

St Thomas More School



Principal's Report

2016 School Performance Report

AGM

Wednesday 1 March 2017



St Thomas More School Ethos

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. The Sisters of Mercy are dedicated to serving people who suffer from injustices related to poverty, sickness or lack of education. They were founded in Ireland in 1831 by Catherine McAuley (1778-1841). Catherine recognised the needs of those who were marginalised and oppressed by unjust social attitudes and practices of the day. She responded by establishing a House of Mercy in Dublin, which provided educational, religious and social services for women and children who were at risk of homelessness, through exploitation and entrenched poverty. We celebrate Mercy Day on September 24th, the Feast of our Lady of Mercy.

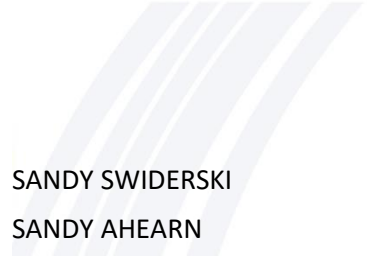
The corporal works of mercy are:

- Feed the hungry
- Give drink to the thirsty
- Clothe the naked
- Shelter the homeless
- Visit the sick
- Visit the imprisoned
- Bury the dead

One of the most respected figures in English history, Thomas More was a statesman, scholar and author. He was noted for his wit and also for his devotion to his religion. Thomas and his family lived happily, sharing their means with the poor. He enforced the laws of England and saw that the poor were protected against injustice. He was beheaded as a traitor for his refusal to acknowledge King Henry VIII's supremacy over the church. Thomas More was canonised by Pope Pius XI in 1935. Our school is proudly named after Thomas More and we celebrate his feast day on June 22nd each year.

Staffing

JOE BLEFARI	PRINCIPAL
SHAUN O'LEARY	DEPUTY PRINCIPAL/SPECIAL ED COORDINATOR/KEY LITERACY TEACHER
SONIA KILMISTER	APRIM (0.6) + YEAR 2/3 TEACHER (0.4)
MARILYN KENNEDY	SPECIAL EDUCATION COORDINATOR
LISA-MARIE SAMPSON	RECEPTION TEACHER (TERMS 3 & 4)
CONNIE CARTER	RECEPTION/YEAR 1 TEACHER
LISA CROSSLEY	RECEPTION/YEAR 1 TEACHER
COURTNEY WALTERS	RECEPTION/YEAR 1 TEACHER
JANIE GOSLING	YEAR 2/3 TEACHER
LARA TURNBULL	YEAR 2/3 TEACHER (0.6)
ANNE MANNELLA	YEAR 2/3 TEACHER (TERM 1)
NICOLE MUSOLINO	YEAR 2/3 TEACHER
LEANNE CROMPTON	YEAR 4/5 TEACHER (0.4)
MARIE D'OCCHIO	YEAR 4/5 TEACHER (0.6)
ASHLEE STANLEY	YEAR 4/5 TEACHER
FABIAN CHEVALIER	PE (0.5) + YEAR 5/6 TEACHER (0.5)
ANNA KACZMAREK	YEAR 5/6 TEACHER (0.5)
JESS JENKINS	YEAR 6/7 TEACHER
SONIA ELLIOTT	YEAR 6/7 TEACHER
MEGAN POLLARD	CREATIVE ARTS TEACHER (0.5)
VICKY RADETTI	ITALIAN TEACHER (0.4)
JANE WELLS	CANTEEN
KAREN DUTOIT	BURSAR (TERM 1)
SUE DIXON	BURSAR (TERMS 2-4)
KATINA LAZENKA	PA/ADMIN ESO
LEEANNE ADDERLEY	ADMIN ESO
LESLEY SWANN	LIBRARY ESO/CURRICULUM ESO
LINDA MARSH	CURRICULUM ESO
LISA DANIELE	WHS COORDINATOR (0.2)
MICHELLE BLACK	ADMIN ESO (TERMS 1-3)
PAUL CLIFT	GROUNDSMAN (0.4)
RAELENE SMITH	CURRICULUM ESO
SANDRA SHEPHARD	CURRICULUM ESO
TRISH OLIVE	CURRICULUM ESO



SANDY SWIDERSKI
SANDY AHEARN

CURRICULUM ESO
COUNSELLOR (0.6)



KATE THEDE

OSHC DIRECTOR

CHERYL BIELBY

OSHC

SHANNON BROOKES

OSHC

REBECCA BROOKS

OSHC/CURRICULUM ESO

ASHLEE DEER

OSHC/CURRICULUM ESO

SHANNEN THEDE

OSHC

RAEHEL HUGHES

OSHC

MICHAEL MUSICO

OSHC/CURRICULUM ESO

JAYME-LEE SONNEMAN

OSHC

DEMI SONNEMAN

OSHC

JO WILLIAMSON

ECC COORDINATOR



Staffing

3 Male FTE Teachers

9 Female FTE Teachers

6 Part Time Teachers

Total of 15 FTE

1.61 Female Educational Support Officers

Total of 1.61 FTE

Staff Attendance

The staff attendance for 2016 was 90%.



Staff Professional Learning

STEM PD

Restorative Practices Training

Positive Education Conference

R-12 Deputy Day: Catholic Identity

Mental Health and Wellbeing of Young People

ACER PAT Online Testing and Teaching Resources

Women in Leadership

Aspiring Leaders Program

Directory of Masses with Children

Graduate Certificate in Catholic Studies

Diabetes Training

Senior First Aid

Civica Training

Early Years Maths PD

Trauma and Adolescent Mental Health PD

Australian Curriculum Network Leaders Day

Walker Learning Conference

Little Scientists Workshop

Supporting Classroom Teachers to Differentiate Effectively

Introduction to MITIOG


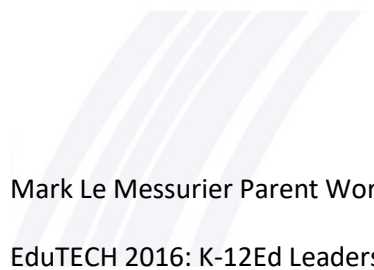
Sensory Strategies to Help Attention

What's the Buzz? Training Day

Cracking the Hard Class

ESO Hub Group Meeting: Mark Le Messurier

John Hattie: Visible Learning Symposium



Mark Le Messurier Parent Workshop
EduTECH 2016: K-12Ed Leaders Congress

Employee Relations Seminars

Equal Employment Opportunity Compliance Training

Diocesan Spring Gathering

SACPPA Conference

ReLaT Information Session

Early Career Teacher Professional Learning Day

Autism SA: 5 Point Scale

Understanding Dyslexia Training Day

PE PD Day

EYA Training Day

Choir Training Day

NAPLAN Supervision Training

PLC Planning Days (Literacy with Maria Catalano)

Indigenous Education Planning Day with Kathy Stringer

Indigenous Ed PD Day

PRIMA Day

Whole School Pupil Free Days

March 8: Trauma Sensitive Schools Project Training Day

March 9: Trauma Sensitive Schools Project Training Day

September 30: Staff Retreat – Encountering the Mercy of God, One Another and Ourselves

November 21: PLC Planning Day



School Events – Value Added

Catholic Schools Year 4/5 Soccer Carnival

SAPSASA Year 4-7 Rugby Clinics

SAPSASA Winter Carnival

Catholic Schools Athletics Carnival

Catholic Schools Year 6/7 Soccer Carnival

Catholic Schools Year 4-7 Netball Carnival

Years 4-7 Football Carnival

Central Districts Football Club Clinics Years 4-7

Rugby Tag Clinics

SAPSASA Rugby Tag Carnival

SAPSASA Athletics Carnival

Catholic Schools Touch Carnival

Catholic Schools T-Ball Carnival

Adelaide Football Club Presentation

Craig Goodwin School Visit

Sports Day

After School Sport Activities

Whole School Mission Day

Shrove Tuesday Pancake Celebration

Year 6/7 Festival Choir

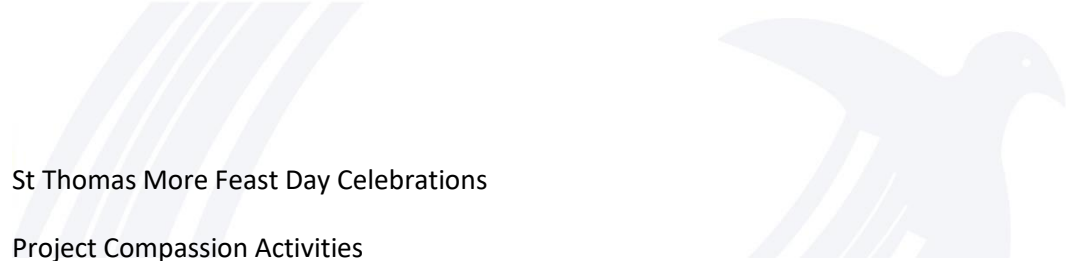
Little Choir

Poco Magico Choir

Kick Start for Kids Breakfast Program

Class Excursions

Class and School Liturgies and Masses



St Thomas More Feast Day Celebrations

Project Compassion Activities

St Patrick's Day Fundraiser

Remembrance Day Liturgies

Sacramental Workshops

Buddies Programs

Music Tuition

Year 7 Leadership Day

Year 7 Graduation Liturgy

Year 7 Graduation Dinner

Year 6/7 Farewell Disco

Year 7 Leadership Jumper

Year 6/7 Camp: Woodhouse Activity Centre

Year 6/7 Headspace Presentation

Camp Quality Puppets Performance

Whole School Incursion: Wongayerlo Performance

Indigenous Education Excursion (Ngunyawayiti Ngadluku Ngartu-Itya)

R-3 Responsible Pet Owner Education Program

R/1 Road Safety Excursion

Playgroup

Early Learning Years Program

Book Week Parade and Associated Activities

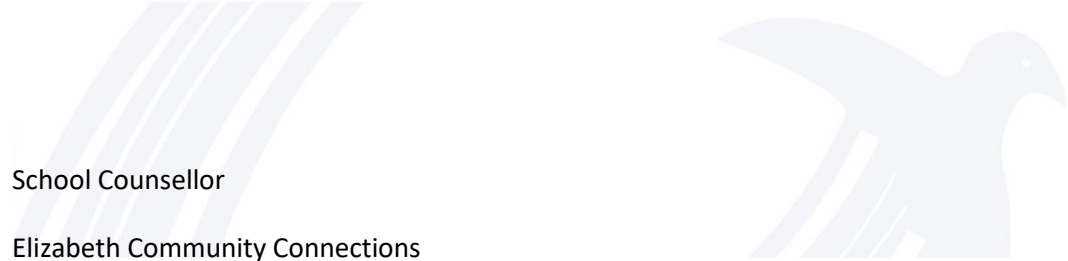
Scholastic Book Fair

New Reception Transition Program

SAPOL Visits

School Vegetable Garden

School Disco



School Counsellor

Elizabeth Community Connections

Geckos Fine Motor Program

Student Principal for a Day

Thanksgiving Volunteers Morning Tea

Parent Coffee Morning

R/1 Parent Information Session

Parent/Teacher Meet and Greet Times

New Reception Families Information Meeting

Mark Le Messurier Parent Workshop

Year 4 Parent Information Session (Year 7's Transitioning into Catholic Secondary Schools)

ATSI Annual Community Celebration Dinner

Christmas Carols Afternoon



Teacher Standards & Qualifications

Diplomas	19%
Bachelors	86%
Graduate Certificates	62%
Masters	14%
Other Graduate Certificates	5%

School Information

St Thomas More School

50 Yorktown Road

Elizabeth Park South Australia 5113

School Type	Primary
School Sector	Catholic – Non-Government
ICSEA value	950
Total Enrolments	February 274 August 267
% Indigenous enrolments	4.1%
% Students with disabilities	6%

Enrolments by Year Level

	Boys	Girls	Total
Reception	13	16	29
Year 1	19	21	40
Year 2	17	21	38
Year 3	19	13	32
Year 4	11	19	30
Year 5	20	15	35
Year 6	22	10	32
Year 7	15	16	31
TOTAL	136	131	267

Student Attendance – by Year level

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	92.13%	86.90%	86.60%	86.55%
Year 1	93.21%	86.62%	84.66%	83.73%
Year 2	89.65%	85.33%	86.31%	89.47%
Year 3	93.93%	90.92%	89.98%	90.81%
Year 4	93.91%	93.11%	93.31%	91.58%
Year 5	94.01%	93.08%	92.98%	93.38%
Year 6	92.01%	91.47%	88.41%	89.28%
Year 7	92.79%	87.77%	86.85%	87.04%
Averages	92.70%	89.40%	88.63%	89.02%



School Income

State Government Grant	\$742,904
State Government Additional Funding	\$0
Commonwealth Government Grant	\$1,868,030
Commonwealth Government Grant Other	\$99,244
Commonwealth Government Capital Grant	\$301,922
Total Commonwealth Government Grants	\$3,012,100
School Fees (inclusive of levies)	\$502,347 (\$591,712 less discounts)
Other Income	\$196,941
Total Income	\$3,711,388



Post School Destinations

Salisbury High School

St Columba College

Thomas More College

Xavier College

Craigmore High School

Mark Oliphant

Modbury High School

Blakes Crossing

Gawler High School

Golden Grove High School

Parafield Gardens High School

Mt Barker High School

Trinity College

NAPLAN 2016

Year 3

	2015 % who achieved the National Minimum Standard	2016 % who achieved the National Minimum Standard	Mean Score 2015	Mean Score 2016
Reading	90%	77%	361.6	340.9
Writing	88%	91%	352	339.2
Spelling	84%	76%	345.3	318.8
Grammar and Punctuation	91%	88%	367.2	357.6
Numeracy	90%	82%	357.9	346.4

NAPLAN 2016

Year 5

	2015 % who achieved the National Minimum Standard	2016 % who achieved the National Minimum Standard	Mean Score 2015	Mean Score 2016
Reading	93%	85%	479.6	463.1
Writing	87%	88%	434.5	423.5
Spelling	100%	71%	483.7	427.6
Grammar and Punctuation	93%	94%	457.6	448.3
Numeracy	100%	88%	463.1	439.2

Progress 2014-2016	Reading		Numeracy	
	School	All students	School	All students
Low	21%	25%	29%	25%
Medium	46%	50%	54%	50%
Upper	32%	25%	18%	25%

NAPLAN 2016

Year 7

	2015 % who achieved the National Minimum Standard	2016 % who achieved the National Minimum Standard	Mean Score 2015	Mean Score 2016
Reading	100%	93%	536	522.5
Writing	95%	77%	505.6	490
Spelling	91%	87%	542.4	511.2
Grammar and Punctuation	91%	97%	525.8	529
Numeracy	100%	100%	502	531.6

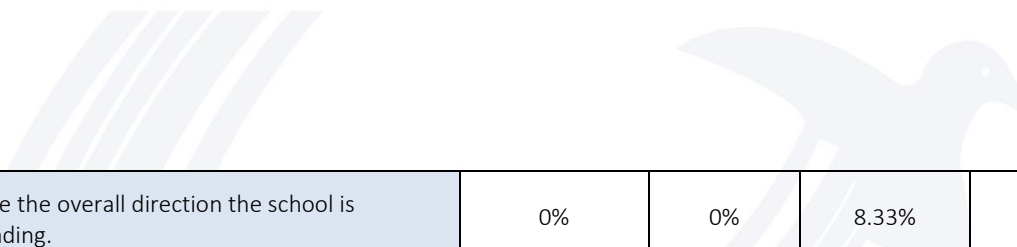
Progress 2014-2016	Reading		Numeracy	
	School	All students	School	All students
Low	12%	25%	15%	25%
Medium	69%	50%	50%	50%
Upper	19%	25%	35%	25%

School Satisfaction

2016 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. Twenty four 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.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. We should name the new building St Mary's after our school's original name.	0%	8.33%	8.33%	54.17%	29.17%
2. We should introduce a Grandparents/Special Friends Day in 2017.	0%	0%	8.33%	41.67%	50%
3. I feel like I am making a positive difference to the lives of the young people I am working with.	0%	0%	0%	58.33%	41.67%
4. I enjoy my role at STM.	0%	4.17%	0%	29.17%	66.67%
5. I am continuing to grow as a professional at STM.	0%	0%	4.17%	37.50%	58.33%
6. I feel my overall workload and what is expected of me, is manageable.	4.17%	0%	20.83%	41.67%	33.33%
7. I feel safe at STM.	0%	8.7%	0%	43.48%	47.83%
8. I am kept informed about decisions that are made in the school.	0%	0%	16.67%	54.17%	29.17%
9. I feel comfortable approaching my colleagues with questions or problems.	0%	4.17%	4.17%	33.33%	58.33%
10. The school leadership listens to the views of students, parents and staff and takes suggestions into account.	0%	0%	0%	58.33%	41.67%
11. Staff have access to a range of professional learning opportunities.	0%	0%	0%	50%	50%
12. The facilities at STM are well maintained and presented.	0%	8.7%	17.39%	65.22%	8.7%
13. I feel like a valued member of the school community.	0%	0%	8.7%	69.57%	21.74%



14. I like the overall direction the school is heading.	0%	0%	8.33%	54.17%	37.5%
---	----	----	-------	--------	-------

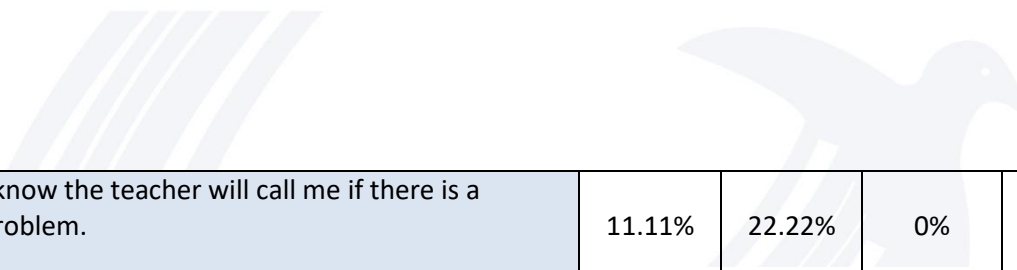
	Writing	Spelling	Grammar	Numeracy
Based on our 2016 NAPLAN results and what you know about our student needs, what do you believe our whole school curriculum focus in 2017 should be?	31.82%	27.27%	36.23%	4.55%

	Yes	No
Do you believe we should continue with an Open Night concept?	100%	0%

2016 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. Thirteen 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. STM should have an annual Open Night.	0%	0%	30.77%	46.15%	23.08%
2. The new building should be named St Mary's, as the school was originally called St Mary's when it first opened in the 1960's.	7.69%	7.69%	38.46%	23.08%	23.08%
3. STM should introduce a Grandparents/Special Friends Day in 2017.	7.69%	0%	30.77%	38.46%	23.08%
4. STM should review the canteen menu and include some healthy options.	0%	7.69%	7.69%	46.15%	38.46%
5. The new non-negotiable around violence is helping STM to be a safe and happy school community.	0%	38.46%	7.69%	7.69%	46.15%
6. As a parent, I feel welcomed and respected at STM.	16.67%	8.33%	8.33%	16.67%	50%
7. Teachers treat students fairly.	18.18%	9.09%	0%	27.27%	45.45%
8. Teachers at STM expect my child to do his/her best.	0%	20%	0%	40%	40%
9. Teachers provide my child with useful feedback about his/her work.	10%	10%	10%	30%	40%
10. I can talk to my child's teacher about my concerns.	20%	10%	0%	10%	60%
11. Student behaviour is well managed.	30%	0%	10%	50%	10%
12. My child's learning needs are being met at STM.	20%	10%	0%	50%	20%



13. I know the teacher will call me if there is a problem.	11.11%	22.22%	0%	33.33%	33.33%
14. Leadership (Principal, Deputy and APRIM) are a visible presence and are accessible when required.	22.22%	0%	0%	33.33%	44.44%
15. Administration responds to my calls in a timely manner.	0%	0%	0%	44.44%	55.56%
16. The Principal welcomes comments and suggestions and is responsive to the concerns of parents and the community.	33.33%	0%	11.11%	22.22%	33.33%
17. There is an atmosphere of open communication at STM.	33.33%	0%	0%	22.22%	44.44%
18. I am kept well informed of school activities through the newsletter and social media.	0%	0%	0%	55.56%	44.44%
19. I like the overall direction the school is heading in.	22.22%	11.11%	0%	44.44%	22.22%

2016 Student Satisfaction Survey

In 2016 we undertook a review of our Sports day structures and events. We surveyed students across the school to seek their feedback. We collated their responses and changed our Sports Day structures to include the suggestions students provided via their surveys. Below are the Year 4-7 student survey responses.

Student items	Competitive	Fun	No Preference
1. Would you prefer to be involved in competitive races or fun based activities?	44.44%	48.15%	7.41%

Student items	Athletics	Team	Mixture
2. Would you like to be involved in Athletic type events or Team Games?	27.77%	27.77%	44.46%

Event	Total
Discus	22.22%
Shot Put	21.3%
Hurdles	41.66%
Relay	44.44%
Sprint (70m)	31.48%
Long Distance	24.07%
High Jump	32.4%
Spoke Tunnel Ball	3.7%
Basketball Shooting	35.18%
Sack Race	10.18%
Tug of War	62.96%
Tunnel Ball	1.85%
Egg and Spoon	23.14%
Skipping	12.03%
Obstacle Course	25%
Water Balloon Relay	35.18%
Fill the Bucket (Sponge Relay)	27.77%
400m	1.85%



Achievements

Completion of Stage 1 Capital Development Project (6 new classrooms, ICT room, breakout space, outdoor decking spaces and toilets)

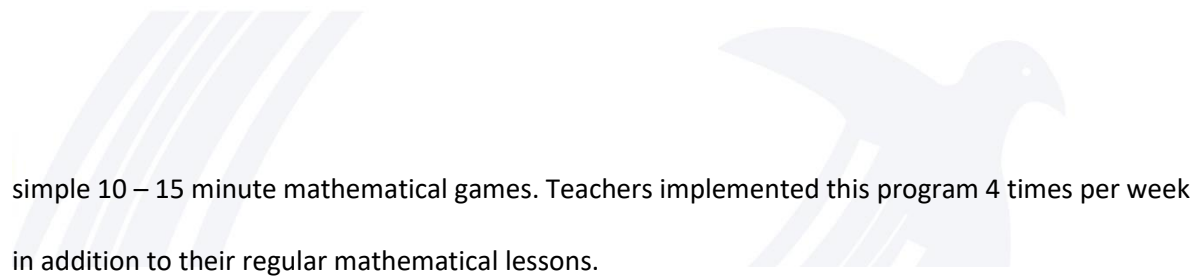
This new building named St Mary's provides students with contemporary and flexible learning environments, including open plan classrooms, a large corridor breakout space and the opportunity to learn outdoors on purpose built decking. The students and teachers moved in to St Mary's towards the end of Term 3 2016.

Involvement in the Trauma Sensitive Schools Project (A collaboration between Catholic Education South Australia and the Australian Childhood Foundation).

In Term 1 the entire St Thomas More School staff participated in 2 days of professional learning on Trauma and the effects of trauma on the brain. Following this PD all teachers committed to an action research project. This project involved staff trialling a variety of different strategies to support children with trauma related symptoms as well as other children. Teachers have collected data indicating the success of different strategies used to support children to self-regulate their emotions and be in a calming state in readiness for learning. This project is a 2 year journey.

Introduction and Implementation of a Number Fluency Program (Reception – Year 7)

At the beginning of 2016 teachers undertook professional learning in the use of a Number Fluency Program developed by Adrian Dilger from the Catholic Education Office South Australia. The program supports the development of student's number facts and recall through the use of fun and



simple 10 – 15 minute mathematical games. Teachers implemented this program 4 times per week in addition to their regular mathematical lessons.

Revised the school Student Wellbeing Procedures to align with the philosophy of Restorative Practices. This also included the Introduction of a whole school non-negotiable around violence.

- ✓ 1st Response: Affective Statement by Classroom/Specialist Teacher
- ✓ 2nd Response: Affective Statement repeated by Classroom/Specialist Teacher
- ✓ 3rd Response: Restorative Conversation between Classroom/Specialist Teacher and Student (School Leadership to release Teacher so the conversation can take place)
- ✓ 4th Response: Referral to Restorative Conversation signed agreement (3rd Response above) as to the course of action. Parent Notification made by Classroom/Specialist Teacher (see below).
- ✓ 5th Response: Office Referral

Growth in NAPLAN Reading and Numeracy Results

Year 4 ReLaT Results

Consistent use of positive reinforcement strategies

Revised Homework Policy and introduced Homework Procedures

Held first St Thomas More School Open Night

Reintroduced Year 6/7 Camp (Woodhouse Activity Centre)

Introduced a whole school student Mission Day

Staff Professional Learning Communities



Vision, Mission and Value Statements

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

2015-2017 School Strategic Plan

STRATEGIC INTENTIONS:	1. Establishing and Administering a Shared Vision (Domain 2)	2. Leading purposefully to sustain high quality student-centred school performance (Domain 3)	3. Student Engagement in Learning (Domain 5)	4. An Orderly and Safe Learning Environment (Domain 7)	5. Effective use of Data to improve student outcomes and overall school performance (Domain 6)
GOALS:	1.1. To implement the key actions to achieve the annual improvement goals	2.1. To monitor and evaluate the effectiveness of teaching and learning through observation, feedback, analysis and use of relevant data.	3.1. To foster student teamwork, resilience, responsibility and self-discipline.	4.1 To strive to ensure that interactions between all members of the school community reflect a sense of justice, dignity and respect.	5.1 To review and update the schools policies, procedures and systems for the generation, collection, storage and retrieval of data.
	1.2. To provide adequate resourcing to each of the improvement goals.	2.2. To actively encourage parent and student voice in our teaching and learning programs.	3.2. To support each other to plan for differentiated learning that is both developmentally appropriate and challenging.	4.2. To support students and all members of the school community to demonstrate an understanding of the school's behaviour policy and approach and act accordingly.	5.2. To ensure that student performance data is used to track growth in learning and overall achievement

Capital Development – St. Mary's





Student Achievements

ReLaT Results

ReLaT (Religious Education Literacy Assessment Tool) is a 35 question test that all Year 4 students in South Australian Catholic schools participate in. This assessment was developed by the Catholic Education Office and took place in Term 3. In the five topics that were tested, our children placed above the state average in four.


	Being Human	Church and Community	Social Justice and Ethical Issues	Prayer and Liturgy	Religious Traditions	Total
Averages for Year 4 Students at STM	79.3%	89.9%	72.1%	84.3%	63.2%	78.1%
Averages for Year 4 Students in Diocese	76.1%	88.2%	66.9%	73.3%	70.7%	75.4%

NAPLAN Results

78% of our Year 5 students achieved medium or upper growth in their Reading over the last 2 years. This is compared to the national average of 75%.

88% of our Year 7 students achieved medium or upper growth in their Reading over the last 2 years. This is compared to the national average of 75%.

85% of our Year 7 students achieved medium or upper growth in their Numeracy over the last 2 years. This is compared to the national average of 75%.



The table below is the estimated standardised student progress between the 2014 and 2016 Literacy and Numeracy Tests for the Grade 5 students in 2016.

Progress	Reading	Reading	Numeracy	Numeracy
	STM	All Students	STM	All Students
Low	21%	25%	29%	25%
Medium	46%	50%	54%	50%
Upper	32%	25%	18%	25%

The table below is the estimated standardised student progress between the 2014 and 2016 Literacy and Numeracy Tests for the Grade 7 students in 2016.

Progress	Reading	Reading	Numeracy	Numeracy
	STM	All Students	STM	All Students
Low	12%	25%	15%	25%
Medium	69%	50%	50%	50%
Upper	19%	25%	35%	25%

Focus Areas - 2017

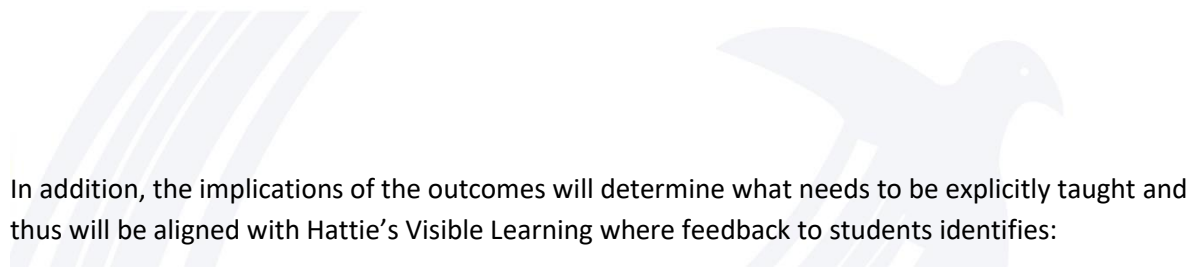
Peer Observations

There is clear evidence and data linking Peer Observations to the improvement of student learning outcomes. As a result, teachers will be working within their year level teams (PLCs) to undertake the following Peer Observation Cycle:

1. Observer and teachers meet-
 - a. to discuss the lesson plan
 - b. to identify what strategies will be used
 - c. to describe the impact on desired student outcomes that are to be observed.
2. Teacher and observers prepare the classroom observation sheet.
3. Observers observe the lesson and gathers data as per the agreement.
4. Observers and teacher take time apart to prepare notes on the observation,
5. Preparation of data:
 - **Teacher** prepares notes according to;
 - Strengths –what worked well; progress made towards goal
 - Development – what could have been done better; what were missed opportunities.
 - **Observer** prepares descriptive statements
6. Teacher and Observers meet up again
 - a. **Teacher** self-evaluates, giving his or her reflection on strengths and development needs. Observers actively listen without interruptions
 - b. **The Observers**, using descriptive statements describes what they observed and invites the teacher into a reflective dialogue after each statement.
7. Observers and teacher review existing goal and set a new goal and plan out the next steps needed to achieve it.

English - Writing

In 2017 we will have a whole school writing focus. We will be working with a consultant from the Catholic Education Office, Maria Catalano, as we explore different ways of supporting children with their writing development. The learning intention for staff is to develop appropriate pedagogy & assessment practices that will track students' progress in writing. The EAL Language & Literacy Levels will be utilised as the tool to analyse and monitor all students' progress.



In addition, the implications of the outcomes will determine what needs to be explicitly taught and thus will be aligned with Hattie's Visible Learning where feedback to students identifies:

- what they have done well and
- what they need to do to improve.

Student Well-Being

The well-being of our students continues to be a major focus at St. Thomas More. We have many proactive and preventative strategies in place to support the well-being of children and develop their social and emotional competencies. These strategies include;

- Support from Sandy Ahearn, our School Counsellor
- A focus on our School Norms
- A social skills program titled "What's the Buzz?"
- Positive reinforcement strategies such as "Bucket Fillers" and "Class Dojos"
- A teaching strategy known as Circle Time
- The Harmony Room – a sensory and relaxation space for all children
- A focus on Restorative Practices

Parent and Community Engagement

- The introduction of a Grandparents/Special Friends Day
- STM Open Day
- An increase in the number of Parent Coffee mornings
- Mark Le Messurier parent workshop
- R-2 Parent Information Session
- Consistent information dissemination re Year 7's transitioning into Catholic Secondary Schools from 2019

Stage 2 Capital Development – New Courtyard and Sacred Space

In 2017 we will begin the process of applying for a loan to undertake Stage 2 of our Capital Development Master Plan.

Stage 2 involves the demolition of asbestos ridden buildings in the main courtyard. These buildings include: St Mary's Chapel, a toilet block, canteen, sports shed and maintenance room. Apart from the toilet block, these buildings have not been used in the last four years. The project involves the resurfacing of the main courtyard and the area where these buildings are currently situated. This will require some associated landscaping at the front of the school to ensure appropriate levelling of the ground to comply with WHS. Stage 2 also involves the creation of a new sacred space using three existing vacant transportables, in memory of, and to replace, St. Mary's Chapel.



How does this project support the School Development Plan?

The aim of the school development plan is to maximise the outdoor learning spaces for all children providing them with opportunities to participate in a range of physical education experiences. Most of the bitumen surface area contains significant cracking which will continue to pose safety risks into the future. This area of the school is looking very tired and dated and despite ongoing repairs will continue to deteriorate because of the clay soil issue which is common in this part of the state. The Stage 2 proposal aims to overcome this situation by replacing the bitumen with synthetic lawn.

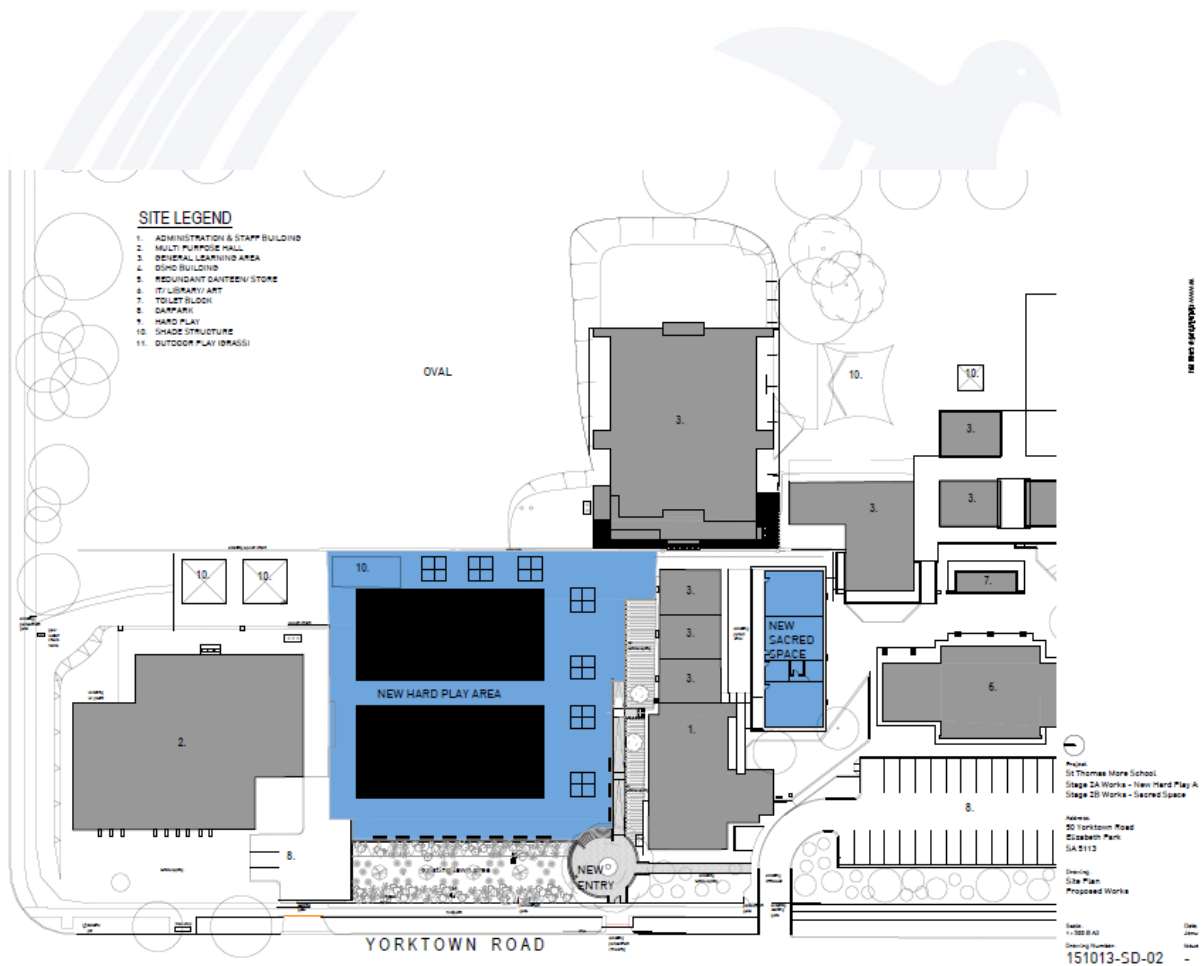
After ongoing discussions since 2014, an agreement has been reached between St Thomas More School and the Elizabeth Parish in regards to the demolition of St Mary's Church. St Mary's was built in 1960 and was the original school building and worshipping centre. St Mary's was originally one of three churches and the original school for Year 4-7 students in the Elizabeth North Parish. It ceased to be a Mass Centre approximately 15 years ago and has been used and maintained by the school since the site became a school in the 1960's. The building has a number of maintenance issues which include; white ants, asbestos throughout and numerous cracks due to the earth movement caused by the clay soil. The building has been closed and unused since late 2013. Demolishing St Mary's will enable the school to extend its main courtyard, providing further physical education opportunities for all students and the wider community.

The old canteen, sports shed and maintenance shed are adjacent to St Mary's and have deteriorated to an extent that is beyond repair. These buildings have not been used by the school for the last 5 years. They were replaced by new facilities which were constructed as part of the Building Education Revolution. Like St Mary's, demolishing these buildings will enable the school to extend the main courtyard space.

It is proposed that an old toilet block in the main courtyard also be demolished along with the above mentioned buildings as it is no longer in use and has been replaced by a new toilet block facility constructed in Stage 1. St Thomas More School has 3 other student toilet blocks sufficiently meeting the student to toilet ratio numbers.

In memory of the history of St Mary's and its significant contribution to the Elizabeth Parish Community, the school has agreed to utilise 3 existing transportables to create a new sacred space which can be used by the school community and the Elizabeth Parish. This new sacred space will contain existing artefacts from St Mary's and other features to signify its connection and relationship to St Mary's.

Because of the varying levels within this new courtyard space, retaining walls and associated landscaping are required to comply with WHS standards. As a result, new landscaping is required at the front of the school leading up to the main courtyard. This landscaping includes provisions for a new main entrance in to the school grounds. Therefore families using the Yorktown Road school crossing will walk directly through the new entrance from the crossing itself.





Acknowledgements

I'd like to sincerely thank the many groups and individuals who so willingly gave so much of themselves to make St Thomas More School a place of great learning in 2016. A school community does not flourish without the support given from all of these groups. The efforts of each individual and group is both appreciated and deeply valued.

I would like to especially acknowledge the work of the School Board; Leanne Luppino (Chairperson), Garth Agius, Jenny Wright, Tammy Sieben, Shaun O'Leary, Jessica Cooper and Alison Duke. Thank you also to Sue Dixon for her guidance and sound financial management of the school.

We are extremely fortunate to have Fr Pat Woods as our Parish Priest. He is such a warm and compassionate person who always has the best interests of our children at heart. This is especially evident during all of his liturgies where he focuses on supporting children's understanding of our rich Catholic Tradition and making such celebrations meaningful and relevant to them.

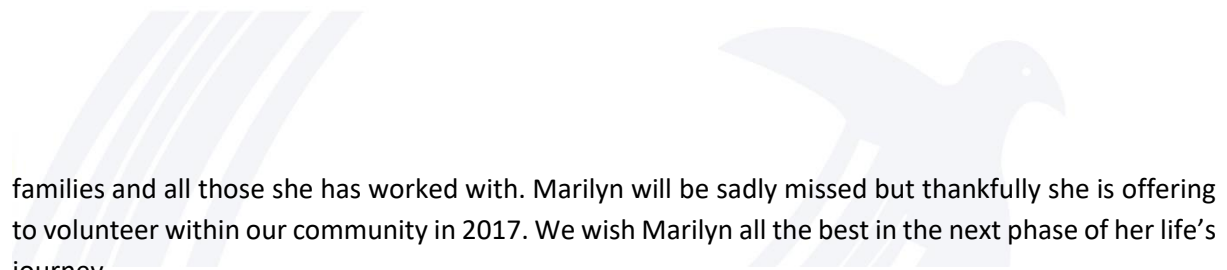
I would like to acknowledge the work of our school leadership team; Shaun O'Leary (Deputy Principal), Sonia Kilmister (APRIM: Assistant Principal) and Marilyn Kennedy (Special Ed Coordinator), for their ongoing support of me, staff, students and the wider community.

Thank you to all the teaching staff for the professional way in which they conduct themselves on a daily basis and for ensuring that teaching and learning remain our core business. The feedback from the parent satisfaction survey is an accurate indicator of their care for our children and their overall commitment to our school. Thank you to the Administration, OSHC, ECC and Curriculum ESO staff. They are wonderful role models for our children and add a great deal of value to our school community. Thank you to Leanne Adderley, Katina Lazenka and Michelle Black for their support of me and making our Front Office a warm and inviting environment.

In 2016 we welcomed 5 new staff members to our community: Lara Turnbull (Year 2/3 Teacher), Nicole Musolino (Year 2/3 Teacher), Vicky Radetti (Italian Teacher) Leanne Crompton (Year 4/5 Teacher) and Lisa-Marie Sampson (Reception Teacher). I thank them for embracing and enriching our school community with their different gifts and talents.

I'd like to give a special mention to Marilyn Kennedy, Sandy Swiderski, Lara Turnbull, Nicole Musolino, Vicky Radetti and Leanne Crompton who concluded their time with us at the end of 2016. I would like to acknowledge the positive impact each of these staff members had on our school community and wish them every blessing and success with their future endeavors.

I'd particularly like to acknowledge Mrs Marilyn Kennedy's retirement after a very long and distinguished career in Catholic Education South Australia. Marilyn has had a deep commitment and passion for Northern Adelaide. She began her teaching career at St. David's School, Tea Tree Gully in 1978. Marilyn has also worked at St. Gabriel's, Holy Family, St Mary Magdalene's, Catherine McAuley, St. Martin's and St. Columba College. During the last three years she has been a valued member of our school leadership team, one of our Special Education Coordinators and a Curriculum ESO. Throughout her career Marilyn demonstrated a deep understanding of, how children learn and contemporary teaching and learning pedagogies. She has always had very positive relationships with her children,



families and all those she has worked with. Marilyn will be sadly missed but thankfully she is offering to volunteer within our community in 2017. We wish Marilyn all the best in the next phase of her life's journey.

I'd like to acknowledge Mrs Sandy Swiderski who also retired from Catholic Education SA at the end of 2016. Like Marilyn, Sandy taught in many Catholic Schools throughout South Australia, including St. Thomas More. Over the last few years we have been lucky to have Sandy work as an Education Support Officer and a temporary relief teacher. Sandy has a gift with working and supporting young people. She is a kind and compassionate teacher who has wonderful relational skills that all children respond so positively to. We wish Sandy all the very best as she takes the opportunity to spend more time with her family and travel around Australia.

Our children are the main reason we are all part of this wonderful community and make our experience of working with them truly rewarding. I look forward to being a part of the St Thomas More School Community in 2017. I feel blessed to have been given the opportunity to work with students, parents, teachers and the wider Parish Community. I have great hope and enthusiasm that 2017 will be a rewarding and productive year of educational excellence. I am also particularly excited about the planned Capital Development works occurring around the school.

Joe Blefari
Principal