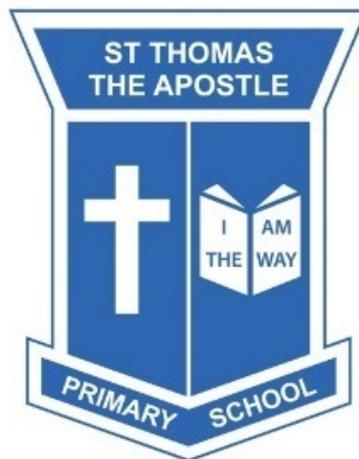




CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2018



St Thomas the Apostle Primary School Kambah

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Principal

Mrs Ursula Jamieson

Section One: Message from Key Groups in our Community

Principal's Message

St Thomas the Apostle Primary School Community is a collaborative and welcoming Catholic school community that promotes our School Vision and Mission following Jesus, 'the Way, the Truth and the Life'. Our overarching theme for 2018 of being 'Just Like Jesus' was the way we lived this out. We model and teach the story of Jesus and place this in the context of modern life showing respect, compassion and justice to all.

Over the year there were many community events. St Thomas the Apostle has a significant role in the Parish community and our many school events promote inclusion and develop partnerships with parents, families and the community. I thank the parents and carers of St Thomas the Apostle for their high level of engagement in the ongoing development and building of a positive school community.

Teaching and learning are our core business with a focus on improving student outcomes. The school staff have a genuine desire for all students to succeed through effort and commitment and wanting each student to do the best they can to achieve in their own unique way. We believe that positive relationships develop an atmosphere of trust where every individual is supported and valued.

Parent Body Message

The 2018 School Community Council (SCC) had another successful year working in partnership with the St Thomas the Apostle community to deliver positive outcomes for children, families and teachers. The SCC's many achievements over the year focused on the students' wellbeing and learning, with an emphasis on purchasing resources to enhance the learning journey St Thomas's has to offer. In this regard the SCC purchased new ICT equipment, new furniture for the breakout spaces and provided funding for leadership training and learning support.

Additionally, the SCC assisted the school's leadership team in the successful re-registration process in September. The council members met with representatives from Catholic Education to highlight the community atmosphere and work the SCC has achieved.

The launch of the school Facebook page has provided another way to connect families with the students' learnings and events at school. Events such as the disco, mothers and fathers day breakfasts and grandparents day provide opportunities to build and enhance the community atmosphere the school environment has to offer both students and families.

Student Body Message

At St Thomas the Apostle, our motto is to be thoughtful, engaged and safe. Our school offers great opportunities, including musicals, the Da Vinci Decathlon, chess competitions and many ACT sports. As well as English, Maths and Science, we have other amazing subjects. This includes Indonesian as our language, which we learn from Kinder to Year Six. We also do STEM once a fortnight, which is a mix of Science, Technology, Engineering and Maths. We have challenging opportunities to do coding and making 3D printing and crafts. Our school offers lunch time clubs, where students can do activities such as meditation and sports. As school leaders, we have opportunities that allow us to learn teamwork and responsibility, such as Leadership Teams that help with school activities including caring for the garden. We have four houses; Riverview (white), Lanyon (red), Coleman (green) and Erindale (yellow), which are led by the Year Six captains. They compete each term for a House Barbeque. Our teachers at St Thomas the Apostle are all trustworthy and reliable. They support us whenever we need it and we know that they will always be there to help us have an amazing time at school.

Section Two: School Features

St Thomas the Apostle Primary School is a Catholic systemic Co-educational School located in Kambah.

The school has a current enrolment of 291 from Kindergarten to Year 6. Students attending the school in 2018 came from a variety of backgrounds and nationalities which consisted of 130 male and 161 female students; 8 indigenous students; and 39 with English as an additional language (EALD). The school employed 28 staff comprising 21 teachers and 7 non-teaching staff in 2018, the latter being employed in a variety of capacities including secretarial, janitorial, learning support and student welfare. We are an inclusive school and we welcome students with a variety of educational needs. Staff, students, parents and the Catholic Education Office work collaboratively ensuring that the needs of all students are met. Our contemporary learning spaces form a rich environment for learning and innovative teaching. Through the learning opportunities provided at St Thomas' we help to prepare our students for a future where teamwork, creativity and curiosity are crucial. We offer a broad based curriculum which enables us to provide for student needs including their development as individuals and as members of the wider community. Our academic areas of focus include literacy and numeracy with special emphasis on Inquiry learning. Teachers plan Integrated units of work from K-6 with a focus on incorporating quality teaching and inquiry based learning. Teachers utilise a range of ICT including Interactive Boards, iPads, desktop and Chromebook computers. We value authentic integration of ICT in our curriculum.

In 2017, St Thomas the Apostle Primary School was identified as a TRUST (trauma informed and trauma sensitive) school, with the whole staff involved in intensive year long training. This focus continued to be developed throughout 2018. As a school it is essential that we provide safe and supportive environments where the impacts of experiences of adversity and trauma are recognised and acknowledged.

We encourage creativity promoting a curriculum which includes Music and Music tuition, Indonesian, Creative Arts, Performing Arts and opportunities to experience artistic performances in many fields. Curiosity and thinking skills are fostered and developed through chess and involvement in co-curricular activities such as the Da Vinci Decathlon, Rostrum, debating and participation in community competitions. Team work and cooperative learning are highlighted in all areas of our curriculum particularly in our Physical Education program, with explicit programs in Dance, Gymnastics and Swimming. We encourage each child to participate, enjoy and develop a life-long commitment to health and physical wellbeing.

The school's website can be found at www.sttap.act.edu.au

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

Our overarching theme, 'Just Like Jesus' encouraged a multi-dimensional approach to growing in and living out our faith. As an adverb, 'just' means exactly. So this phrase means *exactly* like Jesus. We know that Jesus is 'the Way'. If we want to be 'just' like Jesus, we follow His way. As an adjective, 'just' means to do what is *right and fair*. We know that Jesus is the truth. When we do what is just, we are being true to ourselves, to our God and to others, the way Jesus showed us. And so... when we strive to be just like Jesus, we live our lives to the fullest and we experience the love, peace and hope that comes from life in Him.

Module and Monday Prayer continued to offer an authentic opportunity for our community to gather and pray. The active participation of family members and at times parishioners demonstrates the essence of our St Thomas community where everyone is welcomed and included. In alignment with the Moran Model for Religious Education, this year these prayer times were used to enhance learning in classroom education. Most significantly, Monday Prayer was planned as a significant part of our Eucharist preparation program. Through this approach, the entire school journeyed with the Year 3 students in their time of preparation.

2018 marked the beginning of a new approach to our Sacramental Program which will be phased in across the next three years. Reconciliation will now be offered to students in Year 3 and Eucharist to students in Year 4. Confirmation will continue as a two-year cycle offered to students in Years 5 and 6. The Sacramental Program is jointly organised by the Religious Education Coordinator and the Parish Sacramental Coordinator. It is a community based program.

The Mini Vinnies team grew from strength to strength with regular meetings and community cooking. The team also ran a 'Soup and Socks Day' to educate the community around food insecurity and to gather donations for the St Vincent de Paul Winter Appeal. Members of the St Vincent de Paul Society attended the day along with members of our community who cooked soup and served it to the students for recess allowing students to experience the process of waiting in line for food and being served by the community. The team also supported an open garden day which raised much needed funds for members of our community in need. The culmination of the year was an inter-school Social Justice Day hosted and organised by St Thomas. It was a truly inspiring day with wonderful presenters and high level engagement from all students.

Staff continued to support each other through regular prayer, social activities, charity activities and taking active steps to promote and protect staff well-being.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Total Students
161	130	39	291

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2018 was 93.22%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	94%
Year 2	93%
Year 3	93%
Year 4	93%
Year 5	92%
Year 6	93%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	7	28

* This number includes 16 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

All staff are encouraged and have opportunities to access professional learning (PL). Staff pursued PL that supports the School's Annual Improvement Plan key areas. As well they identified areas of interest and those where they wanted to improve. The PL accessed in 2018 included:

- Elevated Learning: Leonie Anstey
- Russel McCartney Mathematics
- Anita Chin - Maths Conference
- Kaye Lowe
- Petra Cole – Literacy
- Sounds Write – Phonics
- Sheena Cameron – Writing
- Sue Curbishley – Music
- Nurturing Creativity, Teacher as Artist
- 2018 STEM Conference

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Graduate Level	Proficient Level	Lead/Highly Accomplished
1	20	0

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 3	Reading	429	434
	Writing	395	407
	Spelling	394	418
	Grammar and Punctuation	439	432
	Numeracy	420	408

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 5	Reading	528	509
	Writing	446	465
	Spelling	484	502
	Grammar and Punctuation	508	504
	Numeracy	502	494

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2018

In 2018 there was an evolving understanding of Conceptual Inquiry in Religious Education (RE), whilst investigating a new direction in RE and phasing out Shared Christian Praxis. The Religious Education Coordinator and the Leadership Team worked with staff to ensure teaching and learning programs showed evidence of an inquiry mindset in RE. This included being evident in staff prayer and school prayer celebrations. Teachers worked in teams to plan, critique and deliver quality programs that were conceptually based and chose specific strategies such as 'word walls' to visually engage the students.

In English a Whole School approach to improving Spelling was undertaken. Each teacher was given a copy of 'Guiding Thinking for Effective Spelling' (Topfer and Arendt). There was explicit teaching and classroom displays of the 5 strategies: Sound, Visual, Meaning, Connecting, Checking. This focus reflected a student-centred approach to Spelling.

In the area of Wellbeing, we continued to build capacity as a TRUST school. This involved training new staff and working with mentors to implement strategies and initiatives to be supportive to all as a trauma informed community.

Priority Key Improvements for 2019

With a growing understanding of Conceptual Inquiry in RE, we will continue to evolve this new direction in Religious Education. In 2019 St Thomas' will become a pilot school for RE in the Archdiocese and will be well supported by Catholic Education RE consultants. The staff will endeavour to develop a deep, authentic approach when teaching Religious Education using Conceptual Inquiry.

St Thomas' continues to build on using an Inquiry approach to teaching and learning across all curriculum areas by incorporating the Learning Assets as described by Kath Murdoch.

Following the work on Spelling in 2018, the Leadership team and staff will continue this emphasis and extend the focus into improvement of Writing.

After two years of work as a TRUST school, the next step will be to implement the Berry Street Education Model of teaching (BSEM). This aligns perfectly with the strategies and initiatives already in place as a trauma informed community.

Section Eight: School Policies

Student Welfare Policy

The St Thomas the Apostle Student Welfare policy is titled 'School-Wide Positive Behaviours for Learning' (SWPBL) and is consistent with our mission and vision to create a positive and inclusive environment where staff and students can exercise their right to learn. The policy is aligned with the MATES program which bases behavioural choices around actions that are 'thoughtful, engaged and safe'.

At St Thomas the Apostle, we value Restorative Practices in a positive and respectful environment where children can be assisted to solve issues in a manner which enhances self-esteem and promotes positive growth.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school. We continue to work on completing The School-Wide Positive Behaviours for Learning (SWPBL) Policy which is available on the school's website.

Anti-bullying

The St Thomas the Apostle Bullying Policy provides a comprehensive definition of what constitutes bullying. In order to ensure that St Thomas's is a safe environment, preventative measures are utilised. They are implemented as proactive measures to minimise opportunities for bullying to occur. Teachers are positive role models. They model inclusiveness, respect and conflict-resolution skills. They play a major part in ensuring that classrooms are environments in which the harassment of others does not take place and collaborative, respectful interactions between colleagues and students are encouraged. Teachers look for signs of distress or suspected incidents of bullying by actively patrolling areas during playground duty. They report supervision concerns and address issues as they arise engaging in restorative justice practices. Teachers are aware of 'online bullying' and explicitly refer to safe practices online. Students have lessons that skill them in identifying and reporting bullying, resilience and dealing with bullying when confronted. Strategies to solve conflict situations are explored, including role-playing scenarios that might be considered examples of bullying.

Discipline

The steps followed for discipline come from the policy on Student Wellbeing and Positive Behaviours. These steps are underpinned by Restorative Practices.

Step 1: Warning - Verbal or non-verbal warning given.

Step 2: Move Away - Movement within the class for a short period of time whilst continuing with the class activity.

Step 3: Time Out of Class - Student is sent to a designated (predetermined buddy) Time Out classroom for a period of time.

When the student wishes to re-enter the classroom, a break-out space conference is held. Teacher follows up with Class 'Time out / Reflection time' sheet. If three are collected for the same issue of inappropriate behaviour a meeting is arranged with parents and Year coordinator.

Step 4: Reflection Time at lunch time with Leadership Person (This may be Step 1 for serious behaviour). Student completes Reflection Time Sheet in the Meeting Room, the Reflection Time Sheet is signed by the class teacher and Principal, scanned and saved in the Behaviour Journals drive, sent home and returned signed by the parent.

The Student Welfare Policy including anti-bullying and discipline was reviewed July /2018.

The Student Welfare Policy and Bullying policies were reviewed and changed, with racism specifically addressed. A Cultural Inclusion policy was created and introduced into

the school's policies to support these important changes.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of school life it is recognised that from time to time misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CECG monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school's Complaints and Grievances Resolution Policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website at www.sttap.act.edu/policies-publications.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Of the 27 areas questioned, 26 responses were in the green zone, only 1 in the amber and 0 in the red. Many parents commented on the genuine friendly, welcoming and inclusive community of St Thomas the Apostle. A significant number of parent/carer respondents felt that the school was a safe place for their children and that the staff made learning satisfying and engaging for them. Overall, they were satisfied with their children's learning progress and that they were being appropriately challenged. They felt that St Thomas the Apostle Primary School has high standards of student behaviour and that the student management policy is fair. The parents feel that their concerns are listened to and that teachers are open and approachable. Many of the parents expressed their immense satisfaction that the school is now fenced. Some parents indicated that they did not know what the school Improvement focus was for the school.

Student Satisfaction

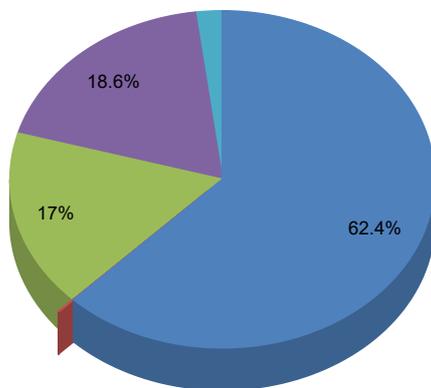
Of the 27 areas questioned, 19 responses were in the green zone, 8 in the amber (4 being .1 below green) and 0 in the red. The survey results from students Year 3 to 6 were overall very positive. The majority of students strongly agree that their teacher cares about them and have high expectations of their efforts and achievements. They felt that although lessons were interesting, opportunities need to be provided for more interesting activities. They felt that support for setting goals and feedback from teachers could be improved. Students felt that there was room for improvement with how behaviour issues are managed and that there needs to be a better approach to dealing with bullies. There was a strong voice expressing that homework does not assist their learning. Overall students feel accepted by others and safe at school and that they are listened to when reporting issues. Students feel a sense of belonging and they have good friends at school. Most students enjoy being a part of the St Thomas the Apostle school community.

Teacher Satisfaction

Of the 37 areas questioned, 27 responses were in the green zone, 10 in the amber (all 10 being .1 below green) and 0 in the red. The school staff were surveyed on a number of areas including curriculum, communication and collaboration. There was an overwhelming sense of strong community and belonging at the school. Staff responded they feel their colleagues are supportive, that they are committed to the school's vision and feel like they are treated as professionals in the workplace. They felt that their wellbeing was a priority and supported by the Leadership Team. An identified area for growth was the need for teachers to receive feedback to help them improve their practice. Staff felt that they were given many opportunities to engage in Professional Development. Overall, staff agree that the St Thomas the Apostle Primary School workplace is positive, engaging and welcoming.

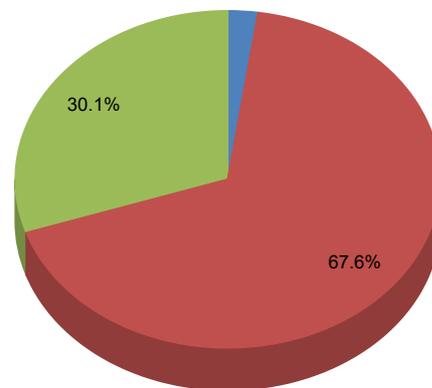
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (62.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (17%)
- Fees and Private Income (18.6%)
- Other Capital Income (2%)

Expenditure



- Capital Expenditure (2.3%)
- Salaries and Related Expenses (67.6%)
- Non-Salary Expenses (30.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,904,425
Government Capital Grants ²	\$1,039
State Recurrent Grants ³	\$793,605
Fees and Private Income ⁴	\$864,539
Other Capital Income ⁵	\$94,541
Total Income	\$4,658,150

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$95,580
Salaries and Related Expenses ⁷	\$2,814,061
Non-Salary Expenses ⁸	\$1,254,790
Total Expenditure	\$4,164,431

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.