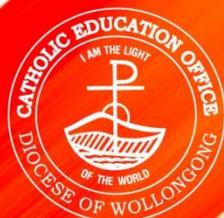
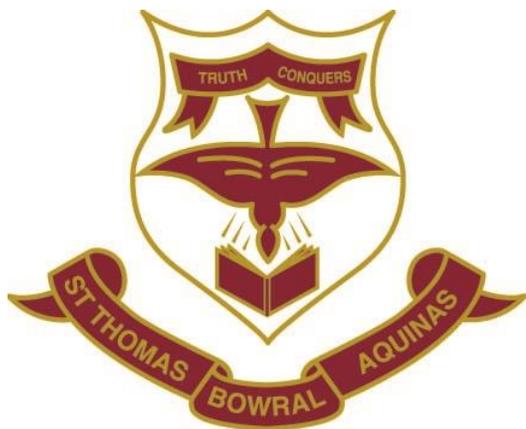


Annual School Report

2013



About This Report

St Thomas Aquinas Catholic Primary School, Bowral is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

Further information about the school or this Report may be obtained by contacting the school:

St Thomas Aquinas Catholic Primary School
Bundaroo Street
Bowral NSW 2576
Ph: (02) 4861 1768
Fax: (02) 4862 1941
Email: info@stadow.catholic.edu.au
Website: www.stabdow.catholic.edu.au

Parish Priest: Fr Sean Cullen

Principal: Gary Norris
Date: 13th December 2013

Vision Statement

St Thomas Aquinas will be an authentically Catholic Parish Primary School, a learning community where every individual is valued and encouraged to achieve their greatest potential in every aspect of life.

Message from Key School Bodies

Principal's Message

As the academic year draws to a close it is timely to reflect on the many successes and challenges which the school has encountered throughout the year. The main focus for 2013 has been in preparing for the introduction of the Australian Curriculum in the coming year.

St Thomas Aquinas is fortunate to have staff who are passionate about providing a dynamic learning environment for all students as well as the support of a very hardworking parent body who continually provide all the 'extras' to assist with the education of their children.

I take this opportunity to thank our Parish Priest and all those in our Parish community and beyond for their encouragement and commitment to our school.

Parent Involvement

For the first time in many years the Parents and Friends (P&F) Executive filled every position at the AGM, and from the beginning of the year worked well together to achieve some great results in 2013. Community Spirit was our main focus in 2013. We've tried to promote the importance of the P&F within the school and I really think it has worked. The parents see just how hard we work with fundraising, and the children are enjoying the benefits and loads of fun from what it has brought to St Thomas Aquinas. We made some changes to how the school canteen was run. This proved successful and will continue into 2014. Our school fete in November was a huge success – a great team effort and a fun family day for the local community and a really positive way to end 2013.

Parents and Friends Association, President

Student Leadership

It has been a great honour to be elected as school captains for 2013. We have been privileged to be able to represent our school at various functions throughout the year. All Year 6 students have some leadership responsibilities during the year as members of various committees and have enjoyed being able to make a difference, even if only in a small way.

School Leaders

School Profile

School Context

St Thomas Aquinas Catholic Primary School is a Catholic systemic co-educational school located in Bowral. The school caters for students in Kindergarten to Year 6 and has a current enrolment of 424.

St Thomas Aquinas Catholic Primary School was established in 1903 by the Daughters of Our Lady of the Sacred Heart and continues today to be an integral part of the Bowral Parish community as well as the wider community. The school aim is to create an educating community in which students, staff, parents and the Parish Priest support each other in pursuing the highest quality of education and developing life long learning.

St Thomas Aquinas is centrally located in Bowral. The school is a full two stream school and draws enrolments predominantly from the local area.

Student Enrolments

2013 Enrolments	
Boys	224
Girls	200
Total	424
Indigenous	4
LBOTE	27

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.stabdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	95.6	95.6
Year 1	94.9	94.9
Year 2	96.1	97.0
Year 3	95.0	95.6
Year 4	95.0	95.5
Year 5	95.8	97.3
Year 6	94.9	94.2
Whole school	95.3	95.7

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are 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.

All class rolls are marked each day at 9.30am by the class teachers using Real Time Roll which is automatically linked to the School Accounting System. If any absence is unexplained a request in writing is sent to families to notify them of the absence so that a note can be supplied. Notes can be given either by email, phone or by using the school app.

Each family is supplied with an absence booklet at the beginning of the year which they simply need to fill out and sign as a record of non-attendance. These booklets are also available at the school office.

If students are to be absent for an extended period of time an application must be submitted to the principal for approval of up to 50 days. Any application beyond this time should be submitted to the Diocese and the minister for approval.

Staffing Profile

There are a total of 25 teachers and 9 support staff at St Thomas Aquinas Catholic Primary School. This number includes 16 full-time, 9 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

**Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 99.2%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100 %.

Professional Learning

During 2013, St Thomas Aquinas Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Thomas Aquinas Catholic Primary School whole school development days involving 34 staff. These days focused on:
 - School Vision and Mission;
 - Australian Curriculum; and,
 - Lane Clarke professional development day.

- B. Other professional learning activities provided at school level including CEO run courses:
- school based Positive Behaviours for Learning (SPB₄L) (6 staff);
 - Lamplighters (a personal spiritual formation course) (5 Staff);
 - Slide to share...IPads technologies (2 staff);
 - Google Applications (1 staff);
 - Shining Lights (a personal spiritual formation course) (3 staff);
 - School iPad lessons (15 staff);
 - Covey 7 Habits of Highly Effective People (3 staff);
 - Igniting the fire (a personal spiritual formation course) (1 Staff);
 - Australian Curriculum (20 staff);
 - Highland Gathering (staff Culture spiritual formation) (10 staff);
 - Religious Literacy (2 Staff); and,
 - Braille (3 staff).

The average expenditure by the school on professional learning per staff member was \$678.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$157.

Catholic Life & Religious Education

St Thomas Aquinas Catholic Primary School is proud to proclaim its Catholic identity to the community and 2013 has been a liturgically rich year. The students celebrated many Masses and liturgies as a school community. Parish weekend Stage Masses continued throughout the year with the involvement of the Parish, parents and staff. Each day began with the school prayer in the tradition of the Daughters of Our Lady of the Sacred Heart. Non-sacramental liturgies experienced by the school community have included: Holy Week, ANZAC Day, Remembrance Day as well as fortnightly liturgies at each assembly lead by the children. The Saint Thomas Aquinas Liturgy group was a great strength of the school, providing sacred music to the school and Parish.

Two to three times a week, the staff gathered to pray. The staff participated in a Spirituality Day in term 3 focusing on our Mission and Vision Statement. This was the culmination of staff meetings examining our Gospel and School Heritage. The day was facilitated by Andrea Dean and has led to a draft Mission and Vision Statement. The staff also gathered with other Catholic schools in the Highlands for prayer and a meal to refresh their commitment to Catholic Education and the mission of the Church. The Lamplighter and Shining Lights team continue to develop confidence and capacity in the area of spiritual formation.

School support of the Parish Sacramental programme continued with six teachers involved as Sacramental Associates to implement the three programmes. Staff also supported Children's Liturgy at the Sunday morning Mass with nine staff facilitating groups.

Year 6 students participated in the Gathering and Prayer with Bishop Peter celebrating the Year of Faith. This year it was held at Varroville and gave the students the opportunity to celebrate Mass together as well as meet with Bishop Peter. Our Liturgy group combined with St Michael's, Mittagong and provided the music and led the singing.

Students from Stage 3 entered the annual Christmas Story Art Competition. Four students, out of the six school entries, had their work commended and two progressed to the final judging, having their artwork displayed in the crypt at St Mary's Cathedral, Sydney.

The School through the leadership of Year 6 Social Justice team have continued to support Catholic charitable organisations including Caritas, Catholic Missions, St Vincent de Paul Winter and Christmas Appeals and Maubara Orphanage, East Timor. This financial support totalled \$2 108.35. As well, donations were made to many needy families within St. Thomas Aquinas school community. This year the staff and families also worked to support a past student tragically injured in a motor accident.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of 61 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 61 completed the Extended Task (Part B). The Extended Task was based on the Unit: One with God's Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- understanding of the creation story;
- knowledge of scripture references to the days of Holy Week;
- understanding of the gifts of the Holy Spirit;
- descriptions of how to respond to Jesus' command to love God and others; and,
- knowledge of the story of the Good Samaritan.

The students' responses showed a need for them to further develop their capacity to work with, and apply the religious tradition, especially in their ability to:

- recall the events of Pentecost;
- recall the key events of Easter; and,
- recall details from the life of St. Peter.

For Part A, 25.10% of students were placed in the developing level, 61.80% in the achieving level and 13.10% were in the extending level.

For Part B, 11.9% of students were placed in the developing level, 63.50% in the achieving level and 24.60% were in the extending level.

Combining Parts A and B, 20.90% of students were placed in the developing level, 62.40% in the achieving level and 16.70% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2013:

- **Key Area 1: Catholic Life and Religious Education**

- 1.1 Vision and Mission

- To renew the school vision and mission statement so that it better reflects the vision and mission of the present staff and school community and permeates all aspects of policy, planning and action in the school.

- **Key Area 2: Students and their Learning**

- 2.5 Pastoral Care

- To implement School based Positive Behaviours for Learning (SPB₄L) and the Behaviour Analysis and Reporting Tool (BART) as a sustained and consistent approach towards a positive environment of support which fosters social competence and academic achievement.

- **Key Area 3 Pedagogy**

- 3.3 Teaching Practice

- Prepare the whole school staff for the implementation of the Australian Curriculum in English and Maths in 2014.

- 3.4 Planning, Programming and Evaluation

- To use the Diocesan Learning and Teaching Framework (DLTF) to improve planning and evaluation of teaching and learning so that there is high intellectual quality and rigor of educational programs that will complement the Australian Curriculum.

- **Key Area 5 Resources, Finance and space**

- 5.2 Use of Resources and space

- Develop staff understanding of curriculum needs to inform the appropriate acquisition of a range of quality resources which are aligned with the Australian Curriculum and are embedded in the principles of the DLTF.

- **Key Area 6 Parents, Partnership, Consultation and Communication**

- 6.1 Parent Involvement

- To inform parents of the implications of the new Australian Curriculum upon the relevant stakeholders: children, teachers and parents and the impact of technology on this curriculum.

- **Key Area 7 Strategic Leadership and Management**

- 7.1 Planning for Improvement

- To facilitate effective and meaningful change through evidence based and whole school plan for improvement.

School Review and Improvement components to be reviewed and rated in 2014:

As part of the School Review and Improvement (SRI) cycle for the years 2013 – 2017 certain targets have been identified which will ensure a planned approach to improving student outcomes. These targets have assisted in identifying components which will be examined each year. Major targets include:

- Revision of the school Vision and Mission statement so that it underpins all aspects of St Thomas Aquinas School and the SRI Process.
- Develop a whole school assessment plan so that appropriate data is collected.
- Use of data and evidence to drive the learning agenda.
- Provision of ongoing in-school professional development for all staff. so they are using the coding practices of the dimensions and elements of the Diocesan Learning and Teaching Framework (DLTF)

Components therefore to be reviewed in 2014 will be:

- **Key Area 2: Students and their Learning**

- 2.2 Rights and Responsibilities

- 2.3 Reporting student achievement

- 2.4 Integration of Information and Communication Technology (ICT)

- **Key Area 3: Pedagogy**

- 3.1 Curriculum Provision

- 3.7 Professional Learning

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.2 Reporting to the community

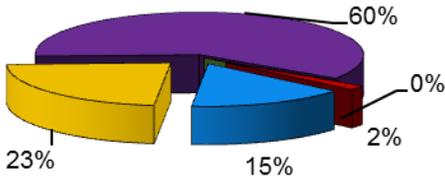
Financial Summary

Each year there is a specific amount allocated in the budget for ongoing maintenance and improvements throughout the school. With the inclusion of the School Enhancement and Debt Servicing Obligation, (SEDSO) money the school has been able to devise a maintenance and renewal schedule for the next three years. This will include re-carpeting of all classrooms and administration areas as well as the installation of artificial turf to in the areas of most need in the playground.

St Thomas Aquinas has been fortunate to have received assistance not only from the Parents and Friends Association but from local service organisations which have enabled the school to provide much needed speech therapy throughout the school as well as resources for use with the enrichment team. New playground equipment to supplement what is already available is also in the planning stage through the generosity of these organisations.

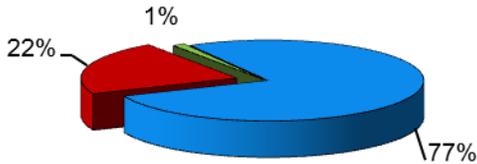
The following graphs reflect the aggregated income and expenditure for St Thomas Aquinas Catholic Primary School Bowral for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

Student Welfare

During 2013 Saint Thomas Aquinas was involved in the implementation of Phase 6 of the School based Positive Behaviours for Learning (SPB₄L). The team was selected and they finalised the Behaviour Expectations Matrix, Major and Minor Definitions and the rewriting of the school rules. These were all written in consultation with the staff.

Behaviour Analysis Reporting Tool (BART) data collection was used to monitor playground behaviours and enabled areas of concern to be addressed. This also allowed staff to work more closely with those students with behaviour needs.

The Playground Safety Survey was completed in November with the students being able to anonymously report both students who were causing concern and those who were experiencing difficulty with their peers in the playground situation.

All students at STA continued to have access to our Catholic Care counsellor five days per month.

Year 6 leadership groups were formed at the beginning of 2013 and worked on their chosen area under the guidance of a nominated staff member. These groups included Hospitality, Environment, Social Justice, Sport, Technology, Library, Music and Art.

Year 3 took part in a six week Mindfulness initiative run by Catholic Care staff. This involved both Year 3 classes attending six times one hour sessions.

Kinder, Year 6 buddies continued throughout the year meeting regularly for Buddy Time.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2013.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

St Thomas Aquinas Catholic Primary School has integrated some of the School Review and Improvement (SRI) components explored in 2013 with contemporary approaches to learning and teaching (eg. David Langford's Quality Learning, and Lane Clark's Inquiry learning) to support the introduction of the Australian Curriculum. Staff were involved in a school-based and Catholic Education Office (CEO) driven approach to further developing quality learning and teaching using the Australian Curriculum as the driving force.

Curriculum and Pedagogy

Whilst the current syllabus has been maintained throughout the year, staff used the Australian Curriculum as a vehicle to focus on effective, quality learning and teaching practice. A new Vision and Mission Statement was written to underpin syllabus implementation at St Thomas Aquinas. All teachers have been involved in writing a new Scope and Sequence based on the latest New South Wales (NSW) syllabus and Diocesan requirements. Teachers worked with the new outcomes, content, syllabus elements and support material in preparation for the introduction of the Australian Curriculum – NSW syllabus for English and Mathematics in 2014.

Approaches to assessment have been developed so as to provide a greater depth of knowledge and understanding of assessment for and of learning. This has linked with the professional development of staff on the Australian Curriculum. The reports provided by teachers at the end of Term 2 and Term 4, with interview as required, are based on this integrated assessment model. Formal interviews towards the end of Term 1 supported the assessment and reporting process.

The importance of analysing data to provide evidence for effective learning and teaching has been highlighted throughout the year. Teachers were exposed to Diocesan Religious Literacy data, National and Diocesan NAPLAN data and school-based data to ensure that learning was informed and was evidence-based. This continued to be an on-going priority.

Technology supporting learning has taken on an increased significance throughout the year. Teachers engaged in professional development which has supported the use of iPads and laptops in the classroom. Parents have been paying an Information Technology (IT) levy throughout the year to support the purchase and maintenance of IT equipment. The Year 4 students, the Year 5 teachers and the Year 4 parent body were heavily involved in iPad professional development to prepare for the implementation of one-on-one iPads in 2014.

Cross Curriculum

Through the Australian Curriculum, Literacy development has been an area of focus with teachers exposed to a Literature driven approach towards teaching English. This has been in-line with the new Australian Curriculum – NSW English Syllabus. Teachers have had the opportunity to explore outcomes, content and teaching strategies that support this approach.

Preparation for the implementation of the Australian Curriculum – NSW Mathematics Syllabus has been taking place throughout the year. The focus has been on familiarisation with the new syllabus and the teachers have been exposed to:

- the format of the Mathematics syllabus;
- activities relating to number sense; and,
- effective programming strategies.

The staff also wrote a new Scope and Sequence for Mathematics to commence next year.

Students have been exposed to opportunities to deepen their awareness and understanding of the Australian Indigenous culture and heritage. This has taken place through units of work that provided an indigenous perspective and insight into environmental and social aspects of life. As part of the new Australian Curriculum, teachers have worked on the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.

The cross-curriculum priorities from the Australian Curriculum of Asia and Australia's engagement with Asia, and Sustainability have exposed the staff to the multicultural and environmental aspects of cross curriculum.

Meeting the needs of all students

The Enrichment Team has continued the monitoring and support of students with special needs in close partnership with parents and the class teachers. The Individual Plans (IPs) for students with disabilities were developed in the first weeks of Term 1 in consultation with parents and class teachers. Meetings took place that planned the outcomes and strategies that assisted each of these students. The IPs then formed the basis for the areas that have been worked on throughout the year with a final meeting in Term 4 that evaluated each child's progress.

Review meetings were held each term with the grade teachers and the enrichment team. Students that were a concern to the class teacher or the parents were discussed and strategies were developed to support the students. Documentation was gathered for any students that needed to be referred to the Catholic Education Office for further testing.

The Inquiry approach to learning and the strategies provided by David Langford's Quality Learning and Lane Clark's Inquiry Model have been implemented at St Thomas Aquinas School. This approach has allowed students to be engaged in their own learning and offered a

differentiated curriculum that caters for the diverse needs of learners: special education; gifted students, and diversified learning.

Expanding Learning Opportunities

The student body was offered a broad range of opportunities throughout the year. Musical opportunities included: the infant musical production of *The Sound of Music*; individual musical tuition; liturgy group, and boys' choir.

Sporting gala days, athletic carnivals, swimming carnivals, cross country, super skippers and the possibility of representing at different levels across the Diocese and State ensured that sport was very well catered for at St Thomas Aquinas School.

The school offered a wide range of extra curricula opportunities including: Liturgy Group; public speaking, writing competitions, chess competitions, art competitions, gymnastics as well as many other activities. Students also had the University of NSW competitions in English and Mathematics to enter if they or their families wished to do so.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The 2013 NAPLAN results highlighted performance at an expected level in the areas of reading and grammar & punctuation in the Year 3 cohort. The Year 5 cohort displayed expected performance in the areas of numeracy, reading, grammar & punctuation. The results showed that very few students are below the National Minimum Standard (ranging from 0% - to 5%).

The areas requiring priority at St Thomas Aquinas School (STA) as highlighted by the analysis of NAPLAN SMART Data are: Year 3 – writing, spelling and numeracy; Year 5 – writing and spelling; Learning Gains Year 3 to 5 - reading, writing, grammar & punctuation and numeracy.

In order to address these priorities the following areas of focus will be explored so as to further develop and enhance the learning processes at STA. The development of a writing continuum across the whole school which identifies skills, processes and strategies; deeper assessment informed learning through the use of NAPLAN data and school-based assessment; evidence-based pedagogy drawing from data analysis; use of SMART data (eg. Teaching Strategies) and other resources to inform explicit teaching of writing in Year 1 to 5; and refine guided reading and comprehension practices in line with associated Literacy outcomes. Attention to quality pedagogy in Numeracy and Literacy across the school will be done in-line with the implementation of the new Australian Curriculum – NSW Syllabuses.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement.

Please Note: Figures have been rounded to the nearest whole number.

NAPLAN 2013: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	4%	40%	56%	4%	51%	46%
	National	12%	41%	46%	12%	53%	33%
Writing	School	7%	42%	51%	9%	72%	19%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	9%	51%	40%	12%	53%	35%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	5%	42%	53%	4%	47%	49%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	7%	67%	26%	9%	62%	29%
	National	12%	54%	32%	20%	53%	25%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	97%
	National	95%	96%
Writing	School	100%	95%
	National	95%	92%
Spelling	School	97%	97%
	National	94%	93%
Grammar & Punctuation	School	97%	97%
	National	95%	95%
Numeracy	School	98%	97%
	National	96%	93%

Parent, Student and Staff Satisfaction

A variety of measures were used throughout the year in order to gather data regarding the satisfaction levels of students, staff and parents. These included some of the following:

- parent surveys which particularly focussed on the use of ICLT in the school and plans for 2014;
- P&F meetings;
- Parent participation in school events;
- anecdotal evidence collected during parent visits to the school;
- student surveys on bullying issues;
- student feedback regarding the implementation of SPB₄L;
- staff meetings; and,
- staff Professional Development Planning and Review (PDPR) meetings.

Parent Satisfaction

Parents have overwhelmingly supported the policies and procedures which the school has worked to develop. Communication avenues have been one area which they have wholly endorsed with the development of the school website as well as the school app to make communication more efficient and convenient.

St Thomas Aquinas is seen as a school with excellent academic results, welcoming and family oriented. Staff are available when parents need to speak with them regarding their child/ren's progress at school.

Staff Satisfaction

During the past year staff indicated that one of the features of the school has been the positive relationships developed with parents and the wider community. Staff feel that they are supported in the delivery of the curriculum by having access to appropriate resources and personnel to support them when the need arises. Staff feel that St Thomas Aquinas promotes a climate which encourages quality of learning and challenges all students to achieve their personal best.

Student Satisfaction

Students provided feedback by nominating those areas which they thought were a strength at St Thomas Aquinas and areas which they felt could be improved. The results were as follows:

- Technology is used well in the school and laptops and iPads were used well;
- We have a great space to play;
- Teachers are fair with all students; and,
- We have a lot of opportunities to play different sports.

Areas which we felt needed some attention were as follows:

- More activities in the playground for those who don't like to play active sports; and,
- Rules to be displayed in the playground so that everyone knows what is acceptable.

