



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Thomas Aquinas School

51 Plume Street, NORLANE 3214

Principal: Lisa Haughey

Web: www.stanorlane.catholic.edu.au

Registration: 1525, E Number: E1177

Principal's Attestation

I, Lisa Haughey, attest that St Thomas Aquinas School is compliant with:

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

Attested on 27 Mar 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Thomas Aquinas 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.

St Thomas Aquinas Mission

As The Catholic School Community Of St Thomas Aquinas We Are Called To:

- Gather for the celebration of sacrament, prayer and liturgy.
- Nurture the sense of wonder of God's love through the Gospel stories.
- Build community by forming positive, effective relationships.
- Offer a comprehensive and inclusive curriculum that is evaluated in an ongoing manner in the light of current theory, practice and policy direction.
- Provide opportunities that enable students to feel safe, challenged and worthwhile.

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.

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 well-being, 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 evangelisation 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 utilises 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, well-being 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 share the 2023 Annual Report for our school. Thanks to all of you, St Thomas Aquinas is a vibrant and supportive community.

Firstly, I want to recognise the Wadawurrung people, the original custodians of the land where our school stands, and pay my respect to their elders past, present, and emerging.

I am grateful for our hardworking and professional staff who go above and beyond to make sure your children have great learning experiences. Thanks to our teachers and support staff, learning is a key focus at our school, and every child is important. I also want to thank our administrative staff who help keep our school running smoothly every day.

Thank you to all the parents for your support. The partnership we have with you is exceptional, and I thank you for your trust in our school staff.

A special thank you to Fr Ray Zammit MSSP and the broader parish community for their support of Catholic education here in Norlane. Building strong connections between our school and the parish has been a crucial development for us.

I'm also thankful for the support from the Melbourne Archdiocese Catholic Schools, both the Western Region Office and the Central Office, and the Catholic Education Commission of Victoria. They play a big part in helping us fulfill our mission in the Church.

Lastly, I want to thank all of our wonderful students. You make everyday worthwhile with your enthusiasm for learning, caring for each other, and respect for our staff.

Please take some time to read through our Annual Report and feel free to ask any questions you might have.

Warm regards,

Lisa Haughey

Catholic Identity and Mission

Goals & Intended Outcomes

In our 2023 Annual Action Plan our aspiration was to further cultivate our Catholic Identity, fostering a culture where our faith becomes evident in our thinking, words, and actions. This endeavour involved a deepening understanding of our school values and the creation of opportunities to extend our Mission within both our school and the broader community.

To reinforce our Catholic Identity, we placed particular emphasis on the Sacramental Program, fostering ongoing collaboration with the community and Parish. This collaborative effort served to provide sustained support for the Sacramental Program, ensuring its continuity and effectiveness.

Additionally, teachers dedicated themselves to enhancing their capabilities in teaching Religious Education. Their focus included creating classroom experiences that not only valued prayer but also contributed to establishing a cultural ethos where prayer is recognised and appreciated. The integration of the Sacramental Program into these educational experiences aimed to enrich the overall learning environment, promoting a holistic approach to faith education.

Achievements

In the year 2023, our commitment to Catholic identity was reflected in the prominent presence of our School Values—Respect, Compassion, Justice, and Service. These values, rooted in the Mercy Values, remained integral to our Learning and Teaching Program. A deliberate focus was placed on understanding and embodying these values through both words and actions. Each term, teachers actively utilised these values to unpack their meanings, creating Religious Education learning experiences that directly linked to the chosen value.

The implementation of School Values Days further reinforced the connection between these values and our mission. With input from both staff and students, these days were strategically designed to offer experiences that not only deepened our Catholic Identity but also fostered a sense of community and a shared commitment to our mission. This commitment was vividly demonstrated through various initiatives, including fundraising efforts for our Parish Mission, 'Prelature of Huancance' in Peru, South America, as well as initiatives

including Socktober, support for The Salvation Army, and contributions to GAWS (Geelong Animal Welfare Society).

Continuing our dedication to outreach, opportunities were consistently provided for our school community to build partnerships with the wider community. These efforts aimed to strengthen the bonds between our school and the broader community, contributing to the holistic development of individuals within the context of our Catholic identity and shared values.

Another notable achievement was the expansion of our Sacramental program. A particularly rewarding aspect of this initiative was the warm reception of numerous new families into the church through our Baptismal program. The inclusion of these students and their families was facilitated through carefully tailored and comprehensive teaching programs. These initiatives were designed to thoroughly prepare them for the profound and sacred experience of receiving the Sacrament.

As a multi-age setting the Religious Education Curriculum Framework continued to be taught over a two year cycle. Through continuous professional development and regular prayer sessions, our teachers strengthened their ability to deliver Religious Education. They focused on creating an environment in the classroom that places a high value on prayer. Utilising Scripture, students actively participated in empathetic dialogues with the Catholic Tradition, culture, and experiences. These interactions allowed them to explore their faith in a meaningful manner, drawing connections to the real world and making their religious education experience relevant and impactful.

Value Added

- Mary MacKillop Heritage Centre - Staff Professional Learning Day-Life of Mary Mackillop, outreach to the poor around Melbourne and relevance to our school context.
- Sacramental program carried out in full including a Baptismal Program.
- Lenten celebrations celebrated across the whole school-Holy Week Performance.
- Inaugural Colour Run for Compassion Day with funds raised for our Parish Mission 'Prelature of Huancance' in Peru South America.
- Project Compassion and the strong work of CARITAS was a focus during Lent. Celebration of Mass with Bishop Martin Ashe.
- Andrew Chinn faith formation workshop for the school community with a focus on prayer through song.
- Community Outreach through a weekly social engagement program with 'Von Lea Calvary Nursing Home' and community awareness and support initiatives for Socktober, The Salvation Army and GAWS.

- Our Religious Education Learning and Teaching Program continued to use the RE Framework as a guide and implemented Catholic Social Teachings and scripture into the program of learning.

Learning and Teaching

Goals & Intended Outcomes

The goals in our 2023 Annual Action Plan was to develop a shared vision for learning and teaching in our school. Additionally, it was for our school to be a place of safety that promotes conditions for wellbeing, learning and connection.

This was to be achieved by having high expectations of each member of the community through trust, respect and collaboration. As well as a consistent approach with student support across learning, wellbeing, behaviour, and empowering teachers to support students with learning, wellbeing, behaviour.

Achievements

Ongoing, explicit and collaborative planning has embedded quality teaching and learning within the school. Teachers met together for one full day per week to plan targeted and purposeful learning tasks, led by curriculum area and diversity leaders. These sessions included professional learning in the curriculum and evidence-based best practice, the analysis of data at an individual, cohort and whole school level and the use of this data to plan engaging, sequential lessons that support students to move to the next level in their learning. Small group and individual, targeted intervention was planned, delivered and evaluated to support students identified as requiring additional assistance.

A new leadership role for the area of Intervention supported the coordination of the Intervention Team and implementation of all intervention programs within the school. These programs incorporate the implementation of targeted assessments, analysis of student data, small-group intervention sessions, and reporting on student progress. The use of the MultiLit suite of programs to support the literacy development of diverse learners has included MiniLit in Junior classes and MacqLit for older students. This has been delivered through small-group targeted intervention sessions. A summary report of student achievement and next steps for learning was provided to all parents at the conclusion of each intervention program.

Learning, Teaching and Diversity leaders worked in collaboration with classroom teachers to refine ongoing Personalised Learning Plans (PLPs) for all students within the school. These PLPs covered all areas of development, including academic, physical, social and emotional learning. Individual student goals recorded in the PLPs were regularly reviewed and updated.

A focus on explicit instruction and the gradual release of responsibility in all classrooms has provided the opportunity for students to acquire knowledge and skills and then combine and apply these in different contexts. In literacy, the IntiaLit Program has been implemented in Junior classrooms to explicitly teach phonics alongside a rich literature and vocabulary program. This has complemented the intervention program and supported the literacy development of all students.

Student Led Conferences (SLC) were held at the end of each semester from Foundation to Year 6 to provide opportunities for students to share their learning with family members. At the SLC, students discussed their learning goals and shared work samples that illustrated how they had worked towards their identified goals. These conferences were well attended by families, which reinforces this process as an effective initiative for strengthening school and family partnerships.

Student Learning Outcomes

St Thomas Aquinas School has an extensive schedule for assessing student learning, which is documented in the school's Data Plan. With a focus on assessment for learning, the staff are able to flexibly plan learning that targets each individual's point of need. Our assessment schedule, implementation and analysis of data enables educators to set targets along a short, medium and long timeline using formative and summative assessments such as pre-tests and post-tests, PAT tests and NAPLAN.

We have a strong focus on early intervention to assist students who require targeted and individualised support. Literacy intervention is provided in both the junior and senior areas of the school with the LanguageLift (Foundation), MiniLit (Year 1 and 2) and MacqLit (Years 3-6) programs implemented and run by qualified staff members. These evidence-based programs are supported by the whole-class literacy program, IntiaLit being taught in the Foundation - Year 2 classrooms to provide all students with the essential core knowledge and skills to become successful readers and writers.

The NAPLAN student progress data prior to 2023 is not available due to the resetting of the

measurement scale and the NAPLAN now being completed earlier in Term 1 (March). However, some comparisons can be made to make some generalisations about student achievement. The new levels of achievement for the measurement of Naplan results are: Needs Additional Support (NAS), Developing, Strong and Exceeding.

The 2023 reading results for all students in Year 3 showed 43% of students in the Strong to Exceeding level of achievement with 24% of students within the Needs Additional Support level. The writing results for all students in Year 3 showed 50% of students in the Strong to Exceeding level of achievement with 13% of students within the Needs Additional Support level. The spelling results for Year 3 students indicated a relatively even distribution of students between the Developing and Strong level of achievement with a small percentage of students requiring additional support or exceeding. A third of the students were within the Strong level of achievement for grammar and punctuation, while the remaining Year 3 cohort were in the developing level or requiring additional support. The numeracy results indicate that 70% of students were placed within the Developing and Strong level of achievement.

The 2023 reading results for the Year 5 cohort identified 23% of students in the Needs Additional Support and Developing level of achievement, while 77% of students were within the Strong level of achievement. The writing results for all students in Year 5 showed 15% of students in the Needs Additional Support level of achievement, while over 60% of students were within the Strong to Exceeding level of achievement. The spelling results for Year 5 indicated over 92% of students within the Developing and Strong level of achievement. All Year 5 students were in the Developing and Strong level of achievement with 7% of students in the Exceeding band in grammar and punctuation. The numeracy results indicate that over 78% of students were placed within the Developing and Strong level of achievement.

Overall, it is important to note that NAPLAN results provide an insight into literacy and numeracy achievement in specific year levels. The data is used in conjunction with school-based assessment which provides a broad picture of student achievement.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	359	35%
	Year 5	468	36%
Numeracy	Year 3	361	30%
	Year 5	441	36%
Reading	Year 3	360	43%
	Year 5	465	77%
Spelling	Year 3	361	43%
	Year 5	485	64%
Writing	Year 3	367	50%
	Year 5	468	62%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

At St Thomas Aquinas we strive to be a place of safety that promotes conditions for wellbeing. We are a place that upholds and lives the culture that a school is a place where students should feel safe to learn and flourish. In doing this we adhere to all components of the Child Safe Standards.

Our Annual Action Plan goals were to increase staff understanding and competency in meeting the social emotional needs of our diverse learners, develop a shared understanding of the school's wellbeing and behaviour support protocols; and, to be a place of safety that promotes conditions for wellbeing, learning and connection.

Our Intended Outcomes included educators building their capacity in planning data-informed social and emotional learning experiences, consolidating a uniform approach to behaviour support across the school, and to ensure our school is an inclusive, safe and welcoming school and is a place of safety for all.

Achievements

St Thomas Aquinas School takes its responsibility for child safety very seriously, and as a result has continued its work in this very important area of child safety, inclusive of:

- Further development of our Child Safety and Wellbeing Team to incorporate the School Captains as well as Principal, Deputy Principal/ Student Wellbeing Leader, School Psychologist and 2 Teaching Staff.
- Attendance at appropriate professional learning for School Leaders and Teams in the area of Child Safety and Wellbeing.
- The school continues to use the 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.
- Continuation of a sign in/sign out register for visitors, contractors and volunteers.
- Mandatory Working with Children's Checks for all visitors to the school including pre-service teachers, volunteers, Occupational Therapy students, parents etc. The school assists parents in applying for these as well.
- Continuation of close working relationships with agencies that support children and families in our community such as DFFH, The Orange Door, Mackillop Family Services and MELI. All staff members are required to undertake training in mandatory reporting and are supported to make formal reports when necessary.

- During 2023 our whole staff completed Professional Learning focused on creating a culture of safety and wellbeing within the school community.
- During 2023 a Student Representative Council was formed with a member from each year level. These students met regularly and discussed concerns to further develop the creation of a safe school environment. The students visited all classrooms to have an open discussion about what a child safe environment is. All students were provided with an opportunity to voice their opinion.
- The Victorian Child Safe standards specifically reference the importance of establishing a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued. With this in mind the Child Safety Team and SRC initiated the development of ‘yarning circle’. This was opened at a whole school values day; this helped to ensure all school community members were aware of this safe space for all students.
- During the 2023 year a comprehensive table outlining the court orders was created; staff were asked to read the summaries of these important documents. This ensured that all staff were aware of specific legal requirements specific to our students.

Our Student Wellbeing Leader attended Student Wellbeing networks and clusters and region and diocesan professional learning and has strong links with MACS and other agencies to support student learning and wellbeing.

We continued with the employment of a full time psychologist; this provided another avenue for students to be supported with social emotional learning. Identified students engaged in the The Westmead Feelings program. Our psychologist continued to work with staff to develop their knowledge and understanding of the impact of trauma on the brain, various psychopathological disorders and behaviour support strategies within the classroom.

Value Added

- Our school bus continued to provide access to learning for vulnerable and / or socially isolated children. We used this daily to transport up to 24 children.
- Year 5/6 students participated in a program funded by Batforce. This was specifically focused on assisting students to have belief in themselves, improve their emotional literacy; as well as increase students motivation and purpose.
- CASEA program - a social emotional intervention program supported by Barwon Health.
- The introduction of a Student Representative Council. Opportunities were provided for students to voice their opinions and any concerns.

- Students were provided with the opportunity to become Firecarriers; this allowed our students from an Aboriginal and Torres Strait Islander background to have a voice within our school.
- A highlight of our year was the creation of our Yarning Circle. Yarning Circles allow all students to have their say in a safe space without judgement.
- Year 3-6 students attended camp at Angahook in Airleys Inlet
- Year 3-6 students engaged in cybersafety training with the local Police department
- Prep-2 students engaged with the LifeEd Van, Bravehearts, and the Geelong Football Club
- Through our ongoing partnership with Ardoch, students took part in the TOM program, Project RockIt, and a whole-school Scienceworks excursion

Student Satisfaction

The 2023 MACSSIS data showed growth in relation to students believing they have an adult they are connected to. This has increased from 51% (2022) to 60%..

Students also believe that they are valued members of the community. This has increased from 53% (2022) to 58%.

Perceptions of student physical and psychological safety while at school rose from 42% (2022) to 46%.

Students perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school was 60% (MACS Average 58%).

Student Attendance

Attendance is electronically recorded twice daily.

When a child is absent, parents are expected to:

- provide a written explanation to their child's teacher or
- phone the school office to inform them of the absence or
- verbally let their child's teacher know prior to the absence

Teachers have a professional duty to follow up on extended or unexplained student absences. After two consecutive days of unexplained absences the classroom teacher

communicates with the family. If needed, the Wellbeing Leader is informed of this so that further support can be provided to the family.

Each case is treated empathetically, with consideration given for the individual circumstances of the family. The safety and wellbeing of the student and/or family is of paramount importance.

The attendance rate for our school community in 2023 was:

- Foundation 93.7%
- Year 1 89.9%
- Year 2 92.7%
- Year 3 92.2%
- Year 4 89.4%
- Year 5 92.6%
- Year 6 88.2%

Overall Average Attendance 91.5%

Average Student Attendance Rate by Year Level	
Y01	86.7%
Y02	87.9%
Y03	89.8%
Y04	86.6%
Y05	90.3%
Y06	87.1%
Overall average attendance	88.0%

Leadership

Goals & Intended Outcomes

At St Thomas Aquinas we believe in the value of distributed leadership and a shared vision for continued growth in our school community. This is evident in all three priorities of our Annual Action Plan in 2023 where we intend to:

- have high expectations around growth for all students
- provide structures and processes that ensure clarity and consistency and create and enhance conditions for learning
- ensure professional learning pathways for all staff that are aligned to the school's vision and school improvement plan and promote a culture that welcomes coaching and mentoring for all

Achievements

In ensuring a shared vision is articulated throughout our school community, 2023 was a celebration in adhering to this goal as the school went through varied examples of Leadership structural change throughout the school year.

The 2023 school leadership was consisted of; School Principal, Deputy Principal (Daily Organisation and ICT Leader), Deputy Principal (Wellbeing), P-2 Learning Diversity/Learning and Teacher Leader, 3-6 Learning Diversity/Learning and Teacher Leader, Religious Education Leader and Mathematics Leader.

2023 saw the implementation of new curriculum leaders in the area of Religious Education and Mathematics. These leadership positions enabled a greater whole-school emphasis on all curriculum areas. Leaders of each curriculum area attended planning on a rotational basis which supported targeted development for teachers.

The 2023 school year also saw a consistent approach to Leadership meeting regularly with clear agendas and greater accountability to specific leadership roles. The value added in this saw staff have a clearer understanding of protocols, expectations and understandings of Leadership and the school's strategic intent.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Curriculum and Diversity Leaders engaged in a range of professional learning opportunities offered through MACS, Deakin and Monash Universities, Victorian Academy of Teaching and Leadership and The National Excellence in Schools Leadership Institute. These opportunities have:

- Enhanced the use of data to inform learning and teaching across the school.
- Resulted in evidence-based initiatives in literacy and numeracy being shared with the whole staff through facilitated planning and Professional Learning Teams (PLTs).
- Supported the development of leaders within the school through professional dialogue, feedback and reflective practices.

Religious Education Accreditation to Teach in Catholic schools was completed by two teachers, which has supported them in developing the knowledge and skills that will support authentic witness and appreciation of the Catholic faith and tradition.

Two staff members were selected to participate in the World Youth Day Emerging Leaders Program, which provided an opportunity to be more deeply immersed and informed in the principles of discipleship, Christian leadership and prayer. They travelled to Rome and Assisi and attended the World Youth Week in Lisbon (Portugal).

School leaders attended professional learning sessions with other school leaders from Western Region Catholic schools to engage in conversation and collaboration about Melbourne Archdiocese Catholic Schools (MACS) 2030: Forming Lives to Enrich the World Strategic Plan for Catholic Education. St Thomas Aquinas teachers will be supported in 2024 to develop further knowledge about evidence-based practice that will help lift student outcomes over time.

Other professional learning opportunities across the school have included:

- Professional Learning Communities
- Data Analysis for Continued School Improvement - WRO MACS
- Networks for Literacy, Mathematics, Religious Education, Learning Diversity and Student Wellbeing
- PROTECT, Mandatory Reporting, Child Safe and Reportable Conduct

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • First Aid training • Geelong Zone Principal Network • Geelong Zone Deputy Principals Network • ICON training for Admin and Principal • Women in Leadership Program (2 staff members) and Igniting Leadership Potential Program (2 staff members) • Support for staff studying for accreditation - Registered teacher (1 staff member), Master of Mathematics Education (2 Staff members), Accreditation to Teach RE in Catholic Schools (2 Staff members) • User B Qualification (1 staff member) 	
Number of teachers who participated in PL in 2023	22
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

Based on 2023 MACSSIC Data:

Support for Teams - Teachers perception of how well school leadership sets the conditions for teams to collaborate effectively - 68% (MACS Average - 67%)

Staff - leadership relationships - Perceptions of the quality of relationships between staff and members of the leadership team - 75%

Teacher Qualifications	
Doctorate	0.0%
Masters	4.5%
Graduate	13.6%
Graduate Certificate	0.0%
Bachelor Degree	59.1%
Advanced Diploma	4.5%
No Qualifications Listed	18.2%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	21.2
Non-Teaching Staff (Headcount)	25
Non-Teaching Staff (FTE)	20.4
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

At St Thomas Aquinas we believe strongly in the integral part that our Community plays in the development of our students. We work closely with our community in a purposeful manner to ensure our intended outcomes of being an inclusive, safe and welcoming school as well as building a strong culture of family-school engagement.

Aligning to our Annual Action Plan in 2023 our goal were to strengthen family-school community partnerships in learning through improved communication. In achieving this outcome, we hoped that families became more aware of the school and its operations and that families had more exposure to their child's educational journey.

Achievements

In continuing to build on lost community engagement from previous years, 2023 was a positive step forward in strengthening the crucial partnership of the community.

Our community continued to celebrate numerous examples of engagement through positive and meaningful opportunities such as fortnightly School assemblies that were timetabled and shared with our community so that families were able to attend. School Masses were another highlight of community building opportunities. As a parish community we meet to celebrate Mass numerous times each term and invite our families to be a part of this.

The termly celebration of our School Values day and the traditional shared lunch was another highlight of the community. In 2023, we had our first 'Colour Run' which was the clear highlight of our school community calendar and was an amazing celebration of our school values.

Our Yarning Circle was officially opened in Term 4 which was created using designs and language from our First Nations students and their families.

In acknowledging need from our parent community, we continued to work with CASEA and their Positive Parenting Program to assist our parents in ensuring a positive structure at home. We also engaged with BATForce who ran a parent information session.

Parents and Friends meetings took place in Semester 2 which allowed future planning of activities for our school community to begin in the 2024 school year (Breakfast Club and twice-termly lunches for children).

The School Advisory Council met termly and new members joined this Council.

Our 'Getting Ready for School' program guided new families and students on the path to school life, preparing them for the beginning of the 2024 school year as well as our Year 6 Graduation Night Dinner, held off-site, which was widely attended and celebrated.

Student Led Conferences took place each semester as well as a 'Meet and Greet' night at the beginning of the year which enabled staff and families to establish relationships.

Parent Satisfaction

Based on 2023 MACSSIS Data the below results were achieved:

- Communication - The timeliness, frequency, and quality of communication between the school and families. 70% (on par with MACS Average)
- Family Engagement - The degree to which families are partners with their child's school - 51% (5% higher than MACS average)
- School Fit - Families perception of how well a school matches their child's development needs - 75% (on par with MACS Average)

Financial Performance

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

For more detailed information regarding our school please visit our website at www.stanorlane.catholic.edu.au