

St Thomas' Catholic Primary School, Willoughby

Annual School Report to the Community

2014



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**Principal**

Mrs Jenny McKeown

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## ABOUT THIS REPORT

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St Thomas' Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

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 be also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

The purpose of St Thomas Catholic School, Willoughby is stated in our Mission Statement: To educate and form students in Catholic discipleship by creating a place where students:

- grow in their relationship with God
- strive for excellence in the development of the whole person in the context of contemporary life
- reach out through service to others.

St Thomas' is well regarded in the local community as providing an excellent, well balanced education

for students and for its sense of community and pastoral care.

This report provides an overview of activities and events during the 2014 school year which contributed to the achievement of our goals and the continued development of our Catholic school community.

2014 was a full and eventful year and we are proud of the broad range of our successes. These included excellent NAPLAN results, successful debating teams in the Independent Schools Debating Association Competition, sports representation at State level, and an outstandingly successful Art and Craft Show.

### **Parent Body Message**

2014 proved to be another productive year for the Parents & Friends Association (P&F), which continued in its support of the school and parents. The P&F delivered on its objective to develop a strong school community and foster the relationship between the parents, the school and the Parish as a whole. This was evident at a number of functions including the Tissues & Champagne morning tea, Mother's Day and Father's Day breakfasts and the Grandparents Day morning tea and Mass.

Each P&F Committee provided an effective contribution to the parents and the school ranging from the parental support provided by the Pastoral Care Committee to the work of the Social Committee in ensuring all social functions were a success.

The annual Art and Craft Show held in October was a success both operationally and financially, raising valuable funds for resources and opportunities for enriching the learning environment of the school.

The year saw the departure of some valued Committee Members. We greatly appreciate the contribution they provided during their respective terms. However, we welcome some fresh faces as suitable replacements for 2015.

*President of the Parents and Friends Committee*

### **Student Body Message**

This year has been a very exciting year for Year 6 as school leaders. The St Thomas Student Representative Council (SRC) has worked well with two meetings each term and input from every class at each meeting. Students had opportunities to contribute through class meetings. Concerns raised focussed on any need classes had seen in the St Thomas community. These needs were then problem solved by the SRC leading to solutions and action to be taken being agreed upon. Each class representative went back to their class and reported on the outcome of the meeting.

*Robyn and the Sherwood Hoodies*, our first whole school musical, was staged in September at the Opera Theatre in the Concourse at Chatswood. It was a great experience for us and our families.

We have hosted visits from authors, Channel 10 News weatherman Tim Bailey and the Sydney Kings Basketball Team.

*St Thomas School Captains 2014*

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Thomas' Catholic Primary School Willoughby, is a Catholic systemic co-educational school.

St Thomas has an attractive school setting with a challenging and stimulating outdoor play environment including large areas of natural and constructed shaded play spaces.

Rich and broad curricula offers, a diverse creative arts program including senior and junior bands and choirs, instrumental tuition, biannual whole school musical, inter school debating and a variety of competitive and experiential sporting events.

Lunch Clubs include skipping, chess, library, sport, sketching and provide additional stimulation for all grades.

Challenge Based Learning is the method of curriculum delivery in our upper primary grades. Providing technology rich, real world, long term problem solving opportunities across a wide range of skill areas.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
170	167	56	337

\* Language Background Other than English

Enrolment at St Thomas continues to be in high demand. There will be a limit to the number of students who can be accommodated within the current site.

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2014 was 96.53 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96.50 %
Year 1	95.70 %
Year 2	96.50 %
Year 3	97.50 %
Year 4	95.70 %
Year 5	97.00 %
Year 6	96.80 %

The first and final weeks of each term see significant absenteeism K - 6. This is attributed to family circumstances.

### **Managing Student Non-Attendance**

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [\*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
20	6	26

\* This number includes 12 full-time teachers and 8 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	20
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	New English Syllabus Programming - Michael Murray PETAA
Day 2	School Review and Development briefing and preparation with Educational Officer CSO
Day 3	Staff Spirituality Day - Mackillop Charism



Extensive professional development occurred throughout the year with groups of staff, or the whole staff able to access courses run by professional organisations such as Primary English Teachers Association Australia and the Catholic Schools Office in Mathematics, English, Science & Technology and Spirituality.

Significant changes to whole school practice have occurred in Mathematics and English to support a smooth introduction of the relevant syllabi and to maximise the positive impact possible on student learning.

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

The Sisters of St Joseph from Mount Street, North Sydney were the foundational teachers at St Thomas'. Their continued presence until 1979 gave the school a charism that is still alive today. Therefore, St Mary MacKillop has a special place in our hearts and we celebrate her feast day every year.

St Thomas' has a rich liturgical and educational program for all students, staff and the community. Throughout the year the school gathers to celebrate feast days and special events in the tradition of our faith. Each grade has an opportunity to prepare one of these Masses or liturgies and to participate in a more active way. The celebration of whole school Masses and class Masses throughout the year provides opportunities for each child to contribute meaningfully through these celebrations and to respond to the call for Catholic Discipleship. Our opening school Mass and grade Masses are held on Sundays, while others are held on Fridays (such as Grandparents' Day, Mothers' Day, Fathers' Day etc.) we also attend weekday Masses with the parish, to enable students to understand the different ways in which Mass can be conducted.

There are environmental teams, liturgical teams and social justice teams among the varied roles for leadership in Year 6, as well as opportunities for student voice to be heard and acted upon through the SRC with representatives from K-6 led by the school captains. The Social Justice Team run events throughout the year to support our sister parish of Letefoho in Timor Leste, Caritas, Catholic Mission, Giant Steps and the Leukaemia Foundation.

All staff are encouraged and supported to extend their religious and theological knowledge, with two staff currently enrolled in a Graduate Certificate in Religious Education and one who has just completed hers this year. One member of staff is enrolled in a Master Degree in Religious Education.

The parish based Sacramental program is fully supported by the school, with many parents

volunteering to lead groups. The school prayer is prayed on a regular basis and the Ignatian Examen is practised to help students to identify their own relationships with God and others.

We engage staff in ongoing adult faith formation through spiritual retreat days and staff meetings; and offer parent prayer (led by a parent) on a Monday morning each week after school assembly. The parent and parish community are also invited to spiritual retreat days held twice a year on the school premises with free child minding offered.

**Primary Curriculum**

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

2014 was the first year of mandatory implementation of the Board of Studies New South Wales English and Mathematics K-6 Syllabi. While the Mathematics K - 6 Syllabus was well aligned with the professional development St Thomas' staff had engaged in over the last two years, the English Syllabus required a major shift in the conceptual understanding and organisation of teaching and learning.

A significant group of staff attended an inservice run by the Primary English Teachers Association Australia (PETAA) and commenced using the framework recommended for their term programs. The teachers concerned found the approach so inspiring for them and engaging for the students that the school employed the presenter to run a voluntary session on a Saturday. This was highly successful with almost all staff attending. Follow-up programming sessions were facilitated by the acting Assistant Principal.

Extensive professional development has also been engaged in around visual literacy from Kindergarten to Year 6. New resources have been purchased to provide additional stimulation for English class work.

A major focus this year has also been on the refinement of our data collection tools and the formal discussion of the results of data analyses. Collaborative meeting structures have been put in place to maximise the input available for making use of data and reflecting on actions taken. These take place twice per term. Extensive communication systems have been put in place to ensure parents are aware of discussions underway and action taken by the school. Parents are also assisted, through this process, with suggestions for the support they can give at home.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	81.00 %	49.90 %	1.70 %	11.90 %
	Reading	72.40 %	46.20 %	1.70 %	13.10 %
	Writing	75.90 %	39.10 %	0.00 %	11.20 %
	Spelling	74.20 %	43.70 %	1.70 %	14.80 %
	Numeracy	65.50 %	36.20 %	8.60 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	61.30 %	36.60 %	0.00 %	16.10 %
	Reading	51.70 %	34.50 %	0.00 %	16.30 %
	Writing	51.60 %	15.50 %	0.00 %	21.40 %
	Spelling	51.70 %	33.60 %	0.00 %	16.40 %
	Numeracy	32.20 %	25.90 %	3.20 %	18.10 %

### NAPLAN Comments

The strong NAPLAN results across Year 3 & 5 continue to demonstrate high levels of skills in all areas of literacy and numeracy, as well as the school's enduring focus on learning and teaching that is directed by ongoing assessment to meet the needs of the students.

In both Year 3 & 5 the percentage of students in the top two bands for NAPLAN, in both Literacy and Numeracy, is well above the Australian average and these results correlate with significantly lower percentage of students in the lowest 2 bands, with no students in the lower two bands for grammar & punctuation, reading, writing and spelling in the Year 5 cohort. The percentage of students in the top two bands in writing and spelling in Year 5 has increased since 2013. The percentage of students in the top two band in grammar and punctuation, as well as numeracy in Year 3, has increased since 2013 and the greatest growth has been in the area of numeracy.

The gains made across the board in numeracy have been strongly assisted by the focus on professional learning in the area of numeracy, the use of Mathematics Assessment Interview (MAI) data and on-going professional learning. The on-going use of the MAI data and the analysis of this has had a positive impact on numeracy results in Year 3. Mathematics intervention through the Extending Mathematical Understanding (EMU) intervention has impacted on the data. In 2015 EMU and the use of the MAI data will continue in the lower years as well as the introduction of EMU in the middle years.

Trends in student growth and strategies to facilitate student growth are a focus for data gathering for school improvement, as well as an on-going commitment to targeted teaching and learning tasks to meet the needs of the students.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

St Thomas' has a strong programme of pastoral care for students, teachers and families. As part of the School Review & Development process undertaken in 2014 the school policy and practices in all areas, including Pastoral Care were reviewed. The school Pastoral Care Policy was developed in line with the Diocesan Policy and has at its core the dignity of each individual and need too reach out to others with compassion and generosity.

Pastoral Care is at the heart of the school. Through the ongoing renewal of our Josephite spirituality we are all reminded to 'never see a need without doing something about it.' There are many examples of this throughout the school including the ways that children and teachers interact, lunchtime clubs, the buddies programme, children from different grades playing together, the teachers getting to know the students as a learner and as an individual.

A significant aspect of Pastoral Care at St Thomas' is the Pastoral Care team who organise practical support for families who are in need. These needs include: meals for families who may have recently welcomed a new baby, those experiencing difficulty due to illness or change in circumstances.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

There is a clear Behaviour Management Policy and this is communicated to the parents prior to their child's first orientation visit to assist with their child's transition to school and build understanding and common language.

The policy is on the school website and referred to by teacher in their interactions with students. There are visuals throughout the school reminding the children about the behavioural expectations, and in 2014 these were also displayed around the playground, as a suggestion generated by the Student Representative Council at the end of 2013.

St Thomas' is a Positive Behaviour for Learning (PBL) school. All of the behaviour expectations come under the three school rules. The behavioural expectation that is the focus for each fortnight is taught in classrooms and awards are given each fortnight to those children who have been observed by their class teacher as making a significant effort to emulate this behaviour.

The PBL team met regularly in 2014 and the school captains also attended these meetings, for the first time. Student input to the work of the committee was invaluable. Data is examined at the meetings.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the [Pastoral Care Policy for Diocesan Systemic Schools](#) and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

*St Thomas' follows strict Anti-Bullying guidelines, as laid down by the Diocesan Catholic Schools Office.*

This statement, taken directly from the school website, clearly articulates the school's position in terms of anti-bullying. In any instance where bullying behaviour occurs the 'Anti-bullying Policy for Diocesan Systemic Schools' is followed as outlined in the school policy.

Through PDHPE lessons, as well as other instances that occur, teachers take the opportunity to talk to the children about what bullying is, types of bullying including cyberbullying, the role of the bystander and what to do when others are doing and saying things that they don't like or makes them feel unsafe.



As a PBL school, acceptable behaviours as well as the tools to deal with challenging social situations, are explicitly taught. This empowers the children to be proactive in social situations and gives everyone involved; children, teachers and parents a common language to deal with situations as they arise, often defusing a situation before it escalates.

### **Complaints and Grievances Policy**

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The school has a Complaints Handling and Grievances Policy in line with the Complaints Handling and Grievances Policy and Procedures for Diocesan Systemic Schools. Complaints and Grievances are dealt with ensuring the dignity, confidentiality and respect for all involved. The class teacher is usually the first person who parents contact if they have a concern and this can then be discussed or referred on to the Principal or Assistant Principal. Our Schools Consultant from the Catholic Schools Office is kept informed of any complaint or grievance and additional support is sort where necessary. Any Complaints and Grievances that need to be escalated beyond the school level are referred directly to the Catholic Schools Office.

### **Initiatives Promoting Respect and Responsibility**

The schools focus on Wellbeing and Pastoral Care promotes respect and responsibility throughout the community. There are a myriad of new initiatives and on-going policies, procedures and programmes as reflected in the School Improvement Plan. The importance placed on these initiatives continues to be clearly reflected through *Wellbeing and Pastoral Care*, being one of the three domains in the Annual School Improvement Plan.

In 2014 the second component of *KidsMatter* commenced with the focus on Social and Emotional learning. This area will continue to be a focus in 2015, further equipping teachers to explicitly teach the skills to build social and emotional wellbeing and resilience amongst the children. Programmes to build social and emotional learning that occur at St Thomas' include Rock and Water, Resilience Doughnut, PBL lessons and Kinder Buddies.

Student leadership was a significant highlight in 2014. The Year 6 cohort showed strong leadership, especially in their management of the Student Representative Council (SRC). The SRC met twice a term to discuss issues that had been expressed by their class group in their class meeting. Class representatives who attended the SRC meetings were selected for the term. Every class was skilled in conducting a class meeting by the school captains at the beginning of the year. This gave the students a voice and the opportunity to discuss solutions to the problems that were presented, including playground rosters for stage groups to share the playground, specific areas for particular games as well as feedback to staff about their observations of the playground.

Each year 6 student had a leadership role with specific responsibilities as well as opportunities to make suggestions to further enhance their role. This on-going initiative, developed over the past three years, has promoted respect and responsibility among the group.

Respect and responsibility is encouraged for all students at St Thomas' for the children as learners as well as members of a school and parish community. One of the ways that this is demonstrated is through the fundraising that occurs within the school community and the awareness raising that occurs through these initiatives. The school was involved in fundraising for organisations such as Caritas, Giant Steps, Catholic Missions, and the parish twined with our parish: Parish of Letefoho, Timor Leste.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

In 2014 the school:

- Purchased and used *KidsMatter* resources in classrooms to establish consistent social and emotional wellbeing practices;
- trained a staff member as a *resilience doughnut* presenter and ran the program for three targeted class groups;
- Improved the provision of PBL through whole school understanding and alignment so that behaviour expectations are clear and consistent;
- Included school captains in the PBL Team to increase student voice;
- Developed Scope and Sequences for the new English and Mathematics Syllabi;
- Improved the school average in the areas of Reading / Comprehension on the NAPLAN tests;
- Continued differentiated writing groups with the focus on point of need small group instruction in Years 3 & 5;
- Improved student understanding of Church protocols;
- Achieved a highly successful SRC that identifies their mission with the school Mission and Vision statements;
- Established four EMU intervention groups across Years 1 and Year 2; and
- Established a teacher mentor program for Mathematics intervention in Year 2 and Year 3

### Priority Key Improvements for Next Year

In 2015 the school improvement goals are:

- To immerse students in rich contemporary prayer and liturgical experiences through working with the St Thomas' Liturgy Team and staff;
- To develop students' ability to set, reflect on and evaluate their own articulated learning goals in Mathematics and English;
- To increase the range and quality of task differentiation to better meet the needs of students K - 6.
- That by the end of 2015 above 90% of both parents and students have an awareness that

St Thomas is a PBL/*KidsMatter* School

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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Response to the new newsletter format, the electronic sign and the improved website has been extremely positive. Parent formal and informal communications with staff have been of a very complimentary nature. Parent in-class engagement has significantly increased over the last twelve months, increasing parent knowledge of the nature of the classroom while providing additional support for teachers and students.

### **Student Satisfaction**

Student informal communication about St Thomas' School is very positive. The rich excursion experiences being run for all classes are a highlight for students.

In preparation for Student Representative Council (SRC) meetings class meetings are held in all classes. Each class then appoints two representatives to attend the term SRC meeting. The class meetings being held to discuss matters of student concern, in relation to living St Mary of the Cross MacKillop's motto 'Never see a need without doing something about it', have provided a real sense of ownership and control for all students. The issues raised have resulted in permanent changes to St Thomas.

The provision of information technology across the school has resonated well with the students. They have access to desktops, laptops and ipads.

### **Teacher Satisfaction**

When the 2014 School Improvement Plan was evaluated with staff they indicated that:

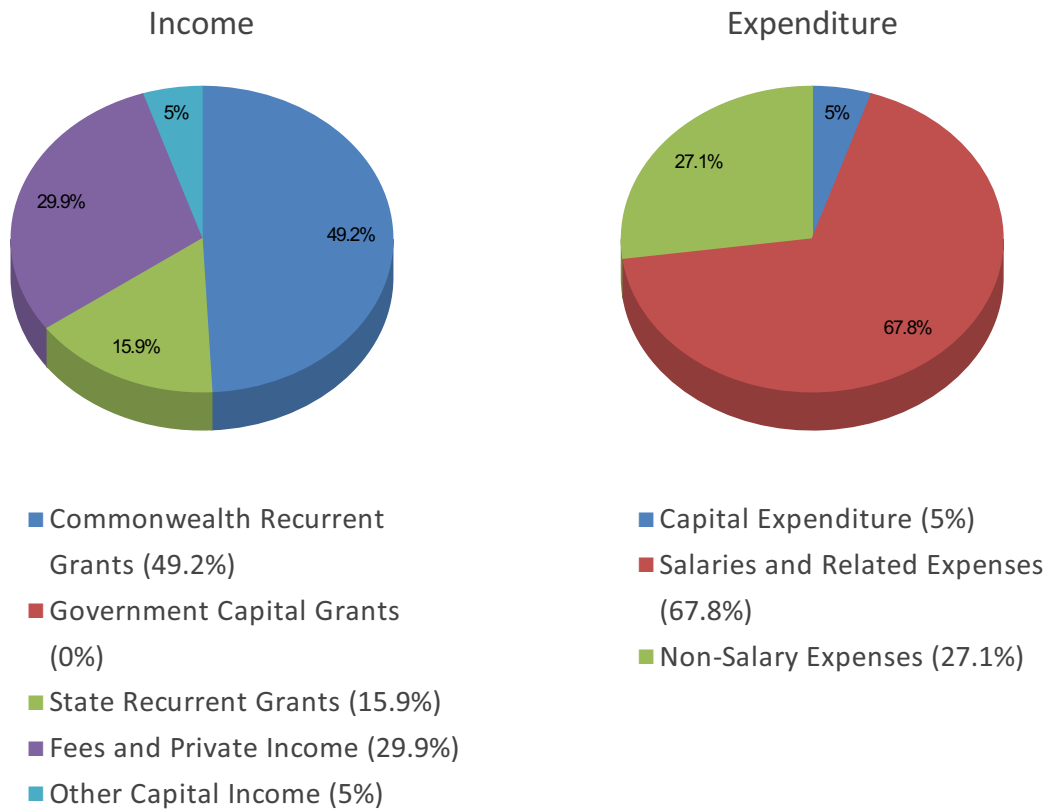
- They are happy with the quality and amount of professional development they receive;
- The spirituality day in Term 3 was a wonderful spiritual experience;
- They feel supported in the work they do with families; and
- Pastoral care offered through meals, celebrations together and opportunities to plan together as a grade group has helped them professionally.

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## SECTION ELEVEN: FINANCIAL STATEMENT

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Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,942,767
Government Capital Grants	\$0
State Recurrent Grants	\$626,800
Fees and Private Income	\$1,181,031
Other Capital Income	\$199,120
<b>Total Income</b>	<b>\$3,949,717</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$176,626
Salaries and Related Expenses	\$2,381,253
Non-Salary Expenses	\$953,260
<b>Total Expenditure</b>	<b>\$3,511,139</b>