



St Thomas More Catholic Primary School

School Compliance Data 2020

1. CONTEXTUAL INFORMATION

St Thomas More Catholic Primary School is situated approximately 300km south of Perth in the town of Margaret River. The school opened in 1993 with an initial enrolment of students from Pre-Primary to Year Four. Over time, the school has developed into a single-stream Primary school to meet community needs offering classes from Pre-Kindergarten to Year Six. The school serves the community of St Thomas More and has a very strong and close relationship with the Parish. At St Thomas More we provide our students with an education that prepares them for life with opportunities for deep learning, in order for them to develop appropriate social, emotional, spiritual, physical, cognitive, creative skills and acquisition of knowledge about our world. Our school fosters confidence, independence and lifelong learning with an attitude which promotes achievement of the full potential of all individuals in an environment embedded in gospel values.

The school strives for excellence in all areas and involves the parents and community in the education of the children. A well-balanced curriculum with a focus on establishing a strong foundation in literacy and numeracy skills, as one of the keys to successful, lifelong learning is offered. Intervention and support programs ensure the needs of every child are met. Our curriculum offers students the opportunity to strive for excellence, develop resiliency and provides academic programs that stimulate and challenge each child. A One to One BYOD iPad program operates from Years 3-6 to assist the students develop greater 21st Century learning skills and other devices are available for students in the younger years to access. The school offers an expanded curriculum encompassing the specialist areas of Indonesian, Visual Arts, Physical Education and Music.

The school has a large oval, numerous play areas and a basketball/netball court. Within the school complex are two large undercover areas and a separate play area for Kindergarten and Pre-Primary students. The school participates in sustainability programs including the use of rainwater water storage tanks used for watering the grounds and flushing through the toilets, a bank of solar panels on the library roof, the oval being watered by recycled water provided by the shire and a sizeable vegetable garden and chicken coup.

The School enjoys excellent support from the School Advisory Council and a very active Parents and Friends Association. Parents are encouraged to be actively involved in the school through a number of avenues. The parents of students are welcome in the school and are regularly in classes to help teachers or offer their support through assisting at whole school events or as needed.

2. TEACHER STANDARDS AND QUALIFICATIONS

The teaching staff of St Thomas More Catholic Primary School hold the necessary qualifications required by the Catholic Education Commission of Western Australia. All members of the teaching staff were TRBWA registered and were suitably qualified. The teaching staff qualifications in 2020 were as follows: 23 staff members.

Of these, 9 were full time and 14 were part time. There were no Indigenous staff employed in 2020. Staff qualifications were as follows:

QUALIFICATIONS	NUMBER
Master Degree	1
Bachelor Degree	10
Certificate	4
Graduate Diploma	5
Diploma	1
No Qualification	3

3. WORKFORCE COMPOSITION

TYPE OF STAFF	NUMBER
Teaching Staff	15
Non-Teaching Staff	9
Male Staff Members	5
Female Staff Members	19
Indigenous Staff Members	0

4. STUDENT ATTENDANCE

YEAR LEVEL	ATTENDANCE RATE
Pre Primary	91%
Year One	88%
Year Two	94%
Year Three	93%
Year Four	92%
Year Five	93%
Year Six	92%

The average attendance rate for the whole school for 2020 was 92%.

THE PROCESS FOR DEALING WITH NON-ATTENDANCE:

- Electronic recording of attendance/absence is conducted using the SEQTA attendance system.
- The school contacts parents early each school day via text message to follow up unexplained school absences, requesting parents to make contact with the school to explain a student's absence.
- Parents are requested to send a written note to acknowledge the days that their child was absent – this can be done through the website or Connected app for ease.
- Prolonged periods of absence are brought to the attention of the Principal by the child's class teacher. This is then followed up by a member of the Leadership team.

5. NAPLAN ANNUAL ASSESSMENTS

Due to the COVID-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented for 2020.

6. PARENT, STUDENT AND TEACHER SATISFACTION

Through a Principal Review process, the staff, parents and students were given the opportunity to report on their satisfaction with the school through a survey and interview process.

Parents believe:

- There is a high level of quality of teaching. The children enjoy and are motivated by the teaching and learning provided by the school.
- There is a strong focus on student wellbeing with the school providing a safe and caring environment.
- The needs of the children are at the forefront of all decisions made.
- There are clear values that are taught and reinforced at the school.
- There is a strong sense of community.
- Teachers are viewed as being enthusiastic, supportive and passionate about their work.
- The school provides an environment that allows the students' faith to grow.
- That Catholic perspectives are embedded into school life.

Students believe:

- That their level of happiness is high at school.
- The teachers assist in improving learning and make learning interesting, enjoyable and inspiring.
- The teaching staff are friendly and understanding.
- They are safe at school and are proud to be a part of this school.
- There are good school values and rules.
- They are motivated to achieve and learn. They have a positive perception of their ability to learn.
- Teachers have a high but achievable expectation for success.

Staff believe:

- They are engaged with their teaching and are enthusiastic.
- There is improvement occurring within the school.
- That parents are engaged in collaborating with staff to achieve student outcomes.
- Students are motivated to learn and want to do well.
- Strong attention is paid to students' wellbeing.
- A safe and caring environment is provided for students.
- They have strong relationships with parents, students and their colleagues.
- That there is a quality teaching and learning environment that maximizes outcomes for students.

7. SCHOOL INCOME

Financial information is available at <http://www.myschool.wa.edu.au>

8. ANNUAL SCHOOL IMPROVEMENT

The school staff have collaborated in working towards achieving the goals that were set in the 2020 School Improvement Plan. The areas of improvement are outlined below.

EVANGELISATION:

- Students to understand the elements and traditions of the Mass
- Students to develop their use of formal and informal prayer
- Students to develop their knowledge of Jesus & Sacraments and Prayer
- Staff to participate in prayer

ABORIGINAL EDUCATION:

- Students to develop their understanding of Aboriginal perspectives
- Identify and make connections with the Wardandi people

CURRICULUM:

- To improve student outcomes in spelling and phonics through the implementation of programs including Letters and Sounds and Soundwaves.
- To improve student outcomes in reading through the implementation of Literacy Blocks, Guided Reading and staff discussions around best practice through PLC meetings

EARLY YEARS:

- 1.1.2 – Ensuring each child's current knowledge, strengths, ideas, culture, abilities and interests are at the foundation of programming.
- 3.2.1 – Planning to utilise outdoor and indoor spaces which are organised and adapted to support each child's participation engage every child in quality experiences in both built and natural environments.

ADDITIONAL FOCUS:

- To increase student numbers across the school through promotion and marketing
- Work towards ensuring the school is financially viable and can produce a balanced budget.

PART 2: ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Thomas More Catholic Primary School Board – Chair Report 2020

The role of the School Advisory Council is primarily to provide an advisory service to the Principal, which includes:

- Advising on the planning for the present and future operation of the School;
- Reviewing all the finances associated with the School; and
- Advising the Principal with respect to School policy

The topics that we have discussed this year include:

- Principal's monthly reports
- Treasurer's detailed monthly financial reports
- Parish Council and P&F Reports
- Enrolments & marketing
- School strategic plan
- School budget and cash flow
- Incorporation of CEWA and the Change of the School Board to its new name of "Advisory Council"

Our top 5 most significant decisions and achievements for 2020 are:

1. No increase to school fees for 2021.
2. Entering into a service agreement to provide maintenance to improve the school facilities.
3. The introduction of a 3 Year Old Kindergarten program.
4. A number of strategies to increase enrolment numbers, and
5. Active planning for the ongoing financial viability of our school into the future.

This has certainly been a year like no other, and on behalf of the parent members of the advisory council, I would like to extend our heartfelt thanks and sincere appreciation to Russell, Nicolle, entire teaching staff, education assistants and the school support team, for your outstanding response during COVID19. The calm and professional way that the school rose to the challenges presented by COVID19, especially moving classes online on short notice, made us all proud to be a part of the St Thomas More school community. Thank you for your time, commitment and seemingly endless supply of energy this year, in providing the very best learning experiences for our children, especially with the unique challenges we have faced in 2020.

I would like to take this opportunity to mention my fellow members: Amber, Cameron, Gail, Iwo, Janelle, Kim, Father Mat, Maureen, Nicolle and Russell. Thank you for your excellent contribution during 2020, and for the significant amount of time you have invested to support the continuing advancement of the school with these vital roles.

Finally, I would like to thank Russell for his unwavering focus and commitment to the growth and improvement of the school, providing us with clear and detailed information each time we met this year. Your patience with our questions (especially all of mine!) has been greatly appreciated. I look forward to watching as the school continues to grow and flourish under Russell's leadership, and am excited to see where the school will be a year from now!

Thank you

Angela Hickman

18 November 2020

2021 PROVISIONAL BUDGET

BUDGETED OPERATIONS	AMOUNT
Recurrent Income	\$2 040 524
Recurrent Expenditure	\$2 254 298
RECURRENT RESULT	(\$199 638)
Capital Income	\$29 160
Capital Expenditure	\$0
CAPITAL RESULT	\$29 160
Trading Account Income	\$54 520
Trading Account Expense	\$42 299
TRADING RESULT	\$12 221
ESTIMATED RESULT FOR 2021	(\$172 393)