

School Performance Information 2025

St Thomas Primary School Claremont



PUBLICATION OF INFORMATION RELATING TO SCHOOLS

ST THOMAS PRIMARY SCHOOL

OUR MISSION

As a Christ-centred community, we nurture the holistic development of every individual. Guided by the teachings of the Gospel, we foster inclusion and inspire students to become critical and creative thinkers who lead with compassion, love and justice. Together, we empower all members of our community to serve others and transform lives, making a meaningful difference in our world.

OUR VISION

To '**Educate the Whole Child**' and empower learners as global citizens, to be curious, collaborative, creative and critical thinkers, inspired by Christ.

OUR CORE VALUES

Our school values are visible throughout the school and our students, staff and parents strive to live these out in their daily lives:

- **Excellence,**
- **Inclusivity,**
- **Truth,**
- **Compassion and**
- **Community.**

1.0 CONTEXTUAL INFORMATION

St Thomas' Primary School, Claremont is a single-stream Catholic co-educational primary school serving approximately 212 students from Pre-Kindergarten to Year 6. Established in 1908 by the Presentation Sisters, the school has a long-standing tradition of faith-based education and remains an integral part of a strong, connected, and nurturing community.

The school is recognised for fostering a welcoming and inclusive environment in which students are encouraged to strive for excellence and develop high expectations of themselves. At St Thomas', the education of the whole child is central. This is achieved through a balanced and engaging curriculum that encompasses Religious Education, strong academic programs, and a wide range of co-curricular opportunities where all talents are recognised and valued.

A key focus at St Thomas' is the continual improvement of student learning outcomes through high-quality teaching. Staff are supported through ongoing professional learning opportunities, ensuring evidence-based practices are embedded across the school. Learning programs are informed by the systematic collection and analysis of individual student data, enabling targeted teaching and personalised learning pathways.

A whole-school approach, underpinned by collaborative practice and shared responsibility, drives continuous school improvement and supports all students to flourish.

While honouring its rich history, St Thomas' remains committed to preparing students for the future. The school community is strengthened by the goodwill and active involvement of parents, families, the Parish Priest, the Advisory Council, and the Parents and Friends Association, all of whom contribute significantly to the life of the school.

Grounded in Christ-like values, St Thomas' is a place where each person is respected, valued, and welcomed. In 2025, specialist programs were delivered in Science, Visual Arts, Performing Arts (Music and Drama), and Physical Education. Students in Years 3 to 6 study Mandarin, enriching their global awareness and language skills. The school also provides targeted early intervention in Literacy and Numeracy, alongside enrichment opportunities for students requiring extension.

In 2025, a STEM program was introduced for students in Years 3 to 6, further enhancing opportunities for inquiry-based learning, critical thinking, and innovation. This initiative reflects the school's commitment to equipping students with the skills and capabilities necessary for an evolving and dynamic world.

[Visit the school website](#)

2.0 TEACHER STANDARDS & QUALIFICATIONS

All teachers are registered with the Teacher Registration Board of Western Australia. Teachers have a range of qualifications. All teachers hold, or are working towards, Accreditation to Teach or Work in a Catholic school.

Bachelor of Education (Primary)	9
Bachelor of Education (Early Childhood)	4
Bachelor of Physical Education	1
Diploma of Teaching	4
Bachelor of Arts	3
Post Graduate Certificate in Education	1
Master of Arts	1
Master of Education (Leadership & Management)	2
Master of Education (Religious Education)	1
Professional Certificate in Instructional Leadership	1
Graduate Certificate in Education	1
Graduate Certificate in Religious Education	1
Master of Educational Management	1
Bachelor of Arts in Education	1
Certificate in Music	1

3.0 WORKFORCE COMPOSITION

In 2025, St Thomas' Primary School employed a total of 28 staff members. This workforce comprised 26 female and 2 male employees across a range of roles, working in both full-time and part-time capacities.

The teaching staff included 15 classroom teachers and 8 Education Assistants who provided essential support to student learning. In addition, the school employed 2 members of the leadership team and 3 staff in administrative roles, ensuring effective school management and operations.

At this time, the school did not have any Indigenous staff members employed.

4.0 STUDENT ATTENDANCE 2025

%	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall Attendance	89.2%	88.5%	90.9%	94.4%	89.9%	94.9%	90.7%

Attendance % for whole school: 91.08%

At St Thomas' Primary School, non-attendance is managed through SEQTA, and the process outlined below is followed for children absent from school.

The process for dealing with non-attendance

Non-attendance is followed up in several ways:

- Electronic registers are maintained in accordance with legal requirements.
- If a child is absent and the school has not been notified, an SMS message is sent to parents. If no follow-up is received by the school by 9.30am, a phone call is made to the parents to check on the child.
- If a child is absent, a note explaining the absence is sought.
- The notification must include the following:
 1. The name and class group of the students
 2. The reason for the absence
 3. The full name of the parent/guardian
- If parents are taking their children out of school to go on holidays, parents are required to let the school know in writing.
- Prolonged absences are brought to the attention of the Principal by the child's class teacher. This is followed up by the Principal.

5.0 NAPLAN 2025

YEAR 5 2025	
Reading	School mean: 523 National Mean: 492 Well above
Writing	School mean: 504 National Mean: 480 Well above
Spelling	School mean: 479 National Mean: 487 Below
Grammar	School mean: 524 National Mean: 497 Well above
Numeracy	School mean: 512 National Mean: 492 Well above

YEAR 3 2025	
Reading	School mean: 428 National Mean: 402 Well above
Writing	School mean: 429 National Mean: 414 Well above
Spelling	School mean: 417 National Mean: 405 Well above
Grammar	School mean: 421 National Mean: 408 Well above
Numeracy	School mean: 422 National Mean: 405 Well above

NAPLAN Overview

The 2025 NAPLAN (Years 3 and 5) and PAT assessments demonstrate strong overall student performance, with continued growth evident across both Literacy and Numeracy.

Our NAPLAN results reflect the sustained commitment to high-quality teaching and learning at St Thomas'. Year 3 students performed well above the national mean across all five assessment domains, representing an outstanding cohort achievement. Similarly, Year 5 students performed well above the national mean in four of the five domains, highlighting consistently strong outcomes across the school.

Particularly noteworthy is the growth demonstrated by the cohort of 21 Year 5 students tracked from 2023 to 2025. Across all five domains, 23% of test results showed improvement to a higher proficiency band, while 73% of students maintained their existing band level. Several students achieved significant individual progress, including movement from the **Strong to Exceeding** proficiency levels. These outcomes reflect the dedication of staff, the engagement of students, and the strong partnership with families in supporting learning.

NAPLAN Highlights

Year 3:

- High levels of proficiency in Reading (74%), Writing (81%), and Numeracy (74%)
- Particularly strong performance in Writing, with 19 students achieving in the *Strong* proficiency category

Year 5:

- Significant gains above expected comparators in Reading (+97), Writing (+88), and Numeracy (+90)
- The majority of students achieved proficiency across all assessment domains

Focus Learning Area: Spelling

Spelling has been identified as a key area for ongoing development across the school. In response, a comprehensive review of the existing spelling program was undertaken, resulting in the adoption of a structured synthetic phonics approach through the **PLD (Promoting Literacy Development)** program.

Initially implemented from Pre-Kindergarten to Year 2, PLD was successfully extended across Years 3–6 in 2025 to ensure a consistent, whole-school approach to literacy instruction. This evidence-based methodology supports the explicit teaching of phonemic awareness and spelling, strengthening foundational literacy skills for all students.

The synthetic phonics approach has also been integrated into the Learning Support program, enabling targeted intervention for students requiring additional support. This alignment across classroom teaching and intervention programs ensures consistency of practice and reinforces skill development across all learning contexts.

Staff have engaged in ongoing professional learning to deepen their understanding of explicit instruction, phonemic awareness, and the systematic teaching of spelling. Collaborative planning and moderation processes further support consistency in delivery and assessment across year levels.

6.0 PARENT, STUDENT AND TEACHER SATISFACTION

St Thomas' Primary School utilises a comprehensive range of approaches to measure and understand levels of satisfaction across the school community. These include structured surveys, focus groups, parent and staff meetings, student voice initiatives, and ongoing feedback through school leadership channels. This multi-faceted approach ensures that all stakeholders are provided with meaningful opportunities to contribute to school improvement.

The school actively encourages parent engagement and provides multiple avenues for feedback, both in person and through digital platforms. Feedback received is consistently positive and constructive, offering valuable insight into areas of strength and opportunities for continued growth. Recent survey data indicates that parents perceive St Thomas' as a welcoming and inclusive environment, where they feel confident and comfortable approaching staff for information, support, and guidance.

Staff are supported through both individual and collaborative opportunities to influence school direction and their own professional growth.

These opportunities occur regularly throughout the year and promote a reflective culture focused on sustaining effective practices, identifying areas for improvement, and exploring innovative approaches to meet the evolving needs of students. The School Strategic Plan (2026–2029) provides a clear framework for setting priorities and guiding the Catholic School Improvement Plan.

Feedback from staff highlights a strong alignment between school policies and Gospel values, reflecting a commitment to respecting the dignity of all members of the community. Staff report feeling supported in their professional practice, with access to time, resources, and collaboration that fosters continuous improvement and shared learning.

Student voice is also a valued component of the school's feedback processes. Opportunities for students to express their perspectives through leadership roles, classroom discussions, and structured feedback initiatives contribute to a sense of belonging and agency within the school. This ensures that student wellbeing, engagement, and learning remain central to decision-making.

Overall, the collected data reflects a united and positive school community, characterised by strong relationships, open communication, and a shared commitment to excellence in teaching and learning. St Thomas' remains dedicated to ongoing reflection and improvement, ensuring that the needs of all learners and community members continue to be met.

7.0 SCHOOL INCOME

The financial data for this school is on the ACARA website. It can be access on the following link

www.myschool.edu.au

8.0 POST SCHOOL DESTINATIONS

Secondary Schools/College	Number of Students
John XXIII College (Mount Claremont)	11
Shenton College	5
Hale School	3
Christchurch Grammar College	2
Iona Presentation College	2
Scotch College	1
Bob Hawke College	1
CBC Fremantle	1

9.0 IMPROVEMENT PLANNING

Using data collected from across the school to drive strategic planning, the major goals for school improvement in 2025 are displayed under the four pillars of:

- Catholic Identity
- Education
- Community
- Stewardship

Highlighted

- green = achieved
- Yellow = ongoing
- Coral = not started

PILLAR 1: INSPIRING CHRIST-CENTRED LEADERS			
	OUTCOME	ACTION	SUCCESS MEASURE/TARGET
1.1	An educational environment where students are safe, respected and their emotional resilience is fostered.	1.1.1 Review and refine existing Behaviour Management Policy and practice, to ensure there is common understanding of acceptable behaviour. 1.1.2 Develop a Student Code of Conduct. 1.1.3 Establish a whole school, evidence-based approach to social emotional learning (SEL).	Policy and Code of Conduct is widely publicised and readily available for all parents, caregivers and students, through relevant communication platforms. Review progress of policy and implement new strategies for engagement if necessary. Staff to feedback on Behaviour Management review. All students are given a voice in the creation of the Student Code of Conduct. Students in all year groups have an understanding (at their expected level) of the Student Code of Conduct and behaviour expectations. The code is consistently applied in and out of the classroom. Introduce Highway Heroes program (an SEL Program) to be launched by April 2022. At the end of 2022, a survey will show how students are using Highway Heroes language and strategies.
1.2	Students are inspired to know, understand, and live the Gospel values in the modern world.	1.2.1 Promote a strong understanding of the school vision, mission and core values. 1.2.2 Continue to develop age-appropriate opportunities for students to serve those in need within our broader community. 1.2.3 Continue to foster the mutual, beneficial relationships with our Parish community.	Vision, mission and core values are visible in all marketing and school documents. Vision and mission elements, and values are targeted as a 'Focus of the Week' and students displaying these values are celebrated at Monday Gathering with a merit certificate. By the end of 2022, at least three partnerships with organisations within our broader community have been Maintain opportunities for involvement of staff, students and parents in parish masses, school masses and liturgies. Prayer experiences and Christ centred activities continue to be scheduled regularly throughout the school year for all students to participate in.

PILLAR 2: CATHOLIC SCHOOLS OF EXCELLENCE			
	OUTCOME	ACTION	SUCCESS MEASURE/TARGET
2.1	Contemporary classroom practice using innovative and evidenced based pedagogy and practice is enhanced.	2.1.1 Integrate Creativity, Character Education, Collaboration, Citizenship, Critical Thinking and Communication skills into all learning areas. 2.1.2 Use standardised test data to identify, track and inform teaching and learning practice. 2.1.3 Further integrate Information and Communication Technology (ICT) to enhance student learning.	Professional learning for staff on the 6Cs through a series of PLCs and Cluster Meetings, or whole day programs. Students can define and demonstrate each of the 6Cs. Analyse and track academic performance and trends of student achievement (including NAPLAN and PAT). Annual and term-by-term goal setting for Year 1-6 students, relating to data collected. Increase opportunities for students to be involved in robotics, and coding. All teachers certified as 'Apple Teachers' by end of 2022. Discussions with Apple and relevant schools, and assessment of where our school is positioned comparatively in attaining Apple Distinguished School certification.
2.2	Global Citizenship strategies within the school enable all students to recognise their potential to make a global impact.	2.2.1 Investigate access to external learning opportunities to enhance global learning for students. 2.2.2 Explore and establish a partnership with an international school overseas to create opportunities for our students to meaningfully connect with children across the world.	Global Citizenship professional learning for staff, guided by the latest evidence-based research. Investigate global education providers in 2022, with a view to implement a program for Years 3-6 in 2023. Relationships formed with Presentation Schools across the globe, and/or international organisations by the end of 2023.
2.3	Individual talents and abilities of each student are fostered.	2.3.1 Review and enhance learning support and extension programs. 2.3.2 Develop an Early Years screening program upon entry to Pre-primary with our speech screening partners. 2.3.3 Enhance cocurricular opportunities for students and investigate opportunities to introduce additional extracurricular activities using a "fee for service" model.	Learning support and extension programs reviewed annually. From 2022, all students entering Pre-primary will participate in speech screening. From 2022, co-curricular opportunities communicated to the school community and reviewed annually. In 2023, an additional language available for students to study as co-curricular (as a user pay model).



PILLAR 3: CATHOLIC PASTORAL COMMUNITIES

	OUTCOME	ACTION	SUCCESS MEASURE/TARGET
3.1	Positive and caring relationships between staff, students, parents, and the wider community are developed and maintained.	3.1.1 Continue to provide a range of opportunities that enable members of our school community to participate in, and contribute to, school activities and experience a sense of belonging. 3.1.2 Continue to recognise and celebrate the cultures represented by our students and families through school activities and events. 3.1.3 Refine a whole school approach to regular parent communication.	Increased parent engagement through surveys. From the commencement of 2022, parent education sessions are recorded and made available online, when possible. School celebrations, such as Harmony Day, Reconciliation Week, NAIDOC Week and ANZAC Day are continued. Celebrations based on the cultures within our student population and our partner schools are introduced when appropriate and possible. By the end of 2023, a smart phone app is introduced to disseminate and capture all school updates and communications to parents.
3.2	Resilience, mindfulness and the ongoing sense of wellbeing of students and staff is strengthened.	3.2.1 Investigate and implement effective tools to gauge student wellbeing. 3.2.2 Schedule activities that aim to improve wellbeing.	Create a format for weekly student "check-ins" is used across the school by the end of 2022. Staff to feedback on wellbeing initiatives and activities. Staff professional development in external support tools to gauge well-being (such as 'Be You' Scope & Sequence). Student leaders assist in designing wellbeing activities. Mindfulness activities are scheduled for all students at least twice per week from 2022.
3.3	Staff, students, and community members are involved in environmental initiatives.	3.3.1 Establish relationships between St Thomas' and organisations that promote environmental initiatives and sustainability.	Current sustainability programs continued to be developed, and other initiatives identified and investigated for possible introduction. Sustainability programs and projects are offered and scheduled regularly.



PILLAR 4: ACCESSIBLE, AFFORDABLE AND SUSTAINABLE SYSTEM OF SCHOOLS

	OUTCOME	ACTION	SUCCESS MEASURE/TARGET
4.1	The physical facilities at the school are contemporary and of a high standard, and each space is used for its best purpose.	4.1.1 Audit the current facilities to ensure maximisation, and best use, of physical space at the school. 4.1.2 Research contemporary facilities across the globe to ensure latest and innovative research has been used to redesign spaces. 4.1.3 Develop a Capital Development Plan for the redevelopment of learning spaces that are innovative, current and market leading. 4.1.4 Survey parents, staff, students, and the community regarding suggested improvements.	Areas of focus for improvement of facilities have been identified. Positive feedback in parent engagement surveys on improvements to learning spaces that reflect the focus on contemporary, aesthetically pleasing spaces that support the pedagogy. A master plan is developed for current and future capital development by the end of 2023. Stage 1 of the Capital Development Plan is actioned by the end of 2024. Feedback from Staff, students, and parents influences changes made.
4.2	A school marketing and enrolment plan is developed to increase and retain enrolments.	4.2.1 Undertake a marketing strategy to showcase school strengths. 4.2.2 Introduce school and parish scholarships for general excellence. 4.2.3 Conduct due diligence on potential land acquisition to expand the school landholding. 4.2.4 Update the school website.	Complete a comprehensive marketing plan by end 2021. Increased enrolments to 220 students by 2026. Investigate best methods of presence and brand awareness of the school on social media and in local papers. Scholarships publicised to the community by end 2021. Investigation into land surrounding the school and logistics discussed into acquiring land not adjacent to the school, on an on-going and needs basis. New website is launched 2024.

 2022-2026 STRATEGIC PLAN PROGRESS AT END TERM 4, 2025							
	ACTIONS			SUCCESS MEASURES			
	Completed	In progress	Not started	Completed	In progress	Not started	No longer relevant
1.1	3	0	0	7	0	0	
1.2	2	1	0	5	0	0	
2.1	2	1	0	4	3	0	
2.2	0	2	0	0	2	1	
2.3	3	0	0	4	0	0	
3.1	3	0	0	4	0	0	1
3.2	1	1	0	3	2	0	
3.3	1	0	0	2	0	0	
4.1	2	2	0	2	2	0	1
4.2	3	0	0	5	0	0	1
TOTALS	20	7	0	36	9	1	3
	27			49			

At St Thomas Primary School we continue to prioritise differentiated instruction to ensure all students are both supported and challenged appropriately. Data-informed teaching practices, including regular monitoring of student progress, guide instructional decisions and enable timely, targeted intervention.

Through this strategic and cohesive approach, St Thomas' is strengthening literacy outcomes, improving spelling proficiency, and fostering confident, capable learners.