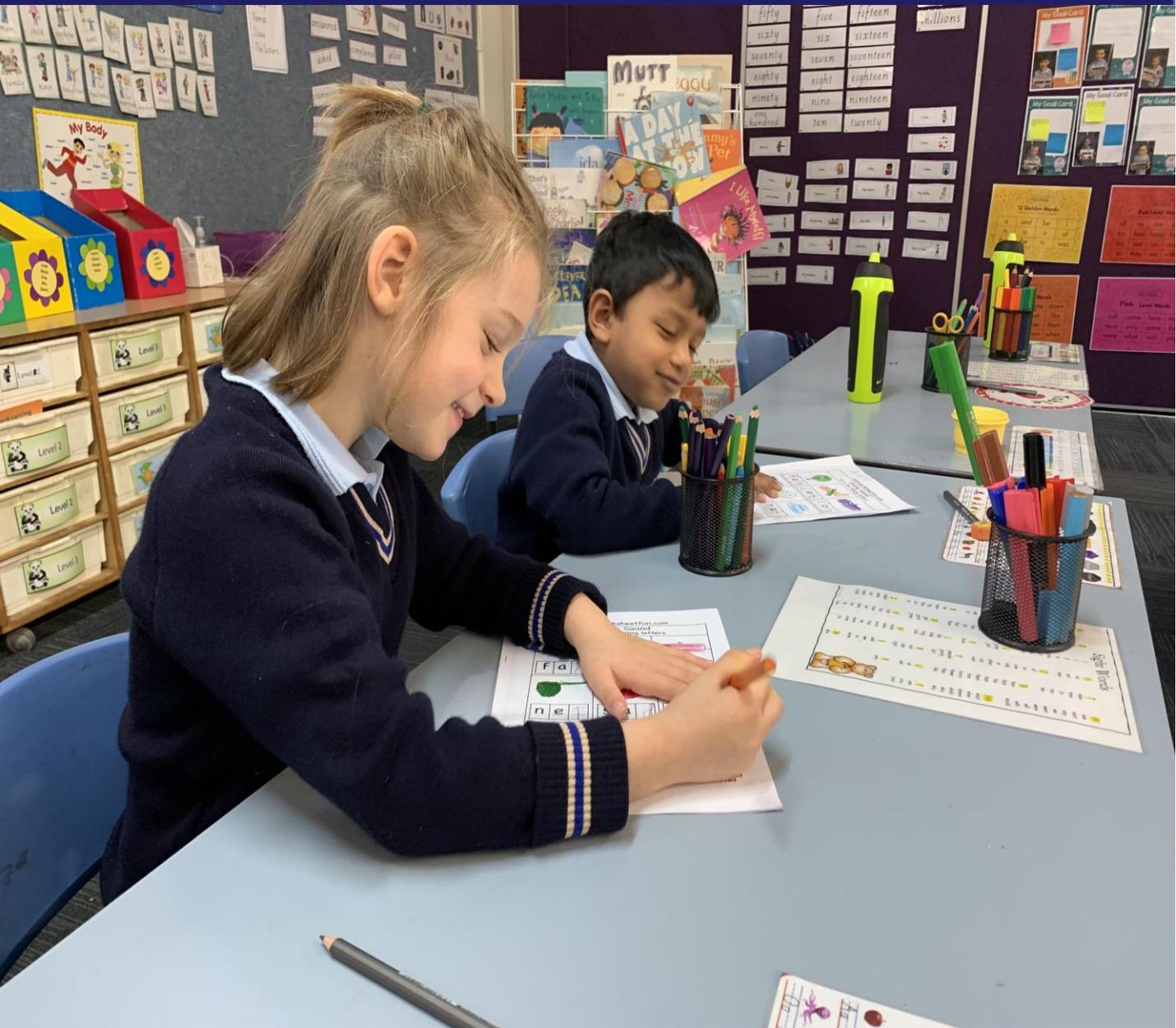




# St Thomas' School Terang

2020

## Annual Report to the School Community



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## Contact Details

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PRINCIPAL	Matt Uzkuraitis
PARISH PRIEST	Fr Michael McKinnon
SCHOOL BOARD CHAIR	Mrs Sharee Scanlon
TELEPHONE	03 5592 1925
EMAIL	principal@stterang.catholic.edu.au
WEBSITE	www.stterang.catholic.edu.au
E NUMBER	E2037

## Minimum Standards Attestation

I, Matt Uzkuraitis, attest that St Thomas' 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 2020 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.

09/06/2021

**NOTE:** The School's financial performance information has 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](http://www.acnc.gov.au)

## Our School Vision & Mission

Our Vision:

"Inspired by Christ, together we learn and grow".

Our Mission

**Inspired by Christ as our teacher we will:**

- Live out our Catholic beliefs, values, traditions and practices.
- Nurture the development of each individual.
- Encourage our families to actively participate in the life of St. Thomas' Parish.

**Inspired by Christ to foster learning and growth we will:**

- Recognise the value of staff and their contribution to the education of each child.
- Respect the dignity of each member of our school community, promoting self-esteem, hope and a positive vision for the future.
- Recognise and cater for a range of learning styles, abilities and talents.
- Provide an engaging and challenging curriculum.
- Maintain a welcoming, safe and secure learning environment where individual achievements are recognised and celebrated.

**Inspired by Christ, as a school community, together we will:**

- Create a child-safe and child-friendly environment where we have zero tolerance to child abuse.
- Respect one another and support each other to make a difference in the world.
- Promote practices which protect and sustain our environment.
- Encourage each other to live in faith and hope.

## School Overview

St Thomas' Primary School, Terang, is situated in a dairy farming community in south-west Victoria. St Thomas' was originally established in 1907 under the direction of the Sisters of Mercy. St Thomas' is a Catholic educational community focusing on the development of the whole child within a global society. Our school presents Christ to the pupils and proclaims life with God. Christ therefore is the teaching centre - the model on whom the Christian shapes his/her life.

At St Thomas' we present a diverse and comprehensive curriculum based on Victorian Curriculum. All subjects/domains are taught using an integrated inquiry approach. The inquiry process develops skills and dispositions for life-long learning: independence, thinking skills, decision-making and co-operative learning. We provide students with opportunities to work independently and interdependently so that they are equipped in becoming self-managing and self-monitoring life-long learners. Our parent community is actively involved in school life. It is a priority for our community of staff, students and parents to work collaboratively so that the greatest possible growth can occur.

The year commenced with an enrolment of 112 children.

The class structure and staff were as follows:

- Gr Prep: Mrs Annalise Bouchier
- Gr 1: Miss Grace Lucas
- Gr 2: Mrs Loraine Jansen
- Gr 3/4: Mrs Aimee Moloney & Mrs Christina Lee
- Gr 4/5: Mrs Janet Cain
- Gr 6: Miss Anna Patterson
  
- Music - Mr Donnie Dureau
- Physical Education - Mrs Alison Kenna
- Arts - Mrs Lisa Cavarsan
- Language (Indonesian) - Mrs Glenyss Kenna
- Digital Technology - Mr Ben van de Camp
  
- Teacher Aides - Mrs Michelle Croft, Mrs Amber Henriksen, Mrs Jo Kavenagh
- Trainee - Miss April Harris
  
- Administration Officers - Mrs Linda Kenna, Ms Maria Lee
- CT - Mr Jarrod Irvine
- Hampden Catholic Schools Network Support Person - Mrs Leah Buckle
- HCSN Compliance Officer: Mr Paul Brown
- Grounds: Mr Laurie Heffernan

## Principal's Report

Many may recall that at our Opening Mass way back in February, I encouraged our school community to be like Princess Elsa and take a step into the unknown, to not be afraid of taking a step into the world of uncertainty, little did I know what lay ahead for all of us!

2020 and our world which we now know as Covid (spellchecker doesn't recognise the word) normal has been one like no other. We have been challenged in many ways, and in ways like never before. Teachers had to teach via a computer screen, the kitchen table became a school desk, mums and dads became Mrs Teacher & Mr Teacher and our sons and daughters became our students! Lockdowns, masks, Covid-19 tests, quarantine; never ever have we encountered life like this! The emotional roller-coaster was immense!

But, our resilience is as strong as it has ever been.

Our teachers were brilliant- teaching in its own right can be extremely difficult but try teaching children when they are on a computer screen! The adaptability of the staff and their desire to learn new methods of engaging children and then actually teaching them in the virtual world were simply inspiring. Our teachers laughed at the antics that took place on Google Meets, shared with parent frustration at a child's lack of motivation and worked hard to refrain from just checking that last email late at night. Hardest of all though was the way in which they missed the connection that students and teachers have when they spend many hours together! Our teachers were simply amazing!

And then there were the Amber, April, Jo & Michelle! These 4 super women supervised the onsite program and did so with an incredible calmness. Every day, the children attending were different, their needs were different, their work was different, but they remained the same; committed, focussed and determined. Our onsite program succeeded because of the hard work of these 4 ladies. Additionally, Bern was Bern, continuing to sacrifice her own time to ensure our most vulnerable kids continued to get the support they deserved.

Our students were amazing- they rolled with the punches and lived their lives at home and at school with uncertainty! Yet, they continued to work hard within the parameters of what they could do, generally always with a smile on their face. Whilst there are many aspects of the year that have been a write off, there is much for our children to take away from the year that will influence their lives for many years to come.

Never at any stage did our parents role description say anything about having to facilitate remote learning- despite the tantrums, the tears, the expletives, you did it. You managed to ensure that work was completed, children had an understanding of their work, that they attended their Google Meets and that they still had time to be a family! Communication between school and home has never been as strong as it is now. It was a huge challenge and one which all families tackled with gusto and a sense of positivity. It will be a time that will stay with you for many years!!!!!!

Our Parish Priest Fr Gerry has done an amazing job this year to maintain his connection with our community despite the absence of masses. His wisdom during this time has been especially appreciated. We will miss his presence dreadfully around not just our school, but across the wider south west community- he is a friend to all.

2020 has been a rollercoaster, our school events have been heavily impacted, but this group has continued to blossom and shine within trying circumstances. Google Meets have taken place, phone calls made, numerous emails sent, all to ensure that work of this vibrant group continues.

My thanks to Anna, Jessie and Alison for their work in leading, Blair for the Big Breakfast, Sharon for the Hot Cross Bun drive and to the numerous people who have assisted throughout the year- without your constant drive and participation, we would not be able to do what we do.

As we come towards the end of 2020 and we appear to be learning to live a normal Covid life may we look back at this time, not for what we lost but for what we have gained. Our sense of togetherness and community has grown, our consideration of others have become more prevalent and our appreciation of being able to be with people has been enhanced. In many ways, we have become comfortable living with discomfort.

I would like to congratulate this group; the many people who have been in it and the many people who will be into the future; the role you play in school life is vitally important and moving forward will be in a way that has never been experienced before. The parents of our community, in particular the SAC and P&F, are the front door to which many people in our community access our school.

I thank you for the way in which you have welcomed me into the community of St. Thomas' and I will be forever grateful for the opportunity to work here, it has truly been a privilege to work such wonderful people. My parting wish is that in some way shape or form, I have helped to enrich the lives of the children who have been here during my time as principal.

I wish you all a happy and safe Covid Christmas and look forward to 2021 with hope, joy and love for the new journey that we will all begin.

God bless,

**Ben van de Camp,**

**Principal**

## School Advisory Council Report

I'm quite confident in saying that a SAC meeting has never been held via a Google meet before 2020. And while chairing meetings at home in my ugg boots had its advantages I think we will all appreciate coming together for meetings in the future. 2020 has both dragged on and been the quickest year ever. Nothing has happened, but it's been way too eventful.

Child safety standards have become an even bigger issue with remote learning and Covid safety creating even more challenges, policy's and protocols. After bubbling away in the background for a few years, DOBCEL came to the forefront and changed from a 'pie in the sky' concept to a 'this is happening' thing. A lot of groundwork has gone on in the background to get St Thomas' ready and from 1<sup>st</sup> January 2021 our governing authority will transfer from our parish priest to the Diocese of Ballarat Catholic Education Limited.

Thank you to our parents and friends committee and to Alison for being the P&F rep at our meetings. Despite the challenging year they still managed to run the big breakfast, Easter raffle and a very successful major raffle. It would have been tempting to put a lot of these things in the 'too hard' basket, so this was an incredible effort by a vibrant and enthusiastic group of parents. Working bees on a large scale have also been difficult this year however our maintenance committee has still managed to get things done. Not every school would have the skills, resources and ideas available to them that we do and this doesn't go unnoticed.

Bern's staff reports gave us an insight into the challenges faced internally at the school. Every facet of day to day teaching was turned upside down, but the show had to go on. Reports, professional development, the role of the LSO's all changed dramatically and our staff rose to every challenge and reinforced why we choose to send our kids to St Thomas'. Thank you Bern, not only for your role on our SAC but for the massive contribution you've made to St Thomas' over the last 28 years.

Once again, Ben has made my job easy by talking a lot at our meetings. His finance and administration, HCSN and principal's reports have been informative and valuable. Staffing, enrolment, funding and wellbeing issues have been high on the agenda. While interactions with our network schools have been limited this year, we have been lucky enough to have very few families impacted financially by Covid.

Ben, you've squeezed a lot into your 4 years. You've been with us for a good time, not a long time and you've made the most of every minute. You can mix it with everyone, you appear to be just as comfortable copping it from the Mum's at a P&F meeting as you are having a beer with the maintenance committee or wearing a netball dress at assembly. As part of the process of appointing a new principal the kids were interviewed and asked a few questions about the qualities they required in a Principal. The answers were hilarious and as someone commented, Jesus was going to be the only suitable replacement! Matt has big shoes to fill but is coming into a school that you have left in a very strong position, ready for him to continue building on.

Fr Gerry is quiet and unassuming but rises to the challenge in matters that impact our school and parish. We are grateful to have had Fr Gerry as our governing authority and part of our school for the last 9 years. He is admired and respected by everyone and we will all miss not only his spiritual guidance but his approachable and friendly personality. I wonder what the kids would request if they were asked about a suitable replacement for Fr Gerry - it would be a very tall order!

Thanks to Paul Bailey, Bruno Moloney and Sue Moloney who are stepping down from the SAC this year. All have made valuable contributions to our meetings, sub committees and we appreciate them giving up their time for our school. Thank you all for allowing me to chair the board for the last 2 years. Speaking in front of people does not come naturally to me but with the support of you all I have muddled my way through and feel honoured to have held the position.

2021 brings with it a lot of its own exciting challenges, it doesn't get much bigger than a new governing authority and principal. Surely if we can get through 2020 we can get through anything! With the strength of our existing council, a new executive and the addition of a few new members I look forward to the challenges ahead and will leave you with the 2020 catch cry "We're all in this together".

Thank you

Maree Beasley

## Catholic School Culture

### Goals & Intended Outcomes

To enrich the faith life of students, parents and staff.

Staff, students and parents will reflect on and give witness to their faith.

To deepen the school community's understanding of being Catholic.

### Achievements

We marked the beginning of the school year with Mass in February and shortly after celebrated Ash Wednesday. Unfortunately, after this point Covid-19 restrictions caused our school to transition into Remote Learning. Our sacramental program did not take place in 2020 due to government restrictions on religious gatherings. Fortunately, we were able to celebrate our Senior Reconciliation in late December.

As restrictions eased somewhat mid-year, we did have the capacity to celebrate our Feast Day with mass at school and when again restrictions eased in 4th term, an end of year mass with the school students was held and importantly, our Gr 6 students were able to gather with their families to celebrate their conclusion of schooling at St. Thomas'.

The school has maintained a strong connection with our Parish and the wider community. Our school choir has assisted at a variety of liturgies and we have been active members of the Hampden Catholic Schools Network. Our Mission Day (within Covid-19 limitations) in October commenced with a liturgy followed by morning tea and then fundraising stalls and activities. Proceeds from the day were forwarded to Australian Catholic Mission.

We continued to operate RE classes as part of our Remote learning program.

Our ECSI data and as a generalisation, student data regarding Catholic Culture has improved markedly since 2015 while staff and parent data has maintained its position, staff data is mostly within the top 25% and parent data spread across all percentiles. Our students are provided with opportunities to develop their own belief systems through a well-balanced Religious Education curriculum that promotes respect for all people, diversity and inclusiveness. Our social justice work continues to be an integral part of student and community life. Staff actively work to engage children in the "why" of our daily actions.

Despite Covid-19 restrictions, staff were afforded opportunities to learn about their own faith and the beliefs of the Catholic Church; professional learning has also been undertaken regarding how teachers can assist children to understand and cultivate their own beliefs. Jim Waight from the Diocesan Religious Education Centre worked with staff virtually to assist staff to consolidate work completed in 2019 regarding planning and formation.

We continue to promote our community as one founded on Christianity and as a community built on hope and love in the form of Jesus Christ and despite societal trends, we strive to bring our community members, all of them, to develop and share in that same passion.

## VALUE ADDED

In 2020, the school undertook the following activities to enhance Catholic Culture:

- Partnership and co-operation with our Parish Priest Fr. Gerry Prunty
- Continued implementation of the new Awakenings curriculum
- Planning of and participation in limited School and Parish liturgies
- Staff participation in professional development programs
- Involvement in the Hampden Catholic Schools Network
- Preparation and distribution of student progress reports
- Limited sacramental programs and celebrations
- Explicit links between Social Justice activities and their purpose

## Community Engagement

### Goals & Intended Outcomes

To maintain and enhance positive relationships between staff, students and parents.

To ensure that the school is an integral part of the parish and wider community.

To deepen and enrich parent and community participation in supporting student engagement and learning.

### Achievements

There were many elements of 2020 that were extremely difficult to work through and due to a number of limitations and restrictions- our sense of community was greatly altered in this time.

Our school has also prided itself as being an integral element of the Terang community and we are blessed by an enrolment of many generational families that have developed throughout the years a strong connection and ownership of all that happens inside and outside the school walls.

Whilst the face to face connections were not present, staff and parents worked hard to communicate through the many issues associated with remote learning and the related wellbeing concerns. In many ways, home school communication and parent engagement in their child's learning has never been so strong as it was in 2020. The challenge moving forward is to find ways to maintain this.

Our strength lies in the active participation of numerous parents and wider community members in the life of the school. Our SAC and P&F are vibrant groups that support the school through their meeting, daily interactions and representation of the school. Despite restrictions, we still managed to conduct meetings throughout the year using virtual means or onsite when permitted.

The School Advisory Council continued its work as the main advisory body to the Canonical Administrator and the Principal.

2020 School Advisory Council Members were:

Fr Gerry Prunty	Canonical Administrator
Mrs Maree Beasley	Chairperson
Mr Tom Conheady	Deputy Chairperson
Mrs Brooke Gleeson-Dillon	Secretary
Mrs Alison Kenna	P&F Rep
Mr Paul Bailey	Parent Rep
Mrs Monica Heffernan	Parent Rep
Mrs Sharee Scanlon	Parent Rep
Mr Brian Moloney	Parent Rep
Mrs Sue Moloney	Parent Rep
Mrs Bernadette Heffernan	Staff Rep
Mr Ben van de Camp	Principal

The Council discussions have covered a range of issues this year, with increased time devoted to policy and procedure documents, with a specific focus on the school's transition to DOBCEL and the implications of this move. The SAC were intrinsically involved in the appointment of new principal in the 2nd half of the year- a lengthy community consultation took place regarding this.

I thank all Council members for their valuable input into discussions and decisions throughout the year. Thanks to Maree Beasley who has been Chairperson this year.

The Parents & Friends Association has continued their invaluable role in 2020. Thanks to the Executive members and to all other parents who gave so much support. The Big Breakfast managed to be held just before restrictions commenced, our Major Raffle sold every ticket and we managed to be able to gather for a few final meetings in 4th term to celebrate a long and arduous year

The Social Inclusion Program between our Year 5/6 students and the residents of Mount View Nursing Home did not occur in 2020.

Our links with the parish and the wider community are strengthened through our involvement in social justice programs such as Meals on Wheels, Mission Day, charity fundraising, Big Breakfast; many other events such as the Noorat - Terang Fun Run, Noorat Show, ANZAC and Remembrance Day celebrations did not occur due to Covid-19 restrictions.

Leah Buckle provides the formal support and link between the school, community and network as the schools Family Support Officer.

## PARENT SATISFACTION

Evidence of a high level of parent satisfaction is as follows:

- Excellent attendance and engagement in parent teacher online interviews
- Willingness of parents to openly discuss issues with the staff and principal
- Regular parent attendance and involvement in special activity days
- Excellent support for sports days
- Attendance at school liturgies and assemblies
- Enthusiastic support for the Parents & Friends Association meetings and activities
- Excellent support for the annual P&F Voucher Raffle
- Regular productive School Advisory Council meetings

## Leadership & Stewardship

### Goals & Intended Outcomes

To improve the organisational health of the school

To strengthen the school's culture of professional learning, feedback and recognition.

### Achievements

In 2019 the Leadership Team, which consists of the Principal and Assistant Principal and supported by the teaching staff through a consultative period, established a Wellbeing Team and altered the POL structure to include a;

- Religious Education Leader
- Professional Learning Community Leader
- Wellbeing Leader
- Teaching & Learning Leader

In 2020, the Teaching & learning Leader was added to the Leadership Team.

These changes were made as they better reflected the existing needs of the staff and the school community.

In late 2020, the above positions were advertised and filled for a 2-year period.

As the year unfolded and the implications of Remote Learning became more clear, we amended the Leadership team to include the Wellbeing Leader Loraine Jansen and also added Janet Cain to the team as she had extensive leadership experience in her previous employment. This team met weekly to discuss remote learning issues, staff, student and family wellbeing and to work through local issues. Staff Meetings were held weekly.

The Leadership Team also regularly sought parent feedback regarding Remote Learning and adapted the program as the year progressed; this was greatly appreciated by both staff and families.

Coffey Hunt & Co conducted our annual school audit and provided a positive report. Our school finances have been monitored during the year by an Administrative Services Consultant for the Diocesan Catholic Education Office. The demands on the school administration seem to grow each year and we are greatly appreciative of the work done by Linda Kenna and Maria Lee.

A school Compliance Officer was appointed in 2017 and continued to perform well in this role.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

In 2020 teachers took part in professional learning activities related to:

- Assessment and Reporting
- Religious Education and Awakenings
- Numeracy and Literacy PLT's
- Indonesian Cluster Days
- Erik Training
- Leading for Learning (Leadership Program)
- School Wide Positive Behaviour Support PD (SWPBS)
- Learning Diversity Days
- First Aid/CPR Training
- Emergency Management Training

Number of teachers who participated in PL in 2020	12
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Average expenditure per teacher for PL	\$447
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## TEACHER SATISFACTION

Evidence of a high level of teacher satisfaction is as follows:

- Teachers feel a strong sense of ownership
- Teachers are satisfied with the level of work demands placed on them
- Teachers believe that curriculum processes serve them effectively
- Teachers rate their partnership with parents highly
- Teachers believe that student management practices are very effective

## TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.3%
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## ALL STAFF RETENTION RATE

Staff Retention Rate	83.3%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	22.2%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	9.3
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	3.6
Indigenous Teaching Staff (Headcount)	0.0

## Learning & Teaching

### Goals & Intended Outcomes

To ensure that effective learning and teaching will be purposeful, relevant, enjoyable and lifelong and empower children to thrive in the future.

To improve English & Numeracy standards across the school with a particular focus on students achieving one year or more above the expected standard.

Staff will be open and enthusiastic towards implementing an integrated curriculum based on the inquiry approach.

### Achievements

Whilst the year looked remarkably different, there were still many wonderful achievements in 2020. At St Thomas' we have a strong focus on ongoing assessment, both formal and informal. Assessments commence at school entry and continue during all years of schooling to inform teaching, to measure achievement of learning outcomes and to provide information on the effectiveness of teaching approaches and programs. In 2020, a comprehensive assessment regime was undertaken to ensure teachers are aware of their students' needs and competencies.

Professional Learning Community's was the professional development focus for teachers this year. Literacy was chosen as our initial focus area in 2020 and staff continued to work collaboratively to complete all learning cycles completing their coverage of the whole Literacy Curriculum. We continued to work under the guidance of Teresa Hadden and Matthew O'Brien from the Catholic Education Office to enhance our planning and teaching.

We are in our second year, in regards to developing and carrying out Professional Learning Plans, where clear links are made to the school's Annual Action Plan and AITSL standards, the Department of Education's High Impact Teaching Strategies document is beginning to be investigated as a means to improve classroom practice. Year level targets around PAT are also set as part of the plan. This was further enhanced as 2 staff members, Annalise Bouchier and Janet Cain, participated in CEOB PD called Leading 4 Learning. The focus of their PD was the enhancement of teaching practice through the use of the HITS document.

Our staff continue to examine ways in which to enhance their professional knowledge and classroom practice. Learning Intentions and success criteria are embedded across all classes, through completing CFats children are aware of what they are designed to find out. In 2020 we focussed heavily on goal setting with students with all classroom teachers released termly to work on the writing of goals with the children in 1 on 1 settings.

Teachers know the curriculum well and the teachers in the school know the kids well, not just the children in their class but across the whole school. This allows staff to accommodate particular learning styles and environments. The school employs a range of learning experiences to accommodate these styles- this was particularly evident during remote learning.

All staff have a genuine belief that students can achieve and work hard to ensure this happens, this exists amongst a strong desire for continuous improvement- this is a common goal that exists throughout the school and something that staff model for the children.

Staff have strong, explicit teaching practices which are informed by student data and teacher judgement, there is a commitment to ensuring that all children work in small groups with a teacher on explicit instruction on a weekly basis- we need to ensure that this is adhered to.

Staff hold each other accountable for ensuring the curriculum is followed- there are strong collaborative processes in place.

Specialist teachers implemented programs in Physical Education, Music, The Arts and Indonesian. Literacy support was provided through the ERIK program by Amber Henriksen and Multi Lit ran by Michelle Croft. Speech needs were attended to by Joanne Kavenagh. We were pleased still to be able to run these interventions virtually throughout Covid-19 remote learning. Bernadette Heffernan continued to run her Boost groups with many students coming to school for small focus sessions during remote learning.

Staff participated in in-services for literacy, numeracy and special education. Leaders were appointed and resources were purchased to enhance programs in these areas. Staff completed an in-service on Smart Spelling as it was implemented as Professional Learning Community focus 2020.

## STUDENT LEARNING OUTCOMES

As Professional Learning Community we were able to continue to track student progress by:

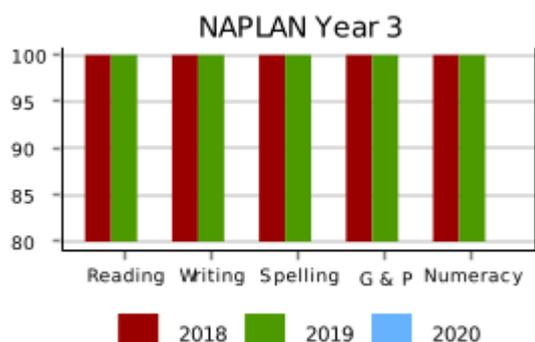
- Setting goals to work towards improvement in learning outcomes in all areas and assess accordingly.
- Students who are considered to be at risk or of concern for teaching staff have been identified and strategies implemented to provide targeted teaching in order to cater for their learning needs.
- When the performance of a student is of concern teachers refer the student for screening and intervention by school and CEO staff where required.
- We were able to assess students once they returned to onsite learning in term 4 and complied this on our schools EdTracker.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
			%		%
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	94.4	100.0	5.6		
YR 05 Writing	100.0	100.0	0.0		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Wellbeing

### Goals & Intended Outcomes

To show respect for the dignity of each child, promoting self-esteem, hope and a positive vision for the future.

To nurture the development of each child.

### Achievements

In 2020 the wellbeing of all community members took on a greater priority than ever before as the challenges posed by Remote Learning were extensive. The Leadership Team worked hard to manage the program and make it achievable for all. When on site learning did resume, we modified the timetable to allow children a transition period back into school life.

Over the past 2 years, the senior school has also begun to investigate, implement and educate students about the Zones of Regulation and how this can influence their choices and behaviours.

In 2020 the staff completed a great deal of work with Anne Ruddell regarding the implementation of SWPBS- this was a key action in our AAp for the year. This will need further work in 2021 but we have made good progress regarding this.

Our Wellbeing Leader has lifted the importance of the Role given that now takes in wellbeing, disability education and learning diversity- appropriate training has been provided for the leader and all staff to ensure that the level of understanding regarding disability education is evident. A Wellbeing Team has been established to focus on students wellbeing needs, this group is complemented by the Health & Wellbeing Committee which comprises, staff, parents and allied health professionals. Several students have been referred to the Catholic Education Office for assessment, so that we can more effectively cater for their needs. Shoni Reimert, Kate Sadler, Pauline Fahey & Bec Free from the Catholic Education Office visit to provide support in this area.

Program Support Group meetings between parents and teachers are held to support students with special needs. Personal Learning Plans are developed and monitored.

In terms of data collection, we now ask all children to complete the KidsMatter survey in T2 and the PatW in T4. Whilst the data is still in its infancy, and analysis of it is still a skill set to be developed, we are able to ascertain some positive trends and focus areas.

In 2020 we continued to partner with Centacare Ballarat to provide our community with a Pastoral Care Worker who now provides an integral service in our community as a provider of expert service in the field of wellbeing.

#### VALUE ADDED

[SWValueAdded]

**STUDENT SATISFACTION**

In 2020 the school undertook the following activities to enhance wellbeing:

- Participation in professional development programs and activities
- Referral of students for diagnostic assessments
- Implementation of individual learning plans.

Evidence of a high level of student satisfaction is as follows:

- Well - ordered and cooperative environment
- Energetic, yet safe playground activities
- Reduced entries in the school first aid register

Survey data indicates strong staff support in the areas of student motivation and orientation and satisfaction with the student management practices.

**STUDENT ATTENDANCE**

Attendance records are kept for all students, with attendance being checked and marked twice daily.

Parents of Students who have an unexplained absence when the role is marked are contacted via phone by Office Staff to ascertain a reason for their absence. Parents can notify staff of a child's absence via written verbal or electronic (SkoolBag/ email) means.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	95.5%
Y02	95.7%
Y03	93.1%
Y04	95.3%
Y05	95.8%
Y06	96.8%
Overall average attendance	95.4%

## Child Safe Standards

### Goals & Intended Outcomes

Enhance student engagement and wellbeing by implementing ways to ensure student voice informs and impacts all aspects of their schooling.

### Achievements

At St. Thomas', Staff, School Advisory Council and Parents continued to conscientiously participate in professional development and awareness building in order to have a thorough understanding of each standard. This was conducted through staff training, Child Safety as a standing item on SAC Agendas and parent education through the newsletter.

Most importantly, a Child Friendly Child Safe Policy for St. Thomas' School was reviewed by the students.

Each Standard was discussed at length so that effective policies and procedures could be put in place and validated. There was a high level of shared understanding and an awareness of the need for these improvements throughout the entire school community.

Staff, Advisory Council Members and parents all participated in training and together developed a comprehensive awareness of all expectations. This was achieved through meetings, discussions, the distribution of printed materials and through the School website.

Related Policies and commitments were developed and validated by the School Advisory Council and staff and signed by all relevant stakeholders.

Employment application forms were altered to include commitments to Child Safety from all applicants.

All staff successfully completed the Mandatory Reporting training module and related training in regards to mandatory reporting and the Protect documents.