



St Thomas More School

2020 School Performance Report



Where every child counts,
and every child matters.



St Thomas More School Context

St Thomas More is a Reception to Year 6 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 program using the Australian Curriculum. The school has specialist teachers for Physical Education, The Art and Languages (Italian). The Student Wellbeing focus has resulted in the use of Circle Time, the use of Restorative Practices and the highlighting of the Mercy Education Values. 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, Sporting Schools program and a Breakfast Club. The school also has a Playgroup and an Early Learning Years (ELY) Program. Students are expected to exercise leadership skills, with senior students being involved on a number of committees. The embedding of the Walker Learning Approach has been 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

Mercy Education Values



Compassion

*Mercy receives and pardons again and again
even the ungrateful.*

Limerick Manuscript, Sisters of Mercy.

Do not be a bystander but show compassion to one another. We encourage and practise compassion within our school and community by putting our Faith In Action with fundraising activities. We promote inclusion and kindness throughout our school.



Justice

The poor need help today, not next week.

Familiar Instructions of Catherine McAuley p. 140.

Standing up for what is right and helping those who cannot do it themselves. Through our school policies and pastoral care, we create fairness and justice in our relationships with students, staff and families and in our daily interactions with others through words, actions and attitude.





Hospitality

A good beginning is of great importance. You must waste some time with visitors.

Letter, Catherine McAuley to Elizabeth Moore, December 1838.

Being kind, generous and welcoming to our friends, family and those we know is easy. It takes courage to welcome the stranger. We remove barriers that stop us from extending hospitality to ensure we are an inclusive and kind community.



Service

Serve one another with whatever gift each of you has received.

First letter of Peter 4:10.

Service means using our talents and gifts to help others. Service enriches our classrooms, our school and our broader community.



Courage

Speak as your mind directs and always act with courage.

Letter Catherine McAuley to Mary Ann Doyle, July 1841.

To act with courage takes strength, resilience and often the right words. Our school is a safe environment where children can learn to be courageous, whether through attempting difficult tasks, changing their behaviour, taking action against injustice, or tackling a personal difficulty. Courage comes in small acts and big steps.



Respect

Three things the poor prize more highly than gold ... the kind word, the gentle compassionate look and the patient hearing of their sorrows.

Familiar Instructions of Catherine McAuley p. 138.

We recognise and acknowledge the goodness in everyone and everything. We show respect and recognise we must earn our communities respect through our words, actions and attitudes. Students are encouraged to celebrate the goodness of others at home, school and in the general community.



Staffing

CHRIS PLATTEN	PRINCIPAL
SONIA KILMISTER	APRIM (TERM 1)/INCLUSIVE ED COORDINATOR
ROBYN MERCER	APRIM (0.6) (TERM 2 & 3)
ROSANNA SAMARZIA	APRIM (0.6) (TERM 4)
LEAH WILLIAMS COORDINATOR	LEADER OF TEACHING & LEARNING / WELLBEING - INCLUSIVE ED (TERM 2, 3 & 4)
CONNIE CARTER	RECEPTION/YEAR 1 TEACHER
MOLLY JEFFERYS	RECEPTION/YEAR 1 TEACHER
ANNE MANNELLA	YEAR 2/3 TEACHER (0.5)
MARIE D'OCCHIO	YEAR 2/3 TEACHER (0.5)
JANIE GOSLING	YEAR 2/3 TEACHER
LISA CROSSLEY	YEAR 3/4 TEACHER
FABIAN CHEVALIER	PE (0.4) + YEAR 5/6 TEACHER (0.6)
ROSANNA SAMARZIA	YEAR 5/6 TEACHER (0.4) (TERM 1, 2, & 3)
CARLY MORRISON (TERM 4)	YEAR 5/5 TEACHER (0.4) & THE ARTS + ITALIAN TEACHER (0.6)
SARAH BORASO	YEAR 5/6 TEACHER
MEGAN POLLARD	THE ARTS + ITALIAN TEACHER (0.5) (TERM 1, 2 & 3)
JANE WELLS	CANTEEN
SUE DIXON	BURSAR
LEEANNE FISHER	ADMIN CO-EDUCATOR
LESLEY SWANN	LIBRARY ESO/CURRICULUM CO-EDUCATOR
MICHAEL HIGGIE	WHS COORDINATOR (0.2)
MICHELLE BLACK	ADMIN ESO (0.2) (TERM 1)
PAUL CLIFT	GROUNDSPERSON (0.4) (TERMS 1 & 2)
ANDREW SCOTT	GROUNDSPERSON (0.8) (TERMS 3 & 4)
RAELENE SMITH	CURRICULUM CO-EDUCATOR
SANDRA SHEPHARD	CURRICULUM CO-EDUCATOR
TRISH OLIVE	CURRICULUM CO-EDUCATOR
LINDA MARSH	CURRICULUM CO-EDUCATOR
SHANNON GOULDING	CURRICULUM CO-EDUCATOR
CRAIG DRENDAL	CURRICULUM CO-EDUCATOR
SANDY AHEARN	COUNSELLOR (0.6) (TERMS 1 & 2)



KATE THEDE	OSHC DIRECTOR
CHERYL BIELBY	OSHC
SHANNON BROOKES	OSHC
REBECCA MUSICO	OSHC / CURRICULUM CO-EDUCATOR
ASHLEE DEER	OSHC / CURRICULUM CO-EDUCATOR
SHANNEN THEDE	OSHC
MICHAEL MUSICO	OSHC / CURRICULUM CO-EDUCATOR
JAY O'LEARY	OSHC / CURRICULUM CO-EDUCATOR
JO WILLIAMSON	ECC COORDINATOR



Teacher Standards & Qualifications

Diplomas	21%
Bachelors	79%
Graduate Certificates	50%
Masters	7%
Other Graduate Certificates	0%

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	198
% Indigenous enrolments	12%
% Students with disabilities	23%

Enrolments by Year Level

	Male	Female	Total
Reception	17	27	44
Year 1	15	10	25
Year 2	12	14	26
Year 3	22	9	31
Year 4	12	10	22
Year 5	14	18	32
Year 6	5	13	18
TOTAL	97	101	198



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 Head of Campus who will follow up with families as required.

School Income 2020

State Government Grant	\$730,340
Commonwealth Government Grant	\$2,240,617
Commonwealth Government Grant Other	\$719,500
Total Government Grants	\$3,690,457
School Fees (inclusive of levies)	\$118,765
Other Income	\$531,047
Total Income	\$4,340,270

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



Staffing

2 Male FTE Teachers

12 Female FTE Teachers

5 Part Time Teachers **Total of 11.5 FTE**

21 FTE Female Educational Support Officers

5 FTE Male Educational Support Officers

Total of 10 FTE

Staff Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	85%	89.7%	88.6%	85.1%
Year 1	83.5%	89.7%	85.8%	87.2%
Year 2	79%	87.8%	87.2%	86.4%
Year 3	82.1%	91.6%	91.3%	87.8%
Year 4	83.4%	92.6%	90.8%	88.4%
Year 5	78.1%	90.8%	89%	87.9%
Year 6	77.7%	90.6%	88.3%	83.5%
Averages	81.3%	90.4%	88.8%	86.6%

Staff Professional Learning

MultilLit

Catholic Schools Primary PE Conference

Literacy Network

First Years of Schooling Literacy PD

Learning Difficulties Seminar

EAL Moderation and Training

Supporting Students in the Emerging Phases of English Language Learning

Contact Officer Refresher Training

ATSI Focus Day

Multisport PD

Mental Health and Wellbeing of Young People

Aspiring Leaders Program



Graduate Certificate in Catholic Studies
Senior First Aid
Walker Learning Conference
Employee Relations Seminars
SACPPA Conference
ReLaT Information Session
Early Career Teacher Professional Learning Day
EYA Training Day
Choir Training Day
NAPLAN Supervision Training
PLC Planning Days
PRIMA Day

School Events – Value Added

SAPSASA Winter Carnival	Playgroup
Catholic Schools Athletics Carnival	Early Learning Years Program
Central Districts Football Club Clinics Years R-6	Book Week Dress Up day
SAPSASA District Swimming Carnival	New Reception Transition Program
SAPSASA District Summer Carnival	SAPOL Visits
Catholic Schools Touch Carnival	School Counsellor
Catholic Schools Year 4/5 T-Ball Carnival	Elizabeth Community Connections
Sports Day	Geckos Fine Motor Program
Sporting Schools (1 x Term)	Parent/Teacher Meet and Greet Times
Whole School Carnevale Parade	New Reception Families Information Meeting
Kick Start for Kids Breakfast Program	Chris Crebbin Workshops
Class Excursions	Catholic Schools Music Festival
Class and School Liturgies and Masses	
Project Compassion Activities	
Remembrance Day Liturgies	
Buddies Programs	
Year 5/6 Leadership Days	
Year 6 Graduation Liturgy	
Year 6 Graduation Dinner	
Year 6 Leadership Top	
Year 5/6 Camp	
Year 5/6 Road Traffic Crossing Training	



NAPLAN 2020 –

cancelled due to COVID 19

School Satisfaction

St. Thomas More School Elizabeth Park

Life at St Thomas More School / Student Survey 2019/2020

This survey asks you to think about a number of statements dealing with the kinds of support the school provides for students. DO NOT PUT YOUR NAME ON THIS SHEET but please complete the details about yourself below ('About me').

About me

- I am a GIRL / BOY
- I am aged _____
- I am in Year _____
- The language we usually speak at home is _____

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
My teachers expect me to do my best	52	45	3	0	0
My teachers provide me with useful feedback about my school	30	51	19	0	0
Teachers at my school treat students fairly	42	36	18	3	1
My school is well maintained	30	34	23	9	4
I feel safe at my school	34	38	23	5	0
I can talk to my teachers about my concerns	25	46	25	3	1
Student behaviour is well managed at my school	13	32	42	12	1
I like being at my school	32	32	26	9	1
My school looks for ways to improve	43	38	16	3	0
My school takes students' opinions seriously	26	39	29	5	1
My teacher motivate me to learn	52	39	8	1	0
My school gives me opportunities to do interesting things	46	30	19	5	0
Is there anything you'd like to add to your answers?					

Results are percentages



St. Thomas More School, Elizabeth Park

Staff Feedback/Consultation Process for the 2019/2020 School Year

Each year staff feedback for school satisfaction is sought. As part of the consultative process being undertaken through the community, I seek feedback from you regarding your experience of St. Thomas More School (STM).

	Strongly Agree	Agree	Unsure	Disagree	Strongly disagree
I feel like I am making a positive difference to the lives of the young people I am working with	43	52	5	0	0
I am continuing to grow as a professional at STM	29	52	14	5	0
I feel safe at STM	25	28	28	19	0
I enjoy my role at STM	38	52	10	0	0
I am kept informed about decisions that are made in the school	10	21	5	40	24
I feel comfortable approaching my colleagues with questions or problems	33	52	10	5	0
The school leadership team listens to the views of students, parents and staff and takes suggestions into account	24	33	10	28	5
I feel valued and supported by the students and parents in the school community	29	71	0	0	0
Staff have access to a range of Professional Learning opportunities	33	48	14	5	0
The facilities at STM are well maintained and presented	14	57	24	5	0
I feel like a valued member of the school community	29	38	14	19	0
I feel my overall workload and what is expected of me, is manageable	19	48	14	19	0
Is there anything you'd like to add to your answers?					

Results are percentages



St. Thomas More School Elizabeth Park
2019/2020 Family/School Partnership Survey

Name (optional) _____

Each year parent feedback for school satisfaction is sought. As part of the consultative process being undertaken through the community, I seek feedback from you regarding your experience of St. Thomas More School, Elizabeth Park (STM).

	Strongly Agree	Agree	Unsure	Disagree	Strongly Agree
Satisfaction with Pastoral Care					
STM gives daily witness to Christian values	60	25	15	0	0
There is an atmosphere of open communication at STM	60	30	5	5	0
As a parent, I feel welcomed and respected at STM	75	20		5	0
I know the teachers will call me if there is a concern	70	20	5	5	0
The staff welcomes comments, suggestions and are responsive to the concerns of parents and the community	65	25	5	0	5
Satisfaction with service					
As a parent, I am satisfied in the way in which my child is looked after and supported by the school	55	35	10	0	0
The school addresses my enquiries promptly	60	30	5	5	0
As a parent, I would recommend the school to new parents or friends	70	25	5	0	0
Satisfaction with Teaching and Learning					
The school is offering the right type of learning for my child	55	35	10	0	0



Do you feel that your child is sufficiently challenged by the school to encourage maximum learning and development?	45	50	5	0	0
STM looks for ways to improve	60	30	10	0	0
I can talk to my child's teacher about my concerns	80	15	0	0	5
Teachers at STM motivate my child to learn	65	35	0	0	0
My child is making good progress at STM	65	35	0	0	0
My child's learning needs are being met at STM	60	35	5	0	0
STM works with me to support my child's learning	70	20	5	5	0
I like the overall direction the school is heading in	60	30	10	0	0
Is there anything you'd like to add to your answers?					

Results are percentages



Process of writing the St. Thomas More School Strategic Plan 2018-2020

Staff used CESA's Continuous Improvement Framework & Living Learning Leading Framework to review the 2018-2020 St. Thomas More Strategic Plan. Staff analysed the nine domains within this framework and assessed our school's rating using the self-assessment tool. Within their PLCs teachers determined priorities for the next strategic plan. The following 5 Domains were identified by teachers; Catholic Identity, High Expectations of All, High Quality Teaching and Learning, Orderly and Safe Learning Environments and Strong Home/School/Community Engagements.

These 5 domains then became the 5 strategic intentions as part of the 2018-2020 St. Thomas More Strategic Plan.

Two goals were identified for each domain in the following way:

1.1. Develop an action plan committed to ecological conversion and sustainability – PLCs stated the need for a whole school approach to the environment.

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 – this is a CESA strategic intention derived from the document, "A Framework for Formation for Mission in Catholic Education" (National Catholic Education Commission)

2.1. Identify and implement specific EAL goals and strategies that will accelerate EAL student's English language learning – EAL funding from CESA requires us to include learning outcomes for EAL students within our strategic plan.

2.2. Families receive effective and timely feedback on their children's learning progress – in the 2017 Parent Satisfaction Survey, concepts related to this, scored the lowest overall rating. "The instructions for assessment tasks are clear to my child" scored 3.77/5.0 & "I understand how the teacher judges his/her work scored 3.55/5.0

3.1. To build a common and agreed understanding of effective teaching, learning, assessment and pedagogical practices – this is a school leadership derived goal which will have a direct impact on improving student learning outcomes.

3.2. Increase student engagement & achievement in and across the disciplines of Science, Technology, Engineering and Mathematics (STEM) – teachers overwhelmingly were in favour of participating in a CESA STEM project, over other CESA project opportunities. STM will be part of a two year STEM School Based Project working with staff from UniSA and CESA.

4.1. Deepen the school communities' understanding of restorative justice principles and support staff to implement restorative practices in their daily interactions with children – based on teacher feedback in the School Organisation Climate Survey (SOCS).

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 – directly related to CESA's continuous improvement framework for catholic schools and our school's engagement with the Curtin University's Learning Instrument Tools.

5.1 Encourage greater parental engagement in school life and support parents/carers to play a more active role in their child's education – a main priority stated by each PLC and the school leadership team.

5.2. Develop and implement a St. Thomas More School Reconciliation Action Plan – this plan is currently under review and supports our school's continued focus on Indigenous Education.



Annual Improvement Plan – 2020

ST THOMAS MORE SCHOOL - ANNUAL IMPROVEMENT PLAN 2020

Strategic Intention 3: High Quality Teaching and Learning (CIF Domain 5)				Targets By the end of 2020		
				<ul style="list-style-type: none"> 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 & achievement in and across the disciplines of Science, Technology, Engineering & Mathematics (STEM)	School Leadership team to disseminate/ share learning with whole staff	Leadership team	Term 1, 2020	Staff meeting times Staff mtgs allocated	Evidence of contemporary pedagogies within class teacher programs	Teachers programs Teacher anecdotal feedback
	Establish a STEM Lead Learner's team	Principal	Term 1, 2020 Teaching staff	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 (design of School's Nature Play)	CESA UniSA Leadership team	Term 1, 2020	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 student's learning, engagement and enjoyment of STEM disciplines	Teachers	2020	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-6	Teachers Lead Learners Leadership team	Terms 1 & 2, 2020	School STEM budget CESA & UniSA STEM grant	New resources purchased R-6 Resources being accessible and used by all children R-6	Staff feedback on effectiveness of resources in meeting goals Student feedback



Acknowledgments

I'd like to take this opportunity to sincerely thank the children, staff, families, parish and wider school community for helping to make St Thomas More School a place of learning in 2020. 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; Alison Duke (Chairperson), Hayley Sterry, Lydia Aguis, Jess Cooper, Tamika Campbell (Treasurer), Jan Lamb, Sonia Kilmister, Robyn Mercer, Yunua Noori, Rosanna Samarzia and Molly Jefferys. 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 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; Sonia Kilmister (APRIM / Inclusive Education coordinator (Term 1)), Robyn Mercer (APRIM (Terms 2 & 3)), Rosanna Samarzia (Term 4) and Leah Williams (Leader of Teaching & Learning) for their ongoing support of me, staff, students and the wider community. They are outstanding leaders whom I feel privileged to work alongside.

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 and Curriculum Co educators, OSHC and ECC staff. They are wonderful role models for our children and add a great deal of value to our school community.

I look forward to being a part of the St Thomas More School Community in 2020. I have great hope and enthusiasm that 2021 will be a rewarding and productive year of educational excellence.

Chris Platten

Principal





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and every child matters.



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