



Antonine College Pascoe Vale South

2020

Annual Report to the School Community



ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE FOUNDATION - YEAR 12



ANNUAL REPORT 2020

WWW.ANTONINE.CATHOLIC.EDU.AU

Registered School Number: 2010

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Contact Details

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E NUMBER	E1383

Minimum Standards Attestation

I, Mariette Kareh AS, 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 2020 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.

11/03/2021

NOTE: The School's financial performance information has 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

Our College Vision

As a Maronite Catholic learning community inspired by the Antonine Sisters' 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.

Utilise Digital Technologies so that learning is engaging, personalised and authentic enabling students to become active and informed citizens of the 21st century

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.

Our Strategic Intent

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

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 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 Catholics. 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 College provides a bus service for its students. Currently, 32 buses are available to transport students from north, north western and western suburbs as well as from neighbouring suburbs such as Glenroy, Broadmeadows and Reservoir. 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.

Principal's Report

Co-Principal's Report

"Give thanks in all circumstances; for this is God's will for you in Christ Jesus."

1 Thessalonians 5:18

It has been almost a year since I was appointed as Co-Principal. Firstly, I want to thank God for all he has given me and for all he has done to strengthen me to overcome this difficult time with you all. Secondly, I want to thank all parents, Sisters, staff, parish priests and students, for their commitment to our College during this pandemic time and show our gratitude for all that we are blessed with. Being grateful is not just about reflecting on the good in our life. What about learning to be grateful for everything in life — even the things that are less than expected? It is important to be grateful for the bad because even the bad in life is still a gift.

All of these things that we lived this year have had negative aspects, and they may have presented challenging times, but they still define the course of our life, and it would not be us sitting here right now without them. That's something we should be thankful for. The negatives during the pandemic have helped to shape us into who we are today, just as much as the positives in life during good times do also. We can either be thankful for the good or bad experience. We can be grateful that our life is no longer as negative as it used to be. **Robert Emmons says:** *"It's easy to feel grateful when life is good. But when disaster strikes, gratitude is worth the effort."*

As we reflect on these things at the end of this year, let us take some time out of our day to appreciate where we are, all that has led us to where we are, and give thanks for the life that we are living. Good and bad, all of it has helped us to be aware of God's presence and grace. And no matter what, we are a light in the world, we are children of God who have Faith, Hope and Love for each other all in the image of the creator.

Sister Mariette Kareh: Co-Principal

Co-Principal's Report

2020 - Things to be grateful for even in a Pandemic Year!

School Community Remained Relatively Safe And Healthy From The Pandemic

We are very grateful that considering the situation with coronavirus in the northern suburbs, our school community (staff, students and families) remained relatively safe and healthy. We thank God for this blessing. Though of course, we do acknowledge that many did experience hardship.

Digital Technology Infrastructure Of Antonine College

We are grateful that in previous years we have successfully upgraded our digital technology infrastructure which meant that in terms of the move to online remote learning, we were able to transition very smoothly. Using a combination of SIMON, Seesaw and Microsoft TEAMS, we were able to deliver curriculum and engage students with live classes while they were learning from home.

Teacher And Staff Adaptability

Teachers and support staff were able to adapt very quickly to the changing circumstances during the year (and there were many changes). Again, this came about due to the professional learning opportunities staff had, not just this year, but in previous years. The staff were able to teach one another new skills and new technologies showing collaboration and a commitment to learning.

Students Showing Autonomy

Most of all, we are grateful for our students. They not only coped as well as could be expected, but in some instances, better than could be expected. They showed great independence and resilience during this time. Again, we acknowledge that for some this time was more difficult than it was for others, but we can see as students have returned to on-site learning, they are engaged with their learning and performing well academically. They are also happy to be back with friends and socialising quite well. We are most proud of our Foundation students and our Year 12 students, as this would have been a very difficult time for them but they remained positive and engaged.

Parental Support

When they say teaching is a partnership with parents, this could not have been more obvious than in this past year. Particularly with younger students, we could not have achieved what we did without parental support. Parents often juggling multiple children at different year levels, plus their own work at home, would have been so difficult. But parents did an excellent job. The fact that the students settled right back into school so easily is proof of the great job parents did at home. We are very grateful.

Building Project

While delayed, we were still able to make progress on building at St Joseph Campus. We are on target to have a new canteen and an extension to student services and office space ready for the 2021 cohort. We are also on target for our Stage 2 building project which commences in 2021/22 and see the building of indoor basketball courts, new art, music, drama, science and PE facilities. We are very grateful to God for the years of commitment from the Antonine Sisters and our Finance staff, who with careful financial management, ensured we invest in the future of our College so students have the best facilities possible now and in years to come.

We hope to see a coronavirus free 2021. One thing for sure, we know that no matter what happens, we will be able to manage. With the Grace of God, we trust always in his divine plan.

We wish you all the best for Christmas and look forward to the new year.

Co-Principal

Ms Joanne Bacash:

Education in Faith

Goals & Intended Outcomes

Education in Faith

Goal

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.

Key Improvement Strategies

College to be more active in the Parish community

Develop Maronite Resources for the teaching of Religious Education to support KWL materials.

Achievements

Education in Faith Achievements

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.

You are the light of the world - Luke 6:31

2020 Opening Of The School Year Masses

The 2020 Opening of the School Year Staff Mass celebrated by Monsignor Joe Takchi, our College Chaplain, on Monday 28th January in the Cedar Campus Atrium marked the beginning of a new era as we warmly welcomed Sister Mariette Kareh and Ms Joanne Bacash as Co-Principals of Antonine College. 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. A fortnight later the whole College community gathered at Our Lady of Lebanon Church, Thornbury to celebrate the feast of St Maroun our patron saint and founder of the Maronite Church and prayed for our founders, the Antonine Sisters who arrived in Melbourne 40 years ago. We prayed that the 2020 College theme: "You are the light of the world" would inspire us with the same courage and faith of our founders, the Antonine Sisters, who arrived in Australia from Lebanon to be "a light of Christ" to the Maronite Lebanese Community.

Little did we know last February that we would need to draw on our faith and community more than ever when our world suddenly changed with the onset of the COVID-19 pandemic. The world we knew was gone and our College theme took on a deeper meaning as we struggled with the darkness of Lockdown restrictions in Melbourne yet we had the example of Saint Maroun and the Antonine Sisters to shine our light so that others would see the goodness of God in our words and actions. Our school community was shocked and still in disbelief as we gathered in solidarity to pray on the day of national mourning declared by Lebanese Prime Minister Hassan in the aftermath of the massive explosion which occurred in the Beirut port area on Tuesday 4th August. We prayed not only for the people who have died and for those who have been injured, lost their homes and livelihoods but also for the Antonine Sisters, Staff and families in our school and parish community who have been affected by this devastating news. COVID-19 Lockdown restrictions have truly tested our resolve to live out our College theme: "*You are the Light of the World.*" However, the genuine support of one another has been evident in the numerous ways staff, students and parents have been "Light" to others during these troubled times.

FAITH AND LITURGY DURING REMOTE LEARNING

In 2020 our students had numerous opportunities to experience a living faith through a wide range of activities that complement our comprehensive Religious Education Program despite the disruptions to student attendance at school. Our Opening School Mass has been the only time that Antonine College has been able to gather as a whole school and be able to receive the Eucharist at Our Lady of Lebanon Church. Unfortunately, we missed out on the eagerly awaited Visit of the St Therese Relics to Our Lady of Lebanon Parish on Tuesday 14th April and Cedar Campus on Wednesday 15th April. We also had to cancel the First Holy Communion Mass in September and the Antonine Day in November which are usually two of the highlights of our liturgical and school calendar.

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 faith and providing spiritual guidance. Despite the lockdown we were very grateful for the continuing spiritual support of Monsignor Joe Takchi, Parish Priest of Our Lady of Lebanon Church and (Year 10-12) St Joseph College Chaplain, Father Tony Yamine (Year 7-9) St Joseph College Chaplain and Father Richard Jabour (Cedar Campus Chaplain) as we moved into remote learning.

VALUE ADDED

In 2020 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

- The Ascension of the Lord, Pentecost, Feast of the Assumption and Exaltation of the cross on-line masses
- Year 4 Retreat at the Don Bosco Youth Centre, Brunswick
- Year 7-10 on-line retreats
- Lent, Holy Week and Easter Prayer on-line services
- Seasonal Liturgies including Mother's Day and Lebanese Independence Day on-line prayer services
- Year 11 Social Awareness Week in March
- Year 7-10 Faith Club
- Year 6 Transition Mass
- Campus and Year Level on-line Assemblies
- *Project Compassion* and *Catholic Mission* fundraising and awareness activities
- Involvement in local community projects such as *MS Read-A-Thon* and *The Great Book Swap*
- Daily Meditation
- Praying the Rosary

Learning & Teaching

Goals & Intended Outcomes

Goals

To achieve a narrow and sharp explicit improvement agenda to improve reading comprehension outcomes across all learning areas

To create a data culture

Intended Outcomes

That students' reading comprehension outcomes will continue to grow

That teachers and leaders use relative and progressive student achievement data as the focus for shared discussion, analysis and collective action

Key Improvement Strategies

Define and implement a whole-school approach to the explicit teaching of reading comprehensive strategies used before, during and after reading:

Thinking Within the Text

Thinking Beyond the Text

Thinking about the Text

Learning Leaders to work with teachers to unpack the progression of the comprehension skills/statements in the Victorian Curriculum

Achievement data is to be a regular agenda item for all curriculum planning meetings

Achievements

Our students showed great independence and resilience during remote learning although it was more challenging for some than it was for others. It was pleasing to students return to on-site learning engaged with their learning, performing well academically, happy to be back with friends and socialising quite well. We are most proud of our Foundation students and our Year 12 students, as this would have been a very difficult time for them but they remained positive and engaged.

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:

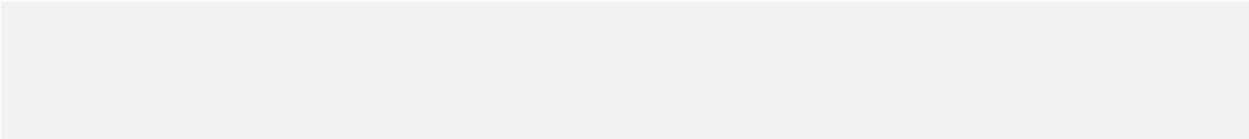
- Senior Pathways Expo
- Real Industry Job Interviews for Year 10
- Year 10 Work Experience Program

- Year 7-10 STEM activities
- Year 8 City landmarks tour related to English study novel "Runner" by Rob Newton
- *Read More in May* Challenge
- *National Simultaneous Storytime* - Foundation to Year 2
- Life Education Van Programs for Foundation - Year 6
- UNSW Mathematics Competition
- *Curious Creatures, Wild Minds* Book Week activities
- Cedar Campus and St Joseph Campus Virtual Art Shows
- SRC Leadership activities

STUDENT LEARNING OUTCOMES

The following measures were used to track student progress:

- Pat Reading Year 3-6 tests twice a year
- Pat Mathematics Year 3-6 tests twice a year
- Fountas and Pinnell Benchmark Assessment System (BAS) F-6 twice a year
- Words Their Way Spelling F-6 twice a year
- Year 5 & 6 Maths Intervention classes
- SINE Maths F-6 - twice a year
- Concepts of Print and Letter ID tests in Foundation
- ERIK (Enhanced Reading Intervention Knowledge) Literacy Intervention sessions for Year 2-6
- EAL Tutoring support and assistance
- ESO support
- Peer support
- Year 7 Maths support
- Year 5 & 6 Maths extension classes
- Year 7 and Year 8 STEM extension
- Year 9 Study support in Term 4
- Transition Committee
- Student Leadership (SRC)
- IT support and PLAs for students and staff
- On-line student assemblies



MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

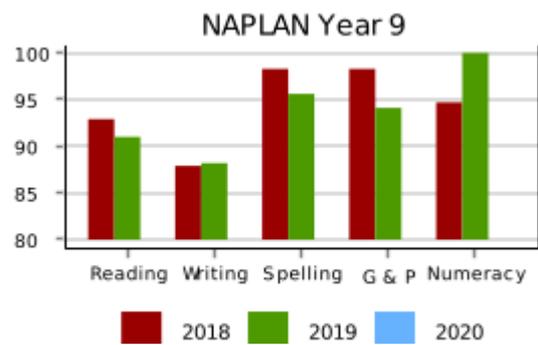
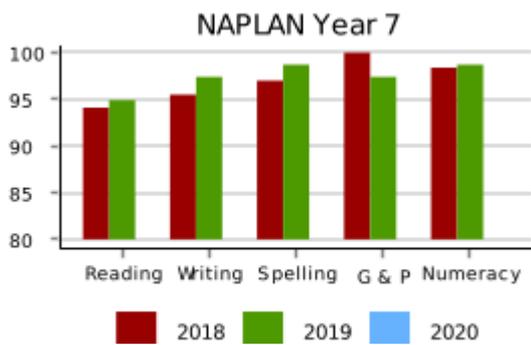
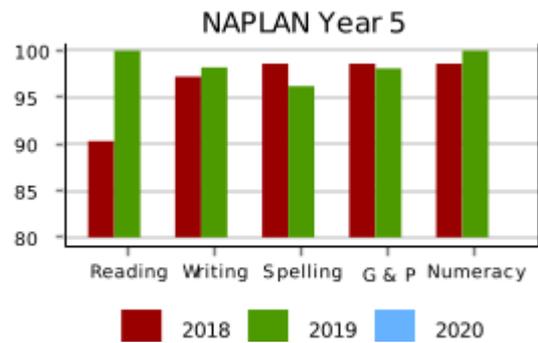
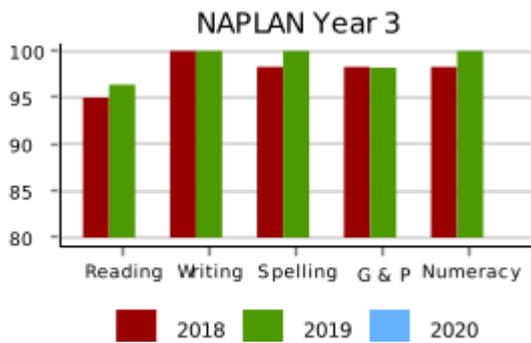
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.3	98.2	-0.1		
YR 03 Numeracy	98.3	100.0	1.7		
YR 03 Reading	95.0	96.4	1.4		
YR 03 Spelling	98.3	100.0	-0.1		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	98.6	98.1	-0.5		
YR 05 Numeracy	98.6	100.0	1.4		
YR 05 Reading	90.3	100.0	9.7		
YR 05 Spelling	98.6	96.2	-2.4		
YR 05 Writing	97.2	98.2	1.0		
YR 07 Grammar & Punctuation	100.0	97.4	-2.6		
YR 07 Numeracy	98.4	98.7	0.3		
YR 07 Reading	94.1	94.9	0.8		
YR 07 Spelling	97.0	98.7	1.7		
YR 07 Writing	95.5	97.4	1.9		
YR 09 Grammar & Punctuation	98.3	94.1	-4.2		
YR 09 Numeracy	94.7	100.0	5.3		
YR 09 Reading	92.9	91.0	-1.9		
YR 09 Spelling	98.3	95.6	-2.7		
YR 09 Writing	87.9	88.2	0.3		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal

To consolidate the current effective and espoused teaching practices in the college in relation to both learning and wellbeing

Intended Outcome

That the model and its alignment with school values, is modelled and monitored in classrooms

Key Improvement Strategies

Focus on Wellbeing for Learning strategies to enable students to reconnect to school life after remote learning due to the COVID-19 pandemic.

Use the You Can Do It! Program's Keys to Success to promote learning autonomy in students and to achieve LI/SC: Getting Along, Persistence, Resilience, Confidence and Organisation plus the use of Social Stories

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. Antonine College students have many opportunities to participate in additional curricular and extra-curricular activities that 'add value' to their wellbeing and we are proud of the way our students have coped with remote learning. Due to the COVID-19 restrictions changes had to be made when some of the long-awaited activities and excursions had to be conducted on-line or cancelled.

VALUE ADDED

The following sporting and cultural activities also helped to develop student teamwork skills and foster the excellent school spirit shown in 2020:

- 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

- Year 5-8 House Swimming Carnival
- Year 8 Camp at Anglesea
- Year 9 Survival Camp at Gembrook
- Participation in The Victorian Arabic Language Teachers Association (VALTA) competition activities
- Foundation and Year 1 Dance Fitness Program
- Cedar Digital Art Show
- St Joseph Virtual Art Show
- Instrumental Music Program
- Antonine College Choir
- Rubik's Cube Club Mosaic Competition
- eSports Team activities such as the Fuse Cup
- Pre-recorded Meerkat Productions of the books 'Three' (Years F-4) and 'The Little Wave' (Year 5-6) during Book Week
- Chess Club
- Cooking activities on-line
- Footy Day Activities
- Sustainable Garden Program
- Lebanese Independence Day on-line assembly
- Cedar Campus Pyjama Day with a Christmas Twist

STUDENT SATISFACTION

There is a high level of student satisfaction with the college as evidenced by the following indicators:

- 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

STUDENT ATTENDANCE

Our attendance records show a low level of truancy which indicates that students are generally happy to be at school. They 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.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	82.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.1%
Y02	91.8%
Y03	92.4%
Y04	91.4%
Y05	91.7%
Y06	93.2%
Y07	87.3%
Y08	89.5%
Y09	88.4%
Y10	87.2%
Overall average attendance	90.6%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27.0
VCE Completion Rate	100.0%
VCAL Completion Rate	0.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	56.0%
TAFE / VET	6.0%
Apprenticeship / Traineeship	3.0%
Deferred	25.0%
Employment	8.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

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 & Management

Goals & Intended Outcomes

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.

Achievements

In this section schools should describe and/or illustrate their achievements in a manner appropriate to the school community.

We are very grateful that considering the situation with coronavirus in the northern suburbs, our school community (staff, students and families) remained relatively safe and healthy. However, we do acknowledge that many did experience hardship. Thank you to all parents, Sisters, staff, parish priests and students for their commitment to our College during this pandemic time. We give thanks for our blessings and achievements such as:

- Our upgraded Digital Technology infrastructure which allowed for a smooth transition to online remote learning
- Utilizing the successful combination of SIMON, Seesaw and Microsoft TEAMS to deliver curriculum and engage students with live classes while they were learning from home
- Previous professional learning opportunities in digital technologies enabled staff able to teach one another new skills and new technologies showing collaboration and a commitment to learning
- Our students who showed great independence and resilience and remained positive and engaged despite the challenges being away from their friends at school
- The incredible support of parents who worked with us in partnership and often juggled multiple children at different levels during home learning
- Progress on the building project on target to have a new canteen and an extension to student services and office space ready for the 2021 cohort despite delays at St Joseph Campus

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

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
- RE Accreditation
- Secondary Literacy Improvement Program (SLIP) - Year 4-6
- Nationally Consistent Collection of Data (NCCD) Disability Standards for Education elearning modules
- 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
- 0356 Training
- HALT (Highly Accomplished /Lead Teacher) Assessor Training Program

Number of teachers who participated in PL in 2020	59
Average expenditure per teacher for PL	\$471

TEACHER SATISFACTION

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 2020 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.

Teacher satisfaction was also demonstrated through the following:

- Informal and formal feedback
- Coaching Program
- Feedback from 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

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
-----------	------

Masters	20.6%
---------	-------

Graduate	47.1%
----------	-------

Graduate Certificate	11.8%
----------------------	-------

Bachelor Degree	82.4%
-----------------	-------

Advanced Diploma	5.9%
------------------	------

No Qualifications Listed	0.0%
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STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	78.0
Teaching Staff (FTE)	64.9
Non-Teaching Staff (Headcount)	63.0
Non-Teaching Staff (FTE)	43.1
Indigenous Teaching Staff (Headcount)	1.0

College Community

Goals & Intended Outcomes

Goal

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 inter-school 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, 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 at 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 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

VALUE ADDED

Listed below are examples of the curricular and extra-curricular activities offered in 2020:

- Year 5-8 House Swimming Carnival
- Year 7-10 Faith Club on-line
- Year 8 camp at Anglesea
- Year 9 Survival camp at Gembrook
- Student Leadership SRC
- On-line Games Club
- Homework Club
- Year 12 Virtual Graduation Prayer Service and Presentation
- eSports Team activities
- Rubik's Cube Club
- Chess Club
- Cedar and St Joseph Campus Virtual Art Shows

PARENT 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 Classroom visits and Parent/Student/Teacher Interviews on- line
- 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

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 second of our four- year School Improvement Plan (SIP) in 2021, our annual school action plan will continue to implement and monitor the learning goals in the following strategic areas:

- Enhancing our Education in Faith
- Enhancing Teaching and Learning
- Promoting Student Wellbeing
- Building Staff Leadership and Management
- Strengthening School Community

Additional areas for College improvement next year include the following:

- Leadership Coaching;
- Microsoft Training for Education using Teams;
- Year 5 and Year 6 Instrumental Program (Drums, Keyboard and Guitar)
- Year 5 and Year 6 Music and Dance programs
- Music Hubs at St Joseph Campus
- Victorian Government Tutor Learning Initiative 2021
- 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