

St Thomas More School



2014

School Compliance Report

St Thomas More School Features

St. Thomas More School is an R-7 coeducational school comprising of approximately 300 students within a Mercy Tradition. A tradition that seeks to promote the dignity and uniqueness of each individual and underpinned by the values of compassion, justice, excellence and stewardship. St Thomas More School was established in 1960 by the Sisters of Mercy, with Sr Immaculata Coffey as the first Principal and Sr Ruth Mullins as the first teacher.

A particular focus is placed on Literacy and Numeracy and providing explicit opportunities in Physical Education and The Arts. Children derive from a variety of cultural backgrounds, nationalities and religious beliefs. Approximately 10% of our student population are identified with Special Needs, around 4% are identified as having English as a second language and approximately 4% of our students are Indigenous.

St. Thomas More School provides students with access to exceptional learning opportunities within a caring, compassionate and highly supportive Christian environment, helping them develop their knowledge and skills, along with a strong sense of compassion and justice, so they will make a positive difference to the world. St. Thomas More School places a large emphasis on student well-being, where every child counts and every child matters. It is a place where relationships come first in the awareness that all else is affected by the quality of how we see ourselves and those we are in community with.

St. Thomas More School has excellent school facilities which include dynamic classroom environments, a large modern Library, a multi-purpose Hall and spacious grounds with two separate ovals and playground areas. The building of six contemporary classrooms due for completion early in 2016 will further enhance the teaching and learning environments of our school.

Staffing

2014 Staffing

Principal	Joe Blefari	P.E	Fabian Chevalier
Deputy Principal	Shaun O’Leary	Chinese	Amelia Yong
APRIM	Eugenia Stopyra	ICT	Trish Duncan
Special Education Co-ordinators POR Release	Shaun O’Leary/ Marilyn Kennedy Marie D’Occhio	Creative Arts	Megan Pollard
Reception	Anne Mannella		
Reception	Lisa Crossley	Key Literacy Teacher	Shaun O’Leary
Year 1	Jess Jenkins	Special Education Co-ordinator POR Release	Shaun O’Leary/ Marilyn Kennedy Marie D’Occhio
Year 1	Sonia Elliott	Library	Lesley Swann
Year 2	Connie Carter	School Counsellor	Sandy Ahearn
Year 2	Janie Gosling	Finance Officer	Megan Fitzgerald (Term 1 & 2)

			Karen Dutoit (Term 3 & 4)
Year 3	Eugenia Stopyra/ Megan Pollard	Education Support Officers Curriculum	Michelle Black Leeanne Adderley Marilyn Kennedy Linda Marsh Sandra Shephard Patricia Smith Raelene Smith Lesley Swann Ashlee Deer Rebecca Brooks
Year 3	Trish Olive/ Trish Duncan	Principals PA	Katina Lazenka
Year 4	Amelia Yong		
	Marie D’Occhio	Education Support Officers Administration	Kathy Jackson (Term 1 & 2) Leeanne Adderley (Term 3 & 4) Michelle Black (Term 3 & 4), Katina Lazenka
		Canteen	Jane Wells
Year 4/5	Rosanna Samarzia	WH & S	Lesley Swann
Year 5	Sonia Kilmister	Maintenance	Paul Clift

Year 6/7

Sita Catalano/ Fabian
Chevalier

ESO ECC

Cheri-Ann Barbaro

Tammy Breucher

Karen Eldred

Joanne Williamson

Year 6/7

Simone Dajeman

ESO OSHC

Kate Thede

Sarah Hardy

Jayne-Lee Sonneman

Mattia D'Ascanio

Rachel Hughes

Taylor Cork

Kate Moore

Ashlee Deer

Rebecca Brooks

Shannon Brookes

Deanna Black

Alicia Thackray

Michael Musico

Cheryl Bielby

Staff Profile

3.0 Male FTE Teachers

12.6 Female FTE Teachers

2.0 Part-time Teachers

Total of 17.6 FTE

8 Female Educational Support Officers

Total of 1.7 FTE

No staff are identified as Aboriginal or Torres Strait Islander.

Staff Attendance

The staff attendance for 2014 was 96.43%.

Staff Professional Learning

Classroom Walkthroughs and Lesson Observations Workshops

Responding to Abuse and Neglect Training

Visible Learning Seminar

Leader's Induction Program

NAPLAN Information Session for Principals

Employee Relation's Seminars

Psychodrama Workshops

OSHC Approved Provider Legal Responsibilities Session

CESA Continuous Improvement Framework Learning Forum

CIF Leader's Forum – Using Data for School Improvement

CIF Leader's Forum – Strategic Planning for School Improvement

Special Education Nationally Consistent Collection of Data – A Guide to Implementation

Disability Standards for Education E-Learning Course

Developing Your School's Social Media Policy and Strategy

2014 Annual SACPPA Conference

Primary General Finance Meeting

"What the Buzz?" Professional Development

National Partnerships Literacy Professional Learning

Kathy Walker Learning Approach

Communities Making a Difference Network Days

Special Education Key Teacher Days

Key Literacy Teacher Network Days

Indigenous Education Key Focus Teacher Days

South Australian Catholic Primary Principal Days

CESA Deputy Days

Mercy Schools Staff Retreat

Reimagining Childhood Seminar

Scholastic Professional Learning – Reading

Theology for School Leaders

The Anxiety Curve; What to do when ASD Children are Escalating

Talking Matters Workshop

Working with Children with Down Syndrome Workshops

Early Years Assessment Training

English as a Second Language Training

Australian Curriculum Science Professional Development

Australian Curriculum Physical Education Professional Development

Daily 5 Reading Professional Development

Café Learning Workshop

Religious Education and the Digital World

CESA Religious Leader’s System Day

Religious Education Using Visual Arts

Twenty First Century Learning Project

ReLAT Literacy Assessment Tool

The Joy of the Gospel

Religious Education through the Arts

Teacher Standards & Qualifications

Diplomas	29%
Bachelors	76%
Graduate Certificates	29%
Masters	18%
Other Graduate Certificates	17%

School Information

St Thomas More School

50 Yorktown Road

Elizabeth Park South Australia 5113

School Type	Primary
School Sector	Catholic – Non-Government
ICSEA value	966
Total Enrolments	February 316.2 August 296
% Indigenous enrolments	4.4%
% Students with disabilities	10.1%

Enrolments by Year Level

	Boys	Girls	Total
Reception	19	24	43
Year 1	28	16	44
Year 2	17	26	43
Year 3	29	20	49
Year 4	20	11	31
Year 5	19	18	37
Year 6	14	14	28
Year 7	10	11	21
TOTAL	156	140	296

Student Attendance – by Year level

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	95.53%	94.07%	90.60%	91.69%
Year 1	92.40%	90.57%	87.39%	85.44%
Year 2	94.15%	92.69%	87.45%	86.45%
Year 3	94.54%	95.53%	91.48%	92.15%
Year 4	93.43%	93.07%	91.29%	91.00%
Year 5	94.74%	93.50%	94.16%	92.95%
Year 6	90.12%	90.40%	89.29%	88.95%
Year 7	94.95%	91.77%	91.40%	91.78%
Averages	93.73%	92.70%	90.38%	90.05%

Management of Student Non-Attendance

The school requests parents advise if students will be absent for any reason. This can be done in person, via phone, email or by leaving a message on the school answering machine. If the school has not been advised of a student absence by 9:30am, phone calls are made to parents by Administration Staff to ascertain reasons for the absence. For longer term absences, the school requests that parents advise, in writing, the length and details of the extended absence. Unsatisfactory reasons for absences are referred to the Principal who will follow up with families as required. Student attendance and non-attendance is recorded electronically each day via a student information system called ceSIS (Catholic Education Student Information System).

School Finance

State Government Grant	\$771,396
State Government Additional Funding	\$1,500
Commonwealth Government Grant	\$1,874,367
Commonwealth Government Grant Other	\$205,111
Total Commonwealth Government Grants	\$2,079,478
School Fees (inclusive of levies)	\$422,550
Other Income	\$213,927
Total Income	\$3,716,808

NAPLAN 2014

Year 3

	2013 % who achieved the National Minimum Standard	2014 % who achieved the National Minimum Standard	Mean Score 2013	Mean Score 2014
Reading	100%	89%	400.7	369.4
Writing	100%	85%	385.7	335.3
Spelling	92%	83%	382	327.2
Grammar and Punctuation	96%	87%	395.2	342.8
Numeracy	96%	93%	357	346.5

NAPLAN 2014

Year 5

	2013 % who achieved the National Minimum Standard	2014 % who achieved the National Minimum Standard	Mean Score 2013	Mean Score 2014
Reading	96%	92%	474.4	461.2
Writing	96%	92%	450	441.6
Spelling	100%	100%	470.1	484.7
Grammar and Punctuation	96%	97%	470.4	472
Numeracy	93%	86%	445.3	446

NAPLAN 2014

Year 7

	2013 % who achieved the National Minimum Standard	2014 % who achieved the National Minimum Standard	Mean Score 2013	Mean Score 2014
Reading	89%	86%	529.6	516.9
Writing	93%	86%	511	501.9
Spelling	100%	86%	544.7	506.8
Grammar and Punctuation	100%	90%	520	518.9
Numeracy	100%	81%	513.2	495.3

Student, Parent and Staff Satisfaction

2014 Staff Satisfaction Survey

The staff of St Thomas More School were provided with the opportunity to feedback on different facets of their professional school experiences. This ranged from their overall job satisfaction through to their views of the facilities at St Thomas More. Twenty Two staff in total completed the survey, the results of which are included in the table below. This information will be used by the leadership team and school staff to inform future decisions.

	Disagree	Strongly Disagree	Unsure	Agree	Strongly Agree
1. I like coming to work at St Thomas More School	9%	5%	9%	23%	54%
2. I am continuing to grow as a professional at St Thomas More School	5%	0%	9%	27%	59%
3. I feel safe at St Thomas More School	5%	9%	0%	41%	45%
4. I am kept informed about decisions that are made in the school	14%	5%	9%	32%	41%
5. I feel comfortable approaching my colleagues with questions or problems	0%	5%	5%	50%	40%
6. The school leaderships listens to the views of students, parents and staff and takes suggestions into account	9%	9%	5%	41%	36%
7. I feel valued and supported by the students and parents in the school community	0%	5%	14%	50%	31%
8. Staff have access to a range of Professional Learning opportunities	0%	0%	0%	55%	45%
9. The facilities at St Thomas More School are well maintained and presented	32%	5%	9%	40%	14%
10. I feel like a valued member of the school community.	9%	9%	9%	23%	50%

2014 Parent Satisfaction Survey

The families of St Thomas More School were provided with the opportunity to feedback on different facets of school life. This ranged from their perspectives of the curriculum and teacher commitment through to their child's enjoyment of school. Sixteen families in total completed the survey, the results of which are included in the table below. This information will be used by the leadership team and school board to inform future directions.

Parent Items	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. This school is well organised and runs smoothly	6%	0%	12%	44%	38%
2. The school's reading focus has supported my child's reading development in 2014.	0%	6%	6%	25%	63%
3. The School Norms are well understood by both parents and students	0%	12%	12%	19%	57%
4. The School Norms are enforced in a consistent manner	0%	12%	19%	31%	38%
5. The new School Norms have created a positive school culture	6%	0%	38%	25%	31%
6. Student behaviour is well managed at this school	19%	0%	12%	50%	19%
7. Teachers at this school are committed and enthusiastic	0%	6%	12%	6%	76%
8. Teachers at this school care about and respect my child	0%	0%	12%	25%	63%
9. Teachers at this school expect my child to do his or her best	0%	0%	6%	31%	63%
10. Teachers at this school provide my child with useful feedback about his or her school work	0%	6%	19%	31%	44%
11. My child feels safe at this school	12%	6%	6%	38%	38%
12. I can talk to my child's teachers about my concerns	0%	0%	0%	12%	88%
13. My child enjoys being at this school	12%	6%	0%	38%	44%
14. This school looks for ways to improve	6%	0%	31%	13%	50%
15. This school takes parent's opinions seriously	6%	12%	19%	25%	38%
16. Teachers at this school motivate my child to learn	0%	6%	25%	12%	57%
17. My child is making good progress at this school	0%	6%	12%	19%	63%
18. My child's learning needs are being met at this school	0%	6%	19%	19%	56%
19. This school works with me to support my child's learning	0%	6%	12%	19%	63%
20. Overall, I am satisfied with my child's progress at this school	0%	6%	6%	25%	63%

2014 Student Satisfaction Survey

The students of St Thomas More School were provided with the opportunity to feedback on different facets of school life. This ranged from their perspectives of the curriculum and teacher through to their understanding of our school norms. All our students in Years 3 to 7 had the opportunity to complete the survey, with a random sample of 66 students used to collect the data included in the table below. This information will be shared with school staff to support their understanding of student needs.

Student items	Strongly Disagree	Disagree	unsure	Agree	Strongly Agree
1. My teachers expect me to do my best.	0%	0%	3%	45%	52%
2. My teachers provide me with useful feedback about my school work.	0%	0%	14%	59%	27%
3. Teachers at my school treat students fairly.	0%	3%	29%	41%	27%
4. My school is well maintained.	3%	10%	47%	27%	13%
5. I feel safe at my school.	0%	13%	17%	40%	30%
6. I can talk to my teachers about my concerns.	0%	17%	30%	23%	30%
7. Student behaviour is well managed at my school.	13%	30%	27%	20%	10%
8. I like being at my school.	3%	3%	20%	30%	44%
9. My school looks for ways to improve.	0%	3%	7%	53%	37%
10. My school takes students' opinions seriously	3%	0%	33%	30%	34%
11. My teachers motivate me to learn.	0%	0%	13%	43%	44%
12. My school gives me opportunities to do interesting things.	0%	7%	10%	20%	63%
13. I feel comfortable approaching teachers and staff with questions or problems.	3%	10%	23%	27%	37%
14. I know and understand our school norms.	3%	0%	7%	33%	47%
15. Our School Norms are helping to make our school a safer and happier place.	3%	13%	44%	20%	20%

School Improvement – Self-Assessment Process

During the 2014 school year, St. Thomas More School engaged in a self-assessment process that led to the development of the 2014 Annual School Improvement Plan. This plan identified three whole school goals centered around; Student Reading, Student Well-Being and Parental Engagement. Each goal was linked specifically to the *Continuous Improvement Framework for Catholic Schools*. The staff, students, School Board and wider school community were an integral part of this process.

This plan built on the 2011-2013 School Strategic Plan. Some of the goals outlined in the 2011-2013 Strategic Plan which were seen as important to highlight and build upon within the 2014 Annual Improvement Plan included;

- Developing the capacity of our parent community to assist students’ numeracy and literacy learning.
- Conducting parent information sessions about Literacy
- Implementing best practice in the teaching of Literacy
- Developing relationships with Indigenous parents within the school community
- Auditing current assessment and reporting practices to ensure that data around students’ learning and wellbeing informs teaching and learning programs
- Introducing a whole school Social Skills Programme.

2014 School Improvement Plan

Strategic Goal	Whole School Inquiry Question	Continuous Improvement Framework For Catholic Schools - Domains	Success/Achievement Indicators
Improvement of Student Reading Outcomes	How can our whole school balanced reading instruction, informed and supported by consistent assessment, scaffold our children (R-7) of all proficiencies – to be effective,	<ul style="list-style-type: none"> • Domain 5 – high quality teaching & learning • Domain 6 – effective use of data 	<ul style="list-style-type: none"> • Creation of 2014 National Partnerships Implementation Plan • Creation of a Shared Practice Agreement – Reading Instruction and

	confident and engaged readers?		Assessment (included below).
Improvement of Student Well-Being	What whole school philosophy, practices and preventative strategies will lead to an overall improvement in student engagement and general well-being?	<ul style="list-style-type: none"> • Domain 7 – orderly & safe learning environments 	<ul style="list-style-type: none"> • Establishment of School Norms • Introduction of consistent positive reinforcement strategies from R-7 • Structured class step system for inappropriate behaviours • Introduction of whole school social and emotional skills program titled '<i>What's the Buzz?</i>' • Kick Start for Kids Breakfast Program • Introduction of Student Peer Mediation Program
Improve parental school involvement and engagement	What structures and systems need to be reviewed/introduced to support greater parental involvement and engagement at St. Thomas More School?	<ul style="list-style-type: none"> • Domain 8 – strong home, school, community engagement 	<ul style="list-style-type: none"> • Introduction of Parent/Teacher Meet & Greet times • Parent Reading workshops • Greater attendance at School Assemblies and class liturgies • Built on existing connections with our Indigenous families



St Thomas More School Shared Practice Agreement – Reading Instruction & Assessment



Instructional Practices Reading Program

- Children from Reception to Year 7 are given opportunities to read and write for enjoyment & learning everyday
- A Balanced Reading Program – Read Aloud, Shared/Modelled, Guided and Independent – is provided from Reception to Year 7 everyday
- Across Reception to Year 7 a shared language is used to understand and to discuss the strategies of reading, specifically the vocabulary of Fountas & Pinnell's - A *Network of Processing Systems for Reading*
- The shared language of reading strategies is visually supported in all learning environments within the school
- Regular analysis and ongoing assessment is used to plan and deliver personalised and differentiated reading instruction to each and every child
- The design of Kathy Walker Learning investigations are print rich, encourage reciprocal and substantive conversations to support oral language development and early reading and writing

Appendix A

At St Thomas More School, we want readers who....

- enjoy reading
- see reading as part of their lives, so they develop the habit of reading
- see reading as a way to learn about themselves and the world
- recognise and employ different purposes for reading
- see reading as knowledge and read a variety of texts
- see the supportive relationship between reading and other literacy practices (listening, speaking, viewing, writing and thinking)
- are critical readers, understanding that writing comes from a perspective and has a purpose, which carries meaning to be analysed and evaluated
- see reading as a risk-free way to test their theories about themselves and the world
- are confident, effective and engaged readers

Confident

A confident reader is familiar with a wide range of texts, and applies the range of reading strategies to make meaning. A confident reader takes risks to read new texts and to explore meaning.

Effective

An effective reader is a fluent reader, who applies reading strategies proficiently to support meaning making and to evaluate the purpose, perspective and quality of a text.

Engaged

An engaged reader enjoys reading! An engaged reader reads a variety of texts for many purposes, and understands reading as a way to learn about themselves and the world.

Reading Assessment

- Children's reading progress is monitored by all teachers and leaders through ongoing whole school data collection and review processes
- Children, understanding their reading development, with the mentoring of teachers, set and review regular reading goals
- In the Early Years (Reception to Year 2), on entry oral language assessments are used to identify children's language development, from which developmentally appropriate personalised and differentiated literacy learning is designed
- The Early Years Literacy Assessment is administered by the classroom teacher in the 5th term of schooling; the results of which are used to design personalised and differentiated instruction
- Running Records are used from Reception to Year 7 to monitor each child's reading development and to inform instruction
- PAT R is an additional assessment, introduced when developmentally appropriate and administered until the end of Year 7. The results are used to monitor growth in reading proficiency and to continue to inform personalised and differentiated reading instruction

Appendix B