

# 2024

## ANNUAL SCHOOL REPORT



### **St Thomas' Catholic Primary School**

2 Horsley Avenue, WILLOUGHBY 2068

Principal: Mrs Enrica Bova

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

## About this report

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St Thomas' Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. 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 at local school level and 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 also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

The 2024 school year proved to be a year of new learning and faith opportunities at St Thomas Catholic Primary School.

Our school's remodelling project was completed with all students learning in new vibrant sun filled classrooms. Our classrooms are places where children are engaged in explicit teaching practices which optimises student engagement and learning.

St Thomas staff participated in professional learning opportunities to meet the changing requirements of the new English and Mathematics curriculum. Building staff capacity and understanding of curriculum reform led to the refinement of the way staff presented the curriculum to our students.

A central focus for our school is the focus on Religious Education and the building of a thriving Catholic community. St. Thomas has a history of strong partnership with our parish and the 2024 school year continued to strengthen these important bonds. Throughout the year the children and families participated in liturgies and celebrations that brought people together to deepen and celebrate their faith.

### Parent Body Message

The 2024 school year at St. Thomas showcased a multitude of achievements and opportunities for parents to be actively involved in making a positive impact on the school community.

Parents were provided with a range of occasions to participate in school events, the athletics and swimming carnivals, as well as coordinating social events such as Mother's Day, Grandparent's Day, Father's Day and the school disco. Highlights such as the St Thomas Art & Craft Show and the school musical 'Go for Gold' brought joy and excitement to families.

The visible presence and welcome extended by the school leadership team at the front gate each morning, along with the approachability and responsiveness to queries and concerns by the teaching staff also contribute to a strong sense of community and partnership among parents.

The support and active participation provided to the parents at St. Thomas Catholic Primary School continues to truly make a difference in creating a vibrant and nurturing learning environment for all stakeholders.

### **Student Body Message**

Being a school leader provided us with many opportunities to lead in a positive manner engaging with all students from Kindergarten to Year 6.

Leading the school assemblies, assisting at school events and bonding with our Year One 'buddies' were all ways we were called upon to be role models.

We like how the teachers make learning fun and challenging so that we can be active partners in our learning growth.

At St Thomas we can make new friends, enjoy our time on the playground and have the opportunity to attend exciting events such as the family movie night and the school disco.

## School Features

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St Thomas Catholic Primary School is a Catholic systemic co-educational school with the Diocese of Broken Bay. St Thomas Catholic Primary School is embedded within the Catholic Parish of the Lower North Shore under the spiritual pastoral care of our parish priest. The school caters for students from Kindergarten to Year 6.

St Thomas Catholic Primary School opened in 1928 and was staffed and administered by the Sisters of St Joseph of the Sacred Heart until 1979. Since that time the school has been run by lay principals and staff. St Thomas has offered catholic education in the local community for 94 years.

St Thomas Catholic Primary School offers rich learning programs from Kindergarten to Year 6. Class teachers work collaboratively with specialist teachers and parents to support each child in his or her development in terms of ability and needs. The focus in the early years is on building foundations in literacy and numeracy within a caring and consistent social and learning environment. Teaching and learning programs are outcomes-based, providing learning experiences that cater for individual needs.

The integration of technology enhances learning, and students have access to a variety of digital devices. Students at St Thomas Catholic Primary School have varied opportunities to showcase their academic, creative and sporting talent at school events, before invited guests, at local venues, at combined school carnivals and various competitions. Physical activity is varied with students having the opportunity to develop skills in athletics, dancing, team building games and gymnastics.

## Student Profile

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
166	166	81	332

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2024 was 92.80%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.30	93.20	94.00	91.90	90.80	93.80	92.30

## 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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	22
Number of full time teaching staff	17
Number of part time teaching staff	5
Number of non-teaching staff	3

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.



## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

St Thomas Catholic Primary School strives to be a genuine Catholic community of students, parents and teachers, working in partnership with the Catholic Parish of Lower North Shore learning to love Jesus and live by His values in the tradition of the Sisters of St Joseph of the Sacred Heart. The St Thomas Catholic Primary School community embraces the values of the Diocese of Broken Bay.

The Religious Education program together with regular celebrations of prayer, Sacraments and liturgy, seeks to strengthen the faith of students and encourages and motivates them to respond to the needs of others and be active participants in the life of the Church. Our partnership with the parish and families was strengthened through the work of the Parent Engagement Coordinator. Outreach to the wider community was achieved by staff and students. Families donated to Caritas' Project Compassion along with other social justice initiatives.

The teachers at St Thomas Catholic Primary School encourage students to engage with their faith and foster an environment of trust and hope, to facilitate the growth of faith grounded in the person of Jesus Christ. Opportunities for faith formation for staff, focused on the Eucharist and tradition witnessed within the Mass.

## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 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.

At St Thomas Catholic Primary School we believe that students learn best when the curriculum is relevant and challenging. Teaching programs motivate and cater for the diverse needs of all students. We encourage students to strive for individual excellence and to achieve their personal best.

The staff is committed to continuous improvement of teaching and learning, in all facets of the school curriculum. Particular features of the school curriculum initiatives include:

- Staff from each stage working collaboratively with specialist staff to develop, refine and deliver class programs to enhance the learning skills of all students
- Kindergarten to Year 6 implemented newly developed NESA English and Mathematics curriculum
- Identified groups from Kindergarten to Year 6 supported by specialist teachers and Learning Support Assistants (LSAs)
- K-6 Japanese language program facilitated by a specialist language teacher
- K-6 music program facilitated by a specialist teacher
- K-6 STEM program facilitated by a specialist teacher
- Use of contemporary technology to enhance teaching and learning
- All students participated in dance, athletics, sport skills and gymnastics
- Creative play and movement encouraged on the playground with the use of play equipment
- Students from Kindergarten to Year 6 participated in a school public speaking competition. Year 6 winner participated in a Diocesan Year 6 public speaking competition
- Students from Years 1 to 6 participated in NSW Education Standards Authority (NESA) 'Write On' competition
- Students from Years 4,5 and 6 participated in Maths Olympiad and Tournament of the Minds
- The provision of parent workshops on K-2 English syllabus, helping students read at home
- K-6 Positive Behaviour for Learning embedded in all classes

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Thomas' Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	83%	54%
	Reading	94%	66%
	Writing	100%	77%
	Spelling	86%	61%
	Numeracy	94%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	94%	65%
	Reading	100%	71%
	Writing	88%	67%
	Spelling	81%	68%
	Numeracy	94%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). 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 [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

## 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

The positive partnership created between home and school continues to be valued at St Thomas.

Parents described their satisfaction at feeling welcomed and informed and acknowledged the school as supporting students in their learning by setting high expectations and encouraging them to do their best. Parents also indicated from the information gathered that their child feels safe at school and there is appropriate communication between home and school.

### Student satisfaction

A high degree of student satisfaction exists at St Thomas as indicated in the information collected in the student voice assemblies. Data affirms that the school is a place where students feel safe and supported. Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Many students also identified that they have friends at school they can trust and who encourage them to make positive choices. Students have a positive sense of belonging at and believe that education is important. They feel that their faith and talents are nurtured.

### Teacher satisfaction

At St Thomas teacher morale and professionalism continues to be high. Observation and communication between staff demonstrate they work in a happy, supportive and inclusive environment supported by the school leadership team. Staff collaborate in developing learning opportunities, data informed practice and set challenging and visible learning goals for their students.

Teachers value the opportunities to experience a variety of prayer and liturgy and acknowledge the support given to gain an appreciation of the Catholic Faith. The staff spirituality day provided an experience for faith formation and a personal encounter with the Eucharist.



## Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,693,658
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$335,196
Fees and Private Income <sup>4</sup>	\$1,842,856
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$237
<b>Total Income</b>	<b>\$4,871,948</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$733,765
Salaries and Related Expenses <sup>7</sup>	\$4,067,260
Non-Salary Expenses <sup>8</sup>	\$1,745,063
<b>Total Expenditure</b>	<b>\$6,546,089</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT