parents and friends, thank you for your unwavering and generous support of Antonine College and of the Antonine Sisters' mission. It is a privilege to serve the community, to work with you all and to be allowed by you to be part of your and your children's lives, in nurturing them and watching God transforming them into young women and men of faith, of knowledge and of virtue. May the love of God dwell in your hearts always.

## **Sister Daad El-Azzi**

Principal 2007-2019

## Education in Faith

### Goal

To actively and collaboratively enhance our Maronite Catholic identity in the context of a contemporary world.

### Intended Outcomes

- 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.

### Key Improvement Strategies

Deepen the knowledge and understanding of all members of the school community in what it means to be a member of our Antonine Catholic school community.

## Education in Faith Achievements

### ***DO TO OTHERS AS YOU WOULD HAVE THEM DO TO YOU***

*Luke 6:31*

We were delighted to welcome back our College Principal, Sister Daad El-Azzi, from sick leave at the Opening Year Staff Mass celebrated by Monsignor Joe Takchi, our College Chaplain, on Monday 29<sup>th</sup> January in the Cedar Campus Chapel. We celebrated our mission as educators and prayed for God's blessings as we accepted the responsibility of serving the Antonine College Community, guided by the example of Jesus, our greatest teacher. The following week the whole College community gathered together at Our Lady of Lebanon Church, Thornbury on the feast of St Maroun our patron saint and founder of the Maronite Church and prayed for our founders, the Antonine Sisters, who this year, celebrated thirty-nine years of apostolic mission in Australia.

Our College Theme this year has been the Golden Rule: 'Do to others as you would have them do to you'. This Rule says Pope Francis in his address to U.S. Congress, Sept. 25, 2015, "points us in a clear direction. Let us treat others with the same passion and compassion with which we want to be treated. Let us seek for others the same possibilities which we seek for ourselves. Let us help others to grow, as we would like to be helped ourselves..."

### **CELEBRATION OF THE FAITH IN THE LITURGY**

*Holy Communion is the reception of the Eucharist which is the "Source and summit of the life and mission of the Church" CCC 1324*

The First Holy Communion Mass on Saturday 1<sup>st</sup> September was one of the highlights of our liturgical calendar and even more so because it was the first time that our Maronite Bishop Antoine-Charbel Tarabay had officiated at this mass. It was uplifting to witness the forty students from Antonine College and Our Lady of Lebanon Maronite Parish who committed themselves to "Follow Jesus" being welcomed to the *Table of the Lord* in front of their proud families and friends.

Our staff and students had numerous opportunities to participate in the celebration of the Eucharist when we gathered for year level, Campus and whole College Masses. This year the end of year masses have been most memorable occasions for staff and students to farewell Sister Daad on her return to Lebanon after thirty two years in Australia.

We greatly value the continuing spiritual support of Monsignor Joe Takchi who made himself available to say Mass, hear Confessions, visit the classrooms and participate in College events throughout the year. We were very pleased that Monsignor Joe who was appointed by his Excellency Bishop Antoine-Charbel Tarabay as the incoming parish priest of Our Lady of Lebanon, Melbourne was able to continue in the role of Antonine College Chaplain (VCE) when Father Alain Fares transferred to Rome to study Canon Law at the end of September. We deeply appreciate the dedicated and faithful service that Father Alain Fares has given to the staff, students and parents of Antonine College over the past decade or so as Antonine College Chaplain and Parish Priest of Our Lady of Lebanon Maronite Parish and wish him well in his studies. At the beginning of Term 4 we welcomed Father Richard Jabour as Cedar Campus Chaplain and Father Tony Abou Yamine as Year 7-10 St Joseph College Chaplain. Chaplaincy is an essential element in the faith and mission of our Maronite Catholic College and we are blessed to have such wonderful priests supporting us in our work.

In 2019 our students have had numerous opportunities to experience a living faith through a wide range of activities that complement our comprehensive Religious Education Program.

These include:

- Celebration of Maronite Saints Feast Days
- Adoration in the Chapel
- Retreats and Religious Education Reflection Days at the Don Bosco Youth Centre, Brunswick
- Lent, Holy Week and Easter Prayer services
- Seasonal Liturgies including Antonine Day, ANZAC Day, Mother's Day, Remembrance Day, Lebanese Independence Day
- *World Refugee Day* Prayer Service
- Year 11 Social Awareness Week in March
- Excursions to the Mary MacKillop Heritage Centre, St Patrick's Cathedral and the Jewish Museum of Australia
- First Communion, Year 12 Graduation and Year 6 Transition Mass
- Campus and Year Level Assemblies
- *Project Compassion, Catholic Mission, the Asylum Seeker Resource Centre in Footscray* fundraising and awareness activities
- Involvement in local community projects such as *MS Read-A-Thon* and *The Great Book Swap*
- Community service such as visiting and interacting with the elderly at St Paul's Hostel, Year 10 tutoring with Cedar Campus, helping teachers in the classroom at Coburg Special Development School and assisting with food distribution at *Foodbank* (St Ambrose Parish, Brunswick)
- Meditations
- Mindfulness
- Praying the Rosary

## Learning and Teaching

### Goal

To provide a curriculum and learning environment that encourages students to be autonomous, confident and responsible learners.

### Intended Outcomes

- That student engagement will improve.
- That students will show learning growth in numeracy and literacy.
- That students will become competent and creative users of Digital Technologies

### Key Improvement Strategies

Develop a whole school vision and approach to learning and teaching that reflects high expectations for all. Learning will be personalised using data and digital technologies to differentiate and to engage.

## Student Learning Outcomes for 2017, 2018 and 2019

Antonine College is able to compare the results of 2017 and 2018 Year 3, Year 5, Year 7 and Year 9 Literacy and Numeracy testing with the 2019 NAPLAN performance which indicates improvement in our performance and results over the past three years. In this period all Year 3, 5, 7 and 9 students have met the national minimum standards across all areas of literacy and numeracy.

### Year 3 Literacy

- The three-year trend for Year 3 shows the (2.1%) upward trend in Grammar and Punctuation whilst 100% of students have consistently reached minimum standards in Writing over the past three years. The upward trend in Reading (1.4%) and Spelling (1.7%) over the past year has been achieved with additional support.

### Year 5 Literacy

- Literacy data indicates a slight downward trend in Grammar and Punctuation (0.5%) during the past twelve months. The increase in Reading (9.7%), and Writing (1.0%) is encouraging but Spelling (-2.4%) during the same period requires additional attention.

### Year 7 Literacy

- Over the past year there has been a decrease in Grammar and Punctuation (-2.6%) which has been disappointing but the upward trend in Reading (0.8%), Spelling (1.7%) and Writing (1.9%) reflects additional College support.

### Year 9 Literacy

- The slight increase in Writing (0.3%) during the past twelve months has been encouraging but the downward trend in Grammar and Punctuation (-4.2%), Reading (-1.9%) and Spelling (-2.7%) during the past twelve months will require further attention.

### Year 3 Numeracy

- Numeracy data indicates an upward trend (1.7%) in the last twelve months.

### Year 5 Numeracy

- The upward trend indicates an increase in Numeracy (1.4%) during the past year.

### Year 7 Numeracy

- Numeracy data shows an increase of (0.3%) over the last twelve months.

### Year 9 Numeracy

- The upward trend for Numeracy indicating an increase of (5.3%) over the past year reflects additional College support.

## Learning and Teaching

### Achievements

Activities related to the additional curricular and extra-curricular activities offered at Antonine College which 'add value' to the achievement and wellbeing of students are widely advertised in the monthly College newsletter, the Antonine College Annual and the College Website. Listed below are some of the activities offered:

- Senior Pathways Expo
- Real Industry Job Interviews for Year 10
- Year 10 Work Experience Program
- In2ScienceProgram
- National Science Week activities
- Year 8 Medieval Education Day
- Year 9 City Immersion Tour
- *Read More in May* Challenge
- *National Simultaneous Storytime* – Foundation to Year 2
- International Competitions & Assessments For Schools (ICAS)
- Life Education Van Programs for Foundation – Year 6
- UNSW Mathematics Competition
- Excursions to a variety of places such as the Catholic Education Week's Visual Arts Exhibition, the National Gallery of Victoria, the Melbourne Museum, Essendon Traffic School, Scienceworks, Parliament House, Immigration Museum and the Melbourne Aquarium
- *Reading is My Secret Power* Book Week activities
- Author Visits – Melissa Keil (Years 7-8) and Mark Smith (Year 9-10) during Book Week
- Shakespeare's *Romeo and Juliet* and *Macbeth* Performances for Year 9 and 10 students by the Flying Bookworm Theatre Company and *Medea* performed for Year 12 by The Complete Works Theatre Company
- Soiree Evening for Year 9 and Year 10
- CSIRO Science Programs for Year 3, Year 5 and Year 9
- Cedar Campus and St Joseph Campus Arts Exhibitions

### Year 9 to Year 12 Apparent Retention

This data provides the apparent retention rate, i.e. the number of students enrolled in Year 12 in 2019 is divided by the number of students who were enrolled in Year 9 in 2016, to provide a % retention rate. The proportion of Year 9 students retained to Year 12 rate over this three- year period is 87.8%.

### Senior Secondary Outcomes

As an academically inclusive College we celebrate the abilities of all our students and congratulate the sixty-one students of the graduating Year 12 Class of 2019 on their successful completion of thirteen years of schooling. The VCE Median score was 27 with a 98% VCE completion rate. A significant number of our students received excellent individual Study Scores in their subjects and Australian Tertiary Admission Rank (ATAR) results.

#### Highlights include:

- The College Dux achieved an ATAR score of 93.20
- Four students scored an ATAR above 90

### Post-School Destinations

Antonine College provides a pathways program to further learning at Universities, TAFE Colleges, traineeships and apprenticeships, or employment. The Post-School Destinations of students from our 2019 Year 12 cohort are listed below:

- 54.0% Tertiary Study
- 25.0% TAFE/VET
- 0.0% Apprenticeship/Traineeship
- 8.0% Deferred
- 4.0% Employment
- Other – The category of other includes both students Looking for Work and those classed as Other

### Parent, Student and Teacher Satisfaction

Antonine College enjoys a positive reputation in the community as evidenced by our increasing enrolments and strong commitment to the Antonine Sisters charism. In partnership with families, the Antonine Sisters strive to develop fidelity to religious values and to spreading the Word of God.

Parent satisfaction was demonstrated through the following:

- Strong levels of attendance for school functions such as Parent/Student/Teacher Interviews, Religious Education Concert, Mother's Day Morning Tea and Assembly
- High Enrolment Retention Levels and Trends
- Financial and social support of parents in the life of the College
- Regular supply of parents and volunteers to support College social and fundraising activities, canteen, camps, sporting activities, music and drama performances.
- Informal and formal feedback
- The quality of relationships between parents and staff members

Teacher satisfaction was demonstrated through the following:

- Informal and formal feedback
- Coaching Program
- Feedback from Bi-Annual Meetings with Principal and panel
- Strong commitment to pastoral, co-curricular and staff support activities
- The quality of relationships between staff members, students and parents

Student satisfaction was demonstrated through the following:

- Pride in College community
- Positive report of participation in College assemblies
- Strong participation in the co-curricular program which incorporates student leadership, music, sport and social justice
- The quality of relationships between students and staff members
- Informal and formal feedback

The Antonine College community can be proud of these results which reflect the commitment, valued support and contribution of Parents, Staff and Students.

## Student Wellbeing

### Goal

To develop a culture where wellbeing is integral to learning and consciously connected to student achievement.

### Intended Outcomes

- That the academic, physical, social, emotional and spiritual dimensions of each student are enhanced.
- That students will be more engaged in their learning.

### Key Improvement Strategies

Develop a shared understanding and ownership of student wellbeing that is characterised by consistent practices in classroom management and student behaviour management and that develops students as resilient, self-managing learners.

### Achievements

The College has established and sustains a safe, secure, orderly, stimulating and engaging learning environment for all students including all target populations. It actively promotes the personal and interpersonal relationships, health and wellbeing of all students and the development of a strong sense of connectedness for all students with their peers, staff and the school. For the last few years, as an accredited Restorative Practices School, we have worked intensely with our staff and students on understanding Restorative Practices and how they can be used to prevent conflict, as well as deal with conflict once it happens.

Antonine College students have many opportunities to participate in additional curricular and extra-curricular activities that 'add value' to their wellbeing. Liturgical celebrations, Sacramental Programs, retreats and reflection days plus Feast Day celebrations such as Antonine Day help preserve our culture and nurture the Maronite faith.

The following sporting and cultural activities also helped to develop student teamwork skills and foster the excellent school spirit shown in 2019:

- Formal recognition of sporting and other achievements through the Antonine Awards Program
- Sports Association and Catholic Co-educational Secondary Schools (SACCSS) competitions for Year 7 to Year 12

- Year 6 interschool Netball, Soccer and AFL sporting competitions
- Involvement of the College House Captains in the Athletics and Swimming Carnivals
- Participation in The Victorian Arabic Language Teachers Association (VALTA) competition activities
- Cedar Easter Hat Parade
- Popcorn Day
- Foundation -2 Movie Night
- Year 9 Production – “*Toy School Musical*”
- Year 8 -10 Camps to Anglesea, Emerald, Canberra and Sydney
- Year 5 overnight excursion to Sovereign Hill and Year 6 Phillip Island Camp
- 100 Days of Foundation Circus Carnival
- Foundation and Year 1 Dance Fitness Program
- Foundation - Year 6 Cedar Christmas Carols
- Instrumental Music Program
- Antonine College Choir
- Cedar and St Joseph Campus Athletics Sports Carnivals
- Antonine Week Celebrations held at Cedar Campus
- Year 9 Outdoor Education Camp
- House Welcome Ceremonies
- Year 12 Graduation Dinner
- Rubik’s Cube Club Speed Cubing Competition
- Meerkat Productions of the books ‘Room on Our Rock’ (Years F-4) and ‘Peacock Detectives’ (Year 5-6) during Book Week
- Chess Club
- Debating Club
- Footy Day
- Health and Wellbeing Week
- Father’s Day Breakfast
- Sustainable Garden Program
- Lebanese Independence Day

### **Student Attendance**

Our attendance records show a low level of truancy. Our average VCE attendance for 2019 is 90.2% which indicates that students are generally happy to be at school. This is also supported by the SIR student data which shows that students are mostly positive about being at school and do not have a high level of distress. Student non-attendance is immediately followed up by the Deputy Principal of Cedar Campus and St Joseph Campus Year Level Coordinators who report absences to the Office and contact parents.

### **Student Satisfaction with the College**

There is a high level of student satisfaction as evidenced by the strong participation in co-curricular and optional activities and support for initiatives such as student leadership, College choir, music, drama, sport, fundraising, Social Justice and the Sporting Schools Program. Parents and Friends Committee Events such as the Foundation - Year 2 Movie Night and the F-6 Easter Hat Parade at Cedar Campus were well attended this year.

## Child Safe Standards

### Goals and Intended Outcomes

Antonine College is committed to providing a safe and friendly school where there is zero tolerance of child abuse. We are committed to the safety, participation and empowerment of all students and the ongoing education of staff on child abuse risks.

The Antonine College Child Safe Policy was implemented in July 2016 after extensive consultation with staff, parents and students. The purpose of this policy is to demonstrate the strong commitment of Antonine College to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy considers relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870 and applies to school staff, including school employees, volunteers, contractors and clergy.

At Antonine College we are committed to continuous improvement of our child safety systems and practices. We intend this policy to be a dynamic document that will be regularly reviewed to ensure it is working in practice and updated to accommodate changes in legislation or circumstance. We will maintain a history of updates to the policy.

### Achievements

Strategies to embed an organizational culture of child safety at Antonine College have been led by the leadership team. The Victorian Registration & Qualifications Authority (VRQA) and Child Safety (Catholic Education Commission of Victoria) compliance and self-assessment resources have continued to be widely consulted this year. The following policies and commitments have been developed as a result of initial awareness-raising and capacity building activities to create and maintain a child safe environment at Antonine College:

- The Child Safe Policy
- Safeguarding Children and Young People Code of Conduct
- Code of Conduct for Parents/Visitors
- Guidelines for responding to an allegation of child abuse
- Physical improvements to offices and classrooms (increased visibility) continue. This strengthens duty of care practices and meets standard 1 of Child Safety standards.
- All visitors to the college are required to sign in and present a Working with Children Check.
- The Antonine College Code of Conduct has been developed in reference to the VIT Code of Conduct and Code of Ethics 2015 (for Code of Ethics see Attachment 1). This document should also be read in conjunction with the *'Professional Expectations'* and the expectations as outlined in *'The Task of a Catholic School'* sections of the *'Letter of Appointment'*. A Letter of Appointment is given to every staff member at the start of each contracted period.

## Leadership and Management

### Goal

To enhance and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork, collaborative practices and a focus on continuous improvement

### Intended outcomes

- That the performance and development culture of the college is strengthened
- That staff engagement will improve (teamwork, empowerment and ownership)
- That staff learning will improve (appraisal and recognition and professional growth)
- That leadership capacity will be enhanced

### Key Improvement Strategies

Ensure there is a whole school vision for teaching and learning, student wellbeing and faith development that is known, understood, valued and enacted by all members of the school community.

### Staff Retention

Six teachers left Antonine College at the end of the 2019 school year. Two teachers transferred to neighbouring Catholic Primary and Secondary Schools, three teachers went on maternity leave whilst one teacher took a year's sabbatical leave and will return in 2021. The proportion of teaching staff retained in a program year from the previous year is 88.5%.

### Teacher Qualifications

All teaching staff at Antonine College are fully qualified and registered to teach with the Victorian Institute of Teaching (VIT). Teachers holding VIT registration have met professional practice standards and are required to renew their registration every five years. Our teachers hold a variety of qualifications which add to the College's capacity to deliver specific programs. Some teachers are currently undertaking further post graduate qualifications including those who have been granted sponsorship through the Catholic Education Office Melbourne for Student Wellbeing, Leadership in Numeracy and Accreditation Studies in Religious Education.

### Expenditure and Teacher Participation in Professional Learning

All teachers are encouraged to participate in Professional Learning activities throughout the year, both internally and externally. The total expenditure for teacher participation in Professional Learning in the 2019 year was \$31,408.26 with an average of \$526 per staff member. Teaching staff were required to participate in:

- Explicit Teaching – Differentiation – Assessment - Student Feedback F-12
- Building Leadership Capacity for all Leaders
- SLIP – School Literacy Improvement Program 5-12
- Inquiry Learning F-6
- Digital Technologies F-12
- STEM – Integrating the teaching of Science, Technology, Engineering and Maths
- Mandatory Reporting and Anaphylaxis Training

The following types of Professional Learning for Teaching Staff were undertaken in 2019:

- Professional Learning Activities (PLAs) take place regularly in staff meetings allowing staff the opportunity to learn or go over knowledge and skills either specific to their year level/ subject area or specific to one of the priority areas

- Professional Learning Teams are set up to provide teachers with the opportunity to work in smaller teams to share best practice and learn from one another
- Professional Learning Days are opportunities to have a full day set aside for teachers to keep up with the latest research and trends and to workshop as a collective group
- Coaching involving teachers meeting individually with a PL Coach to identify their individual professional learning goals for the year and having the opportunity to receive feedback and appraisal
- Learning Walks are used as a collaborative learning strategy in supporting a school-wide focus on learning goals, success criteria and feedback
- Individual Professional Learning Journals are maintained by all teachers where they document and reflect upon their learning based on the Australian Institute for Teaching and School Leadership (AITSL) Standards.

## Staff Professional Learning

The total number of teachers who took part in Professional Learning for 2019 was 59.72 FTE. Many Professional Learning activities were undertaken by the College staff including the following programs:

- The Arts
- Leadership Coaching
- Resilient Educators Program
- Intervention Framework Blended Learning Modules Program
- Autism Spectrum Disorder (ASD)
- Explicit Teaching,
- English as an Additional Language (EAL)
- Mandatory Reporting online Modules
- Mindfulness for the Classroom facilitated by Corrado Blanco
- High Impact Teaching Strategies (HITS)
- RE Accreditation
- Secondary Literacy Improvement Program (SLIP) – Year 4-6
- Nationally Consistent Collection of Data (NCCD) Disability Standards for Education elearning modules
- Apple Teacher – Fostering Creativity for iPad
- Teacher Learning Network (TLN) online courses
- Anaphylaxis online modules
- First Aid Training
- Microsoft in Education Training – Office 365, One Drive, One Note, Class Notebook, Cloud Reviews 360 and Teams
- STEM (Science, Technology, Engineering and Mathematics) teaching and learning activities

### Teacher Satisfaction with the College

Teacher satisfaction was demonstrated by the strong commitment to improve professional practice. The professional learning teams worked tirelessly throughout the year to learn about the areas of need outlined in the 2019 Annual Action Plan and to improve student outcomes. Increasing involvement in professional learning, training and ongoing opportunities plus informal and formal feedback further demonstrate teacher satisfaction with the College.

## College Community

### Goal

To deepen our relationships within and beyond the Antonine community, fostering appropriate and supportive engagement with parents and the wider community.

### Intended Outcomes

- That participation in and involvement with parents, parish and the wider community continue to grow.

### Key Improvement Strategies

Build community connectedness as a dimension of all policies, programs and practices, with a particular focus on student learning.

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, Student Planner, Parent Information Evenings, Students Reports, Parent/ Student/ Teacher Interviews, Antonine College Annual, and the College Website.

### Achievements

Antonine College has developed a positive reputation in the community with many parents complimenting the discipline values and Church involvement of the College. Parents are very active in our College liturgies and celebration of the sacraments of the Eucharist and Reconciliation.

The Parents and Friends Association plays a key role in providing a forum for parents to work closely with principal and staff to enhance student learning outcomes, fundraise for resources and provide opportunities for social interaction with parents to form support networks. 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 Musical Productions.

Families who need pastoral support are attended by the Sisters, Priests, School Counsellor and agencies such as Headspace (National Youth Mental Health Foundation), the 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 coordinators if they have concerns about their child.

Parents have indicated in the SIF data that they are generally happy with the College and with their child's progress. They have indicated that they feel the Education in Faith component of the College curriculum is important and that students are provided with numerous opportunities to develop their faith. The values espoused by the College are seen by parents as an extension of the values they promote in their homes

## Future Directions

The strategic direction of the College for 2020-2023 Antonine College is a commitment 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

In the first of our four- year School Improvement Plan (SIP) in 2020, our annual school action plan will continue to implement and monitor the learning goals in the following strategic areas:

1. Enhancing our Education in Faith
2. Enhancing Teaching and Learning
3. Promoting Student Wellbeing
4. Building Staff Leadership and Management
5. Strengthening School Community

Additional areas for College improvement next year include the following:

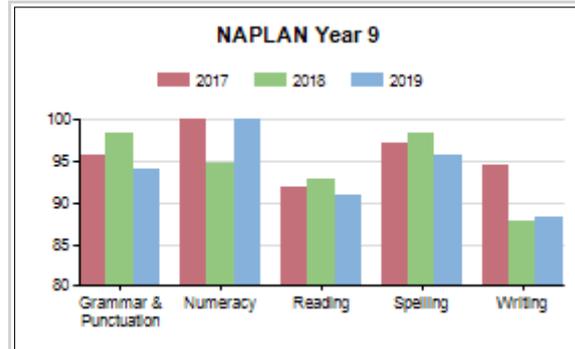
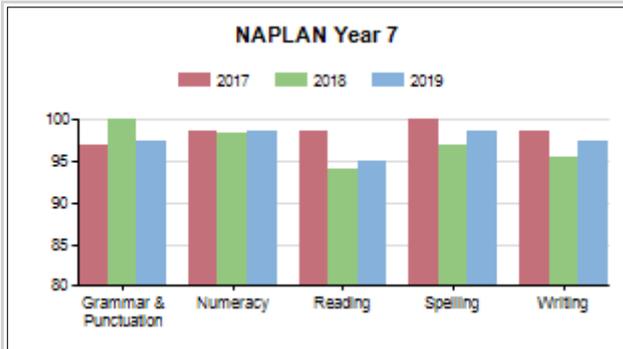
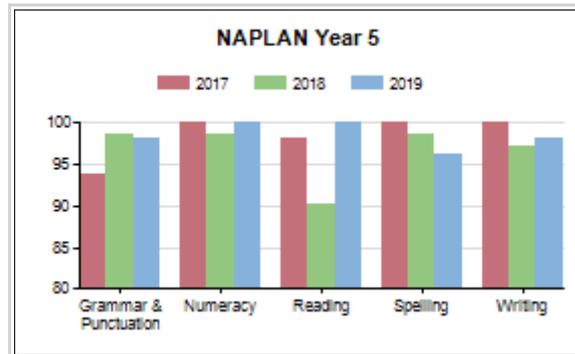
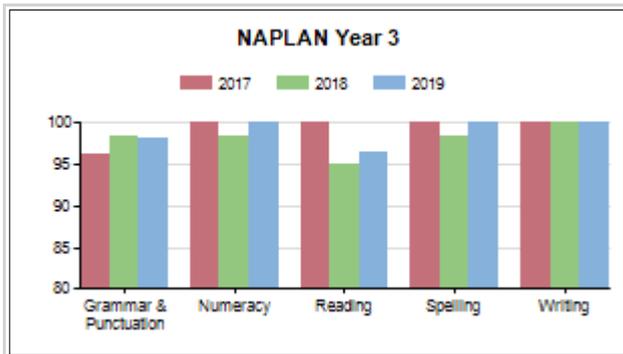
- Leadership Coaching;
- Microsoft Training for Education using Teams;
- Learning Intervention;
- Continue PL focus on Explicit Teaching – Differentiation - Assessment – Student Feedback;
- St Joseph Campus Master Building Plan:  
Stage 2 (2020-21) – Science Labs, Music Room, Sports Hall, Specialist Classrooms, Art and Design Rooms and a Performing Arts Room

## School Performance Data Summary

**E1383**  
**Antonine College, Pascoe Vale South**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	96.1	98.3	2.2	98.2	-0.1
YR 03 Numeracy	100.0	98.3	-1.7	100.0	1.7
YR 03 Reading	100.0	95.0	-5.0	96.4	1.4
YR 03 Spelling	100.0	98.3	-1.7	100.0	1.7
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	93.9	98.6	4.7	98.1	-0.5
YR 05 Numeracy	100.0	98.6	-1.4	100.0	1.4
YR 05 Reading	98.0	90.3	-7.7	100.0	9.7
YR 05 Spelling	100.0	98.6	-1.4	96.2	-2.4
YR 05 Writing	100.0	97.2	-2.8	98.2	1.0
YR 07 Grammar & Punctuation	96.9	100.0	3.1	97.4	-2.6
YR 07 Numeracy	98.5	98.4	-0.1	98.7	0.3
YR 07 Reading	98.5	94.1	-4.4	94.9	0.8
YR 07 Spelling	100.0	97.0	-3.0	98.7	1.7
YR 07 Writing	98.5	95.5	-3.0	97.4	1.9
YR 09 Grammar & Punctuation	95.8	98.3	2.5	94.1	-4.2
YR 09 Numeracy	100.0	94.7	-5.3	100.0	5.3
YR 09 Reading	91.9	92.9	1.0	91.0	-1.9
YR 09 Spelling	97.2	98.3	1.1	95.6	-2.7
YR 09 Writing	94.4	87.9	-6.5	88.2	0.3



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	87.8%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.2
Y02	91.5
Y03	91.9
Y04	91.0
Y05	91.3
Y06	89.0
Y07	93.2
Y08	90.5
Y09	88.0
Y10	87.2
Overall average attendance	90.4

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.1%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	88.5%

### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	19.4%
Graduate	47.2%
Graduate Certificate	8.3%
Bachelor Degree	83.3%
Advanced Diploma	5.6%
No Qualifications Listed	0.0%

### STAFF COMPOSITION

Principal Class (Headcount)	4
Teaching Staff (Headcount)	74
Teaching Staff (FTE)	64.4
Non-Teaching Staff (Headcount)	64
Non-Teaching Staff (FTE)	45.6
Indigenous Teaching Staff (Headcount)	0

### MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	573.1
Year 9 Numeracy	561.2
Year 9 Reading	566.7
Year 9 Spelling	584.9
Year 9 Writing	560.2

### SENIOR SECONDARY OUTCOMES

VCE Median Score	27
VCE Completion Rate	98%
VCAL Completion Rate	N/A

### POST-SCHOOL DESTINATIONS AS AT 2019

Tertiary Study	54.0%
TAFE / VET	25.0%
Apprenticeship / Traineeship	0.0%
Deferred	8.0%
Employment	4.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	8.0%



“Wherever you go, have always God before your eyes.  
No matter what you do, hold the testimony of the Holy Scriptures.  
Do what you feel your soul longs for according to God's  
inspiration and guard your heart at peace”.

**- Saint Anthony the Great**

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