

2022 School Performance Report





St Thomas School & Preschool

School Features

St Thomas School was established in 1896 in the parish of the Holy Cross Church of Goodwood.

Central to our family focused community is the 'celebration' of 'life giving' and genuine partnership between Parish, parents, students and staff. In partnership with parents and the Parish we educate children in faith. The ethos of our school and the initiation of children in a faith community are supported by a curriculum that provides opportunities for faith in action experiences.

Our teaching and learning program is vibrant with a strong focus on contemporary pedagogy in all curriculum areas. We provide our students with extensive access to I.C.T. through the use of Apple TV's in each classroom. Mac book laptops and Ipads for years 3-6 are available for all children and all early years classrooms have a collection of Ipads available for students to use.

The school has a comprehensive Physical Education program which offers students the opportunity to participate in the Sporting Schools program, Parent initiated Sports and Catholic schools carnivals.

Science has become a major focus right across the school. Students also have the opportunity to participate in the annual Science Oliphant Awards, where they can enter into a variety of categories to demonstrate their learning.

The school offers the Children's University Program through Adelaide University. This program acknowledges the additional learning that students achieve outside of normal school time, allowing students to graduate annually at the university and affirm their wonderful learning.

St Thomas School has 383 students from Preschool to year 6 with 0 Indigenous enrolments and 61 students with disabilities.

St Thomas School and Preschool has a dynamic parent group which is actively involved in all aspects of our community life. Our energetic parent group facilitates friendship within our community and provides information and framework by which parents can become involved in many aspects of the preschool and school.

Our school motto is **Faith * Family * Future.** We work in partnership with parents and the Emmaus Catholic Parish to achieve our aim to: educate children in Faith within a nurturing Family environment so that they can contribute to the world now and into the Future.



Principal's Report – Belinda Burford

This year was filled with many highlights, where our community shone with vibrancy, compassion, harmony and a shared commitment to our children's growth and development. I am genuinely proud of everyone in our community for showing such strength of spirit, faith, hope and love across this whole year.

As a Catholic school we continued to implement strategies to strengthen our identity and understanding of our faith. We continue to live out our Mercy Values and share the story of Catherine McAuley. Through this story and the work of the Sisters of Mercy, we find a way of connecting with Jesus and the Gospel.

Liturgical celebrations have looked different for us this year. We have found new ways to connect with Eucharist and the Word of God. We have engaged with online formats for Mass and prayer which has been new for us and our Parish.

We were able to hold our annual St Thomas Mercy day in term 3 this year. Again we celebrated what it means to think of others through raising funds and then participating in Acts of Service.

This was our final year of a 3-year project in partnership with Corwin Education. The impetus for Visible Learning was to develop whole school approaches to learning and the language of learning that are evidence based and consistent.

We began this project with an overview of what Visible Learning is and some insights into the research of what makes the greatest difference to student learning. Broadly, our school plan was to be in three main phases:

- Develop whole school understandings and language around learning
- Implementing the use of Learning Intentions and Success Criteria in all classrooms
- Focusing on giving high quality feedback at all levels and between all members of the learning community

As a community we have consolidated our focus towards the St Thomas Learner Dispositions. These feature regularly in Assemblies, in Student News and every occasion possible, to bring these to life in real and purposeful ways.

Parallel to this, teachers have regularly been consolidating Learning Intentions into their lessons. This is where they outline the purpose of the lesson in clear, simple language and then link this to a success criteria. This gives clarity to the learner about what the intention is and how they will know if they are successful.

Our Visible Learning focus will continue into 2023 where we aim to share our dispositions more broadly and have them understood and used by all learners. Learning Intentions and Success Criteria was developed further and used across all learning areas. A focus on Feedback will occur in 2022 and continued Impact Coaching for Leadership. The Clarity framework was embedded more deeply with particular emphasis on Learner Intentions, Success Criteria and instructional leadership.



Although some of our usual events were in different formats this year due to COVID, we still found ways to stay connected and united as a community. Our Parents and Friends Committee continued to meet and find ways of being connected as a group. We managed to hold a disco for students in term 3 and a school Christmas concert which was very well attended and appreciated by all.

Enrolment data

Year Level	Male	Female	Total
Pre school	18	17	35
Reception	31	21	52
Reception mid-year intake	11	9	20
Year 1	26	17	43
Year 2	21	28	49
Year 3	25	24	49
Year 4	23	19	42
Year 5	22	17	39
Year 6	30	24	54
Total	207	176	383

Student Community Profile percentage

School Card level	4%	
Language Background other than English	11%	
Special Education (NCCD)	16%	(61 students)
Indigenous students	0%	

Work force composition

St Thomas School and Preschool has 26 teaching staff, including 26% Male and 74% Female, of these 56% are part time. In addition, there are 19 Educational, Administration and Maintenance staff.

The school Leadership team comprises of the Principal, Deputy Principal, and REC (.04) with 2 teaching staff as POR for leaders of Learning.

There were no self-identified indigenous staff members in 2022.



Teacher Qualifications

In our school we are fortunate to have a number of teachers with two or more qualifications in education

Masters Degrees	15%
Bachelor Degrees	96%
Graduate Diploma	15%
Graduate Certificates	19%
Diplomas	11%

Student Attendance

Term ▲ Year Level	1			2			3			4			Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
RE	90.7%	83.7%	86.5%	90.0%	86.5%	87.9%	93.4%	86.3%	89.2%	94.4%	93.0%	93.6%	89.5%
01	88.6%	89.1%	88.9%	86.0%	86.9%	86.5%	90.1%	89.9%	90.0%	92.4%	92.9%	92.7%	89.4%
02	89.4%	86.2%	88.0%	88.2%	88.9%	88.5%	91.2%	90.4%	90.9%	91.9%	93.4%	92.5%	89.9%
03	89.8%	87.8%	88.8%	89.7%	90.1%	89.9%	90.7%	89.2%	89.9%	92.7%	94.2%	93.4%	90.4%
04	88.7%	91.2%	90.0%	88.6%	88.5%	88.6%	87.3%	90.2%	88.9%	91.8%	89.5%	90.5%	89.5%
05	89.3%	87.6%	88.3%	88.2%	89.8%	89.1%	89.6%	90.4%	90.0%	91.2%	93.1%	92.3%	89.8%
06	85.1%	88.1%	86.7%	88.7%	88.6%	88.6%	91.0%	92.8%	92.0%	86.2%	88.1%	87.2%	88.6%
Total	88.8%	87.6%	88.1%	88.6%	88.4%	88.5%	90.8%	89.6%	90.1%	91.6%	91.9%	91.8%	89.6%

A description of how non-attendance is managed by the school:

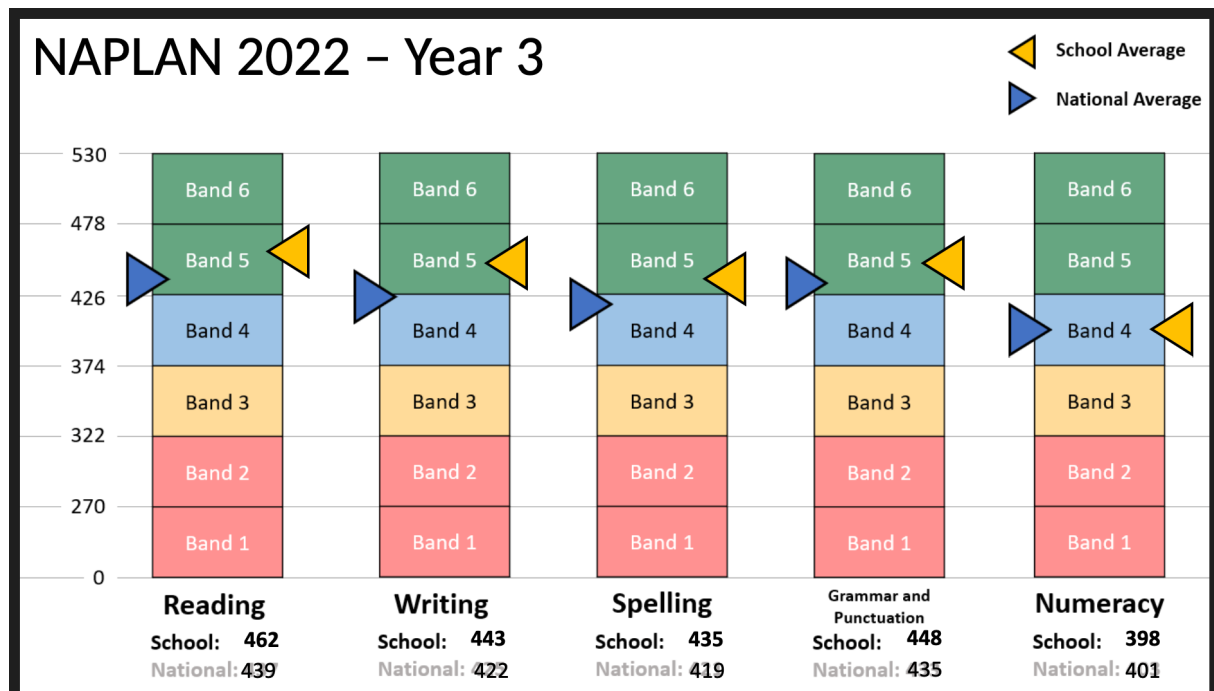
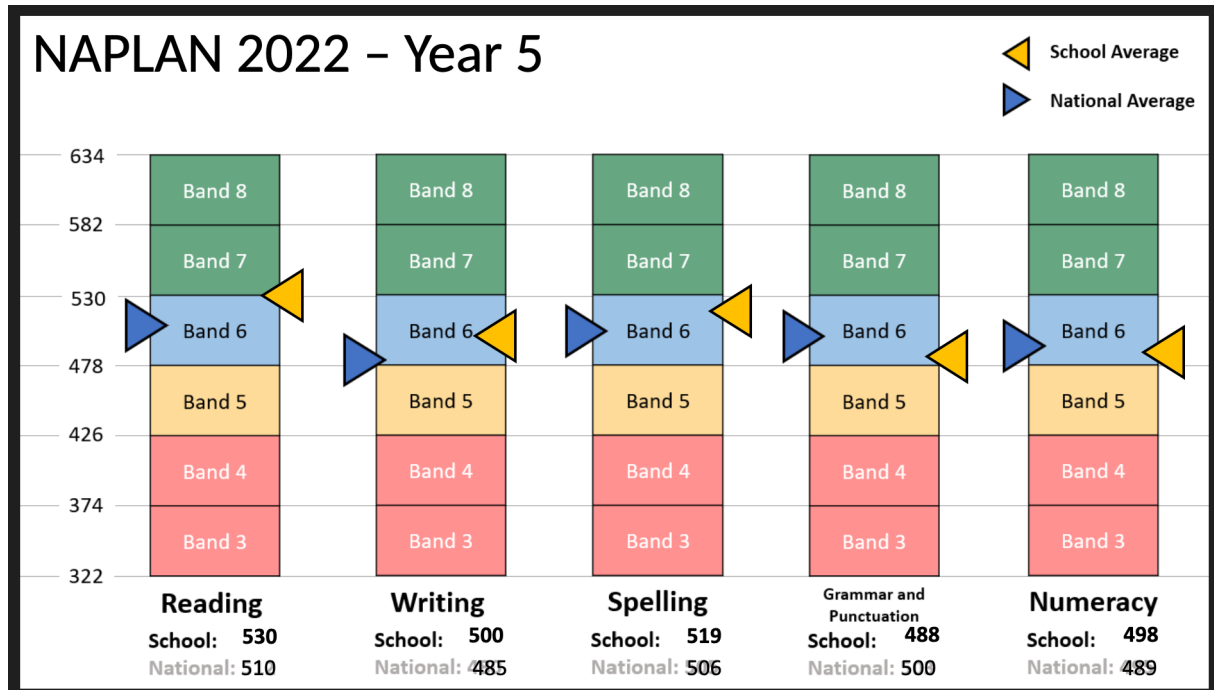
Student attendance is taken in the morning lesson and all absences are recorded on SEQTA - our student management system, along with other information such as whether it is a known or unexplained absence. Parents are asked to call in or use the Skoolbag app to report a child being absent. If a child is late they must report to the front office. In cases of unexplained absence, the parents receive a text message.



Naplan

Outlined below are the Naplan results for 2022. The three year comparative data for Naplan for 2020 to 2022 is unavailable due to Naplan not being held in 2020 due to the Covid-19 pandemic.

▶ School Average = St Thomas School
 ▶ National Average = Australia wide



Post School Destinations

Cabra Dominican College
Concordia
Mercedes College
Sacred Heart College
Christian Brothers College

Prince Alfred College
St Mary's College
Scotch College
St Michaels College
St Patrick's Special School

Satisfaction Parents, Staff and Students

Each year now our students, staff and parents complete the CESA Live Learn Lead survey. This is an anonymous survey and the aggregated data is sent to each school participating. The information also gives comparisons with the whole system and Central Region. This information is used to evaluate our existing programs, look for trends and inform future planning.

Staff

Staff at St Thomas are given many opportunities to provide feedback about aspects of the school and their work.

Weekly staff meetings are a time where specific professional learning is undertaken but there is also an opportunity for issues to be discussed and resolutions sought. An open agenda generally allows for staff to share ideas and concerns.

Curriculum and Admin Education Support Officers are given regular opportunities to meet with the school Principal and Deputy as a group.

Staff also have the opportunity to participate in Consultative Committee meetings each Term where an agenda is set according to staff needs and concerns. These items are discussed and then shared with the school leadership team who respond accordingly.

Each year all staff have a professional review with the Principal. The purpose of the review is for staff to receive feedback about aspects of their performance but also for them to raise any issues and indicate their levels of satisfaction regarding their work in the school.

Parent, Staff & Students Survey

In 2022 we continued to engage with our community in a number of ways. Our Parents and Friends Committee was strengthened. The overarching purpose of this group is to engage parents in activities that benefit the school. They organise social events and provide many services to the community. The committee also offers suggestions for improvement in terms of where to direct fund raising. Through this committee, we gain many insights into the satisfaction level of parents and the ongoing concerns they have. These are passed through to the Principal.

A survey was conducted during the year regarding our school uniform. The impetus of this was to explore more gender neutral options as well as begin a larger review. The results from this have highlighted the need for a Uniform Committee to conduct the review. Two meetings were



held to undertake this review which will continue through 2023 in partnership with uniform suppliers.

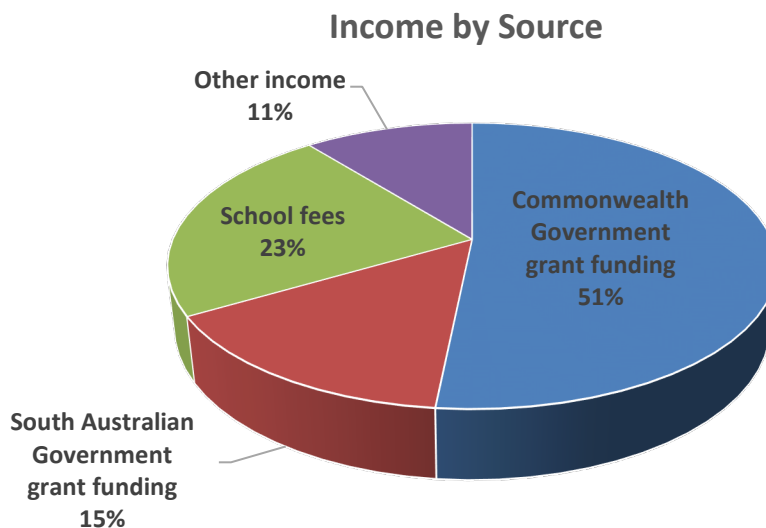
Through the School Board, parents are able to raise significant concerns prior to the meetings. If they are an issue to be addressed separately by the Principal then this is done so but on some occasions, suggestions or questions are discussed with the whole board.

School Income

As a Catholic School, we rely on the payment of school fees to assist with the operation of the school.

The school receives income from three main sources:

- Australian Government Funding
- State Government Funding
- Income from school fees



Income Recurrent	YTD Amount
School Fees	\$1,199,124
Other Income	\$564,826
State Govt Grants	\$787,492
Commonwealth Govt Grants	\$2,720,057
Total Recurrent Income	\$5,271,499





ST THOMAS SCHOOL AND PRESCHOOL ANNUAL IMPROVEMENT PLAN

2022 VISION

“St. Thomas School and Preschool, in partnership with families and the contemporary Church, educate children in FAITH, with in a nurturing FAMILY environment, as we prepare them to contribute to the world now and into the FUTURE.”

St. Thomas School and Preschool strives:

Faith:

- To be a **'faith filled'** community where we value the unique presence of God in all people.
- To acknowledge and support parents in the formation of their children's **faith**.
- To educate in **faith** through a contemporary religious education curriculum that promotes the development of Christian values and Catholic traditions.
- To celebrate our **faith** as members of the Emmaus Catholic Parish.

Family:

- To value the role of **family** and acknowledge parents as the primary educators of their children.
- To nurture ‘life-giving’ partnerships between **Families**, School and Parish.
- To promote a **family** inclusive environment that acknowledges and celebrates our diversity.
- To recognise that we are all members of God’s **family** and as such are called to “*Love one another*”.

Future:

- To educate the whole child by recognising our role in preparing children for life and a constantly changing **future**.
- To commit to the pursuit of educational excellence.
- To provide a broad-based curriculum that acknowledges the diverse experiences, skills, abilities and learning styles of the children we serve.
- To support and prepare children to take their place as ‘leaders of the **future**’ in a socially just world.

Catholic Identity				
Goals <i>What are we trying to achieve?</i>	Strategies <i>What actions will we take to achieve our goals and targets?</i>	Responsibility <i>Who will lead this?</i>	Resources <i>What human and financial resources will we need?</i>	Success Indicators <i>How will we know we have been successful?</i>
For staff to understand our Mercy story and how we connect this with Jesus and his teachings. Teachers to begin implementing the updated Crossways framework.	Connection to Mercy Schools Engage with the celebrations this year Build on last year’s formation day – continue the work Staff PL on New Crossways	REC Principal	CESA Consultants	Teachers will successfully plan a unit of work using the updated Crossways Mercy school networks and meetings will be held



High Quality Teaching and Learning				
Goals	Strategies	Responsibility	Resources	Success Indicators
<i>What are we trying to achieve?</i>	<i>What actions will we take to achieve our goals and targets?</i>	<i>Who will lead this?</i>	<i>What human and financial resources will we need?</i>	<i>How will we know we have been successful?</i>
Staff to understand what has the biggest impact on learning in the classroom and begin to evaluate their own practice based on this.	Visible learning project Whole staff PL VL Implementation Plan LL team Impact coaches Focus on Feedback	Leadership LL Team Impact Coaches Teachers	Visible Learning Team Release days for attending PD for impact coaches	Teachers will begin to use and evaluate data collected on their students learning Data collected from the visible learning project will be analysed individually by teachers

Orderly and Safe Learning Environments				
Goals	Strategies	Responsibility	Resources	Success Indicators
<i>What are we trying to achieve?</i>	<i>What actions will we take to achieve our goals and targets?</i>	<i>Who will lead this?</i>	<i>What human and financial resources will we need?</i>	<i>How will we know we have been successful?</i>
Staff to trial a wellbeing curriculum and move towards whole school implementation.	Staff to consolidate elements of the Wellbeing Curriculum. Develop a scope and sequence or whole school plan for Wellbeing	REC, Deputy & LLT	GGs Wellbeing curriculum Release time for teachers to plan	Teaching staff will use the wellbeing curriculum to program and implement a focus area for their class each term



High Quality Teaching and Learning

Goals <i>What are we trying to achieve?</i>	Strategies <i>What actions will we take to achieve our goals and targets?</i>	Responsibility <i>Who will lead this?</i>	Resources <i>What human and financial resources will we need?</i>	Success Indicators <i>How will we know we have been successful?</i>
Literacy – to develop consistency of best practice across the school.	PORs Survey of what is happening Establish a literacy committee Look at where we are at and identify concerns Work on small evidenced based changes and measure their impact Use the Big 6 as a model for reading.	Principal PORs LLT Staff	TRT funding for POR's to attend PD or visit other schools TRT funding for teachers to work together to plan	A school agreement on best literacy practices will be created by the end of 2021 A whole school spelling approach/program will be created Changes incorporated will be documented with evidence collated

Effective Administration and Resourcing

Goals <i>What are we trying to achieve?</i>	Strategies <i>What actions will we take to achieve our goals and targets?</i>	Responsibility <i>Who will lead this?</i>	Resources <i>What human and financial resources will we need?</i>	Success Indicators <i>How will we know we have been successful?</i>
Effectively transition to T3 Reception and Preschool intakes	Track enrolments closely Promote Term 3 preschool intake to local childcare and community Build up Term 3 Reception intake	Principal	CESA Marketing team Financial resources to advertise the term 3 enrolments	High numbers in T3 Preschool and Reception classes

