



St Thomas' School, CAMP HILL

Annual Report 2021

Brisbane Catholic Education is a faith-filled learning community creating a better future.

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St. Thomas' Catholic Primary School is a co-educational primary school with a student population of 327 children from Prep to Year 6. The school offers a contemporary approach to teaching and learning, supported by a technology rich environment and extra-curricular activities. Our emphasis is education for the whole child within the Catholic Christian tradition. We value the uniqueness of each person created in God's image and strive to provide many opportunities for each child to reach their full potential – spiritually, emotionally, socially, psychologically, academically, physically and culturally throughout their individual learning journeys.

School progress towards its goals in 2021

Throughout 2021 our school community explored our value of **Justice** through an Indigenous lens. The main symbol of 2021's theme was a commissioned art piece completed by indigenous artist Eric Ellis. Eric, a Kamarlari and Warumunga Man and staff member of Brisbane Catholic Education's Ngutana-Lui centre, presented the artwork to staff at our Formation Day. The artwork is Eric's interpretation of our Vision and Mission, using indigenous symbolism to capture our school's story. Our **Act with Justice** artwork reminds us that our actions promote **RECONCILIATION** and **PEACE** as we walk together to make a positive difference in the lives of others.

Throughout the 2021 year, the school proudly achieved most of its strategic annual goals. These achievements support the Vision of Brisbane Catholic Education under the four priorities of: *Catholic Identity, Learning and Teaching, Wellbeing, and Diversity and Inclusion*.

Catholic Identity	
<ul style="list-style-type: none">Nurture and promote the faith formation of students, staff and parents, by leading staff through the first BCE Faith Formation Module and explore the school value of Justice through a whole school focused theme that makes connections to the Formation Framework.	Achieved
<ul style="list-style-type: none">Deepen our understanding of the four areas of Catholic Perspectives in English by embedding these into the teaching and learning sequence of unit plans.	Achieved

Learning and Teaching

<p>Grow the engagement, progress and achievement for each student in Literacy and Numeracy by:</p> <ul style="list-style-type: none"> Continuing to engage in data analysis of student progress aligned to our Curriculum Delivery Plan. Enhancing teacher quality by engaging with the NuMa key dimensions, strategies and overarching practices. Teachers implementing a range of techniques and tools to provide effective assessment and feedback that is relevant, timely and specific. Students establishing goals for learning progress in literacy and numeracy. 	<p>Achieved Continuing Continuing Continuing</p>
<p>Transform practice to wholly engage each student in deeper learning that is rich, rigorous, relevant and responsive by:</p> <ul style="list-style-type: none"> Teachers using Connected Learning Planning templates to explore and promote deep learning experiences. Teachers using the school's Inquiry Learning Framework to guide deep learning experiences. Teachers continuing to provide students with opportunities to deepen learning by engaging with the General Capabilities. 	<p>Achieved Achieved Achieved</p>

Wellbeing

<p>Create safe environments that nurture all aspects of wellbeing by:</p> <ul style="list-style-type: none"> Continuing to implement the Positive Behaviour 4 Learning Framework as part of the Student Behaviour Support Plan. Collaborating to develop and implement a Staff Charter. 	<p>Achieved Achieved</p>
<p>Advocate for the common good through social justice and ecological action by:</p> <ul style="list-style-type: none"> Collaborating to develop and implement a Laudato Si' Ecological Action Plan that promotes and enables responsive sustainable change. 	<p>Continuing</p>

Diversity and Inclusion

<p>Grow a community that values, celebrates and responds to individual identity and cultural diversity by:</p> <ul style="list-style-type: none"> Collaborating to develop and implement a Reconciliation Action Plan to build meaningful relationships, respect and opportunities with Aboriginal and Torres Strait Islander peoples. 	<p>Achieved</p>
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Future outlook

The school goals for each of the key priorities, including the school's Explicit Improvement Agenda, for 2022 is as follows:

Catholic Identity

Goal: Nurture and promote the formation of staff and students.

Strategies:

- All staff will participate in the BCE Faith Formation Module 'Sacramentality'
- Students in Years 3 to 6 will participate in a formation program designed and facilitated by BCE Catholic Identity Youth Leaders.
- Deepen our connection to our school's charism by exploring the school value of 'Learning' through our 2022 School Theme 'Walking the St Thomas' Way'.

Goal: Deepen our understanding of Catholic Perspectives in Mathematics.

Strategy: Embed Catholic Perspectives into the teaching of Mathematics.

Learning & teaching

Goal: Utilise Effective First Teaching to enable differentiation for all learners.

Focus 1: Effective First Teaching in Mathematics (Explicit Improvement Agenda)

Strategies:

- Participate in a COMMUNITY OF PRACTICE with a Professional Learning focus on:
- Mathematics Lesson Structure (Launch, Explore, Review & Summarise)
- Enabling and Extending Prompts
- Deepening our understanding of the Australian Curriculum Mathematics

Focus 2: Effective First Teaching in Reading

Strategies:

- Respond to student data with variable, differentiated and regular Reading Conferences and/or Guided Reading.
- Establish challenging learning goals for students
- Use a range of feedback techniques to progress learning for all students.
- Build consistency through teacher led Learning Walk & Talks.

Wellbeing

Goal: Create safe environments that nurture all aspects of wellbeing.

Strategies:

- Continue to implement the Positive Behaviour 4 Learning Framework as part of the Student Behaviour Support Plan.
- Staff will participate in professional learning that focuses on the PB4L 8 Effective Classroom Practices and Responses.

Goal: Advocate for the common good through social justice and ecological action.

Strategies:

- Launch the St Thomas' Vision for Laudato Si
- Implement Recommendation 7 of the school's Energy Reduction Management Plan (Lighting conversion)
- Laudato Si Student Leadership Ministry to continue promoting key messages and initiatives across the school.

Diversity & inclusion

Goal: Grow a community that values, celebrates and responds to individual identity and cultural diversity.

Strategy: Continue to implement our Reconciliation Action Plan to build meaningful relationships, respect and opportunities with Aboriginal and Torres Strait Islander peoples.

Our school at a glance

School profile

St Thomas' School is a Catholic school administered through Catholic Education Archdiocese of Brisbane. With an enrolment of 327 students, St Thomas' Primary School strives to cater for the needs of students from Prep to Year 6. Our vision follows in traditions of the Good Samaritan Sisters, as we strive to be a community of faith, justice, compassion and learning.

St Thomas' is 2 streams in Prep to Year 4 and 1 stream each in Year 5 and Year 6. We educate and inspire our children to develop individual gifts in a contemporary, relevant learning environment. We plan to ensure that our learning spaces support contemporary learning with a collaborative and digital focus. We are fortunate to enjoy excellent facilities, including well equipped classrooms.

Our school logo - A heart for mind and spirit - reflects the unique place St Thomas' occupies within the broader community, being a centre point (or heart) where students, staff, parents, the church and local people connect.

As a Catholic school, we also strive to deepen an understanding of, and nurture a relationship with our God, through an extensive Religious Education program and community worship opportunities based on Catholic traditions. Each student is valued, respected and supported in the learning and teaching process.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	327	187	140	3

Student counts are based on the Census (August) enrolment collection.

Students who attend St Thomas' School reside predominantly from the Camp Hill area, and thus share very similar socio-economic characteristics. Our enrolments for 2021 continue to show a consistent Catholic population as just over 90% of students are Catholic. St Thomas' School prides itself on being a welcoming and inclusive community that embraces and values diversity. In 2021, First Nations enrolments were 0.9% of the student population. Students who speak English as a second language account for 3.0% of the student population. Our enrolments of students with a disability account for 13.6% of the student population. Applications for enrolment into the Prep year continue to be extremely strong with requests exceeding the number of places we can offer.

Curriculum implementation

Curriculum overview

Our curriculum is diverse to provide a range of learning opportunities and cater for the individual style of learning that each child possesses. We believe that students are life-long learners and that the curriculum must be dynamic and continually changing.

At St. Thomas' School our aim is to create the conditions for each learner to progress. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and in individual ways.

At St. Thomas' School we believe the following about learning:

- Education is a life-long process.
- All children have access to all educational opportunities and these will be adjusted to suit individual needs and abilities.
- Children learn at different rates.
- Students, parents and teachers are part of a team.
- The school is a focal point of the community.
- Children learn by participating in a variety of activities, and in various social situations.
- Our school community provides appropriate social role models.
- A technologically enhanced learning environment stimulates learning and co-operation.
- The child's self-esteem is developed through a curriculum that promotes social independence.
- Personal safety is encouraged, and everyone has the right to feel safe.

Extra-curricular activities

The implementation of the curriculum is supported by a number of specialist teachers who work with all classes in our school; Speech and Drama, Music, LOTE (Language Other Than English - Italian), Physical Education and Visual Arts.

In addition to these specialist lessons the school also provides a range of optional extra-curricular activities including:

- Instrumental Music
- Speech & Drama
- Tennis
- Netball
- Soccer
- Chess
- Readers Cup
- Dance Cart
- Taekwondo.

How information and communication technologies are used to assist learning

Information and communication technologies are used across the school to ensure the students are accessing the Australian Curriculum and developing their ICT capacity. The school is well resourced to provide this access, with a 1 to 1 iPad ratio from Prep to Year 6. Teachers provide students with opportunities to creatively use technology to demonstrate their learning across all areas of the curriculum. The school proactively promotes Digital Resilience, providing students and parents with practical strategies.

Social climate

Overview

St Thomas' prides itself on using a consistent language for learning across the school to support success with not only learning but also positive relationships. Another strength of St Thomas' Catholic Primary School is the strong sense of community that exists with all stakeholders. The school maintains a reputation as an inclusive inner-city school with a strong sense of community. Being a mid-size primary school, St Thomas' remains an intimate community for students, parents and staff. The parents of St Thomas' are very engaged in the life of the school community. The school climate is best described by the following:

Strong Catholic Identity

Members of the St Thomas' community continue to have a strong sense of the school's charism. In 2019, St Thomas' celebrated 90 years of providing quality education. During the year, the community explored 'Our Story', deepening our Catholic Identity connecting through story, memories, tradition and the creative use of symbols and metaphor. The planned 90th Anniversary events were a celebration of 'Our Story' and were very well supported by both past and present members of our community. In 2020, we looked at 'The Story' and 'My Story' and how to strengthen our faith. This was based on Scripture and the symbol of the butterfly to help us understand that challenges, struggles and vulnerability are part of our transformational journeys. In 2021 we connected again with 'Our Story' and the value of Justice. Through the inspirational artwork by Eric Ellis, that captured

the charism of our school, we explored what it meant to 'Act with Justice' to promote reconciliation and peace as we walk together to make a positive difference in the lives of others.

The Strong Catholic Identity of St Thomas' is reflected by:

- the strong connection between the school and parish.
- the weekly rituals of whole school prayer, meditation and celebrations of faith and learning.
- the many symbols and identified sacred spaces located around the school that link directly to the school's story and charism.
- The schools active involvement in social justice initiatives including:
 - Project Compassion
 - Annual Catholic Missions
 - St Vincent de Paul Christmas Appeal and Winter Appeal
 - St Thomas' Parish and School Friends Support Program
 - Other BCE community areas of focused support

Student Leadership

St Thomas' continues to promote opportunities for Student Leadership. All Year 6 students are commissioned as Student Leaders. Within this program, the students provide leadership across a number of key areas relating to school life. This includes:

- Leading whole school weekly gatherings (Monday Morning Prayer and Celebration of Faith and Learning Assemblies).
- Leadership of Sporting Programs and Events
- Leading various Student Voice activities aimed at improving the school by engaging student voice.
- Supporting the School Resource Centre
- Participating in and leading one of our four Ministries: Catholic Identity; Social Justice; Wellbeing; and Laudato Si

School Wide Support

Across the school, there are many expectations, systems, events and processes in place to ensure that all students are well supported. This support ensures an inclusive atmosphere where each student's well-being is central, allowing them to be best placed to reach their true potential. This includes:

- The use of the school's Active Learner Dispositions and 'Assess Yourself' framework to ensure there is a common language for learning across the school community.
- The use of our Positive Behaviour for Learning Matrix with clear expectations for students to be safe, respectful and responsible.
- The variety of extra-curricular experiences offered
- The schools annual involvement in Student Protection initiatives (Bullying No Way and The Daniel Morcombe Curriculum)

- The availability of specialised support staff to ensure the needs of all students are being catered for (Guidance Counsellor, Support Teacher Inclusive Education and Learning Enhancement Teachers)

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	99.2%
School staff demonstrate the school's Catholic Christian values	98.3%
Teachers at this school have high expectations for my child	93.4%
Staff at this school care about my child	98.4%
I can talk to my child's teachers about my concerns	96.8%
Teachers at this school encourage me to take an active role in my child's education	92.0%
My child feels safe at this school	98.4%
The facilities at this school support my child's educational needs	92.0%
This school looks for ways to improve	95.1%
I am happy my child is at this school	94.3%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	90.3%
I enjoy learning at my school	100.0%
Teachers expect me to work to the best of my ability in all my learning	98.9%
Feedback from my teacher helps me learn	95.8%
Teachers at my school treat me fairly	91.6%
If I was unhappy about something at school I would talk to a school leader or teacher about it	81.1%
I feel safe at school	94.7%
I am happy to be at my school	97.9%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	93.9%
School staff demonstrate this school's Catholic Christian values	97.0%
This school acts on staff feedback	80.6%
This school looks for ways to improve	97.0%
I am recognised for my efforts at work	87.9%
In general students at this school respect staff members	93.9%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	90.9%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

The School Board and P & F contribute to strategic planning and annual reporting processes via input at their respective meetings. The Principal delivers a Principal Report that describes the school's achievement and aspirations in relation to the Annual Plan. Parents provide feedback via online surveys throughout the school year and at significant times of review and renewal. In recent years, there is an increasing percentage of parents engaging with annual feedback processes via online surveys. At the beginning of the school year, a draft version of the school's Annual Plan is presented to the parent community. Commentary is provided and feedback invited.

Formalised Parent-Teacher meetings are offered a minimum of twice yearly to all families (Term 1 & Term 3). Additional meetings between parents and caregivers are made by appointment. ICP, ESP & PSP meetings are held twice a year, to consult with parents and to review adjustments. Specialist reports are sought and in various circumstances external agencies and professionals are engaged to provide support for students with a disability. Meetings can be and are organised as the need arises for students with disabilities.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access income details

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	30	19
Full-time Equivalents	19.1	9.1

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate diploma etc.**	1
Bachelor degree	23
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 were \$83,202.

The major professional development initiatives are as follows:

- Religious Education Planning
- Embedding Catholic perspectives
- Spiritual Formation
- Consistency of Teacher Judgement (Moderation)
- Planning for Literacy
- Planning for Numeracy including Maths Routines
- NuMa Key Dimensions 2 and 3
- 4 Proficiencies in Mathematics – Problem Solving
- Digital learning Platforms at St Thomas'
- Positive Behaviour for Learning (PB4L)
- Assessment Capable Learners
- Effective Assessment and the Australian Curriculum
- Inquiry in Action
- Curriculum Differentiation.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	95.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	95.7%

Average attendance rate per year level			
Prep attendance rate	95.9%	Year 4 attendance rate	94.6%
Year 1 attendance rate	94.9%	Year 5 attendance rate	94.1%
Year 2 attendance rate	95.4%	Year 6 attendance rate	96.6%
Year 3 attendance rate	95.7%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

St Thomas' Catholic Primary School has a responsibility to record student attendance and respond to instances of irregular attendance. Students, legal guardians and staff will work together to ensure all students meet the school expectation of 90% or above attendance and zero unexplained absences.

- Attendance will be marked for all students each morning (8:40am) and afternoon (2pm) by the class teachers
- If a student is away for three consecutive days (or earlier if concerned) the class teacher will contact the Legal Guardian.
- In the event of an Unexplained Absence, an SMS message will be sent to the student's legal guardian by 9am that day advising of any 'Unexplained' absences. In the event that an absence remains unexplained, a member of the School's Leadership Team will be immediately notified.
- The school continues to promote high levels of student attendance and targets by:
 - Including information to parents via the school's newsletter regarding the significance of attendance
 - Publishing attendance data each term school newsletters and via Principal Reports at School Board Meetings.
 - Promoting the importance of student attendance to students at school assemblies.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (**NAPLAN**) is an annual assessment for students in Years 3, 5, 7 and 9.