



2023 School Performance Report - AGM

Principal's Report



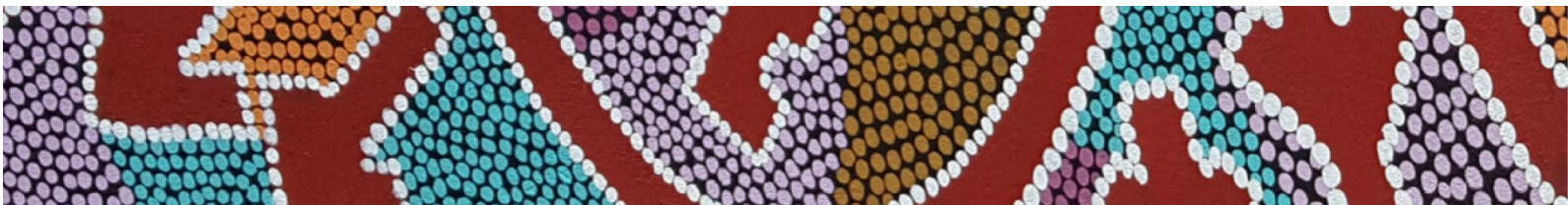
St Thomas More School

A Catholic school in the Mercy Tradition - Reception to Year 6



Acknowledgement of Country

We acknowledge the Kaurna people are the landowners and custodians of the Adelaide Plains. We recognise Elders past and present. We are committed to reconciliation.





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.

Teacher's program using the Australian Curriculum. The school has specialist teachers for Physical Education, Science Technology Engineering Arts Mathematics (STEAM) 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. Specialist programs include, Buddies, Sporting Schools program and a Breakfast Club. Students are expected to exercise leadership skills, with senior students being involved on several committees.

As Catholic Schools, we are guided by teachings of Jesus Christ where thriving people, capable learners and leaders for the world God desires is core to our mission and work.

We are two schools in the Elizabeth Catholic Parish that are grounded in the Mercy tradition and values.

St Mary Magdalene's School was established in 1957 and St Thomas More School in 1960 by the Sisters of Mercy, founded on the values of compassion, justice, respect, hospitality, service, and courage. In 2021, we embarked on an inspirational, innovative, and unique journey of working collaboratively in partnership to enhance educational opportunities for every student, greater access to facilities and resources and stronger collaboration across teaching practices and programs.

In 2021, as this partnership developed, we began a revisioning process where parents, students and staff of St Mary Magdalene's School and St Thomas More School undertook the DISA Survey to get a snapshot of how our schools are operating in the areas of academic performance, culture and community and teaching practices. The combined survey results identified that we are connected, cohesive communities with high expectations for all where, passionate staff work collaboratively with all in the community. With a sound understanding of school values, our aspiration is that we continue to work collaboratively, strengthening our flourishing communities ensuring that the voices of all are heard, valued, and respected and where the Mercy Values are embedded in who we are and what we do.

There is an identified awareness that staff use informed teaching practices and shared knowledge to provide high quality educational experiences and opportunities. As innovative educators we endeavour to further develop consistent, data informed schoolwide practices that are targeted to ensure all children are successful learners.

With these findings in mind, our schools developed a vision for learning to empower students to be active participants, informed citizens with intercultural and ecological awareness where they are inspired by faith and the Mercy Values as they shape a future for the world God desires.

The colours and the symbol of a circle signify the celebration of bringing our two schools together, sharing meaning through respectful dialogue, creativity, and a common ground. We nurture a sense of belonging in a caring and supportive environment, empowering individuals to thrive in a global community, shaping the future together.



Dedicated to a continuing tradition of cultivating excellence in an ever-changing world, we prepare our diverse student body for success by engaging them in rigorous and relevant learning opportunities.

These opportunities shape a future of learners that promote a moral stance as they strive to make a difference in the lives of others and for the common good. At the core of who we are and what we do is our passion for serving Christ embedded with the Mercy values.

Compassion Justice Respect Hospitality Service Courage



Compassion We encourage and practice compassion within our school and community by putting our Faith In Action with fundraising activities, promoting inclusion and kindness throughout our school.



Justice 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.



Respect 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.



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



Service Using our talents and gifts to help others, thereby enriching our classrooms, our school, and our broader community.



Courage Acting with strength and resilience, so our school is a safe space where children can learn to be courageous through attempting difficult tasks, changing behaviour, acting against injustice, or tackling personal difficulty.



Staffing

Chris Platten	Principal
Vicki Rubino	Head of School
Melissa Musolino	APRIM (0.6FTE)
Taylor Meyer	Leader of Teaching & Learning & EAL/D
Malama Theodosi	Reception Teacher
Rebecca Arnold	Reception Teacher
Stav Haros	Reception Teacher (Term 3 intake)
Connie Carter	Year 1/2 Teacher
Marie D'occhio	Year 1/2 Teacher
Stephanie Maiello	Year 1/2 Teacher
Carly Morrison	Year 1/2 Teacher
Jasmine Fischer	Year 3/4 Teacher
Katelyn Jessop	Year 3/4 Teacher
Laura Brown	Year 3/4 Teacher
Sarah Carritt	Year 5/6 Teacher
Jay O'Leary	Year 5/6 Teacher
Rosealyse Trimboli	Italian Teacher (0.4FTE)
Janie Gosling	Science, Technology, Engineering, Arts & Maths Teacher (0.4)
Cristian Morgado	Physical Education Teacher (0.4)
Kylie West	Human Resources
Janelle Lieu	Business Manager
John Mathew	Finance Officer
David Hillard	Counsellor (0.6 FTE)
Sarah Hardy	Admin ESO
Olivia Graf (Marshall)	Admin ESO
Alex Merritt	Admin ESO
Lesley Swann	Library ESO /Curriculum ESO
Michael Higgie	WHS Coordinator (0.2 FTE)
Andrew Scott	Maintenance/Grounds person (0.6 FTE)
Olivia Bersagliere	Curriculum ESO (Terms 1 & 2)
Genevieve Tyler	Curriculum ESO (Terms 1, 2 & 3)
Charlie Poole	Curriculum ESO
Yana Kanelopoulos	Curriculum ESO
Sarah Woods	Curriculum ESO
Tarah Edwards	Curriculum ESO
Brooke Jessop	Curriculum ESO
Linda Marsh	Curriculum ESO
Craig Drendel	Curriculum ESO



Nicole Hemlin	Curriculum ESO (Terms 3 & 4)
Demmi Plew	Curriculum ESO (Term 4)
Tamika Tran	Curriculum ESO (Term 4)
Jane Wells	Canteen
Cheryl Bielby	OSHC Director (Terms 2, 3 & 4)
Abbey Washington	OSHC Assistant Director (Term 1)
Valeri Bowley	OSHC Assistant Director (Terms 2, 3 & 4)
Abbey Washington	OSHC (Terms 2, 3 & 4)
Andrew Curtis	OSHC
Amy Dudfield	OSHC
Montana Evans	OSHC
Raechel Hughes	OSHC
Molly Hutton	OSHC
Brett Mulder	OSHC
Jackson Murphy	OSHC
Habib Shabibi	OSHC
Donna Turner	OSHC
Abbie Wild	OSHC

Teacher Standards and Qualifications

Masters	21%
Diploma	26%
Bachelor	79%
Graduate Certificate (RE)	21%
Other Graduate Certificates	5%

School Information

St Thomas More Primary School

50 Yorktown Road, Elizabeth Park South Australia 5113

School Type	Primary
School Sector	Catholic / Non-Government
ICSEA Value	918
Total Enrolments	238
% Indigenous Enrolments	12.2%
% Students with Disabilities	42.4%





Enrolments by Year Level

	Male	Female	Total
Reception	27	26	53
Year 1	25	18	43
Year 2	17	19	36
Year 3	18	17	35
Year 4	20	11	31
Year 5	9	11	20
Year 6	15	5	20
TOTAL	131	107	238

Student Attendance (%)

	Term 1	Term 2	Term 3	Term 4
Reception	85.7	85.3	87.0	84.9
Year 1	87.8	83.0	84.8	84.6
Year 2	90.0	83.3	84.2	82.8
Year 3	89.2	84.2	85.1	82.8
Year 4	90.1	89.0	89.5	86.0
Year 5	84.1	84.1	84.9	84.5
Year 6	88.7	86.5	86.2	86.2
Average	88.1	84.97	86.0	84.4

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 2023

State Government Grant	\$1,018,163
Commonwealth Government Grant	\$3,697,487
Total Government Grants	\$4,715,650
School Fees	\$173,408
Other Income	\$1,138,866
Total Income	\$6,027,924

Post School Destinations

St Columba College, Xavier College, Thomas More College, Craigmore High School, Trinity College, Gleeson College, Playford International School, and Mark Oliphant College.

Staffing

Male Full Time Teacher	1
Female Full Time Teachers	12
Part Time Teachers	6
Total of 16 FTE	
Female Educational Support Officers	21
Male Educational Support Officers	6
Total of 17.25 FTE	

Staff Professional Learning

Positive Behaviour Intervention Support (PBIS)
IDEAS Project
CLARITY suite (Lyn Sharrott)
STEM Project
MultiLit
Catholic Schools Primary PE Conference
Aspiring Leaders Program
Graduate Certificate in Catholic Studies
Employee Relations Seminars
ReLaT Information Session
EYA Training Day



NAPLAN Supervision Training

PRIMA Day

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

Mental Health and Wellbeing of Young People

Senior First Aid

SACPPA Conference Day

Early Career Teacher Professional Learning Day

Choir Training Day

PLC Planning Days

Cognitive Coaching

Partners in Practice (PIP) Project

School Events – Value Added

SAPSASA Winter Carnival

Class Excursions

Catholic Schools Athletics Carnival

(R-4) Swimming Lessons

Central Districts Football Club Clinics (R-Y6)

Class and School Liturgies and Masses

SAPSASA District Swimming Carnival

Project Compassion Activities

Catholic Schools Touch Carnival

Buddies Programs

Catholic Schools (Y4-Y6) T-Ball Carnival

(Y5-6) Leadership Days

Movie Evening

Y6 Graduation Liturgy

Sports Day

Y6 Leadership Top

Sporting Schools Sports Program

Y6 Graduation Dinner

Whole School Carnevale Parade

(Y5-Y6) Camp

SAPSASA District Summer Carnival

(Y5-Y6) Road Traffic Crossing Training

Remembrance Day Liturgies

Meet and Greet

Early Learning Years Program

New Reception Families Information Meeting

Book Week Dress Up Day

Catholic Schools Music Festival

New Reception Transition Program

Whole School End of Year Concert

SAPOL Visits

Learning Conversations

School Counsellor





NAPLAN 2023

Year 3 School Mean Scores – Proficiency Standards

Component	Mean Score		Proficiency Level	
	2022	2023	2022	2023
Reading	-	320.2	-	Developing
Writing	-	337.8	-	Developing
Spelling	-	321.9	-	Developing
Grammar and Punctuation	-	333.8	-	Developing
Numeracy	-	340.1	-	Developing

Year 5 School Mean Scores – Proficiency Standards

Component	Mean Score		Proficiency Level	
	2022	2023	2022	2023
Reading	-	443	-	Developing
Writing	-	409.4	-	Developing
Spelling	-	461.2	-	Strong
Grammar and Punctuation	-	435.7	-	Developing
Numeracy	-	417	-	Developing

Progress	Reading		Numeracy	
	School	All Students	School	All Students
Low	27	25	29	25
Medium	53	50	57	50
High	20	25	14	25



School Satisfaction 2023

IDEAS Survey (Innovative Design for Enhancing Achievements in Schools) will inform School Improvement. The survey was completed by Parents/Caregivers, Staff and Students.

APPENDIX A: Tables of Means and Standard Deviations

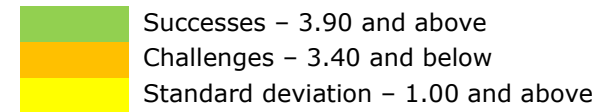
	Successes – 3.90 and above
	Challenges – 3.40 and below
	Standard deviation – 1.00 and above

St Thomas More School, SA

SECTION A: SCHOOL SUCCESSES AND ACHIEVEMENTS (Outcomes)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 Literacy Outcomes	2.40	3.84	3.67	3.31	0.80	0.87	0.63	0.77
2 Numeracy Outcomes	2.40	3.79	3.93	3.37	0.80	0.77	0.88	0.82
3 Other curricular	3.00	3.94	3.77	3.57	0.74	0.73	0.83	0.76
4 form positive relat.	3.17	3.84	3.58	3.53	0.90	1.18	0.86	0.98
5 students respectful	2.62	3.74	3.30	3.22	0.74	1.21	0.80	0.92
6 students demo pride	2.77	3.72	3.65	3.38	0.80	1.04	0.73	0.86
7 actively engaged	3.00	3.79	3.42	3.40	0.88	0.89	0.65	0.81
8 acquire self esteem	3.73	3.83	3.72	3.76	0.75	1.01	0.83	0.86
9 well prepared next	2.56	3.29	3.66	3.17	1.07	1.10	0.91	1.02
10 tch sense prof'ism	3.91	4.11	4.25	4.09	0.79	0.85	0.77	0.81
11 tchrs make decision	2.89	3.67	4.00	3.52	1.29	0.82	0.79	0.96
12 school image learning	3.45	4.11	4.05	3.87	0.78	0.85	0.68	0.77
13 school image caring	3.90	4.26	4.09	4.08	1.04	0.96	0.81	0.94
14 link vision to T&L	3.00	3.89	3.74	3.54	1.34	1.02	0.69	1.02
15 resources T&L	2.62	3.67	4.19	3.49	1.39	1.20	0.64	1.08
16 environ. Aesthetics	3.42	4.63	4.28	4.11	1.19	0.48	0.64	0.77
17 time/space reflection	2.69			2.69	1.20			1.20
Element Average	3.03	3.89	3.83	3.58	0.97	0.93	0.76	0.89

LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021






St Thomas More School, SA

SECTION B: CONTRIBUTORY ELEMENTS

Element: STRATEGIC FOUNDATIONS (School Vision and Structures)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 inspirational vision	3.36	3.95	3.78	3.70	1.15	0.76	0.61	0.84
2 defined values	3.70	4.05	4.47	4.07	1.00	1.00	0.65	0.88
3 encourages TL	2.90	4.00	4.07	3.66	1.37	0.79	0.78	0.98
4 prin promotes vision	3.64	4.44	3.84	3.97	1.07	0.61	0.93	0.87
5 prin collab planning	2.60	4.22	3.48	3.43	1.56	0.97	0.84	1.13
6 sch success promote	3.80	3.89	3.85	3.85	0.87	0.87	0.75	0.83
7 decision making open	2.50	4.06	3.42	3.33	1.28	0.97	1.04	1.10
8 process improvement	2.83			2.83	1.21			1.21
9 prin shared power	2.92			2.92	1.44			1.44
Element Average	3.14	4.08	3.85	3.69	1.22	0.86	0.80	0.96

LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

 Successes – 3.90 and above
 Challenges – 3.40 and below
 Standard deviation – 1.00 and above

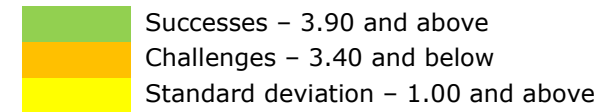
St Thomas More School, SA

SECTION B: CONTRIBUTORY ELEMENT

ELEMENT: COMMUNITY COHESIVENESS (The School and its Communities)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 support for vision	3.44	3.56	3.83	3.61	0.96	0.61	0.81	0.79
2 staff relationships pos	3.67	4.21	4.32	4.07	0.82	0.89	0.62	0.78
3 blame	3.00	4.33	3.80	3.71	1.41	1.15	0.82	1.13
4 collect responsibility	3.20	4.16	4.13	3.83	1.08	0.93	0.58	0.86
5 tcher high expect.	4.27	3.95	4.21	4.14	0.62	0.89	0.70	0.73
6 student high expect.	3.27	3.79	3.69	3.58	0.86	0.77	0.89	0.84
7 parent high expect.	3.10	4.05	4.40	3.85	0.83	0.69	0.65	0.72
8 sch community mind	4.10	4.26	4.32	4.23	0.54	0.85	0.70	0.70
9 contrib celebrated	3.60	4.21	3.73	3.85	1.02	0.83	0.80	0.88
10 enc community partic	3.50	4.11	3.85	3.82	1.00	0.85	0.83	0.90
11 process pub input	2.78	3.59		3.18	0.92	1.14		0.69
12 ext partnerships	3.40			3.40	1.11			1.11
Element Average	3.53	4.07	4.03	3.88	0.90	0.85	0.74	0.83

LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021



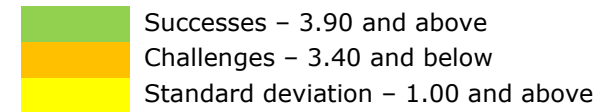
St Thomas More School, SA

SECTION B: CONTRIBUTORY ELEMENT

ELEMENT: SCHOOLWIDE PEDAGOGY DEVELOPMENT AND DEEPENING (School Tch, Learning and Assessment)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 tch share success prac	3.60	3.88	3.98	3.82	0.92	0.90	0.88	0.90
2 sys analysis T&L	3.20	4.24	4.00	3.81	0.98	0.64	0.70	0.77
3 developed SWP	3.10	3.71	3.93	3.58	1.04	0.67	0.85	0.85
4 SWP ground in theory	2.78	3.95	3.98	3.57	1.13	1.19	0.70	1.01
5 link vision to T&L	3.10	3.89	3.98	3.66	0.94	0.91	0.69	0.85
6 dev tch gifts/talents	3.20	4.00	4.12	3.77	1.08	0.87	0.72	0.89
7 student contrib SWP	3.00	3.56	3.82	3.46	1.10	0.96	0.95	1.00
8 SWP assists analysis	3.22			3.22	1.13			1.13
9 SWP directs T&L	3.10			3.10	1.04			1.04
Element Average	3.15	3.89	3.97	3.67	1.04	0.88	0.78	0.90

LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021



St Thomas More School, SA

SECTION B: CONTRIBUTORY ELEMENT

ELEMENT: GENERATIVE RESOURCE DESIGN (School Work Practices and Organisation)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 tch use of space	4.55	4.56	4.27	4.46	0.89	0.50	0.65	0.68
2 Technology use	3.08	4.28	4.13	3.83	1.04	0.65	0.69	0.79
3 flexible use of time	3.30	4.24	3.88	3.81	1.00	0.64	0.69	0.78
4 community res curric	3.30	3.88	3.86	3.68	1.10	0.90	0.68	0.89
5 update curriculum	3.20	4.21	4.00	3.80	1.33	1.10	0.65	1.03
6 networks educ org	2.56	3.53	3.88	3.32	0.83	0.98	0.77	0.86
7 plan facility for T&L	3.20			3.20	1.40			1.40
8 relate int proc to R	3.38			3.38	0.70			0.70
9 use of ext expertise	3.10			3.10	1.04			1.04
Element Average	3.31	4.12	4.01	3.81	1.05	0.80	0.69	0.84

	Successes – 3.90 and above
	Challenges – 3.40 and below
	Standard deviation – 1.00 and above

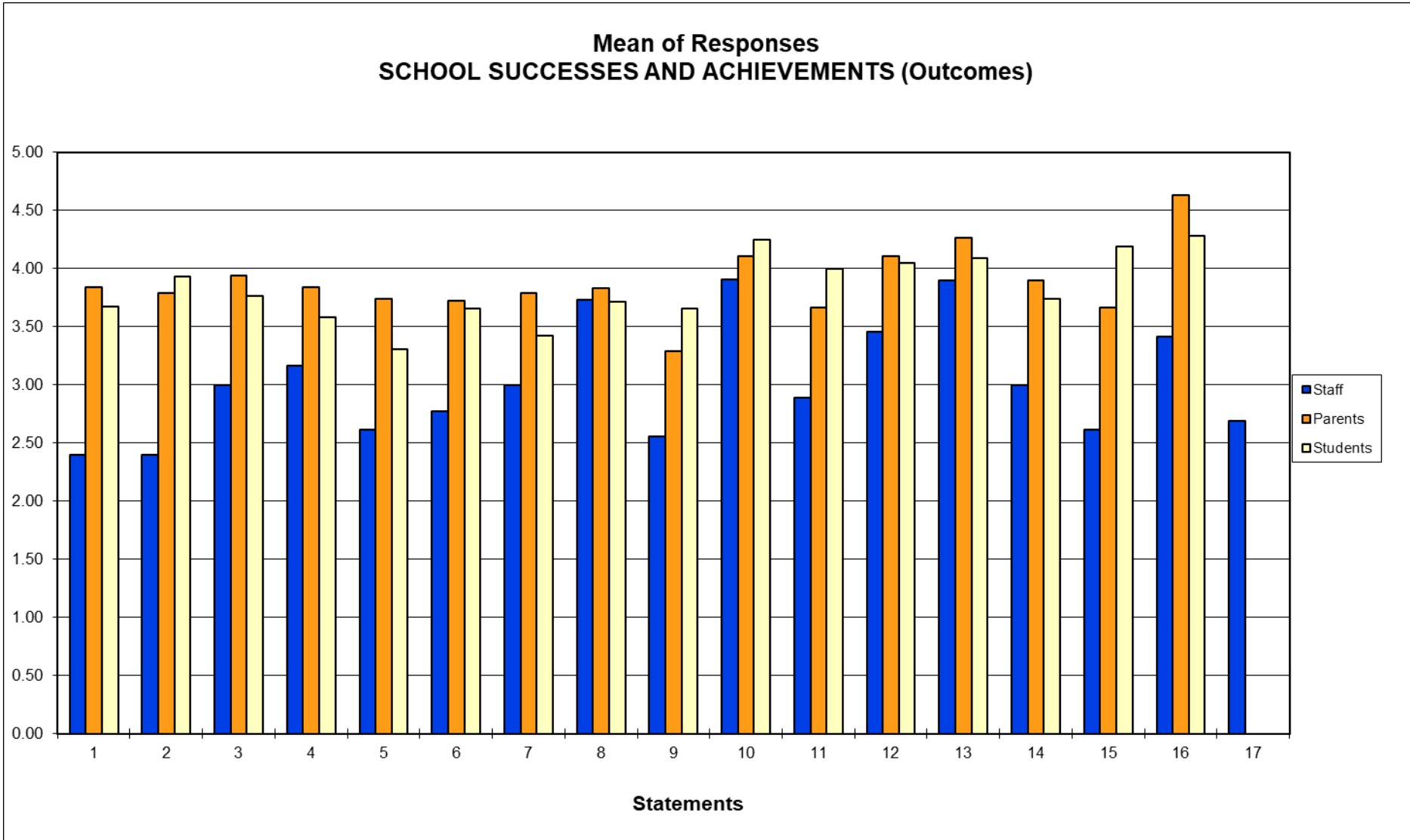
St Thomas More School, SA

SECTION B: CONTRIBUTORY ELEMENT ELEMENT: HOLISTIC PROFESSIONAL LEARNING

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 reflects on rel of vision	3.40				1.02			
2 explic proc tch share	2.90				1.04			
3 SWP core to PLC	3.10				0.94			
4 tch lead ped develop	3.30				0.90			
5 explicit principle trust	2.90				1.22			
6 tch partic networks	3.90				0.70			
7 opp profess interests	3.44				1.17			
8 explore ped informs	3.20				0.98			
Element Average	3.27			3.27	0.99			0.99

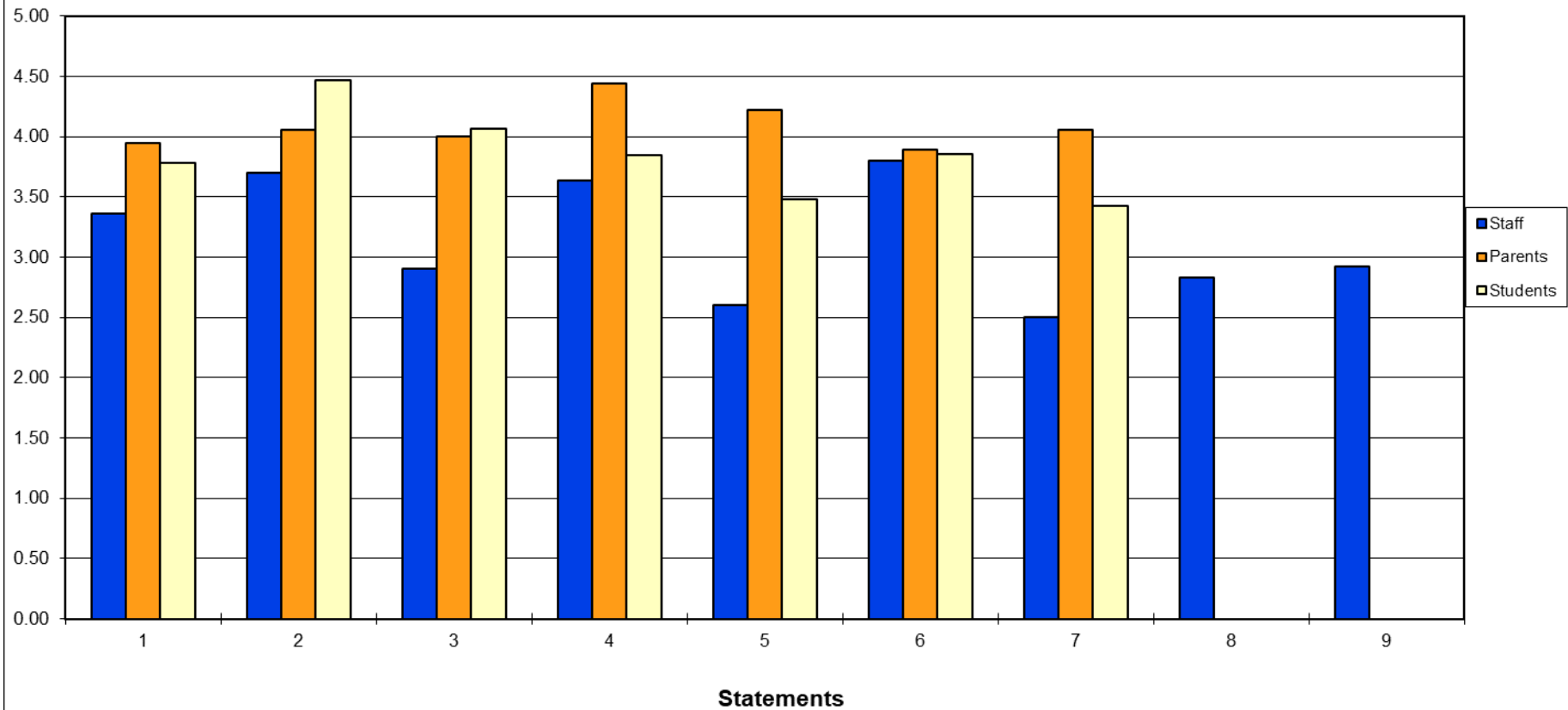
LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

APPENDIX B: Graphs of Comparative Means for Staff, Parents and Students



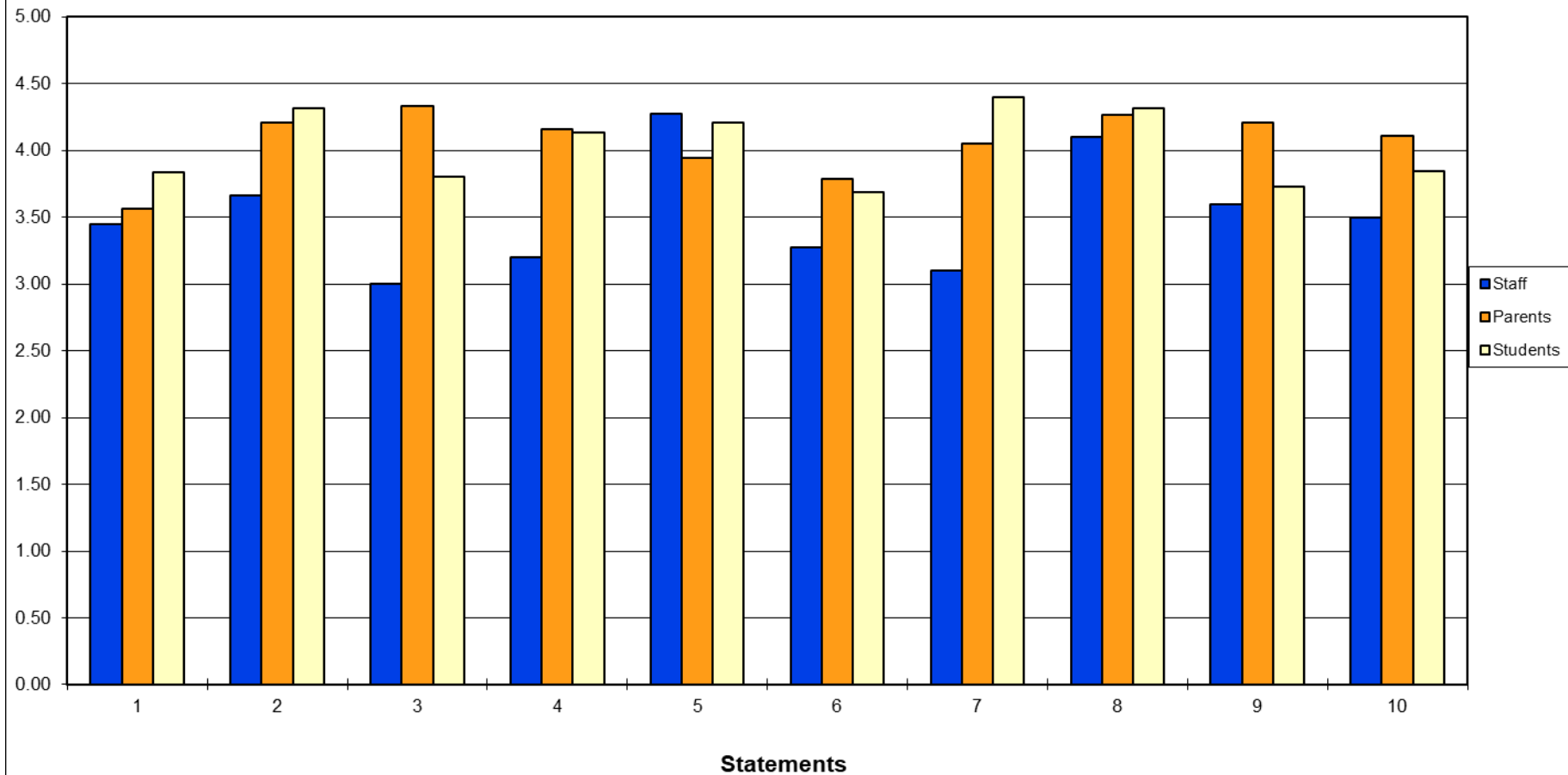
LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

**Mean of Responses
STRATEGIC FOUNDATIONS (School Vision and Structures)**



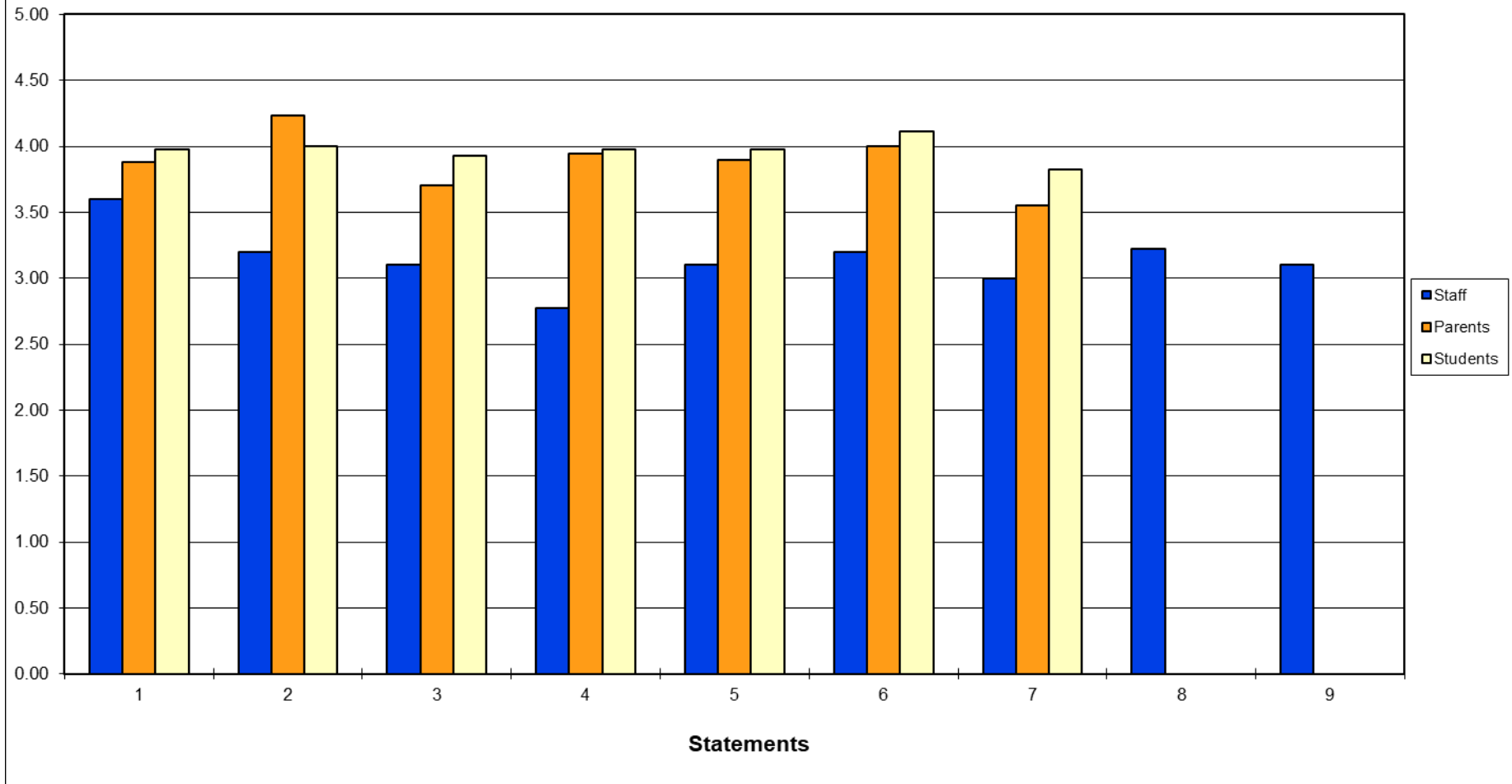
LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

**Mean of Responses
COMMUNITY COHESIVENESS (The School and its Communities)**



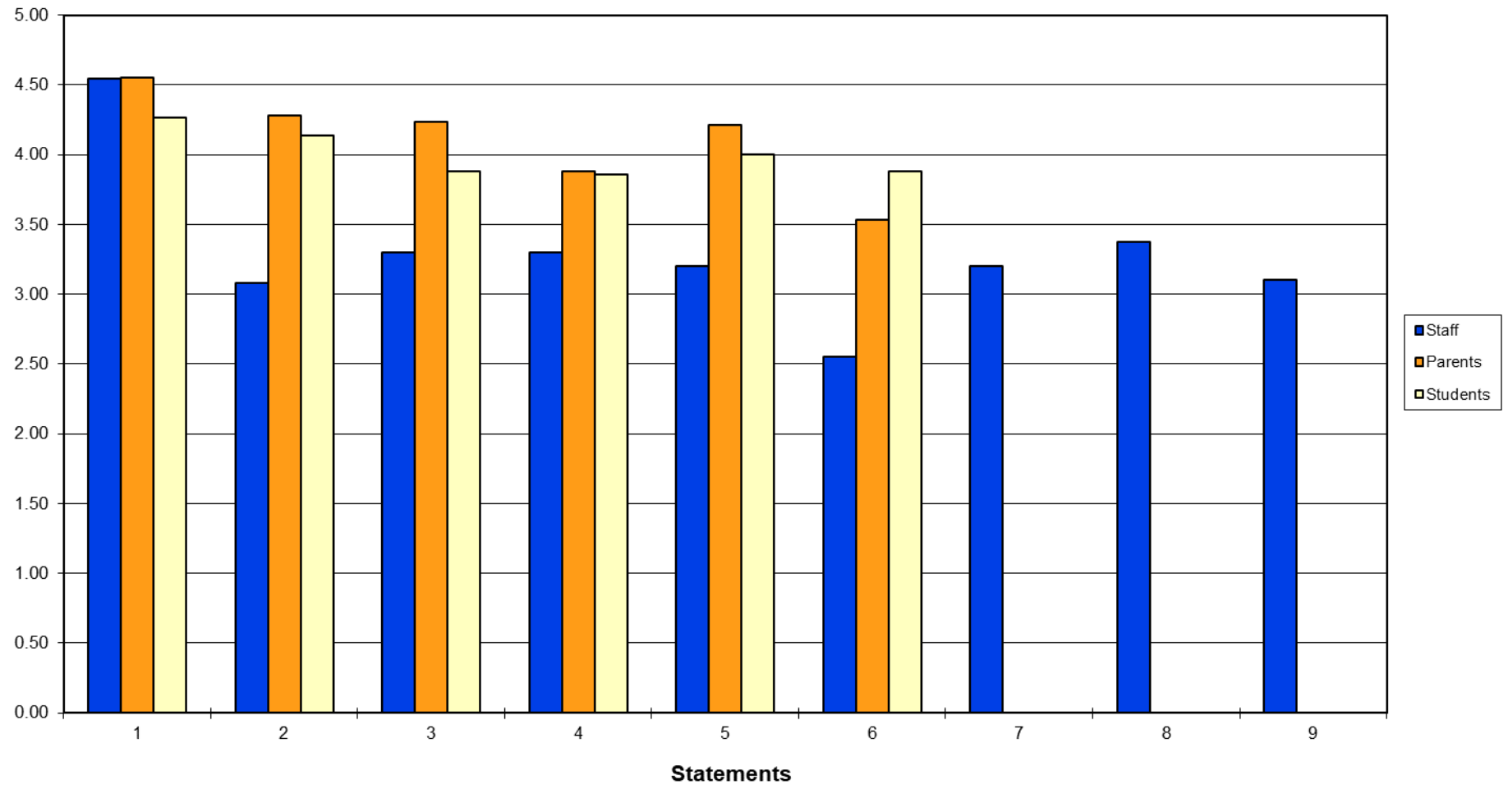
LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

Mean of Responses
SCHOOLWIDE PEDAGOGY DEVELOPMENT AND DEEPENING (School Teaching, Learning and Assessment)



LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

Mean of Responses
GENERATIVE RESOURCE DESIGN (School Workpractices and Organisation)



LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021



School Improvement Plan 2023

2024 ANNUAL SCHOOL IMPROVEMENT PLAN

CATHOLIC IDENTITY

Goals <i>(what are we trying to achieve?)</i>	Strategies <i>(what actions will we take to achieve our goals and targets?)</i>	Responsibility <i>(who will lead this?)</i>	Resources <i>(what human and financial resources will we need?)</i>	Success indicators/Evidence <i>((how will we know we have been successful? what data will we need to measure achievement of our goals?)</i>
Being Church together – foster school parish connections	Parish – staff commissioning mass – together with SMM, CCC, St Pat’s & CMS Review of family based, school supported Parish Sacramental program	Principal/Head of School/APRIM		Attendance at Commissioning Mass 23/1/24 – all attended @ St Ann’s church with STM, SMM, CMS, CCC, St Pat’s Sacramental Masses Feedback from Sacramental Program
Provide excellent religious education teaching and learning	APRIM to continue to work with class teachers/PLCs to develop units of work and assessment rubrics for Religious Education. Staff enrolment of Graduate Certificate in Religious Education Staff meeting focus in RE each term MITIOG training for new staff members	APRIM	Staff meeting time Allocate release time for APRIM/class teacher to meet & plan PLC Meetings with APRIM Offsite event costs CPF costs	Professional learning sessions have taken place Teachers assessing RE using performance standards Staff PD – new Crossways (CPF)/ MITIOG Graduate Certificate studies APRIM support for new/all teachers in RE curriculum understanding and planning
Deepening of the communities understanding our Mercy Charism	Mercy Schools Reflection Day (STM, SMM, CMS) – guest speakers (Mercy Sisters) Unpacking of theme with staff	APRIM/Communications & Marketing co-ordinator	Reflection Day (Venue/catering/presents for guests etc) - 23/8/24 SMM/STM/CMS	Staff PD Staff prayer Introduction at beginning of school year Staff Spirituality Day Facebook/Newsletter Parish Newsletter

2024 ANNUAL SCHOOL IMPROVEMENT PLAN

	<p>Mercy Values – explicit teaching of each value – modelling/certificates</p> <p>Development of Code of Conduct using Mercy Values</p>		<p>Poster/Banner/Certificate costs</p>	<p>Prayer focus/tables</p> <p>Banners</p> <p>Orientation Days</p> <p>Children’s visual art presentations</p> <p>Masses, Liturgies</p> <p>Song</p>
<p>Advocate for the common good through social justice and ecological action</p>	<p>Use language of Catholic Social Teaching</p> <p>Name activities as Social Justice – call to faith in action</p> <p>Establish Role Descriptions for Social Justice, Ecological Awareness etc Student Leadership Group</p> <p>Establish a ‘charity/social justice’ cycle</p> <p>Investigate possibilities of community social justice action (e.g. nursing home visits, soup making)</p> <p>Brainstorm ideas with staff.</p> <p>Establish staff ecological awareness and action committee to create Ecological Conversion Policy</p>	<p>APRIM/Head of School/Principal</p>		<p>Student led Social Justice Activities</p> <p>School involvement in Project Compassion, Winter Vinnies, Catholic Charities and Vinnies Christmas</p> <p>Year 6 participation in Walk a Mile – invite family and wider community to donate</p> <p>Reduction in cost of waste disposal</p> <p>Ecological Conversion Policy</p>

2024 ANNUAL SCHOOL IMPROVEMENT PLAN

STRATEGIC DIRECTION 2 – LEARNING, TEACHING AND WELLBEING GOALS

Goals <i>(what are we trying to achieve?)</i>	Strategies <i>(what actions will we take in 2018 to achieve our goals and targets?)</i>	Responsibility <i>(who will lead this?)</i>	Resources <i>(what human and financial resources will we need?)</i>	Success indicators/Evidence <i>(how will we know we have been successful? what data will we need to measure achievement of our goals?)</i> Success Indicators <i>(how will we know we have been successful?)</i>
Build strong practices in English and Mathematics teaching	Launch of our developed whole school Vision for Learning - (IDEAS Project) Professional Learning and support in 'Initialit.'" – new staff members Continue with Leader of Teaching & Learning/EAL/D – see PID Clarity Professional Learning Team <ul style="list-style-type: none"> - Bump it up Wall - Data Wall Utilise staff trained in LEAP levelling Develop agreed practices literacy and numeracy with staff Introduction of Walk and talks Ongoing work with Sarah Byrne – Michael Clifford	Leader of Teaching & Learning/EAL/D – POR 2 QPT		Vision for Learning launch Term 2 2024 Whole school agreed practices in literacy and numeracy published Whole school agreed standardised testing Standardised test results/student data Co-construction of success criteria and assessment rubrics Evidence of Bump it Up walls Use of data – Case Management Staff PD Data Wall Teacher Professional discussions
Provide opportunities to engage students in other learning opportunities	3-6 students participation in Northern Region, SACPSSA carnivals, sports day, R-6 students participation in Sporting Schools clinics, after school sports program	Specialist Teachers PORs	PORs Admin time – PE Teacher and P/Arts teacher	Student participation in extra curricula activities Student participation in competitions

2024 ANNUAL SCHOOL IMPROVEMENT PLAN

	<p>3-6 students participation/opportunities for children – Catholic Schools Music Festival,</p> <p>R-6 students participation in School Carols evening</p> <p>3-6 students participation in ‘Electives’ program</p> <p>STEM teacher – drive curriculum and opportunities (e.g. Makers Empire)</p> <p>Review Year 5/6 Camp</p> <p>Participation in curriculum/local Initiatives – art walks, arts program, NAIDOC week, Science Week.</p>		<p>Cost of the evening – (PA system/catering etc)</p> <p>Equipment/resources required for each activity</p> <p>resources</p>	<p>School/system/ community events</p> <p>Numbers in attendance/participation</p> <p>Use of digital technologies equipment</p>
Development of student agency	<p>Continue Clarity professional learning – Principal, Head of School, APRIM, Leader of Teaching & Learning/EAL/D</p> <p>Staff Meetings and PLC time to support Clarity professional learning</p> <p>Termly review of Pulse Check survey</p> <p>Termly whole school focus on one Key Capability (LLL)</p> <p>Student Leadership Teams – Ambassadors, House Team captains, Social Justice leaders etc</p>	<p>Clarity PD Team – Principal/Head of School, APRIM, Leader of Teaching & Learning/EAL/D</p> <p>School Counsellor</p> <p>QPT</p>		<p>CLARITY - Student goal setting, Explicit learning intentions, Bump it up Walls</p> <p>Co-construction of success criteria</p> <p>Feedback from students</p> <p>Pulse Surveys</p> <p>LLL Survey</p> <p>Year 5/6 Leadership Groups</p>
Enhancement of student wellbeing	<p>Establishment of student wellbeing committee</p>	<p>QPT</p>		<p>Flying Start Week</p> <p>Pulse data</p> <p>Notes on SEQTA</p> <p>QPT – focus on wellbeing data</p>

2024 ANNUAL SCHOOL IMPROVEMENT PLAN

	Staff Professional Positive Behaviour Intervention Support (PBIS)	Established PBIS Leadership Team	training days	School Counsellor LLL Survey Data Collection of evidence Staff meetings
--	---	----------------------------------	---------------	--

2024 ANNUAL SCHOOL IMPROVEMENT PLAN

STRATEGIC DIRECTION 3 – ADMINISTRATION AND RESOURCING

Goals <i>(what are we trying to achieve?)</i>	Strategies <i>(what actions will we take to achieve our goals and targets?)</i>	Responsibility <i>(who will lead this?)</i>	Resources <i>(what human and financial resources will we need?)</i>	Success Indicators/Evidence <i>(how will we know we have been successful? what data will we need to measure achievement of our goals?)</i>
School development	Master Plan approved New buildings to get approval & go to tender Minor works to create GLAs to cater for increase in enrolments Policy & Procedure development <ul style="list-style-type: none"> - School - OSHC 	Principal, Heads of School, Business Manager, Das Studio (Architects), Monica Moore (CESA) Principal/Communications, Marketing & Enrolment coordinator (All staff)	CESA Building team	
Enhancement of staff wellbeing	Staff meeting focus – Wellbeing Meet with co-educators twice a term each semester – meet with new staff each term Celebrations throughout the year – (birthday, marriage, births, deaths etc) Last staff meeting each term is a ‘Term review/successes’ Individual feedback Staff spirituality day Support for Early Career Teachers	Leadership Team Head of School, Leader of T&L/EAL/D Head of School Social Committee All staff Principal, Head of School & Leader of T & L	Activity/Presenter costs	LLL Survey Reduction in staff absenteeism Staff attendance at celebrations

2024 ANNUAL SCHOOL IMPROVEMENT PLAN

STRATEGIC DIRECTION 4 – COMMUNITY

Goals <i>(what are we trying to achieve?)</i>	Strategies <i>(what actions will we take to achieve our goals and targets?)</i>	Responsibility <i>(who will lead this?)</i>	Resources <i>(what human and financial resources will we need?)</i>	Success Indicators/Evidence <i>(how will we know we have been successful?) what data will we need to measure achievement of our goals?)</i>
Build collaborative relationships with families to support student learning, safety and wellbeing	Communication platforms – Seesaw, Schoolzine, Facebook, email etc Newsletter Class teacher presentation at School Board meetings Review format Meet & Greet Review format Parent conversation evenings – literacy/mathematics Parent Information Night/Workshops Development of 2023-2026 Strategic Plan STEM/Art/Learning Expo School event invitations – masses, liturgies, assemblies, sport carnivals, etc Volunteering opportunities, excursion, sports day, carnival support, classroom activities, school barbecues and social justice fundraisers	Leadership Team, class teacher, Communications & Marketing coordinator		Facebook posts Newsletter articles Afterschool sports competitions P&F Events- Cali, M/Day Stall and Morning Tea, F/Day Brekky and stall – biennial fundraising event SeeSaw posts and engagement Attendance at information nights and learning expos



Acknowledgements

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 2023. A school community does not flourish without the support given from all 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), Fiona Porter, Tamika Campbell (Treasurer), Vicki Rubino and Melissa Musolino. Thank you also to Janelle Lieu for her guidance and sound financial management of the school.

We are extremely fortunate to have Fr Pat Woods (Term 1) and Fr Santosh Pereira (Terms 2, 3 & 4) as our Parish Priest. Both always have the best interests of our children at heart. This is especially evident during all his liturgies where the focus is 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; Vicki Rubino (Head of School), Melissa Musolino (APRIM) and Taylor Meyer (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 daily 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 and OSHC 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 2024. I have great hope and enthusiasm that 2024 will be a rewarding and productive year of educational excellence. May the collaborative spirit and commitment to educational excellence continue to flourish at St Thomas More School in the years to come.

Regards,

Chris Platten



08 7285 1500



info@sttmore.catholic.edu.au



www.sttmore.catholic.edu.au



50 Yorktown Road, Elizabeth Park SA 5113
