



St Thomas The Apostle School Blackburn

2022 Annual Report to the School Community



Registered School Number: 1522

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report6

School Advisory Council Report8

Catholic Identity and Mission10

Learning and Teaching13

Student Wellbeing16

Child Safe Standards19

Leadership21

Community Engagement23

Future Directions25

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

02/04/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Thomas the Apostle School is a faith filled community that embraces diversity.

We endeavour to inspire confidence in all students to achieve, empowering them to prepare for the future, and contribute to our world, with a strong sense of kindness and respect.

(Adopted in July 2021)

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.

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.

The school has classrooms on two levels, with the Prep - Year Two students downstairs, and the Year 3-6 students upstairs. 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. 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, School Advisory Council, Fete 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 biennial Parish and School Fete is well attended by the wider community, and supported by former students, school parents and parishioners. A Fete is being planned for 2023!

Principal's Report

2022 ~ A return to school life...

Whilst COVID had a significant impact earlier in the year, we had greater community involvement in events in the second half of the year. In addition to providing a stable return for students and participation in activities, the implementation of the Review recommendations in our Annual Action Plan was the focus for the staff and some of these overlapped with the work of the School Advisory Council, particularly in relation to reconnecting the community.

In each sphere of the School Improvement cycle, there have been highlights, including:

The Religious Dimension

- A focus on the School Vision, unpacking it in four child friendly statements with the students and staff to see how each component combines to encourage us to 'live' the Vision
- Reconciliation (Term Two), Confirmation (Term Two) and First Eucharist (Term Three), with no restrictions on the number of family attending
- Whole School Masses for the Feast of the Sacred Heart and St Thomas the Apostle Feast Day
- The students raised a significant amount of money for Flood Victims in Vic and NSW
- The School Advisory Council and the Parish Pastoral Council held a joint meeting to discuss ways to reconnect the school and parish; this will become an annual meeting

Learning and Teaching

- The Leadership Team has worked closely with MACS staff and continued to implement the parameters for improvement in learning and teaching
- Participation in NAPLAN and the introduction of SPA to track school trends and monitor student progress
Parent Sessions about Anxiety, Cyber Safety, Sexuality Education and CSPV Webinars - all held online. Parent Helpers in Classrooms Course (Term One)

Student Wellbeing

- Changes to the Child Safety regulations were made according to the legislative requirements, and discussed with staff, the School Advisory Council and the students
- The implementation of all units of the Respectful Relationships program from P-6
- Participation in two days of ReLATE training, with an Implementation Team established to guide the next steps for staff
- Implementation of Student Action Teams to encourage the Year Six Leaders to take on projects and lead initiatives for the improvement of the school and to increase participation of the students in outreach / community activities

- Participation in Harmony Day, the National Day Against Bullying and Violence, Child Protection Week, Day for Daniel

School Community

- The School Advisory Council had a successful year, focusing on its goals and some key topics, learning more about the curriculum of the school and building up knowledge of the Child Safe Standards
- A key initiative of the SAC was to meet with the Parish Pastoral Council to connect goals and ideas for the future development of the school and parish
- The Parents' and Friends Committee continued to meet online to plan social and fundraising activities for students, families and parents to connect and raise funds for the school
- The P and F led the Colour Run and Fun Day as a precursor to seeking a committee to restart the Fete in 2023. The day in October was a fabulous success in bringing people together and enjoying time together as families and a community
- We welcomed parents back to our Assemblies and to classrooms as Classroom Helpers
- We have started to connect with the community again, particularly Whitehorse Council and Blackburn Lake, however this needs to be expanded in 2023

Leadership and Management

- The implementation of the Review recommendations through our Annual Action Plan has been the focus of our work this year, as well as the changes to the Child Safe Standards and other MACS policies
- All staff had to manage the immediate changes due to COVID and of staff being absent for a period of time. The replacement of staff was a key issue, particularly in Semester One. Supporting and mentoring graduates has also been a focus in 2022.

We thank all parents for their support of the school and welcome the reconnection in community life. We do that very well at St Thomas'. We look forward to 2023 with hope and renewed connection!

School Advisory Council Report

The School Advisory Council (SAC) welcomed new parent representatives this year including Anna Cheung, Chris Greenland, Mark Calabro along with P&F Representative, Stephanie Pierce, myself, plus Deputy Principal, Rhiannon Coco. Our first activity was to officially welcome members and set the yearly planner for topic discussions to be delivered over the course of the year's meetings.

Although the SAC has standing items around Child Safety and Occupational Health and Safety, traffic management around the school was discussed including a grant proposal for dynamic signage for speed management. This was evaluated as not providing the benefit in proportion to the cost involved which included subject matter expertise from within the SAC membership. The SAC also discussed changes to Child Safety Standards applicable to all Victorian schools, including the augmentation and introduction of new standards, how they are applied, and the independent approach required for implementation.

The Council hosted a number of guests over the year including presentations from members of the leadership team on different curriculum updates. Of particular interest was the changes in literacy pedagogy which includes a shift in the fundamentals of literacy strategies to be more phonics centric. The supporting analysis and evidence presented by Anne Weir was compelling and provided the non-teaching SAC members an insight into the continuous improvement approach to education and the due diligence conducted to support changes.

Engagement with families was heavily discussed over the year as it was identified there was a need to nullify the impacts of lockdowns over the past 2 years. P&F activities were progressively discussed and the opportunity to include the parish as a means was also identified. In June a joint meeting was held between the SAC and the Parish Council to open discussions on how best to align efforts for the betterment of the school, parish and the engagement of families and the greater community. There was overwhelming support from the Parish Council to assist in planned social events and activities to help engage families into the parish and to support the school outputs including support for a fete that will benefit both the school and the parish.

Our Regional Business Manager, Richard Coker, provided an update and presentation to the SAC on how funding was attained and distributed for the day to day operations of St Thomas' and the maintenance and upkeep of the assets (school grounds and infrastructure). The members were informed on the link between enrolment numbers, funding allocation, staffing FTE funding and the impact of indexed capacity to contribute as prescribed by the Government School Funding Model based on Socio-Economic Status assumptions.

Childhood wellbeing was also discussed including the implementation of the 'Respectful Relationships' initiative which focusses on gender and identity, and stereotypes. Also presented was the Student Action Teams (SAT) for the Year Six students.

The SAC continued its strategic focus on how best to support the viability of the school. Matters including Marketing were specifically explored including inputs from within the SME pool of SAC members. Amongst initiatives related to social media, kindergarten visits and printed material, a proposal to paint a mural on the outside fence along Morton Park to actively market the school was put to Whitehorse City Council. This proposal was submitted and pushed by Anna Cheung and was approved in principle in November which a fantastic outcome in such a short period of time. Also identified was the need to gain the support of Catholic Secondary Colleges to reorder their prioritisation of Year Six graduation enrolments of students who attend Catholic primary schools over those who do not, regardless of their baptism status. This will hopefully incentivise

primary school enrolment numbers which supports the entire Catholic education process. A letter has been drafted and will be delivered to those schools on behalf of the SAC.

I would like to thank exiting member Cameron O'Donnell for his extensive service to the SAC over the past few years, including his tenure as SAC Chair. Finally, we would like to thank Angela and her leadership team, the amazing teaching staff, learning support officers and the administrative staff who work together to educate, support and nurture our children.

Shane Murphy

on behalf of the 2022 School Advisory Board: Cameron O'Donnell, Olivia Brace, Mark Calabro, Stephanie Pierce, Anna Cheung, Chris Greenland, Angela Lacey, Rhiannon Coco, Fr Aloysius Lamere

Catholic Identity and Mission

Goals & Intended Outcomes

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

- Staff 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 to promote engagement with the learning.
- Due to COVID numbers at the start of the year, Fr Alo initially celebrated masses for the school separately to the parish. As the year went on, we returned to some Masses with the parish.
- A Professional Learning Day was conducted in Term Four, with a focus on the Jewish faith. Staff visited a Jewish Museum, synagogue and had a lecture from a Jewish theologian.
- The school vision was embedded in our learning by breaking it down into a child friendly focus for each term.
- At Professional Learning Team Meetings (PLT Meetings), we spent time deepening knowledge of assessment of the RE Curriculum Framework, specifically the three strands and five content areas. These are reported on each semester.
- 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.
- There is a whole school approach to Sacramental programs, so that all students have an awareness and understanding of Reconciliation, Eucharist and Confirmation, when the specific groups of children are receiving these sacraments.
- Three Parent and Child Workshop evenings were held, led by the school and parish staff for Reconciliation, Confirmation and Eucharist.
- Reconciliation was celebrated in May and Confirmation was celebrated by Fr Tony Kerin in June. First Eucharist Masses were celebrated in August.

- Each class shared the key events of Holy Week through a series of images and symbols placed around the school garden and playground areas. The concept of the Stations of the Cross was more clearly understood, and the stations were very meaningful.
- Assemblies begin with our School Prayer and Acknowledgement of Country, and often include a focus on the students receiving sacraments, or the commemoration of occasions such as ANZAC Day.
- There is daily meditation, prayer and reflection. All classrooms have a prayer table, prayer cloth cross and candle.
- Our students 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 and the St. Vincent de Paul Society.
- The weekly Newsletter always includes a Reflection on the Gospel for the upcoming Sunday or other religious events/activities.
- 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 speak regularly to maintain and support the joint parish and school social justice initiatives.

VALUE ADDED

Deepening the community's understanding of the School Vision was the focus throughout 2022.

This was most successfully achieved through the breaking down of the statements within the Vision into four child friendly statements, which were referred to daily.

Our Surveys highlighted a strong Catholic Identity (out of a score of 100):

Family Responses

Emphasis on Catholic mission - 81

Emphasis on Catholic beliefs - 96

Emphasis on religious practices - 72

Staff Responses

Prayer at community events, meetings, Assemblies etc - 93 (up from 85)

Liturgical seasons woven throughout the year - 62

Student responses

Pray together - 93

Encouragement to respect the religious beliefs and practices of others - 69

Learning and Teaching

Goals & Intended Outcomes

The goals for the year were to:

- Build knowledge of the curriculum;
- Build knowledge and use of a range of data sets; and
- Build knowledge of the progression of learning.

Underpinning this were three aspects to facilitate progress towards these goals:

- To create consistency of practice; and
- Ensure effective communication exists between all stakeholders; to specifically
- Improve student learning.

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

- All students participated in one to one assessment with their teacher/s before school commenced to ascertain reading accuracy and comprehension level•

- The staff participated in four days of professional learning this year (outlined below) and ongoing weekly meetings across the year.

- o Term Two: Two days of ReLATE

- o Term Three: The Science of Reading approach

- o Term Four: Religious Education

Number Intervention and Reading Recovery were conducted. Due to the lack of tutors, we were only able to conduct a short Tutoring program; this will be a focus in 2023.

We held our biennial Art Show with guests in the Hall. This was enjoyed by all as they could see the work and engage with the community attending.

Our Prep Teachers participated in the Early Number and Algebra Professional Learning program, which had a significant impact on Number learning and progression. The Year One and Two teachers will participate in this project in 2023.

- A number of students receive funding through the NCCD process. 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 most of these students, detailing the goals to be achieved in the short and longer term.

- The usage of ICT is both classroom based and a specialist subject area. A Chromebook purchasing program occurs annually for Year 3-6 students whose need a more sophisticated device for their learning.
- Student Learning Conferences were held for Years 1-5 students at the conclusion of Term One and then again for P-6 students in Term Three, with written reports provided in Terms Two and Four.
- The staff provided many opportunities for the students to be involved in extra curricular and special events including: a P-6 Athletics Carnival, the Open Water Learning Experience for Years 5/6 and Water Safety program for 3/4s, the International Competitions, the garden and chickens, Dress up Days and fundraisers, a Book Fair, the Book Week Parade and various incursions and excursions.
- Our Year 5/6 students attended Camp at Phillip Island in early Term Two, which was a new Camp for us and wonderful experience for all.

STUDENT LEARNING OUTCOMES

The students complete a reading and comprehension assessment prior to the start of the school year. The teachers use this data to group the students for teaching in small focus groups.

Prior to most Maths units, the students participate in a pre-test to find out what they know, then they work on specific tasks to build their skills, with one group per day working in a focus group with the teacher. The post test demonstrates the learning to the teacher.

Teachers and LSOs conduct regular assessment of the students in reading, writing and number throughout the year.

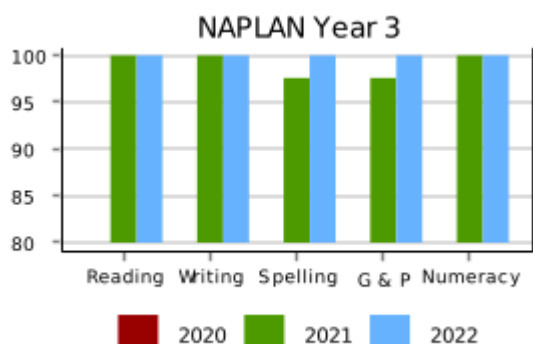
We conduct the PAT-R and PAT-M formal assessments in Term Four to track their levels in reading and number. The Prep - Year Two students also completed the twice yearly Reading Assessments in November.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.6	-	100.0	2.4
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	97.6	-	100.0	2.4
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	98.2	-	100.0	1.8
YR 05 Numeracy	-	98.2	-	100.0	1.8
YR 05 Reading	-	96.5	-	96.6	0.1
YR 05 Spelling	-	96.4	-	100.0	3.6
YR 05 Writing	-	100.0	-	96.6	-3.4

* 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 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

- At the start of every year (and at other times across the year), the staff participate in professional learning about the Child Safe Standards
- We held our Leadership Training session with Year Six students
- • Student Leadership through the SRC and the Year Six Leadership roles began
- The Year Six students selected a Student Action Team to participate in, and led initiatives for the school or students in this area. These included - Community, Sustainability, Sport, Technology
- As we had not held many activities where the students mingled during COVID, it was fantastic to be able to hold school and community events again, including: The Prep and Year Six Buddy Picnic, the Athletics Carnival, the Father's Day Breakfasts, Book Week, The Art Show, etc

VALUE ADDED

- We held a community Art Show
- The implementation of Student Action Teams gave the students voice and purpose and promoted engagement with each other and the community
- Continued focus on the explicit teaching of social and emotional learning through 'You Can Do It!' Program Achieve and Respectful Relationships
- 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 Prep and Year Six Buddy program, Circle Time, and other Mindfulness activities
- The 3/4 students enjoy the responsibility of caring for the kitchen garden and our chickens

STUDENT SATISFACTION

The effort of the staff to prepare for and complete the Art Show was amazing!

Student responses

High expectations - 86

Supportive adults at school - 76

Family responses

Child feels like they belong - 88

Welcoming school - 88

Staff responses

Staff notice what is happening with students - 88

The students resumed all activities in 2022 - Camp, sports (both school and Interschool), swimming, excursions, the Christmas carols night, etc. For some of the younger students, it was the first year in which they had been able to participate, with so many activities cancelled in previous years due to COVID.

STUDENT ATTENDANCE

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.

High numbers of days absent will be discussed at Program Support Group Meetings, to ascertain strategies which might assist in attendance on time or more regularly.

We also make comment on the student's Semester Reports if there needs to be an improvement in this aspect.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.3%
Y02	90.3%
Y03	89.7%
Y04	88.7%
Y05	90.9%
Y06	89.0%
Overall average attendance	89.5%

Child Safe Standards

Goals & 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 Commitment to Child Safety Policy and the Code of Conduct were reviewed by staff in 2022. These are included in all advertisements for positions and in Letters of Appointment.

- The School Advisory Council discussed the new 11 Child Safe Standards at one of its meetings, and has this as a Standing Item if there is a need to discuss anything related to Child Safety during the meeting.
- 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.
- The PROTECT posters are displayed in the Staffroom for staff to refer to if they have any concerns regarding a child's safety.
- All staff complete the Mandatory Reporting online module in Term One each year.
- The staff also complete the Disability Standards so that they are aware of the legislation and expectations for including students who have a disability.
- Child Safety remains a standing item at staff meetings, SAC meetings and where parent or community involvement is planned.
- The Code of Conduct is displayed when signing in as a visitor / contractor.
- Risk Management of excursions and camps has been a priority.
- Following SAC meetings, members were encouraged to discuss the Child Safe processes and policies proactively within the parent community.
- Child Safe procedures are in place 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.

- A Working With Children Check register is maintained by the Administration Officers.
- 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 SAC and Parents' and Friends Meetings, and at the Prep Parent Information Meetings (before commencement and at the start of the year).
- The students participate annually in the National Day Against Bullying and Violence and White Balloon Day.
- 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

Goals & Intended Outcomes

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

- Staff participated in professional learning twice per week to discuss the curriculum and practice.
- Professional learning opportunities are shared with staff and we recommenced our Individual Professional Learning Plans to improve our practice.
- The classroom structure for 2022 was: Prep x 2 classes; 1/2 x 3 classes; 3/4 x 3 classes; and 5/6 x 4 classes.
- Specialist classes for forty minutes weekly including Performing Arts, LOTE - Mandarin, PE and Digital Technologies.
- Intervention programs included Reading Recovery and Number Intervention, with further Literacy Intervention provided in LLI and Number Support offered.
- Two Graduate Teachers completed their VIT Projects.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The staff participated in four days of professional learning in 2022, with most of this occurring face to face. The days provided were: 1. Term Two: Student Wellbeing - ReLATE Day One 2. Term Two: Student Wellbeing - ReLATE Day Two 3. Term Three: Science of Reading structured Literacy approach and 4. Term Four: RE - Faith.

Number of teachers who participated in PL in 2022	23
Average expenditure per teacher for PL	\$820

TEACHER SATISFACTION

The staff are aware of their role in providing a safe environment for the students. They feel comfortable approaching the Leadership Team about core aspects of learning and teaching,

and the wellbeing of the students. The staff have regular access to professional learning in a variety of ways, and programs implemented in the school align with the Annual Action Plan.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	73.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	27.8%
Graduate	11.1%
Graduate Certificate	0.0%
Bachelor Degree	83.3%
Advanced Diploma	27.8%
No Qualifications Listed	11.1%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	20.0
Non-Teaching Staff (Headcount)	28.0
Non-Teaching Staff (FTE)	21.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

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

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

Achievements

- In Term One, we offered our Parent Helpers course and refresher, with volunteers ready to commence assisting in Term Two.
- We initially held Assembly with just the students, then, as the COVID situation improved, we had parents attending more often.
- The celebration of some events outdoors, or with 'controlled' numbers allowed them to continue, for example the Art Show.
- The Year Six Graduation was 'back to normal' and allowed families the chance to see each other and say goodbye prior to the move to secondary school.
- We continued our support of Community Outreach, including the Winter Appeal and Christmas Appeal for St Vincent de Paul.
- We promoted opportunities for social connection of new parents in the parent community through events including the Welcome Picnic for Prep and Year 6 buddies and their families and Wednesday Play sessions at the park in Term One.
- The School Advisory Council is a strong feature of our engagement with parents in school life, and it demonstrates excellent procedures and documentation, based on the new Terms of Reference. A highlight of the meetings this year was a joint meeting with the Parish Pastoral Council.
- The Parents' and Friends social and fundraising activities included: a Chocolate Drive, Sushi for the children's lunches, the Mango Drive, the Dads and Kids Weekend away and the Family Weekend away to Healesville.

The most exciting event of the year was the Colour Run held in early October, which was a chance to get the parish, school and wider community back together for some fun and socialisation.

- St Thomas' Outside School Hours Care Program, run by Camp Australia, is a wonderful service for our families. Whilst student numbers have not returned to pre pandemic levels as more parents are working from home, the service is there for families requiring care for their children.

PARENT SATISFACTION

Our parents regularly send emails and communicate with staff expressing their gratitude for events held and classroom learning. One of the strengths of St Thomas' is its community spirit, with strong and positive relations between the parish and school and the parents and the school staff.

The MACSSIS results indicate the following:

Recommend the school to prospective families - 80

Support to engage in your child's learning - 76

Information about engagement opportunities - 80

Child's sense of belonging - 88

Staff approachability - 96

Communication processes - 80

Feeling of welcome at the school - 88

Teachers meeting child's needs - 88

Understand child's progress - 85

Understand the school's processes and procedures - 73

Catholic mission emphasised - 81

Future Directions

Our School Improvement Plan (2022-2025) identifies four priority areas outlined below:

- 1) Shared and consistent pedagogical practice
- 2) A culture of challenge and high expectations
- 3) Student engagement and culture
- 4) Strong collaborative learning partnerships

The key goals of the 2023 Annual Action Plan are:

- To embed shared and consistent pedagogical practices across all areas of the curriculum, particularly reading comprehension.
- To use data to design learning that challenges and extends the thinking of staff and students.
- To have authentic student voice and agency across the school. The key strategies and actions will be the implementation of the Respectful Relationships program and the Student Action Teams.
- To have strong, collaborative, learning partnerships within our school and wider community, with a particular emphasis on reconnecting with our parish and parent communities.