

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST THOMAS THE APOSTLE SCHOOL
BLACKBURN**

2018

REGISTERED SCHOOL NUMBER: 1522



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Contact Details

ADDRESS	67 Central Road Blackburn VIC 3130
PRINCIPAL	Angela Lacey
PARISH PRIEST	Fr Terry Bowman MSC
SCHOOL BOARD CHAIR	Shane Murphy
TELEPHONE	(03) 9878 8268
EMAIL	principal@stblackburn.catholic.edu.au
WEBSITE	www.stblackburn.catholic.edu.au
E NUMBER	E1176

Minimum Standards Attestation

I, Angela Lacey, attest that St Thomas the Apostle School 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24 May 2019

Our School Vision

St Thomas' is a Catholic school where everyone is known, welcomed and valued.

Our school community shares a faith in Christ and his values.

We recognise learning is lifelong and progressive.

St Thomas' is an energised environment where everyone shines.



School Overview

St Thomas the Apostle Parish was founded in 1952. The school first began in 1953 when the Sion Sisters taught 50 students in classes from Prep to Year 2. In 1957 the Loreto Sisters took over and ran the school for the next 30 years. They developed a tradition of excellent education, community spirit, kindness, gentleness and warmth. Since 1986, lay principals have been in charge. In 2018, the school had an enrolment of 346 students.

St Thomas the Apostle School is a co-educational Catholic school servicing the Parish of St Thomas the Apostle Blackburn. St Thomas' is nestled in the leafy Bellbird area of Blackburn. The school adjoins Morton Park, which has public ovals, parking and playing areas. It is only a short distance from Blackburn Lake Reserve and within close proximity to Blackburn Shopping Centre, the Library and Blackburn Station.

St Thomas the Apostle school is predominantly Anglo-Saxon, with a Language Background other than English (LBOTE) of 19.3%. The school has a Socio Economic Status (SES) level of 113, which classifies it as a relatively high income area. The percentage of families claiming Camps, Sports and Excursions Fund (CSEF) in 2018 was 14%, the same figure for Like Schools. This data confirms reasons for a fee collection rate of approximately 96% in 2018.

The school is comprised of 15 classrooms on two levels. The upper level is accessed via stairs and also a lift. There is an administration area, and a learning centre. This learning centre on two levels includes a library, computer lab, small breakout learning areas and a 'Kids Kitchen'. Additionally there is a teacher resource area, staffroom, meeting rooms, a school hall, various offices and small rooms for special learning programs. There is a dedicated Before and After School Care room based in a large portable at the front of the property. A kitchen garden is located in a small area adjoining the front area of the school. Student amenities have been improved and extended over time, including the addition of a passive play area and enhancement to the downstairs corridor area. There are three playing areas, which include a P-2, 3-6 and shared passive play area. The school is secure, with gated access, and use of the ovals at Morton Park next door.

The school provides a dynamic sense of community and fosters a welcoming family atmosphere. St Thomas' has strong parent groups, who are vital to the sense of belonging in the school. Parents are welcome to participate in all aspects of the school, with the main support coming through the Parents' and Friends Association, Parish Education Board, Fair Committee and individual contributions in the classrooms through literacy helpers, and assisting with swimming, excursions or for special school events. St Thomas the Apostle School is highly regarded in the local area. Community involvement is a feature of the school. Former students coach a number of netball teams after school hours and there is a very active tennis club. The annual Parish and School Fete is well attended, and supported by former students, school parents and parishioners.

Principal's Report

2018 was an excellent year for St Thomas the Apostle School, with all staff focused on the implementation of the strategic plan following the 2017 Review.

The school enjoys a close relationship with the parish, with a number of joint activities occurring across the year. Many of these involved social justice activities for those less fortunate, specifically connecting our students to the work of the local St Vincent de Paul conference and organisations including Caritas and CatholicCare. There is a spirit of generosity which exists here, which stems from the charism of the priests of the Missionaries of the Sacred Heart, in whose care we continually grow.

The students are always our first priority, and their learning occurs in a Catholic environment, with prayer and meditation, Masses, sacramental life and service an integral part of our daily shared experience. The importance of student learning is shared by the staff and parents, and this occurs in classrooms and through a range of opportunities in the wider community. The wellbeing of our students is central to everything we plan and we aim to develop confident, socially aware and resilient young people, who are willing to challenge themselves, learn from and appreciate the range of experiences in their lives, and who reach out in service to others.

The staff know their students well and encourage success in all aspects of learning. We have a broad range in the staff group in terms of experience and skills, from graduate to very experienced teachers. Every staff member is responsible for the care and safety of all of our students.

Parents are an integral part of the school and engage readily in classroom and wider school community activities. We are most fortunate in this regard! Parents offer their service through membership of the Parish Education Board and the Parents' and Friends Association, as well as events specific to their children and year levels. A highlight for the entire community in 2018 was the School Performance 'Kaleidoscope'.

In our Catholic learning environment, we encourage and support all members in developing the knowledge, skills and values which will foster a love of learning, and which will assist in each individual reaching their personal goals, and contributing to and participating in their community and world.

Education in Faith

Goal

To deepen the Catholic faith journey of the school community within the contemporary world.

Intended Outcomes

- *That students, staff and parents will make a direct link between their lives and the teachings and practices of Catholic Traditions.*
- *That students and staff will be fully engaged in the teaching and learning of Education in Faith.*

Achievements

- Teachers at St Thomas' School foster the unique role of the Catholic School, and Religious Education is at the core of the curriculum.
- The Religious Education Leader (REL) conducts Level meetings to assist staff with the planning of the sacraments. The REL updates/purchases Religious Education resources and shares these with teachers.
- A Professional Learning day was conducted to continue to deepen knowledge of the investigate the RE Curriculum Framework, specifically the three strands and five content areas.
- A significant celebration occurred for our school and parish in August which reinforced the students' understandings of the life and commitment of a priest. Fr Terry celebrated his 30th Anniversary of Ordination with a Mass and lunch celebration, as well as a whole school Assembly to acknowledge and thank him for his dedication and ministry.
- There is a whole school approach to Sacramental Programs, so that all students have an awareness and understanding of Reconciliation, Eucharist and Confirmation, when specific groups of children are receiving these sacraments.
- Fr Elio Capra presented to parents to provide information linking the sacraments and an opportunity to reflect on our own sacramental journey. This was then supported by three Parent and Child Workshop evenings led by the school and parish staff (Reconciliation) and Frank Servello (Confirmation and Eucharist).
- Confirmation was celebrated by Monsignor Anthony Ireland in July who spoke personally to each of the candidates as he confirmed them.
- A Year Five Leadership program was held in November, led by Frank Servello, which was enjoyed by those in attendance.
- The four School Captains, the REL and Principal represented our school at the St. Patrick's Day Mass at the Cathedral.
- Each week, two classes attend the Parish Mass. The children prepare the readings, Prayers of the Faithful and the music.
- Each level shared the key events of Holy Week prior to the holiday break, with Easter Sunday celebrated upon our return to school. Parents were also invited to attend this.
- Assemblies begin with our School Prayer and often include a special liturgy to celebrate children receiving sacraments, or commemorate occasions such as ANZAC Day.
- There is regular opportunity for classroom prayer and reflection. All classrooms have a prayer table, prayer cloth and candle.

- Children are continually encouraged to be aware of and embrace social justice projects. They participate in raising awareness and funds for organisations such as Caritas (Project Compassion), CatholicCare, St. Vincent de Paul and Refugee and Asylum Seekers.
- The students were so concerned about the drought that we conducted a 'Buy a Bale' fundraiser for the farmers, in response to needs in our own country.
- There is a strong link between the school and the 'Parish Caring Group'.
- Connections were made during planning sessions for the integration of the curriculum focus area of Inquiry Learning units with Religious Education. Continued implementation of the Catholic Social Teaching principles was incorporated in our units of work.
- Children are involved in singing with the parish musicians for whole school Masses and sacraments.
- The weekly Newsletter always includes a Reflection on the Gospel for the upcoming Sunday or other religious events/activities.

VALUE ADDED

- The results of this year's Insight SRC Staff Survey suggest that it is important to the staff to be at a Catholic school and involved in Catholic education, with a score of 69 for Importance, 84 for Opportunity and a score of 73 for Behaviour. Our scores for Compassion and Social Justice were 84 and 72.
- Our Parent scores reflected a positive and stable response in most areas from 2017.
- The Student scores reflected improvement in the Social Justice area, suggesting a greater understanding of and connection between faith and life.
- Parents valued the opportunity to reflect upon the importance of the sacraments with Fr Elio Capra, prior to the three programs beginning.
- Parents have gained a deeper understanding of the Sacramental programs through Parent/Child Workshops run by the staff. As a result of the combined expectation of parish and school, attendance at these evenings is greater than 90%.
- The Principal and REL met regularly to discuss Religious Education and maintain ongoing communication with the Parish Priest. These meetings develop the parish / school partnership, as well as providing an opportunity to discuss Education in Faith, upcoming events and broader school, parish and Church matters.
- The Principal and Chair of the parish Conference of St. Vincent de Paul spoke and met regularly to maintain and support the joint parish and school social justice initiatives.
- Teachers report to standards in Religious Education.
- Incoming Prep families (2019) were invited to a Sunday Mass with the Year Five students and their families, with whom they will be Buddies in 2019.
- Two classes are rostered on to prepare and participate in a monthly Sunday Parish Mass. There is generally excellent attendance at these.
- Fr Terry takes great care in sharing the gospel messages in our Masses at a level which engages children and reinforces Jesus' message.



Learning & Teaching

Goal

To equip our learning community with the knowledge, skills and attitudes to be lifelong learners who are actively engaged in the contemporary world.

Our specific goal in 2018 was:

The development of assessment practices to ensure all student learning is enhanced, meeting individual needs across all curriculum areas.

Intended Outcomes

- *That students will be engaged, independent and confident learners in a stimulating contemporary learning environment.*
- *That literacy and numeracy outcomes will be improved.*

Achievements

To focus on and facilitate the achievement of this goal, the staff engaged in a number of professional learning sessions, including four days of learning in the following areas:

1. Term Two: Assessment
2. Term Three: The RE Curriculum Framework
3. Term Three: STEM
4. Term Four: The Big Write and VCOP

As part of our Learning and Teaching practices:

- All students participated in one to one assessment with their teacher/s to ascertain reading accuracy and comprehension levels. The PAT Mathematics assessment is also conducted annually.
- Staff continued to develop best teaching practice and improve the attitudes of their students toward Mathematics through specific professional learning programs for the 3/4 and 1/2 levels.
- Provision of additional student intervention programs in literacy in Semester Two to support student needs.
- Parent Information sessions were offered in Technology (in particular, cyber safety), Mathematics (a very well attended evening), Parent Helpers in Classrooms, and short sessions for addition and subtraction in Mathematics.
- The school sponsored staff members to complete studies in Certificate IV studies, Graduate Certificates, at the Masters level and for Accreditation to Teach Religious Education.
- 10.9% of our students received funding through the Students With Disabilities (SWD) program. In order to support the child's learning and development, a Learning Support Officer (LSO) works within the classroom to provide additional assistance. Personalised Learning Plans are created for each of these students, detailing the goals to be achieved in the short and longer term.
- The CEM model of support for Students with Disabilities was changed during 2018 to identification of students according to the NCCD criteria and moderation processes.
- The usage of ICT is classroom and specialist based. Our Year 5/6 students continued with the Bring Your Own Device (BYOD) approach. Additional student and staff devices were



purchased to update equipment for improved implementation of the Digital Technologies curriculum, and according to our three year ICT plan.

- A Virtual Reality incursion was held from P-6 with the students highly engaged in the experience!
- Staff were provided with specific professional learning in the area of STEM and coding.
- The staff planned the two year cycle of Inquiry Learning topics for 2019-20, in line with the Victorian Curriculum.
- All staff created their Individualised Professional Learning Plan and met with the Principal or Deputy Principal twice to discuss their goals.
- Student Learning Conferences were held for Years 1-5 students at the conclusion of Term One and then again in Term Three (for P-6) as a means of greater inclusion of student voice. At these meetings which included their parent/s, the students shared their successes and challenges in specific work pieces in key curriculum areas and in relation to goals they had set in the areas of academic, personal and social development.
- The staff provided many opportunities for the students to be involved in extra curricular and special events including Camp to Canberra, the School Performance called 'Kaleidoscope', Interschool Sports Round Robin Days, the Athletics Carnival, the 3-6 Swimming Carnival, celebrations of learning including the 5/6 Art Gallery and 1/2 World Explorations presentations, the winning of the State Final in Mixed Netball, the Open Water Learning Experience for Years 3-6, achieving the State Final in Girls' Basketball, the International ICAS Competitions, the Maths Olympiad, an after school Lego Club, lunchtime and after school Kelly Sports programs, the garden and chickens, Dress up Days and fundraisers, and various incursions and excursions. These activities aim to broaden and challenge the children in their skills, performance and social development.

STUDENT LEARNING OUTCOMES

YEAR THREE:

Literacy:

Our Year Three students are achieving **above the state mean** in all four areas of Literacy - reading, writing, spelling and grammar and punctuation.

These results have been maintained from 2016-2018, with our school mean higher than the state each year.

Mathematics: Our Numeracy mean remained on par with the state and stable from 2016-2017. The mean increased significantly **above that of the state** in 2018.

YEAR FIVE:

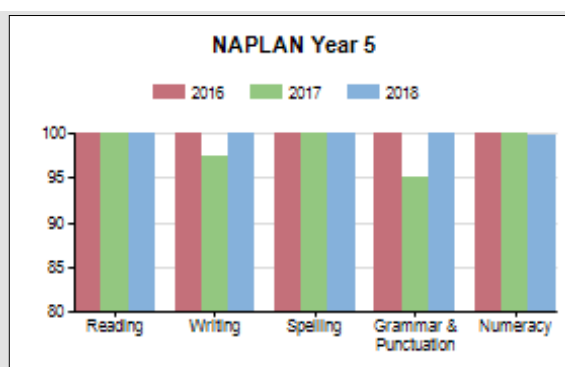
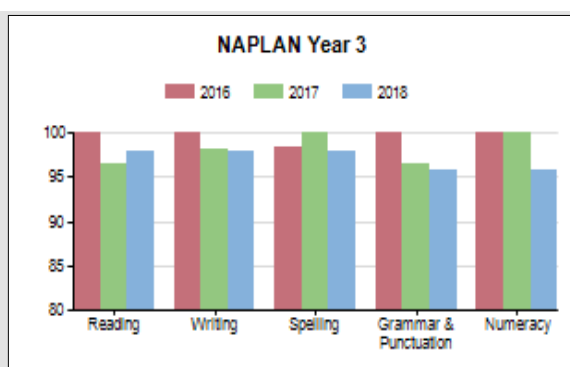
Literacy:

Our Year Five students are achieving **above the state mean** in all four areas of Literacy. The mean score for reading has improved and been maintained from 2016-2018. In 2018, the mean score is significantly above that of the state.

From 2016-2018, the mean score in writing has remained stable and above that of the state. In 2016, our spelling results were on par with the state, but in 2017 and 2018, the mean increased and was above that of the state. In 2018, the mean continued to improve.

Our grammar and punctuation result showed significant growth in the mean from 2016-2017, and remained stable in 2018. The school has been above the state since 2017.

Mathematics: There was improvement in our Numeracy results from 2016-2018, with the school mean being **above that of the state** each year.



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	96.5	-3.5	95.7	-0.8
YR 03 Numeracy	100.0	100.0	0.0	95.7	-4.3
YR 03 Reading	100.0	96.5	-3.5	97.9	1.4
YR 03 Spelling	98.4	100.0	1.6	97.9	-2.1
YR 03 Writing	100.0	98.2	-1.8	97.9	-0.3
YR 05 Grammar & Punctuation	100.0	95.0	-5.0	100.0	5.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	97.5	-2.5	100.0	2.5

Student Wellbeing

Goal

To develop students who are resilient, engaged, confident and motivated learners.

Intended Outcome

- *That students will be empowered and challenged to be active, engaged learners.*

Achievements

In working towards this goal, the school implemented the following in 2018:

- Continued focus on the explicit teaching of social and emotional learning through 'You Can Do It!' Program Achieve.
- All classes established their own reward system at the beginning of the year which provided a goal to work towards.
- The students continued to link and build relationships through the Buddy program, Circle Time, and other Mindfulness activities.
- The 3/4 students are responsible for the management of the kitchen garden and the chickens.
- Our Counsellor from OnPsych continued to provide great support to students and families dealing with a range of issues.
- We have continued to offer opportunities beyond the classroom such as the International Competitions, some lunchtime activities and support on the playground as required.
- The Year Six Leadership structure provides all students with a range of leadership skill development.
- The main focus of the SRC this year has been to discuss any issues or concerns from the Class Meetings held and also to assist with the organisation of fundraising events.
- We have participated in community activities including connections with Regis (the Aged Care facility nearby), activities at Blackburn Lake, visits by Council staff and emergency services (police and fire education).
- Provision of a night for parents about Cyber Safety provided by a Federal police officer through the 'ThinkUKnow' organisation. This was well attended and provided strategies for managing technology and social media usage at home.

Average Student Attendance rates by year level	
Year 1	93.0
Year 2	93.4
Year 3	93.8
Year 4	94.6
Year 5	93.6
Year 6	96.0
Average	94.1%

At St Thomas the Apostle School, we have a separate phone line for the reporting of Student Absences on any day, in addition to the facility for parents to email the Office regarding absences. Following the collection of information regarding those students who are absent without an explanation, an SMS is sent to the parent and if a phone call response is not received by a set time, our Administration Officers make individual phone calls to parents to identify the reason for non-attendance at school that day.

Absences are monitored on a weekly basis. Unexplained absences and high levels of absenteeism are investigated by the Principal and Deputy Principal with the view to developing and implementing strategies to minimise absences.

VALUE ADDED

- Continued the ongoing professional learning of all staff in the Child Safe Standards.
- Promotion of Student Leadership. eg: SRC meetings and Year Six Leadership roles.
- Provided exposure to leadership models, including guest speakers from organisations such as Whitehorse City Council and the St Vincent de Paul Society.

STUDENT SATISFACTION

The data from our Insight SRC Student Surveys suggests the following scores in the Wellbeing area. These have generally remained stable from 2017-2018.

Student Motivation - 87

Teacher Empathy - 82

Connectedness to Peers - 80

Connectedness to School - 74

Purposeful Teaching - 79

Stimulating Learning - 71

Student Safety - 72

Our students report that they feel connected to their friends and school, are safe and supported by their teachers, and are motivated and confident in their learning which has a clear purpose and design.

*You Are The Key To
Your Success
"YOU CAN DO IT!"*



Child Safe Standards

Goals and Intended Outcomes

At St. Thomas the Apostle, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel ([CECV Commitment Statement to Child Safety](#)).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school.

(Congregation for Catholic Education 1997, n. 9)

Achievements

- The school's Child Safety policies, procedures, systems and curriculum were audited as part of the VRQA Review process in 2017 and the school was compliant.
- The school has a Child Safety Team comprising the Principal, Deputy Principal and Student Wellbeing Leader.
- The Student Wellbeing Leader provides updates about procedures, documentation and expectations to staff at Staff Meetings.
- All staff complete the Mandatory Reporting online module in Term One each year.
- Child Safety remains a standard item at staff meetings, Education Board meetings and where parent or community involvement is planned.
- Our Commitment to Child Safety Policy and the Code of Conduct are included in all Letters of Appointment and are revisited with staff.
- The Code of Conduct is displayed when signing in as a visitor / contractor.
- Risk Management was regularly discussed at Education Board meetings in 2018.
- Following Board meetings, members were encouraged to discuss the Child Safe processes and policies proactively within the parent community.
- The changes to Child Safe procedures were implemented for social and fundraising activities and events where children are present.
- The school implements the CECV Employment procedures and pro formas when seeking and engaging new staff.
- Volunteers and regular contractors complete Application Forms along with the provision of their Working With Children Check cards.
- Child Safety discussions are held for specific activities such as P-2 Swimming.
- Parents are informed about Child safety requirements via the Newsletter and separate communications. It is discussed at Education Board and Parents' and Friends Meetings, and at the Prep Parent Information session.
- Improvements to the physical environment of the school to secure access and to re-develop internal spaces to be 'Child Safe' have been completed.
- The students participate annually in the National Day against Bullying and Violence.
- Child Safety ratios have increased for excursions and events, in that students are accompanied by an additional staff member/adult on all occasions.
- Risk assessment checks and procedures are expected and documented for all off site activities.

Leadership & Management

Goal

To embed a vibrant professional learning community, with a shared vision.

Intended Outcome

- *That the elements of empathy, role clarity, engagement and learning will improve and be balanced.*

Achievements

- The staff developed their own Individual Professional Learning Plan and met with the Principal or Deputy Principal twice to discuss the implementation and progress of this.
- Staff participated in professional learning twice per week to discuss the curriculum and practice.
- Ongoing support was offered for staff engaged in further study.
- The classroom structure for 2018 was: Prep x 2 classes; 1/2 x 4 classes; 3/4 x 5 classes; and 5/6 x 4 classes.
- Specialist classes for forty minutes weekly including Performing Arts, LOTE - Mandarin, PE and Library (Semester One) and Digital Technologies (Semester Two).
- Intervention programs included Reading Recovery and Number Intervention, with further Literacy Intervention provided in Semester Two in LLI and Corrective Reading.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Cert IV @ 6 days x 3 staff
 Accreditation to Teach Religious Education @ 2 staff
 Masters of Theological Studies x 1 staff
 Literacy Intervention @ 2 staff x 4 days
 Anaphylaxis, Asthma, First Aid/CPR training for all staff
 Literacy Network @ 4 days x 1 staff
 Deputy Principal Network @ 4 days x 1 staff
 Deputy Principal Conference @ 2 days x 1 staff
 Learning and Teaching Network @ 4 days x 2 staff
 Student Wellbeing Network @ 4 days x 1 staff
 Principal Network @ 8 days x 1 staff
 Administration Officers' Network @ 4 days x 2 staff
 Finance Clusters @ 2 days x 1 staff
 Reading Recovery Seminar @ 1 day x 1 staff
 Reading Recovery Training @ 1 staff x 4 sessions
 Eastern Region REL Network @ 4 days x 1 staff
 Eastern Region Student Services Network @ 4 days x 1 staff
 Emergency Management Training @ 2 hours x all staff
 Librarians' Network @ 4 days x 1 staff
 E-Learning Network @ 4 days x 1 staff

Parish Priest and Principal Briefings x 2 part days

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$760

TEACHER SATISFACTION

The results from the School Improvement Surveys suggest that Teacher Confidence and our focus on School Improvement are high.

In the area of Teaching and Learning, the teachers are confident in their knowledge and can implement the curriculum in engaging ways within the classroom. The staff are focused on professional growth and the provision of quality teaching for their students. Partnerships with parents is also a strength, suggesting that teachers involve them in their child's learning, are communicating what is occurring, and share individual progress.

The Staff Retention rate is 77.8%.

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.2%
Graduate	13.6%
Graduate Certificate	0.0%
Bachelor Degree	90.9%
Advanced Diploma	40.9%
No Qualifications Listed	4.5%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	34
Teaching Staff (FTE)	25.5
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	25.6
Indigenous Teaching Staff (Headcount)	0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	83.5%

STAFF RETENTION RATE	
Staff Retention Rate	77.8%



School Community

Goal

To promote inclusive Catholic school community, fostered by strong partnerships with parents, the parish and the broader community.

Intended Outcomes

- *That the school continues to deepen and enliven leadership by increasing awareness of the school's vision.*
- *That Parent Satisfaction on SIS is increased enhancing our community connectedness and promoting an 'outward facing' school culture.*

Achievements

- The school's vision statement welcomes and values all in the school community.
- We are proud of our community's extraordinary fundraising initiatives. In 2018, the Parents' and Friends Association raised approximately **\$16,000** for school resources. This was spent on installing new shade sails for our Quiet Area, and replacement shade sails for two existing playgrounds.
- The school connected with a number of community links (Whitehorse Council, Blackburn Lake, Regis Aged Care facility, police and fire services) to assist students in being active learners in their Inquiry Learning units of work.
- There was greater awareness of staff, students and parents in existing Social Justice initiatives and projects through naming what was happening and why.
- There is an ongoing welcome for parents to attend school liturgies, assemblies and special activities days.
- We continued to invite parent participation through working bees, sausage sizzles, school assemblies and assisting in classrooms or with class / school activities.
- We provided opportunities for students to participate in outreach activities in the local community through Parish programs such as Starfish.
- We continued to promote Social Justice initiatives with the school community and parish through the St Vincent de Paul Society, for example, the Asylum Seekers Resource Centre Appeal, St Vincent de Paul Winter and Christmas appeals, Buy-a-Bale and Assist-A-Student.
- We continued to promote opportunities for social connection of new parents in the parent community through events including the Welcome BBQ for Prep and Year 6 buddies and their families, the regular parish Playgroup, and Level based coffee mornings and dinners.
- We continued to provide opportunities for community gatherings, for example, the Trivia Night, the Mother's Day social event, the Father's Day Breakfasts, the Dads and Kids weekend, and the Family weekend away.
- Parents were invited to participate as partners in student education through the Parent Literacy Helpers Course.
- The Education Board is a strong feature of our engagement with parents in school life and it demonstrates excellent procedures and documentation. Four new Board members began in 2018.

- The Parents' and Friends social and fundraising activities included: a Trivia Night, the Chocolate Drive, the Mother's Day Stall and night function, the Father's Day Breakfasts, Entertainment Books, the Mango Drive, the Skipathon, the Family Weekend away, and the Dads and Kids weekend away.
- St Thomas' Outside School Hours Care Program, run by Camp Australia, is a wonderful service for our families. The service operates with a maximum of 60 students.
- In order to have effective home-school partnerships, communication is vital. Our methods of communicating are both written (weekly Newsletters, Semester Reports, Level Newsletters, etc), and verbal (Learning Conferences, Program Support Group Meetings, etc).

PARENT SATISFACTION

Parent Surveys indicate that the parents are happy to approach the school and find it a welcoming place (69). They believe that School Improvement is part of the agenda (64) and that student behaviour is managed effectively by the teachers (63).

Parents believe that their children are developing effective social skills (67) and that their children have positive relationships with other students (75) and are connected to the school (76).

Parents feel that the educational programs and standards of the school address the needs of their children, with Stimulating Learning occurring (72). They also believe that their children enjoy and are motivated by their learning at school (68). They acknowledge Teacher Morale as high (74) and that there is a Learning Focus at the school (65).

The school ensures Student Safety (65), and that Parent Partnerships (62) are welcomed and encouraged.

**St Thomas the Apostle School
presents...**



Kaleidoscope

Future Directions

2019:

Our Annual Action Plan for 2019 will continue the work on assessment and analysis of this. It is also focused on:

- Building knowledge of the curriculum;
- Building knowledge and using of a range of data sets; and
- Building knowledge of the progression of learning.

The staff will create a shared statement of the purpose of assessment and reporting, continue working on areas such as Learning Intentions and Success Criteria, establish more collaborative planning practices, and utilise moderation processes in all curriculum areas.



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