



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



# St Thomas More School Alfredton

2020

## Annual Report to the School Community



Registered School Number: 1803

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our School Vision & Mission .....3

School Overview.....4

Principal’s Report .....5

Catholic School Culture .....6

Community Engagement .....9

Leadership & Stewardship.....13

Learning & Teaching .....16

Wellbeing .....19

Child Safe Standards.....23

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## 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 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.

Simon Duffy

**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

### Mission

St Thomas More Catholic Primary 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. <sup>[L]</sup><sub>[SEP]</sub>
- Nurture the spirit, mind and body of each learner. <sup>[L]</sup><sub>[SEP]</sub>
- 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 Catholic Primary 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.

## School Overview

St Thomas More Catholic Primary 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 428 students in 2020.

We promote a vibrant, caring Catholic 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.

## Principal's Report

It is with pleasure that I present the 2020 Annual Report to the School Community for St Thomas More Catholic Primary School. I am very proud of the spiritual, academic, social and sporting achievements of our students throughout the academic year considering the impact of the COVID 19 restrictions and implications.

Our school staff and community have continually striven for excellence in teaching and learning in a Catholic school community, both when students attended onsite and during remote learning. The teaching staff and community are to be commended on their continual pursuit of excellence throughout a very challenging year. 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 regarded and 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.

I feel I have been very blessed in my first year as principal of this wonderful school community. Throughout 2020 the school authentically enlivened the school motto, "With God First, We will Live, Learn and Thrive".

## 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 enhancing St. Thomas More Catholic Primary School's Catholic identity include the following:

- The Religious Education Leader (REL) attended two online Catholic Education Office Cluster meetings designed to: 1) support the interpretation of scripture, 2) become familiar with the work of Didier and Pollefyt who lead the Enhancing Catholic School Identity Project, and 3) experience spirituality through prayer.
- Catholic Education Staff facilitated a face to face professional learning day that focused on bringing the Spiritual Capabilities to life within the Religious Education program presented in classrooms.
- Our parish priest provided opportunities for staff faith formation through celebrating Mass and providing a presentation that enabled all staff to consider their own faith journey in relation to their role within a Catholic school.
- St. Thomas More School branding adjusted to include the specific link to Catholicity - now being known as St. Thomas More Catholic Primary School
- Term Two staff meetings were dedicated to understanding the Enhancing Catholic School Identity (ECSI) Project and the various scales used to measure the school's identity within the areas of attitudes/beliefs, theology and pedagogy. This invited conversation and interaction as to how our school can be more purposefully Catholic, ensure a curriculum that favours a post-critical belief approach and be engaging, inclusive and representative of all of our students, parents and community.
- The Religious Education Leader (REL) completed a five-day intensive post graduate Master's unit at Australian Catholic University. This unit included careful examination of the scales used to measure Catholic identity, the theory and history sitting behind the ECSI development and application for the St. Thomas More Catholic Primary School context.
- In keeping with our broader Annual Action plan goals, staff set both team goals and personal goals targeted at ensuring the broader school goal was being achieved.
- The REL attended two planning sessions a term with each teaching team to support the Awakenings curriculum following our PLC format. Each Religious Education unit continues to contain 'I can' statements, keeping in line with the process used for other core curriculum areas. The REL also led scripture unpacking sessions which is invaluable for recontextualization. This process allows for the interpretation of deeper meaning which is required to develop post-critical belief within our students.
- 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 the behaviours and expectations that allow us to Live, Learn and Thrive as a community. The school Mission and Vision statements were at the forefront of our planning for the implementation of the 'School Wide Positive Behaviour Supports' (SWPBS) 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 continued in an online format with the school gathering together virtually to unite in prayer each week due to COVID restrictions that limited physical gathering.
- Celebration of masses included the Beginning of the Year Mass and Ash Wednesday, at which stage restrictions prevented our community to gather either at school or at St. Patrick's Cathedral. Both St. Thomas More Feast Day and The Feast of the Assumption fell during remote learning and these liturgies were shared within an online format. Our End of Year Mass and Graduation was celebrated onsite, with just the Year Six students and teachers being present. A sound and light production company was hired in order to enable families to experience this occasion as part of our Catholic community and USB sticks containing a video recording of the mass were provided for each Year Six family.
- Sacramental programs were compromised by restrictions this year although approximately 40 Year Three students were able to celebrate the Sacrament of Reconciliation in Term Four. Staff members facilitated parish meetings and were members of the Sacramental Team.
- Weekly staff prayer encouraged staff to reflect upon and celebrate their own faith. Through having staff prayer, we remember our faith and benefit from the discernment and guidance that our prayerful experience offers.

#### VALUE ADDED

- In response to the ongoing development of the Awakenings Curriculum, and with a focus on staff formation, staff attended RE focused staff meetings, in addition to 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. The added commitment to the interpretation of scripture provided an additional depth which ensured that the post-critical belief dimension was being prioritised.
- Staff continued to be led to view RE through a PLC lens in light of the Awakenings curriculum and used the key questions of a PLC to link learning to: key understandings, assessment of student knowledge, development of effective instructional strategies, increased teacher professional development and cultivated links with leadership internally and across the diocese.
- Staff understanding of the ECSI project, particularly in relation to the Post-Critical Belief, Melbourne and Victoria scales, were reinforced with all teaching staff and teachers were able to identify the preferred theological option.



- Staff continued to be challenged to sit with our professional obligation to represent the Catholic Tradition within St Thomas More Catholic 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 and religious backgrounds.
- We provided opportunities that allowed our students to explore social justice issues within our community and identify actions that responded with hope, justice and integrity toward those in need, highlighting the link between the mission of Jesus and their personal mission.

## 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

As a result of COVID-19 restrictions and two extended periods of remote learning the school prioritised being able to connect with community. Many and various strategies and actions have been utilised throughout 2020 to enhance the school community connectedness and promote/strengthen parent, school/ parish community partnerships.

Being unable to invite parents, other family members and friends into our school meant that we had to rethink new ways of connecting with our community. While many physical events were not possible we were fortunate to have technology allow us to connect and communicate with those beyond our physical boundaries.

These included:

- A comprehensive fortnightly newsletter that informed the parent community on all aspects of the school. A new format and design were introduced early in the year.
- The previously used Skoolbag app which was used to communicate information with parents was replaced by the development and activation of a St Thomas More Catholic Primary School app.
- A St Thomas More Catholic Primary School Facebook page was created and was updated frequently to reflect the activities, events and achievements involving students, staff, families and the parish.
- The school moved from hardcopy permission slips for events/activities requiring parental consent to digital notifications via Parent Access Module (PAM) which allowed parents to complete online. This method increased efficiency and is considered much more environmentally friendly.

In Term 1, prior to being impacted by COVID-19 restrictions, the school offered parents the opportunity to attend information sessions that focused on:

- Strategies for settling students into school.
- How students learn to read, the approaches and strategies used at St Thomas More Catholic Primary School and tips on how parents are able to support their child to become a competent reader.
- Parents were invited to the annual Information Evening where teachers outlined the expectations, routines, proposed curriculum and events that they expected the students would be involved in throughout the year. This event provided an opportunity for parents to ask questions, seek clarity, make connections with other parents and speak 1:1 with the classroom teacher.

- Participation in the Classroom Helper's program aimed at up-skilling parents who wanted to assist in the junior classrooms during the Literacy block (9-11am).
- Parent support groups meetings and mini-courses led by the school's pastoral care worker.
- Families and staff were invited to join a Family Picnic at the Victoria Park Playground in mid-February. The evening was very informal with many families and staff members took advantage of the opportunity to enjoy a family picnic. The event was well attended and provided a social setting for staff and families to connect. The P&F assisted by ensuring all attendees wore name tags to assist with introductions.
- In March the school held its first Working Bee for more than a decade. A number of families and staff assisted over the course of the evening and a huge number of tasks were completed to improve the look and safety of the school grounds. There were plans to conduct a working bee each term, but this did not eventuate due to COVID restrictions.
- All parents/volunteers were made aware that to comply with Child-Safe standards all volunteers at St Thomas More Catholic Primary School are required to annually complete the Child Safe Induction process prior to assisting in classrooms, on excursions or participating in group work on committees. Once the induction is completed and a Working with Children Check and photo ID has been provided they were then permitted to assist with school events.
- Prior to Parent Teacher interviews occurring in late February, parents were invited to complete a short questionnaire with their child/ren relating to assisting the teacher know more about each individual student. This proforma formed the basis for discussion at the PT Interviews and assisted with student goal setting.
- There were limited opportunities to have parents and members of the community attend onsite after Term 1 had concluded. Prior to COVID restrictions being enforced the school welcomed the community to attend the Opening School Mass, Assemblies and weekly Whole School Prayers.
- Our Parents and Friends committee remained active and creative in how they could hold events, both social and fundraising. The Easter Raffle, Mother's Day Raffle, Father's Day Raffle and the New Playground Raffle were all conducted online.
- During the Remote Learning periods the staff conducted raffles, raising \$1,100 that was donated to the local St Vincent de Paul society.
- During remote learning periods, teachers kept in touch with student's parents on a fortnightly basis by offering a variety of contact methods: phone calls, emails, google meets and preparation/collection of individualised learning packs where required. Where required or requested contact was made more frequently.
- During the first remote learning period our on-site students reached out to some of the elderly within our community by making cards and place mats which were passed on to residents of Nazareth House. The feedback we received following this activity reaffirmed the benefits of undertaking this community connection.
- While parents and members of the school community were restricted from being onsite the weekly Whole School Prayers and assemblies were uploaded to google classroom so that these could be shared and viewed by families.
- Towards the end of Term 2 we partnered with QuickCliq to provide families with an online canteen option for their child/ren's lunches on Thursdays and Fridays. A large menu choice was made available which catered for a much wider range of food preferences and dietary

needs compared with what had previously been offered. Orders are taken up until 8am of the morning the order is required. A small percentage from each canteen item sold goes towards P&F fundraising.

- At the end of Term 2 we officially farewelled Mrs Kath Richie who has been involved with the school for 39 years; 27 of these years being in a paid administration role and the other 12 years as a volunteer taking responsibility for the preparation and publication of the school newsletter and archiving. We farewelled Kath with morning tea and gifts in recognition of her long-standing commitment to the school. We also submitted an article about Kath's enduring commitment to the Ballarat Diocesan Magazine which was published following her retirement. She was also been awarded the Ballarat Diocesan 2020 'Outstanding Service Award' to Catholic Education.
- Student progress and achievement was conveyed to parents at the end of each semester through a formal written report. Given the learning environment which students and teachers had endured through remote learning, these reports were modified from their usual format. Parents were notified of these changes and were offered the opportunity to discuss students progress with the classroom teacher if desired.
- The second set of Parent Teacher interviews which were planned for mid-Term 3 were brought forward and conducted prior to the commencement of the second round of remote learning. As we were only able to have staff and students onsite, these meetings were conducted via phone as Parent Teacher Interviews.
- Throughout the year, on three different occasions and in an effort to forge stronger connections between the three parish primary schools, the Principals, the Deputy Principals & Religious Education Leaders and then the Learning Diversity Leaders from Siena, St Patrick's and St Thomas More Catholic primary schools visited each other's school sites to gain an insight into the size, layout, demographics, structures, programs, pedagogy and initiatives that are specific to each of the schools.
- It was recognised that the school website was outdated and not very user-friendly. This prompted the planning and development of a new school website which was launched at the start of Term 4.
- Traditionally we held short 'interviews' with each of our new Foundation students (for the forthcoming year) and their parents. This year we are unable to conduct these meetings onsite but instead chose to offer all 65 families the choice of a phone call or video conference. The majority of respondents opted for the video conference which was pleasing to us as it supported us in putting names to faces and gathering information crucial for facilitating a smooth transition to formal schooling.
- We continued our connection with Australian Catholic University (ACU) by having two of their Bachelor of Teaching students work as part-time Learning Support Officers. One of these students also undertook her extended pre-service placement in one of our senior classes once we returned to onsite learning.
- COVID restrictions impacted on the number of external providers (e.g. speech pathologists, occupational therapists, psychologists etc) who were able to work onsite with individual students. Some of these services were maintained via phone contact and video conferencing while others were 'put on hold'.
- Midway through Remote learning 2 (RL2.0) the parent community was invited to respond to a survey that sought feedback about individual family's experiences with RL2.0. There were

three questions to respond to. 108 families responded to the survey; the majority of respondents overwhelmingly claimed that they were much more positive about the way Remote Learning 2.0 was progressing compared with their earlier experience of Remote Learning 1.0.

- At the end of Term 3 and, simultaneously, at the conclusion of Remote Learning 2 each classroom teacher invited the parents of their students to complete a survey relating to their child's capacity to engage in and learn in an online environment. In contrast to the earlier survey which asked parents about their experience of how the school catered for their child, this survey sought insights into how they perceived their child's ability to 'live, learn and thrive' was evident in a remote learning context. There was variation between classes as to the number of responses received (ranging from 20% to 90%) but the replies overwhelmingly endorsed the efforts and capacity of the staff to deliver quality learning experiences and feedback to meet the needs of their child.
- We returned to full onsite learning from the commencement of Term 4. We welcomed students back to school with 'Welcome Back' signs & balloons to express our appreciation of a return to onsite learning. We sent home, to each family, words of thanks accompanied by a Kit Kat; expressing immense gratitude to parents for their enormous support throughout Remote Learning and recognising their need to 'take a break'.

## PARENT SATISFACTION

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

- Parent Partnership
- Approachability
- School Improvement
- Parent Input
- Behaviour Management
- Stimulating Learning
- Connectedness to School
- Classroom behaviour

## 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

The top priority for the school leadership was to ensure the mental and physical wellbeing of all members of the school community, staff, students and parents during the COVID 19 pandemic restrictions and regulations.

Other achievements were:

- 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 were attended and supported by curriculum leaders. Agendas were prepared prior with foci identified in advance by the team and minutes were recorded for all meetings.
- The continued emphasis on the use of a Shared Leadership model within the school. Throughout 2020 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 individual goals for the year were aligned with the School Annual improvement plan. These goals were discussed and reflected upon during individual staff members Annual Review Meeting (ARM) with the principal.
- Weekly leadership team meetings, that consisted of the principal, deputy principal, Religious Education Leader and Curriculums leaders, were held to discuss school matters and strategic/operational direction.
- Weekly Wellbeing meetings, consisting of the principal, deputy principal, Wellbeing coordinator, Learning diversity leader and school social worker.
- The Teaching and Learning Curriculum Leader conducted fortnightly Specialist Team Meetings whereby they focused on adopting the PLC model and where possible, linked the classroom focus with learning experiences offered by the specialists.
- The school utilised CEO staff expertise where/when required as well as out-sourcing other professionals in various fields when required.
- Allocated resources (physical, human and financial) to school initiatives.
- Offered placement positions for pre-service teachers from ACU.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

- Literacy -THRASS Professional learning
- Literacy -Dr Misty Adoniou (University of Canberra)- Scaffolding Literacy-Going Deeper.
- Religious Education - Exploring Enhancing Catholic School Identity
- Learning support - Autism Spectrum Disorder,
- Information Technologies - EduTech (ICT) conference - online
- Child safety- Mandatory reporting (all staff)
- Student health - Diabetes in School Level 2 (all staff)
- National Consistent Collection of Data (NCCD) - Disability Standards for Education for Primary school - Part 1 and 2 (All staff)
- Sexual Harassment Compliance Training (All staff)
- Work Health and Safety Compliance Training (all staff)
- First Aid, anaphylaxis, diabetes training (all staff)

Number of teachers who participated in PL in 2020	55
Average expenditure per teacher for PL	\$90

**TEACHER SATISFACTION**

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

- Individual distress and school distress
- Work demands
- Professional Growth
- Student behaviour (school)
- Pastoral Care
- Appraisal and Recognition

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

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.8%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	93.5%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	11.1%
Graduate	14.8%
Graduate Certificate	0.0%
Bachelor Degree	85.2%
Advanced Diploma	40.7%
No Qualifications Listed	3.7%

### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	35.0
Teaching Staff (FTE)	26.3
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	20.3
Indigenous Teaching Staff (Headcount)	0.0



## 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 Catholic Primary 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 Catholic Primary 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.

This year, with the onset of COVID-19 and subsequent remote learning, there were unexpected changes and adaptations made by staff and students. As a whole staff we considered carefully the delivery of the curriculum in this new learning context. Across the school we set up Google Classrooms successfully and both students and teachers made effective use of this learning platform. There was a noticeable improvement, with the support of professional learning and internal expertise, in the proficient use of digital devices and their functions. Teachers made the most of ongoing learning opportunities online, and maintained professional work logs whilst working from home. This included regular communication with families. We adopted a variety of approaches in the delivery of content for the students, including the use of Google Meets, to maintain contact, engage in explicit teaching- whole class, small group and one-to-one, and respond in the best way we could to student's learning needs.

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, which needed to be modified when online learning was in place. Some changes were made to the format of student reports due to remote learning in Semesters 1 and 2.

Further building and strengthening of the collaborative practices within and between teams of teachers has continued to be an important focus. During remote learning Teams worked together to create weekly Continuation of Learning documents and supported each other with the creation of explicit teaching videos and resources. Teams met twice weekly to collaborate on a consistent approach within teams for student learning. Some meetings were digital and others were onsite.

A small team of teachers attended THRASS Professional learning to support the teaching of spelling, linking to our current practice of using the SMART Spelling strategy. Team leaders and Literacy Leaders attended writing P-D with Dr Misty Adoniou (University of Canberra)- Scaffolding Literacy-Going Deeper.

We aimed to continue with student goal setting as a primary focus in 2020, but with the onset of remote learning, goal setting in the areas of reading and writing were preferred for consolidation, leaving other areas for future focus.

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. This included the school wide practice of targeted intervention to support students in areas of need. Mathematics was the main curriculum focus area where extra staff and resources were allocated when we were onsite.

Our commitment to the implementation of the Victorian Curriculum continued, even though this year was very different. This was reflected in the prioritising of content and planning for student learning in different learning contexts (onsite and offsite). Teams of teachers demonstrated proficiency in determining key areas of priority, whilst making adjustments in response to changing circumstances.

We set and monitored whole school SMART goals in reading using the 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. Of note in 2020 was the absence of NAPLAN testing due to COVID-19. This was a nation-wide decision.

We continued to make use of the practice of having visible 'I can...' statements which made learning foci transparent. Teachers monitored student reading and writing, by incorporating the use of I can statements in the formation of learning goals.

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.

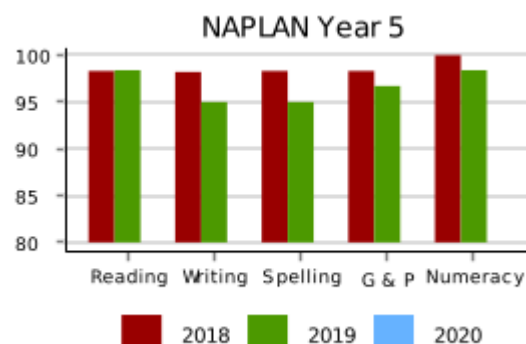
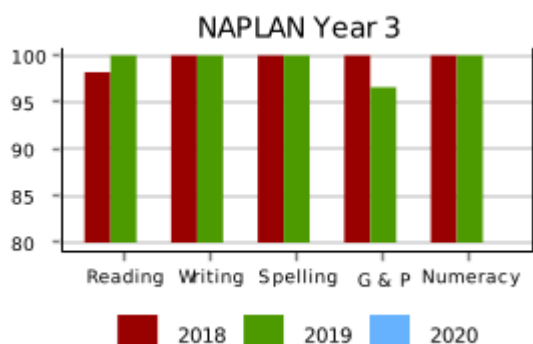
**STUDENT LEARNING OUTCOMES**  
[StudentLearningOutcomes]

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	96.6	-3.4		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	98.2	100.0	1.8		
YR 03 Spelling	100.0	100.0	-3.4		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	98.3	96.7	-1.6		
YR 05 Numeracy	100.0	98.4	-1.6		
YR 05 Reading	98.3	98.4	0.1		
YR 05 Spelling	98.3	95.0	-3.3		
YR 05 Writing	98.2	95.0	-3.2		

\* 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 maintain and increase a high level of student engagement.
- To continue to develop the social and emotional curriculum using the 'Resilience, Rights and Respectful Relationships' program.
- To implement the School Wide Positive Behaviour Support (SWPBS) framework through the use of the behaviour matrix and lesson plans.

### Achievements

The social and emotional wellbeing of our school community continued to be a primary focus throughout the 2020 school year with the year being a particularly difficult year for us all. 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' has now been in place for a number of years and teachers are very positive about its impact and are experienced in ensuring that the activities and tasks are targeting the goal of the initiative.

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 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. 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 student leadership group continued to be a very important part of the Year Six opportunities for our senior students. This year we had two groups, one each semester and whilst it was an interrupted year both groups enthusiastically went about their commitments, attending meetings, speaking at online school assembly each week, making posters to advertise school events and coordinating the Christmas grocery hamper for St Vincent de Paul.

The continued employment of our school counsellor for two and a half days per week further promoted strong connections between families and school, supporting many of our community members when faced with challenges. In working together and ensuring partnerships, we have been able to continue providing that additional support where and when required.

A wellbeing team was established and met each Thursday for one hour. The purpose of the team was to ensure that we could monitor the wellbeing of individual students, families and staff and then respond to situations as needed.

Links between our school and the wider community provided exciting and purposeful actions for our student leadership group to engage with. The student leadership group were involved in making care packages from donations from both staff and students to donate to St Vincent De Paul Ballarat. 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 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.

2020 saw staff continue with 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 to continually update and review our series of clearly defined expected behaviours and lesson plans. This was particularly relevant as some of our school organisational processes had changed due to the COVID lockdown, such as our before school routines. The implementation of SWPBS will continue in 2021 with further refinements of the reward system.

The Peaceful Kids program was implemented as a social and emotional intervention program. The Wellbeing coordinator attended a two-day training course led by the program founder, Georgina Manning. The program is an eight-week program that targets students who require further development of their daily coping strategies. It introduces mindfulness, identifies stress and problem solves response strategies. Due to the interruptions throughout the year one year three/four group was able to complete the program in term four. Students, parents and staff were able to see the positive benefits of the program.

#### VALUE ADDED

- All staff updated the online Mandatory reporting module and Diabetes in Schools.
- Further developed personal and social 'I can statements' in student friendly language, which allowed students to strive for goals and celebrate when they were achieved.
- Employed a school counsellor for two and half 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.
- Student leadership group coordinated a Christmas 'Food Drive' to donate to St Vincent De Paul society.
- Student Leadership group made care packages to donate to St Vincent de Paul from donations from staff and school community
- Utilised CEOB support staff.
- Foundation 2020 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 - St Thomas More Feast Day and Mission Day.
- P-6 buddies encouraged cross-age mentoring and friendships.
- Anti-bullying 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.
- 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.

**STUDENT SATISFACTION**

The latest Insight SRC data showed Student satisfaction improvement in the following areas:

- Purposeful teaching
- Teacher Empathy
- Student Safety

**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 (95.1%) the above policy and practice is adequate.

When students were learning remotely their attendance was recorded through their attendance at online class meetings and through daily work submissions.

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

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	95.7%
Y02	95.5%
Y03	96.7%
Y04	95.7%
Y05	96.6%
Y06	96.2%
Overall average attendance	96.1%

## Child Safe Standards

### Goals & Intended Outcomes

To ensure the safety and wellbeing of students at St Thomas More Catholic Primary 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.
- 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.
- Use of the School Wide Positive Behaviour Support (SWPBS) model.
  
- 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.