Principal’s Foreword
Introduction

With an enrolment of 401, St. Thomas' Primary School strives to cater for the needs of both boys and girls from Prep to Year 7. Our vision is to follow in the tradition of the Missionaries of the Sacred Heart and the Good Samaritan Sisters and in doing so strive to be a community of faith, justice, compassion and learning. Our school has two streams in Prep to Year 4, one stream in Years 5, 6 and 7 and one multi-age class of Year 6/7 students. We educate and inspire our children to develop their individual gifts in a contemporary, relevant learning environment.

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.

School Profile

St Thomas' School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational [✓] or Single Sex [ ]

Year levels offered: Primary [✓] Secondary [ ] P-12 [ ]

Total student enrolments for this school 401

Total Enrolment 401 Girls 205 Boys 196
Characteristics of the student body

Our St. Thomas' School student body is mainly from the local Camp Hill area and thus share very similar socio-economic and cultural backgrounds, i.e. the higher end of the socio-economic scale with Australian European background being highly predominant.

The prevalence of students with any significant ESL background is less than 2%.

Whilst St. Thomas' is well placed to support and cater for students with disabilities, present numbers total less than 2%.

We are a Catholic school not only in name, but also with a student population of over 92% practising Catholics, with many families actively involved in our parish.

Our distinctive curriculum offerings

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.

The implementation of the curriculum is supported by a number of specialist teachers who work with all children/classes in our school, including learning support, literacy support, speech and drama, art, music, LOTE (Language Other Than English - Italian) and physical education. Other programs offered to students include:

- Photography - Years 6 and 7
- LAP (Learning Assistance Program) - Years 3 and 5
- PAL (Phonological Awareness for Language) - Years 1-4
- ELF (Early Literacy Fundamentals) - Prep
- Support-A-Reader - Years 1 and 2
- Multi-Lit (Literacy Program) - Years 1-4
- Jolly Phonics (Prep and Year 1)
- Jolly Grammar (Year 2)
- FRIENDS programs - across all year levels
- Individual and Years 3-6 class participation in speech eisteddfod
- Dance Cart - Years P-6 participation

Children with special needs are also monitored through regular meetings with all stakeholders.
Extra curricula activities

* Inter-school netball and touch football competitions Years 5-7, Viva Soccer, Go Sport activities and after school tennis coaching.
* Speech and drama offered to all students.
* Years 5, 6 and 7 outdoor education program - aligned with leadership programs.
* St. Thomas' has a large number of children who participate in strings, guitar, band and choir programs.
* L.O.T.E. - Italian competitions and a program from Prep-Year 7.
* Participation in "Days of Excellence" literacy and numeracy program with other schools.
* Buddies program.
* Year 5-7 Leadership Program.

How Information and Communication Technologies are used to assist learning

St. Thomas' School is well resourced in the area of ICT.

Each classroom is equipped with an interactive whiteboard which enables teachers and students to enhance the learning and teaching cycle. Students have easy access to computers in each classroom - PCs and Macbooks, ipods, ipads and digital cameras.

A one-to-one laptop program for Year 7 was introduced in 2011 with Years 4, 5 and 6 following in 2012. A one-to-one ipad learning environment was introduced to Years 1 and 2 during Term 1 of 2013.

An ICLT teacher, 3 days per week, supports teachers and students in enhancing their ICT skills, ensuring ICT is embedded in the school curriculum and assisting quality learning through a variety of Information and Communication Technologies.

Social climate inclusive of pastoral care and our response to bullying

St. Thomas' students are provided with opportunities to be involved in pastoral care programs such as The Helping Hands Group; a Christmas appeal to support our local needs through St. Vincent de Paul, attend parish Healing Mass each term, accompany parishioners and help serve morning tea; prepare morning prayer each Monday and support Project Compassion.

We have a Responsible Behaviour Policy in place and staff and students have been taught strategies of dealing with bullying through the "Bully Bulldozer" program.

This program, together with our learning from the School Wide Positive Behaviour Program; development of a Student Behaviour Support Plan and our introduction to the Student Behaviour System ensure a proactive rather than reactive approach to bullying.
Parent, student and teacher satisfaction with the school

Responses regarding this area are often gained formally from surveys forwarded to parents as part of our internal review processes, and informally from a personal approach to parents and those of the wider community.

St. Thomas’ School has an extremely active and involved parent body. With 276 families in the school, over 265 families to date have participated in the legislated volunteer induction to offer their services to our school throughout the year. At the inductions we identified at least twenty different ways parents are regularly involved in school life. This is particularly evident during the preparation of our annual school fete. With a renowned parish and school community; little turnover of our highly regarded staff; successful whole school behaviour management program; designated leadership program for students across Years 5, 6 and 7; thriving Parents and Friends organisation; active School Board; particularly large numbers of enrolment applications, it is reasonable to assert that student, staff and parent satisfaction with St. Thomas’ School is of a high level.

Parent involvement in their child’s education

We value open dialogue with our families and we strive to develop and maintain healthy relationships among and between staff, students and their families. A very active School Board and Parents and Friends Association are at the hub of a vibrant school community. Parents are invited to take part in school activities and classroom interaction is encouraged. A number of parental educational programs exist.

Tuckshop, student banking, the fete, social activities, as well as a wide range of educational programs, are all opportunities for parents to work in partnership with staff for the benefit of our children. In each class a parent assumes the role of Class Parent Representative to form a quick and effective link between the class parents and class teacher. A number of meeting times are planned for interaction between families and staff to discuss each child’s learning journey.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>19.9</td>
<td>7.2</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>7.5%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>20%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>66.5%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>6%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was $32,156.11

The major professional development initiatives were as follows

* Develop a further understanding of the Australian Curriculum.
* Support teachers in implementing the English, Maths, Science and History strands of the Australian Curriculum.
* Participation in consistency of teacher judgement across the areas of English and History.
* Continued professional development to support students with special needs (Autism spectrum).
* Continue to develop skills to embed ICLT into everyday teaching and learning.

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following: ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 98.22% in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 92.5% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>95 %</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>96 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>94 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>94 %</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>95 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Parents/guardians are contacted if a student has not arrived at school by 8:40am and we have not had notification of their absence.

To ensure continuity of access to the curriculum, any frequent, notified absences are addressed by the class teacher and the Principal.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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