



Honor Excellentiae Debetur

St Thomas Aquinas College

2022 Annual Report



Vision

The aim of the College is to form in each youth the true and perfect Catholic

Mission

To achieve the Vision, the College will provide a complete education taking in the whole of human life:

- spiritual and physical
- intellectual and moral individual,
- domestic and social

in accordance with the example and teachings of Christ

Values

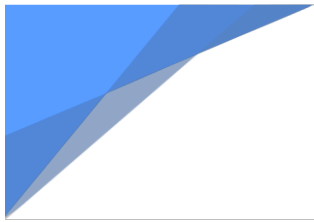
Faith: To firmly believe in God and all He has revealed to us through His Holy Catholic Church.

Hope: To trust in God; His infinite power, His goodness and His promises

Charity: To love God above all things; and neighbour as self for the love of God

Prudence: To form a calm and well balanced judgment, capable of discerning between truth and error, good and evil, justice and its opposite, then to act in accordance with that judgment.

Justice: To give to God and to give to man what is strictly owing to them



CONTENT

PRINCIPAL'S REPORT	3
DEPUTY PRINCIPAL'S REPORT	5
STUDENT BODY	8
STUDENT RESULTS & DESTINATIONS	9
VCE OUTCOMES	10
VALUE ADDED	10
SATISFACTION WITH THE SCHOOL	11
STAFF	12
FINANCE OPERATIONS	13
CONTACT DETAILS	14





PRINCIPAL'S REPORT

2022 has seen a return to all of the activities, and wonders, of St Thomas Aquinas College.

It is a delight to be writing the Principal's section of the Annual Report without lamenting the impact of a pandemic on the operations of the College.

I would firstly like to thank Fr Andrew Cranshaw for his amazing guidance of the College between 2015 and 2022. He leaves a lasting imprint on the fabric of the College.

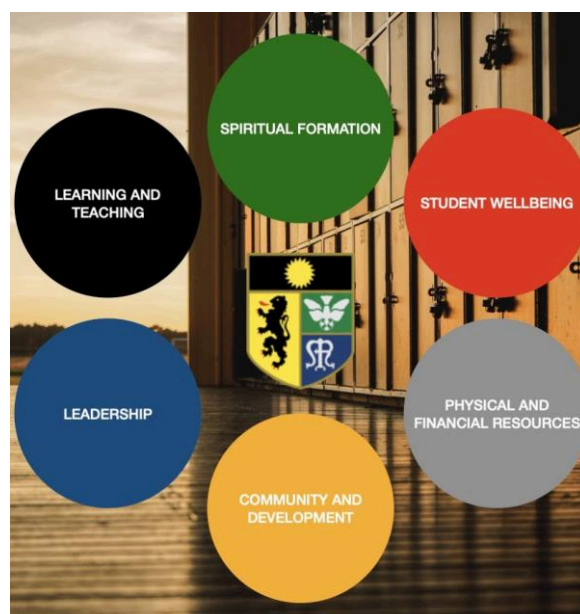


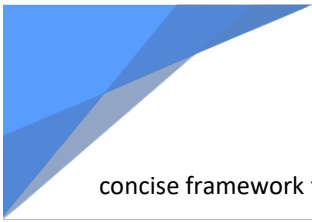
Academically, the College has overcome the challenges presented by the pandemic and we are extremely proud of the fortitude, perseverance and industriousness shown by the Year 12 Cohort over the past three years. Whilst all students need to be congratulated, a special acknowledgement must be given to the 2022 College Dux Anna Hardiman. Anna took on a great level of responsibility and displayed circumspection as she studied a range of subjects both here at the College and via Distance Education

The College Sports program had a very successful year in 2022, with many of the teams performing at a high level. Terms 1 and 2 set the scene for sporting success across the College with the Year 7 boys volleyball and Year 7-8 boys soccer teams winning their Division tournaments, while 2 girls and 7 boys qualified for Region cross country running. Terms 3 and 4 saw our Year 7 boys volleyball and Year 7-8 boys soccer teams win their Region tournaments, our Year 12 girls and Year 7-8 boys won Division table tennis, followed up by a second place result for the 7-8 boys in Region table tennis. In athletics 14 students qualified from Division to Region, while 7 of those qualified for the State championships. Term 4 our Year 7 boys volleyball and Year 7-8 boys soccer team placed 6th in the State championships. I would like to thank and acknowledge the tireless work of the staff who volunteered their time throughout the year to support this sphere of the College. These successes and others would not be possible without their energy and enthusiasm. In addition to the sporting year, it was a wonderfully full year across the Arts with the College placing first in the Traralgon Eisteddfod.

Our student leaders this year, led by College Captains Isaac Braaksma and Anne Ockerse, worked to build a collaborative student leadership team where all leaders were able to shine and use their own talents and areas of passion to build a sense of community, engage the student body and improve aspects of College life.

The 2022 year allowed for further consideration of the opportunities for growth within each of our six strategic pillars. The College undertook a focused review throughout 2022, with the College 'Vision and Mission' helping to determine a more





concise framework for the development of the 2023 Annual Action Plan.

The outcome of this work has laid the foundation for broader engagement with the College community through 2023 around the direction of the next 4 year strategic plan for the College from 2024 - 2027. The College will ensure it takes advantage of the opportunity to frame the future of this wonderful College underpinned by our Traditional Catholic faith.

This year has also seen some significant development in relation to the physical footprint of the College. Planning progressed for the installation of the shade sails project within the primary school which will be completed in the first half of the year and the initial work commenced for the land development project behind the current girls block.

I am, as ever, profoundly grateful to the entire College staff for their hard work and wonderful care shown to the students across the course of the year. Whilst we have had a full year of face-to-face teaching, this year again presented its challenges that together with a strong team of staff we were able to navigate, to ensure the learning of our students was always a priority. It is a privilege to lead our staff team and I express my deepest gratitude for the professionalism, commitment and care they show each day. I also acknowledge the support of our College Board who have imparted their wisdom, skills and expertise to ensure our College can be its best.

As we progress through 2023, the College is in a strong financial position, and we look forward to further developments across the spiritual, academic, social and emotional spheres of the College, that will enable students to strive to be the true and perfect Catholic.

Kieran O'Dwyer
Principal



DEPUTY PRINCIPAL'S REPORT

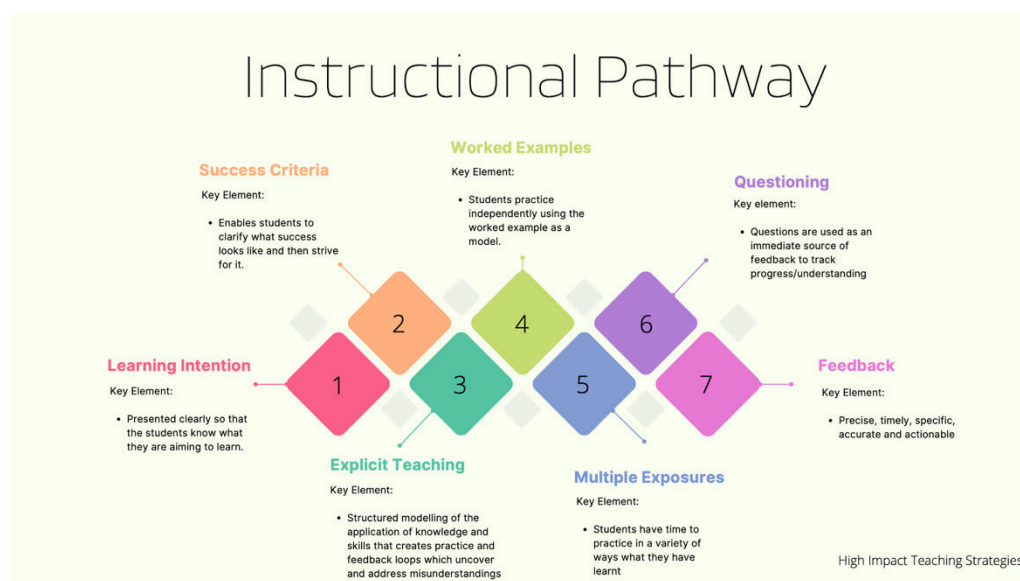
The 2022 school year was a pleasant and productive return to face-to-face teaching and learning without the interruptions we had experienced over the previous two years for the staff, students and families.

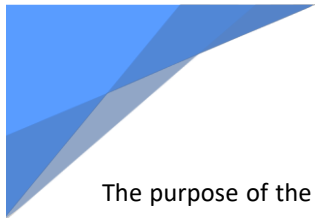
There were welcomed additions to the staff at Leadership, Primary and Secondary levels. Mr Kieran O'Dwyer was appointed as the new Deputy Principal and Mr David Williams as the Dean of Primary and Year Six teacher. Other valued additions included Mr Vincent Van Strijp (Mathematics/Science), Miss Eliza Braaksma (Latin/Music/Drama), Mr Warren Trencher (English) and Ms Josephine Illman (English). Unfortunately, Mr Warren Trencher and Ms Josephine Illman's stay was short as they had to conclude their time prematurely due to health challenges.



Throughout the year Leadership introduced, initiated professional discussions and implemented aspects of the instructional pathway model, with the express purpose of engaging students with high impact teaching strategies. When implemented authentically in a lesson or project, the instructional pathway model provides students with the following structure:

- a learning intention - a goal for students to achieve
- success criteria - what does success and achievement look like
- explicit teaching - modelling (I do) and guided practice (we do)
- worked examples - independent practice (you do)
- multiple exposures - students have opportunities to apply their new learning in different contexts
- questioning - immediate sources of feedback on their progress and understanding
- feedback - to provide feedback on the task, the learning process and how students have self-regulated in addressing the success criteria.





The purpose of the instructional pathway is for teachers to assist students to activate a learning stance for continuous improvement and mastery of learning, rather than just merely a knowing stance of recalling facts.

In teaching and learning, high quality assessment is essential to gather data and evidence of student learning that is utilised to inform and adjust a teacher's instructional practice in a perpetual quest to investigate and discover what works best.

"The word assessment comes from the Latin assidere (to sit beside), and assessment literacy means to begin with a clear vision of what is possible for every learner." - Lyn Sharratt

The College drafted an assessment cycle through the academic year to gather data as evidence with the intent to improve student learning and build teacher capacity to enhance the teaching and learning process.

Formative assessment is used before and during teaching to ascertain where students are in their learning to inform teacher instructional practice. Summative assessment provides evidence of teacher impact on student learning and informs the next steps in the teaching and learning cycle. It is through the triangulation and analysis of formative, summative and other data sources that brings a clarity of student understanding and performance.



At a Primary level the Benchmark Assessment System was introduced to teachers to assess student reading accuracy, fluency, self-correction and comprehension. This type of formative and summative assessment provides reliable evidence and data to inform teacher practice to accurately target a student's point of need in their reading development. It is used to observe and assess reading levels and behaviours of students. It provides evidence and information to assist teachers to:

- determine the student's instructional and independent reading level
- form initial groups for reading instruction
- select texts that will be productive for a student's instruction
- plan efficient and effective instruction at a student's point of need
- identify students that need intervention and additional help
- diagnose particular areas of reading difficulty



We were most excited at the end of the year when the College Board approved a significant budgetary allocation of funds to enable the purchase of three hundred guided readers, six copies per title, totalling one thousand eight hundred readers.

These valuable readers will provide great resources for Foundation through to Year Four in 2023. It will provide teachers with the ability to support the students at their instructional reading level.

Across the College we also trialled the online Adaptive Progressive Achievement Tests (PAT) in Reading and Mathematics. These assessments create personalised test pathways determined by the student responses, giving a more precise profile of student achievement and even greater ability to identify areas of need. Once an online test is completed by a student the data is available immediately for analysis. In the 2023 school year the PAT Reading and PAT Mathematics will be utilised from Year One through to Year Ten.

Individual student profiles were developed and trialled towards the end of 2022. An individual profile will be developed for each student in 2023 to record key evidence and data as they progress through their learning journey at the College. Information and evidence gathered from NAPLAN, PAT, and Benchmark Assessment System Reading assessments will be utilized. These profiles will provide teachers with the opportunity to identify patterns, strengths and challenges in student learning and formulate strategies in their instructional practice to address each student's point of need.

Finally we were saddened with the news of Fr Cranshaw taking an extended leave due to health concerns in October. We concluded the year praying and with the hope that he would return to the College in the middle of 2023. Please keep Fr Cranshaw and the College in your prayers.

David Williams
Deputy Principal



On Census Day, 2 August 2022, St Thomas Aquinas College had an enrolment of 233 students (P-12), of whom 127 were Primary and 106 were Secondary.

The average whole school student attendance rate as a percentage in 2022 was 97.42%

STUDENT ATTENDANCES IN 2022

Level	Prep	Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr10	Yr 11	Yr 12
%	95.2	95.9	95.2	95.5	98.0	96.1	96.8	95.8	95.1	94.3	96.1	92.7	96.8

ATTENDANCE MANAGEMENT

Students are marked present or absent in Homeroom every morning at 8.31 am. If a student arrives after this time their parents/guardians must accompany them to the Student Services Office to register their child's attendance and provide a reason for the lateness. Parents / Guardians are required to phone the school to advise of their child's absence each day they are not attending. If this phone call is not received by 9.00 am, the school will SMS the parents/guardians to advise that their child has not been recorded as attending school. If no response is received within 30 minutes the College will phone the parents/guardians. Parents/Guardians are required to provide a reason for the absence either through the parent portal of the College's administration system or an email to the Student Services Coordinator. Students' absences are recorded on each student's Semester report. Parents are contacted to discuss irregular or persistent absences. Formal procedures are actioned for unauthorised absences.



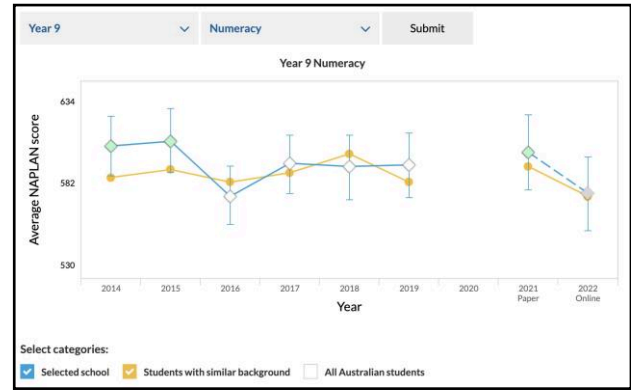
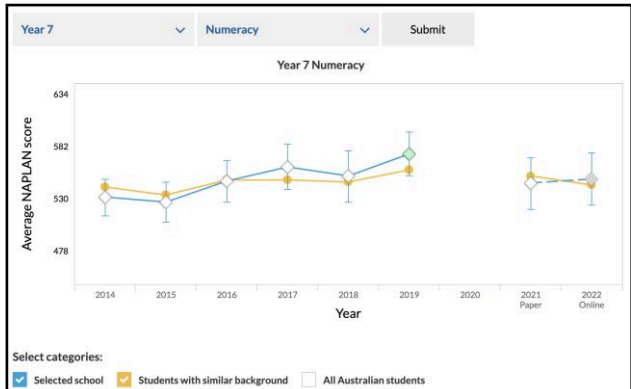
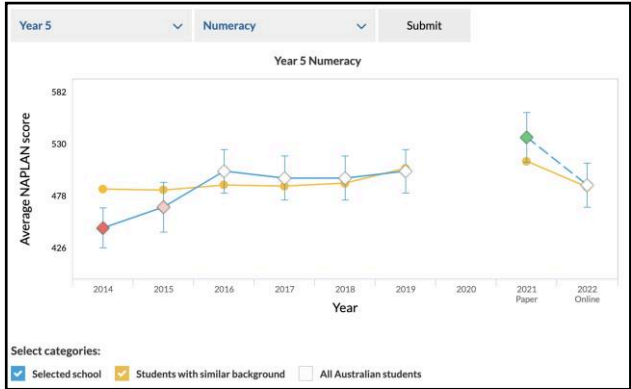
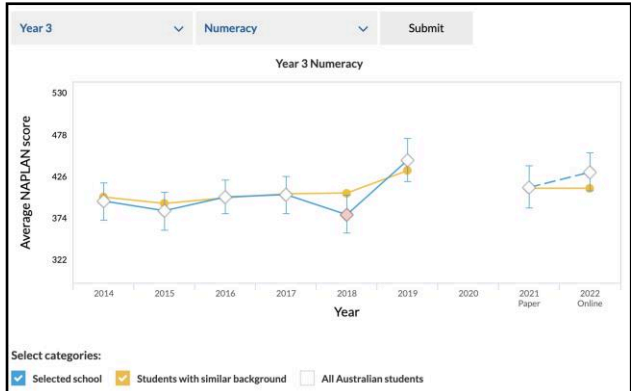


STUDENT RESULTS AND DESTINATION

NAPLAN

STUDENT OUTCOMES OF STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2022 students in Years 3, 5, 7 and 9 undertook the NAPLAN testing. The data shows the achievement of St Thomas Aquinas College students at each year level as measured by the National Assessment Program Scale.



VCE OUTCOMES 2022

Students in year 12	13
Percent attaining VCE	66.67%
ATAR of 70 or above	8%
ATAR of 60 or above	8%
ATAR of 50 or above	23%
ATAR or 40 or above	8%
ATAR below 40	15%

POST SCHOOL DESTINATION

Completed Senior Secondary School	11
Students at University	3
Students at TAFE/Vocational Study	4
Students in Employment	4



VALUE ADDED

In 2022 the College provided a strong co-curricular experience, reflecting our commitment to the full formation of the child. Students were engaged in ongoing sporting, debating, drama, music, community service and outdoor education programs which builds a greater sense of community engagement and belonging.

In addition to these ongoing activities students were also involved in Student Reflection Day, International Students Day, St Thomas Aquinas Feast Day, Corpus Christi Feast Day, Consecration to the Immaculate Heart of Mary, the Feast of the Annunciation, and the Leadership Conference.



SATISFACTION WITH THE COLLEGE

PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL 2022

In 2022, St Thomas Aquinas College utilised the full suite of Independent Schools Victoria (ISV) LEAD (Listen, Evaluate, Act, Deliver) School Effectiveness Surveys for Parents, Year 12 Students and Staff of the College. The next survey will be completed by the staff in 2023 with the parents and students to complete it in the following years. The School uses the findings of surveys to inform its operations.

Responses follow an 11-point satisfaction scale where 0 = complete disagreement and 10 = complete agreement with a related statement. The error range within the survey is not provided by ISV.

The questions ranged across eight domains of school effectiveness, with the mean result for each domain outlined for comparison in the tables below.

Year 12 Exit Survey	The College Mean 2022	Similar Schools' Mean 2022	ISV Mean 2022
Academic Programme	5.88	7.42	7.58
Teaching Quality	6.48	7.46	7.55
Learning Outcomes	5.72	7.52	7.68
Personal Development	5.34	6.94	7.14
Pastoral Care	7.30	7.41	7.54
Resources	6.20	7.57	7.81
Transition	3.29	6.89	7.05
School Ethos / Values	7.28	7.27	7.37
Maintaining Contact	3.86	5.67	6.07
Overall Satisfaction	5.00	7.24	7.61

Parent Satisfaction	The College Mean 2022	Similar Schools' Mean 2022	ISV Mean 2022
Academic Programme	6.84	8.01	8.02
Teaching Quality	6.73	8.04	8.02
Learning Outcomes	7.28	8.07	8.04
Pastoral Care	7.06	8.21	8.19
Discipline and Safety	7.33	8.11	8.04
Parental Involvement	7.45	8.15	8.08
Resources	6.92	8.31	8.34
Year Transition	6.83	8.07	8.02
Recommend to Others	7.62	8.43	8.33
Overall Satisfaction	8.08	8.49	8.40

Staff Satisfaction	The College Mean 2022		Similar Schools' Mean 2022		ISV Mean 2022	
	Teaching Staff	General Staff	Teaching Staff	General Staff	Teaching Staff	General Staff
Resources Offering	6.62	6.54	7.94	8.28	8.14	8.30
Technology	6.89	6.88	8.10	8.48	8.22	8.41
School Ethos / Values	7.19	6.58	8.15	8.48	8.12	8.41
Student Behaviour	7.19	6.91	8.29	8.30	8.18	8.18
Discipline	7.17	7.25	8.02	8.46	7.93	8.23
Learning Support	6.52	6.25	7.99	8.42	8.08	8.35
Pastoral Care	8.06	6.89	8.60	8.61	8.60	8.56
Parent Involvement	7.63	7.52	8.50	8.56	8.49	8.50
Quality of Teaching and Learning	7.14	6.08	8.30	8.39	8.33	8.32
Teaching Practice	8.28	NA	8.84	NA	8.96	NA

Note: Similar schools = Other Independent schools the ISV considers to have similar demographics and size to The College.
ISV = Independent Schools (Victoria) (website <https://www.is.vic.edu.au/>) The College = St Thomas Aquinas College



2022 WORKFORCE

(TEACHING AND NON-TEACHING)

The data below is a snapshot of the staff cohort at the time of the annual census.

No. of teaching staff	29
No. of general staff	12

Teacher Retention 2022

The data below is defined as teachers retained divided by number of teachers.

Teachers retained	62.07%
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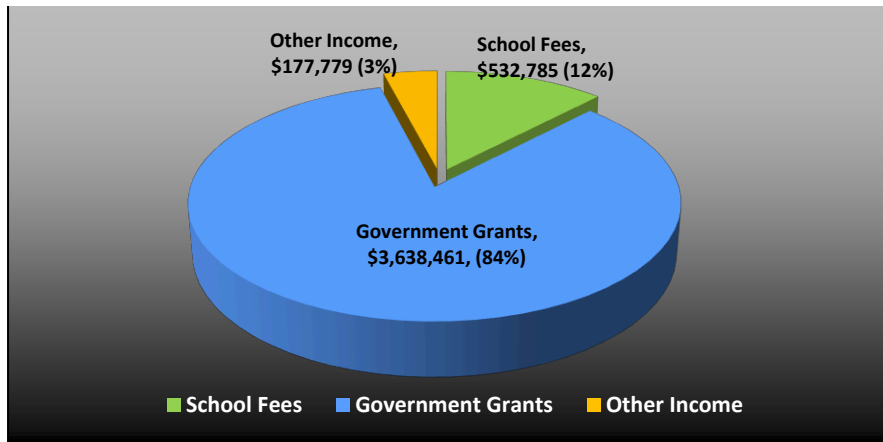
TEACHER STANDARDS AND QUALIFICATION

All teaching staff were registered with the Victorian Institute of Teaching.

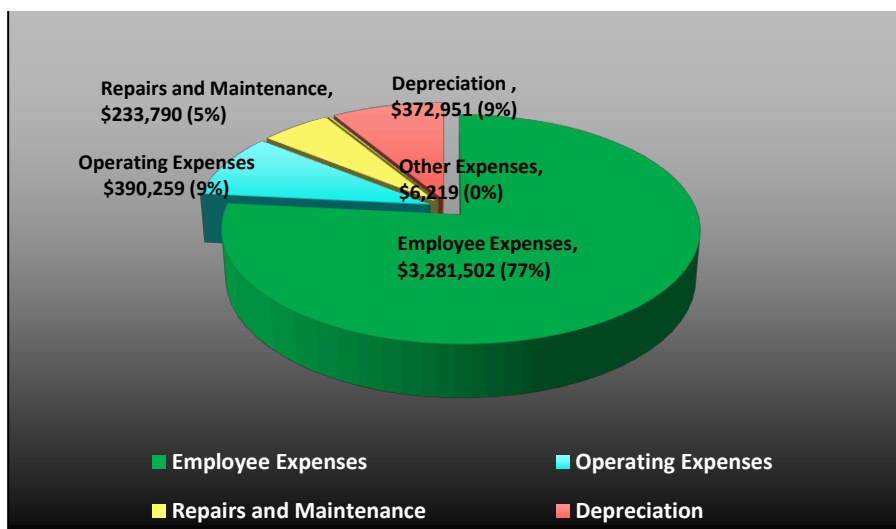
Masters	14%
Bachelor's degree	75%
Diploma of Education	50%



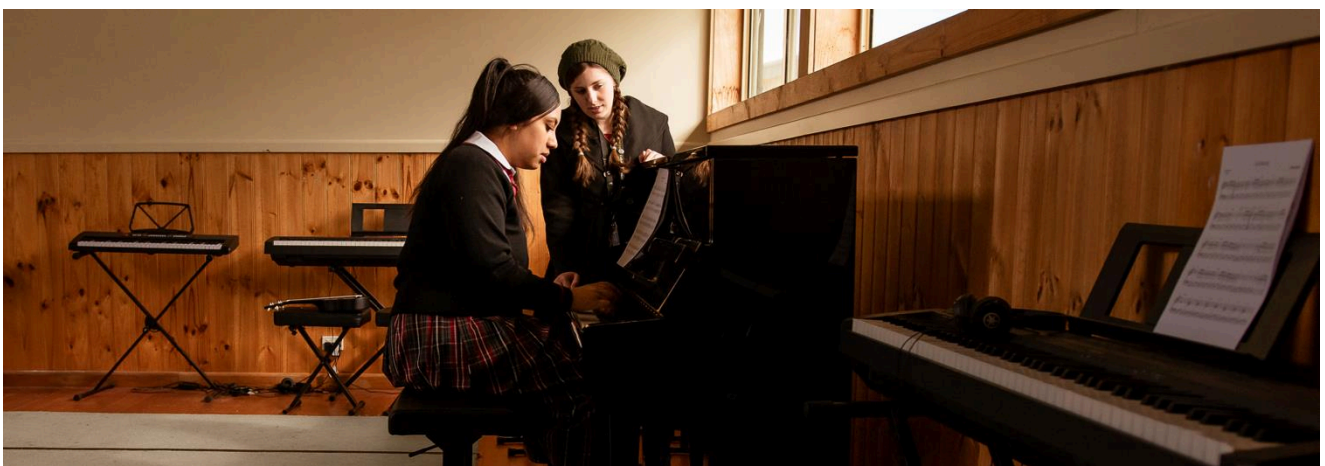
FINANCE OPERATIONS 2022



Revenue Source 2022	
School Fees	\$532,785
Government Grants	\$3,638,461
Other Income	\$177,779
TOTAL REVENUE	\$4,349,025



Expenses 2022	
Employee Expenses	\$3,281,502
Operating Expenses	\$390,259
Repairs & Maintenance	\$233,790
Other Expenses	\$6,219
Depreciation	\$372,951
TOTAL EXPENSES	\$4,284,721



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