

# St Thomas More School



2015

## School Compliance Report

# St Thomas More School Features

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St. Thomas More School is an R-7 coeducational school comprising of approximately 280 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 7% of our student population are identified with Special Needs, around 4% are identified as having English as a second language and approximately 7% 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 in July 2016 will further enhance the teaching and learning environments of our school.

# School Vision Statement

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## **Vision**

At St Thomas More School we create an innovative and contemporary educational environment which resonates with students and their families and leads to a love of lifelong learning. We seek to nurture people to take their place in the world as happy balanced and productive citizens by striving to build the capacity of our families. In partnership with our Parish we the Catholic faith and provide an invitation to encounter the love of God.

## **Mission**

Inspired by our Catholic Faith and in partnership with families and our wider community St Thomas More School creates an environment that invites engagement in life to the full in all it's personal, religious, civic, ecological and cultural richness.

## **Values**

Founded in the Mercy tradition, we value...

### Relationships

Respect for the dignity of each person

Commitment to learning

Justice and compassion

Opportunities to celebrate

# Staffing

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JOE BLEFARI	PRINCIPAL
SHAUN O'LEARY	DEPUTY PRINCIPAL/SPECIAL ED COORDINATOR/KEY LITERACY TEACHER
EUGENIA STOPYRA	APRIM + YEAR 3/4 TEACHER
MARILYN KENNEDY	SPECIAL EDUCATION COORDINATOR
ANNE MANNELLA	RECEPTION/YEAR 1 TEACHER
CONNIE CARTER	RECEPTION/YEAR 1 TEACHER
LISA CROSSLEY	RECEPTION/YEAR 1 TEACHER
TAYLOR CORK	YEAR 1/2 TEACHER
JANIE GOSLING	YEAR 2 TEACHER
SAMANTHA KELLY	YEAR 3/4 TEACHER
ROSANNA SAMARZIA	ITALIAN/YEAR 3/4 TEACHER
SONIA KILMISTER	YEAR 3/4 TEACHER
ANNA KACZMAREK	YEAR 4/5 TEACHER
MARIE D'OCCHIO	YEAR 4/5 TEACHER
ASHLEE STANLEY	YEAR 5/6 TEACHER
FABIAN CHEVALIER	PE + YEAR 5/6 TEACHER
JESS JENKINS	YEAR 6/7 TEACHER
SONIA ELLIOTT	YEAR 6/7 TEACHER
MEGAN POLLARD	CREATIVE ARTS TEACHER
TRISH OLIVE	RESOURCE BASED LEARNING TEACHER
JANE WELLS	CANTEEN
KAREN DUTOIT	BURSAR
KATINA LAZENKA	PA/ADMIN ESO
LEEANNE ADDERLEY	ADMIN ESO
LESLEY SWANN	LIBRARY ESO/CURRICULUM ESO
LINDA MARSH	CURRICULUM ESO
LISA DANIELE	WHS COORDINATOR
MICHELLE BLACK	ADMIN ESO
PAUL CLIFT	GROUNDSPERSON
RAELENE SMITH	CURRICULUM ESO
SANDRA SHEPHARD	CURRICULUM ESO
SANDY AHEARN	COUNSELLOR

KATE THEDE	OSHC DIRECTOR
DEANNA BLACK	OSHC
CHERYL BIELBY	OSHC
SHANNON BROOKS	OSHC
REBECCA BROOKS	OSHC
ASHLEE DEER	OSHC
SARAH HARDY	OSHC
RAECHEL HUGHES	OSHC
MICHAEL MUSICO	OSHC
JAYME-LEE SONNEMAN	OSHC
ALICIA THACKRAY	OSHC
TAMMY BRUECHER	ECC COORDINATOR
JO WILLIAMSON	ECC

# Staff Profile

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3.0 Male FTE Teachers

10.0 Female FTE Teachers

2.6 Part-time Teachers

**Total of 15.6 FTE**

2.4 Female Educational Support Officers

**Total of 2.4 FTE**

No staff are identified as Aboriginal or Torres Strait Islander.

# Staff Attendance

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The staff attendance for 2015 was 96%.

# Staff Professional Learning

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School Leaders Retreat: An Enquiry into Jesus

Timothy Radcliffe: Take the Plunge: Living Baptism and Confirmation

SACPPA Conference

Restorative Practice Conference Facilitator Training

Deputy Induction Program

Brain Trauma and Cultural dominance

CESA Religious Leaders Day

ReLaT Information Session

Classroom Observation Training

Early Career Teacher Professional Learning Day

Building Relationships & Student Wellbeing

Being with God: Witnessing to Young People in Communal Prayer

Autism SA: 5 Point Scale

Supporting JP Children with Down Syndrome

IEU Conference

Understanding Dyslexia Training Day

PE PD Day

Financial Questionnaire Workshop

Phonological Awareness Testing

EAL Scaling

EYA Training Day

Science PD

Choir Training Day

NAPLAN Supervision Training

Bill Hansberry Training Day – Circle Time

PLC Planning Days (Mathematics with Athina Fotopoulos)

RE PD Day

Reconciliation Symposium PD

Indigenous Ed Focus Day

Geography Association Conference PD

Indigenous Ed PD Day

Autism Workshop PD

Australian Down Syndrome Conference

PRIMA Day

Literacy and Numeracy Workshop

### **Whole School Pupil Free Days**

March 27: Bill Hansberry – Restorative Practice: Circle Time

May 4: Michael Lincoln – Restorative Practice

July 24: Michael Lincoln – Restorative Practice



# Teacher Standards & Qualifications

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Diplomas 40%

Bachelors 70%

Graduate Certificates 25%

Masters 15%

Other Graduate Certificates 15%

# School Information

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## **St Thomas More School**

50 Yorktown Road

Elizabeth Park South Australia 5113

<b>School Type</b>	Primary
<b>School Sector</b>	Catholic – Non-Government
<b>ICSEA value</b>	951
<b>Total Enrolments</b>	February 287 August 276
<b>% Indigenous enrolments</b>	5.8%
<b>% Students with disabilities</b>	7.2%

# Enrolments by Year Level

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	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Reception</b>	21	22	43
<b>Year 1</b>	15	23	38
<b>Year 2</b>	23	14	37
<b>Year 3</b>	13	18	31
<b>Year 4</b>	22	18	40
<b>Year 5</b>	22	10	32
<b>Year 6</b>	16	17	33
<b>Year 7</b>	13	9	22
<b>TOTAL</b>	<b>145</b>	<b>131</b>	<b>276</b>

# Student Attendance – by Year level

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	92.1%	86.9%	86.6%	86.5%
Year 1	93.2%	86.6%	84.6%	83.7%
Year 2	89.7%	85.3%	86.3%	89.5%
Year 3	93.9%	90.9%	90.0%	90.8%
Year 4	93.9%	93.1%	93.3%	91.6%
Year 5	94.0%	93.1%	93.0%	93.4%
Year 6	92.8%	91.5%	88.4%	89.3%
Year 7	93.0%	87.8%	86.9%	87.0%
<b>Averages</b>	<b>92.8%</b>	<b>89.4%</b>	<b>88.6%</b>	<b>89.0%</b>

## 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

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State Government Grant	\$761,398
State Government Additional Funding	\$0
Commonwealth Government Grant	\$1,872,483
Commonwealth Government Grant Other	\$175,440
Commonwealth Government Capital Grant	\$1,198,078
Total Commonwealth Government Grants	\$3,246,000
School Fees (inclusive of levies)	\$584,627
Other Income	\$104,195
<b>Total Income</b>	<b>\$4,696,220</b>

# NAPLAN 2015

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## Year 3

	<b>2014 % who achieved the National Minimum Standard</b>	<b>2015 % who achieved the National Minimum Standard</b>	<b>Mean Score 2014</b>	<b>Mean Score 2015</b>
<b>Reading</b>	89%	90%	369.4	361.6
<b>Writing</b>	85%	88%	335.3	352.0
<b>Spelling</b>	83%	84%	327.2	345.3
<b>Grammar and Punctuation</b>	87%	91%	342.8	367.2
<b>Numeracy</b>	93%	90%	346.5	357.9

# NAPLAN 2015

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## Year 5

	<b>2014 % who achieved the National Minimum Standard</b>	<b>2015 % who achieved the National Minimum Standard</b>	<b>Mean Score 2014</b>	<b>Mean Score 2015</b>
<b>Reading</b>	92%	93%	461.2	479.6
<b>Writing</b>	92%	87%	441.6	434.5
<b>Spelling</b>	100%	100%	484.7	483.7
<b>Grammar and Punctuation</b>	97%	93%	472.0	457.6
<b>Numeracy</b>	86%	100%	446.0	463.1

<b>Progress</b>	<b>Reading</b>		<b>Numeracy</b>	
	<b>School</b>	<b>All students</b>	<b>School</b>	<b>All students</b>
<b>Low</b>	22%	25%	19%	25%
<b>Medium</b>	57%	50%	62%	50%
<b>Upper</b>	22%	25%	19%	25%

# NAPLAN 2015

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## Year 7

	<b>2014 % who achieved the National Minimum Standard</b>	<b>2015 % who achieved the National Minimum Standard</b>	<b>Mean Score 2014</b>	<b>Mean Score 2015</b>
<b>Reading</b>	86%	100%	516.9	536.0
<b>Writing</b>	86%	95%	501.9	505.6
<b>Spelling</b>	86%	91%	506.8	542.4
<b>Grammar and Punctuation</b>	90%	91%	518.9	525.8
<b>Numeracy</b>	81%	100%	495.3	502.0

<b>Progress</b>	<b>Reading</b>		<b>Numeracy</b>	
	<b>School</b>	<b>All students</b>	<b>School</b>	<b>All students</b>
<b>Low</b>	24%	25%	39%	25%
<b>Medium</b>	47%	50%	44%	50%
<b>Upper</b>	29%	25%	17%	25%



# Student, Parent and Staff Satisfaction

## 2015 Staff Satisfaction Survey

The staff of St Thomas More School had the opportunity to provide 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. Fifteen staff in total completed the survey, the results of which are included in the table below. The staff feedback to question 9 resulted in our school re-introducing school camps for our Year 6/7 students in 2016.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. I feel like I am making a positive difference to the lives of the young people I am working with	0%	0%	13%	40%	47%
2. I enjoy my role at STM	0%	0%	0%	20%	80%
3. I am continuing to grow as a professional at STM	0%	0%	0%	33%	67%
4. I feel my overall work load and what is expected of me, is manageable	0%	13%	7%	53%	27%
5. I feel safe at STM	0%	13%	13%	47%	27%
6. I am kept informed about decisions that are made in the school	0%	0%	6%	67%	27%
7. I feel comfortable approaching my colleagues with questions or problems	0%	0%	0%	46%	54%
8. The school leadership listens to the views of students, parents and staff and takes suggestions into account	0%	0%	14%	43%	43%
9. I would like to see the introduction of school camps for the Year 6 & 7 students	0%	7%	20%	27%	46%
10. Staff have access to a range of Professional Learning opportunities	0%	0%	0%	40%	60%
11. The facilities at STM are well maintained and presented	0%	20%	7%	60%	13%
12. I feel like a valued member of the school community	0%	0%	7%	53%	40%
13. I like the overall direction the school is heading in	0%	0%	7%	57%	36%

## 2015 Parent Satisfaction Survey

The families of St Thomas More School had the opportunity to provide 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. Fourteen families in total completed the survey, the results of which are included in the table below. The parent feedback to question 15 resulted in our school re-introducing school camps for our Year 6/7 students in 2016.

Parent Items	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. As a parent, I feel welcomed and respected at STM	7%	7%	0%	36%	50%
2. I feel my child is safe at STM	7%	7%	21%	36%	29%
3. Teachers treat students fairly	7%	14%	21%	37%	21%
4. Teachers at STM expect my child to do his/her best	8%	0%	15%	38%	39%
5. Teachers provide my child with useful feedback about his/her work	7%	7%	0%	50%	36%
6. I can talk to my child's teacher about my concerns	7%	0%	14%	36%	43%
7. Student behaviour is well managed	14%	14%	29%	36%	7%
8. My child's learning needs are being met at STM	7%	7%	14%	50%	22%
9. I know the teacher will call me if there is a problem	7%	7%	29%	21%	36%
10. Leadership (Principal, Deputy and APRIM) are a visible presence and are accessible when required	14%	0%	7%	50%	29%
11. Administration responds to my calls in a timely manner	7%	0%	7%	64%	22%
12. The Principal welcomes comments and suggestions and is responsive to the concerns of parents and the community	14%	7%	0%	36%	43%
13. There is an atmosphere of open communication at STM	15%	0%	0%	62%	23%
14. I am kept well informed of school activities through the newsletter and social media	8%	0%	8%	38%	46%
15. I would like to see the introduction of school camps for Year 6 & 7 students	8%	8%	15%	31%	38%
16. I like the overall direction the school is heading in	8%	0%	15%	38%	39%

## 2015 Student Satisfaction Survey

The students of St Thomas More School had the opportunity to provide feedback on different facets of school life. This ranged from their perspectives of the curriculum through to their desire for the introduction of School Camps. All our students in Years 3 to 7 had the opportunity to complete the survey with 125 students completing it in total. This data is included in the table below. The student feedback to question 15 resulted in our school re-introducing school camps for our Year 6/7 students in 2016.

Student items	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I like coming to school	2%	11%	57%	30%
2. I feel safe at school	1%	15%	53%	31%
3. I feel that I am making good progress with my learning	2%	6%	45%	47%
4. My teachers expect me to do my best	1%	2%	27%	70%
5. My teachers provide me with useful feedback about my learning	2%	2%	46%	50%
6. My teachers help me with my work	1%	0%	48%	51%
7. My teachers motivate me with my work	1%	4%	44%	51%
8. My teachers explain things clearly to me	0%	11%	41%	48%
9. I can talk to my teachers about my concerns	5%	8%	45%	42%
10. There are a range of extracurricular activities available for students	2%	10%	49%	39%
11. My school expects students to act responsibly	1%	2%	36%	61%
12. My school has clear rules and expectations	0%	6%	33%	61%
13. I am treated fairly at school	4%	12%	49%	35%
14. There are adequate resources at my school	2%	8%	49%	41%
15. I would like the introduction of school camps for students in Year 6 & 7	7%	9%	11%	73%

# School Improvement – Self-Assessment Process

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During 2015, St Thomas More School engaged in a self-assessment process that led to the development of a School Improvement Plan, based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA). The St Thomas More School Strategic Plan 2015-17 was used to support the development of the 2015 School Improvement Plan. Five strategic intentions were identified within this plan:

Strategic Intention 1: Establishing and Administering a Shared Vision (CIF Domain 2)

Strategic Intention 2: Leading purposefully to sustain high quality student centred school performance (CIF Domain 3)

Strategic Intention 3: Student Engagement in Learning (CIF Domain 5)

Strategic Intention 4: An Orderly and Safe Learning Environment (CIF Domain 7)

Strategic Intention 5: Effective use of data to improve student outcomes and overall school performance (CIF Domain 6)

A working party was established for each Strategic Intention, with staff joining 1 or more working parties. These teams identified specific goals, actions, resources, success indicators and evidence they would collect in relation to their strategic intention.

## 2015 School Improvement Plan

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ST THOMAS MORE SCHOOL - ANNUAL IMPROVEMENT PLAN 2015

Strategic Intention 1: Working party: Joe, Eugenia, Marilyn, Jamie Shaun Establishing and Administering a Shared Vision				Targets By the end of Term 2 2015:			
(This Strategic Intention focuses on Domain 2: Focused Vision and Goals)				<ul style="list-style-type: none"> <li>5 ALPs completed</li> <li>Digital storage set up</li> <li>Communication of progress to staff, School Board &amp; community</li> </ul>			
Goals: (What are we trying to achieve?)	Actions: (What actions will we take to achieve our goals and targets?)	Responsibility: (Who will lead this?)	By When?	Resources: (What human and financial resources will we need?)	Success Indicators: (How will we know we have been successful?)	Evidence: (What data will we need to measure achievement of our goals?)	
1.1. To implement the key actions to achieve the Annual Improvement goals	Establish working parties	Joe	22 Jan. 15	Staff time to attend	Participation level	Attendance list	
	Prepare 2015 A IP	WP	WK 2 T1	ALP from all WP	Timeline produced to accommodate ALP needs	Completed ALP document	
	ALP moderated	WP1	End of WK 3 T1	Staff meeting time	All reports provided	The timeline Reports	
	Progress reports from WP	Joe	T2 Wks 3 & 7	Principal's report	Report provided	Report & Sch Bd feedback	
	Reports provided to Sch Bd	Eugenia	T2 Wk 4 & 8	Newsletter space	All staff have access	File on server	
	Establish a share file on server in staff sharing.	Joe	End of Term	Publishing costs	Parents/Caregivers provided with information and invited to comment	Newsletter clippings Summary of any feedback	
	Parent community updated	Joe	End of Term		Launch at AGM	AGM Minutes	
	Launch Strategic Plan	School Bd WP1	WK 8T1				
1.2. To provide adequate resourcing to each of the improvement goals.	Provide a check list of responsibilities and develop a template to monitor progress	WP1	WK 5	Time to meet	All staff provided with checklist and template for reports	Checklist and report template	
	Establish a budget	WP1	WK 5 T1	Staff meeting time WK 3 & 7 in Terms 2,3 & 4			
	Structure time for WP groups to meet	WP1 & Finance Comm	End T1 / T2				

ST THOMAS MORE SCHOOL - ANNUAL IMPROVEMENT PLAN 2015

<p><b>Strategic Intention 2:</b>                  Working party: Rosanna, Sonia K, Katina, Anne, Trish O                  Leading purposefully to sustain high quality student-centred school performance                  (This Strategic Intention focuses on Domain 3: Strong Leadership)</p>					<p><b>Targets</b>                  By the end of 2015:</p> <ul style="list-style-type: none"> <li>• Results of Observation Trials available</li> <li>• Three reports on approaches to Student Voice</li> </ul>	
<p><b>Goals:</b>                  (What are we trying to achieve?)</p>	<p><b>Actions:</b>                  (What actions will we take to achieve our goals and targets?)</p>	<p><b>Responsibility:</b>                  (Who will lead this?)</p>	<p><b>By When?</b></p>	<p><b>Resources:</b>                  (What human and financial resources will we need?)</p>	<p><b>Success Indicators:</b>                  (How will we know we have been successful?)</p>	<p><b>Evidence:</b>                  What data will we need to measure achievement of our goals?)</p>
<p>2.1. To monitor and evaluate the effectiveness of teaching and learning through observation, feedback, analysis and use of relevant data.</p>	<p>Establish a pilot program.                  Provide training for members of the pilot group.                  Pilot group undertake observation experiences.</p>	<p>Shaun &amp; WP2                  Let's Talk                  Shaun                  Shaun &amp; Let's Talk                  Pilot Group                  LT and Pilot group</p>	<p>Wk 3                  T1 Wk 8                  T2 &amp; T3                  T3                  Wk 7 T3                  T4</p>	<p>Let's Talk to provide a course outline                  Half day release                  Release time                  Release time                  Release time                  Meeting time</p>	<p>Pilot program takes place and the group provides presentation to staff on schedule.                  Future directions included in 2016 AIP</p>	<p>Course outline and pp                  Performas used                  Documentation produced by the Pilot group.                  Release time data</p> <p>2016 AIP</p>
<p>2.2. To actively encourage parent and student voice in our teaching and learning programs.</p>	<p>Research what is happening in the area of Student Voice in three other schools.                  Feedback provided to all staff                  Future directions determined</p>	<p>Rosanna &amp; Katina                  Rosanna &amp; Katina                  LT</p>	<p>End T3                  To be active in 2016                  WK3 T4                  End T4</p>	<p>Release to visit 3 city schools in Adelaide.                  Behaviour Ed consultants                  Staff Meeting time</p>	<p>Access to three brief reports                  Feedback from staff                  Future directions included in 2016 AIP</p>	<p>The three reports                  Report &amp; Feedback                  2016 AIP</p>

ST THOMAS MORE SCHOOL - ANNUAL IMPROVEMENT PLAN 2015

<b>Strategic Intention 3:</b> Working party: Connie, Samantha, Anna, Raelene Student Engagement in Learning				<b>Targets</b> By the end of 2015: <ul style="list-style-type: none"> <li>Reviewed Wellbeing policy</li> <li>Anecdotal evidence of progress in the development of Teamwork, Responsibility, Self-discipline &amp; Resilience.</li> </ul>		
(This Strategic Intention focuses on Domain 5: High Quality Teaching and Learning)						
<b>Goals:</b> (What are we trying to achieve?)	<b>Actions:</b> (What actions will we take to achieve our goals and targets?)	<b>Responsibility:</b> (Who will lead this?)	<b>By When?</b>	<b>Resources:</b> (What human and financial resources will we need?)	<b>Success Indicators:</b> (How will we know we have been successful?)	<b>Evidence:</b> What data will we need to measure achievement of our goals?
3.1. To foster student teamwork, resilience, responsibility and self-discipline.	Focus area each term T1 Teamwork T2 Responsibility T3 Self-discipline and tidiness in our school T4 Resilience	Shaun/Eugenia Anna & Samantha WP3	T1 WK2	Release time What's the Buzz Room 14 Bucket Fillers Five point Scale School Norms Restorative Practice	Brainstorm Question for all classes: What is your understanding of T1 Teamwork? T2 Responsibility? T3 Self-discipline? T4 Resilience? Linking / connection with the School Norms	Pre & post data Adjustment to the Wellbeing policy / statement of belief List of strategies used List of resources
3.2. To support each other to plan for differentiated learning that is both developmentally appropriate and challenging.	Each focus to include: Benchmark data – question? An inventory to identify: Resources/ strategies available Practices used Willingness to share with staff Displays for each topic Develop an appendix to the School Wellbeing policy that identifies useful resources in this area	WP3 Through PLC's WP3 to prepare draft	WK7 each term T4	Staff Meeting Time Release time	An Appendix to the Wellbeing Policy	Defer until 2016



ST THOMAS MORE SCHOOL - ANNUAL IMPROVEMENT PLAN 2015

<p><b>Strategic Intention 4:</b>                  Working party: Sandy A, Jess, Marie, Megan, Trish O, Taylor, Ashlee                  An Orderly and Safe Learning Environment</p>				<p><b>Targets</b>                  By the end of 2015:</p> <ul style="list-style-type: none"> <li>Introduced new strategies individually &amp; collectively for Restorative Justice</li> </ul> <p>Updated the Wellbeing Policy</p>		
<p>[This Strategic Intention focuses on Domain 7: Orderly and Safe Learning Environments]</p>						
<p><b>Goals:</b>                  (What are we trying to achieve?)</p>	<p><b>Actions:</b>                  (What actions will we take to achieve our goals and targets?)</p>	<p><b>Responsibility:</b>                  (Who will lead this?)</p>	<p><b>By When?</b></p>	<p><b>Resources:</b>                  (What human and financial resources will we need?)</p>	<p><b>Success Indicators:</b>                  (How will we know we have been successful?)</p>	<p><b>Evidence:</b>                  What data will we need to measure achievement of our goals?)</p>
<p><b>4.1.</b> To strive to ensure that interactions between all members of the school community reflect a sense of justice, dignity and respect.</p>			<p>Defer until 2016</p>			
<p><b>4.2.</b> To support students and all members of the school community to demonstrate an understanding of the school's wellbeing policy and approach and act accordingly by having a year long focus on: Relationship building through Restorative Justice</p>	<p>Leadership Training</p> <p>Professional Learning day</p> <p>Future directions identified</p> <p>Planned approach for implementation introduced to staff - Share – learn – implement – evaluate by...</p> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul> <p>Revise the Personal responsibility Policy/update to Wellbeing Policy -</p>	<p>Michael Lincoln</p> <p>Bill Hansbury</p> <p>Leadership Team &amp; WP4</p> <p>Joe</p> <p>WP4</p> <p>WP4</p>	<p>17/24 Feb</p> <p>27 March</p> <p>WK2 T2</p> <p>Wk 3 T2</p>	<p>Pupil Free Day</p> <p>Release time</p> <p>Staff Meeting</p>	<p>More widespread and focused use of the schools wellbeing approaches.</p> <p>Yard tidiness</p> <p>Restorative Justice – Circle time</p> <p>Buddy Program</p> <p>Yard reflection – 5 serious consequences – giving back</p> <p>Expanding Logical Peer Mediation training</p> <p>Capacity to use What's the Buzz</p> <p>Breakfast Club</p>	<p>Increased awareness of Restorative Justice practices evident through comparison of pre and post training data. A number of new strategies embedded in school practice.</p>





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**Strategic Intention 5 Questions;  
Data information**

**Consider the technical requirements for storage?**

**What is the place of our internal folders in this situation?**

**How can the folder info be transferred to digital?**

**What security issues need to be put in place?**

**How will we support the handover of data?**

**How could a time line be used to assist the handover process?**

**How and when should we**

**analyse the NAPLAN data?**

# Progress towards achievement of 2014 goals

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In 2014 St Thomas More School identified 3 Strategic Goals:

**Strategic Goal 1:** Improvement of Student Reading Outcomes

**Strategic Goal 2:** Improvement of Student Well-Being

**Strategic Goal 3:** Improvement of Parental School Involvement and Engagement

Each goal was based upon the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA). A whole school inquiry question was established for each strategic goal as indicated below.

**Strategic Goal 1 Inquiry Question:** 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, confident and engaged readers?

**Strategic Goal 2 Inquiry Question:** What whole school philosophy, practices and preventative strategies will lead to an overall improvement in student engagement and general well-being?

**Strategic Goal 3 Inquiry Question:** What structures and systems need to be reviewed/introduced to support greater parent involvement and engagement at St Thomas More School?

Below is a description of the school's achievements and progress in relation to the 2014 goals.

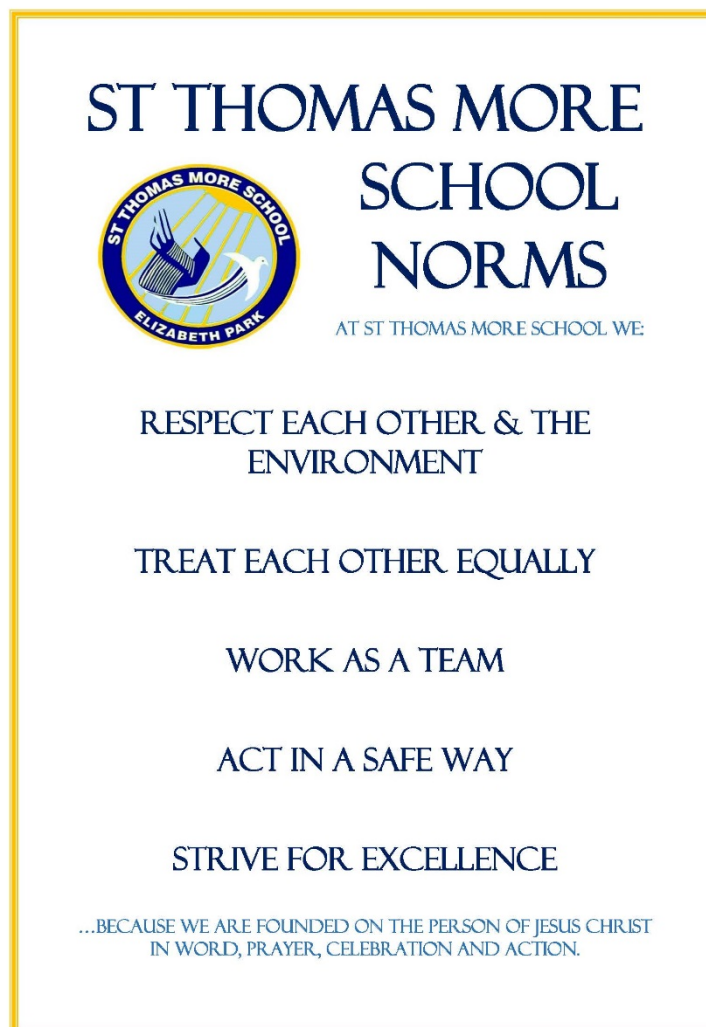
## **Strategic Goal 1 Achievements**

- A whole school Shared Practice Agreement – Reading Instruction and Assessment was established and is being adhered to by all teachers (R-7).
- In line with this Shared Practice Agreement; a balanced reading program – Read Aloud, Shared/Modelled, Guided and Independent – is provided from Reception to Year 7 every day.
- Across Reception to Year 7 a shared language is used to understand and to discuss the strategies of reading, specifically the vocabulary of Fountas and 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.
- Children’s reading progress is monitored by all teachers and leaders through ongoing whole school data collection and review processes.
- In 2015, 90% of the school’s Year 3 students achieved the National Minimum Standard in Reading, an increase of 1% from 2014.
- In 2015, 93% of the school’s Year 5 students achieved the National Minimum Standard in Reading, an increase of 1% from 2014.
- In 2015, 100% of the school’s Year 7 students achieved the National Minimum Standard in Reading, an increase of 14% from 2014.

**Strategic Goal 2 Achievements:**

- The school surveyed all students and asked them to identify norms and behaviours they felt were important to establishing a positive, safe and engaging school culture. These responses were collated and used to establish the St Thomas More School Norms.



- Positive Reinforcement Strategies, *Bucket Fillers and Class Dojos*, were introduced throughout the whole school. This resulted in an increase of positive behaviours in each class, including greater student engagement in learning. This also resulted in less children being removed from class for inappropriate behaviours.
- All teachers were trained by Mark Le Messurier in the program titled 'What's the Buzz?'. This is a social and emotional skills development program which was then introduced to all students (R-7).
- The school established a breakfast program with the support of Kick Start for Kids each Tuesday, Wednesday and Thursday morning throughout the year. On average, 40 students received a nutritious breakfast on each of these mornings resulting in an increase in their engagement with learning throughout the day.
- All Year 6/7 students were trained to become Peer Mediators in the school yard. These students were rostered on at recess and lunch to support younger children resolve low level problems, using a Restorative Practice framework and script.

### **Strategic Goal 3 Achievements:**

- In 2014 the school changed their parent engagement structures. The traditional Parent Information Session at the beginning of the year was replaced with 1 to 1 Parent Meet and Greet Times with teachers. This resulted in an increase in parent attendance and involvement by approximately 25%.
- The school held parent workshops in literacy and numeracy throughout the year with between 25 and 30 parents attending these workshops which were facilitated by class teachers.
- Parents were encouraged to be involved in the school in different capacities. The school observed an increase in parents volunteering to read to students and supervise students on excursions and sporting carnivals.
- The school employed one of their Indigenous families to facilitate a Kurna Language Program to the Year 6/7 students.
- A Volunteer's Mass and Morning Tea was held to acknowledge and thank all parent helpers in 2014.