



# St Thomas More's Primary School Toowoomba

Catholic co-educational primary school  
Diocese of Toowoomba

## Annual report 2020

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<b>email</b>	stthomas@twb.catholic.edu.au		<b>Principal</b>	Michael Cash	
<b>Year levels</b>	Prep-Year 6		<b>Enrolment</b>	431	
<b>Co-educational or single sex</b>				co-educational	
<b>Boarders</b>	no	<b>Outside hours school care</b>	yes	<b>Vacation care</b>	yes
<b>Contact person for information about the school and school policies</b>			Michael Cash		

### The school's mission

With Jesus as our model, St Thomas More's Primary School assists members of its community to develop their spiritual, academic, intellectual, emotional, social and physical potential so that they may "Live life in all its fullness." (John 10:10).

This is achieved by creating a vibrant, safe and caring learning environment where the uniqueness of each individual is recognised and celebrated, and by fostering active partnerships between home, school, parish and the broader community.

### Distinctive curriculum offerings

In 2020, teachers worked cooperatively to implement current ACARA across all curriculum areas, plus the Diocese of Toowoomba Religious Education Syllabus. Specialist lessons were provided in The Arts, Languages Other than English, Physical Education as well as Design and Digital Technologies.

## Extra-curricular activities

### **Sport**

The sporting program of the school is built on the Physical Education program. There is a concentration on gross motor development in the early years, skill development in the middle years and participation in interschool competitions in the upper years. Students in Year 5 and Year 6 can compete in school based sports carnivals and move through Catholic, zone and regional levels if they have the talent. There is an emphasis on participation and the promotion of a healthy lifestyle. Sports offered include softball, AFL, touch, cricket, netball, rugby league and soccer.

Each term there is a skill development focus which culminates in a school carnival with whole school involvement. The emphasis is on participation, although there are trophies awarded for age group champions on a competitive basis.

### **Instrumental music program**

The school offers an instrumental program to students who have an interest in learning to play piano, guitar, violins, drums and woodwind instruments.

### **Choirs**

Students from Year 2 to Year 6 may join the school choirs. The choirs perform at the local Eisteddfod, the Queensland Catholic Schools Music Festival, Sing Out and local retirement homes.

### **Excursions**

Excursions are either introductory or culminating activities for units of work studied. Places visited include such venues as the Highfields Historical Village as well as theatrical productions at the Empire Theatre and USQ.

### **Camps**

School camps were conducted for Years 4, 5 and 6 students. The camps foster independence, social interaction, the building of team spirit, community and relationships. In 2020, the Year 5 camp was held at Emu Gully while the Year 6 students went to Tallebudgera Recreation Centre. Due to COVID restrictions, the Year 4 students participated in the camp activities at the school.

## Social climate (including pastoral care and student behaviour support)

The social culture of the school is built on the development of relationships. The Year 6 class provide the student leadership in the school with the responsibilities passed on at the end of year Mass from the current Year 6s to Year 6s of the following year. The Year 6s are expected to lead by example. The Year 6s have a buddy system with the Preps, which builds a culture of care between the grades.

The social culture is supported by the “Bounce Back” programme. This programme supports the teachers in their efforts to promote positive mental health, wellbeing and resilience for students and build safe and supportive class and school learning environments

The social culture of the school is enhanced with the various activities offered to the students by the school and by the school’s parent body. The sporting houses have sports captains and there are team spirit trophies for house participation and encouragement of peers.

The social climate of the school is built through respect for self, others and the world we live in. It is reflected in the day to day life of the school and is grounded in the message of Christ, “to love yourself, love your neighbour and love your God”.

## Characteristics of the student body

The students at St Thomas More's Primary School mainly come from the suburbs of Centenary Heights, Rangeville and Middle Ridge. The students are grouped according to year level with three streams of our Prep to Year 4 classes, and two streams in Years 5 and 6.

Our students come from a variety of backgrounds with eleven students being identified as being from an Aboriginal background and sixty-one coming from an EALD background including students with Indian, Sudanese, Tanzanian, Philippine, Iraqii, Japanese, Nepalese, Sri Lankan and Thai backgrounds.

As well as Catholic students (59%) the student body also includes students from other Christian denominations (19%) as well as some from non-Christian religions (2%).

Twenty-one students are verified as having a disability including those with physical, hearing and visual impairments, an intellectual disability, social emotional disability and ASD.

## Parent/carer involvement

Parents are an invaluable resource in our school, and it is our intention to involve them in the educational journey of their children whenever possible. There are many opportunities for parents to participate in and support activities. These include

- coaching sporting teams
- classroom helpers for reading groups, art activities etc
- parent helpers in classrooms
- parent helpers in the library
- parent help at sports carnivals.

Because we believe it is important to keep parents informed of current educational developments, we offer the following

- parent/teacher interviews prior to the commencement of the school year
- a comprehensive transition program for families with Prep children including play dates, an Early Years Expo, transition mornings and parent/teacher interviews
- parent/teacher interviews offered at the end of Term 1
- an open invitation to parents to meet with teachers at any time throughout the year to speak about the progress of their child
- invitations to information sessions of Life Education Programs, Family Life and school camp.

Parents are also invited to play a more formal part in the support of the school. They may be part of the Parents and Friends Association (P&F) or the School Board. These committees meet every month.

The P&F is involved in nurturing the social networking of parents in the school. There is a P&F levy in place and the activities of the P&F have a social focus with some fundraising attached to it. These activities include the Family Fun Day and the Christmas BBQ.

The School Board works under the model of shared wisdom and supports the principal of the school in financial management, policy making, maintenance, and school development planning. Board members meet with the P&F Executive at their annual Christmas in July gathering and there is regular communication between the P&F and the Board Chair. A parish member sits on the Board and maintains strong links with the Parish Council.

## School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at [www.myschool.edu.au](http://www.myschool.edu.au).

## Staff

### Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	31	18	0
Full-time equivalents	27.4	10.6	0

### Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	3 %
Masters	16 %
Bachelor Degree	75 %
Diploma	6 %
Certificate	0 %

### Professional Development (participation and expenditure)

2020 School Budget Allocation: \$

The following information is an overview of staff participation in professional development at St Thomas More's for 2020.

- Religious Education
- Catholic Social teachings
- "Phonics To Spelling"
- "Write That Essay"
- The Essentials of Classroom Management
- First Aid

## Student attendance

### Average whole of school student attendance rate (expressed as %)

93%

## Student attendance for each year level (expressed as %)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92%	93%	94%	93%	95%	94%	93%

## Description of how non-attendance of students is managed by the school

Roll marking in the school is done electronically by all teachers by 9.00am each morning. All student non-attendance is recorded in a class notebook. This notebook is sent to the office at 9.00am. If teachers are aware of why students are away, the reason is recorded beside the student's name in the book. The books are checked by administration assistants. If messages about student absences have been left at the office, the administrative assistants record this in the class notebook for teacher reference and enter this data into the electronic roll system.

Administration assistants contact parents of students with unexplained absences to find out the reason for the student's non-attendance at school between 9.00am and 10.00am each morning.

If teachers are unable to mark the rolls electronically because of difficulties with computers, they send a hard copy class roll to the office and the administration assistant accesses the online rolls and records the data.

A meeting with the principal occurs should non-attendance be an issue.

## National Assessment Program Literacy and Numeracy (NAPLAN) results

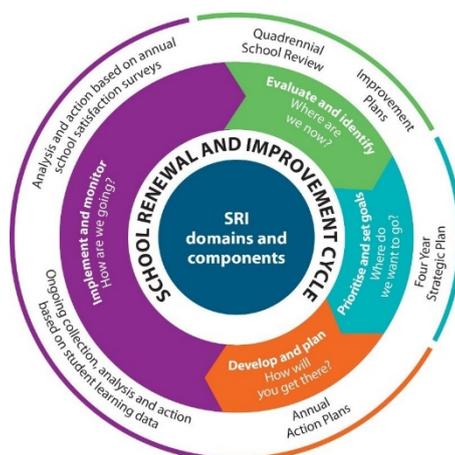
The National Assessment Program Literacy and Numeracy (NAPLAN) did not occur in 2020 due to COVID-19.

## School renewal and improvement

### Overview of procedures

Since October 2017, all schools/colleges operated by The Corporation of the Roman Catholic Diocese of Toowoomba, have committed to the Toowoomba Catholic Schools School Renewal and Improvement Procedure (SRIP). This adapted a procedure called Excellence in Catholic Education (EiCE) which had been in place since 2012.

The diagram below shows the elements of the SRIP and the relationship between the elements.



SRIP requires all thirty-one schools/colleges to continually self-review their effectiveness using SRI domains and components and develop and implement strategic and annual action plans as a result. The domains and components describe what TCS believes to be the characteristics of a high-quality Catholic school.

As a part of the SRIP all schools also engage in a TCS Quadrennial School Review (every four years) where a panel external to the school but drawn from senior TCS and TCSO personnel works with the school community to review their effectiveness. The panel consists of three or four members, depending on school size, and the panel spends two or three days in the school. Usually seven or eight schools will be involved in a TCS Quadrennial School Review each year.

In addition to the SRIP, schools are required to undertake the Non-State Schools' Accreditation Board's (NSSAB's) review and report annually to the school community to comply with Regulation s.20(d).

## Parent, staff and student satisfaction

Biannually, St Thomas More's engages in data gathering from parents, staff and students to assist it in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2019 are shown below.

### Parents

100% of parents satisfied with children's educational progress at the school.

### Staff

88% of staff satisfied overall with educational progress of students.

### Students

85% of Years 5 - 6 students satisfied with their learning at this school.