



2025

ANNUAL SCHOOL REPORT



St Thomas' Catholic Primary School

2 Horsley Avenue, WILLOUGHBY 2068

Principal: Mrs Enrica Bova

Web: www.stwdbb.catholic.edu.au

About this report

St Thomas' Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (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

Principal's Message

The 2025 school year was marked by rich learning experiences and meaningful faith-forming opportunities at St Thomas Catholic Primary School.

St Thomas' vibrant learning environments support high-quality, explicit teaching practices that foster deep engagement and strong academic growth.

Throughout the year, St Thomas staff engaged in ongoing professional learning to respond to the evolving expectations of the new English and Mathematics curriculum. By strengthening staff expertise and deepening their understanding of curriculum reform, we refined the ways in which learning is delivered to ensure clarity, consistency, and improved outcomes for all students.

Our commitment to Religious Education and nurturing a flourishing Catholic community remained central to our mission. St Thomas has long valued its strong connection with our parish, and in 2025 these important partnerships continued to grow. Students and families came together throughout the year to participate in liturgies and celebrations that strengthened relationships, enriched our communal life, and deepened our shared faith.

Parent Body Message

The 2025 school year at St Thomas was marked by numerous achievements and a wide range of opportunities for parents to contribute meaningfully to the life of our school community.

Families were invited to engage in many aspects of school life, from major events such as the athletics and swimming carnivals to the community gatherings including Mother's Day, Father's Day, Grandparent's Day and the popular school disco. Signature occasions like the St Thomas Art & Craft Show and our school end of year Christmas performance added excitement and joy, drawing our community together in celebration.

A strong sense of partnership continued to be fostered through the daily visibility of the school leadership team welcoming families at the front gate each morning. The openness and responsiveness of our teaching staff to parent questions and concerns further strengthened trust and connection within our community.

The commitment, involvement, and generosity of parents at St Thomas Catholic Primary School continue to play a vital role in shaping a vibrant, supportive, and nurturing learning environment for every member of our community.

Student Body Message

Being school leaders has given us many opportunities to make a positive contribution to our school by connecting with students from Kindergarten to Year 6.

We have enjoyed taking on responsibilities such as leading assemblies, helping at school events, leading Open Day tours and spending time with our Year One buddies—each experience reminding us of the importance of being strong role models for others.

We value how our teachers make learning both enjoyable and challenging, encouraging us to take an active role in our own learning journey.

At St Thomas, we are able to form new friendships, enjoy our time on the playground, and take part in exciting activities like the family bingo nights and the school disco.

Our faith has grown stronger through the years and so has our love for this school.

School Features

St Thomas Catholic Primary School is a co-educational Catholic systemic school within the Diocese of Broken Bay. Located in the Catholic Parish of the Lower North Shore, the school is supported by the spiritual and pastoral leadership of our parish priest. We provide education for students from Kindergarten through to Year 6.

Established in 1928, St Thomas was originally staffed and led by the Sisters of St Joseph of the Sacred Heart, who served the community until 1979. Since then, dedicated lay principals and staff have continued their mission. Across its history, St Thomas has remained committed to offering high-quality Catholic education to the local community.

Our school provides rich and engaging learning programs from Kindergarten to Year 6. Class teachers work closely with specialist teachers and families to ensure each student is supported according to their individual strengths and needs. In the early years, priority is placed on building strong foundations in literacy and numeracy within a nurturing and consistent learning environment. All teaching programs are high quality, evidence based and designed to cater for diverse learners.

Technology is integrated across the curriculum, with students having access to a range of digital tools that support learning. Students at St Thomas have many opportunities to demonstrate their academic, creative, and sporting abilities—whether at school events, parish gatherings, local venues, combined carnivals, or various competitions. Physical activity is broad and inclusive, enabling students to develop skills in athletics, dance, 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 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
144	133	74	277

* 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 2025. 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 2025 was 93.96%. 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
94.33	95.05	93.44	94.85	93.33	91.32	93.54

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 Department of Education 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

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	29
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	7

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	2
Provisional Teachers	4
Proficient Teachers	16

Catholic Identity and Mission

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 [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes 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 is committed to nurturing a vibrant and faith-filled Catholic community of students, staff, and families in partnership with the Catholic Parish of the Lower North Shore. Guided by the teachings of Jesus and inspired by the legacy of the Sisters of St Joseph of the Sacred Heart, our school continues to reflect the mission and values of the Diocese of Broken Bay.

Through a rich Religious Education program, together with regular prayer, liturgical celebrations, and the Sacraments, our school strives to strengthen students' faith and inspire a spirit of compassion and service. Our strong relationship with the parish and families was further enriched through the valuable work of the Parent Engagement Coordinator, who provided opportunities for students and parents to participate in a variety of activities that highlighted and celebrated the Jubilee Year of Hope, strengthening community spirit and active engagement. Staff and students also reached out to the wider community, with families giving generously to Caritas' Project Compassion and other social justice initiatives.

Teachers at St Thomas Catholic Primary School continue to guide students in exploring and deepening their faith within an environment shaped by trust, hope, and respect grounded in the teachings of Jesus Christ. Staff were also offered meaningful opportunities for spiritual growth throughout the year, with professional and faith formation experiences that further reflected the themes of the Jubilee Year of Hope.

Curriculum, Learning and Teaching

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 students thrive when learning experiences are meaningful, engaging, and appropriately challenging. Our teaching programs are designed to motivate learners and respond to the diverse strengths and needs of every child. We encourage students to aim high, pursue excellence, and achieve their personal best.

Our staff remains dedicated to continually enhancing teaching and learning across every aspect of the curriculum. Key curriculum initiatives that shaped our practice include:

- Collaborative planning between stage teams and specialist teachers to design, refine, and deliver programs that strengthen student learning outcomes.
- Full implementation of the newly developed NESA English and Mathematics curriculum from Kindergarten to Year 6.
- Targeted intervention and learning support for identified students K–6 delivered by specialist teachers and Learning Support Assistants (LSAs).
- A comprehensive K–6 Japanese language program taught by a specialist language teacher.
- A whole-school music program from Kindergarten to Year 6 guided by a specialist music teacher.
- A dedicated K–6 STEM program facilitated by a specialist teacher to promote problem-solving, creativity, and innovation.
- Integration of contemporary digital technologies to enrich teaching practices and deepen student engagement.
- Opportunities for all students to participate in dance, athletics, sport skills programs
- Encouragement of creative play and physical movement through the use of playground equipment.
- A school-wide public speaking competition for K–6, with the Year 6 winner advancing to the Diocesan public speaking finals.
- Participation from Year 1 to Year 6 students in the NESA Write On writing competition. Stage One student was awarded a Bronze Award for their text.

- Engagement of students in Years 4, 5 and 6 in enrichment opportunities such as the Maths Olympiad and Tournament of Minds. Tournament of the Minds Team were selected for State final.
- Parent workshops focused on the K–2 English syllabus, including strategies for supporting reading at home.
- Consistent implementation of Positive Behaviour for Learning (PBL) across all classes from Kindergarten to Year 6.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	85%	54%
	Reading	93%	66%
	Writing	75%	76%
	Spelling	83%	62%
	Numeracy	91%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	89%	63%
	Reading	70%	73%
	Writing	64%	65%
	Spelling	79%	69%
	Numeracy	86%	69%

Pastoral Care and Student Wellbeing

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 2025.

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 significant changes made to this policy in 2025.

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 2025 to reflect new system processes.

Community Satisfaction

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 strong partnership between home and school continues to be deeply valued at St Thomas. Our active and positive Parent Engagement Network plays a key role in strengthening this connection, offering ongoing support to the school and fostering a welcoming culture for all families.

Parents shared that they feel welcomed, well-informed, and confident that the school supports their children's learning through high expectations and encouragement to achieve their best. Feedback also indicated that families believe their children feel safe at school and that communication between home and school is clear, timely, and effective.

Additionally, parents expressed excitement and optimism about welcoming the students and families of St Philip Neri into the St Thomas community as part of the 2026 amalgamation.

Student satisfaction

A high level of student satisfaction is evident at St Thomas, as shown through feedback gathered during our Student Voice assemblies. Students consistently expressed appreciation for their amazing friends and kind teachers, highlighting the strong relationships that support learning and wellbeing.

When asked how safe and supported they felt at school, students shared that they feel very safe and well supported, reinforcing that St Thomas provides a secure and caring environment. They also indicated that students and teachers show respect for one another, noting that everyone is treated fairly and kindly.

Many students reported that they have trusted friends who encourage them to make positive choices. They described a strong sense of belonging and agreed that the school promotes independence and student voice through a democratic, respectful approach. Students also affirmed that their education is valued, their talents are recognised, and their faith continues to grow in meaningful ways.

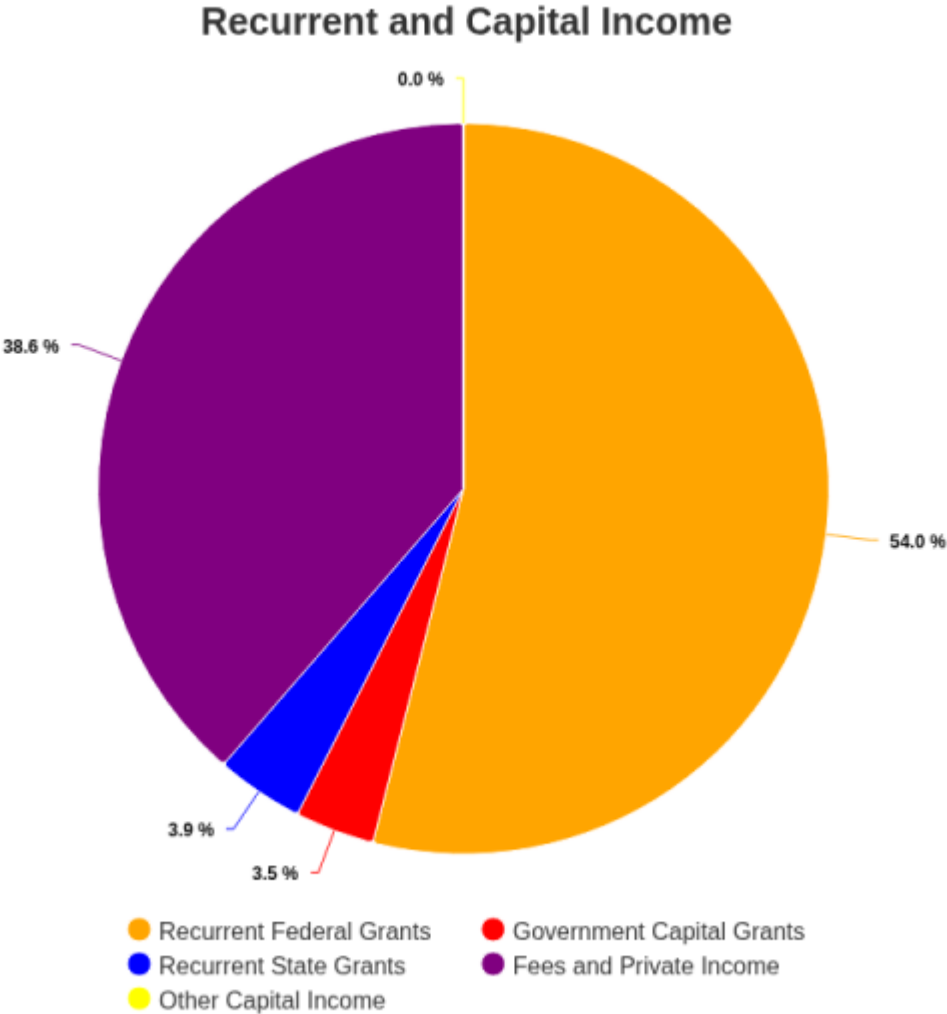
Teacher satisfaction

At St Thomas, teacher morale and professionalism remain consistently strong. Observations and ongoing communication show that staff work within a positive, inclusive, and supportive environment, guided effectively by the school leadership team. This year also saw the introduction of middle leaders, who worked alongside teachers in classrooms to provide targeted support on mutually agreed focus areas. Their contribution helped enrich professional practice and strengthen consistency across teaching and learning.

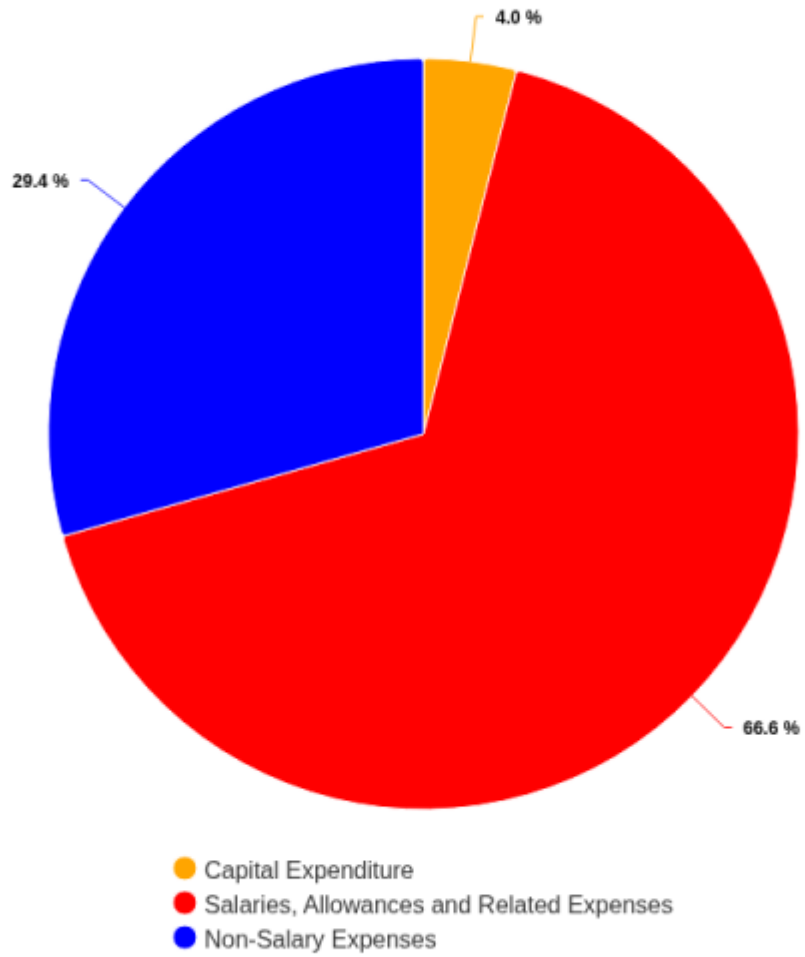
Teachers continued to collaborate closely to design rich learning experiences, use data to inform their decisions, and set clear, challenging, and visible learning goals for students. Staff also value the many opportunities for prayer, liturgy, and faith development offered throughout the year. A highlight was the Pilgrimage of Hope, which provided a meaningful experience of spiritual reflection and deepened staff commitment to their shared mission.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT