



St Thomas' School Terang

2021 Annual Report to the School Community



Registered School Number: 840

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our School Vision & Mission4

School Overview.....5

Principal’s Report6

School Advisory Council Report.....8

Catholic School Culture10

Community Engagement12

Leadership & Stewardship.....14

Learning & Teaching17

Wellbeing20

Child Safe Standards.....23

Contact Details

ADDRESS	1 Lyons Street Terang VIC 3264
PRINCIPAL	Matt Uzkuraitis
GOVERNING AUTHORITY	Diocese of Ballarat Catholic Education Limited
TELEPHONE	03 5592 1925
EMAIL	principal@stterang.catholic.edu.au
WEBSITE	www.stterang.catholic.edu.au
E NUMBER	E2037

Minimum Standards Attestation

I, Matt Uzkuraitis, attest that St Thomas' School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 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 Schools.

30/03/2022

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

Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Our School Vision & Mission

Our Vision

Inspired by Christ, together we learn and grow.

Our Mission

Inspired by Christ as our teacher, we will:

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

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

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

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

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

School Overview

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

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

The year commenced with an enrolment of 102 children.

The class structure and staff were as follows:

- Prep/1: Mrs Annalise Bouchier
- Gr 1L: Miss Grace Lucas
- Gr 2: Mrs Loraine Jansen
- Gr 3CL Mrs Janet Cain
- Gr 3/4KC: Ms Alison Kenna/Miss Airlee Cole
- Gr 5/6P: Miss Anna Patterson

Music: Mrs Marie Ewing

Physical Education: Miss Airlee Cole

Arts: Mrs Lisa Cavarsan

Language (Indonesian): Mrs Glenyss Kenna

Digital Technology: Mr Matthew Uzkuraitis

Learning Support Officers: Mrs Michelle Croft, Mrs Amber Henriksen, Mrs Jo Kavenagh

Trainee: Miss Ashlee Pearson

Principal: Mr Matthew Uzkuraitis

Administration Officers: Mrs Linda Kenna, Ms Maria Lee

ICT: Mr Jarrod Irvine

Hampden Catholic Schools Network Support Person: Mrs Leah Buckle

HCSN Compliance Officer: Mr Paul Brown

Grounds: Mr Laurie Heffernan

Principal's Report

For me personally, coming back to St Thomas' as principal felt daunting and exciting but with an overwhelming sense of pride to be able to lead a wonderful school that has had a major influence on my career.

With the previous year full of new terminology and learnings - remote learning, lockdowns, COVID, Google Meets, quarantining - it would have been remiss of us to think 2021 would return to some normality. Well it did and it didn't.

Through the challenges which we all know and have lived, there have been positives:

- our students. They are much more resilient than we give them credit for. They have been wonderful in their attitude and application.
- our families who have been wonderful in their support of their children and of our school.
- our staff: they have been flexible and motivated in challenging circumstances with the students at the forefront of every decision.

The year started off with us saying goodbye to Fr Gerry Prunty in January, who had been an integral part in St Thomas' Parish and school life for many years. We were, however, greeted with a familiar face in Fr Michael McKinnon who kindly volunteered his time to be caretaker Parish Priest. We now have welcomed Fr Gary Jones who has become our permanent Parish Priest and we look forward to learning about him but more importantly for Fr Gary to learn what makes our school and parish so great.

Our sacrament program was revitalised this year with all our sacraments being completed. Religious Education is prominent in the school, focusing heavily on the Gospel values, attitudes and participation. Although some of our social justice activities were postponed, it is still prevalent in our school life and within the teaching in the classroom to help children and families make a link between word, action and reason.

In the midst of the challenges that we have faced, our students have stayed strong and focused. Are we able to tell what the full effect of the last two years has had on our students? Not definitively but, as I alluded to earlier, there are some positives to take from it with their resilience and ability to adapt to the ever-changing landscape sure to hold them in good stead for what life might throw at them.

Our families' continued support of the school is something the staff all feel and are thankful for. Again, you have taken up extra responsibilities on the home front through remote learning to provide your children with the best possible support. Having a child in Grade 1 and a 3-year-old running around as well, I know exactly the emotions you have been dealing with and can empathise with you.

I have been very fortunate to come in and to have a staff that are motivated, willing to improve themselves as professionals and individuals and, more importantly, are just great people to be around. The relationships formed amongst the staff allow for clear communication and rigorous dialogue that is respectful and, as I keep on saying, making decisions with the students' best interest at heart. I thank them for the year and for being so supportive of my leadership.

Unfortunately a number of our events that we had planned to take place, such as the Big Breakfast, Grandparents' Day, Mission Day, were all victims to the pandemic as were a number of community events. However, the P&F Group was still able to forge ahead with our major fund-raiser. I take this opportunity to not only thank our parents for supporting this fund-raiser but to

the local businesses who not only brought tickets but donated money. The local community should be very proud to have businesses that are so generous. Along with the major fund-raiser, this group also managed to hold a Pie Drive whilst also being conduit between families and school. The Garden Team has also done a wonderful job to volunteer their time over the course of the year to help each class in the garden. So on behalf of our staff and school, I would like to thank you for your ongoing dedication in supporting the school and the financial assistance you have given us. Our P&F and SAC play vital roles within our community and we should never underestimate their value. So, my sincere thanks to the Office Bearers in both groups for their time and dedication as well.

I would like to thank the School Advisory Council group for your ongoing support of the staff, the wider school community and of me. A special mention to Sharee Scanlon for your role as Chairperson: you have been a long-standing parent/volunteer of our school and, as a leaving family, I would like to thank you and the family for your support of our school over the years. To Maree, Tom and Anna for your tireless efforts on the advisory council space across many years: we thank you for the expertise you bring to our meetings and acknowledge the work and impact you have had on this group.

In closing, I feel as though there is some light at the end of the tunnel. We are all wishing and hoping that next year will be more normalised. I'm extremely optimistic and excited about our future and direction. We have supportive families, dedicated staff, exuberant students which moulds into a solid foundation for success.

I wish you all a safe rest of the school year, a happy and safe Christmas and look forward to 2022 with continued hope, joy and love.

Yours in partnership

Matt Uzkuraitis

Principal

School Advisory Council Report

Well, what a year 2021 was, basically another repeat of 2020 in terms of COVID-19. More school lockdowns, Google Meets, Delta strain, now Omicron strain, COVID scares in and around our community, mask wearing at school, vaccinations and so close to completing a footy and netball season. Then we also had two new priests, a new principal and a new Governing Body in DOBCEL. We were also excited to welcome our new Foundation students and families and our returning cohort of students and their families to the 2021 school year.

The start of the school year saw the departure of Ben Van de Camp as he moved on, to become Principal at St Johns in Dennington. Ben had a great rapport with the students and we will all miss his friendship and upbeat spirit. As one principal leaves, another arrives and we excitedly welcomed back Matt Uzkuraitis as Principal after his time at Penshurst. Matt has been a great addition to our little school and has been a pleasure to work with on the School Advisory Council. We thank you for all your hard work and care of our children over this difficult past 12 months. You always have a smile on your face and we know that the school is in great hands. We just hope we can continue to keep you around for a few years yet. So thank you Matt, you are a great leader and friend to all.

On a sad note, we said farewell to Fr Gerry Prunty, who headed North to Donald but were lucky to welcome Fr Michael McKinnon back into our Parish and school. He had big shoes to fill following on after Fr Gerry; however his stories and worldly knowledge were a highlight for all. We then had to say our goodbyes to Fr Michael and we wished him well and safe travels on his overseas missions. We hope he returns to Terang one day to share some of his exciting adventures with us. In fourth term, we welcomed Fr Gary Jones to St Thomas. Although he is relatively new to the Parish, he has already had an impact on our students as the Grade 3 & 4s managed to get their sacraments done in November. A great day was had by all and we thank Fr Gary and the school for enabling this to occur. This had been one area that the children and their families have missed out on in 2020, and we were glad that they finally got to make these important sacraments. Also, a big thanks to all the priests and Claire for their work in the Parish.

The transition to DOBCEL has been fairly smooth from an Advisory School Council perspective, and Matt assures us that from a school operation point of view, nothing has really changed. DOBCEL is the overarching governing authority of our school and is based in Ballarat.

The Parents & Friends Committee once again has had a COVID-impacted year; however their enthusiasm and ability to raise much-needed funds for our school was not impacted. They have done a brilliant job with the major raffle, Easter raffle, Christmas raffle, Pie Drive and, although we did not get to have the Big Breakfast, they should be commended on their efforts to have raised over \$26,000. No mean feat for a school of our size and a big thanks to the all the sponsors, parents and students for their donations and ticket and pie purchases.

A massive thank-you goes out to all the wonderful staff!! Not only has it been a rough two years on our students and families, but the staff have done an exceptional job throughout this time. Not knowing from one day to the next if they are teaching face-to-face or via Google Meets or some combination of both remained a challenge. I know we have been very fortunate to have such caring staff who were constantly checking in on our children and who have their best interests at heart. Their knowledge, guidance, empathy and resilience during this period is something they should all be very proud of.

To the School Advisory Council members: thanks to Maree for dobbing me into the position. I have enjoyed my time as Chairperson and I wish the SAC all the best for 2022 and beyond. The

people on the SAC are a pleasure to work with and lead the school with pride, so thank you to each and every one of you for your contributions over the year.

On a finishing note, it is a little strange, sad, exciting - I'm not sure really how I feel, that I say farewell to St Thomas after 14 years. It has been an awesome little school and we are very lucky to have a great school with such a caring attitude in our community.

I wish everyone all the best and hope everyone has a very Merry Christmas and a Happy and safe 2022!!

Thank-You

Sharee Scanlon

Catholic School Culture

Goals & Intended Outcomes

- To enrich the faith life of students, parents and staff
- Staff, students and parents will reflect on and give witness to their faith
- To deepen the school community's understanding of being Catholic

Achievements

We marked the beginning of the school year with our Opening school Mass on the 7th February and it was a chance for us to welcome Fr Michael McKinnon as our Interim Parish Priest. Unfortunately, it wasn't before too long that the first of the lockdowns due to COVID-19 hit just prior to celebrating Ash Wednesday.

After our sacramental program succumbed to COVID-19 the previous year, we were able to forge through and complete our sacramental program including the students who couldn't make it the year before.

We said goodbye to Fr Michael McKinnon in early September and welcomed Fr Gary Jones as our permanent Parish Priest.

Throughout the year, we were subjected to being in and out of lockdown and therefore restrictions limited our capacity to celebrate important days on the liturgical calendar.

Links between the school and parish remain an integral part of St Thomas'. We place an importance on celebrating school liturgies. Prayer has become a significant component of life at St Thomas' through daily class prayer, whole school prayer and participation in parish liturgical celebrations. Prayer is also a feature of school assemblies and reflections are placed in school newsletters.

As we were in and out of remote learning, we still continued to operate RE classes as part of this. Our students are provided with opportunities to develop their own belief systems through a well-balanced Religious Education curriculum that promotes respect for all people, diversity and inclusiveness. Our social justice work continues to be an integral part of student and community life. Staff actively work to engage children in the 'why' of our daily actions. Our Junior School Council meets regularly to discuss fund-raising ideas, but more importantly, raising awareness and action on current social justice matters.

The school continues to work hard to develop the staff understanding of the Enhancing Catholic School Identity (ECSI) project and the theology that underpins it. This is particularly modelled through our preparation, planning and presenting of the Awakenings Curriculum. Where possible, Kate Lawry from the Diocesan Religious Education team, worked with staff virtually to assist staff to consolidate work completed in 2020 regarding planning and formation.

Despite COVID-19 restrictions, staff were afforded opportunities to learn about their own faith and the beliefs of the Catholic Church; professional learning has also been undertaken regarding how teachers can assist children to understand and cultivate their own beliefs.

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

VALUE ADDED

In 2021, the school undertook the following activities to enhance Catholic Culture:

- partnership and co-operation with our Parish Priest Fr. Michael McKinnon and Fr Gary Jones
- continued implementation of the new Awakenings curriculum
- planning of and participation in limited School and Parish liturgies
- staff participation in professional development programs
- involvement in the Hampden Catholic Schools Network
- preparation and distribution of student progress reports
- completing our sacramental programs and celebrations
- explicit links between Social Justice activities and their purpose

Community Engagement

Goals & Intended Outcomes

- To maintain and enhance positive relationships between staff, students and parents
- To ensure that the school is an integral part of the parish and wider community
- To deepen and enrich parent and community participation in supporting student engagement and learning

Achievements

Again, there were many elements of 2021 that were extremely difficult to work through and, due to a number of limitations and restrictions, our sense of community was greatly altered in this time.

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

Whilst the face-to-face connections were not present as much as we would have liked, staff and parents worked hard to communicate through the many issues associated with remote learning and the related wellbeing concerns. In many ways, home school communication and parent engagement in their child's learning has never been so strong. The challenge moving forward is to find ways to maintain this. Parent engagement will be a major focus moving forward.

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

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

2021 School Advisory Council Members were:

- Fr Michael McKinnon/Fr Gary Jones Parish Priest
- Mrs Sharee Scanlon Chairperson
- Mrs Monica Heffernan Deputy Chairperson
- Mr Tom Conheady Secretary
- Mrs Kylie Scanlon P&F Rep
- Mrs Anna Kenna HCSN Rep
- Mrs Brooke Gleeson-Dillon Parent Rep
- Mrs Maree Beasley Parent Rep
- Mrs Anthea Blackford Parent Rep
- Mrs Sharon Scanlon Parent Rep
- Ms Alison Kenna Staff Rep
- Mr Matthew Uzkuraitis Principal

The Advisory Council discussions have covered a range of issues this year. With the governance transition under the DOBCEL, policies and procedures are now tabled rather than ratified. There is still scope to amend and ratify localised policies.

I thank all Council members for their valuable input into discussions and decisions throughout the year. Thanks to Sharee Scanlon who has been Chairperson this year. She, along with Tom Conheady, Anna Kenna and Maree Beasley finish their tenure on our Advisory Council and I thank them for the many years of service they have given this group.

The Parents & Friends Association has continued their invaluable role in 2021. Thanks to the Executive members and to all other parents who gave so much support. Unfortunately the Big Breakfast wasn't able to take place; however, our Major Raffle sold every ticket and, along with Easter and Christmas Raffles and a Pie Drive, the P&F raised just over \$26,000 for the year.

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

We partnered with Tony Dalton, an expert in parent engagement, to refine our approach to family engagement. We were able to implement 'Learning Walks' to give current and prospective families a deeper understanding of the learning that takes place at St Thomas'

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

PARENT SATISFACTION

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

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

Leadership & Stewardship

Goals & Intended Outcomes

- To improve the organisational health of the school
- To strengthen the school's culture of professional learning, feedback and recognition
- To build staff teaching and leadership capabilities

Achievements

In 2021 the Leadership Team consisted of the Principal, Assistant Principal, Learning Diversity Leader and the Teaching and Learning Leader. The school, through its journey with SWBPS, was supported by a Wellbeing Team. The school's POL Structure looked as follows:

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

Staff meetings were held weekly, even through remote learning which took a virtual platform. The leadership team met when needed to discuss issues, such as remote learning issues, staff, student and family wellbeing and to work through local issues. The Leadership Team also regularly sought parent feedback regarding Remote Learning and adapted the program as the year progressed; this was greatly appreciated by both staff and families.

We had one member of Leadership complete the 'Leading for Learning - the Journey continues' program to enhance their Leadership capabilities. We also had another staff member start the leadership course developed by the 'Brown Collective', which is a 2-year course.

Within the staff's Professional Learning Plan was a goal that they needed to set using the CEOB's Leadership Capabilities document. Being a relatively small school, the need was there to concentrate on building the leadership qualities and potential across all staff.

The school met the requirements of the Catholic Education Office and compliance measures relating to budgets and accounting. Tasks related to reporting financial information were completed as required. Financial reports and other information relating to school finances were provided to the School Advisory Council at each meeting and prepared for the Annual Financial Statement. The school's procedures and accounting results were audited during the year. The demands on the school administration seem to grow each year and we are greatly appreciative of the work done by Linda Kenna and Maria Lee.

Paul Brown has continued his role as School Compliance Officer and works closely with the leadership of the school and all staff when needed.

The leadership of all staff members was evident throughout the course of the year whilst we were in and out of remote learning. Their flexibility to approach new concepts such as remote learning was done succinctly and with the students' wellbeing in mind. All staff showed resilience through adversity with all volunteering to work on-site when needed.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

In 2021 teachers took part in professional learning activities related to:

- Assessment and Reporting
- Religious Education and Awakenings
- Numeracy and Literacy PLTs
- Indonesian Cluster Days
- Brown Collective - Leadership Days
- Leading for Learning (Leadership Program)
- School Wide Positive Behaviour Support PD (SWPBS)
- Learning Diversity Days
- First Aid/CPR Training
- Emergency Management Training Principal meetings - Zone, Network and Diocesan (online)
- SZ Executive Meetings
- Graduate Teacher days
- Reportable Conduct Briefings
- Mandatory Reporting Requirements
- OHS induction

Number of teachers who participated in PL in 2021

7

Average expenditure per teacher for PL

\$485

TEACHER SATISFACTION

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

- Teachers feel a strong sense of ownership
- Teachers are satisfied with the level of work demands placed on them
- Teachers believe that curriculum processes serve them effectively
- Teachers rate their partnership with parents highly
- Teachers believe that student management practices are very effective
- Insight SRC Data: Organisational Climate and Teaching Climate above the mean in 2021

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	80.9%

ALL STAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	10.0%
Graduate Certificate	0.0%
Bachelor Degree	90.0%
Advanced Diploma	20.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	9.5
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

- To ensure that effective learning and teaching will be purposeful, relevant, enjoyable and lifelong and empower children to thrive in the future
- To improve English & Numeracy standards across the school with a particular focus on students achieving one year or more above the expected standard
- Staff will be open and enthusiastic towards implementing an integrated curriculum based on the inquiry approach

Achievements

Whilst the year looked remarkably different, there were still many wonderful achievements in 2021. At St Thomas', we have a strong focus on ongoing assessment, both formal and informal. Assessments commence at school entry and continue during all years of schooling to inform teaching, to measure achievement of learning outcomes and to provide information on the effectiveness of teaching approaches and programs. As in previous years, a comprehensive assessment regime was undertaken to ensure teachers are aware of their students' needs and competencies.

Our Professional Learning Communities' approach to teaching and learning was again a focus for teachers this year. Literacy was chosen as our initial focus area in 2021 and staff continued to work collaboratively to complete all learning cycles, completing their coverage of the whole Literacy Curriculum. We continued to work under the guidance of Teresa Hadden and Mel Willis from the Catholic Education Office to enhance our planning and teaching.

Our Professional Learning Plans are where clear links are made to the school's Annual Action Plan, AITSL standards and the Leadership Capabilities document created by the Catholic Education Office, as a means to remain accountable to improve professionally and in our classroom practice. Year level targets around PAT are also set as part of the plan. Our data picture was updated to reflect the teaching and learning that is taking place at St Thomas'.

Our staff continue to examine ways in which to enhance their professional knowledge and classroom practice. Learning Intentions and success criteria are embedded across all classes, through completing CFATs. Children are aware of what they are designed to find out.

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

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

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

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

Specialist teachers implemented programs in Physical Education, Music, The Arts, Indonesian and Digital Technologies. Literacy and Numeracy support was provided through a range of interventions run by our experienced Learning Support Officers. We were pleased to be able to run these interventions virtually throughout COVID-19 remote learning. Leaders were appointed and resources were purchased to enhance programs in these areas.

STUDENT LEARNING OUTCOMES

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

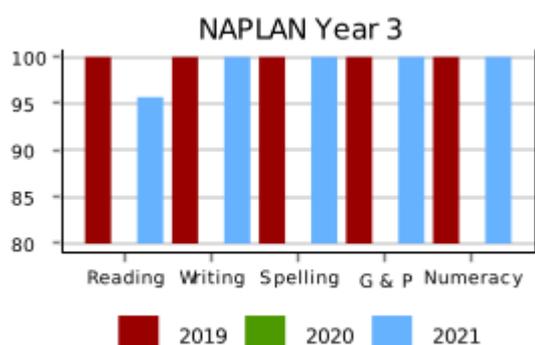
- Setting goals to work towards improvement in learning outcomes in all areas and assess accordingly.
- Students who are considered to be at risk or of concern for teaching staff have been identified and strategies implemented to provide targeted teaching in order to cater for their learning needs. We make constant and consistent reference to formal data to make these decisions.
- When the performance of a student is of concern, teachers refer the student for screening and intervention by school and CEB staff when required.
- Continued and constant tracking of students' assessment on our schools EdTracker.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	95.7	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	95.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

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

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

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



Wellbeing

Goals & Intended Outcomes

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

Achievements

In 2021, the wellbeing of all community members took on a greater priority than ever before as the challenges posed by COVID-19 increased and the nature of being in and out of remote Learning was extensive. The Leadership Team worked hard to manage the program and make it achievable for all. We were able to modify the timetable to allow children a transition period back into school life as they journeyed in and out of lockdown.

In 2021, we continued our journey with Anne Ruddell in the SWPBS space. Staff refined approaches in behaviour management with a key component logging incidents onto the SIMON portal to gain meaningful data on what areas we may need to improve on in the behaviour management space. The Wellbeing Team was able to meet when necessary to discuss our progress and future actions in this area and to keep the staff accountable in the processes and procedures that we have developed.

Appropriate training has been provided for the leader and all staff to ensure that the level of understanding regarding disability education is evident. The Learning Diversity Leader's role has continued to increase and continues to take on more responsibilities. Several students have been referred to the Catholic Education Office for assessment, so that we can more effectively cater for their needs. Danielle Buzaglo, Kate Sadler, Pauline Fahey & Bec Free from the Catholic Education Office visit to provide support in this area.

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

In 2021, we continued to partner with Centacare Ballarat to provide our community with a Pastoral Care Worker, who continues to provide an integral service in our community as a provider of expert service in the field of wellbeing.

VALUE ADDED

In our 2021 Insight SRC Data, we have seen a stabilising in the areas of: Student Morale, Connectedness to School. We have seen an increase in the areas of: Teacher Empathy, Connectedness to Peers, Student Safety and Student Motivation.

St Thomas' has established a staff wellbeing team, whose focus is on any at-risk students and/or discussing investigating, and implementing programs to support wellbeing.

Wellbeing Programs currently running within the school:

- Resilience Program

- Zones of Regulation
- SWPBS

External agencies who work within the school include: school nurse, dental van, psychologist and a Pastoral Care worker.

Data monitoring using:

- SIMON - social behaviour tracking
- Insight SRC data

STUDENT SATISFACTION

In 2021, the school undertook the following activities to enhance wellbeing:

- participation in professional development programs and activities
- referral of students for diagnostic assessments
- implementation of individual learning plans.
- SWPBS Professional development

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

- Well-ordered and cooperative environment
- Energetic, yet safe playground activities
- Strong and stabilising Insight SRC data across Emotional WellBeing, Teacher Relationships and Engagement in Learning

STUDENT ATTENDANCE

Classroom teachers twice daily will record attendance and late arrivals, in the mornings and afternoons, including those days when the class may be off site.

- A student is present for a half day when the student has attended at least two hours of instruction.
- Daily attendance is monitored using the classroom roll which then is put into the software - SIMON, and a tally of days absent and late arrivals is included on the student's semester reports
- Parents are expected to provide an explanation for students who are absent. This can be done in writing or by phone, text, email or using the Skoolbag app. In instances, when the

parent has not provided an explanation in writing, administration staff will note in their diaries the phone / text conversation. This must be provided by 10 am on the day the student is absent.

- If a child is absent and no communication has been received from the parent, a phone call will be made by the administration officer.
- Long term and / or unexplained absences will be followed up by the principal and parents informed, in writing, if the principal deems that they have not met their obligations under the Education and Training Reform Act 2006.
- All records of contact and attempted contact with families regarding student absences will be recorded and the records kept.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.8%
Y02	95.2%
Y03	94.6%
Y04	92.8%
Y05	96.6%
Y06	93.6%
Overall average attendance	94.6%

Child Safe Standards

Goals & Intended Outcomes

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

Achievements

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

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

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

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

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

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