



# St Thomas More Catholic Primary School

## School Compliance Data 2021

### 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 21<sup>st</sup> 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, including Nature Play and a basketball/netball court. Within the school complex are two large undercover areas and a separate play area for Pre-Kindergarten, 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 2021 were as follows: 28 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	2
Bachelor Degree	9
Certificate	7
Graduate Diploma	6
Diploma	1
No Qualification	3

## 3. WORKFORCE COMPOSITION

TYPE OF STAFF	NUMBER
Teaching Staff	16
Non-Teaching Staff	12
Male Staff Members	6
Female Staff Members	22
Indigenous Staff Members	0

## 4. STUDENT ATTENDANCE

YEAR LEVEL	ATTENDANCE RATE
Pre Primary	89%
Year One	92%
Year Two	91%
Year Three	92%
Year Four	92%
Year Five	91%
Year Six	90%

The average attendance rate for the whole school for 2021 was 91%.

## 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

YEAR 5			
Test	Above Minimum Standard	At Minimum Standard	Below Minimum Standard
Reading	77%	23%	0%
Writing	96%	4%	0%
Grammar and Punctuation	93%	0%	8%
Spelling	85%	11%	4%
Numeracy	88%	4%	8%

YEAR 3			
Test	Above Minimum Standard	At Minimum Standard	Below Minimum Standard
Reading	94%	4%	0%
Writing	100%	0%	0%
Grammar and Punctuation	94%	4%	0%
Spelling	94%	4%	0%
Numeracy	94%	0%	4%

## 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 2021 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
- Develop a visible presence of iconography and sacred spaces throughout the school

## **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 Advisory Council – Chair Report 2021**

This year the school Board saw some structural changes – and we've moved from being a Board, to an Advisory Council. As a group, during this year we have worked on and implemented the new Terms of Reference. The model has changed, and now sees our group as being more of a support/advisory to the principal, rather than a decision-making body.

It's been my great pleasure this year to work alongside my fellow committee members, and also Russell and Nicolle and all the staff. I'd like to thank Kim McGuire for her role as Secretary, and Janelle Cordi for her work as Treasurer. Amber Fairbrass, Maureen Harrison, Gail Warren, Iwo Jakimowicz and Father Matt have been valued members of the committee.

As a group we've worked extremely hard to remove the school's deficit and we've increased enrolments and continue to work at increasing our numbers. We have had minimal fee increases and have been able to lower some levies.

As an Advisory Council we have worked with Russell and Andy to implement a maintenance program which was started earlier this year and continues to be rolled out.

The beginning of 2021 also saw Blue Bird Childcare come on board to provide before school, after school and vacation care. This was seen to be a valuable addition to our community – we felt it was

a good service to be able to offer our own parents and provide the potential to attract new families to our school.

The budget for this year allowed us to execute a much-needed upgrade on our PA System. This was a priority for safety and communication reasons, and we're delighted with the final outcome.

In conclusion I would like to thank some of my fellow advisory council members for their efforts over the year. I'd like to thank Cam O'Beirne for his contribution. To Amber Fairbrass and Maureen Harrison whose term has come to an end. Their dedication and commitment over the last 6 years has been well noted and very much appreciated. We wish them all the very best.

Thanks to Russell and Nicolle for everything that you do for our school, for your leadership and for your commitment to making our school a great place for our kids. I look forward to working with you and the Advisory Council next year.

Thank you

Mr Joel Lawrance

24 November 2021

## 2022 PROVISIONAL BUDGET

<b>BUDGETED OPERATIONS</b>	<b>AMOUNT</b>
<b>Recurrent Income</b>	\$2 249 047
<b>Recurrent Expenditure</b>	\$2 365 356
<b>RECURRENT RESULT</b>	<b>(\$116 309)</b>
<b>Capital Income</b>	\$30 084
<b>Capital Expenditure</b>	\$0
<b>CAPITAL RESULT</b>	<b>\$30 084</b>
<b>Trading Account Income</b>	\$61 437
<b>Trading Account Expense</b>	\$54 193
<b>TRADING RESULT</b>	<b>\$7 244</b>
<b>ESTIMATED RESULT FOR 2021</b>	<b>(\$78 981)</b>