St Thomas the Apostle
Greensborough North
REGISTERED SCHOOL NUMBER: 1781

2014 Annual Report
TO THE SCHOOL COMMUNITY
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>251 Diamond Creek Road, Greensborough North, 3088.</th>
</tr>
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<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Gail Smith</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Michael McEntee</td>
</tr>
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<td>SCHOOL BOARD CHAIR</td>
<td>Sean Nolan</td>
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<td>TELEPHONE</td>
<td>(03) 9434 4565</td>
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<td>EMAIL</td>
<td><a href="mailto:principal@stgreenboroughnth.catholic.edu.au">principal@stgreenboroughnth.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.stgreenboroughnth.catholic.edu.au">www.stgreenboroughnth.catholic.edu.au</a></td>
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Minimum Standards Attestation

I, Gail Smith, attest that St. Thomas the Apostle 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 2007 (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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

28 May, 2015
Our School Vision

At St. Thomas the Apostle we believe –

• That the true message of the Gospel should be modelled by all members of the school community and therefore become a lived reality;

• That the Catholic traditions, ideals, values and attitudes should be fostered through a comprehensive Religious Education program, which includes rich experiences in Scripture and Liturgy;

• That through the use of a variety of structures and teaching strategies all children will be encouraged to reach their full potential;

• That the curriculum should be challenging and relevant to the needs of individual students. It should be sequential, encourage independence and support the learning continuum of life;

• That the skills and talents of all Staff are recognized and valued and that through peer support and professional development opportunities, staff are assisted both personally and professionally to achieve excellence;

• That through positive relationships we create an environment where there is a sense of belonging, acceptance, respect, growth and support for each other within our community.

School Theme

People
Everywhere
Acting
Considerately towards
Each other

School Motto

Enrichment and Care
School Overview

St Thomas the Apostle has an enrolment of 485 students and is situated in a well-established suburb surrounded by excellent facilities and plenty of green spaces for different forms of recreation. Recently more development on the school grounds has further enriched our school facilities. It is very much a family friendly environment with an enthusiastic committed school community who are successful fundraisers supporting various school projects across each year. Last year parents raised over $30,000 which increased our resources in technology. Each year they ambitiously work to raise funds to improve the school. We have at St Thomas the Apostle, integration support for 22 students. There are 20 classes of approximately 24 students across prep to six. These classes are located in four separated buildings, interconnected by walkways and established gardens. Each building houses different sections of the school, making it easier for working in different projects across the school. We are working towards becoming a highly sustainable school and to this end we boast a large organic garden, extensive nature trails and domestic kitchen. We harvest our own food and prepare meals through our kitchen classes. We currently have three stars, working towards becoming a registered five star sustainable school. We are also part of the Stephanie Alexander program which provides support and resources to our kitchen to garden program. This initiative links the garden to our cooking activities very well. This year we are creating a cook book which will outline recipes developed by the students and staff. This book will also detail the journey we have taken with our garden and cooking classes over the past few years.

Results for literacy and numeracy are derived through NAPLAN results, as well as our own internal testing regime which occurs across each of the terms. Results are carefully analysed by teachers and the learning and teaching team. St Thomas’ was reviewed in 2012, enabling us to strategically plan for the next four years. Our next review is in 2016. Currently preliminary pre review work is underway. The last review particularly highlighted the outstanding quality of teaching and the professionalism of all our staff. Currently staff are given considerable professional development that fits into our annual action plan for the year.

We provide special support for students across Prep to Year Six in literacy, numeracy and social skills. Intervention in numeracy and literacy is offered through Years One to Six. Support programs in building social stamina, the introduction of cyberbullying classes and additional sport programs make for a varied and comprehensive curriculum. To this list we add in 2014 extra counselling support, the development of a whole school outdoor education program and support programs at lunchtime for specific students, specialist cooking classes, a visual arts therapy class, extension art classes and extension literacy classes in the senior level. We also include a computer club and Lego club. These extra curricula programs continue to enrich our school. Our chess club is also highly patronized by students from Years One to Five.

Additional support is offered in counselling through our grief programs and the addition of a relationship counsellor to support family needs. These counsellors work together to offer regular professional development for parents. We also work with Swinburne University and accept student counsellors who provide extra support for students. Parenting programs, professional education for families and psychologist’s support for families are but a few of the additional programs on offer. Recently, our speech pathologist offered professional sessions for our parents, focusing on issues that impact on speech in the early years. In 2014 particular emphasis has been placed on using our established parent library to support family needs at home; working in the areas of emotional
development, grief and wellbeing. This is well used by families and highlighted often in the school newsletter.

Restorative Practice is well developed in our school and reinforced through other programs especially the inquiry units of work. This program guides us on how to deal with issues that arise. This is all about restorative justice, ensuring all students and families are treated with dignity and can negotiate different ways in solving issues. Independent thinkers is a factor here. We offer a professional night for families looking at the process of restorative practice. Staff receive regular in service in this area. The theme for our school performance last year was linked with our school values and covered the restorative practice framework. It will also link to our visual arts program in 2015.

Social stamina programs for juniors and seniors are co-ordinated throughout the year. In 2014 a particular focus was on building stamina in the junior schools. The Active After-School Sport Programs continue to be strengthened with new sporting activities each term. This is coordinated by our student wellbeing staff twice a week after school to support students who may not necessarily be involved in sport outside of school. This physical activity links into building stronger self-esteem. In 2014 the numbers of students interested in this program has grown considerably. Various sport activities are on offer.

Our organic garden is now well established and 2014 has heralded a new approach with the connection to the Stephanie Alexander program. This garden is linked to our Science program, as sustainability is taught across the school. Students and community are actively engaged throughout the week in the garden to kitchen project, which is partially overseen by CERES in Brunswick. This garden is also linked to key units of work in the classrooms. It continues to attract community grants and we will continue to involve students in applying for further funding. In 2014 a new incentive has been included in the garden, whereby art and other units of work are incorporated into the theme of the garden. A publication is released twice a term and gives the school community an excellent outline of this very successful program.

Our versatile gymnasium continues to offer opportunities for students to engage in a variety of activities. Afterschool sports will occur in terms three and four of this year. This gymnasium also supports community netball and basketball clubs, allows for assemblies, smaller productions, social functions, gymnastics, dance lesson etc.

Our very contemporary Discovery Centre, houses all the latest technology to support student learning and engagement. This interactive environment being ‘state of the arts’ enables a modern approach to using technology, both inside and outside the classroom. Technology has undergone a massive shift and we have now equipped all buildings with laptops and iPads to ensure students have quick, reliable access to technology that supports their learning. The School Community Association (S.C.A) have made an immense contribution to raising funds for our technology upgrades over the past few years. We are now in the process of fully upgrading the library component of the Discovery Centre. Money raised will go to increasing stock and introducing e-learning books. This hub of interactive learning is central to our programs.
Improvement to the school grounds continues. Recently we constructed a new prep playground and sandpit which enabled our preps to make a gentle transition to the bigger playground. To this we have added seating and an extra smaller play area. This initiative has been a very successful environment for our youngest students and it includes a large enclosed sandpit. We have also constructed a paved and shady area near the senior buildings which will allow senior students some personal space. We have also created a rock playground for students which exposes students to different forms of play. Plans are underway for fencing the school which will give more security and privacy to the school grounds on weekends and holidays. A recent upgrade has seen all the external school painted which gives a fresh new look.

Particular emphasis has been given recently to providing staff with more time for collective planning. Such planning includes more support from curriculum leaders and professional teams. Research indicates that effective planning improves the learning. Our improved data confirms this fact.
Principal’s Report

This year has been very productive, with the introduction of our Canberra trip with senior students. This also included the dawn service on Anzac day which was a powerful occasion for all. We will now alternate our camp with Canberra every second year. We have also held a very successful production which engaged the whole school community utilising all the gifts and talents of everyone. These community events are an excellent way of bringing people together. We have also built new playgrounds which have increased the student’s potential for play and given more scope to younger students with the introduction of our prep playground and surrounds.

Our learning and teaching initiatives in line with our annual action plan have seen increased time for planning for teachers with more direct support from the various literacy and numeracy coordinators. Teachers planning is a key to improved performance in the classroom and professional development was given to staff to support the organised planning time. We have also initiated changes in how we work as a staff to ensure improved productivity and an environment that enables staff to feel supported in their work. This is all about ensuring our organisational climate provides optimum possibilities to teach well and to learn effectively.

Another major initiative was introducing maths support in different ways and looking at new programs that have a high success rate in improving maths such as the Quick Smart Program. We have also put more emphasis on restorative practice as our major student wellbeing program and also introduced support for teachers in understanding various behaviours of students who may be on the spectrum. Our outdoor education policy proved successful as the juniors enjoyed extended days and in the case of year four, an overnight stay in readiness for senior camp.
Education in Faith

Goals & Intended Outcomes

To further strengthen St. Thomas the Apostle school as a prayerful, compassionate and active Catholic community

That education in faith leads individuals to appreciate and make more explicit links between their Catholic faith, Christian values and their daily lives

That students are more engaged in Religious Education that reflects contemporary approaches to learning and teaching

Achievements

The following are achievements aligned with the above goals and intended outcomes:

- We continue to develop a faith component linked to the Indigenous community. Religious Education captains specifically drive this project. We are looking at our Nature Trail this year to build into it a spiritual indigenous component. We have also initiated some contact with indigenous environments such as Lake Mungo, as we begin to consider working closely with an indigenous based school;
- We have introduced liturgy teams for various celebrations that give all staff an opportunity to be engaged with planning.
- We are also considering the survey: ‘Catholic Identity’, which we will take part in later this year.
- Teachers and students are actively involved in the fire carrier program. This initiative continues to grow and be integrated into the curriculum.
- Our religious education leaders take on a very specific role in leading liturgy and Christian meditation in the morning across the school.
- We recognise and value that we work in partnership with our families in the faith journey of our students.
- Parents are given many opportunities to take part in liturgies and celebrations. The most recent Grandparents day was an excellent example of a school based prayer service that reached out to the community.
- A number of small information sessions focusing on the Sacrament of Penance have been held with parents and students to further develop their understanding of Sacrament. These are well patronised and certainly enriched the Sacramental occasion.
- Classrooms are well situated with prayer tables and a set up for meditation. Stations of the Cross performances are be linked with Art. This has been a biannual production for years 4 to six. We have introduced smaller liturgies for Easter across the school.
- Teachers have continued to be developed in Scripture study and further resources have been purchased to support Learning and Teaching in Religious Education.
Learning & Teaching

Goals & Intended Outcomes
To further develop a stimulating learning environment where every student is challenged and supported to achieve continuous improvement and success

That students are more engaged in all areas of their learning

That a higher percentage of students will be operating at or above the expected level (state mean) in Mathematics

That all students improve in literacy (particularly reading comprehension) and Numeracy

Achievements
- A rich and vibrant learning environment is created that is driven by personalized learning.
- Student evidence and data analysis drive a differentiated curriculum whereby individual needs of students are given high priority. The data is presented to staff regularly for ongoing direction. This data is given considerable interpretation and the professional approach to interpreting data is given high priority. This is presented at all planning meetings.
- Using the Change 2 model we are initiating new ways to precipitate change that will enhance learning and engage all the staff in a collaborative way. More staff have been in serviced in Change 2 which guides change in curriculum and the way we work.
- The leadership team overseeing learning and teaching, maths and literacy attend planning meetings to ensure that data is read correctly and best practice is in place. This has presented new challenges for timetables and for curriculum leaders in having a strong presence at regular planning meetings.
- Our ongoing involvement in the L.A.P (Literacy Assessment Project) in Years Three to Six has seen significant change in how we plan literacy in middle and senior school. Teachers are given extensive professional development in this area.
- Further developments in technology this year include Applications and Class Blogging. The purchase and implementations and use of iPads and laptops have had an impact across the school. We have now completed our five year plan of introducing technology across the school and we are planning for the next few years to look at how we teach technology and putting in place new initiatives, especially with regard to our Discovery Centre. One most recent initiative has included joining ‘G.A.F.E’ (Google Apps for Education) and beginning our journey on how these apps can enhance our ability to collaborate and transfer learning and teaching to another level.
- Technology Club and a core team of teachers who have been trialing various Aps that will be most relevant for student learning, is a feature. These teachers are receiving extensive in servicing in technology and have already initiated several significant changes.
- We have upgraded the service we receive for technology and this has meant that we have been able to purchase more computers at a faster rate given their support.
- We have revised our Kitchen Garden Program to include the Stephanie Alexander Program. This new initiative links into an Inquiry based approach across all the school. We have begun writing a cook book that also outlines the history of the kitchen garden and domestic kitchen. This incorporates the journey from the dream to the reality of a fully-fledged program across the school. Parent support is a necessary part of this program and we are fortunate to have a strong team of parents working from the garden to the kitchen. Staff publish twice a term an excellent publication on the work carried out in the garden and kitchen.
We have maintained the Numeracy Coordinator’s release time as well as doubling the Learning and Teaching Coordinator’s release time to support teachers in the new planning initiatives. We have also reintroduced early morning maths intervention classes for year two. These sessions are well patronized and are held by our numeracy coordinator.

We are well underway in using SPA (Student Performance Analyser). This tool enables teachers to record data very specifically and to analyse results at a deeper level for improved performance. The Spa data has also assisted us in planning various support programs in literacy and numeracy. Reporting to parents has been under discussion for some time and parents are given every opportunity to understand the reports through our parent teacher interviews. At these interviews students set goals and take ownership of their report by discussing with the family and teacher their progress. Specifically planning time is given to support Curriculum Leaders in working closer with teachers. A roster of time spent with teachers is drawn up in the google calendar. Also, Level Leaders are given specific time each week to discuss school initiatives and to support each other. We recognize that discussion and planning make the difference.

Professional Development in Giftedness and Special Needs has been given throughout the year through AMAZE which is an organization that looks at the autism spectrum. Teachers are given individual support and the whole staff receive professional development in understanding the nature of behavior.

With changing directions in curriculum, we have begun to unpack AusVels and this process has begun in earnest in English and Mathematics. Considerable discussion has been underway as to how we will unpack the total curriculum.

**STUDENT LEARNING OUTCOMES**

Consistent patterns appear across 2011 to 2013. There has been consistent improvement in Grammar and Punctuation in both Year 3 and Year 5. It is most pleasing that professional development invested in Numeracy is starting to show considerable growth through evidence in Year 5 NAPLAN Numeracy data in 2013.

Year 3 Numeracy consistently shows meeting minimum standards across 2011 to 2013.

Literacy across the board continues to maintain excellent standards.

We will continue to monitor Spelling in Year 3 as this is a critical period in early learning.
Student Wellbeing

Goals & Intended Outcomes

To further develop a school climate which fosters positive relationships and empowers every student to be an independent, resilient and successful learner

That students will demonstrate greater resilience (social stamina) and develop an enhanced sense of responsibility for their own learning and behaviour

Achievements

- Student wellbeing is a significant component in our annual action plan. It is discussed regularly at staff meetings and we have recently upgraded the student wellbeing policy to reflect all our programs and approaches to supporting students. A range of programs are offered such as the You Can Do It program and as well as Circle time in the classroom. Through the support of two student wellbeing teachers we are able to monitor all our programs and ensure ongoing professional development is offered to staff and parents. We have recently looked at aspects of the program Positive Behaviour and incorporated aspects into school yard plan. Restorative practice is now well entrenched in the school. Recently staff have had in-service in this area with a trained facilitator.

- We also have the support of a Catholic Care psychologist once a week, as well as a Relationship Counsellor shared between Parish and school. Both counsellors regularly present to parents on issues effecting anxiety in young children. This support is part of our holistic belief in supporting family and children together. Student wellbeing is also present in the way in which we manage all school affairs and is particularly evident through our pastoral care and religious education program. Our student wellbeing coordinators oversee all the programs we offer and train the student leadership team and peer mediators. Their work is critical to the ongoing development of student wellbeing. The student wellbeing coordinators also work on a vertical program of mentoring younger children. This has been highly effective in using senior children as models for younger students.

- Frequently, it is mentioned in newsletters that non-attendance has an impact on learning. We have noticed a decrease in non-attendance through giving regular reminders to parents about the importance of attendance. Parents are encouraged to do the following should a child be absent.
  - Phone the office
  - Email to teacher
  - Notification to Principal
**VALUE ADDED**

There are various enrichment programs that we have set up at our school to support student wellbeing. These include:

- **Chess Club.** This now boasts over 40 students who compete with other schools.
- **Social Stamina Programs.** These are done in conjunction with students from Swinburne University.
- **Seasons.** A grief program that supports children who have experienced loss in different forms.
- **Visual Arts Therapy Program.** This initiative supports children who need social and emotional support. It is a highly successful lunchtime program coordinated by the art teacher trained in art therapy.
- **A new Prep playground.** Has been established to give Preps space and time to make an appropriate transition to a larger play area. This space is also used for some children who may need time out and are diagnosed on the Spectrum.
- **Short parenting courses.** Are offered to support families in developing effective communication skills with children. Sometimes this is achieved by several ongoing appointments with the Principal. Trained in counselling.
- **‘Out of school sports program’** which provides wellbeing opportunities for students less inclined to join external sporting programs. This is coordinated by our two student wellbeing coordinators.

The above activities provide a rich and comprehensive approach to student wellbeing. They are overseen by the Student Wellbeing Coordinators, Religious Education Coordinator and Principal. Parents are invited to put their children’s names forward for various programs and our philosophy is about being in touch with parents, ensuring they are part of the work we do with their children. Our School Performance this year will very much be built around student wellbeing matters, restorative practice and the school values which ensure ongoing emotional growth in our children. Our newsletter incorporates regularly many aspects of student wellbeing that are introduced at school.

**STUDENT SATISFACTION**

- Our survey data indicates the need to support student voice. This is done in a variety of ways. Recently we have introduced SRC across all the school. The student leadership team have been trained in supporting juniors through a vertical mentoring program.
- Students are aware of their own personal safety. They are encouraged to discuss their concerns and circle time is used to provide the opportunity for discussion.
- Engagement in learning appears to be very high, particularly student motivation.
- Students enjoy the extra curricula activities and show major commitment to the life of the school.
- Connectedness to peers is high with our students which is demonstrated through our work in Restorative Practices.
- Student Leadership is a major program and fortnightly students are given sessions on being an effective leader. They have become quite involved in our open days and public speaking to new families. This has strengthened their capacity to be a leader with confidence.
Leadership & Management

Goals & Intended Outcomes

_To further develop the supportive and inclusive nature of leadership at St. Thomas the Apostle school_

That staff are more empowered through the collaborative decision making processes of the school

That improved professional feedback processes will lead to further professional growth

Achievements

The following are achievements aligned with the above goals and intended outcomes:

- Leadership is focusing more on clarity and ensuring people’s roles are clearly defined.
- Professional learning for our leadership team includes regular professional reading at our meetings across the year. It also has involved coaching from an external facilitator who is working individually with the leadership staff and collectively as a team.
- With the introduction of google docs staff are given quick access to all that is happening across the school. This increases their ability to be connected with the leadership team.
- We have introduced the “Change 2” model in various aspects of our work. We see it as a major force to support us in directing change.
- The leadership team are conscious to ensure balanced representation across various committees and structures to enable effective feedback.
- The professional coaching offered to the leadership team also includes setting individual goals so that each member can grow in their own personalized way.
- Successional leadership is discussed often with the leadership team and when possible various members are given exposure to different opportunities.
- We have also been involved in a shadow program which gave the team a chance to look at the leadership continuum from the Catholic Education Office.
- Organisational culture was addressed with staff giving feedback to the leadership team to look at improving organizational culture in our school. This fuels improvement in staff morale and general wellbeing.
- Regular feedback to the staff after leadership meetings assists the staff in feeling empowered with decision making.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

- Literacy Assessment Project in years 3&4
- Personalised Learning at different levels
- Professional sessions with Amaze
- Building Leadership Capacity in new leadership
- Google docs inserviceing
- Adam Voight restorative practices.
- E-Learning including setting up class blogs and Edmodo
- Occupational Health and safety training for all staff
- Anaphylaxis & Asthma Training
- Mandated Reporting
- Professional development in looking at Open Plan environment.

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL**

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<tr>
<td><strong>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</strong></td>
<td><strong>39</strong></td>
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<td><strong>AVERAGE EXPENDITURE PER TEACHER FOR PL</strong></td>
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**TEACHER SATISFACTION**

- Teacher confidence in teaching and learning is still at a high level.
- Staff became involved in setting up groups to look at organisational climate. They directed this project.
- Working in teams is recognised as a critical component of successful planning and much valued by the staff.
- Staff appreciate that relationships with the school community are critical for success.
- Parent relationships are valued as a key to improved learning outcomes with students.
- Staff feel valued at our school and know that efforts put into the school is valued by the whole school community.
- Staff valued the presence of the leadership team and felt supported and appreciated.
- Staff recognise that looking at workload and identifying components that impact on such will be addressed as a whole staff.
- Staff are actively engaged in giving effective feedback which drives future plans including professional learning and goal setting.
- Staff feel that there is sound clarity and find this helpful in working with the leadership team.
- Staff feel that the leadership team show empathy to their concerns.
School Community

Goals & Intended Outcomes

*To develop effective community partnerships in support of learning and wellbeing*

That there will be a greater connection between student learning and local and global communities and networks

Achievements

St Thomas strengthens our relationship with all and builds more trust in people. We have a range of activities throughout the year.

PARENT SATISFACTION

Parents value being connected to the school and work in a range of committees to support teachers. These include:

- A very effective School Community Association that provides fundraising and social opportunities for the community to gather. Recently they have donated $30,000 to development of more playgrounds.

- Functions such as the Mother’s Day lunch, Father’s Day Breakfast, Prep Teddy Bears Picnic, Christmas Carols, and School Performances are all examples of the community becoming engaged and connected. Recently they also showed commitment to setting up class reps across the school.

- Our parish Sacraments also reach out to the broader community and these celebrations embrace our faith requiring the support of many within our school and parish community.

- Mini Vinnies work in the community was quite extraordinary and the Christmas appeal was outstanding. It linked its objectives to our religious themes for Christmas.

- Choir plays an active role in entertaining various nursing homes in the area and we also perform in larger venues in the area. The church choir showed increased commitment to their singing at various liturgical events.

- Parent Education Training programs give the community a chance to learn more about parenting and these course are open to the wider community. Programs such as those coordinated by our counsellors are advertised widely.

- Various curriculum based evenings on matters such as restorative practice, cyber bullying, sex education etc. give the community a broader understanding of how school, home and society are strongly connected.
• Open days are advertised widely and the local community are invited into our school. Personal visits to local kindergarten enrich our relationship with the broader community. THIS INCLUDES VISITS TO LOCAL LIBRARIES THAT OFFER A RANGE OF ACTIVITIES.

• Incursions and excursions are strongly linked to developing connections with local and global communities. An example being our connection to CERES in Brunswick through our work in the garden.

• Our recent growth in technology has opened up our connection to the wider world. An example being a class skewping exercise whereby students contacted a Canadian expert in the study wolves.

• Blogging has also given the community more opportunities to engage with the school.

• The ongoing support of a Relationship counselor shared between school and parish community has embraced the bigger needs of families in our broader community.

• The gymnasium is hired out to various sporting clubs to enable the broader community to share our facilities. This has been a very positive way of being part of the wider community.

• Parents are extremely well connected amongst themselves as indicated by the various groups that operate enthusiastically across the school. For example, the School Community Association which is the major fundraising group and the Ground and Maintenance Committee. Parents are very receptive to all the various initiatives put forward by the school. This is evident by the high numbers of attendance at the various celebrations, functions and fundraising events.

• The recent school production was an excellent example of including the whole school community.

• Attendance at local celebrations such as Anzac day, Remembrance Day are adopted by our school.

• Parents are exceptionally pleased with the range of extra curricula activities we offer at St. Thomas. They support these by encouraging students to take advantage of all the programs that are on offer. Recently we have added to our extra curricula programs, Lego club and computer club.

• Plans are underway to construct a school fence for extra security. This supports the fact that parents feel their children are in a safe and secure environment.

• Parents believe our staff have strong morale. The school community is frequently surveyed to ensure that our relationship with family is strong and that we are aware of community perspectives.
Parents value the importance of staff being approachable and this is reinforced through chat sessions, information nights and parent teacher interviews.
## Financial Performance

### Reporting Framework

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<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
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<td><strong>Total opening balance</strong></td>
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Note that the information provided above does not include the following items:
- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools.
- The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website.
- ACARA school-level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources.
- At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

St Thomas is becoming very computer literate and is consciously seeking new ways to ensure technology is heavily incorporated into the curriculum. For example, we have begun our journey understanding and applying google apps for education. Our five year plan for technology is now complete and we go forward looking into more contemporary ways to use technology. For effective learning and teaching A new emphasis has been given to the library component of our Discovery Centre, which is driven by a combination of technology and books. New software will give us guidance in setting future goals for this library.

Curriculum is being driven by the new Ausvels and we continue to explore contemporary ways of interpreting this curriculum into our programs which centre on personalised learning. We reflect on new directions with open plan environments and have modelled some changes on other environments that have adopted this model.

The school is now looking to considerable refurbishment and improvement over the next year. These improvement should give classroom a more contemporary and fresh feel.

St Thomas the Apostle prides itself on working closely within our annual action plan and reflecting on data to drive our learning and teaching. Recent new initiatives in looking closer at data have been successful in fine tuning our teaching.

The school community is generous with their support in a voluntary capacity and also through ongoing financial support. The staff are a highly motivated team of teachers who are conscientious about professionally developing their skills and to this end they are currently working on ongoing improvement in differentiated curriculum, personalised learning and numeracy. A particular emphasis has been on professional development in understanding children’s behavior. Staff will receive personalized assistance in the classroom with directing appropriate support to those children exhibiting challenging behaviors.

Student wellbeing has also seen new growth as we have introduced a visual arts therapy group and more social stamina programs. We are also very pleased with the introduction of restorative practice as a way of working with students who may struggle in managing themselves in different capacities. The language of restorative practice fits very well into our religious framework and reflects supporting our students in a caring, Christian manner.

We continue to apply the change 2 strategies when introducing new initiatives. This ensures staff clarity and a common purpose.

We are keen to explore connecting with an indigenous community that will raise our social awareness and give students an insight into indigenous perspectives. We anticipate involving the school community widely in this area.

We will soon be involved in the Catholic Identity survey which will give us a deeper understanding of setting goals for the future. Our catholic Identity should be clear and loud as we enter a future which presents many challenges as a catholic school.
## VRQA Compliance Data

**E1305**
St Thomas the Apostle School, Greensborough North

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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#### Diagrams

**NAPLAN Year 3**
- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy

**NAPLAN Year 5**
- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy

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2014 ANNUAL REPORT TO THE SCHOOL COMMUNITY
### Average Student Attendance Rate by Year Level

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<td>Overall Average Attendance</td>
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### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 90.24% |

### Staff Retention Rate

| Staff Retention Rate | 90.91% |

### Teacher Qualifications

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### Staff Composition

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