



**St Thomas More Primary
School, SUNSHINE BEACH**

Annual Report 2021

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



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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 school is a Catholic primary school on the Sunshine Coast of Queensland catering for around 670 students. It is a modern co-educational facility preparing children from Preparatory to Year 6. We are a Catholic Parish school in the Marist Tradition. The core values of the school are the five pillars of Marist education, namely, presence, simplicity, family spirit, love of work, and following the way of Mary. These are especially evident in our school community and continue to enrich and guide our staff and families. We achieve our mission by promoting a sense of integrity, justice, and personal fulfilment that encourages children to critically question themselves and society as they prepare for a future characterised by personal growth and renewal. We offer Quality, inclusive education in the Catholic tradition. This provides equity of opportunity for all to participate in the experience of lifelong learning. We are committed to our School Vision: In Truth and Love – Educating the whole person and aspire to provide excellence in teaching and learning and support students to achieve their best across all domains of learning and development.

School progress towards its goals in 2021

In 2021 St Thomas More focus areas were:

- **Deepening and embedding our Catholic Identity.** During 2021 professional development for staff focused on prayer. Students engaged in a range of prayer forms as part of their classroom practice. This facilitated a highly effective, engaging and student-centred Holy Week Art Display involving student use and understanding of the role Art plays in prayer in their modern context. The prayer life of our school was also enhanced by the introduction of week Prayer Sways which enabled staff and students to experience and use a range of medium in their prayer sessions within their classrooms. Prayer has formed a core part of our school routine with class and staff prayer, weekly whole school prayer, Assembly prayer and the introduction of before school Mass twice termly enhancing ways of engaging in prayer. Our Catholic Identity was also enhanced by the inclusion of Formation Plans for all staff at St Thomas More.
The review of our Vision, Mission and Values provided a focal point for us to explicitly identify how our Catholic Identity forms the basis for all elements of our school. Involvement from Parish, staff, parents and students enabled a well-informed discernment process with the outcome being a renewed Vision, Mission and Values statement. Staff engaged in professional development and spiritual formation opportunities across the year to grow and share our point of difference in the Noosa community. This also informed our reflections of our Vision, Mission and Values which will guide our school from 2022.

- Consolidating a culture which supports the wellbeing of all stakeholders.** A core part of working in a Catholic school is the focus on wellbeing of all stakeholders. 2021 was also a more complex year due to the impact of COVID on our community. The provision and reinforcement of networks and opportunities to connect, supported community wellbeing. Our Pastoral Care Parent volunteers, Pastoral Care Worker, Guidance Councillor, and school staff were integral in finding ways to maintain connections and provide support when and where needed. One example is the School Fete, being changed to a fully sponsored event for our students, to celebrate the joy of childhood. This was followed by an after-school event for our students and families, with reduced costs for rides, hospitality and gift ware stalls, with the aim of providing connection for community. This school community and Parish event was very well received and attended.
 We focused on improving our student attendance through a range of strategies, through a pastoral lens. Our attendance levels improved throughout 2021, with over 4% of students attending greater than 90% of the time providing them with better access to learning time. We also commenced a Community Playgroup at St Thomas More for all interested community members. This has grown in numbers throughout the year, providing connections for both parents and children. This grew to over forty families by the end of 2021.
- Consolidating our vision for learning with focus on Pedagogy.** Areas of focus within this were: Universal Design for Learning which enable differentiated teaching and learning; further embedding Positive Behaviour for Learning; and further developing staff knowledge of data and implementation of high-quality pedagogy and curriculum knowledge. Maths Talks was established as a key pedagogy in the teaching of Mathematics, creating a significant positive shift in student attitude and engagement in Mathematics. Supporting hands-on manipulatives were resourced to support learning and teaching in Mathematics, with open-ended problem solving becoming a focus of our professional development and classroom practice.
 The school priority of building Expert Teaching Teams, continued with teacher release for collaborative planning; using the Review and Response process and data analysis to inform short term interventions within our focus on curriculum and research-based, effective pedagogy.
 Vertical planning in Mathematics was supported. This enabled a deeper understanding of curriculum both within and beyond a year level, supporting curriculum planning. It also informed the development of quality, student-focused assessment rubrics which not only provided greater consistency across a year level, but gave direct, clear and supportive information to students about their learning goals.
 The product of this collaborative work were more inclusive, rich learning opportunities for students which supported them in becoming engaged, lifelong learners.

Future outlook

Our focus areas in 2022 include:

- Catholic identity: how our Mission and Vision underpins all that we do at St Thomas More.
- Learning and Teaching: continued focus on numeracy and introduction to refining our work in spelling. Spelling is a key element within both reading and writing. It will provide us with opportunity to strengthen our links between reading and writing, supporting student understanding and application of their literacy skills within both areas. Strategies to enable this include professional development; planning and classroom feedback and observations by Leadership Team members and peer teachers; expanding our formative data schedule to include Spelling; embedding personalised professional goals as part of the Annual Development Planning process. We will continue to build on our strength as a collaborative, data and research-informed professional community. Our NAPLAN targets are:
 - Year 3 – 52 % in Upper 2 Bands for Writing and 40% for Mathematics in 2022.

- Year 5 – 25% in Upper 2 Bands for Writing and 40% for Mathematics in 2022.

3. Wellbeing: continue to focus on the importance of high attendance and supporting both an inclusive, supportive community. We are aiming for greater than 90% attendance across the year. We are also aspiring to have over 95% of our parents agreeing they feel part of our community. Strategies to support this goal include increased parent information sessions on key elements of learning and teaching; reviewing and enhancing our parent communication strategies at a class and school level; implementing the Catholic Identity survey for all parents; working with our Pastoral Board to plan forward in terms of community engagement opportunities.

Our school at a glance

School profile

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

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	659	313	346	8

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

St Thomas More Catholic Primary School is an inclusive, family-centred school community. We have students from a range of cultural backgrounds. Our children have varied strengths and dispositions, providing a rich and diverse community of learners. Our students live in local and surrounding areas, from Coolumb to Black Mountain and across the Noosa River to North Shore. We were established thirty-two years ago as a community centred Catholic school and this lives on with a majority of students and staff active members in the religious, cultural and sporting life of the Sunshine Beach and surrounding areas.

Curriculum implementation

Curriculum overview

The Australian Curriculum (and RE) is delivered by both classroom teachers and specialist teachers ensuring the indicative times for each curriculum area is met.

Curriculum Delivery P-6-Classroom Teachers

The following Curriculum areas are taught at a class level using either using the Year level or Band Level of the Australian curriculum linked to that class.

- English
- Mathematics
- Science
- Technologies (Design and Technologies and Digital Technologies)
- Components of The Arts (Drama, Media Arts)
- HASS (P-2 includes History and Geography, Years 3-4 History, Geography Civics and Citizenship Years 5-6 History, Geography Civics and Citizenship and Economics and Business)
- Health component of the HPE Curriculum Area
- Religious Education.

P-6 Timetables

Individual timetables indicate the time of the day, time of the week and the time period when the Curriculum Areas are being taught. As there are often changes within and across terms, it is an expectation this is reflected in the timetables uploaded. These timetables are stored and accessed within the school portal.

Curriculum Delivery P-6: Specialist Teachers

Specialist teachers take set lessons over the period from Monday to Thursday. The Curriculum Areas covered by specialist teachers include,

- Languages- Indonesian
- The Arts: Music/Dance
- *The Arts: Visual Arts*
- HPE: Physical Education.

Lessons for the P-2 cohorts are 30 minutes in duration.

Lessons for the Year 3-6 cohorts are 40 minutes in duration.

Literacy (P-2) is also delivered by Teacher Librarian equating for 30 minutes per week as part of teacher non-contact obligations.

School-based Curriculum Overview

Each Cohort and Specialist Teacher provides a summary of curriculum delivery over the year. This is revised as necessary to ensure all aspects of the Achievement Standard in each Learning Area is covered within the expected timeframe. Integrated curriculum areas are indicated by class teachers on a term-by-term basis.

Extra-curricular activities

Targeted Enrichment Opportunities

The focus changes between English and Mathematics on a term-by-term bases. Students from Years 1-6 are invited to participate. Internal and external data sources are used as a selection basis. Learning experiences run for 40 minutes per Year Level over a designated day (currently on a Thursday).

Instrumental Program

Students are invited to participate in the STM Instrumental Program. This runs on Tuesdays and Thursdays. Student achievement in this program forms part of their individual Report.

A number of other extra-curricular activities are offered over the week at St Thomas More during lunch periods. These include,

- Indonesian Club
- Chess Club
- Choir-Years 3-6
- Games Club
- And student leader-initiated lunchtime activities.

How information and communication technologies are used to assist learning

Students from Year 1- 6 have an individual iPad assigned to them. Prep classes have access to approximately 10 iPads per class. Both teachers and students are able to utilise the Microsoft 365 suite. Teachers can deliver resources to students using the OneNote functionality. This enables a range of

current, interactive, targeted and differentiated resources to be available to students across all Curriculum Areas

Immediate feedback

Students can utilise a number of Microsoft 365 features to produce work. The OneDrive platform allows students to store work in a digital format and retrieve whenever required. Parents are able to access this work using a "log in and password" system. The use of iPads allows teachers to give "live" and immediate feedback to student's digital responses, using Teams Assignments and the One Note. If required, all students can be given access to iPad during times of "Home Learning." iPads also allow the use of apps for targeted learning, including differentiated tasks, across a range of Curriculum Areas.

A number of targeted resources are utilised in the learning and teaching of Technologies: Digital when the focus on Coding. The IT School Officer is utilised as required to support targeted sessions.

Key resources within the school include,

- "Bee Bots" (Lower Primary)
- "Scratch" and "Scratch Junior" (App)
- Code.org
- Spheros (Years 3-4)
- EV3- robotics and coding (Year 5)
- "Spike" robotics and coding (Year 6).

Social climate

Overview

Using the PB4L St Thomas More Behaviour Matrix and Individual Class Charters, which are adaptable and co-constructed with the students, behaviour expectations are explicitly taught in every year level. This gives the teachers opportunity to provide supports where their students need. This adjustable approach has helped to create a safe and supportive learning environment in all of our classrooms. Every class in the school has a buddy class, this promotes social and supportive relationships across our school. Through the use of newsletter articles to parents, social media, BCE Connects, assemblies, classroom check ins, student leaders-initiated lunchtime activities, and staff led lunchtime activities, students are supported in developing independent social skills.

Our guidance councillor runs Seasons for Growth and small social skills groups. Our Learning support team provide a calm place for students who feel overwhelmed to reset and re-enter the classroom or the playground when they feel safe. Our Pastoral Care team works closely with our classroom parents to support all in our community, through developing a network of parent communication and through the delivery of care packages as needed. These care packages are funded through our Marist Café and meals are prepared in bulk so that there are always meals on hand for families in need of support.

Parents are involved in our community through liturgies, assemblies, working in the classrooms, at the café and tuckshop, through weekly playgroup, the running of our annual STM Fair and various other social functions.

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	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	97.8%
School staff demonstrate the school's Catholic Christian values	94.9%
Teachers at this school have high expectations for my child	88.8%
Staff at this school care about my child	97.1%
I can talk to my child's teachers about my concerns	94.3%
Teachers at this school encourage me to take an active role in my child's education	88.6%
My child feels safe at this school	96.4%
The facilities at this school support my child's educational needs	89.3%
This school looks for ways to improve	88.6%
I am happy my child is at this school	93.2%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	89.8%
I enjoy learning at my school	96.2%
Teachers expect me to work to the best of my ability in all my learning	97.7%
Feedback from my teacher helps me learn	96.6%
Teachers at my school treat me fairly	94.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	74.9%
I feel safe at school	92.4%
I am happy to be at my school	92.0%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	96.9%
School staff demonstrate this school's Catholic Christian values	93.7%
This school acts on staff feedback	87.5%
This school looks for ways to improve	95.3%
I am recognised for my efforts at work	82.8%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	98.4%
I enjoy working at this school	96.9%

[#] '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

Community engagement was reshaped in 2021 due to the COVID restrictions placed on schools. Staff developed different communication methods for parents, such as Sways, to try to support ongoing connections and shared understanding of student learning. As restrictions eased toward the end of 2021 a student disco and School Fete were organised, celebrating the joy of childhood and community. The support of both the Parish and Pastoral Board continued throughout 2021, with virtual options utilised. Opportunities for visitors and school excursions were limited, however, our access to high quality technology enabled virtual options to be explored more fully. As with all curriculum planning and teaching, student individualised needs were taken into consideration with changes to the usual learning routine which were experienced in 2022. Some examples include targeted, small group online intervention groups; telephone and Teams Guidance Officer support; care and support packs for families experiencing hardship; the school being open for students of Essential Workers.

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.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

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	52	31
Full-time Equivalents	42.8	19.2

*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	2
Graduate diploma etc.**	3
Bachelor degree	46
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

A majority of Professional Development was provided via online platforms due to COVID management implications. Professional Development aligned with our school priorities and included:

- Teaching of Scripture, spirituality, and prayer
- Mathematics pedagogy: Maths Talks and Open-Ended Problem Solving
- Speech Language Pathologist professional support of Early Years language acquisition.
- Teacher data literacy
- Zones of Regulation.

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	95.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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%.

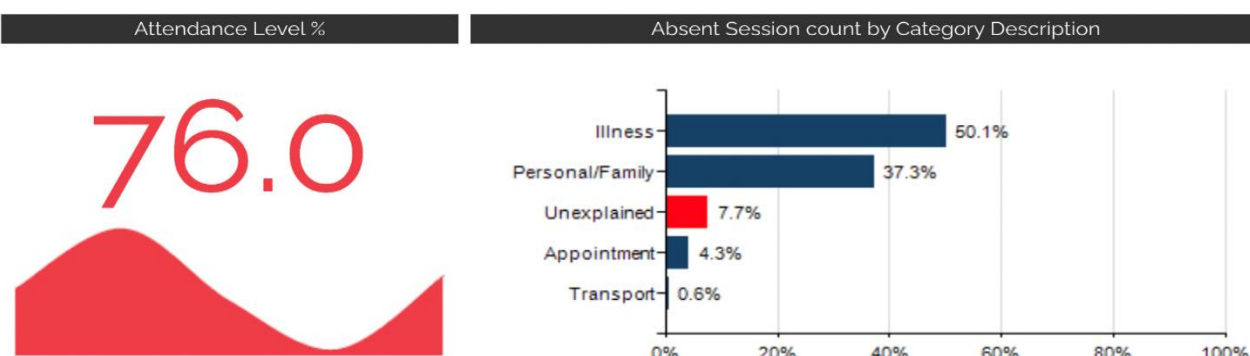
Description	%
The overall attendance rate* for the students at this school	92.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.7%

Average attendance rate per year level			
Prep attendance rate	93.4%	Year 4 attendance rate	93.3%
Year 1 attendance rate	93.1%	Year 5 attendance rate	91.7%
Year 2 attendance rate	92.4%	Year 6 attendance rate	91.9%
Year 3 attendance rate	92.6%		

*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.

Description of how non-attendance is managed by the school

Attendance Level



Non-Attendance

Our St Thomas More Attendance policy requires that we follow up with a care phone call on any absence of three days or more where the school has not been notified. If the compulsory schooling or compulsory participation phase are not being met, we work with the family to support the re-entry of the child to school, using all members of the student support team as required.

Roll Marking

Attendance must be marked for all students each morning and afternoon by the class teachers. The Student Services School Officer must check this has been done for classes at 9.15am and 12.15 pm daily. A phone call must be made to the teacher if the class roll is not marked on time. The APA/APRE

must be advised of unmarked and incorrectly marked rolls. Incorrectly marked rolls must be corrected by the teacher responsible for the class.

Strategies to Increase Attendance

During 2021 there was weekly recognition of the class with the highest attendance for the week. This was put in the newsletter and announced at the weekly assembly. Lunchtime activities were increased to reduce some social anxiety which some students were experiencing.

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](http://www.myschool.edu.au/) 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.

The image shows a search bar with a text input field labeled "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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.

The image shows a horizontal navigation menu with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted.

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](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.