



2022 School Performance Report

Principal's Report



St Thomas More School

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



Acknowledgement of Country

Nudloo tumpuntea Kurna
Mirenya yarta
Mathanya Woma tartanyakoo

We acknowledge the Kurna people are the land owners and custodians of the Adelaide Plains.
We recognise Elders past and present. We are committed to Reconciliation.

Nachalia
Thank you



Shaping our future together

Service, Respect, Hospitality, Justice, Courage, Compassion

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, 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. 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.

Vision

As Catholic Schools, we are guided by the 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

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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.



Respect

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



Service

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



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.



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.



Courage

To act with courage takes strength and resilience. Our school is a safe space where children can learn to be courageous through attempting difficult tasks, changing behaviour, taking action against injustice, or tackling personal difficulty.

Name	Position
Chris Platten	Principal
Vicki Rubino	Head of School
Melissa Musolino	APRIM (0.6 FTE)
Taylor Meyer	Leader of Teaching & Learning & EAL/D
Alex Appelbee	Reception Teacher
Rebecca Arnold	Reception Teacher
Natasha Trestrail	Reception Teacher (Term 3 intake)
Connie Carter	Reception/Year 1 Teacher
Rosemarie Villano	Year 1/2 Teacher (0.4 FTE)
Marie D'Occhio	Year 1/2 Teacher (0.6 FTE)
Stephanie Maiello	Year 1/2 Teacher
Tara May	Year 1/2 Teacher
Cristian Morgado	Year 3/4 Teacher
Katelyn Jessop	Year 3/4 Teacher
Leah Williams	Year 4/5 Teacher (Terms 1 & 2)
Irene Martin	Year 4/5 Teacher (Terms 3 & 4)
Carly Morrison	Year 5/6 Teacher
Jamie Warren	Year 5/6 Teacher (Terms 1 & 2)
Jay O'Leary	Year 5/6 Teacher (Terms 3 & 4)
Rosemarie Villano	Italian Teacher (0.4 FTE)
Janie Gosling	Science, Technology, Engineering, Arts & Maths Teacher (0.4 FTE)
Favbian Chevalier	Physical Education Teacher (0.4 FTE)
Kylie West	Human Resources
Sue Dixon	Finance Manager (Terms 1 & 2)
David Hillard	Counsellor (0.6 FTE)

Name	Position
Leeane Fisher	Admin ESO
Charli Pool	Admin ESO
Lesley Swann	Library ESO / Curriculum ESO
Michael Higgie	WHS Coordinator (0.2 FTE)
Andrew Scott	Grounds Person (0.6 FTE)
Olivia Bersagliere	Curriculum ESO
Genevieve Tyler	Curriculum ESO
Yana Kanelopoulos	Curriculum ESO
Sarah Woods	Curriculum ESO (Term 4)
Tarah Edwards	Curriculum ESO (Term 4)
Brooke Jessop	Curriculum ESO
Linda Marsh	Curriculum ESO
Craig Drendel	Curriculum ESO
Gwen Xie	Curriculum ESO (Terms 1, 2, & 3)
Anzac Lochowiak	Curriculum ESO
Mihail Lochowiak	Curriculum ESO
Jane Wells	Canteen
Kate Thede	OSHC Director (Term 1)
Rebecca Musico	OSHC Director (Term 2 & 3)
Cheryl Bielby/ Sara Hardy	OSHC Acting Director (Term 4)
Abbey Washington	OSHC
Cheryl Bielby	OSHC (Terms 1, 2, & 3)
Sara Hardy	OSHC (Terms 1, 2, & 3)
Rebecca Musico	OSHC / Curriculum ESO (Term 1)
Michael Musico	OSHC / Curriculum ESO (Terms 1, 2, & 3)
Jay O'Leary	OSHC / Curriculum ESO (Terms 1 & 2)



Teacher Standards & Qualifications

Masters	14%
Diploma	19%
Bachelor	95%
Graduate Certificate (RE)	48%
Other Graduate Certificate	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	929
Total Enrolments	254
% Indigenous Enrolments	10.6%
% Students with Disabilities	34.3%

Enrolments by Year Level

Year Level	Male	Female	TOTAL
Reception	38	26	64
Year 1	23	16	39
Year 2	16	21	37
Year 3	18	13	31
Year 4	10	17	27
Year 5	18	12	30
Year 6	13	13	26
TOTAL	136	118	254

Student Attendance (in %)

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	77.7	79.8	81.3	85.6
Year 1	82.5	84.0	79.8	81.9
Year 2	82.1	84.5	88.1	86.8
Year 3	85.1	83.6	88.0	90.8
Year 4	80.4	80.0	80.4	82.3
Year 5	83.3	84.1	84.2	87.2
Year 6	83.4	80.7	77.6	79.7
AVERAGES	81.7	82.4	83.0	85.1

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 2022

State Government Grant	\$975,617
Commonwealth Government Grant	\$3,182,058
TOTAL Government Grants	\$4,157,675
School Fees	\$249,137
Other Income	\$1,092,893
TOTAL Income	\$5,499,705

Post School Destinations

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

Staffing

1 Male FTE Teachers
10 Female FTE Teachers
9 Part Time Teachers
TOTAL of 15.4 FTE
21 Female Educational Support Officers
87 Male Educational Support Officers
TOTAL of 13 FTE



Staff Professional Learning

IDEAS project
CLARITY suite (Lyn Sharrott)
STEAM project
Partners in Practice (PIP) project
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
Mental Health and Wellbeing of Young People
Aspiring Leaders Program
Graduate Certificate in Catholic Studies
Senior First Aid
Employee Relations Seminars
SACPPA Conference Day
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
Catholic Schools Athletics Carnival
Central Districts Football Club Clinics Years R-6
SAPSASA District Swimming Carnival
SAPSASA District Summer Carnival
Catholic Schools Touch Carnival
Catholic Schools Year 4/5 T-Ball Carnival
Sports Day
Sporting Schools
Whole School Carnevale Parade
Class Excursions
R-4 Swimming lessons
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
Early Learning Years Program
Book Week Dress Up day
New Reception Transition Program
SAPOL Visits
School Counsellor
Parent/Teacher discussions
Meet and Greet
New Reception Families Information Meeting
Catholic Schools Music Festival





NAPLAN 2022

Year 3

	2021 % who achieved the National Minimum Standard	2022 % who achieved the National Minimum Standard	Mean Score 2021	Mean Score 2022
Reading	96	84	372.7	335.2
Writing	96	74	374	317.3
Spelling	88	58	393.5	311.9
Grammar and Punctuation	80	71	367.8	332.8
Numeracy	92	70	353.7	312.7

Year 5

	2021 % who achieved the National Minimum Standard	2022 % who achieved the National Minimum Standard	Mean Score 2021	Mean Score 2022
Reading	86	77	439.6	432.5
Writing	90	81	430.6	434.7
Spelling	81	90	461.2	467.1
Grammar and Punctuation	76	90	435.6	437
Numeracy	86	90	434.7	424.8

Progress 2020-2022	Reading		Numeracy	
	School	All students	School	All students
Low	-	-	-	-
Medium	-	-	-	-
Upper	-	-	-	-

2020 NAPLAN was cancelled due to COVID-19.

School Satisfaction 2022

IDEAS Survey (Innovative Design for Enhancing Achievements in Schools) and 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

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

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

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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

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	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: 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

	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: 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

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

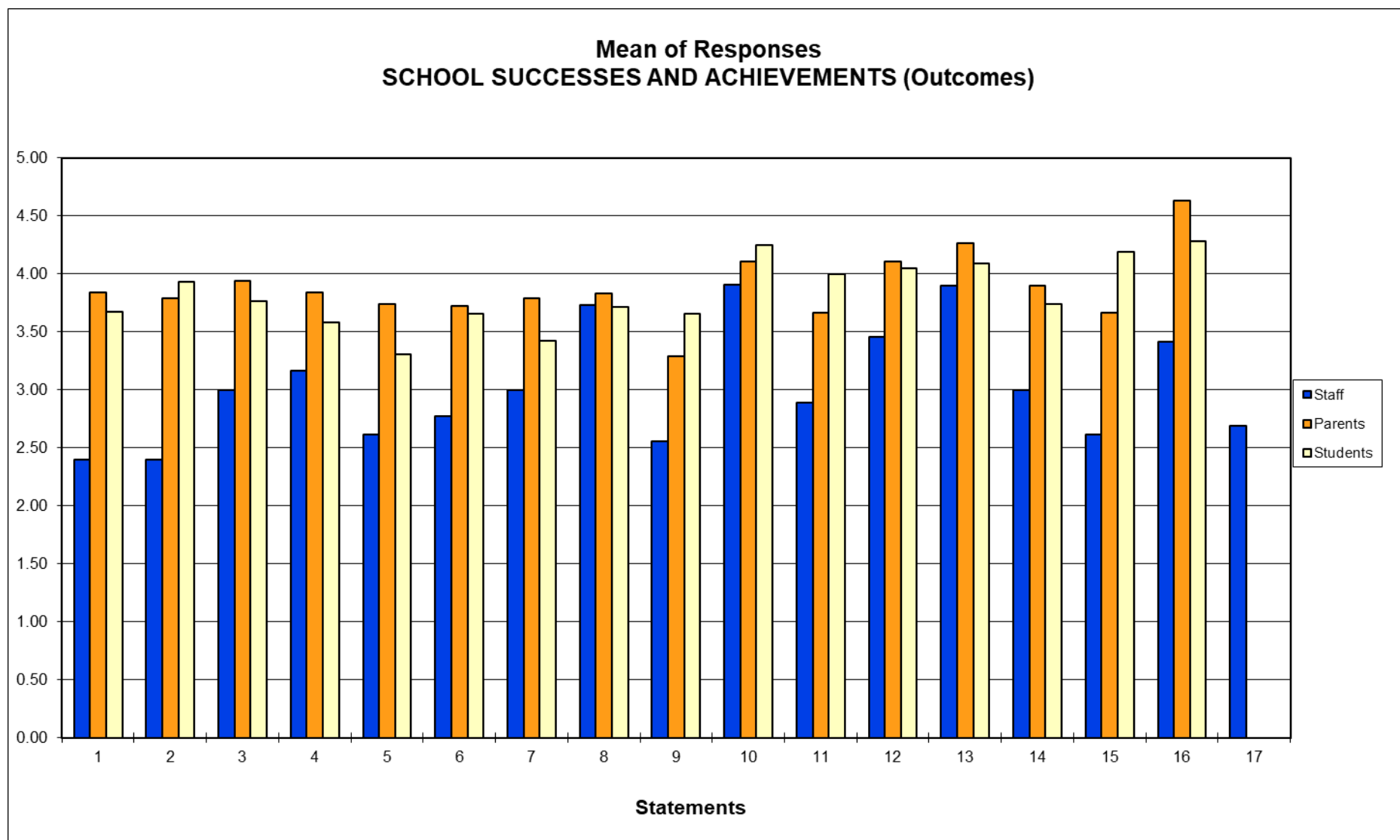
St Thomas More School, SA

SECTION B: CONTRIBUTORY ELEMENT ELEMENT: 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

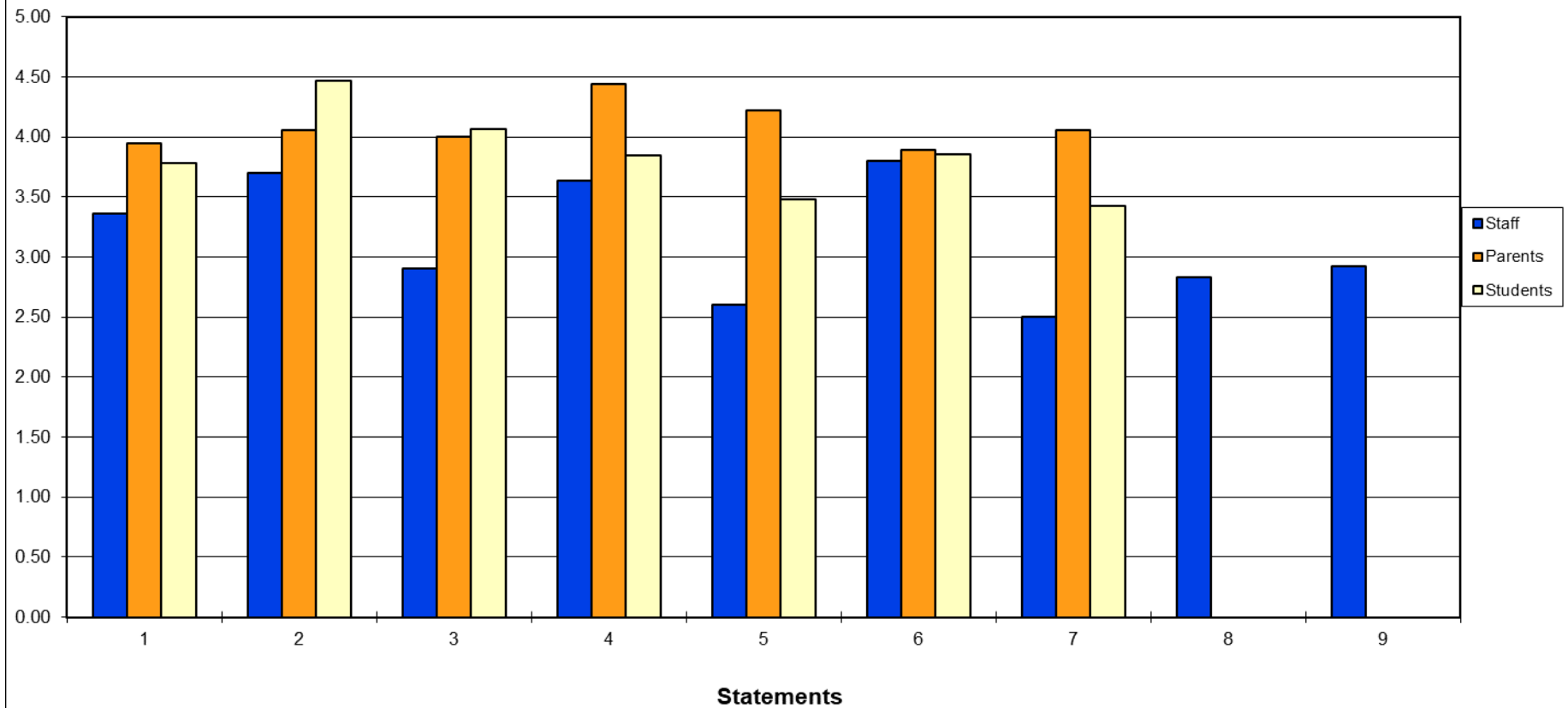
LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

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



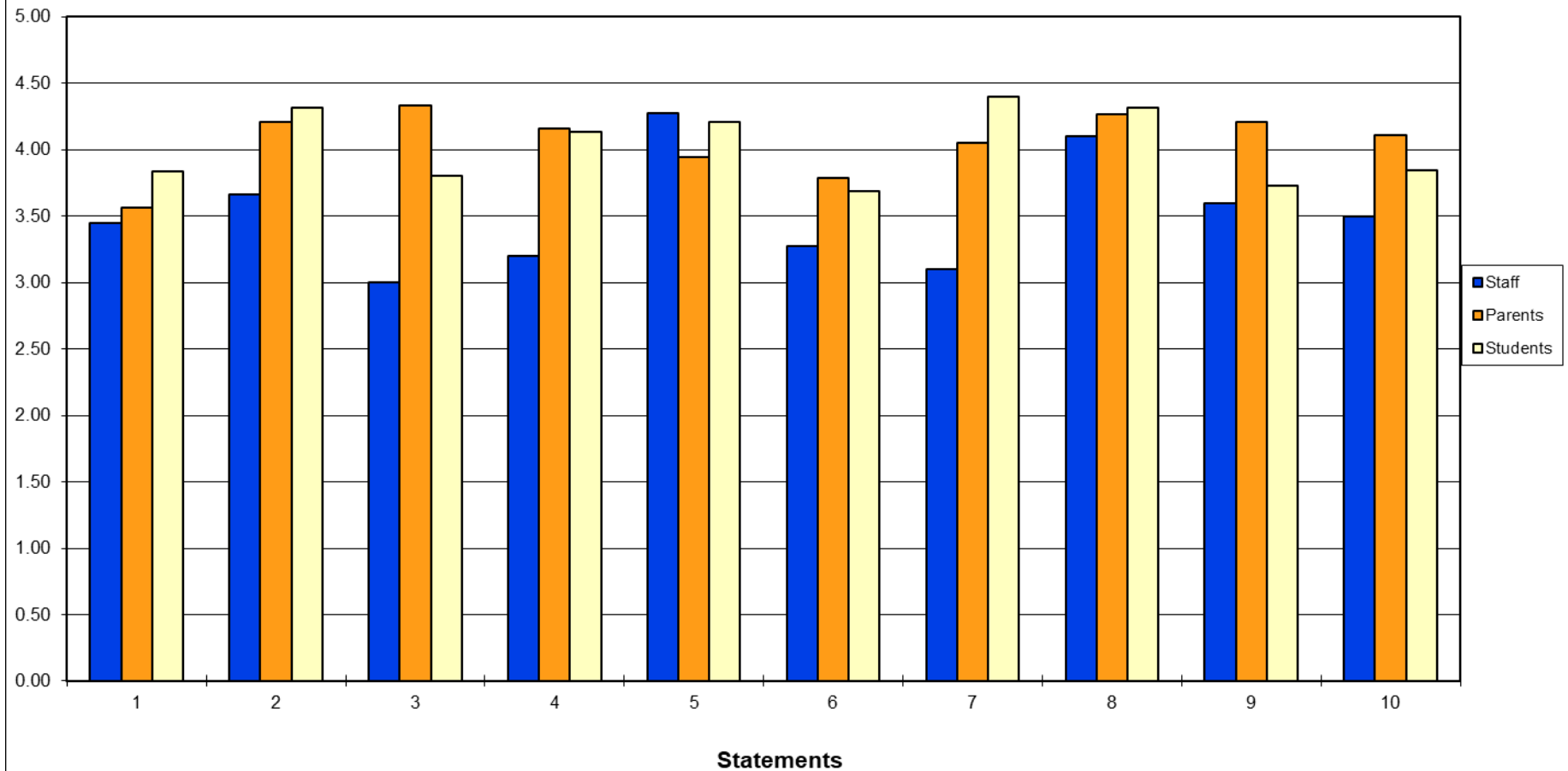
LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

Mean of Responses STRATEGIC FOUNDATIONS (School Vision and Structures)



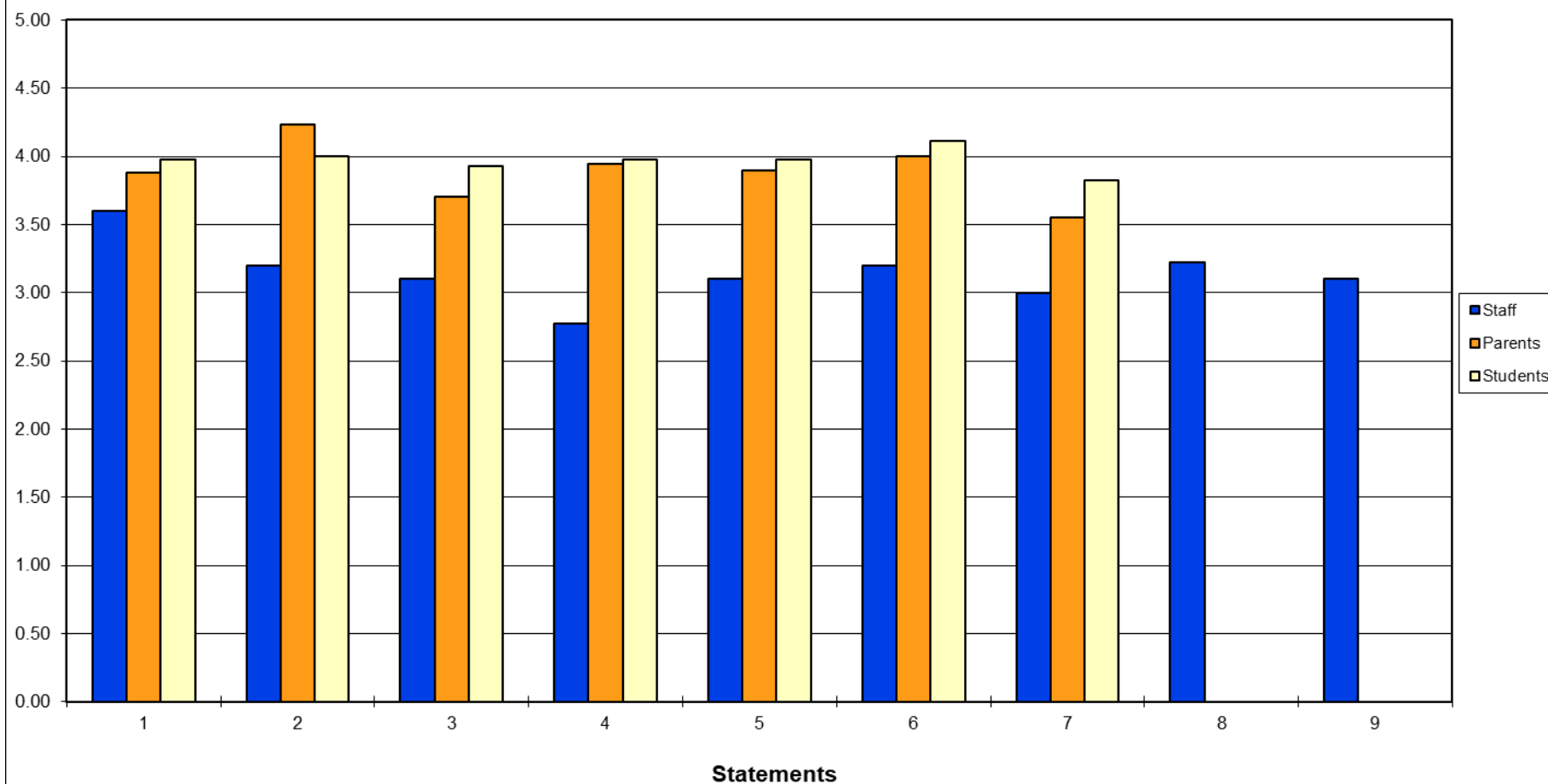
LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

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



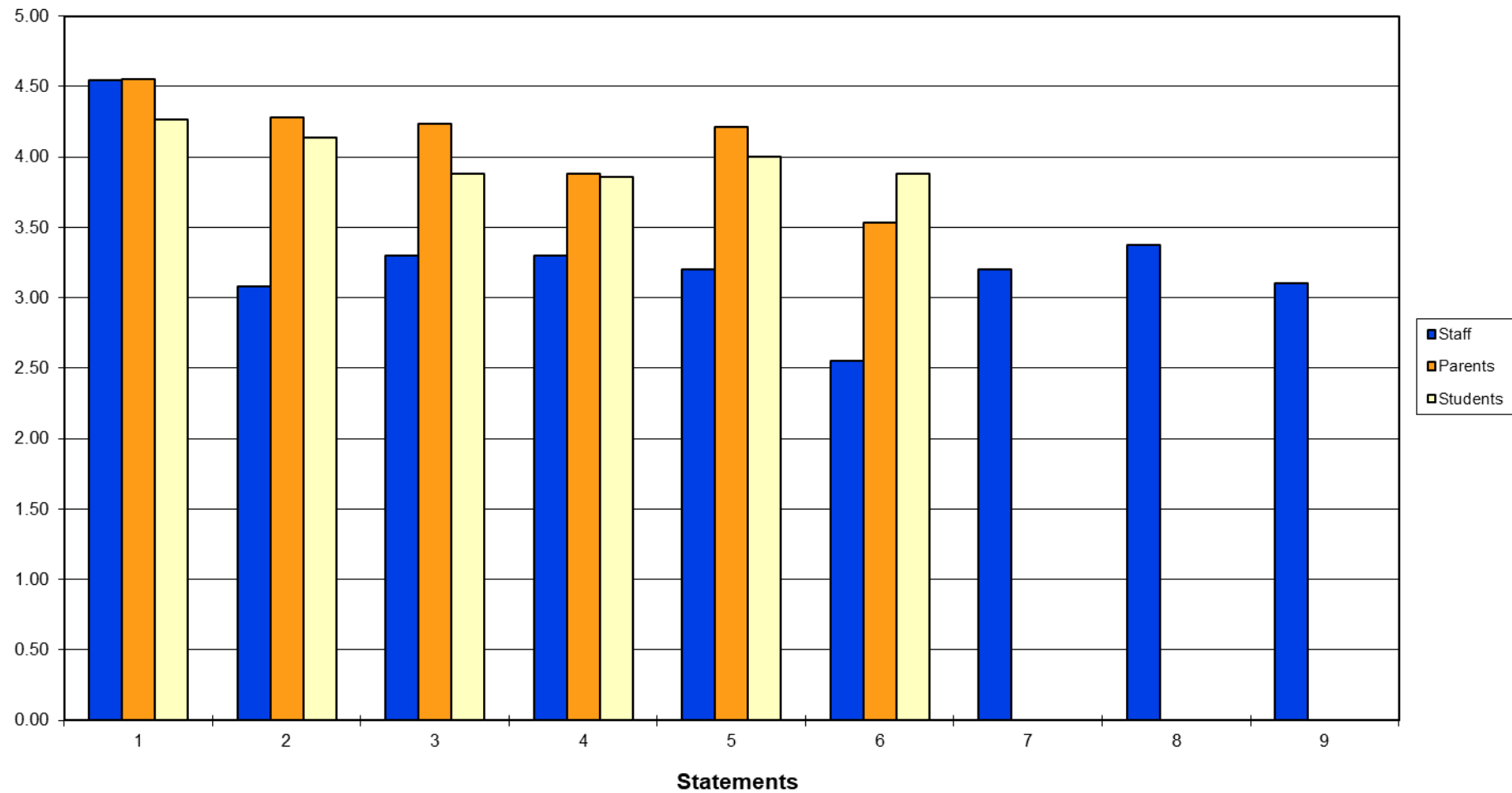
LRI – DISA Report – Diagnostic Inventory of School Alignment – St Thomas More School, SA, 2021

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

APPENDIX E: Inventory items and school capital



UNIVERSITY OF
SOUTHERN QUEENSLAND

INDICATION OF CAPITAL

IDEAS DIAGNOSTIC INVENTORY OF SCHOOL ALIGNMENT





Section A - Indicators of success		Section B – Indicators of the Contributory Elements			
SCHOOL SUCCESSES AND ACHIEVEMENTS	STRATEGIC FOUNDATIONS	COMMUNITY COHESIVENESS	SCHOOLWIDE PEDAGOGY DEV & DEEPENING	GENERATIVE RESOURCE DESIGN	HOLISTIC PROFESSIONAL LEARNING
The sum of the school's impacts on its various communities, with impacts on the student community at its core.	Those functions of a 21 st century school that derive from its leadership and management offices and processes.	The extent of support for, and engagement with school processes within the school's int. and ext. communities.	The principles and strategies that derive from the school's vision and values and that direct the school's T & L practices.	The design and use of a school's resources in accordance with the school's vision and pedagogical framework.	Organisationwide strategies for the development of the school's staff in order to enhance the school's vision.
STUDENT ACHIEVEMENT 1. The overall standards of achievement in literacy skills at this school are satisfactory.	1. The school is guided by an inspirational and memorable vision .	1. There is broad support for the school vision in the wider community.	1. Individual teachers identify and share their successful teaching practices .	1. Teachers find innovative ways to utilise learning space in order to optimise student learning.	1. The professional learning community systematically reflects on the relevance of the school's vision according to the needs of students.
2. The overall standards of achievement in numeracy skills at this school are satisfactory.	2. The school has defined the values that underpin its vision.	2. The school staff demonstrates highly positive working relationships.	2. The school engages in systematic, schoolwide analysis of its current teaching, learning and assessment practices.	2. Technology is used purposefully to facilitate and enrich the school's pedagogy.	2. The school has explicit processes in place to enable teachers to learn from each other's successful practices .
3. Students at this school have satisfactory standards of achievement in subject areas other than basic numeracy and literacy.	3. The school actively encourages and enables teacher leadership .	3. If achievements are disappointing the school encourages examination of underlying issues rather than ascribing blame .	3. The school staff has developed a shared understanding of teaching and learning that best fits the school's context. (<i>Schoolwide Pedagogy</i>).	3. Pedagogical innovation is enabled by the flexible use of time .	3. The core of the Professional Learning Community's activity is developing and enhancing the <i>Schoolwide Pedagogy</i> .
STUDENT WELL BEING 4. Students at this school have learned to form positive relationships .	4. The Principal promotes the school vision, values, and programs in the wider community.	4. Collective responsibility is assumed by staff, parents and students for individual student progress and needs.	4. An agreed <i>Schoolwide Pedagogy</i> is grounded in current educational theory .	4. The school uses community resources to enhance the delivery of school programs.	4. An emphasis is placed on encouraging teachers to take leadership of the school's pedagogical enhancement .
5. Students at this school are respectful of others .	5. The Principal facilitates a defined, collaborative process of strategic planning.	5. Teachers hold high expectations for student achievement.	5. A strong association can be seen between the school's vision and values and approaches to teaching and learning.	5. The prescribed curriculum is systematically developed and updated , based on evidence of student needs.	5. Professional engagement and conversation is built on explicit and agreed principles of trust and respect .
6. Students demonstrate a sense of pride in their school.	6. The school's successes are promoted in the community to enhance school identity and spirit.	6. Students hold high expectations for student achievement.	6. The school enables individual teachers to realise their gifts and talents for teaching .	6. The school networks well with other credible educational organisations such as universities.	6. Staff participates actively in professional networks, associations and clusters .
7. In general, students at this school demonstrate that they are actively engaged in learning.	7. Decision making processes are focussed and open and decisions are responsibly implemented.	7. Parents hold high expectations for student achievement.	7. Students contribute to the development of schoolwide approaches to teaching and learning.	7. Planning for the use of the school's facilities begins with consideration of how to enhance teaching and learning.	7. Opportunities are provided for individuals to pursue their personal professional needs and interests .
8. Students at this school acquire noticeable self-esteem and a sense of worth from their school experiences.	8. The school has a clear process for ongoing improvement .	8. The school encourages community-mindedness and community-service amongst its students.	8. An agreed <i>Schoolwide Pedagogy</i> assists meaningful staff analysis of external requirements?	8. The school is able to relate its own internal improvement process to external review requirements.	8. The staff exploration of pedagogy informs the development of school professional development plans.
9. Students are well prepared to move into high school/work/university.	9. The Principal creates a culture of shared power .	9. The contributions of individuals and groups to the school are celebrated .	9. An agreed <i>Schoolwide Pedagogy</i> provides direction for teaching and learning across all	9. The school successfully uses external professional expertise to enhance its pedagogy and	

Section A - Indicators of success	Section B – Indicators of the Contributory Elements				
SCHOOL SUCCESSES AND ACHIEVEMENTS	STRATEGIC FOUNDATIONS	COMMUNITY COHESIVENESS	SCHOOLWIDE PEDAGOGY DEV & DEEPENING	GENERATIVE RESOURCE DESIGN	HOLISTIC PROFESSIONAL LEARNING
TEACHERS' SENSE OF PROFESSIONALISM 10.The teachers at this school perceive themselves to belong to a significant...influential profession.		10.. The school encourages community participation by making relevant resources available.	curriculum areas.	curriculum.	
11.Teachers are integrally involved in making key educational decisions that affect the school.		11.Processes are in place for broad professional and public input into school planning processes.			
COMMUNITY PERCEPTIONS AND ATTITUDES 12.The school is viewed in the local community as an important centre for learning.		12.The school is creating mutually beneficial partnerships with agencies external to the school.			
13.The school has an image of providing a caring and respectful environment for students, parents and staff.					
SCHOOL CAPACITY FOR SUSTAINABLE PROGRESS 14. A clear link is evident between the school's vision, teaching and learning and school resourcing.					
SCHOOL RESOURCING 15.There are sufficient resources to support effective teaching and learning.					
16.The physical environment of the school is aesthetically pleasing and well maintained.			ORGANISATIONAL CAPITAL COLLABORATIVE PLANNING PROCESSES INT/EXT ORG LINKAGES CURRICULUM DESIGN SCHOOL RESOURCING ORGANISATION OF TIME/SPACE, LINKING TECH USE TO SWP AESTHETICS	SOCIAL CAPITAL PARALLEL LEADERSHIP PROF. RELATIONSHIPS (E.G TRUST, RESPECT & SHARED RESPONSIBILITY) STUDENT WELL-BEING (E.G ENGAGEMENT/PRIDE)	INTELLECTUAL CAPITAL STUDENT ACHIEVEMENT SCHOOL VISION & VALUES SCHOOLWIDE PEDAGOGY IMPROVEMENT PROCESS/S INSIGHTS
17.Adequate time and space is available for shared staff reflection.					

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APPENDIX F: Staff, Parent, and Student Diagnostic Inventories

 UNIVERSITY OF SOUTHERN QUEENSLAND		STAFF SET- DIAGNOSTIC INVENTORY OF SCHOOL ALIGNMENT				
Section A - Indicators of success		Section B – Indicators of the Contributory Elements				
SCHOOL SUCCESSES AND ACHIEVEMENTS The sum of the school’s impacts on its various communities, with impacts on the student community at its core.	STRATEGIC FOUNDATIONS Those functions of a 21 st century school that derive from its leadership and management offices and processes.	COMMUNITY COHESIVENESS The extent of support for, and engagement with school processes within the school’s internal and external communities.	SCHOOLWIDE PEDAGOGY DEV & DEEPENING The principles and strategies that derive from the school’s vision and values and that direct the school’s T & L practices.	GENERATIVE RESOURCE DESIGN The design and use of a school’s resources in accordance with the school’s vision and pedagogical framework.	HOLISTIC PROFESSIONAL LEARNING Organisationwide strategies for the development of the school’s staff in order to enhance the school’s vision.	
STUDENT ACHIEVEMENT 1. The overall standards of achievement in literacy skills at this school are satisfactory.	1. The school is guided by an inspirational and memorable vision.	1. There is broad support for the school vision in the wider community.	1. Individual teachers identify and share their successful teaching practices.	1. Teachers find innovative ways to utilise learning space in order to optimise student learning.	1. The professional learning community systematically reflects on the relevance of the school’s vision according to the needs of students.	
2. The overall standards of achievement in numeracy skills at this school are satisfactory.	2. The school has defined the values that underpin its vision.	2. The school staff demonstrates highly positive working relationships.	2. The school engages in systematic, schoolwide analysis of its current teaching, learning and assessment practices.	2. Technology is used purposefully to facilitate and enrich the school’s pedagogy.	2. The school has explicit processes in place to enable teachers to learn from each other’s successful practices.	
3. Students at this school have satisfactory standards of achievement in subject areas other than basic numeracy and literacy.	3. The school actively encourages and enables teacher leadership.	3. If achievements are disappointing the school encourages examination of underlying issues rather than ascribing blame.	3. The school has developed an agreed statement of quality Teaching and Learning that fits the school context.	3. Pedagogical innovation is enabled by the flexible use of time.	3. The core of the Professional Learning Community’s activity is developing and enhancing the Schoolwide Pedagogy.	
STUDENT WELL BEING 4. Students at this school have learned to form positive relationships.	4. The Principal promotes the school vision, values, and programs in the wider community.	4. Collective responsibility is assumed by staff, parents and students for individual student progress and needs.	4. An agreed Schoolwide Pedagogy is grounded in current educational theory.	4. The school uses community resources to enhance the delivery of school programs	4. An emphasis is placed on encouraging teachers to take leadership of the school’s pedagogical enhancement.	
5. Students at this school are respectful of others.	5. The Principal facilitates a defined, collaborative process of strategic planning.	5. Teachers hold high expectations for student achievement.	5. A strong association can be seen between the school’s vision and values and approaches to teaching and learning.	5. The prescribed curriculum is systematically developed and updated, based on evidence of student needs.	5. Professional engagement and conversation is built on explicit and agreed principles of trust and respect.	
6. Students demonstrate a sense of pride in their school.	6. The school’s successes are promoted in the community to enhance school identity and spirit.	6. Students hold high expectations for student achievement.	6. The school enables individual teachers to realise their gifts and talents for teaching	6. The school networks well with other credible educational organisations such as universities.	6. Staff participates actively in professional networks, associations and clusters.	
7. In general, students at this school demonstrate that they are actively engaged in learning.	7. Decision making processes are focussed and open and decisions are responsibly implemented.	7. Parents hold high expectations for student achievement.	7. Students contribute to the development of schoolwide approaches to teaching and learning.	7. Planning for the use of the school’s facilities begins with consideration of how to enhance teaching and learning.	7. Opportunities are provided for individuals to pursue their personal professional needs and interests.	

8. Students at this school acquire noticeable self-esteem and a sense of worth from their school experiences.	8. The school has a clear process for ongoing improvement .	8. The school encourages community-mindedness and community-service amongst its students.	8. An agreed <i>Schoolwide Pedagogy</i> assists meaningful staff analysis of external requirements?	8. The school is able to relate its own internal improvement process to external review requirements.	8. The staff exploration of pedagogy informs the development of school professional development plans.
9. Students are well prepared to move into high school/work/university.	9. The Principal creates a culture of shared power .	9. The contributions of individuals and groups to the school are celebrated .	9. An agreed <i>Schoolwide Pedagogy</i> provides direction for teaching and learning across all curriculum areas.	9. The school successfully uses external professional expertise to enhance its pedagogy and curriculum.	
<u>TEACHERS' SENSE OF PROFESSIONALISM</u> 10. The teachers at this school perceive themselves to belong to a significant, influential profession .		10. The school encourages community participation by making relevant resources available.			
11. Teachers are integrally involved in making key educational decisions that affect the school.		11. Processes are in place for broad professional and public input into school planning processes.			
<u>COMMUNITY PERCEPTIONS AND ATTITUDES</u> 12. The school is viewed in the local community as an important centre for learning .		12. The school is creating mutually beneficial partnerships with agencies external to the school.			
13. The school has an image of providing a caring and respectful environment for students, parents and staff.					
<u>SCHOOL CAPACITY FOR SUSTAINABLE PROGRESS</u> 14. A clear link is evident between the school's vision, teaching and learning and school resourcing.					
<u>SCHOOL RESOURCING</u> 15. There are sufficient resources to support effective teaching and learning.					
16. The physical environment of the school is aesthetically pleasing and well maintained .					
17. Adequate time and space is available for shared staff reflection.					

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PARENT SET- DIAGNOSTIC INVENTORY of SCHOOL ALIGNMENT

Section A - Indicators of success		Section B – Indicators of the Contributory Elements		
SCHOOL SUCCESSES AND ACHIEVEMENTS	SCHOOL VISION AND STRUCTURES	THE SCHOOL AND ITS COMMUNITIES	SCHOOL TEACHING, LEARNING AND ASSESSMENT	SCHOOL WORK PRACTICES AND ORGANISATION
The school's influence on those in its community with the student community at the centre.	The functions of a 21 st century school and the actions of school leaders.	The extent of involvement of people from inside and outside the school with what happens in school activities.	The way teachers teach and encourage learning in classrooms.	The way resources are used by the school to achieve its vision for teaching and learning.
STUDENT ACHIEVEMENT				
1. The overall standards of achievement in reading and writing at this school are satisfactory.	1. The school is guided by an exciting and memorable vision .	1. The wider community knows about our school and supports its vision .	1. Teachers share their knowledge and good ideas about teaching with each other.	1. The teachers at this school try to make the classrooms interesting to improve student learning.
2. The overall standards of achievement in maths skills at this school are satisfactory.	2. I know our school's values .	2. The school staff work well together .	2. At this school, teachers often think about how well they are teaching students and try to improve.	2. The school uses technology to make learning more interesting .
3. Students at this school have satisfactory standards of achievement in subjects other than basic English and Maths .	3. Teachers in this school have important leadership roles outside their classrooms.	3. The school tries to help people rather than blame them .	3. The teachers at this school agree on what makes an excellent teacher .	3. The way the day is organised lets teachers try new things.
STUDENT WELL BEING				
4. Students at this school have learnt how to get on well together .	4. The principal promotes the school in the wider community.	4. Teachers, parents and students work together in order for students to achieve the best results.	4. Teaching and learning in this school is up to date and right for today's students.	4. The school uses community resources to improve school programs
5. Students at this school are respectful of others .	5. The principal encourages others to have a say in the direction the school is headed.	5. Teachers hold high expectations for student achievement.	5. The teachers at this school know what this school wants and teach in ways to help this happen.	5. What students learn is often changed and updated to suit their needs .
6. Students show that they have pride in their school.	6. The school's successes are promoted in the community.	6. Students hold high expectations for student achievement.	6. The school assists teachers to develop and use their personal strengths .	6. The school works well with groups outside the school to improve student achievement.
7. Students really care about their learning at this school.	7. The ways that decisions are made within the school are fair .	7. Parents hold high expectations for student achievement.	7. Students have a say in the way their learning is conducted at the school.	
8. Student's experiences at this school help them feel good about themselves .		8. The school encourages students to care for others in their community .		
9. Students are well prepared to move into high school/work/University.		9. The contributions of individuals and groups to the school are celebrated .		
TEACHERS' SENSE OF PROFESSIONALISM				
10. The teachers at the school think teaching as a job is really important.		10. The school encourages community participation and makes resources available to support this.		
11. Teachers have a big say in how the school is run.		11. Processes are in place for people to have input into school planning processes.		
COMMUNITY PERCEPTIONS AND ATTITUDES				
12. The school is seen by the local community as a good school .				

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Section A - Indicators of success	Section B – Indicators of the Contributory Elements			
SCHOOL SUCCESSES AND ACHIEVEMENTS	SCHOOL VISION AND STRUCTURES	THE SCHOOL AND ITS COMMUNITIES	SCHOOL TEACHING, LEARNING AND ASSESSMENT	SCHOOL WORK PRACTICES AND ORGANISATION
13. The school has a reputation for providing a caring and respectful environment for students, parents and staff.				
<u>SCHOOL CAPACITY FOR SUSTAINABLE PROGRESS</u> 14. There are clear links between the school's vision and the teaching and learning that occurs.				
<u>SCHOOL RESOURCING</u> 15. There are enough resources to support good teaching and learning				
16. The building and grounds look good and are well maintained .				

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STUDENT SET- DIAGNOSTIC INVENTORY of SCHOOL ALIGNMENT

Section A - Indicators of success	Section B – Indicators of the Contributory Elements			
SCHOOL SUCCESSES AND ACHIEVEMENTS	SCHOOL VISION AND STRUCTURES	THE SCHOOL AND ITS COMMUNITIES	SCHOOL TEACHING, LEARNING AND ASSESSMENT	SCHOOL WORK PRACTICES AND ORGANISATION
The school's influence on those in its community, with the student community at the centre.	The influence of school leadership on its functioning as a 21 st century school.	The extent of involvement of people, from inside and outside the school, with what happens in school activities.	The way teachers teach and encourage learning in classrooms.	The way resources are used by the school in order to achieve its vision for teaching and learning.
STUDENT ACHIEVEMENT 1. The overall standards of achievement in reading and writing at this school are satisfactory.	1. The school is guided by an exciting and memorable vision .	1. The wider community knows about our school and supports its vision .	1. Teachers share their knowledge and good ideas about teaching with each other.	1. The teachers at this school try to make the classrooms interesting to improve student learning.
2. The overall standards of achievement in maths skills at this school are satisfactory.	2. I know our school's values .	2. The school staff work well together .	2. At this school, teachers often think about how well they are teaching students and try to improve.	2. The school uses technology to make learning more interesting .
3. Students at this school have satisfactory standards of achievement in subjects other than basic English and Maths .	3. Teachers in this school have important leadership roles outside their classrooms.	3. The school tries to help people rather than blame them .	3. The teachers at this school agree on what makes an excellent teacher .	3. The way the day is organised lets teachers try new things.
STUDENT WELL BEING 4. Students at this school have learnt how to get on well together .	4. The principal promotes the school in the wider community.	4. Teachers, parents and students work together in order for students to achieve the best results.	4. Teaching and learning in this school is up to date and right for today's students.	4. The school uses community resources to improve school programs.
5. Students at this school are respectful of others .	5. The principal encourages others to have a say in the direction the school is headed.	5. Teachers hold high expectations for student achievement.	5. The teachers at this school know what this school wants and teach in ways to help this happen.	5. What students learn is often changed and updated to suit their needs .
6. Students show that they have pride in their school.	6. The school's successes are promoted in the community.	6. Students hold high expectations for student achievement.	6. The school assists teachers to develop and use their personal strengths .	6. The school works well with groups outside the school to improve student achievement.
7. Students really care about their learning at this school.	7. The ways that decisions are made within the school are fair .	7. Parents hold high expectations for student achievement.	7. Students have a say in the way their learning is conducted at the school.	
8. Student's experiences at this school help them feel good about themselves .		8. The school encourages students to care for others in their community .		
9. Students are well prepared to move into high school/work/university.		9. The contributions of individuals and groups to the school are celebrated .		
TEACHERS' SENSE OF PROFESSIONALISM 10. The teachers at the school think teaching as a job is really important.		10. The school encourages community participation and makes resources available to support this.		
11. Teachers have a big say in how the school is run.				

Section A - Indicators of success	Section B – Indicators of the Contributory Elements			
SCHOOL SUCCESSES AND ACHIEVEMENTS	SCHOOL VISION AND STRUCTURES	THE SCHOOL AND ITS COMMUNITIES	SCHOOL TEACHING, LEARNING AND ASSESSMENT	SCHOOL WORK PRACTICES AND ORGANISATION
<u>COMMUNITY PERCEPTIONS AND ATTITUDES</u>				
12. The school is seen by the local community as a good school .				
13. The school has a reputation for providing a caring and respectful environment for students, parents and staff.				
<u>SCHOOL CAPACITY FOR SUSTAINABLE PROGRESS</u>				
14. There are clear links between the school's vision and the teaching and learning that occurs.				
<u>SCHOOL RESOURCING</u>				
15. There are enough resources to support good teaching and learning				
16. The building and grounds look good and are well maintained .				

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2022 SCHOOL IMPROVEMENT PLAN

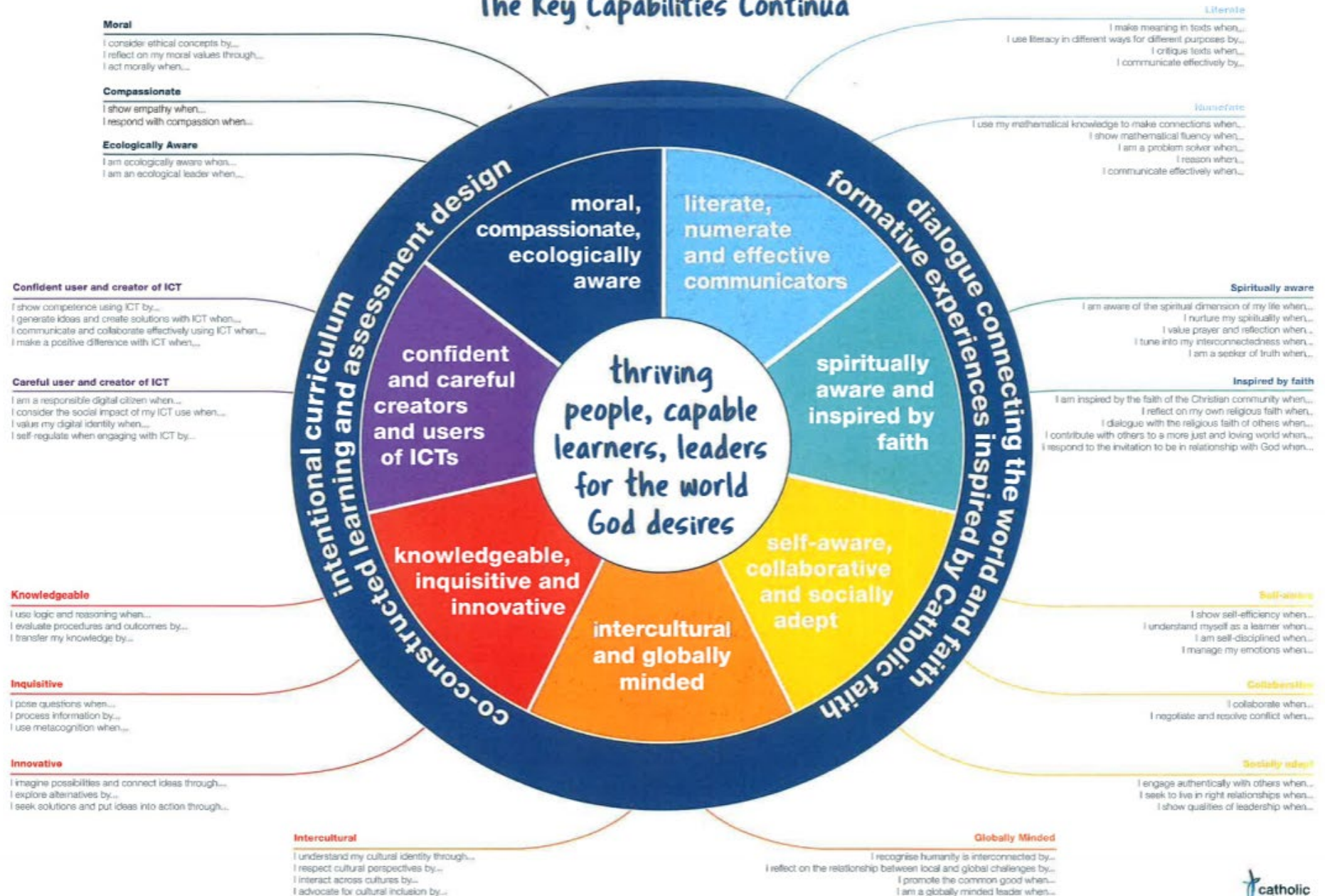


St Thomas More School
Elizabeth Park

Living Learning Leading Framework



The Key Capabilities Continua



Live Learn Lead Framework and Key Capabilities Continua Links-

Spiritually aware and inspired by faith
Moral, compassionate and ecologically aware

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score card
Catholic Identity	Catholic school identity is experienced within a culture of dialogue in an inclusive school community. The school's Vision and Mission articulates its role in the identity development of young people and is foundationally based on high quality teaching and learning in religious education which includes the Gospel of Jesus, the faith and mission of the Catholic Church and a Christian understanding of the human person. All students and staff experience Catholic faith, liturgy, culture and Tradition in ways that are contemporary, authentic and meaningful. The school recognises its responsibilities and accountability to the wider community	<p><i>Implementation of the New Crossways curriculum</i></p> <ul style="list-style-type: none"> • APRIM to continue to engage and support staff with planning and utilising the New Crossways • As a Cluster work together to develop a deeper understanding of the New Cross Ways Curriculum • Support staff with ongoing formation and expressing the 'big ideas' with the New Crossways • Create, collate and collect units of work 	<p>APRIM Head of Campus Principal RE Team CESA Fr Pat Cluster group</p> <p>LLL Framework Elaborations</p> <p>New Crossways Framework</p>	<p>Improved RELAT scores with 75- 80 % answers correct</p> <p>CESA Crossways Professional Learning</p> <p>Mercy Cluster Topic for the Week 5, Term 1, 2 & 3 Staff gathering</p> <p>New Crossways implementation in classroom programs – Collaborative planning</p> <p>Staff can articulate how they can use and embed the Wisdom strand into their lessons and have tried a few strategies</p> <p>Deeper planning evidenced in the classroom Programs working towards 20% of grades in the A band</p> <p>Establish a 'Teams' Collection of 'Big Ideas' resource</p> <p>Establish a school scope and sequence and directly link this to the Mercy Charism and keys</p>

		<p><i>Identify and engage in practices which will support staff and students in deepening their appreciation of the Catholic Faith, Traditions and scriptures</i></p> <ul style="list-style-type: none"> • Continued focus on interpreting the Scripture in particular each of the Gospels as part of staff prayer • Breaking open the Sunday Gospel as part of whole school Monday morning prayer • Embedding practices such as Christian meditation to enhance staff faith formation and spirituality • Continued focus on Mercy Values (two a term) • Mercy Retreat with Mercy schools and Sisters of Mercy <p><i>Call to Ecological Conversion & Action</i></p>	Staff	<p>Leaders, staff and students regularly engage in spiritual and Religious Formation</p> <p>Weekly scripture will be included on weekly staff memo, then shared and unpacked each week during whole school prayer</p> <p>Students/Staff will be able to more readily connect their story and experiences with those of the Gospels with a focus on Matthew, Mark Luke and John each per term</p> <p>Evidence of Catholic Identity around the school grounds and classrooms – Mercy Values posters displayed</p> <p>Establishing sacred space etiquettes/ routines</p> <p>Promotion and development of the student Outreach/Liturgical group</p> <p>Pulse Check in survey Student</p> <p>Class / whole school – raising awareness on Sustainability issues</p> <p>School Audit Reduction in school costs</p> <p>Sustainability practices within the school will improve and a heightened awareness of global environmental issues</p>
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		<p><i>Understand, articulate and make visible the core principles of Social Catholic Teaching</i></p> <ul style="list-style-type: none"> • Develop further student voice – Civics and Service group with a focus on outreach and sustainability • Continue to support the Mission and outreach works of the sisters of Mercy and other Catholic agencies. 	<p>Caritas</p> <p>Speakers - Vinnies</p>	<p>Develop a Sustainability Action Plan Improvement Team - <i>Civics and Citizenship (POR) Civics and Citizenship</i> Group consolidated to hear and respond to the voice of the children</p> <p>Revisioning Mercy in Action / outreach programs in line with COVID safe rule</p> <p>Breakfast Club</p> <p>Greater articulation of the Mercy Charism and better understanding of the connection between Mercy Values and Gospel values (Mercy Cup)</p>
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Live Learn Lead Framework and Key Capabilities Continua Links-

Literate and Numerate

Knowledgeable, inquisitive and innovative

Confident and careful creators of ICT's

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
Curriculum and co-constructed learning and assessment design	The school's curriculum and assessment design reflect its Vision and Mission. The school creates an environment where productive collaboration and interaction occurs between teachers and students within a culture of dialogue and high expectations. Teachers demonstrate high levels of knowledge of contemporary curriculum and assessment theory, practices and processes. The learning environment reflects the learning preferences, interests, needs and cultural perspective of all students. Research-based teaching and assessment practices are evident across the school.	<p><u>LITERACY</u> <i>Continue to build and consolidate the capacity of staff to plan and implement strategies and learning programs that enable ongoing improvement in literacy with a focus on Reading, Spelling and Writing</i></p> <ul style="list-style-type: none"> • Provide ongoing Professional Learning for teachers to improve the teaching of reading and spelling. • Implementing a more comprehensive approach to teaching spelling. • Establish daily routines (R-3) using 'Heggertys' Tier 1 phonemic awareness and the principles of Multi-sensory Structured Learning (MSL) 	<p>LLL Framework Elaborations PD – Inialit, Multilit, TAP course (SMM)</p> <p>Leadership Team SQPT Team Class Teachers Co educators</p> <p>Readers (PM, genre specific, decodable texts-Little Learners Letters and Sounds, Decodable Readers Australia and Fitzroy)</p> <p>Posters (genre)</p> <p>Literacy Kit- Michael Heggerty Books,</p>	<p>Improved PAT and NAPLAN data over time All children in the first years of school have progressed towards developmental milestones for learning 95% of students in each year level are meeting NMS</p> <p>Staff will be able to articulate the skills required to be a successful reader and speller and draw upon this knowledge to intervene e.g. incorporate phonological awareness instruction, seek and employ effective intervention etc.</p> <p>Staff will exhibit improved pedagogy in the teaching of spelling and reading with a particular focus on oral language, phonological awareness, letter-sound knowledge (phonics), fluency, vocabulary and comprehension</p>

		<p>instruction in a whole group setting</p> <ul style="list-style-type: none"> Establish daily routines (3-6) in a whole group setting. <p><i>Develop further our school-wide pedagogy</i></p> <p><i>Consistent Lessons structure, investigations and questioning for Mathematics</i></p> <ul style="list-style-type: none"> All staff to utilize the 'common' planner in English to ensure all areas of the curriculum are being addressed and taught Sustain a consistent <i>evidence based multi-tiered</i> approach to intervention within the school utilising Tier 1, 2 and 3 approaches Assess Reception student's oral language and Phonological awareness using the Record of Oral Language and a Phonological Awareness Screening tool during Term 1. Identify EALD students at risk to inform future intervention. 	<p>flashcards, whiteboards, Letters and Sounds Flashcards etc</p> <p>InitialLit Kits (1 per JP class)</p> <p>Release time to conduct assessments and carryout intervention</p> <p>Ongoing PD with CESA during Staff meetings and Professional Learning Communities.</p> <p>MultiLit,</p> <p>Intialit</p> <p>Prelit</p> <p>Analysis of PAT, NAPLAN, Phonics screening and other relevant data to guide improvement agenda</p>	<p>Instruction will be more explicit and include regular review</p> <p>Staff will exhibit understanding of the meta-language that accompanies the pedagogy. E.g. phoneme, grapheme, encoding, decoding, suffixes, prefixes, root words, base words, etymology, morphology, word study etc.</p> <p>Teachers will plan effective spelling, reading and writing lessons based on the needs of their students</p> <p>Students will be writing with passion and depth, cohesion, creativity and towards an intended audience.</p> <ul style="list-style-type: none"> School policies, structures and procedures will reflect Effective English Language learning Teachers Programs will reflect school wide pedagogy including the explicit and deliberate and targeted teaching Teacher survey/professional conversations will reflect growth and confidence in literacy instruction Documented evidence of our learning
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		<ul style="list-style-type: none"> • Review current spelling test and determine the best way to collect data and identify student learning needs and pathways and to monitor whole school and student progress • <i>7 Steps to Writing Success</i> Develop further and build upon work undertaken and connect this learning with our understanding of <i>‘Composing Written Text’</i> • Establish a school wide approach to teaching writing using consistent language and expectations <p><u>NUMERACY</u> <i>Continue to build and consolidate the capacity of staff to plan and implement strategies and learning programs that enable ongoing improvement in Numeracy with a focus on fluency, problem solving, investigations, measurement and geometry</i></p>	<ul style="list-style-type: none"> • Student works (Improvement evidences through testing scores, levels, scales) • EYA <p>Consistent school approach to teaching writing addressing secretarial and authorial aspects of writing by utilising the 7 Steps to Writing and Composing Written Texts.</p> <p>Improved writing output by students Better engagement in writing, Improvement in NAPLAN results over time</p> <p>Teacher’s programs</p> <p>Work samples Comparison of baseline data and improvement using pre and post assessments Anecdotal notes relating to the use of the skills in all other lessons</p>
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		<ul style="list-style-type: none"> • consistent lesson structure adopted across the school • Focus on the development of student's basic number skills through the 'Fluency' program • Continue to develop a positive mindset in numeracy and mathematics for all staff and students • Greater development and confidence in teacher pedagogical content knowledge and delivery of the Curriculum • Greater use of the Mathematic Progressions to inform teaching and learning steps 		<p>Better engagement in maths, students wanting to do maths</p> <p>Fluency activities occurring in classes throughout the day</p> <p>SQPT – analysis on PAT data and intervention / improvement plan set</p> <p>Staff actively using data to inform practice</p>
		<p><i>Further develop teacher's and Co educators knowledge and understanding of EALD Learners so as to accelerate their English Language Proficiency.</i></p> <p><i>Collect, Analyse and maintain data for EAL students</i></p>	<p>Leader of T&L/EALD Teachers Leadership Team Learning Improvement Team CESA consultants</p> <p>Scorelink Pat testing Scaling continuum Work samples</p>	<p>More staff will be confident to analyse work samples and level EAL students.</p> <p>Staff will be able to articulate and embed methodologies that accelerate English language learning.</p> <p>Learning plans will reflect analysis of data including levels.</p>

		<ul style="list-style-type: none"> • teachers to identify students area of need using the scope and scales • Training of two more staff for scaling • On- going professional training and planning with co educators who supports EALD students • Annual Plan for EALD students • Analysis of work samples Use of scope and scaling documents to inform teaching 	Standardised tests Running Records PM Benchmarks CMS assessments	Ongoing collection and use of data is embedded into practice. <ul style="list-style-type: none"> • Scorelink data • NAPLAN • Scaling and levelling improvements • Documented evidence of our learning • Data reflects growth

Live Learn Lead Framework and Key Capabilities Continua Links-

Self-aware, collaborative and socially adept

Intercultural and globally minded

Confident and careful creators of ICT's

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
Student agency, identity, learning and leadership	The school creates a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development. Students are able to influence change and collaborate to make decisions about their learning and how it is to be assessed. Students develop the skills and confidence to become highly effective, independent learners. The school has established a strong culture of high expectations among students which promotes inquiry and innovation and contributes to student self-efficacy, empowerment and sense of school pride.	Students and staff engage with the LLL key capabilities Continua	LLL Framework Elaborations	Student self-assessment of identity is high Students regularly reflect on learning/growth relative to Key Capabilities Continua Student sense of belonging is high Student self-assessment of relationships is high Student agency and leadership developing to empower all students Safety is high and a priority for all More widespread and focused use of the schools wellbeing/social skills approaches
		Students engage with the Pulse survey each term Staff analyse Pulse data and actively engage with students to unpack any areas of concern	Leadership Team Andrea Richardson/Geoff Aufderheide Heads of School	
		Develop a social literacy scope and sequence to ensure all staff are embedding practices drawn from our Professional learning	School Quality Performance Team	Students can Identify where they are on the LLL key capabilities Continua and plan for the future
		Review of data derived from behaviour and students need and develop and response plan /guideline for staff	Campus Team	Development of a School Pride statement
		Update - Behaviour Ed process and its implementation across the school (whole staff)	School Counsellor and well-being Coordinator Co educators – Wellbeing support person	Mindful strategies being implemented in classes

		<p>Ongoing implementation of the 'Peaceful Kids' program</p> <p>Review of the What's the Buzz? Program to include Visible learning, Positive Education, Growth mindsets, Brain Education (Mind up), CPC, social skills programs etc to ensure good practices are embedded in our daily practices and taught explicitly</p> <p>Update of Trauma sensitive practices for all staff</p> <ul style="list-style-type: none"> • PD – Angela Davis • Partners in Practice – (Catherine McAuley, St Brigid's, St Mary Magdalene's & St Thomas More) 	<p>Planning meetings</p> <p>Review meetings</p> <p>Surveys – Pulse</p> <p>Peaceful Kids training</p> <p>Wellbeing Survey</p> <p>Mind Up Curriculum</p> <p>Angela Davis</p> <p>All staff</p>	<p>General feel and look of the school reflects Kindness and Respect. High sense of belonging and school pride</p> <p>Students being able to articulate how the brain works and how it affects learning. New Scope and Sequence – '<i>Beginning and Belonging and Beyond</i>'</p> <p>Guidelines established</p> <p>Survey data analyses by staff and the SQPT actions</p> <p>Mindful and Restorative Practices embedded and evidence of a common language</p> <p>Students self-regulate behaviour and contribute to the improvement of relationships and learning outcomes</p> <ul style="list-style-type: none"> • Teaching using the Mind Up • Teacher programs • Anecdotal Notes • Curriculum, Student Interviews
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Live Learn Lead Framework and Key Capabilities Continua Links-

Self-aware, collaborative and socially adept

Intercultural and globally minded

Moral, compassionate, ecological aware

Spiritually aware and inspired by faith

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
Community engagement	Strong leadership of the school promotes a vision for learning that recognises the primary role of parents and families in the identity development and education of their children. The school creates a culture of welcome and inclusion that recognises difference and diversity and establishes ongoing strategic relationships with the parish, government and non-government agencies, community groups, businesses and other educational providers to enhance learning opportunities, outcomes and pathways for all students. Parents and families are active contributors to school decision making and planning processes.	<p>Market the school in the community through the Marketing Coordinator</p> <p>Continue where possible links with the local Kindergartens/ CCC</p> <p>Enrich staff/parent communication and relationships</p> <p>Encourage more families to attend playgroup and ELY</p> <p>Grow enrolment by marketing the school in the community</p> <p>Establish an improved Transition program for children in preschool</p>	LLL Framework Elaborations	<p>Regular feedback and communication with parents through seesaw, and other online platforms</p> <p>Improved sharing of the learning journey</p> <p>2% enrolment growth over 2 years</p> <p>Growth of Early years participants and programs</p>

		<p>Including a before school checklist/ screening Develop a parent feedback forum</p> <p>Enhance and continue relationships with:</p> <ul style="list-style-type: none"> • SVDP • Mercy Sisters • Elizabeth Catholic Parish • Outside agencies • Xavier College (Gawler), St Columba College • Local Kindergartens 		
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Live Learn Lead Framework and Key Capabilities Continua Links-

Self-aware, collaborative and socially adept

Intercultural and globally minded

Moral, compassionate, ecological aware

Knowledgeable, inquisitive and innovative

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
Optimal resource allocation, infrastructure provision and capital development capacity	The school has a governance structure which ensures that it can execute its responsibilities effectively. The school's operational policies, practices and programs align with its vision, mission and goals. Structures and processes enable the school to respond to the current and future needs of all learners, to comply with system and government requirements, and to operate in a just, sustainable and ethical manner. The school manages its finances effectively to benefit the school community and allocates its resources in a targeted manner to maximise the learning and the wellbeing of its students.	<ul style="list-style-type: none"> Begin work on the 2022-2025 Strategic plan based on gap analysis, staff, student and parent feedback as well as testing and results Establish a Master Plan (STM/SMM) with the focus on: <ul style="list-style-type: none"> Increasing and improving Early Years provisions Upgrade of Administration building Re visioning classroom spaces (JP) Establishing a designated Sacred Space Improve Nature play space Work with Playford Council to improved safety and parking around the school 	<p>LLL Framework Elaborations</p> <p>Principal Head of Campus APRIM</p> <p>Staff</p> <p>School Board Parish Priest</p> <p>School Quality Performance Leader (Jamie Blowes)</p> <p>Key CESA staff</p> <p>Finance Officer</p>	<p><i>Optimal staffing ratio</i> <i>Enrolment remain stable</i> <i>10% Revenue allocated to Capital Development</i> <i>Financial Stability</i> <i>Maintain low fee structure</i></p> <p>2020- 2025 Strategic plan finalised</p> <p>Capital Development expression of interest completed and planning undertaken</p> <p>Master Planning process to be implemented</p> <p>Land acquisition plan established if deemed suitable</p> <p>PPS, Council , CMS plan to fence oval, establish a kiss and drop zone and more parking on Somerset grove.</p>

		<ul style="list-style-type: none"> • Support staff to explore Leadership and take on leadership roles with the school • Provide opportunity to be 'person in charge' • Develop POR and Key teacher structures to promote leadership and responsibilities amongst staff and succession planning • Strong SQPT • Strong IDEAS Project team 	<p>Planning time</p> <p>Regular meeting time</p> <p>Review and feedback for key staff</p>	<p>Staff providing leadership in a variety of areas – Curriculum leaders, wellbeing, POR</p> <p>Staff taking on further study</p> <p>Different staff members applying for leadership roles/ express interest in leadership opportunities</p> <p>Staff completing Leadership course and applying for acting position</p> <p>Staff applying for certification</p> <p>Staff /Student voice</p> <p>Staff skills being developed</p> <p>Confidence of staff to lead learning</p>
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Living Learning Leading Standard - St Thomas More/St Mary Magdalene's Schools 2021

	Performance Standard	Indicators	Developing	Meeting	Excelling
Catholic Identity	<i>Catholic school identity is experienced within a culture of dialogue in an inclusive school community. The school's Vision and Mission articulates its role in the identity development of young people and is foundationally based on high quality teaching and learning in religious education which includes the Gospel of Jesus, the faith and mission of the Catholic Church and a Christian understanding of the human person. All students and staff experience Catholic faith, liturgy, culture and Tradition in ways that are contemporary, authentic and meaningful. The school recognises its responsibilities and accountability to the wider community.</i>	School identity <ul style="list-style-type: none"> • Education in identity <ul style="list-style-type: none"> - Dialogue and reflection - Formative experiences and relationships • Religious Education 	The school's Vision and Mission articulates its role in the identity development of students, but this is still to permeate school policies, planning and practices. The school provides opportunities for students and staff to engage in ongoing reflective practice and faith formation through prayer, liturgy, culture and traditions. A limited range of social justice activities support the engagement of the school community in contributing to the common good. There is collaboration between the school and the life of its local parish(es).	Most teachers support, foster and contribute to the expression of the Catholic faith and the Vision and Mission of the school. The school has structures and processes which support the personal and religious identity development of students. The school provides opportunities for most members of the school community to engage in ongoing reflective practice and faith formation through prayer, liturgy, culture and traditions. The school is well integrated into the life of its local parish(es). Teachers have understanding of Catholic social teaching and are beginning to effectively integrate this into classroom practice in authentic and meaningful ways.	The school's Vision and Mission recognises the challenges and opportunities presented by contemporary society in the personal and religious identity development of students. Students have the skills to critically evaluate how contemporary society and culture shapes and influences their personal identity development. The school provides regular opportunities for all members of the school community to experience Catholic faith, liturgy, culture and Tradition in meaningful and authentic ways. The principles and practices of Catholic social teaching and a commitment to the common good, with a special concern for those who are vulnerable and marginalised, are evident across the school.

Living Learning Leading Standard - St Thomas More/St Mary Magdalene's Schools 2021

	Performance Standard	Indicators	Developing	Meeting	Excelling
Curriculum and coconstructed learning and assessment design	<i>The school's curriculum and assessment design reflect its Vision and Mission. The school creates an environment where productive collaboration and interaction occurs between teachers and students within a culture of dialogue and high expectations. Teachers demonstrate high levels of knowledge of contemporary curriculum and assessment theory, practices and processes. The learning environment reflects the learning preferences, interests, needs and cultural perspective of all students. Research-based teaching and assessment practices are evident across the school.</i>	<ul style="list-style-type: none"> Curriculum knowledge Learning design Assessment design. 	The school is developing a whole-school understanding of effective teaching that is based on a shared view of the characteristics of cooperative and collaborative teaching and learning. There is evidence of student-centred flexible learning environments and opportunities for students to have input into curriculum, assessment and reporting practices. The school is developing a more effective strategy to use data to discuss student achievement levels and overall school performance and to plan strategies for ongoing improvement.	The curriculum design provides learning experiences that meet the learning needs of most students enabling them to be successful. Students are provided with opportunities to provide input into their learning. Most teachers are collaborating to plan, review and assess the curriculum, share best practice, analyse student work and participate in group moderation of standards. School performance data are presented to staff and the school community for information rather than for in-depth analysis of teaching practices and school improvement processes.	Curriculum design reflects the school's shared vision for learning and is a constant focus for collaboration and dialogue. Teachers are experts in their specialist fields and are highly effective in their pedagogical knowledge and skill. There is a whole-school approach to the principles and practices of assessment of and for learning which meet the diverse learning needs of all students. Teachers' data literacy skills are a high priority so that staff have the capacity to analyse and use data to improve and/or transform existing practices for whole school, cohort and individual student performance.

Living Learning Leading Standard - St Thomas More/St Mary Magdalene's Schools 2021

	Performance Standard	Indicators	Developing	Meeting	Excelling
Student agency, identity, learning and leadership	<i>The school creates a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development. Students are able to influence change and collaborate to make decisions about their learning and how it is to be assessed. Students develop the skills and confidence to become highly effective, independent learners. The school has established a strong culture of high expectations among students which promotes inquiry and innovation and contributes to student self-efficacy, empowerment and sense of school pride.</i>	<ul style="list-style-type: none"> • Student agency and engagement in learning, assessment design and dialogue • Student reflections on their identity and capabilities growth as people, learners and leaders 	Students and teachers set learning goals for aspects of their learning to enable students to direct the path of their learning. There is evidence of student centered, flexible learning environments. The school is developing processes for improving curriculum and learning design that is based on students' feedback and needs. There are structures, programs and practices in place to differentiate student learning. Students have opportunities to engage with teachers in meaningful dialogue and open interaction to support self-reflection and awareness of their own learning progress and growth.	Students and teachers set individual learning goals together and teachers help students to identify their learning progress and growth. Structures, programs and practices are in place to meet the needs of all students and to encourage them to be reflective and successful learners. The school proactively involves student input into aspects of the school. The school provides professional learning for all staff to develop the skills of dialogue, listening and responding to student voice. Teachers provide scaffolding for students to solve their own problems.	The school's structures enable students to have voice and choice and a propensity to take action to influence and direct their own learning and assessment. Students are actively engaged in the planning, structuring and sequencing of learning activities. The school's improvement cycle has student voice deeply embedded in it as an integral element. Students have opportunities to reflect, self-assess and revise their goals and to develop insights into their own capabilities and ability to succeed and to persist when facing challenges. Students can track and measure their own learning growth.

Living Learning Leading Standard - St Thomas More/St Mary Magdalene's Schools 2021

	Performance Standard	Indicators	Developing	Meeting	Excelling
Community engagement	<i>Strong leadership of the school promotes a vision for learning that recognises the primary role of parents and families in the identity development and education of their children. The school creates a culture of welcome and inclusion that recognises difference and diversity and establishes ongoing strategic relationships with the parish, government and non-government agencies, community groups, businesses and other educational providers to enhance learning opportunities, outcomes and pathways for all students. Parents and families are active contributors to school decision making and planning processes.</i>	<ul style="list-style-type: none"> Community involvement and engagement 	There is evidence of a culture of shared responsibility for faith development, student learning and wellbeing within the school community. Structures and protocols are in place to build collaborative partnerships to strengthen community involvement and engagement. Strategies to evaluate the impact and mutual benefit of these partnerships are being developed.	School leadership is building a culture of shared responsibility for faith development, student learning and wellbeing within the whole school community. Structures and protocols to build collaborative networks and partnerships for mutual benefit are in place and are being embedded into practice across the whole school. Regular assessment and review to ensure that the strategies are being effective is being implemented.	School leaders have built an inclusive, collaborative culture that reflects the Catholic identity of the school. The school gives agency to staff, students and families in its decision-making and this agency is reflected in its policies, procedures and programs. The school has built strong partnerships with the parish, families and the wider community and has created a culture of welcome, inclusion and shared responsibility for student faith development, student learning and wellbeing. The school regularly evaluates the impact of its community engagement strategies. The school has a positive image in the community.

Performance level:

A classification or ranking of performance based on generalised descriptors related to practice, activity, knowledge and/or skills. The Standard has three Performance Levels that classify, or rate performance based on the Performance Descriptors. They are a tool to assist Principals in leading their schools to make evidence based judgements regarding current levels of leadership, quality, achievement and effectiveness. A self-assessment indicates achievement at a 'point in time' and should be used as an 'indicator' of progress towards meeting improvement goals.

Excelling – major strengths are evident across all Domains There is evidence of extensive innovative, thoughtful and accomplished practice and continuous review and improvement.

Meeting – demonstrates competent performance on the Standard There is evidence of thoughtful and accomplished practice and review and improvement in a large majority of areas of the component. Although the component is characterised by strengths, one or more weaknesses leave clear directions for improvement.

Developing – demonstrates adequate growth towards achieving the Standard There is some evidence of thoughtful and accomplished practice and review and improvement in many areas of the component. Although the component is characterised by strengths, some weaknesses leave clear directions for planning for improvements.

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 2022. 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), Fiona Porter, Hayley Sterry, Tamika Campbell (Treasurer), Jan Lamb, Yunis Noori, Vicki Rubino and Melissa Musolino. 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; 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 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 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 2023. I have great hope and enthusiasm that 2023 will be a rewarding and productive year of educational excellence.

Regards,



Chris Platten



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