



**St Thomas More College,
SUNNYBANK**

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 More College is a Brisbane Catholic Education co-educational secondary College catering for over 1150 students in Years 7 - 12. Our college opened in 1974 and from inception developed a strong commitment to the pastoral care of students. At the core of all that we do is our mission to provide a holistic education to all students. This mission, inspired by Jesus, is to seek, grow and serve by fostering in all students: a commitment to our Christian faith; a commitment to learning; and a sense of community. The College encourages students to achieve their best educational outcome and assists in this goal by meeting the learning needs of each student. Academic staff deliver curriculum in a contemporary and engaging manner drawing on individual data, promoting students' higher order thinking skills and extending the learning experience. The College offers students the opportunity to study academic and vocational subjects with educational pathways designed for all styles of learning.

Community matters at St Thomas More College, with every student known by name and character. Since its establishment as a school, the Pastoral Care program is at the heart of school life, focusing on student development in resilience, confidence, and character. Co-curricular activities including music, art, dance, e-sports and sports incite students to be fully immersed in college life. The challenge to 'Do More and Be More' is integral to the school's mission to develop well-rounded young people.

School progress towards its goals in 2021

The College made the following progress towards our goals in 2021:

1. Strengthen Our Capacity to lead, engage and teach within a contemporary Catholic community.
We achieved this goal by building our connection with BCEO, engaging staff in the Leuven Project, maintaining our strong Parish connections, and reviewing our Catholic perspective relating to school retreats & camps and Catholic curriculum.
2. Increase our levels of engagement, achievement, and well-being for each student and develop our care for the 'Now' (in people, resources, and the environment) while building a sustainable future.
In 2021 we saw a significant improvement in student attendance, and while COVID19 still had an impact attendance, was above state and BCE average
3. We achieved our SMART GOAL in reading & writing in year levels 8, 9 & 10 with the Year 7 cohort achieving the most significant improvement again this year.
4. A review of the College RTC was conducted, and reviewed changes have been highlighted for change in 2022

Future outlook

In 2022, we will continue to engage staff, students, and families in the religious and liturgical life, and social justice initiatives of the College. We will continue to improve our literacy and numeracy results with an aim to increase our goal expectation. We will also continue to promote student wellbeing and connectedness and work towards environmental sustainability. At the end of 2021 we welcomed an Indigenous Education Liaison Officer (Matthew Gorry) to our college who will make stronger connections between the College and our First Nations Families and in 2022 and 2023 we have and will continue to enhance our strategies of First Nation student inclusion. Our focus of catholic identity continues to grow

Our school at a glance

School profile

St Thomas More College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1115	566	549	11

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

St Thomas More College students come from a broad range of local schools, including Catholic, State and Independent primary schools. Students typically transfer to St Thomas More College after completion of Year 6. Key Catholic primary schools include: Our Lady of Fatima Primary School, Acacia Ridge; Our Lady of Lourdes Primary School, Sunnybank; St Bernardine's Primary School, Regents Park; St Brendan's Primary School, Moorooka; Our Lady of Sacred Heart, Darra; St Mark's Primary School, Inala, St Joseph's Corinda, St Paul's Primary School, Woodridge, St Pius X Primary School, Salisbury; St Stephen's Primary School, Algester; St Ita's Primary School, Dutton Park; St Joachim's Primary School, Holland Park; and St Elizabeth's Primary School, Tarragindi. Key & local state schools include Pallara, Sunnybank, Sunnybank Hills, Algester, Runcorn, Runcorn Heights, Robertson, Yugumbir, Regents Park, Warrigal Road, Rochedale, Macgregor, and Grand Avenue. St Thomas More College prides itself on being a multicultural (with multiple faiths) school. Students come from a wide range of ethnic and cultural backgrounds, including Aboriginal and Torres Strait Islander origin.

Curriculum implementation

Curriculum overview

The curriculum structure at St Thomas More College has been developed to suit the needs of both the students in the Middle Phase of Learning and the Senior Phase of Learning. The middle years curriculum structure consists of a mix of core subjects and rotational 'taster' electives. This structure enables students to experience a range of subjects in preparation for subject selection in senior years and for future studies post-secondary school. The College offers academic extension and supports classes for core subjects to cover the range of learning needs and requirements. St Thomas More College prides itself on offering multiple curriculum pathways for Senior students which are designed to meet individual needs. Students can undertake an Academic Pathway, leading to tertiary study, a Vocational Education and Training Pathway, leading to TAFE or the workplace or a pathway combining elements of both. The College was well prepared for the implementation of the new senior assessment in 2020.

Extra-curricular activities

St Thomas More College strives to enrich the learning of our students by providing a vast range of both co-curricular and extra-curricular activities that enhance student learning as well as support holistic growth and development of our students.

These activities include:

- Academic Enrichment-Homework Club, Tutorials, Competitions (Aust History & Geography, Readers Cup, STEM Challenges), Public Speaking & Debating, Enrichment Program Support, Leadership & Development Program, Becoming More, Future Minds.

- Cultural Enrichment – College Musical & Drama Productions (Senior & Junior), Dance, Penny Awards, MMADD Week, Indigenous, Culture Club.
- Spiritual Enrichment – Spiritual Growth, Mass, Social Justice activities.
- Instrumental Music Program – Woodwind Ensemble, Jazz Ensemble, String Ensemble, Saxophone Ensemble, Guitar Ensemble, Junior Rock Band, Contemporary Band, Marching Band, Concert Band, Performance Choir, Contemporary Choir, Drumline, Colour Guard, Chamber Strings, Music Ministry, Individual Music Tuition.
- Sport – E-sports, Drone racing, SECA, ISSA Cup Soccer, Confraternity Rugby League, QISSN Netball, Volleyball Schools Cup, Vicki Wilson Netball, Kokoda Challenge, Qld NITRO Track & Field, All Schools Cup, Sport Gala Days.
- Representative Sport Pathways – St Thomas More College is a member of the Metropolitan West Sport and District Organization, which is responsible for the management of sports competitions for those students who are gifted in their chosen sport, and then can compete at district, regional, state and national level.

How information and communication technologies are used to assist learning

St Thomas More College was well prepared for the transition to online learning that occurred due to Covid-19. Each student has a laptop as the school provides a 1:1 laptop environment. Students can access the curriculum through a range of LMS including Microsoft Teams and OneNote. Technology is an integral tool to enhance student learning.

Social climate

Overview

St Thomas More College promotes a climate in our school community that is welcoming, relational and free of prejudice. The College believes that everyone has a right to feel safe and be safe at school; be accepted and respected as they are; and to be happy about coming to school. All hurtful behaviour, irrespective of whether it meets the definition of bullying, is addressed by the College. St Thomas More College takes the issue of bullying very seriously and has a no tolerance policy. Any behaviour that results in harm to a student or staff member will be reported and responded to in line with the College's Student Behaviour Support Plan. Students who may experience bullying can and should speak to any staff member, including the Pastoral Care teacher, Guidance Counsellor or Pastoral Middle Leader. Our Pastoral Care Program ensures that students feel open to communicating with any staff member in an understanding and non-judgemental environment. To ensure this is part of our everyday work students are surveyed twice per year to identify and address issues quickly and openly.

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	98.3%
School staff demonstrate the school's Catholic Christian values	95.9%
Teachers at this school have high expectations for my child	94.6%
Staff at this school care about my child	95.8%
I can talk to my child's teachers about my concerns	93.7%
Teachers at this school encourage me to take an active role in my child's education	88.9%
My child feels safe at this school	97.4%
The facilities at this school support my child's educational needs	95.8%
This school looks for ways to improve	95.0%
I am happy my child is at this school	92.4%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	73.2%
I enjoy learning at my school	79.3%
Teachers expect me to work to the best of my ability in all my learning	96.2%
Feedback from my teacher helps me learn	91.0%
Teachers at my school treat me fairly	78.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	61.0%
I feel safe at school	86.3%
I am happy to be at my school	78.8%

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	97.5%
School staff demonstrate this school's Catholic Christian values	94.9%
This school acts on staff feedback	66.2%
This school looks for ways to improve	87.2%
I am recognised for my efforts at work	70.9%
In general students at this school respect staff members	97.4%
This school makes student protection everyone's responsibility	98.7%
I enjoy working at this school	96.1%

'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

St Thomas More College believes that parents and guardians are an integral part of their student's education. Therefore, nurturing the relationship and maintaining communication between home and the College is of paramount importance. Parents work in partnership with staff to make adjustments to assist students with diverse needs to access and participate fully at school. The College supports the role of parents through: Year Level Information Evenings; fortnightly College e-Newsletters; Parent/Student/Teacher Interviews; Junior Education Transition (JET) Interviews for Year 7 students and parents; Senior Education Transition (SET) Interview for Year 10 students and parents; St Thomas More College Parents & Friends Association voluntary contribution of parents' time and skills; as well as live streaming events and video /podcasts for families. The College, working in partnership with the P&F, has redeveloped aspects of the College to improve parent engagement in new designs as well as open class nights. In 2020, the College opened the Thomas More Café (as a community café) and an extension to the carpark to include reserved parking for parents.

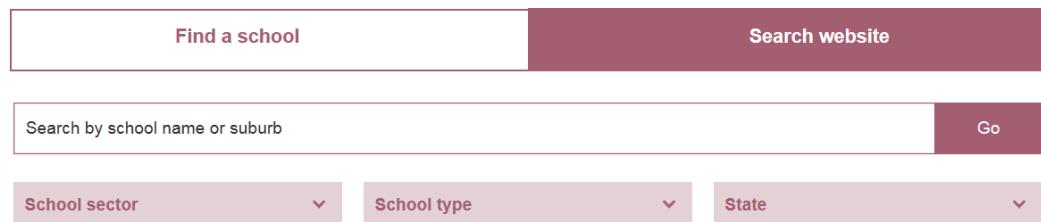
School funding

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	95	38
Full-time Equivalents	91.1	27.9

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	13
Graduate diploma etc.**	0
Bachelor degree	79
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

Our major focus is teaching and learning pedagogy alongside student and staff well-being. The major professional development initiatives are as follows:

- Staff well-being strategies
- Pedagogy practices
- Spiritual development
- NCCD and its importance in developing curriculum.

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, 90% 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 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	94.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.0%

Average attendance rate per year level			
Year 7 attendance rate	95.9%	Year 10 attendance rate	93.1%
Year 8 attendance rate	93.6%	Year 11 attendance rate	93.9%
Year 9 attendance rate	94.0%	Year 12 attendance rate	94.6%

*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.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	97.4%

Description of how non-attendance is managed by the school

St Thomas More College is committed to student attendance being a priority through consistent practices of roll-marking, monitoring and proactive follow-up of student non-attendance. To reinforce the importance of attendance, we frequently communicate high expectations of attendance to employees, students, parents, and guardians through the use of posters and newsletters.

Our school has a responsibility to record student attendance and respond to instances of irregular attendance. Teachers mark the roll and record student attendance and absences on the eMinerva system. We investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

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

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



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

[View School Profile](#)

8. 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.

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	154
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	152
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	109
Number of students awarded a VET Certificate II or above.	152
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Number of students receiving an ATAR	unknown
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100%

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

In all cases students who leave move into the work force with full-time employment. All students are interviewed to ensure that early leavers are either transitioning to full-time employment or further study. The College also refers to the Next Steps survey and exploring options based on sound data.