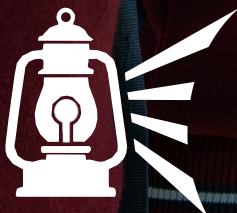




St Thomas' Primary School **Strategic Plan 2026–2029**



INSPIRE • EMPOWER • TRANSFORM



Inspire: Reflects sparking curiosity and creativity and a love of learning.

Empower: Emphasises giving students the confidence and skills to thrive as global citizens.

Transform: Represents holistic growth and positive change in individuals and the world.

SCHOOL 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.

SCHOOL VISION:

To educate the whole child and empower learners as global citizens, to be curious, collaborative, creative and critical thinkers, inspired by Christ.

SCHOOL MOTTO:

Together In Christ.

SCHOOL VALUES:

We commit to living and learning through:

- **Excellence** – striving for our best in all we do
- **Inclusivity** – welcoming and valuing every person
- **Truth** – acting with honesty and integrity
- **Compassion** – showing empathy, kindness and care
- **Community** – working together in trust and partnership.





Living the Vision

At St Thomas' Primary School our Strategic Plan for 2026–2029 reflects our shared commitment to nurturing every child as a learner, a person of faith and a valued member of our community.

The Plan has been thoughtfully developed under the four pillars of Catholic Education Western Australia – Catholic Identity, Education, Community and Stewardship, ensuring our vision and direction are firmly based in Gospel values and contemporary educational practice. Grounded in our belief that each child is created in the image of God, we seek to create learning environments where students are inspired to learn, empowered to grow, and transformed to live with purpose, compassion and hope.

To **inspire** is to foster curiosity, creativity and a love of learning. Through rich and engaging learning experiences, grounded in faith and contemporary educational practice, we encourage our students to wonder, to question and to actively engage with the world around them.

To **empower** is to equip each child with the confidence, resilience and skills they need to thrive. By nurturing academic excellence alongside spiritual, social and emotional growth, we support our students to recognise their gifts, use their voice and act with integrity as capable and caring citizens.

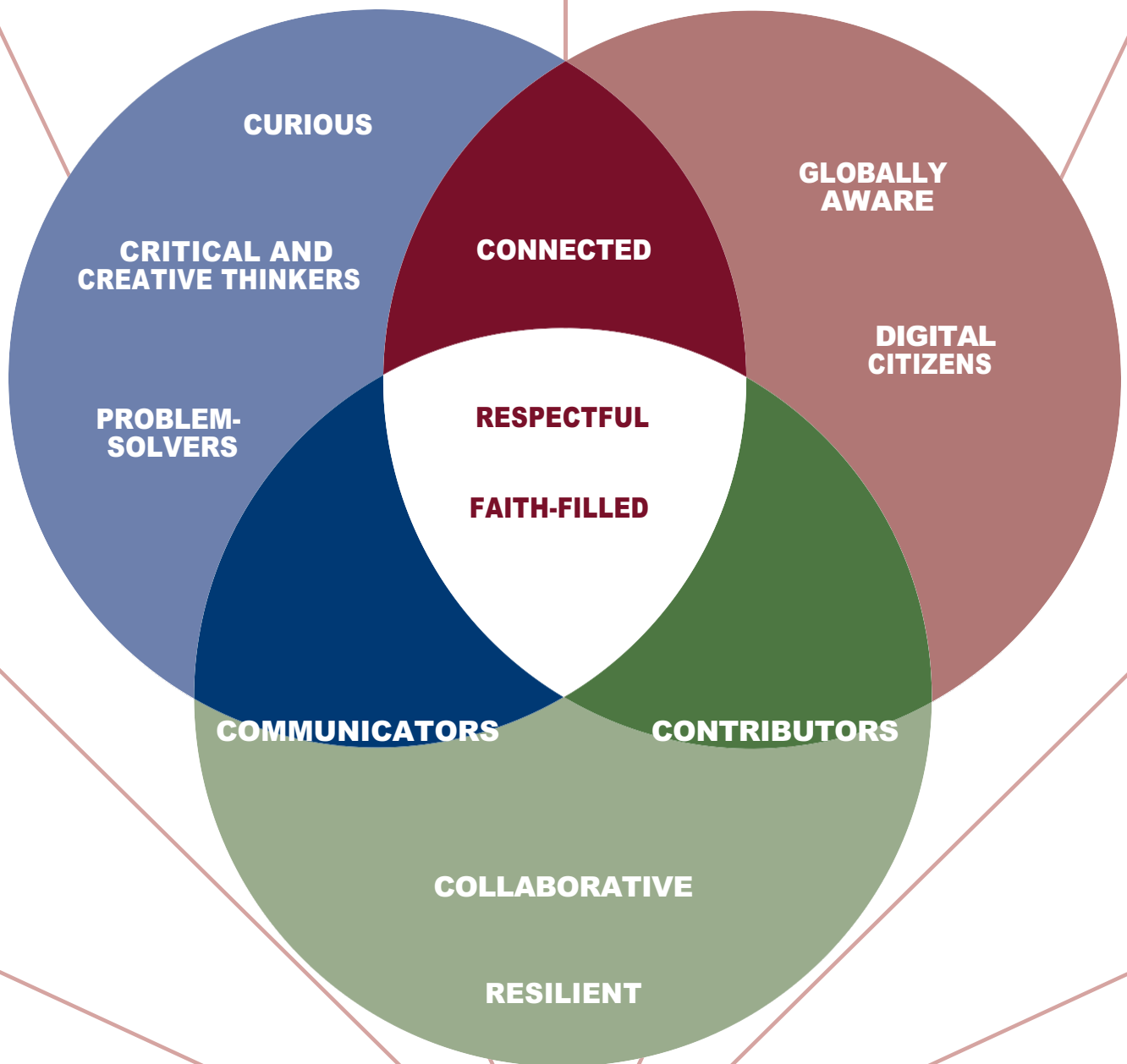
To **transform** is to embrace the life-changing power of education illuminated by Gospel values. At St Thomas', transformation is evident when learning inspires service, leadership is shaped by compassion, and students are encouraged to contribute positively to their community and the wider world.

This Strategic Plan provides clear direction and purpose for sustainable growth, shared responsibility and the ongoing flourishing of our school community. As we work together, students, staff, families and parish, we commit to living our vision by inspiring, empowering, nurturing and transforming learners for the future.

Natalia Thomson
Principal



At St Thomas' Primary School, we aspire to provide a holistic Catholic education where our graduates strive for excellence and are:





Catholic Identity

STRATEGIC PRIORITY:

We **nurture** a Christ-centred community where Gospel values guide every action, inspiring all to live with purpose and compassion, grounded in the teachings of Jesus Christ.

STRATEGIC GOALS	KEY INITIATIVES	PERFORMANCE INDICATORS
1.1 Foster a vibrant faith-filled community where Gospel values are shared, lived and celebrated.	1.1.1 Embed Gospel values and Catholic teachings into daily school life through prayer, liturgy and classroom practices.	Daily prayer incorporated into classrooms and all school gatherings.
		Whole-school liturgies conducted at least once per term.
		Gospel values referenced in Religious Education planning documents (via termly planning audits).
		Gospel values featured in school newsletters and social media posts at least once per term.
	1.1.2 Provide meaningful faith formation opportunities for staff, students and families to deepen understanding and commitment.	Staff faith formation sessions delivered twice annually:
		Family engagement opportunities (e.g. prayer evenings, workshops) offered at least once per semester.
1.2 Strengthen a visible, vibrant Catholic identity that witness to the Gospel amid an increasingly secular world.	1.2.1 Promote Catholic identity through visible symbols and messaging across the school environment and communications.	Religious Education Assessment data shows measurable year-on-year growth in student understanding.
		Gospel values and Catholic symbols are displayed in classrooms and common areas, as verified through biannual audits.
		Catholic identity is explicitly referenced in all school newsletters and through at least one social media post per term.
	1.2.2 Create opportunities for students to actively live out Gospel values by engaging in service-learning projects and social justice actions.	Parish and school news is featured newsletters and parish bulletins, where applicable, to reinforce shared Catholic identity.
		At least two whole-school social justice/service projects delivered annually (e.g. fundraising, community outreach).
		Curriculum planning documents show explicit links to Catholic Social Teaching in 100% of year levels (termly planning audit).
		Year 5 and 6 students participate in service-learning annually.
		At least two community or charity partnerships maintained annually.

Education

STRATEGIC PRIORITY:

We foster a culture of excellence in teaching, learning and innovation, **empowering** students to embrace lifelong learning and apply their knowledge and skills to lead, serve and make a positive impact in the world.

STRATEGIC GOALS	KEY INITIATIVES	PERFORMANCE INDICATORS
2.1 Promote a culture of excellence that inspires continuous growth and lifelong learning.	2.1.1. Review and communicate the Vision for Learning to ensure shared understanding and alignment across the school community.	Vision for Learning reviewed and endorsed by staff and School Advisory Council by Term 2.
		Staff can articulate the Vision for Learning (measured via survey).
		Vision for Learning referenced in curriculum planning documents and school communications at least once per term.
	2.1.2 Improve student achievement through data analysis, evidence-based practices and high-impact teaching strategies.	Data review meetings held once per term to monitor progress and adjust instruction.
		Teaching staff trained in high-impact teaching strategies.
		Literacy and Numeracy data demonstrates positive year on year growth.
	2.1.3 Embed feedback and reflection practices for staff and students to drive continuous improvement.	Feedback protocols (e.g. peer feedback, formative assessment) implemented in classrooms.
		Professional learning on effective feedback delivered twice annually.
		Student surveys indicate that feedback supports learning.
2.2 Transform learning experiences to ensure every student with additional needs receives comprehensive, targeted support within an inclusive environment.	2.2.1 Review and enhance the Learning Support and Enrichment Program to ensure it meets the diverse needs of all students and aligns with best practices.	Comprehensive program completed by Term 2, findings documented.
		Updated program implemented and communicated by Term 3 to staff and families.
		Identified students have documented support or enrichment plans.
	2.2.2 Differentiate learning experiences across all classrooms to support individual student needs and strengths.	Evidence of differentiation in classroom planning documents (termly audits).
		Professional learning on differentiation delivered twice annually.
		Classroom observations indicate consistent differentiated strategies across all year levels.



STRATEGIC GOALS	KEY INITIATIVES	PERFORMANCE INDICATORS
2.3 Empower students and staff to engage in a safe responsible and ethical digital environment, that aligns with Catholic values.	2.3.1 Implement age-appropriate digital citizenship and cyber safety programs that emphasise respect, responsibility and ethical online behaviour.	Digital citizenship and cyber safety curriculum provided to students.
		At least two cyber safety sessions delivered annually per year level.
		Parent cyber safety resources provided annually.
	2.3.2 Review and strengthen policies and procedures, for internet use, device management, monitoring and reporting of cyber safety concerns.	Comprehensive policy review completed by Term 2.
		Updated policies communicated to staff and families by Term 3.
2.4 Inspire students to become informed and compassionate global citizens.	2.4.1 Integrate real-world global issues into inquiry-based learning projects to develop awareness and responsibility.	Incidents documented and addressed in the reporting system.
		Inquiry units addressing global issues implemented in classrooms.
		Student projects addressing global challenges in years 3–6, showcased at least once per year (e.g. assemblies, exhibitions).
	2.4.2 Encourage critical thinking and ethical decision-making about global challenges through debates, simulations and problem-solving activities.	Student reflections assessed with a rubric and collected once per semester to evidence understanding.
		At least two structured student debates conducted annually in the upper primary years.
		Problem-solving tasks embedded within inquiry units across all classrooms.
		Student work samples show ethical reasoning and critical thinking (verified through assessment rubrics each semester).



Community

STRATEGIC PRIORITY:

We **inspire** a welcoming and connected community by fostering strong partnerships, promoting wellbeing and cultivating a spirit of service.

STRATEGIC GOALS	KEY INITIATIVES	PERFORMANCE INDICATORS
3.1 Embed a culture of respect and inclusion by actively valuing the diverse beliefs and cultures of all individuals.	3.1.1 Invite families and community members to share cultural traditions, stories and experiences during school events and classroom activities.	At least two cultural events held annually (e.g. Harmony Day, multicultural assemblies).
		Family or community participation evident in all year levels each year.
		Cultural contributions featured in school newsletters and social media at least once per term.
		Student reflections or projects demonstrate understanding and appreciation of diverse cultures (rubric evidence each semester).
	3.1.2 Integrate diverse cultural viewpoints and experiences into teaching and learning programs to promote inclusivity and global awareness.	Curriculum planning documents show inclusion of cultural perspectives.
		At least one inquiry unit per year level includes a cultural or global perspective.
		Student survey shows that learning reflects diversity.
3.2 Ensure clear, consistent and accessible communication with parents and carers.	3.2.1 Establish clear communication protocols to ensure shared understanding and alignment of purpose across the school community.	Communication framework reviewed and implemented by Term 2.
		Evidence of consistent messaging across school newsletters, website and official channels each term.
		Parent survey indicates satisfaction with school communication.
	3.2.2 Ensure communication is accessible and inclusive for all families by providing translations, simplified formats and multiple channels to engage all families effectively.	Translated materials available for key communications in identified languages.
		Simplified formats (e.g. visual guides, summaries) included of major communications.
		Engagement data shows increased participation year-on-year.
3.3 Strengthen a school culture that ensures every individual feels safe, valued, supported and empowered to reach their full potential.	3.3.1. Update and communicate the school's values and behaviour expectations framework to ensure clarity and consistency across the school community.	Review and communicate values and behaviour expectations.
		Updated framework communicated to families and staff via multiple channels.
		Values and expectations displayed in all classrooms and common areas.
	3.3.2 Review and enhance the Student Code of Conduct to reflect school values and promote positive behaviour.	Student Code of Conduct reviewed and endorsed by Term 2.
		Code of Conduct communicated to students and families at the start of each year.
		Code of Conduct embedded within classroom routines and school assemblies.

Stewardship

STRATEGIC PRIORITY:

We **empower** our community to create sustainable learning environments that honour our responsibility to care for God's creation and protect it for future generations.

STRATEGIC GOALS	KEY INITIATIVES	PERFORMANCE INDICATORS
4.1 Enhance the school's profile and grow enrolments by showcasing unique strengths and core values.	4.1.1 Implement marketing campaigns that highlight academic excellence, faith formation and community values.	Annual marketing plan reviewed by the end of Term 1.
		Website and social media engagement increases year-on-year.
		Parent inquiry and enrolment data show growth aligned with campaign periods.
	4.1.2 Maintain brand alignment in messaging, visuals and tone across all channels.	Brand alignment evident across official school communication channels.
		Annual audit of school communication materials confirms consistent use of the school's core values, visual identity and key messages.
		Staff surveys indicate increased confidence in communicating the school's key messages and values consistently.
4.2 Embed a shared responsibility for the environment and for one another into everyday school life, promoting sustainability, respect and care now and into the future.	4.2.1 Integrate sustainability and environmental awareness across all year levels, helping students understand their role in caring for the environment and making responsible choices in their daily lives.	Sustainability education evident in planning across all year levels.
		Each class engages in at least one sustainability focused learning experience per semester.
		Sustainability themes are visible in classrooms through learning displays, projects or student work samples.
	4.2.2 Adopt and model sustainable practices throughout the school, including waste reduction, recycling, energy efficiency and water conservation, to ensure students see responsibility in action.	Waste reduction and recycling systems, with clear signage in classrooms and shared spaces across the school.
		Sustainable practices are discussed regularly in assemblies, newsletters and classroom conversations, making expectations visible and shared.
		Students actively participate in sustainability actions through student leadership roles, ecoteams or class responsibilities.



Parent Glossary

Catholic Identity – Living and learning according to the teachings and values of Jesus Christ.

Gospel Values – Values shown through Jesus' life such as love, compassion, justice, respect and service to others.

Sustainability – Caring for our environment and resources so they remain healthy for future generations.

Global Citizenship – Understanding our role in the wider world and acting responsibly, kindly and fairly.

Differentiation – Adjusting teaching to meet the different learning needs of students.

Cyber Safety – Using digital tools safely, responsibly and respectfully.



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