



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST THOMAS AQUINAS PRIMARY SCHOOL
NORLANE**

2019

REGISTERED SCHOOL NUMBER: 1525



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E NUMBER	1177

Minimum Standards Attestation

I, Rodney Sims, attest that St Thomas Aquinas Primary School, is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

02 April 2020

Our School Vision

At St Thomas Aquinas Catholic Primary School, we aim to empower children in their learning for life and to develop skills necessary to face challenges with hope, faith and resilience.

We journey together as a faith community valuing our Catholic identity.

Children are the heart of our community and we support parents to become actively involved in their children's learning.

We value opportunities for learning and reflection that challenge us to aspire to individual excellence.



School Overview

St Thomas Aquinas Primary School is the Catholic primary school in the parish of Norlane. Norlane is a northern suburb of Geelong that faces many challenges. Unemployment and under-employment, social and addiction issues make life difficult for many in the area. The St Thomas Aquinas community is not immune to these issues.

With an ICSEA of 923, a Socio-Economic Score of 73 and with almost 70% of students in the bottom quartile, many families at St Thomas Aquinas face significant challenges. With this in mind, the school community works tirelessly to be as inclusive as it can be and to provide connections between families and services within the community. St Thomas Aquinas School prides itself on its outreach work with the families of the school. With welfare being an important part of children's social and emotional wellbeing, the school, through its arrangements with various agencies, provides a range of services to support families in need.

St Thomas Aquinas strives to provide a safe and secure environment for our children and families. We offer a comprehensive Catholic education through offering rich experiences and opportunities that may not otherwise be accessible to our families. We are now seeing an increasing evangelization within our school community.

St Thomas Aquinas has a diverse student population and celebrates the things that make us similar and the things that make us different. The school values the cultures and the experiences of its community and seeks to build strong relationships with all in its community.

The school has recently upgraded facilities that enable contemporary learning and teaching to take place. The school community takes pride in the school's physical environment and utilizes all areas to support learning for its children.

The school is committed to providing the children of Norlane with the support they need and opportunities in learning, wellbeing and faith development to ensure that they are successful participants in society. The school is committed to working in partnership with families and the wider community to provide outstanding learning opportunities for its students.

Principal's Report

Dear Parents and Friends of St Thomas Aquinas Primary School, Norlane,

I am pleased to present the 2019 Annual Report to the School Community. St Thomas Aquinas is a wonderfully dynamic school community which is well-supported by you all. I acknowledge the Wadawurrung people the traditional custodians of the land on which St Thomas Aquinas rests and pay my respects to their elders – past, present and future.

In 2019, St Thomas Aquinas underwent its cyclical review process. The school satisfied the requirements of the Victorian Registration and Qualifications Authority and had its Child Safe policies and practices reaffirmed. The 2019 School Review provided valuable feedback on current practices and some directions for future development of the school.

I acknowledge the professional, dedicated staff members who work tirelessly to provide excellent learning opportunities for your children. The professionalism of the teaching staff, supported by caring learning support officers, has created a community where learning is central and each child is valued.

I am thankful for the support of our parent community. The partnership the school has with its families is without peer. The trust parents place in the school and the way parents take pride in their children's school is exemplary.

I wish to thank our Parish Priest, Fr Ray Zammit M SSP, and the wider parish community for their support of Catholic education within Norlane. We have worked to build authentic connections between the school and parish communities and I see this as an important development within our community.

I am grateful for the support of Catholic Education Melbourne, both the Western Region Office and the Central Office, and the Catholic Education Commission of Victoria in supporting St Thomas Aquinas in our unique mission within the Church. I value the professionalism and support of staff, particularly those in the Western Region Office.

Finally, I want to thank the wonderful children we have the pleasure to work with. It isn't always easy but you are the reason we are all here. I thank you for your learning, your care for each other and your respect for our staff.

This annual report reports on the five dimensions of Catholic education. The rest of this report covers these areas. I ask you to read through and come forward if you have any questions.

Rodney Sims

Principal

Parish Priest's Report

Dear Friends

This year's Annual Report is yet another success story for the School. Essentially our missionary mandate is to provide an education that enhances and develops the human dignity of our students. This is a task of social justice and must remain our main focus.

"Better to illuminate than merely shine" - a quote from St Thomas Aquinas – inspires a constant deepening of our commitment to mission. We are to look after the light, who is Christ, within us, allowing it to shine. This is what, then, impels us to illuminate, sharing that light with one another. Indeed, every work of justice is necessarily expressed in mission.

Grounded in our Catholic faith, the School has continued to develop its pedagogical processes so that student needs are more adequately addressed. In its own way, this impacts positively on the sense of community. As students are encouraged to strive for excellence, they embark on a journey of personal growth. A growing representation of all stakeholders has led to a marked impact on the wider community. The increasing enrolment and parent participation testify to this.

Throughout 2019, different programs and initiatives have been embraced. For the staff, too, this has meant more personal and professional development. We are all committed to constantly improve the services the School offers for the good of our students and their families.

The building has continued to develop. Stage Two of the Refurbishment was completed and this has included development of the outside areas as well. It is gratifying to see the students so proud and caring for their new environment.

I thank all members of Staff for their dedication and commitment. We are challenged to be better people by allowing the Gospel to take over our lives. Centred in Christ, we can be confident that we will continue to move forward.

Fr Ray Zammit mssp

Parish Administrator

Education in Faith

Goals

To further develop a living Catholic culture which encourages people to come closer to God and to live out the Gospel values in today's world.

Intended Outcomes

That members of the school community will be able to explicitly make links between faith and life.

Achievements

The addition of an experienced Religious Education Leader with minimal classroom duties allowed for the Catholic Identity to continue to grow considerably in the St Thomas Aquinas Community in 2019.

Coupled with this growth in Catholic Identity was the development of the Religious Education Framework to support the Learning and Teaching model in Religious Education. The decision to move Religious Education to a 'stand alone' Learning Area, as opposed to one that was taught through a 'Faith Life Inquiry' model, gave teachers the opportunity to explicitly teach the Knowledge and Understanding components of the Religious Education dimension.

Teachers' confidence and knowledge of Religious Education strategies were strengthened during Facilitated Planning sessions that were regularly led by the Religious Education Leader. Teaching staff were encouraged to begin their Accreditation to Teach Religious Education through Post-Graduate avenues and four of our classroom teachers were supported in this endeavour throughout 2019.

Meaningful learning experiences were offered to our students and community through visits to Our Lady Ta'Pinu Shrine in Bacchus Marsh for the Journey of the Stations of the Cross for our Senior students as well as a rich Stations of the Cross experience for the remaining students on-site during our Lenten period.

Our Sacramental program continued to prepare our Catholic Students to enter further into their Faith journey through comprehensive learning programs that saw our students be fully prepared in the Sacraments of Baptism, Penance and Eucharist.

Our Religious Education Learning Program is highlighted by 'Action Learning' where students groups and classes are encouraged to form an action in the light of Social Justice. With The notion that students are learning to be empathetic followers of Christ.

VALUE ADDED

Our success in building Catholic Identity in our community is highlighted in the graph below that states in Domain 7.1 that we have a higher than sector average in gathering for religious events. This has been a purposeful effort by our school in lifting the profile of our Religious Dimension in celebrating the sacred.

Domain 7: Catholic identity	School Positive % (n=13)	CEM average PRI school comparison (n=8,679)	Response distribution (% of Likert scale)					School Positive % (n=13)	Response distribution by student's year-level and gender							
			●	●	●	●	●		Prep (n=3)	Year 1 (n=4)	Year 3 (n=4)	Year 5 (n=1)	Year 6 (n=1)	Female (n=6)	Male (n=6)	N/S (n=1)
			Negative				Positive									
7.1 In the past year, how often have you participated in a religious event, such as a class or school prayer service or Mass?	51%	70%	11%	11%	28%	37%	14%	51%	*	*	*	*	*	40%	67%	*
7.2 How much emphasis is placed on the Catholic ethos of your child's school?	31%	24%	46%	0%	23%	15%	15%	31%	*	*	*	*	*	33%	33%	*
7.3 To what extent is respect for the Catholic religion emphasised at your child's school?	54%	86%	0%	15%	31%	38%	15%	54%	*	*	*	*	*	50%	67%	*
7.4 To what extent is respect for religious belief in general emphasised at your child's school?	62%	91%	0%	15%	23%	46%	15%	62%	*	*	*	*	*	50%	83%	*
7.5 How well do you understand the Catholic ethos underpinning the policies and practices of the school?	54%	86%	0%	15%	31%	38%	15%	54%	*	*	*	*	*	33%	83%	*
7.6 How well do you understand the Catholic ethos underpinning the policies and practices of the school?	54%	65%	8%	8%	31%	46%	8%	54%	*	*	*	*	*	33%	67%	*

In Domain 14.13 we celebrate our score of 80%, 13 points higher than the sector in regards to 'the school's professional learning experiences this year assisted you in contributing to the Catholic Ethos of this school'. As mentioned, the teachers have benefitted from targeted and relevant planning opportunities that have built efficacy and knowledge when delivering a Religious Education Learning program.

Domain 14: Catholic Identity	School Positive % (n=33)	CEM average school comparison (n=13,985)	CEM PRI average school comparison (n=7,712)	CEM SEC average school comparison (n=5,627)	Response distribution (% of Likert scale)					School Positive % (n=33)	Response distribution by role and gender				
					● Negative	●	●	●	● Positive		Teaching (n=21)	Non-teaching (n=12)	Female (n=25)	Male (n=3)	N/S (n=5)
	72%	78%	78%	78%	2%	3%	23%	48%	24%	72%	72%	-	*	-	*
14.1 How often does the principal invite discussion on the Catholic ethos of the school?	55%	59%	59%	59%	5%	0%	40%	45%	10%	55%	55%	-	*	-	*
14.2 How clearly does the principal communicate the Catholic ethos underpinning the policies and practices of the school?	70%	78%	75%	82%	5%	0%	25%	45%	25%	70%	70%	-	*	-	*
14.3 How clearly do you understand the Catholic ethos underpinning the policies and practices of the school?	75%	82%	81%	84%	0%	5%	20%	40%	35%	75%	75%	-	*	-	*
14.4 To what extent does the principal share his or her faith perspective?	75%	71%	67%	76%	5%	0%	20%	60%	15%	75%	75%	-	*	-	*
14.5 To what extent does the principal create an atmosphere of trust for others to share their faith perspectives?	85%	74%	74%	74%	5%	0%	10%	55%	30%	85%	85%	-	*	-	*
14.6 To what extent does the principal encourage staff participation in faith and religious formation?	75%	81%	79%	83%	5%	0%	20%	45%	30%	75%	75%	-	*	-	*
14.7 How engaged is the principal in encouraging the integration of Religious Education with other curriculum areas?	70%	70%	76%	62%	5%	5%	20%	45%	25%	70%	70%	-	*	-	*
14.8 How often does prayer take place at community events such as staff meetings, school assemblies, and parent gatherings?	60%	95%	94%	96%	0%	5%	35%	45%	15%	60%	60%	-	*	-	*
14.9 To what extent is respect for the Catholic religion emphasised at your school?	90%	89%	89%	88%	0%	0%	10%	55%	35%	90%	90%	-	*	-	*
14.10 To what extent is respect for religious belief in general emphasized at your school?	80%	85%	85%	84%	0%	0%	20%	45%	35%	80%	80%	-	*	-	*
14.11 How important is staff participation in prayer in this school?	70%	82%	85%	78%	0%	0%	30%	50%	20%	70%	70%	-	*	-	*
14.12 How important is staff leadership of prayer in this school?	55%	79%	78%	80%	0%	10%	35%	35%	20%	55%	55%	-	*	-	*
14.13 To what extent have the school's professional learning experiences this year assisted you to contribute to the Catholic ethos of the school?	80%	67%	67%	66%	0%	5%	15%	60%	20%	80%	80%	-	*	-	*
14.14 To what extent are the Catholic Church's liturgical seasons woven throughout the school year?	80%	80%	83%	76%	0%	5%	15%	50%	30%	80%	80%	-	*	-	*
14.15 How often does your school make time to pray in rich and meaningful ways?	60%	83%	84%	83%	0%	5%	35%	50%	10%	60%	60%	-	*	-	*

Learning & Teaching

Goals

To provide a differentiated curriculum that enables all students to progress in the areas of English, Mathematics and STEM

Intended Outcomes

- **STUDENT ENGAGEMENT:** Teachers will base their learning and teaching on student readiness, interest and learning.
- **INTERVENTION:** All students' needs are identified through targeted assessment and data analysis which allows for intervention procedures to take place, when necessary.
- **VISIBLE LEARNING:** Both students and teachers can articulate learning and steps required for progression
- **FORMATIVE ASSESSMENT:** Teachers and students understand how to interpret and use collected evidence to plan for future learning

Achievements

In 2019, the school appointed some experienced teacher leaders to support student learning and staff professional capacity. They included:

- F – 2 Learning Leader
- 3 - 6 Learning Leader
- Learning Diversity Leader
- Speech Pathologist
- Religious Education Leader
- Student Wellbeing Leader
- Family School Community Partnership Leader

We also continued initiatives such as:

- Sustaining of the St Thomas Aquinas Mentoring Program (STAMPS) to our junior children. This is an individual literacy assistance and early intervention program using volunteers from our parent's body and community three mornings a week.
- Continued implementation of LLI (Levelled Literacy Intervention). This program is aimed at years 2, 3 and 4 students who require additional literacy assistance.

Ongoing explicit and facilitated planning has lifted the quality of teaching and learning within the school. Teachers plan for a day per week, led by leaders of learning and teaching. These

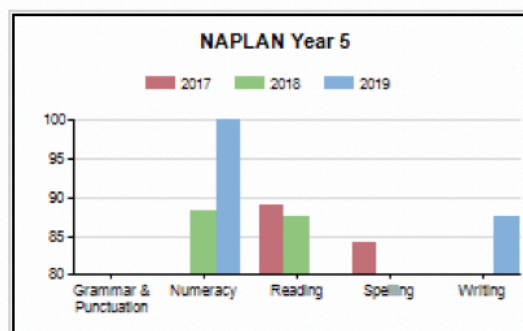
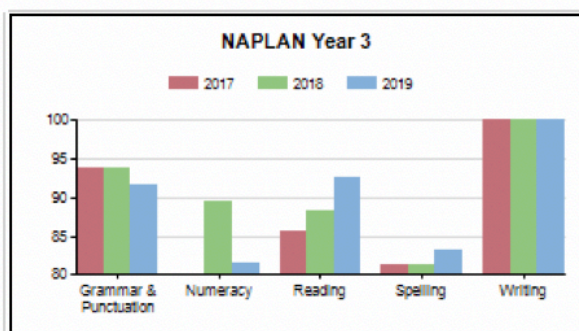
STUDENT LEARNING OUTCOMES

Value Added

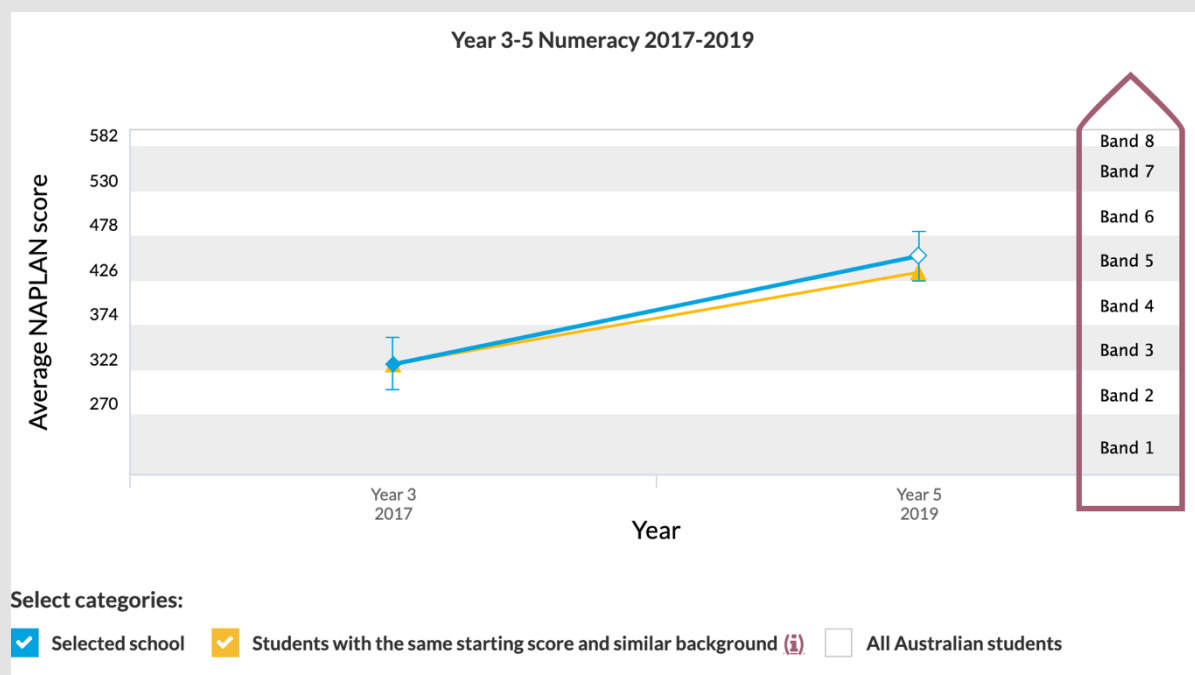
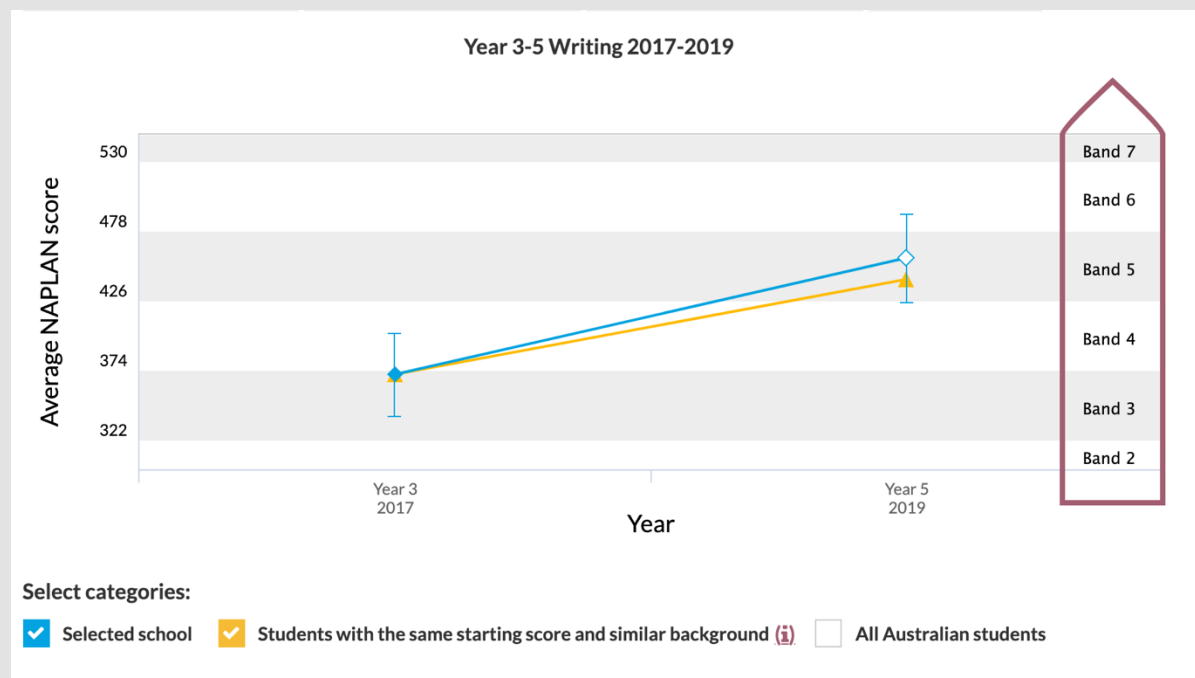
During the 2019 school year, significant resources were allocated to developing teacher capacity for explicit teaching in priority areas of writing and mathematics. This was achieved through a thorough facilitated program of planning and professional learning, focussed on data for improvement in learning. NAPLAN 2019 results show that this has had a positive impact upon student achievement, particularly at year 5 level. As there is a small cohort of students at both years 3 and 5, percentage changes are amplified across the areas assessed by NAPLAN.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	93.8	93.8	0.0	91.7	-2.1
YR 03 Numeracy	75.0	89.5	14.5	81.5	-8.0
YR 03 Reading	85.7	88.2	2.5	92.6	4.4
YR 03 Spelling	81.3	81.3	0.0	83.3	2.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	78.9	64.3	-14.6	80.0	15.7
YR 05 Numeracy	78.9	88.2	9.3	100.0	11.8
YR 05 Reading	88.9	87.5	-1.4	75.0	-12.5
YR 05 Spelling	84.2	78.6	-5.6	80.0	1.4
YR 05 Writing	66.7	71.4	4.7	87.5	16.1

It is pleasing to note the gains over the period 2017 – 2019 for specific cohorts of students. Further support for reading at year 5 has been implemented for our most at risk students.



Matched data for Year 3 (2017) and Year 5 (2019) students show significant growth in writing and numeracy when compared with children from similar schools. The gradient of growth is greater than for all Australian schools. This has been achieved through explicit teaching and programs that have supported student growth. The school's 2020 – 2023 School Improvement Plan and 2020 Annual Action Plan identifies where we need to continue to improve teaching practice to ensure improved learning outcomes.



Student Wellbeing

Goals

To further develop a positive school and classroom environment conducive to student wellbeing and learning.

Intended Outcomes

- Embed a consistent approach to the management of student behaviour
- That students' engagement in learning: learning confidence, student motivation and connectedness to peers will become more positive

Achievements

At St Thomas Aquinas School we believe that the best relationships are respectful ones. Through Social and Emotional Learning all students recognise the importance of individuals having awareness of their own emotions and the impact these emotions can have on themselves and others. Behaviours of individuals can affect the emotions of self and others. We endeavour to build up a strong sense of understanding and empathy by encouraging our students to make responsible choices about personal and social behaviour.

Our school is also a lead school in helping educate students on the importance of Resilience, Rights and Respectful Relationships. We recognise that all students have individual strengths and challenges.

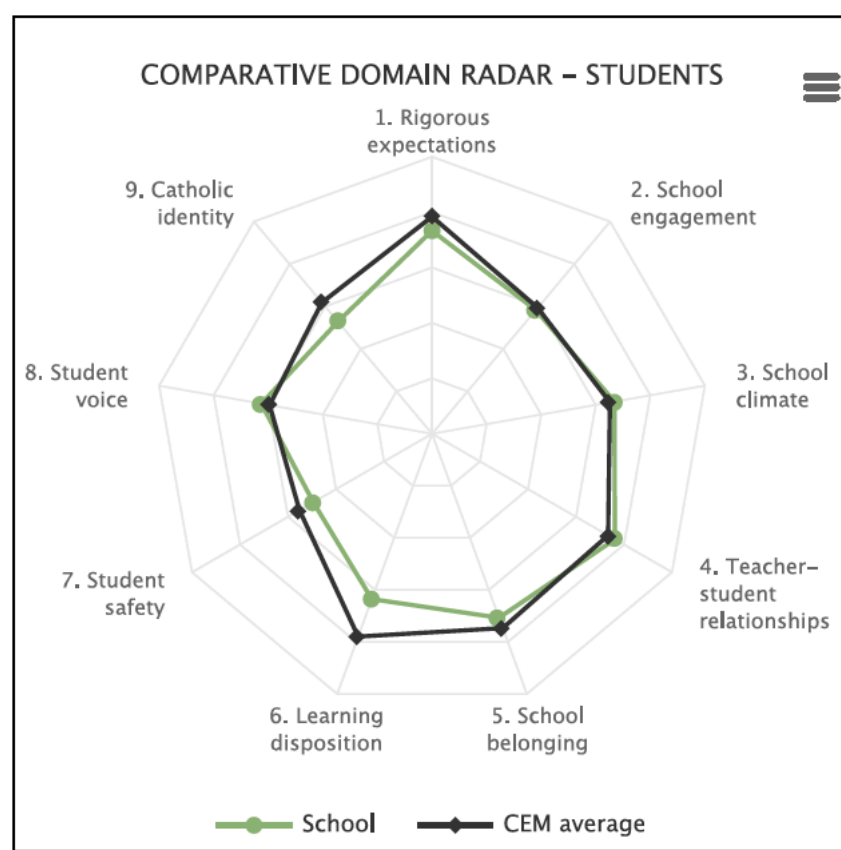
Additional support is provided for students whose day to day learning is influenced by the existence of one or more challenges. In implementing Social and Emotional Learning our school strives to build a respectful culture and develop practices to enhance the knowledge of healthy relationships, respect and equality for all individuals of the community.

VALUE ADDED

Other positive ideas we have implemented in 2019 to assist with the wellbeing of our students:

- Continued appointment of a Student Wellbeing Leader;
- A social work placement for 6 months to work with children and families
- As part of our cycle of staff meetings/PLT's we have at least 1 meeting a term explicitly focused on Student Wellbeing and Child Safety
- PSGs and PLPs form an integral part in how we deal with students who need extra assistance.
- Engagement of Berry Street to deliver targeted professional learning over 2018 – 2019
- Parenting program – Bringing up Great Kids – facilitated onsite by BCYF

STUDENT SATISFACTION



CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=52)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	73%	78%
2. School engagement	How attentive and invested students are in school.	58%	59%
3. School climate	Perceptions of the social and learning climate of the school.	67%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	76%	73%
5. School belonging	How much students feel they are valued members of the community.	71%	75%
6. Learning disposition	Students' mindset about themselves as learners.	64%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	49%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	63%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	53%	62%

STUDENT ATTENDANCE

School Attendance is monitored on a regular basis. Meetings are arranged with parents when teachers or the principal is concerned about attendance - either for late arrivals or whole days. The school's electronic roll sends out SMS messages to parents/carers if there is an unexplained absence. Parents/carers who do not contact the school are followed up.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.0
Y02	85.1
Y03	87.8
Y04	87.3
Y05	87.3
Y06	92.8
Overall average attendance	88.4

Child Safe Standards

Goals and Intended Outcomes

- To provide an environment that is safe for all children and reduces the risk of injury or abuse
- To ensure that all staff practise child safe procedures
- That children will feel safe and be safe while attending St Thomas Aquinas

Achievements

Since the introduction of the Child Safe standards and Reportable Conduct scheme, staff have attended professional learning opportunities provided by VRQA and CEM to prepare for and implementation the Child Safe Standards. This provided the basis for the school's response to government, VRQA and CEM requirements. St Thomas Aquinas takes Child Safety seriously and recognises that children and vulnerable people in the community require increased protection. This foundation has carried through into 2019.

As a school, we have close working relationships with agencies that support children and families in our community such as DHHS, Child Protection and Barwon Child Youth and Family. All staff members are required to undertake training in mandatory reporting and are encouraged to make formal reports and inquiries. Staff are supported throughout the reporting process. Extensive notes are taken and filed with the student's information.

The school developed a Child Safe Policy and Code of Conduct for Staff, Volunteers and Contractors. This is revisited regularly with these groups to ensure compliance and safety of children.

The school has a Code of Conduct for Students that emphasises the need for safety. Parents and carers are also subject to a Code of Conduct that regulates unacceptable behaviour from adults in our community.

All volunteers are required to attend an induction session prior to their entry to the school. They are required to sign the Code of Conduct and return to the school. References for all new volunteers are checked. The school works closely with the Ardoch Foundation in sourcing volunteers who meet these requirements.

Human resource practices have changed to ensure that employment processes are consistent with the Child Safe Standards and recommendations of CEM. References of prospective employees are checked and any areas of concern are flagged. Given the challenges many of our children face, the employment of the right staff is essential.

Our response to the Child Safe Standards are in line with our obligation under the law, our commitment to our communities and are designed to minimise the risk of harm to our children.

The school recognises its ongoing commitment to promoting the safety and wellbeing of children in the immediate school community and in the greater community. The school also recognises the need to be

particularly mindful of children from ATSI background, children from CALD backgrounds and children with additional learning needs.

School staff are familiar with the issue of Reportable Conduct and take proactive steps to ensure that they are always in safe situations.

All staff have been inserviced about the PROTECT protocol and are able to seek support from the principal, deputy principal and senior staff.

St Thomas Aquinas Primary School is fully compliant with all standards of MO No. 870 Victorian Child Safe Standards and was audited during 2019 as part of its cyclical school review process.

Leadership & Management

Goals

To further develop and sustain a professional learning community characterised by a shared vision, strategic leadership, a strong sense of teamwork and focus on continuous improvement of learning.

Intended Outcomes

- That the staff climate will improve
- Ensure multiple sources of feedback to inform individual, team and collective practice
- That staff have a better understanding of Emotional Intelligence and the Emotional Intelligence of Teams

Achievements

Because of our belief in personalising the learning of all our students, we allocated five hours each week to planning in teams. This planning is facilitated by the F- 2 Learning & Teaching Leader and the 3 – 6 Learning & Teaching Leader and focuses on the use of data collected in the areas of Literacy, Numeracy and Inquiry to plan the future learning of the students. The Learning Diversity, F – 2 L&T and 3- 6 L&T leaders

Keeping up to date professionally is important for our staff. Therefore, we encourage each member of staff to attend relevant Professional Development activities. Our staff models our belief of being life- long learners through continuously improving our knowledge and skills in education. Teachers have been encouraged to set goals relating to AITSL standards, aimed at refining their practice. These goals are reviewed at annual review meetings and new goals set or existing goals refined.

With changes in school leadership and staff, the leadership team recognized that having clear role descriptions and expectations of colleagues, students and parents will assist with lifting the performance of the school. These clear roles and expectations have had a positive impact on the school, learning and teaching and the community.

Professional learning throughout the year has been focused on building staff capacity in teaching and in developing knowledge and skills in data analysis. Teaching staff meet each week in powerful facilitated planning, following Sharratt and Fullan's *Putting Faces on the Data* model. Other professional learning during the year included *Berry Street Trauma Informed Positive Education, Respectful Relationships*.

PROFESSIONAL LEARNING

Berry Street Positive Education

CEM Autonomous Language Learning

Staff conference

Staff study trip – Canada and US (*CEM funded*) Head, Heart and Hands (Rome – School and CEM funded)

Staff undertaking study – MEd, Accreditation, M Applied School Psychology, MBA Exec.

Principal Network and Study Trip

Professional Learning – Respectful Relationships, Religious Education, Data Literacy, School Review

CEM Western Networks – Literacy, Numeracy, Religious Education, Student Wellbeing, Learning Diversity

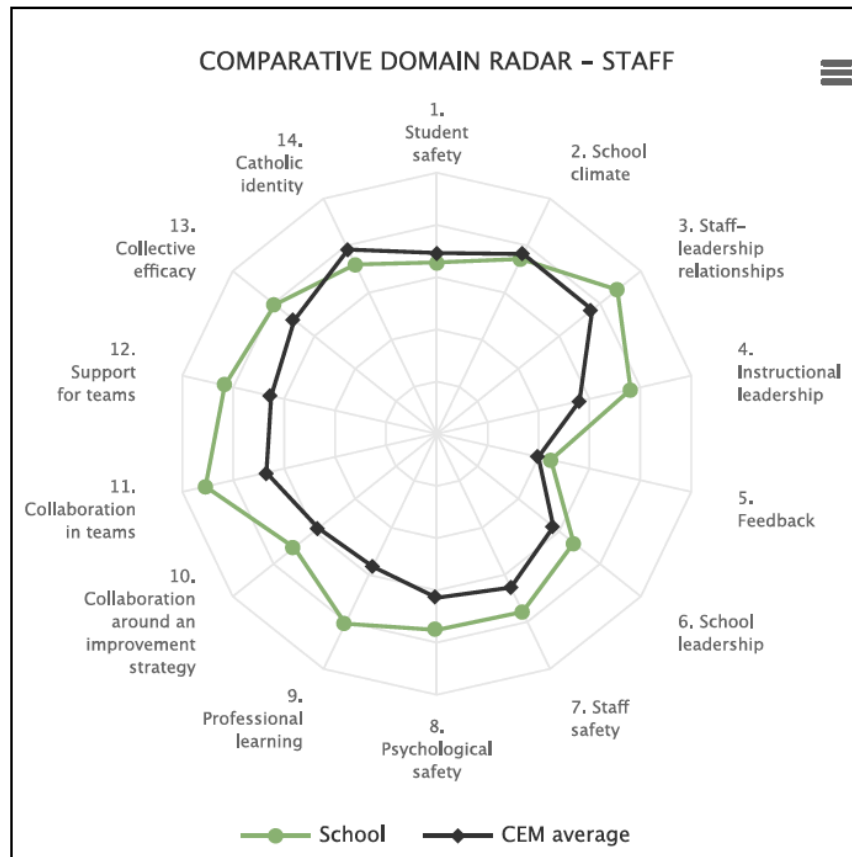
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

38

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$480

TEACHER SATISFACTION



CEMSIS (2019) data reflect the effort that has gone into supporting staff over the period from 2016. Staff acknowledge that some areas are still areas of concern but that, overall, the experience of staff in the school is a positive one. It's particularly satisfying to see that many of the indicators are at a high level. The school's 2020 – 2023 School Improvement Plan and 2020 Annual Action Plan identifies where we need to continue to develop school culture to ensure that learning continues to improve.

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=33)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	66%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	74%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	88%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	76%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	45%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	67%	57%
7. Staff safety	Perceptions of staff safety in the school.	76%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	75%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	81%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	70%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	91%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	83%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	79%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	72%	78%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

92.2%

ALLSTAFF RETENTION RATE

Staff Retention Rate

78.4%

TEACHER QUALIFICATIONS

Doctorate

0.0%

Masters

13.6%

Graduate

27.3%

Graduate Certificate

4.5%

Bachelor Degree

72.7%

Advanced Diploma

13.6%

No Qualifications Listed

4.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	21.3
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	17.4
Indigenous Teaching Staff (Headcount)	0

School Community

Goals Intended Outcomes

To engage parents as active partners in their children's education.

Intended Outcomes

- That parents are more actively engaged and have a greater understanding of their child's learning and current approaches to learning and teaching.
- Ensure that the skills and talents of parents are utilized to support student learning.

Achievements

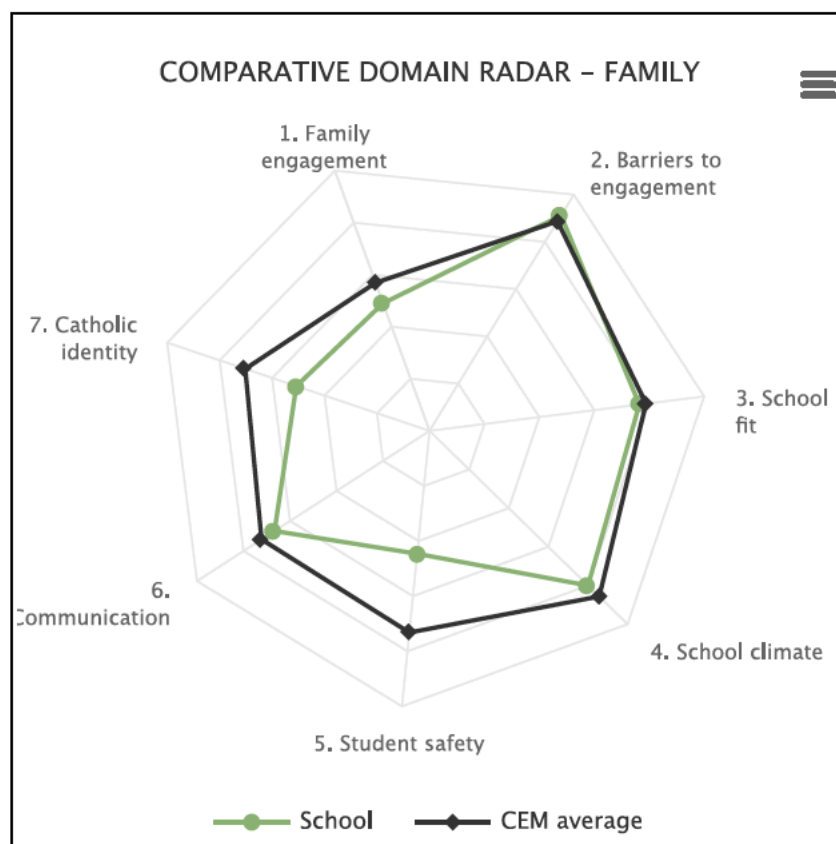
At St. Thomas Aquinas, we understand that parents hold an essential role as the first and ongoing educators of their children. We also recognise that modelling educational values and behaviours for children at a young age have a positive effect on achievement and aspirations throughout life.

Through our partnership with Bluebird Foundation, we have early engagement in learning long before the formative schooling years begin. The school playgroup provides a stimulating learning environment for children from birth to five years of age that supports child development, parent-child-school relationships with purposefully designed play-based activities to align with the junior school investigation pedagogy. There is an emphasis on building parent capacity in Family-Led learning focused on early language and reading interactions between parents and children. Our *PlayLinks* playgroup has grown significantly in numbers during 2019, with many new families choosing St. Thomas Aquinas as their preferred school for their children moving into the Foundation year in 2020.

Additionally, we have also invested purposefully in early intervention and building parent relationships and engagement through the development and implementation of our *Getting Ready for School Program*. This program ran over a 6-week period with high attendance and participation by families. The program met the intended outcomes to improve students' school readiness, identify student needs and interventions for learning, develop positive family-school relationships and build parent capacity in increasing their home-learning activities.

Family involvement has been found to be associated with positive family wellbeing, school attachment on the part of children as well as positive school climates. In 2019, parents had the opportunity to learn through accredited training and education delivered at St. Thomas Aquinas during school hours. Barista training, Computer Skills for Living, Food Handling Certificate, and a Positive Parenting course were offered at no cost to parents. These programs were well attended, building social capital and building positive relationships with the school community.

PARENT SATISFACTION



CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=13)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	49%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	91%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	76%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	80%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	45%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	67%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	51%	70%

Future Directions

At St Thomas Aquinas, we believe in a culture of rigour and standards with high expectations around growth for all students. Teachers offer a differentiated program that is reflective of individual student needs. At St Thomas Aquinas, we encourage teachers and students to be reflective in their learning, thinking and actions.

Over the next four years, we want to develop collective teacher efficacy to ensure consistency in all areas of the school. We will refine structures and processes to enhance a high-performance culture that is built on respect, trust and collaboration.

We will develop a shared vision for teaching and learning in our school through having:

- Structures and processes that ensure clarity and consistency and create and enhance conditions for learning
- Rigour and standards for high expectations around growth for all students
- Professional learning pathways for all staff that are aligned to the school's vision and school improvement plan

We will develop a culture in which the school values of respect, compassion, justice and service are lived out in our daily life through having:

- A culture of high expectations, respect, trust and collaboration
- A school that is a place of safety for all
- Our Catholic identity visible in our thinking, words and actions

We will be a place of safety that promotes conditions for wellbeing, learning and connection through having:

- High expectations of each member of the community
- A consistent approach to student support across learning, wellbeing and behaviour
- A culture which empowers teachers and support staff to support students with learning, wellbeing and behaviour