



St Thomas More's Primary School Toowoomba

Catholic co-educational primary school in the
Diocese of Toowoomba

Annual report 2021

Address	PO Box 11308 152 South Street Toowoomba QLD 4350		Phone number	07 4635 8381	
email	stthomas@twb.catholic.edu.au		Principal	Michael Cash	
Year levels	Prep-Year 6		Enrolment	397	
Co-educational or single sex				co-educational	
Boarders	no	Outside hours school care	yes	Vacation care	yes
Contact person for information about the school and school policies			Michael Cash		

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 Year 1 to Year 5 classes, and two streams in Prep and Year 6.

Our students come from a variety of backgrounds with fifteen students being identified as being from an Aboriginal background and seventy-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 (54%) the student body also includes students from other Christian denominations (23%) as well as some from non-Christian religions (2%).

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

Workforce information

St Thomas More's Primary School, Toowoomba

2021 Annual report **Please note:** A hardcopy of this annual report is available from the Principal by request.

Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	27	17	0
Full-time equivalents	24	11.1	0

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	4%
Masters	14%
Bachelor Degree	82%
Diploma	0%
Certificate	0%

Funding information

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.

Social climate

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 2021 are shown below.

Parents

97% of parents satisfied with children's educational progress at the school.

Staff

96% of staff satisfied overall with educational progress of students.

Students

79% of Years 5 - 6 students satisfied with their learning at this school.

Student outcomes

Student attendance

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average school attendance
92.65%	92.97%	93.35%	94.95%	92.39%	94.35%	93.67%	93.59%

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

Year 3 test results				
Focus	Our school average	State average	National average	Percentage of students at or above the national benchmark
Reading	449.0	426.4	437.3	100%
Writing	449.3	414.3	425.4	98.2%
Spelling	443.0	407.6	421.0	98.3%
Grammar and Punctuation	449.2	422.4	433.2	98.3%
Numeracy	412.2	391.5	403.4	100%
Year 5 test results				
Focus	Our school average	State average	National average	Percentage of students at or above the national benchmark
Reading	536.0	505.5	511.6	98.3%
Writing	484.6	467.6	480.0	94.8%
Spelling	512.2	495.6	504.5	96.5%
Grammar and Punctuation	502.5	495.9	502.8	98.2%
Numeracy	509.1	485.7	495.2	98.3%