



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### St Thomas The Apostle School

St Thomas the Apostle School, BLACKBURN 3130

Principal: Angela Lacey

Web: [www.stblackburn.catholic.edu.au](http://www.stblackburn.catholic.edu.au)

Registration: 1522, E Number: E1176

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## Principal's Attestation

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I, Angela Lacey, attest that St Thomas The Apostle School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 23 May 2025

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## About this report

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St Thomas The Apostle School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **Vision**

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 compassion and respect.

### **Mission**

Inspired by St Thomas the Apostle, we endeavour to live out our Catholic faith, based on the teachings of Jesus Christ. In partnership with home, parish and the wider community, we are committed to nurturing the faith, learning and wellbeing of every child.

Inspired by St Thomas the Apostle we have the persistence to seek the truth. We are committed to nurturing the faith, learning and wellbeing of every child, fostering a community of love, curiosity and courage. As in the words of St Thomas the Apostle, 'My Lord, My God'.

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## School Overview

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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 a 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 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. Families are involved in a variety of local sporting clubs.

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## Principal's Report

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2024 was a year of transition for St Thomas'. I began my tenure as Principal in Term 3. To begin the school year the outgoing principal Ms Angela Lacey finished her appointment at the end of term 1 and Mrs Maureen Stella was appointed Acting Principal for Term 2. This instability of leadership along with other changes in staffing the year prior had been a challenging period for St Thomas'. This had seen a decline in enrolment, during a time of uncertainty.

However through this time of change the school community had certainly held strong and were committed to building on the rich history of St Thomas in the local community. The community sense was very evident right from the beginning of my appointment through the Parent's Association with strong numbers and dedicated parents willing to volunteer their time and promote the school to the wider community. A number of events were held throughout the 2024 school year such as the Grandparents morning, Mother's Day & Fathers's day events, Art Show, Christmas Carols and

At the beginning of the school year a new playground and passive area were installed at the front and back play areas with funds raised from the Parent's Association. Later in the year some general maintenance and improvements were completed in the school grounds and sporting equipment for the students was updated with the purchase of new soccer goals, netball nets and basketball backboards, rings and nets.

With the changing landscape of students and to encompass the positive relationships amongst the different Year levels the play spaces were opened up for the 2nd break with Prep to Year 6 students being able to move freely between the two play areas. The middle space was reopened as a quiet space for all students and access to Morton oval 2 or 3 days a week for students in Year 2- 6.

St Thomas' had an enrolment of 206 students in 2024 with ten classes 1 x Prep (Foundation) , 3 x 1/2 3 x 3/4 and 3 x 5/6. In the coming years we are looking to stabilise and then gradually increase our student numbers in the coming years.

As the incoming Principal in 2024 I am excited for what the future holds at St Thomas'. I am dedicated to seeing this once flourishing school community thrive again and providing our students with the best possible learning opportunities.



St Thomas the Apostle, where community and learning come to life.

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## Catholic Identity and Mission

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### 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

Year 3 Reconciliation:

Tuesday May 28th- 15 students received the Sacrament

Year 4 First Eucharist:

Inaugural Reflection Day on Friday August 16th

Two Commitment Masses offered for a choice of attendance

Saturday August 24th & Sunday August 25th- 32 students received the Sacrament

Year 6 Confirmation:

Spirit Day on Wednesday May 22nd including the Parish children

Two Commitment Masses offered for a choice of attendance

Thursday 6th June 5.30 & 7pm Masses with the Parish- 36 students + 5 Parish

Community:

Sunday March 17th the St Thomas the Apostle Parish celebrated their 70th year with a Mass for the community and past parishioners, as well as a lunch and activities for children. School tours were also offered so that parishioners were able to see the changes. A historical account was presented at the lunch with guest speakers. St Thomas staff attended this event.

Farewell Mass and Morning Tea for Angela Lacey on Friday March 22nd

Easter Liturgy and Art Show for Holy Week on Wednesday March 28th

Parent Session: 'The Sacramentality of Life' with Fr Elio Capra on Wednesday May 1st

Drew Lane workshop & concert for students (parents were invited in the afternoon for the concert) on Friday May 3rd

Father Mark presenting to the Year 6's

Father Mark & Daniel involved with the Eucharist Reflection Day

#### Staff Development:

Online RE PD sessions- (1) Christian Meditation: classroom practice and possibilities. (2) Laudato Si (3) Catholic Social Teaching: Principle of Solidarity (4) Christian Meditation with Lisa Hughes (5) Liturgical year Scripture: Luke (6) Advent: Ways of Exploring Advent with Children in Primary Classrooms

Staff Meeting with MACS (Prue Vanstan)

Mary MacKillop & Mary Glowrey RE PD offered to all staff on Monday June 17th

Network Meetings for REL each term

#### School & Parish Masses:

Weekly Class Masses with the Parish on a Friday

Feast Days celebrated with the Parish - Ash Wednesday, Feast of the Sacred Heart, Feast of St Thomas the Apostle, Feast of St Mary of the Cross, Feast of the Assumption

School Masses include Beginning of the School Year, Grandparents & Special Friends on Friday November 25th which was attended by 200 guests, End of the Year and Graduation Mass

#### School Liturgies:

Anzac Day

Remembrance Day

#### Fundraising:

Caritas Project Compassion

Crazy Hair Day on Thursday June 13th, organised by the Yr 6 Community Team, donations to the Challenge program (in support of past student, Jed Beaton)

Vinnies Winter Appeal

Vinnies Christmas Appeal

### Value Added

The Sacraments are communal actions that express and nourish our faith. The rituals are composed of symbols that reinforce the actions of Christ and are clarified by the word of God. Sacraments prepare us to explore Scripture and to understand the Church's teachings so that we can make connections to our lives. Families are encouraged to be involved with the formation of their child's preparation with homework activities and specific details about the Sacrament provided by the school.

Masses have been celebrated and students participate enthusiastically. The introduction of new songs by Andrew Chinn and Drew Lane have been well received. Students were also given many opportunities to be involved in Masses and the Year Sixes have been positive role models for our school. The connection with the Parish continues to grow with the support of Fr Alo, Fr Mark and Daniel. Community involvement is important for the future, as our challenge is to create an environment that allows us to give meaning to who we are and what we do. Social Justice awareness is also a key mission for our community. Support for various fundraising organisations has been well received and the students have been encouraged to think about others and show gratitude.

As Pope Francis states, 'We must fan the flame of hope that has been given to us and help everyone to gain new strength and certainty by looking to the future with an open spirit, a trusting heart and far-sighted vision'.

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## Learning and Teaching

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### Goals & Intended Outcomes

Goals:

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

Achievements

All students commenced the school year by coming in to complete Assessments in Literacy and Mathematics to provide teachers with data starting points to assist in planning learning and teaching programs.

Data collection, collation and analysis was completed by all staff in Staff Meetings. This included DIBELS data, Mathematics pre and post assessments and NAPLAN data. Staff looked for trends, challenges and strengths in data sets. Data records were maintained through the SPA platform.

Student reports were sent out to families in Terms 2 and 4 using the NForma Portal. Student Learning Conversations with parents and teachers took place at the end of Term 1 and in Term 3.

Students identified as requiring additional support were provided with opportunities for intervention in Mathematics and Literacy. Our Learning Diversity Leader ensured that Personalised Learning Plans were completed and Program Support Group meetings took place with parents.

Collaborative Planning times for teams were provided weekly for staff to meet, to discuss data and to plan for their students. This was supported by six forty minute Specialist times - Visual Arts, Respectful Relationships, Performing Arts, STEM and Languages. The

Language program switched to Italian, following a modified 'Co-Learner' approach.

Staff meetings took place two afternoons per week. The focus of these was unpacking Explicit teaching and engagement norms in Literacy and Mathematics instruction. Time was also allocated towards the end of each term to plan for Inquiry, RE, Mathematics and Literacy for the term ahead.

As part of the Reading and Learning Collective with eight other local Catholic Schools, the staff participated in a Professional Learning day facilitated by Brooke Wardana. This day enabled staff to continue to build their understanding of cognitive load theory, explicit teaching and the use of engagement norms. As a follow up to this day, Brooke Wardana attended our school to model the strategies. Staff from other schools in the collective were also invited to observe.

A parent information session was held for our 1/2 parents to unpack and explore cognitive load theory and the impact of this in classroom instruction. The use of the UFLI program was explained as an evidence based program to explicitly teach phonics in this year level. The LLLL program is used in Prep.

5 staff members attended the MACS TIMS Professional Learning to further enhance their understanding of teaching and learning in Mathematics.

The students participated in activities which enhanced their learning including Incursions and Excursions.

Our Year 5/6 Camp to Phillip Island was well enjoyed by our students.

Our PE Program was enhanced through our Swimming Program, Water Safety Days, Interschool Sports, our Athletics Carnival and Cross Country participation. St Thomas' students continued to be successful in their sporting endeavours.

Our Arts Program was celebrated through our Art Show and end of year Christmas Carols.

These were well attended community events and our students had the opportunity to shine.

Our Kitchen Garden program continued to meet curriculum requirements in the Technologies (Food) and Science. Our students enjoyed the opportunities to maintain our garden, harvest the produce and then cook with it.

Book Week was celebrated with a dress up parade and book fair, promoting a love of literature and reading.

## **Student Learning Outcomes**

Students were invited to beginning of year assessments to assist teachers to gather baseline data about students' literacy and mathematics capabilities. Prior to most Maths units, the students participated in a pre-test to find out what they know, then they worked on specific tasks to build their skills. The post test demonstrated the learning to the teacher. Teachers conducted regular assessment of the students in reading, writing and number throughout the year. We conducted the PAT-R and PAT-M Adaptive and PAT-W formal assessments in Term Three to track student levels in reading, number and wellbeing. The teachers regularly conducted the Dibels and other assessments to track progress, linked to our explicit teaching in Literacy.

NAPLAN testing was completed in March. Our students' results in the areas of Writing and Numeracy were particularly strong with 80% of Year 3 students and 90% of Year 5 students at the Strong and Exceeding Proficiency levels. Our Year 5 students also demonstrated high levels of achievement in Reading - 90% in Strong and Exceeding Proficiency levels - and Grammar and Punctuation - 84.3% in the Strong and Exceeding Proficiency levels. Staff analysed this data, looking for strengths, challenges and trends, to set future direction for our students.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	400	65%
	Year 5	524	84%
Numeracy	Year 3	405	80%
	Year 5	539	80%
Reading	Year 3	392	68%
	Year 5	530	90%
Spelling	Year 3	385	50%
	Year 5	501	58%
Writing	Year 3	420	80%
	Year 5	515	90%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### 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

Achievements

- Respectful Relationships was delivered as a weekly specialist subject. Mrs Gen Kirwan delivered to the Prep-2s, and Mr Sean Kavanagh delivered to the Yr3-6 classes.
- St Thomas was able to access wellbeing funding through MACs and saw the delivery of several valuable wellbeing programs. The whole school attended the performance of 'Sticks and Stones' to reinforce positive relationships and support vulnerable children to build confidence and social and emotional skills. This session continued St Thomas' commitment to student wellbeing on the back of our weekly Respectful Relationships sessions, the 4 visits to the Year 3/4s from the Melbourne United 'Stand Tall' Program, and the Year 5/6 'Phoenix Soar' program presented by the Melbourne Phoenix Basketball club that the Year 5/6s worked through.
- PAT-W completed with students. Data analysed with staff.

### Value Added

- Staff voice was used and valued in our review of our School Philosophy Statement. Our mission and vision were both more closely aligned to our school context and our school saint, Saint Thomas the Apostle. Teachers brainstormed and decided upon six school values which we endeavour to instil in all of our students. These were Respect, Responsibility, Trust, Courage, Perseverance and Community. These will be launched to the school community.
- Student voice is always welcomed and celebrated in our community through our Student Representative Council and other student groups. Students were consulted in decision making around new playground equipment and on determining playground areas. Our Year 4 and 5 students also voted for their peers when selecting School Leaders. Our Student Action teams planned and facilitated Social Justice Activities including one for Challenge Australia and St.Vinnie's Appeals.



## Student Satisfaction

Teacher-Student Relationships - The strength of the social connection between teachers and students, within and beyond the school - 67% (MACS average 71%)

Rigorous Expectations - How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance - 77% (MACS average 77%)

Learning Disposition - Students' mindset about themselves as learners. 69% (MACS average 73%)

Student Safety - Perceptions of student physical and psychological safety while at school. 56% (MACS average 57%)

## 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 comments on the student's Semester Reports if there needs to be an improvement in this aspect.

Average Student Attendance Rate by Year Level	
Y01	92.3
Y02	92.7
Y03	91.9
Y04	91.2
Y05	86.8
Y06	84.4
Overall average attendance	89.9

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## Leadership

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### 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

Achievements

- Staff participated in professional learning twice per week during Staff Meetings to discuss the curriculum and practice.
- Professional learning opportunities were shared with staff.
- The classroom structure for 2024 was: Prep x 1 class; 1/2 x 3 classes; 3/4 x 3 classes; and 5/6 x 3 classes.
- Specialist classes for forty minutes weekly including Performing Arts, Language - Italian, STEM, PE, Respectful Relationships and Visual Arts.
- Intervention support included Little Learners Love Literacy (LLLL) in Year 1/2, and Corrective Reading and Number Support in other levels.
- Our Graduate Teacher had excellent support from the Level members, mentor and our curriculum leaders.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> <li>• Mary MacKillop Heritage Centre and Mary's Melbourne Walking tour. Mary Glowrey Museum also visited.</li> <li>• Brooke Wardana Professional Learning day at Karralyka in Ringwood as part of the Reading and Learning Collective.</li> <li>• Brooke Wardana explicit teaching observations hosted by our school. This was attended by other schools in the collective also.</li> <li>• Group of staff visited Docklands Primary school to observe explicit teaching and engagement norms. Attendees then shared their observations with the staff as part of a School Closure day.</li> <li>• Literacy, Numeracy, DigiTech, REL and Deputy Network days attended by leaders. New learning shared with staff.</li> <li>• MACS SILC program attended by Principal, Deputy and Literacy leader.</li> <li>• 5 staff members participated in MACS TIMS program which involved creating a recording of their teaching and submitting it for feedback.</li> <li>• Online RE workshops attended and sessions run by Prue Vanstan, Rev Dr Fr Elio Capra and other staff contributing to Teacher Accreditation hours.</li> <li>• New staff members completed First Aid training facilitated by Revive 2 Survive.</li> <li>• Anaphylaxis training completed by all staff.</li> <li>• Mandatory Reporting Module completed by all staff.</li> </ul>	
Number of teachers who participated in PL in 2024	28
Average expenditure per teacher for PL	\$500.00

## Teacher Satisfaction

Staff Leadership relationships - Perceptions of the quality of relationships between staff and members of the leadership team. 89% (MACS Average 81%)

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	4
Graduate	1
Graduate Certificate	0
Bachelor Degree	11
Advanced Diploma	3
No Qualifications Listed	6

<b>Staff Composition</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	21.19
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	8.97
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### 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

- Assemblies were moved to fortnightly in the Hall and were led by the Year Six Term Leaders. This was to coincide with the fortnightly school newsletter. Assemblies have been very well attended by parents and extended family members. Each fortnight a class is rostered on to share their learning with the school community. The format was also slightly altered to increase engagement.
- The Year Six Graduation was a wonderfully successful event. The evening is prepared by the Year 5 families. The theme this year was Hollywood Glamour and the hall was decorated in glitter and gold. The parents enjoyed the evening under warm summer skies.
- 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.
- The Parents' and Friends (PF) social and fundraising activities included: a Chocolate Drive, Mother's Day Stall, Father's Day Breakfasts, the Mango Drive, the Dads and Kids Weekend away and the Family Weekend away to Healesville.
- Late in Term 3 the school in conjunction with the PF moved to an online lunch catering service every Thursday. This has been highly popular with the students.
- The 2nd Annual McCubbin Cup took place in August. This event is a fundraising/social event held in conjunction with Blackburn Lake PS with a dad's football game being the highlight with some activities for the children and food and drinks.
- St Thomas' Outside School Hours Care Program (OSHC), run by Camp Australia, is a wonderful service for our families who require OSHC.

- The Christmas concert and end of year picnic was very well attended and enjoyed by the school community. It showcased the students' talent and excellence to celebrate another wonderful year.
- The positivity amongst the parent community was very positive towards the end of the 2024 school year. The parent community could see some clear direction and stability beginning to take shape. There were some positive changes that were inclusive of all stakeholders particularly parents. The Parents and Friends Association is a vibrant group within the school which is ably supported by the broader parent community. Events such as the Grandparents Morning, Christmas Carols, Year 6 Graduation & McCubbin Cup were successful events that created a very positive vibe within the school.

## Parent Satisfaction

The MACSSIS results indicate the following:

Family engagement - The degree to which families are partners with their child's school. 50% (MACS Average 48%)

School Fit - Families' perceptions of how well a school matches their child's developmental needs. 29% (MACS AVERAGE 76%)

School Climate - Families' perceptions of the social and learning climate of the school. 84% (MACS AVERAGE 84%)

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.stblackburn.catholic.edu.au](http://www.stblackburn.catholic.edu.au)