St Thomas More School

Principal's Report

2018 School Performance Report

AGM

Wednesday 20 March 2019

St Thomas More School Context

St Thomas More is a Reception to Year 7 Catholic primary school founded by the Sisters of Mercy in 1960. With its neighbouring Catholic schools, St Thomas More employs a community worker to help nurture and develop courses and support for the parent members of the community, which it is hoped, in turn, will help the students. The three Mercy schools in the Elizabeth Parish work closely together. Teachers are implementing the Australian Curriculum. The school has specialist teachers for Physical Education, Creative Arts and Italian. Currently there is a whole school focus on STEM and Student Wellbeing. The Student Wellbeing focus has resulted in the introduction of Circle Time, the use of Restorative Practices and the highlighting of School Norms. There are whole school Reading Agreed Practices and Mathematics Agreed Practices which are used to support effective teaching and learning.

Specialist programs include What's the Buzz?, Geckos, Buddies, After School Sports and a Breakfast Club. The school also has a Baby Playgroup, Playgroup and an Early Learning Years (ELY) Programme. Students are expected to exercise leadership skills, with senior students being involved on a number of committees. The implementation and embedding of the Walker Learning Approach throughout the school has been highly successful in building a culture that strives to cater for all children, personalising learning and creating an environment conducive to quality student learning and wellbeing.

Vision and Mission

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 teach 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 its personal, religious, civic, ecological and cultural richness.
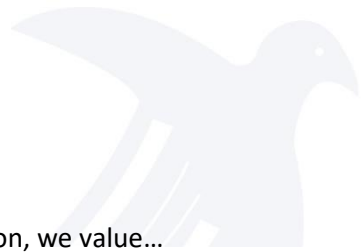
Values

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

JOE BLEFARI	PRINCIPAL
SHAUN O'LEARY	DEPUTY PRINCIPAL/SPECIAL ED COORDINATOR/KEY LITERACY TEACHER
SONIA KILMISTER	APRIM (0.6) + YEAR 3/4 TEACHER (0.4)
ASHLEE STANLEY	RECEPTION/YEAR 1 TEACHER
CONNIE CARTER	RECEPTION/YEAR 1 TEACHER (0.6)
ANNA KACZMAREK	RECEPTION/YEAR 1 TEACHER (0.6)
COURTNEY WALTERS	RECEPTION/YEAR 1 TEACHER
ANNE MANNELLA	YEAR 2/3 TEACHER (0.5)
LISA CROSSLEY	YEAR 2/3 TEACHER
MARIE D'OCCHIO	YEAR 2/3 TEACHER (0.5)
JANIE GOSLING	YEAR 4/5 TEACHER
FABIAN CHEVALIER	PE (0.4) + YEAR 4/5 TEACHER (0.6)
JESS JENKINS	YEAR 6/7 TEACHER
JAYDEN EVANS	YEAR 6/7 TEACHER
MEGAN POLLARD	CREATIVE ARTS TEACHER (0.5)
ROSANNA SAMARZIA	ITALIAN TEACHER (0.4)
JANE WELLS	CANTEEN 0.8
SUE DIXON	BURSAR 1.0
KATINA LAZENKA	PA/ADMIN ESO 1.0 (TERM 1)
KERRY OATES	PA/ADMIN ESO 0.8 (TERM 2, 3, 4)
LEEANNE FISHER	ADMIN ESO/CURRICULUM ESO
LESLEY SWANN	LIBRARY ESO/CURRICULUM ESO 0.8
LINDA MARSH	CURRICULUM ESO
LISA DANIELE	WHS COORDINATOR (0.2)
MICHELLE BLACK	ADMIN ESO (0.2)
PAUL CLIFT	GROUNDSMAN (0.4)
RAELENE SMITH	CURRICULUM ESO
SANDRA SHEPHARD	CURRICULUM ESO
TRISH OLIVE	CURRICULUM ESO
MARILYN KENNEDY	CURRICULUM ESO
SANDY AHEARN	COUNSELLOR (0.6)
MITCHELL ROBERTS	CURRICULUM ESO

KATE THEDE   OSHC DIRECTOR

CHERYL BIELBY   OSHC

REBECCA MUSICO   OSHC

ASHLEE DEER   OSHC

SHANNEN THEDE   OSHC

MICHAEL MUSICO   OSHC/CURRICULUM ESO

JAY OLEARY   OSHC

SARAH HARDY   OSHC - occasional

MONTANNA OLSSON   OSHC – occasional

JACQUILINE JONES   OSHC – occasional

JO WILLIAMSON   ECC COORDINATOR

Staffing

4 Male FTE Teachers

6 Female FTE Teachers

6 Part Time Teachers

Total of 14.0 FTE

7 Part time Educational Support Officers - Various

Staff Attendance

The staff attendance for 2018 was 95%.

Staff Professional Learning

Whole staff Indigenous Cultural Awareness day

RAN Training Day

Handling Difficult People PD Day

Financial Management Training

Christian Meditation in the classroom

School Immersion in Ireland: Mercy House and Mercy Charism

CESA Religious Leaders Day

CESA/UniSA STEM Project Workshop

Office 365 Use in the Classroom

Walker Learning R-2 Study Tour

Teaching Phonics in Context

CSMFC Choir Training Day

Song Writing Workshop

Walker Learning PD

Exploring STEM in the Primary Years

Positive Partnerships Autism Program: two full days

Leading Literacy, Numeracy & Learning R-9

Aboriginal Spiritualties- Enhancing Catholic Identity & Education

Literacy Network days: 2 full days Literacy day
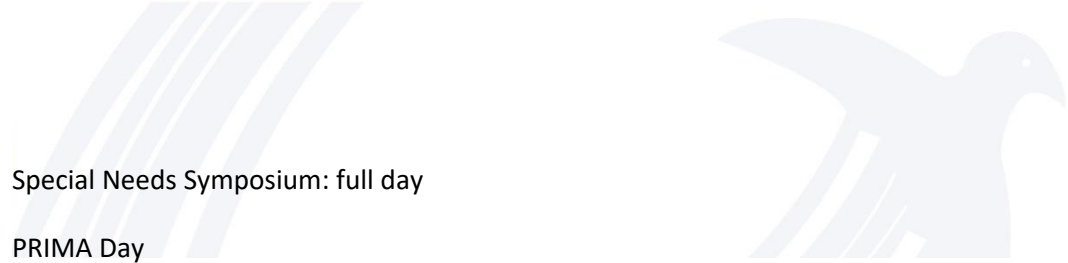
Beginning Teacher's Workshop

1st Aid Refresher Training Course

Provide First Aid

ACU Masterclass: After the Data; Transforming RE through Scripture

Deputy Principal's Program

Principal and Leadership Masterclass Program: full day

Special Needs Symposium: full day

PRIMA Day

1st Years of School Literacy Assessment

ACU Masterclass: After the Data; Transforming RE through Scripture

School Leaders Retreat Program

Financial Stewardship 7 Resources Management

Developing Leadership Capacity for School Improvement Workshop: Curtis University School Surveys

SCAPPA Conference

Using the Australian Curriculum to develop capable learners; an orientation to General Capabilities

Literacy Forum with Dr. Misty Adoniou

Mental Health & Wellbeing of Young People Conference

NAPLAN Online coordinators workshop

Directors Day

Literacy and Numeracy Forum

WISA conference

Graduate Certificate in Catholic Studies

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

Catholic Schools Years 4-7 Football Carnival

Central Districts Football Club Clinics Years 4-7

Rugby Tag Clinics

SAPSASA Rugby Tag Carnival

SAPSASA District Swimming Carnival

T20 Blast Cricket Competition

SAPSASA Basketball Carnival

SAPSASA District Summer Carnival

Port Adelaide Growing with Gratitude Program

Catholic Schools Touch Carnival

Catholic Schools Year 4/5 T-Ball Carnival

SAPSASA Year 3/4 Tennis carnival

SAPSASA Athletics Carnival

Catholic schools Cross Country carnival

Crows Cup

Adelaide Football Club Presentation

Sports Day

After School Sport Activities (6 Sports over 3 Terms)

Whole School Mission Day

Shrove Tuesday Pancake Celebration

Whole School Carnevale Parade

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 RSL visit

Sacramental Workshops

Buddies Programs

Music Tuition

Year 5/6/7 Leadership Days

Year 7 Graduation Liturgy

Year 7 Graduation Dinner

Year 6/7 Farewell Disco

Year 7 Leadership Top

Year 6/7 Camp

Year 6/7 Road Traffic Crossing Training

Year 6/7 Headspace Presentation

R-4 Responsible Pet Owner Education Program

Playgroup

Early Learning Years Program

Book Week Parade

New Reception Transition Program

SAPOL Visits

School Vegetable Garden

School Disco

School Counsellor

Elizabeth Community Connections

Geckos Fine Motor Program

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

Special Friends Day

Walk a Mile in my Boots Day

Write a Book in a Day Competition (Year 6/7)

Catholic Schools Music Festival

Whole School Indigenous Education Day

Teacher Standards & Qualifications

Diplomas	24%
Bachelors	88%
Graduate Certificates	65%
Masters	18%
Other Graduate Certificates	6%

School Information

St Thomas More School

50 Yorktown Road

Elizabeth Park South Australia 5113

School Type	Primary
School Sector	Catholic – Non-Government
ICSEA value	942
Total Enrolments	February 229 August 237
% Indigenous enrolments	6%
% Students with disabilities	9%

Enrolments by Year Level

	Total
Reception	24
Year 1	37
Year 2	21
Year 3	38
Year 4	29
Year 5	24
Year 6	26
Year 7	28
TOTAL	**237**

Student Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	87.54%	83.63%	86.49%	88.68%
Year 1	93.68%	92.71%	90.69%	93.00%
Year 2	89.45%	88.99%	87.61%	88.66%
Year 3	93.08%	92.83%	90.36%	91.04%
Year 4	93.30%	89.64%	90.57%	89.67%
Year 5	91.51%	90.92%	89.53%	90.18%
Year 6	93.28%	92.28%	89.93%	90.91%
Year 7	94.99%	93.24%	91.09%	91.93%
Averages	**92.10%**	**90.53%**	**89.53%**	**90.51%**

School Management of Student Non-Attendance

Parents are required to notify the school 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, an SMS message is sent 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.

School Income 2018

State Government Grant	$719,198.00
Commonwealth Government Grant	$2,211,867.00
Commonwealth Government Grant Other	$79,572.20
Total Government Grants	$3,010,637.20
School Fees (inclusive of levies)	$342,896.79
Other Income	$291,876.21
Total Income	$3,645,410.20

Post School Destinations

St Columba College

Thomas More College

Xavier College

Craigmore High School

Trinity College

Playford International College

St Paul's College

Mark Oliphant College

Interstate

NAPLAN 2018

Year 3

	2017 % who achieved the National Minimum Standard	2018 % who achieved the National Minimum Standard	Mean Score 2017	Mean Score 2018
Reading	82%	97%	385.4	385.4
Writing	91%	97%	339.2	357.5
Spelling	85%	88%	318.8	367.2
Grammar and Punctuation	85%	100%	357.6	380.5
Numeracy	85%	100%	346.4	353.5

NAPLAN 2018

Year 5

	2017 % who achieved the National Minimum Standard	2018 % who achieved the National Minimum Standard	Mean Score 2017	Mean Score 2018
Reading	93%	100%	455	464.5
Writing	85%	67%	433.1	411.6
Spelling	89%	95%	455.4	459.6
Grammar and Punctuation	100%	85%	460.60	445.2
Numeracy	97%	86%	448.3	443.2

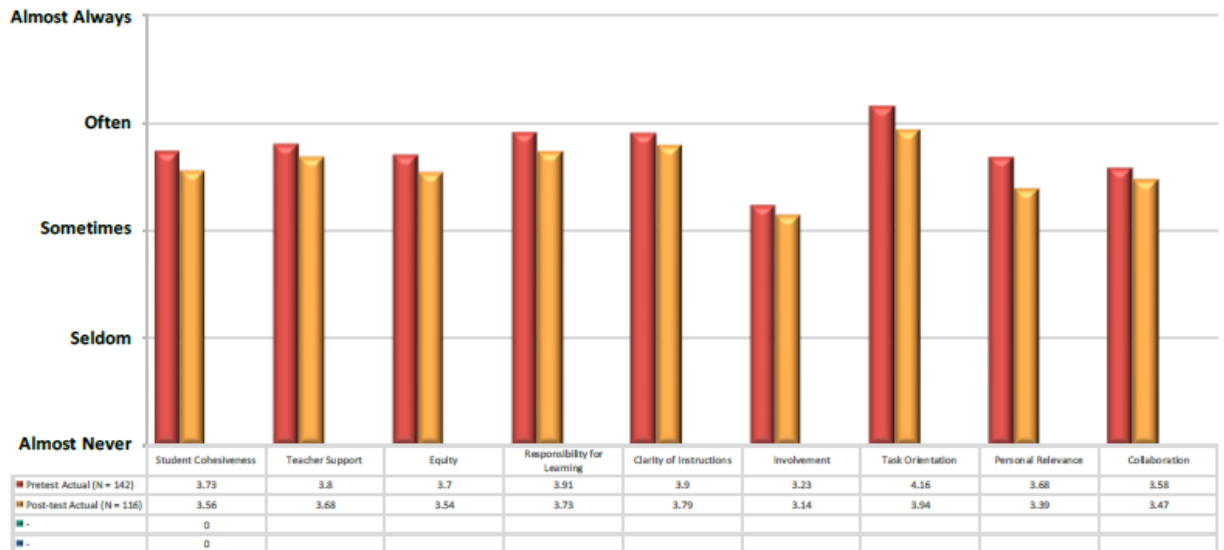| Progress 2015-2017	Reading		Numeracy	
	School	**All students**	**School**	**All students**
Low	13%	25%	41%	25%
Medium	67%	50%	29%	50%
Upper	20%	25%	29%	25%

NAPLAN 2018

Year 7

	2017 % who achieved the National Minimum Standard	2018 % who achieved the National Minimum Standard	Mean Score 2017	Mean Score 2018
Reading	96%	96%	524.6	516.6
Writing	89%	92%	471.1	472.6
Spelling	100%	96%	537.9	525.2
Grammar and Punctuation	100%	96%	522.5	527
Numeracy	96%	100%	527.4	518.4

Progress 2015-2017	Reading		Numeracy	
	School	**All students**	**School**	**All students**
Low	33%	25%	21%	25%
Medium	38%	50%	46%	50%
Upper	29%	25%	33%	25%

School Satisfaction

2018 Staff Satisfaction Survey

	Student Cohesiveness	Teacher Support	Equity	Responsibility for Learning	Clarity of Instructions	Involvement	Task Orientation	Personal Relevance	Collaboration
Pretest Actual (N = 142)	3.73	3.8	3.7	3.91	3.9	3.23	4.16	3.68	3.58
Post-test Actual (N = 116)	3.56	3.68	3.54	3.73	3.79	3.14	3.94	3.39	3.47
-	0								
-	0								

2018 Parent Satisfaction Survey

	DON'T KNOW	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS	TOTAL	WEIGHTED AVERAGE
Have high expectations of my child(ren)	0.00% 0	0.00% 0	23.81% 5	52.38% 11	23.81% 5	21	4.00
Take time to listen to my child(ren)	0.00% 0	4.76% 1	19.05% 4	38.10% 8	38.10% 8	21	4.10
Treat my child in a way that is fair	0.00% 0	0.00% 0	33.33% 7	38.10% 8	28.57% 6	21	3.95
Go out of their way to help my chid(ren)	0.00% 0	4.76% 1	28.57% 6	28.57% 6	38.10% 8	21	4.00

	DON'T KNOW	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS	TOTAL	WEIGHTED AVERAGE
I know what is happening in the school community	0.00% 0	0.00% 0	23.81% 5	38.10% 8	38.10% 8	21	4.14
I feel accepted at the school	0.00% 0	9.52% 2	9.52% 2	28.57% 6	52.38% 11	21	4.24
I regard myself as a member of the school community	0.00% 0	9.52% 2	23.81% 5	19.05% 4	47.62% 10	21	4.05

	DON'T KNOW	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS	TOTAL
My family's background is acknowledged and valued	9.52% 2	4.76% 1	19.05% 4	38.10% 8	28.57% 6	21

	DON'T KNOW	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS	TOTAL	WEIGHTED AVERAGE
Rules are clear	0.00% 0	4.76% 1	23.81% 5	38.10% 8	33.33% 7	21	4.00
The rules make it clear that certain behaviours are unacceptable	0.00% 0	9.52% 2	19.05% 4	33.33% 7	38.10% 8	21	4.00

	DON'T KNOW	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS	TOTAL	WEIGHTED AVERAGE
I am able to approach members of the leadership team to discuss concerns or grievances	0.00% 0	4.76% 1	23.81% 5	23.81% 5	47.62% 10	21	4.14
There is good communication between members of the leadership team and me	0.00% 0	9.52% 2	33.33% 7	23.81% 5	33.33% 7	21	3.81
The leadership team relates well with the parents	4.76% 1	0.00% 0	33.33% 7	14.29% 3	47.62% 10	21	4.00

	DON'T KNOW	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS	TOTAL	WEIGHTED AVERAGE
The instructions for assessment tasks are clear to my child	4.76% 1	9.52% 2	9.52% 2	52.38% 11	23.81% 5	21	3.81
I understand how the teacher judges his/her work	0.00% 0	4.76% 1	19.05% 4	38.10% 8	38.10% 8	21	4.10

	DON'T KNOW	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS	TOTAL	WEIGHTED AVERAGE
The supply of equipment and resources is sufficient	4.76% 1	0.00% 0	28.57% 6	33.33% 7	33.33% 7	21	3.90
Access to computers for students is adequate	9.52% 2	4.76% 1	23.81% 5	33.33% 7	28.57% 6	21	3.67
There is commitment to high quality teaching and learning	0.00% 0	5.00% 1	20.00% 4	20.00% 4	55.00% 11	20	4.25

	DON'T KNOW	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS	TOTAL	WEIGHTED AVERAGE
Reflects the core values of the school in his/her actions	0.00% 0	4.76% 1	0.00% 0	28.57% 6	66.67% 14	21	4.57
Is committed to bettering the school	0.00% 0	4.76% 1	9.52% 2	14.29% 3	71.43% 15	21	4.52

STM Strategic Plan Goal (2015-2017)	Progress Achieved

2.1 To monitor and evaluate the effectiveness of teaching and learning through observation, feedback, analysis and use of relevant data.	***Peer Observations***
	
	At the beginning of the year staff were introduced to professional readings which included research and data on how peer observations have a positive impact on student learning and teacher performance.
	
	"Research shows observation of classroom teaching, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development…" AITSL, 2012
	
	In their Professional Learning Communities teachers read different articles related to peer observations and shared their reflections with all staff. As a group we identified key elements that we wanted to include in our school's peer observation cycles. This included; conducting peer observations using our existing PLC structures, teacher autonomy in selecting a lesson to be observed, and the importance of clear and consistent guidelines and processes to support both the teacher being observed and the observers.
	
	We engaged 'Let's Talk Coaching and Consulting' to work with the leadership team and teachers, to develop clear guidelines and processes to support the introduction of peer observations at St. Thomas More School. Following this experience, we decided that each teacher would be observed by their PLC and one member of the leadership team using the following process:
	
	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 gather data as per the agreement.
	
	4. Observers and teacher take time apart to prepare notes on the observation.
	
	5. 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.
	
	6. Observers and teacher review existing goal and set a new goal and plan out the next steps needed to achieve it.
	
	Throughout the year, each PLC were part of two observation cycles facilitated by one member of the school leadership team. I was impressed by teacher's willingness to be involved, the amount of

detailed planning which took place, and the opportunity to observe high quality teaching and learning in different classrooms and year levels across the school. I particularly admired teacher's professionalism throughout the process and their dedication and commitment to reflect openly and honestly on their teaching practice as well as provide authentic feedback to their peers in a supportive and constructive manner.

There were a few challenges along the way which we managed to work through together. In part this involved the leadership team reassuring teachers that we understood their context and the complexity of student needs in each learning environment. Many of the teachers felt quite apprehensive and a degree of anxiety leading up to being observed by their peers, and some required more scaffolding than initially thought, in providing feedback to their peers. Overall, we believe that teachers are beginning to see the benefits of our whole school focus in this area. It encourages teachers to work together, to share good practices, discuss contemporary pedagogies and reflect on their strengths and areas of growth.

"Peer observations was a very daunting experience but one I grew greatly from. Observing different approaches and strategies gave me areas to improve upon and my feedback also reassured myself as a teacher. My confidence grew greatly from that experience." Lisa-Marie Sampson (Early Career Teacher)

"I felt privileged to participate in peer observations with the 3/4PLC. I discovered a lot about myself as a teacher and gained a lot by watching other teachers." Rosanna Samarzia (experienced Italian teacher)

"Peer Observations – I thoroughly enjoyed this experience. I was nervous about staff watching me teach, however I found it very beneficial. It was great to see the different teaching strategies and styles that other teachers use. It was also interesting to hear positive feedback about my own teaching, as sometimes I doubt my abilities." Ashlee Stanley (5 years of teaching experience).

School Learning Environments

In 2017 I took part in a two day study tour at Curtin University, WA. The purpose of the study tour was to deepen my knowledge and understanding of the work the university has been undertaking in the area of school learning environments. Professors Jill Aldridge and Barry Fraser have developed different surveys to support schools in their improvement agendas. Research has indicated that the organisational climate of a school is related to a range of student outcomes, including: students' self-concept, social emotional learning, and lower levels of absenteeism, personal attitudes and academic achievement. As well as student outcomes, research findings suggest that the organisational climate of schools impacts on teacher job satisfaction, and teacher commitment to the organisation.

Following this study tour I shared my new learning with staff, facilitating professional conversations around the importance of learning environments and their impact on student well-being and learning. Following this sharing, all of our Year 3-7 teachers expressed an interest in using the Classroom Climate Questionnaire (CCQ) with their respective classes. The CCQ is a comprehensive online survey used by teachers to hear student's perceptions of the learning environment. There are 9 different scales; Student Cohesiveness, Teacher Support, Equity, Responsibility for Learning, Clarity of Instructions, Involvement, Task Orientation, Personal Relevance and Collaboration. Students are also asked to reflect and provide feedback on; Self-efficacy, Learning Goal Orientation, Self-Regulation, Enjoyment of Class and Enjoyment of School. Students provide feedback on their perception of what is **actually** happening for them as well as their **preferred** reality.

Within a week of students completing the CCQ, teachers received detailed results in the form of various graphs. They then had the opportunity to reflect on the results and identify one or two goals

	to work on over the following eight week period. After this eight weeks, the same students were re-surveyed to determine whether there had been a shift/improvement in the data. Teachers explained that they found the CCQ and process worthwhile. Most teachers identified an improvement in the student data, in the area that they had focussed on.
3.2 To support each other to plan for differentiated learning that is both developmentally appropriate and challenging. 5.2 To ensure that student performance data is used to track growth in learning and overall achievement.	***John Hattie's Visible Learning Concepts*** At the beginning of the year staff took part in professional learning, focusing on John Hattie's research and literature. As a whole staff we explored; • Hattie's Visible Learning concepts • Teacher's definitions of learning • Hattie's meta-analyses and effect size concept • Teaching strategies that have high effect sizes • Links to the importance of peer observations • The role of parents We decided that the following definition related to learning, both supported and challenged our thinking; *"Accomplishing the maximum impact on student learning depends on teams of teachers working together, with excellent leaders or coaches, agreeing on worthwhile outcomes, setting high expectations, knowing the students' starting and desired success in learning, seeking evidence continually about their impact on all students, modifying their teaching in light of this evaluation, and joining in the success of truly making a difference to student outcomes."* pp 40 Visible Learning for Teachers Following this professional learning, teachers selected one effective teaching strategy to implement with their children and included this as a SMART Goal in their Annual Professional Learning Plans. Teachers linked their APLs to our focus on peer observations, in order to make connections between their knowledge of Hattie's Visible Learning strategies and their peer observation cycles. ***NAPLAN Growth*** In 2017 ACARA formally recognized St. Thomas More School for achieving significant NAPLAN gains in the area of Reading. Our school was one of only seventeen Catholic Schools across South Australia to have received this recognition. Our students who sat the NAPLAN Reading tests in 2014 and again in 2016 demonstrated increases in their scores that were significantly greater than both the national average gain and the gain by students from other similar schools. As stated by Helen O'Brien, the Director of Catholic Education South Australia at the time; *"Catholic Education South Australia congratulates the students, teachers and leaders in these schools because their high NAPLAN gains demonstrate how their learning programs have led to learning improvements and success for the students."* *"On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement."* Robert Randall, ACARA Chief Executive Officer

Throughout 2017 I continued to highlight to staff the importance of our school's Shared Reading and Mathematics Practices. These practices were developed by our staff following our involvement in the National Partnerships Communities Making a Difference Projects and have supported student growth as evidenced in NAPLAN. In 2017;

27% of our Year 5 students achieved upper growth in their Reading over the last 2 years. This is compared to the national average of **25%.**
78% 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%.**
88% 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%.**

Religious Education Test Results

In 2017 our Assistant Principal Religious Identity and Mission, Sonia Kilmister, continued to work closely with teachers and supported their Religious Education planning and programming. Our 2017 ReLaT results are indicative of this support and focus, with our students performing above the state average.

	God & Revelation	Textual Interpretation	Discipleship & the Reign Of God	Sacraments & Sacramentality	The Liturgical Year of the Church	Total
Averages for STM Year 4 students	58.3%	68.2%	73.6%	61.6%	60.1%	64.8%
Averages for all Year 4 students in SA	60%	57%	75.6%	62.3%	57.2%	62.9%

Student Data Management Systems

We explored a variety of different Information Communication Technology systems that enable schools to record and track student learning and growth over time. We decided on a system called Scorelink which is an interconnected fabric of student results, cross-referenced by colour-coded benchmarks, to produce a network of relevant and contextual information. The leadership team participated in professional learning around Scorelink with the aim of implementing it into St. Thomas More School at the beginning of 2018.

Increase parent engagement within the school to support improvements in student learning outcomes.

Grandparents & Special Friends Day

In 2017 we introduced our first Grandparent's & Special Friend's Day in an attempt to engage more with our school community and provide an opportunity for our children to showcase their learning and school environment. This was a highly successful day with approximately 200 family members attending our celebration. We began with a whole school assembly involving each class, and

followed with family members visiting children's classrooms and engaging in conversations about learning. The day concluded with a special morning tea for our visitors.

Parent Workshop

On Wednesday 22 March we organised Mark LeMessurier to facilitate a parent workshop titled *Behaviour Change – Real ideas to tame ugly behaviours and build better ones.* We have approximately 25 parent/carers in attendance, who provided positive feedback on the usefulness of the workshop.

Shrove Tuesday Celebrations

On Shrove Tuesday we invited families to join us at school and be part of student's pancake races and fun activities associated with the day. We had approximately 20 parents join us.

R-2 Parent Information Session

At the beginning of the year the R-2 teachers organised and facilitated a parent workshop focusing on teaching and learning in the Early Years. We had approximately 25 parents join us.

Parent Communication

In 2017 we began using CeSiS (Catholic Education Student Information System) to send SMS messages to families. We used the SMS service for reasons such as but not limited to:
- Absentees
- General reminders
- Emergencies
- General notifications

In 2017 we introduced an online parent/teacher booking program named PTO. We received positive feedback from families about PTO with more than 80% of families using it to book in an interview time with their child's class teacher/s.

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.	In addition to and to complement our School Norms in 2017 we established 'School Expectations.' The aim of these expectations was to establish clear routines and behaviours which are well known by all, consistently followed by students, and enforced by our staff. These are simple statements which will further support us to create a calm and consistent whole school learning environment. Some of these routines are well established and consistently followed whereas others are areas of growth. *Students are expected to:* - Wait in the courtyard before school - Move to class as soon as the bell has rung - Line up in an orderly fashion outside of your classroom door at the beginning of the day and after recess and lunch times - Respect the break out space in St. Mary's by ensuring you do not eat or drink in this space - Walk quietly at all times throughout St. Mary's to be respectful of those working in it - Walk quietly in and out of the Library, Chapel, Front Office and Jubilee Hall for Masses and Assemblies - Remain seated in one of our designated eating areas during recess and lunch play times, ensuring all rubbish is placed in a bin

SAPOL Visit

SAPOL visited on July 3 to speak with the Year 6/7's about cyber safety. In Term 3, SAPOL spoke to our Reception to Year 5 students about the role of police in supporting and helping our community, and showing interactions with Police in a more positive perspective.

NED Presentation

We scheduled The NED Show for the whole school on July 27. This was a free character education program centered on a 45 minute fun and interactive performance. NED is a loveable cartoon character whose name is an acronym for 'Never Give Up, Encourage Others, and Do Your Best'. NED is simple, relatable and kid-focused.

Hope Downloaded

Our school counsellor, Sandy Ahearn, booked a whole school incursion called 'Hope Downloaded' on Tuesday 30th May. The Hope Downloaded show is one of hope and positive messages to young people. The show comes alongside school communities by providing students with positive role models. The band is made up of young, local musicians who have a passion for music, but more importantly are passionate about building a sense of worth in young people.

Year 6/7 Student Retreat

The Year 6/7 students took part in a retreat at St. Thomas More Church Parish on the 15th November. The Dignity of the Human Person was the main topic of this retreat.

'Walk a Mile in My Boots' Day

Our school registered for the Hutt St Centre's 'Walk a Mile in My Boots' program, held on **Wednesday August 16th at 12:00pm– 12:45pm at Fremont Park**. The excursion involved each class crossing the road at Yorktown Road over to Fremont Park and then walking around the whole park. Each child was invited to bring in a gold coin donation towards the Hutt Street Centre.

Port Power Education Program

Our older children were part of The Power Community Youth Program in 2017. The program was managed by four-time Magarey Medallist Russell Ebert and involved Port Adelaide Football Club players and female athletes from various sports promoting healthy lifestyle choices to students in Years 5-7. The Program focused on important topics such as; Healthy Lifestyles; Nutrition, Exercise and Sleep*,* Respect and STEM (Science, Technology, Engineering and Mathematics).

Trauma Project

In 2017 all of our teachers were involved in the Trauma Sensitive Schools Project with Catholic Education SA and the Australian Childhood Foundation. This involved teachers learning more about the brain and what happens to the brain when children have experienced trauma or trauma related symptoms. Teachers taught students about the brain and implemented calming strategies to support children to self-regulate their emotions, in turn helping them to focus and support their learning.

Quotes from teachers:

'Students are more settled and have a better idea of how the brain works and what triggers emotions. They have also developed their own techniques to calm down when in an emotional state.'

'Students are more aware of calming strategies when emotions are heightened. They use tools like the 5 Point Scale to understand how they are feeling and can then choose strategies to help manage this. Before we started, some students had difficulty describing how they felt (whether they were worried, sad or angry) so using the 5 Point Scale has really helped.

'There are less lunch time issues being brought into the classroom after lunch and children know they will have calm down time when they come into the room. Most children are prepared to participate and enjoy the meditation and calming activities".

Quotes from Students:

'I now know what happens when I feel sad and angry.'

'I remember that the PFC (pre-frontal cortex) helps us to be self-aware and to judge.'

'I can understand when I or others are angry and what is happening in my or their head.'

We believe that the process of teaching students about their brains combined with mindful strategies has made a difference to the majority of students' ability to shift from needing co-regulation to self-regulation.

Annual Improvement Plan - 2018

Strategic Intention 3: High Quality Teaching and Learning (CIF Domain 5)				Targets By the end of 2018 • Increase student's understanding, engagement and enjoyment of STEM disciplines. • Develop teacher's capacities to use contemporary pedagogies in planning, teaching and assessing STEM disciplines across the curriculum			
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?)	
3.2 Increase student engagement and achievement in and across the disciplines of Science, Technology, Engineering & Mathematics (STEM)	St. Thomas More staff to actively engage in CESA's and UniSA's STEM School Based Project	CESA UniSA	Two year project 2018-2019	CESA consultants and UniSA staff CESA/UniSA grant $5,000 Resources related to STEM planning and programming	STEM units of work Evidence of contemporary pedagogies within class teacher programs Sharing of ideas, practices and resources within and across PLCs	Pre & Post student engagement surveys Teachers programs PLC meeting minutes	
	Leaders & teachers to attend professional learning opportunities offered by CESA & UniSA	CESA UniSA	Two year project 2018-2019	Release time to attend professional development opportunities TRTs	Teacher's willingness to transfer learning into their STEM units of work and into their teaching practices	Teachers programs Teacher anecdotal feedback	
	School Leadership team to disseminate/share learning with whole staff	Leadership team	Term 1, 2018	Staff meeting times	Evidence of contemporary pedagogies within class teacher programs	Teacher's programs Teacher anecdotal feedback	

	Establish a STEM Lead Learner's team	Principal	Term 1, 2018	One staff member from each of our PLCs Leadership team meeting times	Observation of support networks established between Lead Learners and teaching staff	Minutes of Lead Learner's meetings Staff feedback
	Develop a whole school STEM inquiry question	CESA UniSA Leadership team	Term 1, 2018	Professional development offered by CESA & UniSA Teaching resources Leadership team sharing STEM project information	Involvement, input and general consensus from all teachers	Achievable whole school inquiry question which can be shared with all stakeholders
	Develop STEM curriculum R-7	Teachers Lead Learners	Semester 1, 2018	Professional development offered by CESA & UniSA Professional readings STEM resources PLC planning time	STEM scope and sequence, programs, lesson plans, rubrics Staff engagement Digital photos	Growth in student engagement and learning outcomes Teacher programs
	Develop student's learning, engagement and enjoyment of STEM disciplines	Teachers	2018	Professional development offered by CESA & UniSA Professional readings STEM resources PLC planning time	STEM scope and sequence, programs, lesson plans, rubrics Staff engagement Digital photos	Pre and post student surveys
	Audit current school resources and increase STEM related resources R-7	Teachers Lead Learners Leadership team	Terms 1 & 2, 2018	School STEM budget CESA & UniSA STEM grant	New resources purchased R-7 Resources being accessible and used by	Staff feedback on effectiveness of resources in meeting goals Student feedback

					all children R-7	

Strategic Intention 2: High Expectations of All (CIF Domain 4)				Targets • Identify all EAL students R-7 and provide them with intense support to meet their individual learning needs and accelerate their growth through access to age appropriate curriculum.		
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?)
2.1. Identify and implement specific EAL goals and strategies that will accelerate EAL student's English language learning.	Establish an EAL teacher position at St. Thomas More School and appoint a staff member to this position.	Principal	Beginning of Term 1, 2018	EAL Position (0.2 FTE)	Roles and responsibilities undertaken and performed by the EAL teacher.	Student growth through ongoing assessments such as running records
	Create EAL's coordinator's Position Information Document to support and guide their work	Principal	Beginning of Term 1, 2018	Examples of EAL PIDs from neighbouring Catholic schools STM EAL Position Information Document which complies with CESA requirements.	The creation of an EAL PID which is a true reflection of the roles and responsibilities of our EAL teacher throughout the course of the year.	Feedback from EAL teacher
	Employ Curriculum Education Support Officer to support EAL student's reading development	Principal	Beginning of Term 1, 2018	Learning environment to work with small groups of EAL children – St. Mary's break out space	Ability of ESO to work in collaboration with EAL teacher in determining which children to target and effective	Student growth through ongoing assessments such as running records

	(6 hours per week)			Competent ESO curriculum officer	teaching strategies to implement	
	Identify EAL students and complete language surveys	EAL teacher	Beginning of Term 1, 2018	EAL teacher to complete using student enrolment forms	All EAL students have language surveys completed	EAL language surveys
	Use the Language and Literacy Levels to assess each EAL students' English proficiency and share this with class teachers	EAL teacher	Beginning of Term 1, 2018	Trained assessor to complete assessments	EAL students will all be assigned a Language and Literacy level	Student growth as assessed through the Language and Literacy Levels
	Establish a record of assessment data for each student to monitor progress	EAL teacher	Beginning of Term 1, 2018	EAL trained assessor	Excel spreadsheets will accurately reflect all EAL students' Language and Literacy Level and reading level Students in the 'Beginning Phase' will receive intervention support	Student growth as assessed through the Language and Literacy Levels Forms A & B as supplied by CESA
	Submit data indicating student progress and ongoing need	EAL teacher	August 2018	EAL trained assessor	CESA will acknowledge receipt of documentation Funding will be approved for 2019	Student levels as assessed through the Language and Literacy Levels Forms A & B as supplied by CESA
	Accelerate EAL students' English language learning and	EAL teacher	December 2018	Competent ESO curriculum officer Trained EAL assessor	EAL students in the 'Beginning Phase' of writing will accelerate 2	Students' levels as assessed through the Language and Literacy Levels

					levels in 12 months	
	improve their learning outcomes through explicit and intentional teaching					
	Design learning and teaching to scaffold students' access to age appropriate curriculum	EAL teacher Class teachers	February 2018	EAL trained assessor Class teachers Competent ESO curriculum officer	Learning objectives created for each EAL student in the 'Beginning Phase' Intervention strategies identified for EAL students in the 'Beginning Phase'	Student growth according to the Language and Literacy levels of 2 levels

New Strategic Intention: Catholic Identity (Domain 1)				Targets		
				• Increase student and teacher understanding of and engagement with Scripture • Create a new St. Thomas More School Chapel		
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?
1.2. Identify and engage in practices which support staff in their spiritual wellbeing, deepening appreciation of Catholic faith and	Gather student and teacher data on their understanding and perception of Scripture via a pre and post-test survey	School Leadership Team Teachers Students	Pre-test Term 1 Post-test Term 4	Pre and post-test survey questions for students and staff Survey Monkey for staff Paper format for students	Surveys completed by all classes and teachers	Data collated from student and staff surveys
	The Leadership Team to participate in	School Leadership Team	April 12 & 13, 2018	Masterclass on Transforming RE through	Use new learning from Masterclass to support	Participation in Masterclass

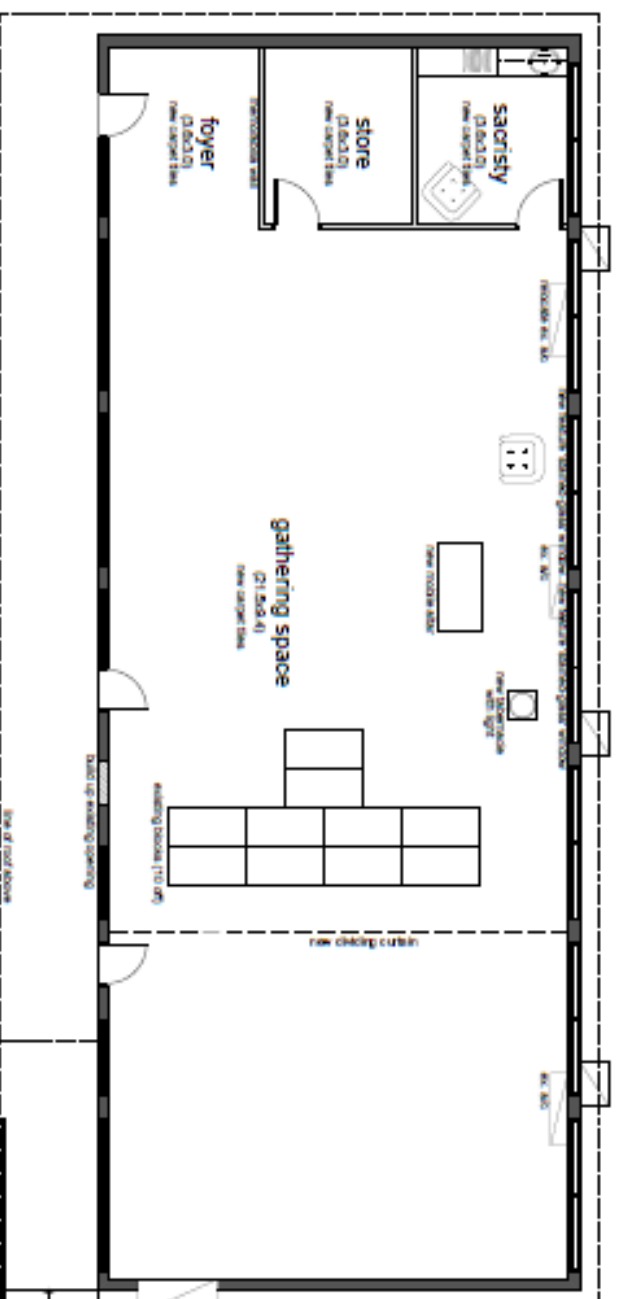| their growing capacity for witness to the Gospel.	formation on Scripture			Scripture offered through the Catholic Education Office SA	staff meeting to be held in Term 2	
	Disseminate information, ideas and analysis from Masterclass to staff through a professional development session	School Leadership Team	Staff Meeting Term 2, 2018	Staff meeting time in term 2 Resources obtained from Masterclass i.e. professional readings, key learnings etc.	Staff engagement Staff feedback at the end of the session	Observation of staff engagement Staff responses to feedback questions
	Plan and facilitate a staff Godly Play workshop to support a shared understanding and teaching of Scripture	School Leadership Team Teachers	Term 2 or 3, 2018	Staff meeting time Art & craft materials Glue guns Scripture stories Godly Play books and resources	Engagement of staff Video staff engagement and participation Resources made (Godly Play)	Photographs and/or video recordings of lessons involving the use of Godly Play resources
	Teachers and students to complete post-survey questions	School Leadership Team Teachers Students	Pre-test Term 1 Post-test Term 4	Pre and post-test survey questions for students and staff Survey Monkey for staff Paper format for students	Surveys completed by all classes and teachers	Data collated from student and staff surveys
	Create a new sacred space (Chapel) at St. Thomas More School	Joe Blefari CESA Detail Studio Builders St. Thomas More Parish community Fr Pat Woods	To be completed by the end of 2018	Refer to tender	Chapel to match specifications within tender and to be constructed within allocated budget	Chapel completed in line with design

DEMOLITION
PLAN
01
1:250

Option 4_Revised
PLAN
04
1:100

sacristy
(3.6x3.0)
new carpet tiles

store
(3.6x3.0)
new carpet tiles

foyer
(3.6x3.0)
new carpet tiles

gathering space
(21.6x9.4)
new carpet tiles

line of roof above

new dividing curtain

SCOPE OF WORKS:

* Painting (walls/ceilings/doors etc.)
* New carpet tiles
* Modifications to lighting to suit new layout
* Stained glass windows
* Modifications to air-conditioning to suit new layout
* FF&E by School
* Signage

STRATEGIC INTENTIONS:	1. Catholic Identity (Domain 1)	2. High Expectations of All (Domain 4)	3. High Quality Teaching and Learning (Domain 5)	4. Orderly and Safe Learning Environments (Domain 7)	5. Strong Home/School/Community Engagement (Domain 8)
GOALS:	**1.1.** Develop an action plan committed to ecological conversion and sustainability.	**2.1.** Identify and implement specific EAL goals and strategies that will accelerate EAL student's English language learning.	**3.1.** To build a common and agreed understanding of restorative justice principles and support staff to implement restorative practices in their daily interactions with children.	**4.1.** Deepen the school communities' understanding of effective teaching, learning, assessment and pedagogical practices.	**5.1** Encourage greater parental engagement in school life and support parents/carers to play a more active role in their child's education.
	1.2. Identify and engage in practices which support staff in their spiritual wellbeing, deepening appreciation of Catholic faith and their growing capacity for witness to the Gospel.	**2.2.** Families receive effective and timely feedback on their children's learning progress.	**3.2.** Increase student engagement & achievement in and across the disciplines of Science, Technology, Engineering and Mathematics (STEM)	**4.2.** Identify clear strategies that promote positive behaviours and provides safe, supportive and engaging learning spaces that are conducive to effective teaching for learning.	**5.2.** Develop and implement a St. Thomas More School Reconciliation Action Plan.

Acknowledgments

I'd like to take this opportunity to sincerely thank the entire school community for the wonderful support that I have received during my leadership experiences at St. Thomas More School. I have thoroughly enjoyed my time here as Deputy Principal for six years and as Principal for the last five years. I have found it extremely rewarding to witness firsthand the growth in children's learning and social and emotional development. The children at STM have always worked well in teams and looked out for one another and warmly welcomed new children into the school. I will miss each of them and wish them all the very best for their futures.

I have always found our families to be very supportive of the school and my leadership and I have enjoyed riding the ebbs and flows of school life with them. Thank you to families who have given so much of their time and energy to the school, from supporting children with learning, excursions and carnivals, to those that have volunteered in the canteen, committees and on the School Board. Thank you to past and present School Board members for your dedication and commitment to the school and for always working in partnership with me in the best interests of every child.

To the staff, STM school community are blessed to have extremely dedicated, passionate and committed staff who continue to strive towards providing children with the best possible learning experiences. They truly are a highly professional group of educators and staff! Thank you to the leadership teams, past and present, with whom I have had the pleasure of working alongside and learning from.

Some of my fondest memories include; dressing up as Mariah Carey in an end of year school concert, each student graduation celebration, the completion of the St. Mary's learning space and the work on the new courtyard, the introduction of the School Norms, Catholic School Music Festivals, Sports Days, Special Person's Day, children sharing their learning with me, observing teachers as part of our peer observation cycles, whole school staff projects such as the trauma and restorative practices projects, carnivals, excursions, end of year concerts, Carnevale, Book Week parades, Mission Days, assemblies...the list goes on! I leave St. Thomas More School with many special memories. I wish you all a safe and happy Christmas break and every success and blessing with your future endeavours.

I would also like to congratulate Mr Chris Platten on his appointment as the Principal of St. Thomas More School beginning in Term 1, 2019. I wish him every success and blessing as he takes on this important role.

Joe Blefari
Principal