St Thomas More Catholic School
Sunshine Beach
Annual Goals and Intentions

2010
Our Goals and Intentions for 2010

At St Thomas More we strive to create an environment that nurtures each person’s relationship with God, their faith community and each other

We intend to in 2010:

- Engage with document “Religious Life of the School” document
  - Term 2 – Social justice and Action
  - Term Four – Mission and Evangelisation - Review component 1.2

Achievement – Inserviced staff on Religious Identity and Culture and Mission and Evangelisation. In Religious Identity and Culture we examined the public face of religious symbols in and around the school that give expression to our Catholic Identity and Marist Charism. Feedback from a parent survey in the area of Mission and Evangelisation, gave opportunity for the school community, to reflect on our Christian faith tradition and how this is communicated within our school. A clear direction from parents was that they were very keen to have a greater understanding of what is being taught in the classroom in the area of Religious Education.

- Continue to be involved in anointing Masses.
  In 2010 we participated in one anointing mass per term, one being with a Year 6 class. This enabled students to share in the life of the broader parish community and interact with people of a different generation.

- Continue school involvement in the leading of the Sunday 5:30pm Mass
  Parish Masses were well attended again and were very successful. They continue to give the children a connection with the whole parish community and strengthen an understanding of the school, as part of the parish.

- Continue to have staff involved in groups within the Parish. Actively encourage new involvement and thank those who are currently involved.
  Staff were actively encouraged and were involved in the sacramental program, Readers of the Word, Eucharistic Ministers and the music ministry. In the school’s weekly newsletter the parish contributes every week.

- Provide opportunities for staff to engage in Sharing our Call and other Marist spirituality opportunities.
  In 2010, 8 staff members attending Sharing Our Call one or two. Some staff members also attended Marist induction day and a significant number of staff attended our annual Spirituality Weekend. Three staff members in their holidays attended a Marist Pilgrimage.

- Provide opportunities for the broader community to explore Marist Spirituality through
  - Marist Forums
  - Marist spirituality sessions for parents - Morning for mothers, An evening with Champagnat

Another successful Mother’s Morning was held in May and was facilitated by Brother Graham Neist. There has also been 3Marist Forums which were well attended by staff and other members of the community. Unfortunately an “Evening with Champagnat” was planned but postponed due to lack of numbers. Another evening will be planned in 2011.

In 2010 a Local Marist Community of Mission was formed which looks at developing the three areas, Marist Mission, Shared Life and Spirituality. The invitation to join this will be extended to the wider community in 2011.

- In conjunction with students in develop the ‘Saint Mary MacKillop’ courtyard
  With the opening of the Champagnat centre in 2010, the Year 7 students created poles to be placed in the courtyard that symbolised three important qualities of Mary Mackillop. (Hands, Heart and Feet)

- Further Develop prayer within the school.
  Prayer was enhanced throughout the school by making ICTL resources readily available to staff to be used in the classroom. Prayer resources were developed and distributed to classes to support major feasts and church seasons throughout the year. The spirituality committee used “ Catching Fire” resources to enhance staff prayer.

- Develop sacred garden at front of school
  Due to long term plans with car park area, this was postponed. Plans have been drawn for this to be implemented in 2011

Action for 2011

- Ensure Curriculum newsletters give more detail regarding the Religious Education Program in the classroom
- Organise “An Evening with Champagnat” giving a long lead in time.
- Extend an invitation to families to join the Local Marist Community of Mission.
- Develop the Sacred Garden at the front of the school
At St Thomas More we strive to provide learning and teaching opportunities that focus on the needs and interests of the Life Long learners in our school community. The learning experiences offered at the school will be designed to be fun, motivating and challenging.

We intend to in 2010 develop consistent and appropriate pedagogical approach across the school through:

- Continue the development and publication of a whole school learning framework and provide opportunities for teachers to reflect on the framework and their current practice.

The staff have now completed the first draft of a Vision for Learning at St Thomas More. The School’s Vision for Learning has been completed and in 2011 will form the foundation of our teaching and learning at St Thomas More. It will be shared with the wider community through Parents and Friends Meetings and school board.

- Planning and monitoring of First Steps writing and reading

In 2010, we focussed on planning and monitoring of first steps writing and will move into reading in 2011.

- Develop a P to 3 literacy framework

This was commenced in 2010 in consultation with early years teachers, to document their approaches to learning and teaching in spelling and reading, this information was used to begin to develop consistency of approach throughout the early years.

- Review professional development for all staff members so as to align professional development opportunities with system, school and personal professional goals.

A professional development reflection tool was developed and teachers completed this as a discussion starter with their two interviews with the principal. This tool also fulfilled the requirements of the Queensland College of Teachers and accreditation to teach in a Catholic School.

- Organise learning teams to investigate National Curriculum publications.

Teachers nominated their area of interest in National Curriculum (Science, Maths, English, History) and developed their understanding of the new curriculum documents, by participating in an online review process. A teacher from each learning team was selected to lead the process and provide feedback.

- Continue to analyse NAPLAN testing and other standardised tests to address patterns of strengths and weaknesses with staff and target educational programs for children who fall below or near benchmarks.

This occurred throughout the year at designated staff meetings. Teachers used the “Sunlanda” Program to analyse their class results as well as the whole school. They used this information to examine their current practice and adjust classroom programs to continue to support strengths and overcome weaknesses. This process will continue into 2011.

- Review current practices that are used by classroom teachers for curriculum adjustments that are been made to meet the needs of all students.

A revised planning proforma was used in 2010 that identified how teachers were making adjustments to their learning and teaching programs to meet the needs of the diversity of learners in their classroom.

- Investigate partial use of planning days so that they focus on the integration of Professional Development Activities into the classroom curriculum. Eg First Steps in Reading and writing, ICTL

This model was trialled successfully in 2010 and will be continued in 2011 on two of our Professional Development and Planning Days.

- Continue to develop processes so that the Learning Support Teacher and Teacher Librarian play an integral role into the planning process

This was very successful in 2010 as it allowed for quality conversation. In 2011 some structures will be put in place to further enhance this process (e.g. Timetable of planning centres)

- More collaborative planning time with outside specialist teachers.

This process was facilitated by inviting BCE personnel to part of the planning process during the Professional Development and Planning Days as well as weekly professional learning time.

- Review Component 2.2 Curriculum Internal School Review

This component was reviewed through surveys and collation of data and current practice. The implementation of our Vision for Learning document was a key component of this review.

Action for 2011

- Continue the use of Professional Development Days for planning of teaching and learning incorporating integration of Professional Development focus

- Continue to provide teacher planning time with the teacher librarian / learning support and outside specialist support as required.
At St Thomas More we strive to create an inclusive and supportive environment in which individuality is valued and diversity embraced.

We intend to in 2010:

- Continue to work with new consultant to organise enrolment meetings. Stage 1 and Stage 2 already scheduled.
  BCE consultant for special needs ensured her availability for enrolment interviews. This happened on several occasions.

- Make class profile documents available to teachers electronically for easy access staff drive.
  During 2010 this document was made available to staff electronically, this enable staff to have easy assess and review when necessary.

- Review timeframe for process of hand over meetings to ensure all relevant information is passed on from one teacher to the next and especially with STIE and GC.
  This process was divided into two stages, with verified students information shared on Professional Development days in 2011 and handover meetings took place in weeks 3 & 4 in Term 1 2011. This process seemed much more valuable as teachers had a clearer idea about their students.

- Standardised assessment data to be stored electronically to ensure easier access on staff drive.
  This process now takes place and teachers have easy access to this information for future reference.

- Ensure previous year’s report cards are uploaded on staff drive so teachers can have easy access.
  All report cards are uploaded to staff drive once they have been verified by the Principal, so that teachers have easy access for future reference.

- Review Component 3.1 Learning Support and 3.3 Cultural Diversity in the Internal School Review.
  Component 3.1 has been transferred to our 2011 schedule of review. Component 3.3 was completed.

Action for 2011

- Ensure handover meetings are conducted before PIN nights so teachers can clarify any questions about students with parents to deepen their understanding of student needs.

- Review Component 3.1
At St Thomas More we strive to strengthen our commitment to learning and living our faith tradition through relative and supportive professional development

We intend to 2010:

- Implement a coordinated and strategic approach to professional learning for staff where all professional development is related to school learning and teaching goals, system goals, legislative requirement and incorporates the Accreditation to Teach and teach Religion in a Catholic school and implementation of the Queensland College of Teachers Professional Learning requirements.

A professional development reflection tool was developed and teachers completed this as a discussion starter with their two interviews with the principal. This tool also fulfilled the requirements of the Queensland College of Teachers and accreditation to teach in a Catholic School.

Some Professional Development included:

- Mathematics
- Behaviour Management
- National Curriculum
- First Steps Writing
- Child Protection
- Fire Training
- WPHS
- Interpretation of data to enhance learning
- Integration of ICTL into the teaching and learning process
- Review of spelling process

- Staff will continue to be offered relevant Professional Development for the Teaching of Religious Education, spiritual formation and deepen staff’s understanding of the Mission of the School as part of the overall mission of the Church.

Professional Development included:

- SOC I & II
- Staff Spirituality Weekend
- Marist Forums
- Marist Primary Colloquium
- Professional Development Day – Social Justice
- Developing criteria sheets
- Assessing and using Religious Education resources

Action for 2011

- Review the learning and teaching in Religious Education especially of assessment and monitoring
- Continue to develop a whole school plan of professional learning on an annual basis.
At St Thomas More we recognize the importance of positive and caring relationships that provide for personal, social and community growth.

We intend to in 2010:

- Build strong partnerships between all members of our school and parish community, as well as other catholic and non-catholic schools.
  Invitations extended to major events to encourage school and community connection. Sharing of equipment with St Teresa’s and local state school. Involvement in district sports association. Sharing of Professional Development with other catholic schools in our areas, especially in early years.

- Provide opportunities for all members of our school community to engage in continuous school renewal and policy development, through the development of a school leadership team consisting of a representative from each committee.
  School leadership team commenced in 2010. A representative from each committee invited to attend fortnightly meeting to discuss and share whole school vision and issues.

- Promote student’s involvement in outreach activities to those less fortunate than ourselves.
  Whole school involved in outreach activities throughout the year including CARITAS, St Vincent de Paul, La Valla Appeal. Our Year 7 students participate in a service day at the end of the year as part of their leadership program.
  The donation of weekly mission money is also encouraged.

- Continue to develop processes that will identify those in our community who are in need and respond appropriately.
  In 2010 a Pastoral Support team was established. This group meets fortnightly to discuss student and family needs and provide suitable response. We held our second “Let’s Party” fundraising event. All funds raised are used to support members of community in need.

- Develop further the concept of a Pastoral Support Team.
  Fortnightly meeting held attended by Principal, Guidance Councillor, Pastoral Care Worker and APRE.

- Further enhance the role of Pastoral Support Parents by using them as reference group as part of our Internal School Review Process.
  Two meetings were held with this reference group. We believe we can develop this group more to ensure it plays an important role in the communication of STM.

- Review our behaviour management program.
  A plan was developed with BCE personnel to implement this review in 2011.

**Action for 2011**

- Further develop the pastoral support parents.
- Investigate to see if ‘Let’s Party’ and the P and F could work together for this school function.
At St Thomas More we strive to use ICTL to enhance student’s learning outcomes and to give them an understanding of the strengths and weaknesses of electronic and computer based technologies.

We intend to in 2010:

- Though consultation with the school community refine and complete the school’s ICTL plan and commence its implementation. Consultation was conducted during 2010 and plans were put in place. Money supplied through BER grant enabled much of this plan to be implemented in 2010 including:
  - Data projector in every classroom, whiteboards installed in some classrooms,
  - fibre optic network completed throughout the school,
  - wireless connectivity commenced,
  - replacement of data switches throughout the school to provide faster connectivity,
  - construction of mini lab in library resource centre and installation of 12 laptop computers,
  - installation of interactive whiteboard and two data projectors in library,
  - installation of interactive whiteboard in prep classroom.

- To review school scope and sequence of ICTL skills. This review took place and from this review the committee decided a scope and sequence was no longer necessary as all skills are integrated into KLA’s and new Australian curriculum.

- BCEO Professional Development Programs for teachers so that teachers can maximise the ICT in the school to enhance student learning outcomes. Teachers participated in some planned programs however staff from our school implemented their own professional development to meet their current needs.

- Improve access for students and staff through the ongoing provision, maintenance and acquisition of ICTL hardware and software that will enhance children’s learning. See dot point one

- Provide professional development for staff so as to increase the effective use of ICTL in the learning and teaching opportunities in the school. Some staff have mentored fellow staff members and implemented their own professional development to meet their current needs.

- Use new technologies to enhance communication within the School Community as well as the broader community. Our school newsletter went electronic and so did our weekly staff bulletin. We launched our School portal at the end of 2010 and a further enhancement of this should be available in 2011 for parents and students. A plasma TV was installed in the staffroom to facilitate communication and presentations.

- Use ICTL to enhance the management of the planning, assessing and reporting of student learning outcomes. Electronic report cards are now used across all year levels and this will be further enhanced at the beginning of 2012 with the changeover to the BCE student reporting system. An electronic auditing tool was given to teachers to assist them in monitoring their teaching and learning. Sunlanda and standardised testing also used to assess student learning.

- Through the use of a variety of funding sources commence a systematic replacement program. Through the BER grant and funds from our 2010 Fete we were able to implement our systematic replacement program as listed above. All computers in our permanent lab will be replaced in 2011.

- To develop a school based on line tool to allow teachers to access data and resources School Portal was implemented in 2010 to allow teachers access to resources and data.

Actions for 2011

- Investigate the use of COWS (computers on wheels)
- Revise the ICT plan
At St Thomas More we strive to provide a diverse curriculum and a range of extra-curricula activities. We support such a curriculum by providing a safe, aesthetically pleasing, and environmentally sustainable environment that is conducive to students learning and helping them to reach their full potential.

We intend to 2010:

- Provide quality financial and human resource management that directs resources to agreed priorities.  
  This plan was shared with the Pastoral School Board and the Parents and Friends Association and staff to ensure a good cross section of our community was consulted.

- A plan for the best use of all facilities at STM  
  On the school portal there is now a booking facility for the different areas of the school including oval, tennis courts etc. Rosters are also provided for the children throughout the school to use areas such as the Champagnat Centre and Computer Lab.

- Ensure that access to our school is equitable and accessible especially to those who have limited financial resources.  
  At the initial interview with parents it is made clear that concessions are available for families experiencing financial hardship. This is further reinforced with a letter from the Principal that is sent home with every fee statement. Families who have experienced financial hardship are contacted at the end of the year to review their situation.

- Investigate ways to implement the BCEC Sustainable Schools Policy  
  A sustainability committee was established which included parents and staff. They provided input on Solar Panels, established a vegetable garden in the Prep area. A staff member made a presentation to Nambour TAFE. Year 7 students implemented a power monitoring program as part of the Solar Panel installation and has been integrated into their curriculum.

- Develop a financial calendar highlighting occasions where parents are asked to financially support an event or initiative of the school and to use this to set limits on financial demands placed on parents.  
  This was completed and internally monitored

- Continue to provide financial procedures that enhance the transparency and accountability of school funds. Continue with annual report to parents.  
  This was completed in 2010 for the 2009 financial year. A summary report will also be included as part of this report.

- Continue to upgrade the building, grounds and other facilities in accordance with the school master plan and maintenance plan.  
  The school master plan was re drawn at the end of 2010 to include the possible move of Year 7 to secondary schools as part of the Flying Start Program. Plans have also been drawn

- Continue to implement maintenance plan for school oval  
  This has continued in 2010. Top soil has been sourced so as to maintain a flat and even surface throughout the year. An external consultant was engaged to review the fertilising program for the oval. This has been changed according to the advice received.

Actions for 2011

- Continue with maintenance plan
At St Thomas More we demonstrate a commitment to action through a process of review, reflection and continuous self renewal

We intend to in 2010:

Engage in quality renewal processes that are aligned to our Mission and Vision Statement.
- Review the following Components in the annual Internal School Renewal Process
  - Component 1.2 Evangelisation and Faith Formation
  - Component 2.2 Curriculum
  - Component 3.1 Learning Support
  - Component 3.3 Cultural Diversity
  - Component 6.3 Resourcing
  - Component 8.1 Planning and Reporting
  - Component 8.2 Accountability
  - Component 8.3 Monitoring and Self Review Processes

All completed except component 3.3 Cultural Diversity

- Use external and internal validation process to set goals and directions for the future.
  This occurs yearly

- Continue to develop leadership skills throughout all members of the school community.
  The Australian Curriculum will enable key teachers to take responsibility for learning areas

- Implement effective and practical processes for monitoring and reporting processes to inform developments and needs in curriculum.
  This will occur in 2011 with the support and guidance of BCEO

- Provide effective reporting to all stakeholders within and beyond our school community.
  This will occur in 2011 with the support and guidance of BCEO

- Develop a process of review after significant event involving representatives of key stakeholders. This review is recorded and filed to be referred to next year in the planning phase of the event for the following year.
  This occurs after every main event

- Undertake external School review
  Completed in 2010

Action for 2011
- Complete new components for 2011