

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST THOMAS MORE SCHOOL
ALFREDTON**



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

2019

REGISTERED SCHOOL NUMBER: 1803



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E NUMBER	E2068

Minimum Standards Attestation

I, Simon Duffy, 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

28/04/2020

Our School Vision

Mission

St Thomas More 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.

Philosophy

St Thomas More School makes connections for and with the students through the curriculum, learning experiences, feedback, and teaching approaches so that students can develop as active and socially just citizens that integrate faith and life. Integral to improving student outcomes is learning and teaching, curriculum, assessment and reporting.

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.

Values

Rationale: The curriculum at St Thomas More School is contextualised by our Mission and Vision and by the school motto, *With God first, we will live, learn and thrive.*

At St Thomas More School we are a community of lifelong learners. Our core beliefs and values are:

- Learning is driven by one's readiness

Values: respect, authenticity, faith, responsibility

- All learners can achieve success

Values: faith, hope, success

- Connecting in and beyond the school is central to learning Values: honesty, authenticity, collaboration

- Learning requires stamina

Values: hope, responsibility, resilience, persistence, risk-taking

- Collaboration is central to learning

Values: respect, honesty, responsibility, collaboration

- Everyone's uniqueness is valued and nurtured

Values: respect, stewardship, ethics

- Trusting and valued relationships are integral to learning

Values: respect, honesty, authenticity, collaboration

We will provide students with the opportunity to develop their own sense of mission as they work and grow towards greater independence and interdependence in a future world hopefully characterised by the Gospel values.

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 431 students in 2019. St Thomas More School had 35 teaching staff employed for 29 full-time equivalent positions. We employed 10 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 57 students with special needs. Personalised 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 2019 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 school. Staff norms were regularly revised to clarify staff expectations of one another regarding procedures, responsibilities and relationships. 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.

Principal's Report

It is with pleasure that I present the 2019 Annual Report to the School Community for St Thomas More School. I am very proud of the spiritual, academic, social and sporting achievements of our students throughout the academic year.

Our school staff and community have continually strived for excellence in teaching and learning in a Catholic school community. The teaching staff and community are to be commended on their continual pursuit of excellence. I would like to thank students, staff and families for their significant and valued contributions to our school.

St. Thomas More School continues to be well respected and has continued to strongly serve our local community. We are very proud of the sense of community that continues to develop and we genuinely value the input from the parish, our families, Parents and Friends' association, School Advisory Council, Catholic Education Office Ballarat and other external support networks.

This year is my final year at St. Thomas More Primary School and it concludes 35 years of service. I would like to thank the whole community for their support over my time as a classroom teacher, deputy principal and principal of the school. As I retire I leave with fond memories of a wonderful school. I'm sure that the school community will continue to thrive as the school motto is lived out "With God First, We will Live, Learn and Thrive".

(By Rosa Tocchet – outgoing principal)

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 Awakenings Curriculum and continue to provide learning opportunities to further develop our Catholic identity.

Achievements

Opportunities to develop our understanding of the Awakenings Curriculum include the following:

- The Religious Education Leader (REL) regularly attended Catholic Education Office Cluster meetings designed to unpack the requirements surrounding the implementation of the Awakenings Curriculum. Planners that included direct hyperlinks to theory and curriculum were introduced to better relate staff understandings of theory to classroom practice. Our teaching also extended to cover the Spiritual Capabilities component of the Awakenings curriculum.
- Staff meetings were dedicated to the Awakenings Curriculum. This invited conversation and interaction as to how our school can implement this curriculum to be engaging, inclusive and representative for our students, parents and community.
- The Catholic Education Office led a REL conference designed to further embed the Awakenings Curriculum. The CEOB continued to support our school community through the implementation process, providing opportunities for both new learning and reflection.
- Central Zone led conference for all staff in Catholic schools – ‘Fullness of Life for All’.

Opportunities to develop our Catholic identity included:

- Our school’s Mission and Vision, and Motto, continued to be embedded in our school culture. Our Motto informed student awards and learning celebrations and we began our year with a whole school focus on what behaviours and expectations allow us to Live, Learn and Thrive as a community. School Mission and Vision was at the forefront of our planning for the implementation of the ‘School Wide Positive Behaviour Supports’ framework.
- Displays in classrooms, shared areas and the school foyer reflected units of work and the events of the liturgical year, providing visual images of Catholic culture.
- Weekly Whole School Prayer was advertised within our school newsletter and around the school.

- Celebration of masses included the Beginning and End of Year Masses, Ash Wednesday, St. Thomas More Feast Day and The Feast of the Assumption. To encourage our school community to attend, invitations were created and sent home to each family, in addition to frequently being advertised on our school newsletter. Stickers were also included in the diaries of those students who had a role in the celebration, including singers.
- St Thomas More Feast Day Mass launched our whole school celebration. A BBQ was offered to all students and family members, including a presentation of our donations to St. Vincent de Paul Society and the Soup Bus. Students were also invited to participate in a talent show.
- A Family afternoon held during Catholic Education Week encouraged community to gather and celebrate our Catholic identity by working together. Students were organised in family groups for the first time.
- Fr. Justin visited our school throughout the Sacramental programs, linking school and parish life. Staff members facilitated parish meetings and were members of the Sacramental Team.
- Timetabled daily classroom prayer.
- Whole school liturgical celebrations of important events during the year including Holy Week, Anzac Day, Mother's Day, Father's Day and Remembrance Day.
- Weekly staff prayer encouraged staff to reflect upon and celebrate their own faith.
- Opportunity for our staff to participate in parish-led sacramental dismissals including: Junior and Senior Reconciliation, Confirmation and First Eucharist. This strengthened the connections 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 Scheips, leader of the OnTrack Foundation and the St Vincent DePaul Society. This opportunity encouraged our Year 5 and 6 students to engage with local social justice issues and provided a fundamental link to our mission statement; 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 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 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 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 beginning of year information sessions, End of Year School Picnic, Christmas Carols in the Park.
- 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.
- Mothers and children invited to Mother's Day afternoon tea.

PARENT SATISFACTION

The most recent 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

- 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-minute Professional Learning Team (PLT) meeting 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 were recorded for all meetings.
- Staff had the opportunity to reflect upon the school's 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 as a whole school focus and/or at a particular learning level within the school.
- The continued emphasis on the use of a Shared Leadership model within the school. Throughout 2019 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.
- 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 focus of these meetings varied from: informing, guiding, creating documents and future steps, and instilling ownership of directions. Transparency of the work of curriculum leaders 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 Deputy Principals from St Thomas More School, Lumen Christi Primary School and Emmaus Primary School met twice termly with Marg McDonald (CEOB Education Consultant) to discuss celebrations and challenges associated with PLC, leadership and set future foci that were likely to enhance student learning outcomes.
- Empowered staff to reach full potential through mentoring, professional learning opportunities, coaching etc.
- Communicated with parents and students and always aimed for transparency.
- Introduced the communication of administration matters via Google+.
- Updated information contained in Edtracker to store and track ongoing student progress across a wide range of assessments over time.
- Facilitated structures (timetables/CRTs etc.) to allow meetings/collaboration etc.
- Regularly 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.
- A part time Literacy Coach worked 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 team meetings.
- New opportunities for leadership positions in ICT was made available mid-year due to the departure of one of the appointed ICT leaders.

- The Teaching and Learning Curriculum Leader conducted fortnightly Specialist Team Meetings whereby they focused on adopting the PLC model and where possible, linking the classroom focus with learning experiences offered by the specialists.
- A Team Leader was appointed for each team from F-6 teams. These leaders, along with the Deputy Principal, met fortnightly to collaborate on successes and challenges that were being experienced within teams related to student learning, and together set goals and action plans to facilitate and support further 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 for whole staff, team and individual teachers.
- 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 who were eligible/interested.
- Some staff members undertook professional study.
- Allocated resources to school initiatives (physical, human and financial).
- Offered placement positions for pre-service teachers from ACU.
- Rosa Tocchet, school principal for 12 years from 2008-2019 retired at the end of the school year. Following a thorough application and interview process during Term Three, Mr Simon Duffy was successfully selected as the new school principal to commence at the start of the 2020 school year. Simon comes with over 20 years experience in education including time as a classroom teacher, deputy principal and principal.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- RE cluster group- *Religious Education Leader*
- Writing workshops – *Literacy Leaders and Year 3-6 Team Leaders*
- Speaking & Listening- *Literacy Leaders and Year 3-6 Team Leaders*
- Bump It Up Wall: Writing continuum- *Literacy Leaders*
- Google Sites – *Year 3 – 6 Teachers*
- ICT – *ICT Leaders*
- RE- *Religious Education Leaders*
- OH&S- *OH&S Officer*
- OLSEL- *Literacy Leaders*
- Visual Arts- *Art teacher*
- Anaphylaxis and Auto Injector training – *All staff*
- CPR training – *All staff*
- Languages – *Language teacher*
- Music – *Music teacher*
- Problem solving- *Learning Diversity Leader*
- Leadership- *Principal and Deputy Principal*
- Professional Learning Communities – *All teachers*
- Graduates PD -*Teachers in first 3 years of service*
- History- *History teacher*
- Sustainability- *Sustainability teacher*
- Response to Intervention - *Learning Diversity Leader*
- Curriculum Network Meetings- *Curriculum leaders*
- PLT meetings - *Curriculum leaders and F- 6 teachers*
- Staff meetings – *All staff*
- ICON training- *Admin staff*
- Reading Recovery – *Reading Recovery teacher*
- SWPBS training- *All staff*
- Learning Diversity – *Learning Diversity Leader*

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

All Teachers

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$300

TEACHER SATISFACTION

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

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

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

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	81.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.7%
Graduate	14.3%
Graduate Certificate	0.0%
Bachelor Degree	82.1%
Advanced Diploma	42.9%
No Qualifications Listed	3.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	26.7
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	11.4
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*

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

The Professional Learning Community (PLC) at St Thomas More School, informed and supported by the pedagogical framework, *The New Art and Science of Teaching (2017)*, by Robert J Marzano, continues to thrive. Our pedagogical approaches, consistent with the Professional Learning Community (PLC) ideals, drive learning and teaching at St Thomas More School.

Learning conversations and decisions continued to be based on the six guiding PLC questions, keeping our focus firmly on learning for students and staff.

We have continued to implement ongoing assessment and reporting practices as per the school assessment schedule. This has been regularly reviewed to ensure that our assessment practices meet our needs. We have also explored and broadened informal assessment strategies and practices in order to give timely feedback to students, and to inform student goal setting. Online reporting for the end of semester reports has been fine-tuned and continued to be implemented.

Further building and strengthening of the collaborative practices within and between teams of teachers has continued to be an important focus. Team leaders worked alongside a school PLC Coach to facilitate the growth of staff capability and promote rigour in learning and teaching conversations. This was also an opportunity to develop leadership capabilities within teams with active and ongoing support from a school-based coach. This coaching practice was supported by CEO-B staff, and developed in partnership with other schools.

Student goal setting continues to be a focus and has been explored in various areas of the curriculum. This has been particularly evident in writing. The whole school commitment to an F-6 'Bump It Up Wall' (a continuum display of writing 'I can...' statements and matching samples aligned with the Victorian Curriculum) has been a valuable part of student goal setting and monitoring of learning. Students have started to become conversant with setting goals in reading in collaboration with teachers. In the 3-6 areas, we started to make use of online learning reflections, where students articulated what the focus of learning was, what they learnt, gave examples and identified 'where to next...'

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. This also included the school wide practice of targeted intervention to support students in areas of need. Reading, mathematics and writing have been focus areas where extra staff and resources were allocated.

We continued 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:

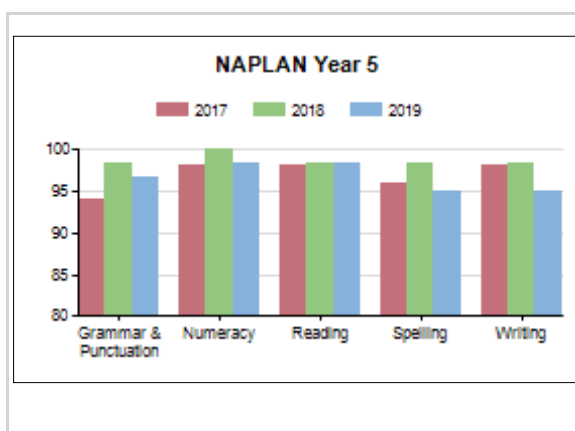
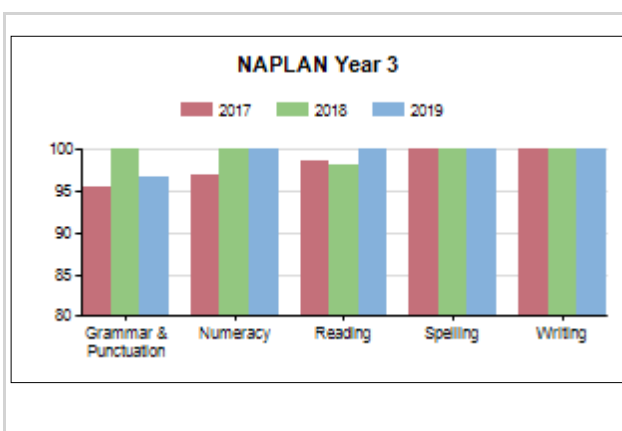
- SIMON A-E reporting (online)
- Student Learning Journals, including some online learning reflections.
- Parent/Teacher interviews
- Data was used as an identifying and planning framework for intervention with individual students.
- We used target/goal setting to meet individual learning needs. This was evident in student learning plans.
- Student Support Group meetings
- Personalised Learning Plans

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, Macq-Lit, Speech, and in Mathematics, Quicksmart Maths (ACER).

E2068 - St Thomas More School, Alfredton

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	95.4	100.0	4.6	96.6	-3.4
YR 03 Numeracy	96.9	100.0	3.1	100.0	0.0
YR 03 Reading	98.5	98.2	-0.3	100.0	1.8
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	94.0	98.3	4.3	96.7	-1.6
YR 05 Numeracy	98.0	100.0	2.0	98.4	-1.6
YR 05 Reading	98.0	98.3	0.3	98.4	0.1
YR 05 Spelling	96.0	98.3	2.3	95.0	-3.3
YR 05 Writing	98.0	98.3	0.3	95.0	-3.3



STUDENT ATTENDANCE

Attendance-related notifications from parents are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents were contacted in the event of unexplained or regular student absence. Due to our high attendance rate (92.8%) the above policy and practice is adequate.

The Principal contacts families where non –attendance is significant and students are absent on a regular basis.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.1
Y02	92.4
Y03	92.8
Y04	93.7
Y05	92.4
Y06	93.4
Overall average attendance	92.8

Wellbeing

Goals & Intended Outcomes

- To maintain and increase a high level of student engagement.
- To successfully implement a new social and emotional curriculum using 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.
- To implement the School Wide Positive Behaviour Support (SWPBS) framework.

Achievements

The social and emotional wellbeing of our school community continued to be a primary focus throughout the 2019 school year. Again, we began the year using the initiative, 'Fantastic 48' 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 each school year.

The wellbeing program, Resilience, Rights and Respectful Relationships has continued to be implemented, teaching and monitoring the way in which we explicitly teach and monitor social skills here at St Thomas More 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. Following the work completed in 2018 aligning the Rights, Resilience and Respectful Relationships content with the Personal and Social Capabilities strands within the Victorian Curriculum, teachers have continued 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 for two days per week 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 and when required.

Links between our school and the wider community provided exciting and purposeful actions for our student leadership group to engage with. Hosting our third '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. Over the Christmas period our school community donated grocery items to the St Vincent De Paul Society. The Student Leadership Group were involved in advertising, organising and presenting the hampers to the 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.

2019 saw staff begin the implementation and development of School-Wide Positive Behaviour Support (SWPBS). This is a framework that brings together school communities to develop positive, safe, supportive learning cultures. When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from increased respectful and positive behaviour, increased time focused on instruction, improved social emotional learning and positive relationships among students and staff. A team of staff members worked throughout the year developing a series of clearly defined expected behaviours reviewing regularly with whole staff and students and using feedback to refine the required behaviours. These expected behaviours were then developed into a series of lessons. The implementation of SWPBS will continue in 2020 with further development of a behaviour matrix, a reward system and behavioural intervention.

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 two days per 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 group enjoyed welcoming visitors and the school community to all school events such as Whole School Prayer and assemblies, school Masses and meetings.
- The Student Leadership represented the school at community events, such as

Anzac Day ceremonies and Remembrance Day events.

- Student leadership group coordinated a Christmas 'Food Drive' to donate to St Vincent De Paul society.
- Affiliation with groups such as The Soup Bus and St. Vincent De Paul.
- Utilised CEOB support staff.
- Prep 2019 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 individuals when appropriate.
- Implementation and development of the School Wide Positive Behaviour Support framework.
- SSG meetings and Personalised Learning Programs each term for students with additional needs.
- Provided weekly Response to Intervention meetings to assist identified students lead by our Learning Diversity Leaders.
- 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.
- 1 to 1 student :staff monitoring of "at risk" students at break times.

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

- Provided 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 requirements for certain professionals to report a reasonable belief relating to 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.
- Child Protection Officer position maintained (CPO).
- Child Safety was an ongoing agenda item at all weekly staff meetings and termly School Advisory Council (SAC) meetings.
- Circulated, adopted and implemented the Reportable Conduct policy and processes to all staff.
- Rights, roles and responsibilities outlined of all staff positions were made available.
- Continued to implement the Child Safety Policy.
- Collaborated with senior students to create a student friendly version of the school's Child Safety Policy.

- Maintained Codes of Conduct for each of the following; staff, volunteers, contractors.
- Maintained registries to reflect up-to-date compliance of staff, volunteers and contractors in regards to Child Safe requirements.
- Ensured that all school staff signed off on the Child Safety Code of Conduct and were bound by this Code of Conduct.
- Ensured that all volunteers contractors, clergy, School Advisory Council members and all visitors have signed off on the Child Safety Code of Conduct and were bound by this code of conduct.
- Ensured that all volunteers had completed the Child Safety Induction requirements and had supplied the school with a current Working with Children Check and photo ID.
- 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 annually.
- 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 the community were well informed about this policy.
- Offered student wellbeing programs such as RRRR, PaTHS, Bounce Back, Restorative Practices, Circle Time.
- Commenced the establishment and introduction of a School Wide Positive Behaviour Support (SWPBS).
- Created lessons that explicitly outlined the expectations of student's behaviour associated with all aspects of school life.
- Continued to have a school counsellor available to support the wellbeing and safety of students and their families.