

ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST THOMAS MORE SCHOOL
ALFREDTON

2018

REGISTERED SCHOOL NUMBER: 2068



*With God First,
We Will Live, Learn
and Thrive*

Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Catholic School Culture	5
Community Engagement.....	8
Leadership and Stewardship	10
Learning and Teaching	16
Wellbeing	19
Child Safe Standards	23
School Performance Data Summary	25

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E NUMBER	E2068

Minimum Standards Attestation

I, Rosa Tocchet attest that St Thomas More 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

03/05/2019

Our School Vision

MISSION

St Thomas More Catholic School is a child-safe school that offers an educational foundation, which is united in faith and committed to developing the whole person to live, learn and thrive in God's love.

VISION

As a community of learners we will strive to:

- Achieve excellence in education in a Catholic faith community.
- Nurture the spirit, mind and body of each learner.
- Provide a stimulating and collaborative learning environment preparing all for lifelong learning.
- Empower learners to meet the future with confidence and resilience.

School Overview

St Thomas More School is a Foundation to Year 6 co-educational Catholic school in the St Patrick's Cathedral Parish of the Diocese of Ballarat. Our school is located in Alfredton, a suburb in the west of Ballarat, which is located in a high-growth area of Ballarat West. Our school draws students from the local area as well as from the surrounding rural areas. There was an enrolment of 405 students in 2018. St Thomas More School had 35 teaching staff employed for 29 full-time equivalent positions. We employed eight Learning Support Officers at 4.09 full-time equivalent; four administration officers at 2.3 full-time equivalent. St Thomas More School received additional funding for 21 students with special needs. Individual Learning Programs were established and continually reviewed to cater for their particular needs as well as many other students who did not qualify for funding but had additional needs. St Thomas More School draws on the Gospel values to build a learning environment where students feel valued and inspired to learn. We offer a quality-learning environment where each individual is supported to reach his or her potential.

We promote a vibrant, caring community that works together to create a welcoming and stimulating educational environment. Our teaching and learning philosophy is based on the belief that all students can achieve success given sufficient time and support. We believe that a focus on collaboration, learning and results are crucial in supporting students to achieve success in all facets of their school life. By offering a rich curriculum, we nurture an enthusiasm for learning in our students and a belief that optimal achievements are possible.

In 2018 the school staff continued to implement the Professional Learning Communities (PLC) model that is based on "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." (Dufour et al) Our Mission and Vision formed the basis for decision-making ensuring an alignment of decisions that reflected the core values of our Mission and Vision. Staff norms were regularly revised to clarify staff expectations of one another regarding procedures, responsibilities and relationships. We worked on the Personal and Social Capabilities Curriculum, developing a curriculum overview for our school. We continued to implement the SMART spelling throughout the school; a sequential program designed to support teachers and students in the explicit and systematic teaching of spelling, Foundation through to Year 6. Our Learning Cycle continues to evolve and was further developed to guide the various elements and timing of the learning and teaching for each Power Standard. We believe that nurturing children through the critical, formative years means surrounding them with a learning environment rich in experience and opportunity and a pastoral atmosphere of individual care and attention.

Catholic School Culture

Goals & Intended Outcomes

We will develop our Catholic identity so that post-critical belief and dialogue are the defining features of our school community.

We will develop our understanding of the New Awakenings Curriculum and continue to provide learning opportunities to be able further develop our Catholic identity.

Achievements

Opportunities to develop our understanding of the New Awakenings Curriculum included:

- The Religious Education Leader regularly attended Catholic Education Office Cluster meetings designed to unpack the requirements surrounding the implementation of the New Awakenings Curriculum.
- Staff meetings centred on unpacking the New Awakening Curriculum allowing conversation and interaction as to how our school can implement this curriculum to be engaging and inclusive for our students, parents and community.
- Catholic Education Office led REL conference; aimed to further discuss the New Awakenings Curriculum, the need for supportive requirements from the CEOB within our school and the opportunity to reflect on the journey so far having embarked on the implementation process.
- Professional Development day with St Columba's Primary School focused on three areas:
 - a) Who is sitting at my table?
Diocesan *ESCI* survey results show that secularisation and pluralisation are clearly at work within Catholic school communities, especially as student's progress through the levels of schooling. If we are to be teachers committed to dialogue as foundational to our RE classes, it is vital to know **who are the students before us?** Using data drawn from *ECSI* surveys, we named the religious (and non-religious) landscape of our student cohort and explored practical learning opportunities that recognise and address this plurality.
 - b) What do I need to know about the new Curriculum?
Unpacking key components of the New Awakenings; The Enduring Understandings and Strands, Achievement Standards, Level Descriptors and Learning Processes and how these are interrelated with a multi- strand conceptual approach. We explored the change in mindset that is and how to begin the design process.
 - c) How does the rubber hit the road?

The New Awakenings Curriculum invites us to approach the planning, learning and teaching of Religious Education from a new paradigm. What does this actually mean for classroom experiences of RE? We explored how the learning and teaching of RE can be transformative - focusing on student engagement, inquiry and reflection. We identified the connection between Shared Christian Praxis and re-contextualisation, and how to bring this to life in the present context.

Opportunities to develop our Catholic identity included:

- Our school's Mission & Vision, and school Motto continued to be embedded in our school culture driving everything that happened at the school. e.g. informed student awards, unpacked for students as a whole school unit of work at the beginning of the year.
- Displays in classrooms, shared areas and school foyer reflected units of work and the events of the liturgical year provided community with visual images of Catholic culture.
- Weekly Whole School Prayer advertised within our school newsletter.
- Celebration of masses including Beginning and End of Year Mass, Ash Wednesday and Feast of Assumption Masses. To encourage our school community to attend, invitations were developed and sent home to each family in addition to frequently being advertised on our school newsletter.
- St Thomas More Feast Day Mass inclusive of whole school celebratory activity.
- Visits from Fr Justin during Sacramental preparation programs.
- Regular, timetabled daily classroom prayer.
- Whole school celebrations of important events during the year including Holy Week, Anzac Day, Mother' Day, Father's Day and Remembrance Day.
- Weekly staff prayer encouraged staff to reflect upon and celebrate their own faith through prayer, professional development and school celebrations.
- Opportunity for our staff to participate in parish-led sacramental dismissals including: Junior and Senior Reconciliation, Confirmation and First Eucharist. This provided an integral link between families, our school and the parish community.
- The Soup Bus sleep out allowed our students to interact with leaders from the Ballarat community including Craig Scheps leader of OnTrack Foundation and the St Vincent DePaul Society. This opportunity encouraged our Year 5 and 6 students to engage with social justice issues within our society and provided a fundamental link to our mission statement here at St Thomas More: developing the whole person to live, learn and thrive in God's love.

VALUE ADDED

- We recognised and appreciated the diverse perspectives, experiences and faith journeys apparent within our school community.
- In response to the ongoing development of the New Awakenings Curriculum, and with a focus on staff formation, staff attended RE focused staff meetings, personal and professional development days. Active participation at these development opportunities was encouraged. It was evident through further discussions, that our staff are committed to further developing our understanding of the New Awakenings Curriculum in order to provide an engaging curriculum for our students.
- Staff continued to be led to view RE through a PLC lens in light of the New Awakenings and using the key questions of a PLC to link learning to key understandings, assess student knowledge, develop instructional strategies, ensure teacher professional development and develop links with leadership internally and across the diocese.
- Staff continued to be challenged to sit with our professional obligation to represent the Catholic Tradition within St Thomas More Primary School. As the diversity within our school continues to grow, we regularly assessed how to make our teaching engaging and meaningful for our students from varying cultural backgrounds.
- Opportunities that allowed our students to sit with social justice issues within our community and act with hope, justice and integrity toward those in need, highlighting the link between the mission of Jesus and their personal mission.

The Parish Sacramental Program continued to have a high uptake and valuable interaction with our parish schools (St Patrick's Primary School and Siena Primary School) continued to develop.

Community Engagement

Goals & Intended Outcomes

To enhance the school community connectedness.

To improve student engagement through school community partnerships.

To strengthen the parent / school /parish partnership.

Achievements

A comprehensive fortnightly newsletter that informed the parent community on all aspects of the School.

- Use of Skoolbag app to communicate with parents.
- Parent/Teacher interviews (formal, informal) formal meetings scheduled twice per year.
- Parent information sessions for parents of Foundation students - Reading focus, settling into school focus.
- Classroom helpers' training
- Parent information sessions led by the school's pastoral care worker.
- Cyber safety information session for parents.
- Invitation to class / school events e.g. Art Show, class Expo
- Teachers and parents used diaries as a means of communication between home and school.
- Events that included the school community: Parish/School Masses & Whole School Prayer, Sports Day, P & F events, Family Fun Day, beginning of year information sessions, End of Year School Picnic.
- Staff and students represented at community events e.g. ANZAC Service.
- School choirs performed for community groups.
- Fundraised for community causes e.g. Crazy Hair Day.
- Open Day/Catholic Education Week celebration.
- Fathers and students invited to Father's Day Breakfast.

PARENT SATISFACTION

The 2018 Insight SRC data shows growth in parent satisfaction in the following areas:

- Learning Opportunity.
- Teacher Morale
- Parent Input
- Learning Focus
- Homework
- Stimulating Learning
- Connectedness to School
- Social Skills
- Connectedness to Peers

Leadership & Stewardship

Goals & Intended Outcomes

We will build staff capability to be leaders of learning so that we develop a culture of continuous professional development.

Achievements

- Providing Professional Development for all staff to understand their professional responsibility towards enacting the Ministerial Act 870 regarding Child Safe Standards. This required the development of policies, protocols, processes to ensure compliance with the seven standards and the cultivation of a child safe culture.
- All staff members completed the online Mandatory Reporting module that outlines the legal requirement for certain professionals to report a reasonable belief of child physical or sexual abuse to child protection authorities.
- Ensuring that all CRTs, volunteers and contractors are aware and responsible for upholding of the School's Child Safe Policy and Code of Conduct.
- Staff were provided with annual professional development around the Reportable Conduct Scheme including what it is, staff requirements and responding to a report.
- Our continued commitment to ensure that all decisions, policies, programs and processes reflect the school's Mission and Vision statements and subsequently allow us to enact our school motto of 'With God First, We Will Live, Learn & Thrive'.
- Timetabling ensured that teachers were provided with time, support & resources to meet twice weekly (1 x 70 Professional Learning Team (PLT) and 1 x 2hrs Planning session) as a professional learning team to collaboratively plan for and discuss student learning, results and best practice.
- All team PLTs and Planning sessions are attended and supported by curriculum leaders. Agendas are prepared prior with foci identified in advance by the team and minutes are recorded for all meetings.
- Staff had the opportunity to reflect upon the school annual goals in Mathematics, Reading and Spelling that were set following the School Improvement Framework review in 2017. This included identifying and celebrating goals that had been achieved, examining the reason why goals may not have been achieved and then collaboratively recognising areas where further focus and improvement were required.
- The continued emphasis on the use of a Shared Leadership model within the school. Throughout 2018 the staff continued to use the Australian Professional Standards for

Teachers as both a reflection tool and as a goal setting tool to aid professional development and performance. Staff were provided with time each term to make note of various actions and learning that they have undertaken to provide evidence of their efforts to continually improve their professional practice. These goals were discussed and reflected upon during individual staff members Annual Review Meeting (ARM) with the principal.

- The Principal and Deputy Principal participated in a diocesan two-week PLC Study Tour to Vancouver, Canada and Los Angeles, USA organised by Ballarat CEO staff. This included visiting both state and catholic schools as well as working with reputable and respected educational leaders Tom Hierck and Chris Weber. This experience also provided opportunity to develop and strengthen professional relationships with leaders from other schools within the diocese, thereby further extending our expertise.
- Whilst the Principal and Deputy Principal were involved in the Study Tour, an experienced curriculum leader from within the school was appointed to fill the position of Acting Principal for the term of their absence.
- Fortnightly meetings of Curriculum Leaders were held to discuss school matters and strategic/operational direction. Focus was also directed to developing further leadership skills amongst the curriculum leaders and individual team members.
- The Guiding Coalition (GC) participated in weekly meetings: The focus of these meetings varied from: informing, guiding, creating documents and future steps, and instilling ownership of directions. Transparency of the work of the GC was evident through the recording of minutes from all meetings alongside decisions and actions being shared on google docs and reported back to staff at staff meetings.
- PLC professional learning was made available to provide future direction. This included new staff attending PLC Overview PD sessions.
- Facilitated PLC/PLT/staff meetings/setting agendas and saved on Google.
- Rotated the roles of Facilitator and Minute Recorder amongst staff on a weekly basis for staff meetings.
- Liaised with CEOB staff to develop best practice and to determine next steps in furthering our PLC.
- The Senior team worked with CEO Ballarat Education Coach to identify and work towards achieving a team goal. The team identified their goal as a result of completing the Transforming Instruction component of the Characteristics of a Highly Effective Catholic School (CHECS) Health Check/audit.
- Allocated resources to school initiatives (physical, human and financial).
- Empowered staff to reach full potential through mentoring, professional learning opportunities, coaching etc.

- Communicated with parents and students.
- Introduced the communication of administration matters via google+
- Updated information contained in Edtracker to store and track student progress across a wide range of assessments.
- Trialled a centralised CFAT data tool that was created by a staff member from within the diocese.
- Facilitated structures (timetables/CRTs etc.) to allow meetings/collaboration etc.
- Tracked progress of Annual Action Plan.
- Checked, developed policies – kept up-to-date.
- Graduate mentors worked with graduate teachers. Teachers within their first three years of service were offered the opportunity to attend additional professional development.
- Literacy Coach employed to work with Junior Team teachers with an explicit focus on the learning and teaching of Reading. Our 3-6 Literacy Leader also offered coaching opportunities to members of the middle and senior teams.
- Role rotations within meetings.
- New opportunities for leadership positions in RE was made available mid-year due to the departure of the appointed RE leader.
- 2019 positions for Deputy Principal, RE, HaPE, Wellbeing and ICT leadership roles were all made available for staff to apply for during term 4. Written applications and interviews formed the basis of personnel selection, with the appointed staff members commencing their roles at the start of the 2019 school year and being for a two year period, except for Deputy Principal and RE Leader who will hold their positions for a term of three years.
- ICT leaders utilised a peer-modelling model to upskill teachers & students to the new Digi-Tech learning.
- The school utilised CEO staff expertise where/when required as well as out-sourcing other professionals in various fields when required.
- Curriculum Leaders within the school frequently took responsibility for providing professional development opportunities.
- Curriculum Leaders liaised with CEO staff and attended professional development when the foci related to the school's needs.

- Streamlining and designation of administration roles and areas of responsibility amongst the office personnel.
- Making the EBA 'Transition to Retirement' process available for staff, commencing the start of 2019 for those who were eligible/interested.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Awakenings

RE cluster group

RE whole staff development: the New Awakenings curriculum

PINARC: up-skilling staff re students with special needs

Writing workshops

Speaking & Listening

Personal & Social Capabilities curriculum: Colin Sloper

Learning Intentions & Success Criteria

Bump It Up Wall: Writing continuum

Google Sites

ICT

RE

OH&S

OLSEL

Visual Arts

Anaphylaxis and Auto Injector training

CPR training

Languages
Music
Problem solving
Leadership
Professional Learning Communities
Graduates PD
Special Ed
History
Sustainability
Response to Intervention
Curriculum Network Meetings
PLT meetings
Staff meetings
ICON training

TEACHER SATISFACTION

The latest Insight SRC data showed Staff Climate improvement in the following areas:

- Individual distress
- School distress
- Work demands
- Student behaviour (classroom and school)
- Curriculum processes

Individual Morale, School Morale, Student Management remained at very positive levels.

Learning & Teaching

Goals & Intended Outcomes

We will build staff capability to be leaders of learning so that we develop a culture of continuous professional improvement.

We will engage students in their learning so that they become independent and interdependent learners.

Achievements

This year we committed to the pedagogical framework, *The New Art and Science of Teaching* (2017), by Robert J Marzano. This framework forms the basis for the pedagogical approaches that will be implemented across the school. It is consistent with the Professional Learning Community (PLC) ideals that drive learning and teaching at St Thomas More School.

We continued to embed the PLC culture within our school. We based our learning conversations and decisions on the six guiding PLC questions, keeping our focus firmly on learning for students and staff.

We implemented and sustained ongoing assessment and reporting practices as per school assessment schedule. This has been regularly reviewed to ensure that our assessment practices meet our needs. This year we moved to online reporting for the end of semester reports. This appeared to be favourably received by the school community.

Further building and strengthening of the collaborative practices within and between teams of teachers has been an ongoing focus. Team and curriculum leaders were engaged in 'coaching collaborative teams' to facilitate the growth of staff capability and promote rigour in learning and teaching conversations. Teachers across the school engaged in coaching conversations to develop/strengthen practices in Literacy, in line with personal learning goals.

The development of learning goals for students has been explored in various areas of the curriculum, and in writing was particularly evident in classrooms across the school. This was facilitated by the display and use of an F-6 'Bump It Up Wall' (a continuum display of writing I can statements and matching samples aligned with the Victorian Curriculum).

With the guiding principle and commitment, "I commit to doing whatever it takes to achieve growth for all", we maintained structures to support differentiated learning F-6, which included cross class groupings at times. We also maintained the school wide practice of targeted intervention to support reading comprehension F-6 with expert staff running these groups. These groups ran 3 x weekly for all levels, with classroom follow up.

We continue to expand and deepen our understanding and knowledge of the Victorian Curriculum in all key-learning areas. This has been reflected in the ongoing development of units of work, and in proficiency scales that denote learning intentions and success criteria (written as 'I can...' statements), essential learning, vocabulary, prerequisite learning and enhancements for English and Mathematics.

We set and monitored whole school SMART goals in reading using Fountas and Pinnell Benchmark Assessments (3-6) and Alpha Assess (F-2). All students were part of a whole school data wall that was monitored and kept up to date. Further to this we have used PAT Assessment tools online to inform, set and track whole school SMART goals in the areas of Spelling, Reading and Numeracy. The use of this standardised assessment provides valuable trend data, and supports the other school assessments in use.

We continued to evaluate and refine 'I can...' statements in Reading, Writing, and Mathematics. We expanded the use of the 'I can...' statements to some other areas of the curriculum including Specialist areas. This led to visible displays of these statements in classrooms, matching the focus for learning.

We maintained the use of integrated Inquiry as a means of ensuring curriculum delivery across areas such as the Arts, Technologies, the Humanities, Health and Science.

We implemented and sustained formal and ongoing reporting practices:

- SIMON A-E reporting
- Student Learning Journals
- Parent/Teacher interviews

Data was used as an identifying and planning framework for intervention with individual students.

We used target setting to meet individual learning needs. This was evident in student learning plans.

- Student Support Group meetings
- Personal Learning Plans
- Learning Support Meetings.

We continued to implement partnerships with other community organisations to assist students with special needs. The following intervention programs were administered: Reading Recovery, ERIK, Multi-Lit, Mini-Lit, Maq-Lit, EMU, Speech.

STUDENT LEARNING OUTCOMES

Year 3 Reading: 98% of students were above National Minimum Standard

Year 5 Reading: 97% of students were above National Minimum Standard

Year 3 Writing: 100% of students were above National Minimum Standard

Year 5 Writing: 93% of students were above National Minimum Standard

Year 3 Spelling: 95% of students were above National Minimum Standard

Year 5 Spelling: 92% of students were above National Minimum Standard

Year 3 Grammar and Punctuation: 93% of students were above National Minimum Standard

Year 5 Grammar and Punctuation: 93% of students were above National Minimum Standard

Year 3 Numeracy: 96% of students were above National Minimum Standard

Year 5 Numeracy: 97% of students were above National Minimum Standard

We have shown growth in Reading at year 3 and Year 5 2017-2018.

The upward trend in our Year 3 and Year 5 Writing data since 2014 has resumed in our 2018 results after a slight drop in 2017.

The Year 5 Spelling results have continued to improve again, and despite a drop for the Year 3 in 2017, these results have now shown growth and improvement.

Our 2018 Numeracy results for the Year 3 and Year 5 have shown positive improvement from the 2017 data.

We have continued to explore and implement a number of strategies to improve school wide comprehension as a matter of priority, recognising the impact that this will have across all areas of the curriculum.

Wellbeing

Goals & Intended Outcomes

- To maintain and increase a high level of student engagement.
- To successfully implement a new social and emotional curriculum in the 'Resilience, Rights and Respectful Relationships' program.
- To align this new program to the Personal and Social Capabilities domain in the Victorian Curriculum.
- To write 'I can' statements matching the Personal and Social Curriculum

Achievements

The social and emotional wellbeing of our school community continued to be a primary focus throughout the 2018 school year. A new initiative called 'Fantastic 48' saw us begin our year with an explicit focus on relationship building – student to student and teacher to student. In spending the first two days of class time getting to know each other and setting both team and individual goals, each student was well placed to develop the connections so vital to being happy at school. 'Fantastic 48' received a great deal of positive feedback from our parent community, students and staff and is an initiative we hope to continue at the commencement of 2019.

The implementation of a new wellbeing program (Resilience, Rights and Respectful Relationships) provided a timely opportunity to review the way in which we explicitly teach and monitor social skills here at St. Thomas More Catholic Primary School. Developed by researchers from the Melbourne University and highly endorsed by the Victorian Government, the Resilience, Rights and Respectful Relationships program specifically focuses on developing positive relationships with others, emotional literacy and problem solving. In our work with Professional Learning Communities consultant, Colin Sloper, each of our teachers carefully unpacked the Rights, Resilience and Respectful Relationships content and aligned it with the Personal and Social Capabilities strands within the Victorian Curriculum. In doing so, we are able to plan a thorough teaching and learning sequence that included weekly lessons with targeted "I can" statements – providing clear direction and outcomes for both students and teachers.

The continued employment of our school counsellor further promoted strong connections between families and school, supporting our community with various challenges. In working together and ensuring partnerships, we have been able to continue providing that additional support where required.

Links between our school and the wider community provided exciting and purposeful actions for our student leadership to engage with. Hosting our second 'Sleep Out' saw our senior

students make over 100 care packages to donate to St. Vincent De Paul Ballarat, as with supporting and learning about the important work of Ballarat's Soup Bus. This year our efforts were acknowledged in the local paper and a greater understanding that we were reaching out to those in need was developed within our students. This idea was extended further in the Christmas period, with our school community donating gifts that were wrapped by our students and donated once again, to St. Vincent De Paul society.

The Buddy System, Student Leadership group, student centred activities, incursions, excursions and camps promoted self-confidence, peer socialisation and independence within our students.

The school's motto of With God First, We Will Live, Learn and Thrive has continued as the umbrella for acknowledging and celebrating our student's social, academic and spiritual growth. Achievements were celebrated publicly by acknowledging students who successfully demonstrated these values within the school.

VALUE ADDED

- All staff updated the online Mandatory reporting module.
- WINN (What I Need Now) time ensured that all students received timely and systematic intervention.
- Further developed 'I can statements' in student language, which allowed students to strive for goals and celebrate when they were achieved.
- Employed a school counsellor for one day a week to assist students, families and teachers.
- Referred families to support programs and networks.
- Greater commitment from teachers to ensure that Assembly Awards reflected our motto With God First, We Will Live, Learn and Thrive.
- Weekly student leadership meetings worked to contribute to the greater global and local community.
- The Student Leadership represented the school at community events, such as Anzac Day.
- Student leadership group coordinated 'Shoe Box' Christmas gifts to donate to the local community.
- Affiliation with groups such as The Soup Bus and St. Vincent De Paul.
- Utilised CEOB support staff.

- Prep 2018 information meetings and tours for new families seeking enrolment.
- Rights, Resilience and Respectful Relationship and Smiling Mind program taught once a week to enhance social skills.
- Quiet Play options during second break
- Star of the Week celebrated each student's gifts and talents.
- Special Days – Run for Roshni, Sleep Out, East Timor/Footy Day, St Thomas More Day and Buddy Day.
- P-6 buddies encouraged cross-age mentoring and friendships.
- Anti-bully code of conduct agreed to and followed by students, staff and parents.
- Restorative Practises Model used by staff in the classroom and on the yard.
- Utilised behavioural think sheets used to encourage students to think about others and make better choices when incidents occurred.
- Consistently used behavioural tracking of students each term.
- Behaviour contracts and Safety Management Plans used for individual when appropriate.
- PAT SEW data completed by students and analysed by teachers Grs 2-6 to identify students with emotional or social needs.
- SSG meetings and Personalised Learning Programs each term for students with additional needs.
- Provided Problem Solving Teams to assist identified students involving outside professionals such as CEOB staff.
- Response to Intervention model utilised through boost groups and Tier 2 intervention programs
- Utilised Learning Support Officers to assist in classrooms and deliver small group and one on one intervention programs.
- Delivered Cyber safety programs to all students.
- Fostered an open relationship between school and home through regular communication such as Parent Information sessions and Parent/ Teacher interviews.

STUDENT ATTENDANCE

The Principal contacts families where non –attendance is significant and students are absent on a regular basis. Ongoing monitoring of that family is implemented.

Child Safe Standards

Goals and Intended Outcomes

To ensure the safety and wellbeing of students at St Thomas More School.

To empower families, students and staff to have a voice and raise concerns.

To implement rigorous risk management, employment practices, as well as staff review processes and practices.

Achievements

- Child Protection Officer position maintained (CPO)
- circulated, adopted and implemented the Reportable Conduct policy and processes to all staff. Rights, roles and responsibilities outlined
- continued to implement the Child Safety Policy
- maintained specific codes of conduct for each of the following; staff, volunteers, contractors
- ensured that all school staff signed off on the Child Safety Code of Conduct for Staff and were bound by this code of conduct
- ensured that all volunteers contractors, clergy, school advisory council members and all visitors have off on the Child Safety Code of Conduct and were bound by this code of conduct
- ensured that all volunteers were trained and had a current Working With Children Check
- ensured that staff selection, supervision and management practices met with the requirements of the Ministerial Order for standard four
- ensured that all staff who work with children completed the mandatory reporting module
- all staff received updates on their roles and responsibilities in responding to and reporting allegations of suspected child abuse
- informed the school community regarding our policies, practices and compliance requirements

- ensured our Behaviour Policy was an active document and that the students and community were well informed about this policy .
- offered student wellbeing programs such as RRRR, PaTHS, Bounce Back, Restorative Practices, Circle Time.

School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	95.4	-4.6	100.0	4.6
YR 03 Numeracy	97.0	96.9	-0.1	100.0	3.1
YR 03 Reading	100.0	98.5	-1.5	98.2	-0.3
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	94.0	-6.0	98.3	4.3
YR 05 Numeracy	96.8	98.0	1.2	100.0	2.0
YR 05 Reading	98.4	98.0	-0.4	98.3	0.3
YR 05 Spelling	98.4	96.0	-2.4	98.3	2.3
YR 05 Writing	98.4	98.0	-0.4	98.2	0.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.4
Y02	94.1
Y03	92.3
Y04	91.9
Y05	92.3
Y06	92.7
Overall average attendance	92.4

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.1%

STAFF RETENTION RATE	
Staff Retention Rate	88.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	7.7%
Graduate	11.5%
Graduate Certificate	0.0%
Bachelor Degree	80.8%
Advanced Diploma	50.0%
No Qualifications Listed	3.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	33.0
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	20.9
Indigenous Teaching Staff (Headcount)	0

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*