St Thomas’ School
Terang

REGISTERED SCHOOL NUMBER: 0840

2015 Annual Report
TO THE SCHOOL COMMUNITY
Contact Details

ADDRESS
1 Lyons St
Terang Vic 3264

Principal
Terry Harney

Parish Priest
Fr Gerard Prunty

School Board Chair
Brendan Scanlon

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(03) 55921925

Email
principal@stterang.catholic.edu.au

Website
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Minimum Standards Attestation

I, Terry Harney, attest that St Thomas’ 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

Vision: Inspired by Christ, together we learn and grow.

Mission:

Inspired by Christ as our teacher we will:

- Live out our Catholic beliefs, values, traditions and practices.
- Nurture the development of each individual.
- Encourage our families to actively participate in the life of St. Thomas’ Parish.

Inspired by Christ to foster learning and growth we will:

- Recognise the value of staff and their contribution to the education of each child.
- Respect the dignity of each member of our school community, promoting self-esteem, hope and a positive vision for the future.
- Recognise and cater for a range of learning styles, abilities and talents.
- Provide an engaging and challenging curriculum.
- Maintain a welcoming, safe and secure learning environment where individual achievements are recognised and celebrated.

Inspired by Christ, as a community, together we will:

- Respect one another and support each other to make a difference in the world.
- Promote practices which protect and sustain our environment.
- Encourage each other to live in faith and hope.
School Overview

St Thomas' Primary School, Terang, is situated in a dairy farming community in south-west Victoria. St Thomas' was originally established in 1907 under the direction of the Sisters of Mercy. St Thomas' is a Catholic educational community focusing on the development of the whole child within a global society. Our school presents Christ to the pupils and proclaims life with God. Christ therefore is the teaching centre - the model on whom the Christian shapes his/her life.

At St Thomas' we present a diverse and comprehensive curriculum based on AusVELS. All subjects/domains are taught using an integrated inquiry approach. The inquiry process develops skills and dispositions for life-long learning: independence, thinking skills, decision making and co-operative learning. We provide students with opportunities to work independently and interdependently so that they are equipped in becoming self-managing and self-monitoring life-long learners. Our parent community is actively involved in school life. It is a priority for our community of staff, students and parents to work collaboratively so that the greatest possible growth can occur.

The year commenced with an enrolment of 122 children.

The class structure and staff were as follows: Prep/1 Annalise Bouchier
1/2 Bernadette Heffernan
1/2 Christina Lee
3/4 Matthew Uzkuraitis
3/4 Aimee Arundell
5/6 Andrew McCombe

Music – Marie Ewing
Physical Education – Olivia Darcy
Arts – Lisa Cavarsan

L.O.T.E. (Indonesian) – Glenyss Kenna
Library – Terry Harney

Teacher Aides – Michelle Croft, Amber Henriksen, Jo Kavenagh

Administration Officers – Maria Lee, Faye Phillips

ICT – Trinh Tran, Leigh Van den Berghe

Hampden Catholic Schools Network Support Person – Leah Buckle

Religious Education Co-ordinator – Matthew Uzkuraitis
Literacy Co-ordinator – Aimee Arundell
Numeracy Co-ordinator – Annalise Bouchier
Special Education Co-ordinator – Andrew McCombe
Principal’s Report

The 2015 School Year at St. Thomas’ has seen positive improvements in student learning. Children have been engaged in their work and are learning through a personalised approach with the focus provided by goals, learning intentions and suitable success criteria. Children are responsible for and aware of their own learning styles.

We commenced the year with 9 Preps and an enrolment of 122 students. There were no changes in staff.

Our first activity was a family night and picnic tea in Feb. This was a great chance to meet our new families but was attended by only a small number of families.

Our Opening of the School Year Mass was held on 10th February and was a wonderful celebration for all.

Our Community Big Breakfast was held late in February. This was again a great social activity, well supported by our own community and members of the wider community. Thanks to Clare Baker for co-ordinating the event.

The Sacramental celebrations of Eucharist, Reconciliation and Confirmation throughout the year have been very special school and parish occasions. Preparations for all have been thorough and I thank the teachers Bern, Chris, Aimee, and Matt and all parents involved. Thanks also to Father Gerry for his leadership and to Clare for her support.

Our Athletics and Swimming Carnival days were again very successful events thanks to the combined efforts of Olivia Darcy, staff and parents.

One of the major highlights of the year was our celebration of Mass and morning tea to thank the Sisters of Mercy at the conclusion of 108 years of service to our community. Twenty five of the Sisters attended and all were very appreciative of the occasion.

Our Choir has again been a positive feature of our school and parish life. Thanks to Marie Ewing and Andrew for the time and energy they have put in.

Our Year 5/6 students have continued their involvement in the Social Inclusion Program with the residents of Mount View Nursing Home. This program has had great benefits for all involved and we are very proud of the generous and caring response shown by our students. Thanks to Andrew McCombe for his commitment to the program.

The students have also participated in the Meals on Wheels program in Terang. Thanks to all the parents and students who have participated.
Staff Professional Development this year has centred on the establishment of a Professional Learning Community where staff focus on enhancing student learning in numeracy through collaborative planning, teaching and assessment. We have been supported by Tonia Flanagan, Matthew O'Brien and Teresa Hadden from the Catholic Education Office.

The Goods and Services Auction was conducted in the undercover area and again proved to be an outstanding success. The Committee was well supported and very effective and thorough in its preparations and parents and members of the community responded very generously. Money raised helped finance classroom and sustainability resources.

The School Advisory Council has been a great support throughout the year. Our council has been actively involved in future planning, maintenance, financial management, student well-being and school promotion. Special thanks to Brendan Scanlon for his strong leadership and his commitment to maintenance and improvements. Thanks also to our members who are leaving the Council, Bryan Dickson, and Kasey Moloney.

The Parents and Friends Association has worked very effectively and had a very successful year. I wish to thank the Executive Leanne Hutchins, Sharon Suhan and Jane Henderson and all who have supported them so well. Thanks to Sharon Kenna for again leading our catering team so capably.

All staff have worked very hard throughout the year to provide our students with a quality education. They have planned and implemented a curriculum which engages and challenges each student and meets their individual needs. I thank all staff for their dedication and commitment. We have a great school. This is because of the great work of all staff and also because of the strong partnership we have with our parents. We appreciate the generous support we receive from parents. We have friendly, sensible and responsible children who staff and parents can rightly feel proud of.

Work has continued to improve student reports. Our reports are now more meaningful as they provide parents with a clear record of performance through the use of learning intentions and success criteria in student's Learning Portfolios. Reports complement the individual Learning Portfolios.

Mission Day was a very successful fundraising and social day. Parent's support in providing produce was amazing and the children came up with some great activities. The amount raised was higher than in previous years.

We have had a great year. I thank all staff, parents and students for working so well together to achieve great things.

Terry Harney
Education in Faith

Goals & Intended Outcomes
To enrich the faith life of students, parents and staff. Staff, students and parents will reflect on and give witness to their faith.

Achievements
We marked the beginning of the school year with Mass on 10th February. The whole school also attended Masses on Ash Wednesday, All Saints Day and Mission Day. Individual classes also attended weekday Masses once each term.

Parent information meetings were held to commence the preparation programs for Reconciliation, Confirmation and First Eucharist. In 2015 the order of reception of the Sacraments was: Reconciliation (Year 3) – March 24th

Confirmation (Year 2) – June 14th
First Eucharist (Year 3) – October 25th
Reconciliation (Year 6) – December 2nd

All staff used the Awakenings online planner to plan their units of work. Carmel McCormack from the Diocesan Religious Education Centre visited to assist staff with this. Staff also access resources from the Religious Education Centre through online borrowing.

2015 saw the conclusion of the involvement of the Sisters of Mercy in our parish after 108 years. To acknowledge and celebrate their service to our school and parish we celebrated a Mass and morning tea in our Community Centre which we renamed the Sisters of Mercy Community Centre. This was well attended by the Sisters and members of the community and was a fitting celebration.

The school has maintained a strong connection with our Parish and the wider community. Our school choir has assisted at a variety of liturgies and we have been active members of the Hampden Catholic Schools Network. Our Mission Day on October 30th commenced with a School Mass followed by morning tea and then fundraising stalls and activities. Proceeds from the day were forwarded to Australian Catholic Missions.

VALUE ADDED
In 2015, the school undertook the following activities to enhance Catholic Culture:

- partnership and co-operation with our Parish Priest Fr. Gerry Prunty
- implementation of the Awakenings program
- planning of and participation in School and Parish liturgies
- staff participation in professional development programs
- involvement in the Hampden Catholic Schools Network
- preparation and distribution of student progress reports
- attendance at school liturgies
- active involvement of staff in Parish ministries.
Evidence of Performance

Insight SRC survey data indicates that Catholic School Culture was rated highly by staff, parents and students. Inclusive celebrations are held to involve and welcome parishioners and members of the wider community into the school. The school is involved in local community programs, eg. Mount View Nursing Home Social Inclusion, Meals on Wheels and is active in supporting charities. The staff and children are involved in running the Godstart program for pre-schoolers. Units of work in Religious Education are uploaded and maintained using the Awakenings planning tool.
Learning & Teaching

Goals & Intended Outcomes
To establish a Professional Learning Community with support from the Catholic Education Office, embedding a collaborative approach to planning and teaching in Numeracy. To ensure that effective learning and teaching will be purposeful, relevant, enjoyable and lifelong and empower children to thrive in the future. All students will meet National Benchmarks in Literacy and Numeracy. To improve Numeracy standards across the school with a particular focus on students achieving one year or more above the expected standard. Our school NAPLAN data will reflect positive achievements in relation to the national median score. Staff will be open and enthusiastic towards implementing an integrated curriculum based on the inquiry approach. Staff will continue to integrate ICT into their classroom teaching and planning.

Achievements
At St Thomas’ we have a strong focus on on-going assessment, both formal and informal. Assessments commence at school entry and continue during all years of schooling to inform teaching, to measure achievement of learning outcomes and to provide information on the effectiveness of teaching approaches and programs. In 2015 testing of Years P-2 was completed in February with data forwarded to the Catholic Education Office in Melbourne. Children in Years 3-6 also completed comprehensive testing in literacy at the start of the year. These assessments provide valuable information to teachers.

The establishment of a Professional Learning Community was the professional development focus for teachers this year. Numeracy was chosen as our initial focus area and staff worked collaboratively under the guidance of Tonia Flanagan from Hawker Brownlow and Teresa Hadden and Matthew O’Brien from the Catholic Education Office to enhance their planning and teaching.

Our students are subscribed to Mathletics, an on-line tool for the enhancement of numeracy skills. The students are also subscribed to Reading Eggs and Reading Express, an on-line literacy program.

Specialist teachers implemented programs in Physical Education, Music, The Arts and Indonesian. Literacy support was provided through the ERIK program by Amber Henriksen and Multi Lit ran by Michelle Croft.

Staff participated in in-services for literacy, numeracy and special education. Co-ordinators were appointed and resources were purchased to enhance programs in these areas.
The school hosted a variety of visiting speakers and the students have participated in many out of school learning activities. Classes have been involved in excursions, camps and overnight stays which form an important component of the curriculum.

Students have been involved in many community events including the Warrnambool Eisteddfod, Nexus Community Concert, Anzac Day & Remembrance Day services and the Noorat Show.

I thank all staff for their dedication and commitment to providing a quality education for our students.

STUDENT LEARNING OUTCOMES

Proportion of Students Meeting National Minimum Standards

The tables below show the percentage of students in Year 3 and Year 5 who were at or above the National Minimum Standards 2013-2015.

Year 3

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<th>Year</th>
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<th>Numeracy/Mathematics</th>
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<th>Writing</th>
<th>Spelling</th>
<th>Punctuation/Grammar</th>
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Year 5

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<tr>
<td>2013</td>
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NAPLAN

Students in Years 3 and 5 completed NAPLAN tests during 2013-2015.

NAPLAN – Summary Report (Primary)

NAPLAN - St Thomas' School - Summary Report - 2015

Proportion of Students meeting National Minimum Standard

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<tr>
<td>Writing</td>
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Change in Proportion of Students meeting National Minimum Standard

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<td>Writing</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>0%</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>0%</td>
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Compliance Advice and Value Added

In 2015 the school undertook the following activities to enhance Learning & Teaching:

- participation in professional development programs and activities
- school excursions and camps
- preparation of students for performances in speech, drama and music
- physical education program
- preparation and distribution of student progress reports and individual learning portfolios.

Evidence of Performance

The schools NAPLAN data has shown positive results across classes. Testing processes are very thorough and results are discussed and used to inform teaching. Pre and post test results indicate that the support programs implemented have a positive influence on students learning. Children from Year Prep upwards are given the opportunity to individually discuss their learning with their teacher in order to assist them to self-assess and to set future learning goals. By the time they get to the senior grades they have a great understanding of how they learn most effectively and can name their learning intentions and the approach they need to use. They develop a responsibility for their own learning and skills which will stand them in good stead for secondary education and adult life.
Student Wellbeing

Goals & Intended Outcomes
To show respect for the dignity of each child, promoting self esteem, hope and a positive vision for the future.
To nurture the development of each child.
The children will be happy to come to school, as they feel safe and know that they will be supported.
Zero tolerance of any action that undermines a persons’ right to feel safe.
Duty of Care will be exercised diligently by staff.

Achievements
Student welfare professional development programs have been attended by our Special Education co-ordinator. Staff members regularly implement programs to strengthen peer relationships and to build resilience in students. The restorative practice approach and circle time are used effectively to develop student’s interpersonal skills.

Several students have been referred to the Catholic Education Office for assessment, so that we can more effectively cater for their needs. Shoni Reimert, Kathy Sherriff and Gen Hawkins from the Catholic Education Office visit to provide support in this area.

Program support group meetings between parents and teachers are held to support students with special needs. Individual learning plans are developed and monitored.

Student Attendance

Attendance records are kept for all students, with attendance being checked and marked twice daily. On average, students attended 92.77% of the days required for the year.

Students who do not attend are expected to bring a parental letter of explanation for their absence when they return to school. Parents are encouraged to phone the school to notify of student non-attendance.

VALUE ADDED

In 2015 the school undertook the following activities to enhance student wellbeing:

- participation in professional development programs and activities
- referral of students for diagnostic assessments
- implementation of individual learning plans.
Well-being continues to be an area requiring a significant focus. A broad array of programs and strategies has been implemented to enhance well-being. Staff members are using Habits of Mind, Circle Time and restorative practices, drug education and personal development programs and strategies in order to provide support for each individual's needs. A healthy lunch menu has been developed for the canteen. Individual Learning Programs are developed and implemented for students with special needs. These are aided by Program Support Group Meetings which are held once a term or more often if the need arises. Senior students are involved in buddy programs with the prep students and with the residents of Mount View Nursing Home.

**STUDENT SATISFACTION**

Evidence of a high level of student satisfaction is as follows:
- Well – ordered and cooperative environment
- Energetic, yet safe playground activities
- Reduced entries in the school first aid register

Survey data indicates strong staff support in the areas of student motivation and orientation and satisfaction with the student management practices. Much positive feedback is received regarding the Social Inclusion Program with Mount View Nursing Home and the Prep/Year 6 Buddies program.
Leadership & Management

Goals & Intended Outcomes
To maintain effective leadership and management practices.
Staff will be provided with opportunities for shared decision making.
School Advisory Council will give considered advice on important issues.
Financial accountability requirements will be completed.
Leadership and management procedures will comply with the Victorian Registration and Qualifications Authority requirements.
Resources and facilities will enable teachers to provide effective teaching and learning.

Achievements
We underwent an ICT audit, a Catholic Church Insurances Risk Management Assessment, and an Asbestos audit.

Further work has been undertaken to improve our school website. It can be found at http://www.stterang.catholic.edu.au. A new server and notebook tablets were added to the schools ICT equipment. The introduction of the tablets and iPads to each classroom has created new opportunities for learning.

Coffey Hunt & Co conducted our annual school audit and provided a positive report. Our school finances have been monitored during the year by Matt McDonald, Administrative Services Consultant for the Diocesan Catholic Education Office. The demands on the school administration seem to grow each year and we are greatly appreciative of the work done by Maria Lee and Faye Phillips.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
In 2015, 11 teachers took part in professional learning activities. An average of $1479 was expended per teacher.
Teachers took part in professional learning activities related to:
- Assessment and Reporting
- Religious Education and Awakenings
- Inquiry Learning
- Numeracy
- Literacy
- Indonesian
- The Arts
- Personalised Learning
- Coaching
- Special Education
- Well being
- Data analysis
TEACHER SATISFACTION

Evidence of a high level of teacher satisfaction is as follows:

- Teachers feel a strong sense of ownership
- Teachers are satisfied with the level of work demands placed on them
- Teachers believe that curriculum processes serve them effectively
- Teachers rate their partnership with parents highly
- Teachers believe that student management practices are very effective

Compliance Advice and Value Added

In 2015 the school undertook the following activities to enhance leadership & management:
- completion and submission of the Annual Financial Statement
- preparation and management of 2015 and 2016 Budgets.

Evidence of Success

All survey data points to sound leadership and management practices. Through the survey the staff endorsed the schools practices for professional growth. In the engagement section the scores for teamwork and ownership were high. The scores in the Effective Schools Model Survey were very high for the learning and teaching variables of high expectations, purposeful teaching and the focus on learning and teaching. A relatively high score was achieved in 'shared vision and goals'. The school's financial audits have shown a good standard of financial management.
School Community

Goals & Intended Outcomes
To maintain and enhance positive relationships between staff, students and parents.
To ensure that the school is an integral part of the parish and wider community.
The school will be welcoming to all.
Channels of communication will be open and honest.
Our students will have an active role in parish and community activities.

Achievements
The School Advisory Council continued its work as the main advisory body to the Canonical Administrator and the Principal.
2015 School Advisory Council Members were:
Fr Gerard Prunty         Canonical Administrator
Mr Brendan Scanlon       Chairperson
Mr Matt Henderson        Deputy Chairperson   Parent Rep
Mrs Kym Grundy          Secretary        Parent Rep
Mrs Kasey Moloney       Parent Rep        P&F Rep
Mrs Anna Kenna           Parent Rep
Mr Steven Guthrie        Parent Rep
Mrs Clare Neal           Parent Rep
Mr Bryan Dickson         Parent Rep
Mr Wayne Justin          Parent Rep
Mr Matthew Uzkuraitis    Staff Rep
Mr Terry Harney          Principal

The Council discussions have covered a range of issues this year, with much time taken to discuss capital improvements and maintenance. I thank all Council members for their valuable input into discussions and decisions throughout the year. Thanks to Brendan Scanlon who has been Chairperson this year.

Parents have continued to support school life by helping with reading, writing, sports days, camps and excursions.

The Parents & Friends Association has continued their invaluable role in 2015. Thanks to the Executive members Leanne Hutchins, Sharon Suhan and Jane Henderson and to all other parents who gave so much support. The Big Breakfast, Goods & Services Auction and Grandparents Day all rely on the support of the Parents & Friends Association and are wonderful occasions and opportunities to strengthen our links with the wider community.

The Social Inclusion Program between our Year 5/6 students and the residents of Mount View Nursing Home continued with great enthusiasm. The features were one major event each term – Sports/Games Day and performances. The program is a wonderful success bringing benefits to all participants. The children are to be congratulated on the way they interact with their buddies and on the close bonds they have formed.
PARENT SATISFACTION

Evidence of a high level of parent satisfaction is as follows:

- Excellent attendance and engagement in parent teacher interviews
- Willingness of parents to openly discuss issues with the staff and principal
- Regular parent attendance and involvement in special activity days
- Excellent support for sports days
- Attendance at school liturgies
- Enthusiastic support for the Parents & Friends Association meetings and activities
- Excellent support for the annual Goods & Services Auction
- Regular productive School Council meetings
- Involvement in the parish sacramental program

Compliance Advice and Value Added

The following activities suggest that there is a high level of satisfaction among staff, parents and students on the operation of the school:

- regular, productive School Council meetings
- excellent attendance and engagement in parent-teacher meetings
- parent involvement in school programs
- willingness of parents to discuss issues with the principal and staff
- enthusiastic support for the Parents & Friends Association meetings and activities.

Evidence of Success

Parents indicated their high level of satisfaction with the school’s effort to promote positive interaction between home and school. Survey data supports this with a high rating for approachability. Parents were also positive about the level of opportunities to be involved in their children’s education. This is evident in the great support we receive for sports days, etc.
## Financial Performance

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<th>Reporting Framework</th>
<th>Modified Cash ($)</th>
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<td>Recurrent income</td>
<td>Tuition</td>
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<td>School fees</td>
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<td>State government recurrent grants</td>
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<tr>
<td>Recurrent Expenditure</td>
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<td>Salaries; allowances and related expenses</td>
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<td>Non salary expenses</td>
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<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td>Total opening balance</td>
<td>324,829</td>
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<td>Total closing balance</td>
<td>282,895</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 VKBA 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.
## VRQA Compliance Data

**E2037**  
St Thomas' School, Terang

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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### NAPLAN Year 3

- **Reading**  
- **Writing**  
- **Spelling**  
- **Grammar & Punctuation**  
- **Numeracy**

### NAPLAN Year 5

- **Reading**  
- **Writing**  
- **Spelling**  
- **Grammar & Punctuation**  
- **Numeracy**
## AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>91.37</td>
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<tr>
<td>Year 2</td>
<td>94.41</td>
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<tr>
<td>Year 3</td>
<td>93.50</td>
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<td>Year 4</td>
<td>94.17</td>
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<td>Year 5</td>
<td>93.12</td>
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<tr>
<td>Year 6</td>
<td>90.06</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>92.77</td>
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</tbody>
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## TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 89.43% |

## STAFF RETENTION RATE

| Staff Retention Rate | 91.67% |

## TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
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<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
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</tr>
<tr>
<td>Graduate</td>
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<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
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<tr>
<td>Diploma Advanced</td>
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<tr>
<td>No Qualifications Listed</td>
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## STAFF COMPOSITION

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<tr>
<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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