

# St Thomas More's Catholic School



## Annual Community Report



# 2022

St Thomas More's Catholic School acknowledges palawa/Tasmanian Aborigines as the original owners of lutruwita/Tasmania. We respect their continuing connection and care of Country. Our school stands at Launceston on kanamaluka/River Tamar.

# St Thomas More's Catholic School

## MISSION STATEMENT

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Guided by Jesus,  
we are committed to the  
development of excellence as  
life-long learners; spiritually,  
academically, and personal  
wellbeing.



# St Thomas More's Catholic School

## VISION STATEMENT

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Inspired by Christ we are a  
community of lifelong learners  
becoming the people God  
created us to be.



# GOSPEL VALUES

Head, Heart & Hands

Head (Knowing)		Heart (Caring)		Hands (Doing)	
RESPECT	I know I need to... Be Kind Be Thankful Be Positive	How can I make sure others feel valued and loved?		I will treat others the way I would like to be treated.	RESPECT
JUSTICE	I know I need to... Be Helpful Be Fair Be Caring	How can I make a positive difference in the world?		I will be the first person to offer help.	JUSTICE
EMPATHY	I know I need to... Be Gentle Learn Listen	How can I make others feel better when they are upset?		I will understand the way my actions make other people feel.	EMPATHY
DIGNITY	I know I need to... Be Myself Do My Best Be Proud	How can I work with others to achieve the best outcome?		I will be the best version of myself.	DIGNITY
INTEGRITY	I know I need to... Be Honest Be Brave Be Safe	How can I make others around me feel safe?		I will always speak the truth.	INTEGRITY

**St Thomas More's  
Catholic School**







## **Principal's Overview**

*Written by Mr Casimir Douglas*

### ***"It takes a village to raise a child."***

The African proverb written above endeavours to capture the idea that it takes an entire community of diverse peoples interacting with our children in a safe and positive environment in order for them to experience growth and to flourish and thrive. There is a challenge in that proverb for our community. It highlights the importance of building positive partnerships and relationships between every member of our diverse community. It holds the structures and staff of our school to account to ensure that our care for every single student is inclusive and committed, and that we walk alongside them on their journey. The journey of 2022 for St Thomas More's Catholic School has not been without its challenges. But without challenge there cannot be growth. I will attempt to capture some of that unique journey of challenges and successes here, in as much as words can emulate experiences.

The presence of the COVID-19 virus in the community in Term 1 created a range of physical health and social connection issues as testing regimes, political mandates, social distancing, mask wearing expectations, and Learning@Home arrangements dominated the educational discourse. However, with patience, commitment, and togetherness the school community rallied through periods of high transition rates and significant illnesses to emerge unscathed from the experience.

There were a number of new initiatives introduced in the 2022 school year to enhance student learning, celebrate student achievement, and promote the life of the school to the community. This included the introduction of the *Literate Learners for Life* literacy program underpinned by the Science of Reading and the Science of Learning; the development of the *Heart, Heart and Hands Framework* to unpack our school's Gospel values and make them tangible, relatable and actionable for our students; preparation for the delivery of Online Feedback for the 2023 school year; the hosting of the Principal's Morning Teas experience as a reward for receiving a Gospel Values Award at Assembly; an explicit focus on the wellbeing of students and staff through the respective implementation of the RULER Program and the Staff Wellness Committee; the review, refreshing, and republication of the school's *Reconciliation Action Plan*; the Yayoi Kusama Art Installation; the Tournament of Minds International Finals in Canberra; winning the *Tread Lightly* Shoe Drive State Competition; welcoming Bob, Bubbles, Bluey and LeBron to the school community as the named fish in our School Aquarium; the provision of Promethean Board technology to encourage, support, and nurture innovative learning and teaching practices in the digital space; the updating and relaunch of the school website, and the birth of *STM TV* as our school's weekly episodic YouTube show designed to share the key learning experiences of nominated students each week to engage our parents and the broader community in the learning journey of our school.



There were also a number of significant upgrades made to the school environment, both aesthetically and functionally. This included a complete resurfacing and reseeded of the school oval to improve its drainage; the repair and rebuild of the section of the school fort damaged in the fire in 2021; the installation of CCTV security cameras and digital systems to improve our surveillance of school grounds; the completion and finalisation of the plans for the school playground upgrade due to occur in the Term 1, 2023 school holidays; students collaborating with a local indigenous artist in the creation of murals representing significant places to the local First Nations peoples; updating of school directional signage; and the installation of positive behaviour signage in key locations around the school including the Piazza and Josephite Hall.

As we anticipate the holiday break ahead, and embrace the opportunity for renewal and recreation, I encourage the staff, parents and students of St Thomas More's Catholic School to use this time to seek stillness and quiet reflection. The rhythm of busyness in our lives tends to persist as we transition from school days into holidays; the season of giving brings with it a season of organising, budgeting, travelling, and buying. Rather than giving in to our preoccupation with the external pressures of agendas, demands, and requests, may we make the time in silence to discover the truth of what drives us from within: the love of God and the love of our family and friends. To finish I would like to express my most heartfelt and sincere gratitude to all those who have contributed to the task of educating and forming our students in 2022.

*Thursday 15th December, 2022*



# **Board Chair Report**

*Written by Mrs Kirsty Pedder*

As another year at St Thomas More's comes to a close, I am grateful for the opportunity to be working to support such a vibrant and thriving school community.

As a Board, it has been a busy year. We have embraced the ever-changing environment, in the form of a new Principal, we welcomed three new Board members, all as we continued to explore our academic and financial outcomes and surge ahead with our strategic planning.

This year we welcomed three new board members; Marcus Moore, Rhiannon Menegon and Lisa Amerikanos. Their contributions to the Board in the brief time they have been with us have been invaluable, and we thank them for their time and commitment to our school community.

Our Board also welcomed a new Acting Principal in Casimir Douglas and his enthusiasm for Catholic education and all that it encompasses is as refreshing as it is uplifting. He has recently been appointed permanently to the position and we can now look forward to the certainty and stability that Casimir will bring to the school as he guides our community forward on the path of holistic education.

Enrolments at our school are consistently high, and as the demand for Catholic education increases, the Board will continue to investigate and support the opportunities for growth and expansion presented to St Thomas More's Catholic School.

We sadly farewell some significant members of our school this year:

**Father Mark Freeman** – Who has been asked to reside over parishes in the South. We thank you for your guidance, wisdom, humour, and remarkably long service to our school. You will be sorely missed, but we wish you much fulfilment in your new role.

**Shayne Kidd** – Who although not our Principal this year, he was permanently appointed Regional Principal Leader. We thank you for the work that you did behind the scenes to strengthen the school's position and for developing cohesion and collaboration between the volunteer networks of the school. We are a stronger and more collaborative community for your service.

**Anthony Healey** – We say goodbye to Anthony as he heads off to retirement and thank him for his many years of service to Catholic education. We wish him lots of fun and excitement to keep him busy!

Finally, I would like to collectively acknowledge all of the STM staff, who without your ongoing commitment and dedication to our students and our school we would not be where we are today. You are at the heart of all that we do, and we are so incredibly

grateful for your creative approach toward expanding the educational experiences and academic outcomes for our children.

We also give thanks to our Leadership Team, Casimir Douglas and Niccola Pearce, for navigating our school through the many challenges we have faced and continuing to work to build strong framework and connections that allow our school the solid foundations on which to nurture our children to become the people God created them to be.

I look forward to continuing to collaborate with the Board to contribute positively to our school and the community members that we have been asked to serve.





# **History of St Thomas More's Catholic School**

In 1936 Archbishop Justin Simmonds became Archbishop of Hobart and he proposed the building of a school in Newstead, and he invited the Sisters of St Joseph to conduct this school. The Sisters opened the school in 1938 with an enrolment of fifteen pupils, and Sister Mary Camillus was the Principal.

In 1948 secondary classes commenced and the school continued to grow. The need to provide boarding accommodation became apparent and the property next to the school was purchased and in 1957 Chelsea Grove became home to girls from as far away as Flinders and King Islands.

St Thomas More's continued to grow, providing education for girls through to Grade 12. Young boys transferred from St Thomas Mores to St Patrick's College for their primary and secondary education.

In 1978 St Thomas More's amalgamated with Sacred Heart College to form Marian College. This College offered education for Catholic girls in both primary and secondary classes on the two campuses. During this period Marian College, Newstead Campus, became a pioneer school for Catholic Kindergartens. Marian College continued until 1983.

1984 saw a dramatic change to Launceston Catholic education. The secondary schools of Marian College and St Patrick's College amalgamated to provide a Co-educational College for Launceston Catholic students.

At this time St Thomas More's and Sacred Heart School became separate primary schools once again. In 1984 the first lay Principal of St Thomas Mores was appointed. The Sisters of St Joseph, now concentrating on adult faith formation, ceased to operate Chelsea Grove as a Boarding School. This building is now the Emmanuel Centre offering opportunities for spiritual growth for adults.



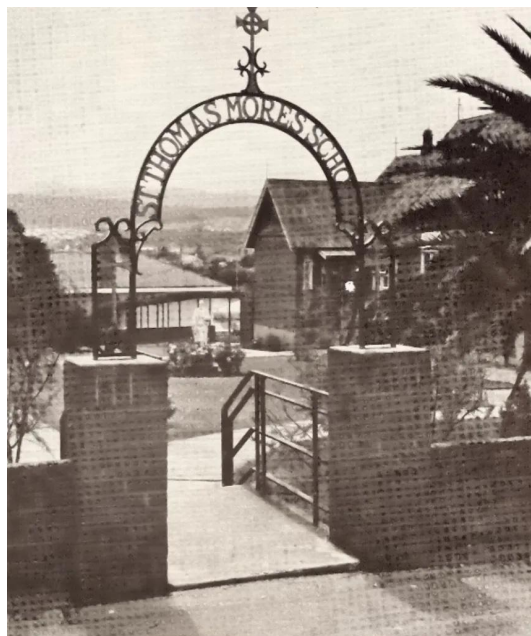
Since 1984 St Thomas More's has grown to become a co-educational single stream school catering for students from Kindergarten to Grade 6. Although the original building still houses three classrooms, part of this building has been refurbished to accommodate offices and staff facilities. Another four new classrooms have been added to the original building. The building now used as a hall by the school was the original church opened by Monsignor Cullen in 1937.

In 2007, after careful consideration the School Board of Management and the Principal recommended to the Catholic Education Office to increase the enrolments commencing in 2008. It was agreed that the school would take in additional enrolments in Kindergarten. In the long term this would see our school grow from approximately 225 students with 8 class groups in 2007 to approximately 330 students with 13 class groupings by 2015. Our enrolments continue to remain constant at over 350 students.

In late 2007 we began a significant consultation phase with our school community to enable the development of a Master Plan. The Master Planning Committee had stakeholder representation from all sectors of our community. The Master Plan is designed to inform all aspects of building development in light of the student population growth of our school. The Master Plan was completed in 2009.

In May of 2009 we began an intensive building program that was the first of its kind at our school since the initial building in 1938. The building program was to include a three-stage development commencing with refurbishing our Early Childhood General Learning Areas (ECE GLA's), construction of a Multi-Purpose Hall and Amenities block. The first stage was completed in May 2010.

In November of 2010 Stages 2 and 3 commenced. These included refurbishment of Grades 3-6, Library and Administration. Works were completed in August of 2011. During this time, we changed our pedagogical structure to multi-aging for Grades 1 to 6.



The outdoor landscaping has started and will be completed by October 2013. These areas are the entrance from Campbell Street, the entrance off Abbott Street, the outdoor learning area outside Prep and the outdoor entertaining/vegetable garden area outside the Josephite Hall.

The Josephite tradition of treasuring every single child continues to be very much valued and practised at St Thomas More's School today.

In 2013 we celebrated the 75<sup>th</sup> Anniversary of the establishment of St Thomas More's by the Sisters of St Joseph in 1938. We celebrated this event with the planting of a tree beneath which is a time capsule, to be opened in 2038. An open weekend, showcased many archived photographs, documents and original school items from the past.

More recently the outdoor environment has been landscaped with a vegetable garden and entertainment area, bank development for creative play opportunities and garden beds groomed and completed over the last 3 years.

In 2018 we saw the completion of a new fort playground funded through the generous efforts of our P&F and in 2019 we conducted some minor renovations to create more classroom spaces for our specialist and support teachers, which has included creating a drama/media arts room with a green screen. We have also updated our Administration area to create a private interview room which is regularly used by our counsellor and specialists for private consultations with students.





## **Governance**

St Thomas More's Catholic Primary School is a Shared Funded School within the Catholic Education System of Tasmania operating under the authority of the Archbishop of Hobart. Shared Funded Schools are accountable to the Executive Director of Catholic Education Tasmania as an agent of the Archbishop.

The Catholic Education Commission Tasmania is the Governing Body of Catholic Education Tasmania.

Curriculum development, employment of staff and the general organisation of the school are the responsibility of the Principal. The Catholic Education Office provides assistance through allocating each School a Senior Consultant. The school's Board provides support and advice to the Principal.

### **St Thomas More's Catholic School Board Members 2022:**

**Principal:** Casimir Douglas

**Deputy Principal:** Niccola Pearce

**Chair:** Kirsty Pedder

**Deputy Chair:** Derek Bye

**Secretary:** Lauren Pietsch

**Treasurer:** Chris Massey

**Parish Priest:** Fr Mark Freeman

Lisa Amerikanos

Rhiannon Menegon

Marcus Moore



## **Transport**

Most families travel to and from school by private vehicle. Our school is well served by the Metro (Metropolitan Transport Trust) and private bus operators.

## **Enrolment & Student Numbers**

Our enrolment processes are outlined in Catholic Education Tasmania's *Enrolment Policy*. In 2022, we had thirteen class groupings from Kindergarten to Grade 6. This included two Kinder classes, two Prep classes, three Grade 1/2 classes, three Grade 3/4 classes, and three Grade 5/6 classes.

2022 SCHOOL YEAR		
GRADE	MALE	FEMALE
KINDER	22	23
PREP	22	23
1	22	23
2	19	26
3	24	21
4	21	23
5	26	20
6	21	22
<b>TOTAL</b>	<b>177</b>	<b>181</b>

## **Student Academic Data**

Please note below the outcomes from the student NAPLAN testing data for the 2022 school year.

NAPLAN Test	At or above minimum standard	Students who achieved High or Outstanding results
Year 3 Reading	93.3%	53%
Year 3 Writing	95.6%	55%
Year 3 Spelling	95.6%	40%
Year 3 Grammar and Punctuation	97.8%	43%
Year 3 Numeracy	100%	36%
Year 5 Reading	97.8%	48%
Year 5 Writing	95.6%	26%
Year 5 Spelling	97.8%	32%
Year 5 Grammar and Punctuation	100%	26%
Year 5 Numeracy	100%	26%

# **Academic Reporting**

For the 2022 school year, the following formal events and milestones occur throughout as it pertains to reporting student progress to parents.

## **Term 1:**

Week 2 - Parent Information Evening

Weeks 4-6 - Learning Plan Meetings

Week 8 - Parent-Teacher Interviews

## **Term 2:**

Week 10 - Mid-Year Reports issued

## **Term 3:**

Weeks 3-5 - Learning Plan Review Meetings

Week 8 - Parent-Teacher Interviews

## **Term 4:**

Week 9 - End of Year Reports issued

Please note that parents may request a meeting with any staff member at any time mutually convenient. Additionally, the teaching staff of St Thomas More's Catholic School collaborated to devise our Online Feedback Protocol during the 2022 school year, with a view to launch and review in the 2023 school year.





## **Catholic Identity, Faith Life & Mission**

Our Catholic Faith is at the heart of all we do at St Thomas More's Catholic School. It is what sets us apart from other schools and gives us inspiration and direction in all of the decisions we make each day.

Our Staff engage in regular prayer time together. Our Spirituality Day this year was held with all our Northern Catholic Schools. The day was led by Dr Dan White. Who presented his "Seven Steps to Mystery, Ministry and Mission". During the day we were given many opportunities to reflect deeply upon our own spiritual journey and our personal ministry as members of a Catholic faith community. We engaged in many scripture narratives that gave us insight into how the ministry of Jesus can be modelled in our school, to our students today.

Our Parish Priests Fr Mark Freeman, Fr Chathura Silva and Fr Jessie Banez are welcomed visitors to the classrooms and staff lounge on Tuesdays. Weekly Liturgies and Prayer circles are shared amongst classes and teams. This is a great opportunity for staff to get to know Fr Mark, Fr Chathura and Fr Jessie in an informal manner and to build links with the Parish. These links are formalised and strengthened through the engagement of our students in the Sacramental Programs of the Launceston Parish.

St Thomas More's Feast Day and the Feast of St Mary of the Cross (MacKillop) are also special days of celebration for our community. Class prayer is a regular and important part of our Catholic culture at St Thomas More's. We encourage families to attend Mass by inclusion of Parish Mass times in our school newsletter, and a reflection on the Gospel reading from Sunday's Mass by the Principal in the Newsletter each week.

Additionally, we hold our Prayer Assembly each Monday morning of the school year during term time. Our Monday morning Prayer Assembly gives us the opportunity to start our week with God and Jesus at the forefront of everything we do. It is here we share our Gospel Value focus for each month, be it Respect, Justice, Empathy, Dignity or Integrity. As a school community, we share regular whole school Masses each term, where we come together to share in the Good News of Jesus. We also hold Staff Prayer every Friday morning with a rotating volunteer roster for the responsibility of leading prayer.



## Curriculum

Teachers and support teachers continue to work in year level teams, during shared release time, to plan relevant and engaging teaching and learning experiences for students. Teaching teams co-constructed yearly scope and sequences with term scope and sequences changed and modified to reflect the needs of the students using the Australian Curriculum Version 9 format. Units were planned using Backward Design Planning which ensured students were working towards common knowledge and understanding across the classes in each team level; however, it also provided the flexibility for teachers to cater the learning to the interests and needs of students in their own class.

Catholic Education Tasmania also introduced a system-wide approach to the development of literacy learning. The chosen program is called *Multilit*. The focus areas for 2022 were Prep, Grade 1 & Grade 2. All teaching staff in CET schools attended a full day of professional learning on *Multilit* via Zoom in Week 1 before students returned on Tuesday 1st February.

A priority for 2022 was preparing for the full implementation of online feedback systems for learning and assessment in 2023. This involved building staff familiarity with SeeSaw, developing staff capacity in providing online feedback to students, and preparing structures and protocols to enable consistency of feedback practices for students, staff and parents.



We also introduced Promethean Board technology to the school. A Promethean Board is an 72" interactive whiteboard that also allows you to project an image from a laptop or computer. You can also interact with the board through touch or specialised pens. Research has repeatedly demonstrated that students learn better when they are fully engaged, and that multi-sensory, hands-on learning is

the best way to engage them, a new emphasis on developing twenty-first-century skills for students, the requirement for educator proficiency in technology, and research documenting increased learning with the use of interactive whiteboards have spurred the adoption of this technology in the school.

In 2022, we launched **STM TV** which is a weekly episodic YouTube show that is shared with our community through the School Newsletter each week. Hosted by our School and House Captains each week, **STM TV** is designed to shine a spotlight on the key learning experiences of nominated students each week in order to engage parents and the broader community in the learning journey of our school through fun and frequent insight into the student learning experience. Please note that **STM TV** is not scripted, practised, or meant to be polished. It is intended to capture earnest and in the moment conversations between students about their everyday learning in the classroom.

In Term 3, we have commenced the **Teacher Observation & Validation Process**. The purpose of this process is for teachers at St Thomas More's Catholic School to be provided annually with structured and formal feedback and validation of their teaching practice, in order to build the professional capital of staff which enhances the student learning experience and improves student learning outcomes. This process is a tool for staff development and research is conclusive that a structured and considered observation process improves teacher motivation, engagement and performance (Lam, 2022). The Principal conducted all observations. The sincere and genuine intention and outcome for this process is: validation of teaching practice and opportunity for growth.





We also held a series of Staff Meetings focused on the **Science of Learning**. These sessions were designed to be informative, but introductory only. The journey of broadening and deepening teacher understanding of this topic, and ultimately its effective implementation in our classrooms, is not the work of a couple of afternoons but the work of years. The focus of the sessions was to revisit *cognitive load theory*, and to unpack Barak Rosenshine's *10 Principles of Instruction*.

Standardised tests and Common Assessment Tasks (CAT's), as part of our whole school common assessment tasks scope and sequence, were used by teams to reflect on student learning and inform planning. Term scope and sequences were modified to reflect new understandings about student progress and achievement levels. Units of work were written to directly reflect the different needs of classes or groups of individuals. Support teachers, as part of year level teams, were an important part of this process.

Differentiation, based on student data, has continued to be a focus. Support teachers have been an integral part of providing teaching and learning experiences that are targeted towards individual needs using student data. The data was analysed to identify which students needed to work on certain concepts or skills and were grouped accordingly. Pre-tests and post-tests were used to provide formative assessment about the achievements of students in these groups. Groups were then altered by the teaching teams.



# **Aboriginal & Torres Strait Islander Learning & Culture**

In 2022, we demonstrated our commitment to the journey toward Reconciliation and truth telling by ensuring that all students learn and engage with Aboriginal & Torres Strait Islander culture, by identifying, preparing and implementing key learning opportunities. Primary among these was our celebration of Reconciliation Week (27th May-3rd June) in commemoration of two significant milestones in the reconciliation journey of the First Nation peoples, the successful 1967 referendum and the High Court Mabo decision. The theme for Reconciliation Week this year is *Be Brave. Make Change*. This is a reminder to us all that change begins with brave actions in your everyday life, where you work, live, play, and socialise. This call to action aligns with our Gospel values of justice and empathy, and asserts that the agenda for change is not just a one week a year occurrence, but a way of living, loving and being.

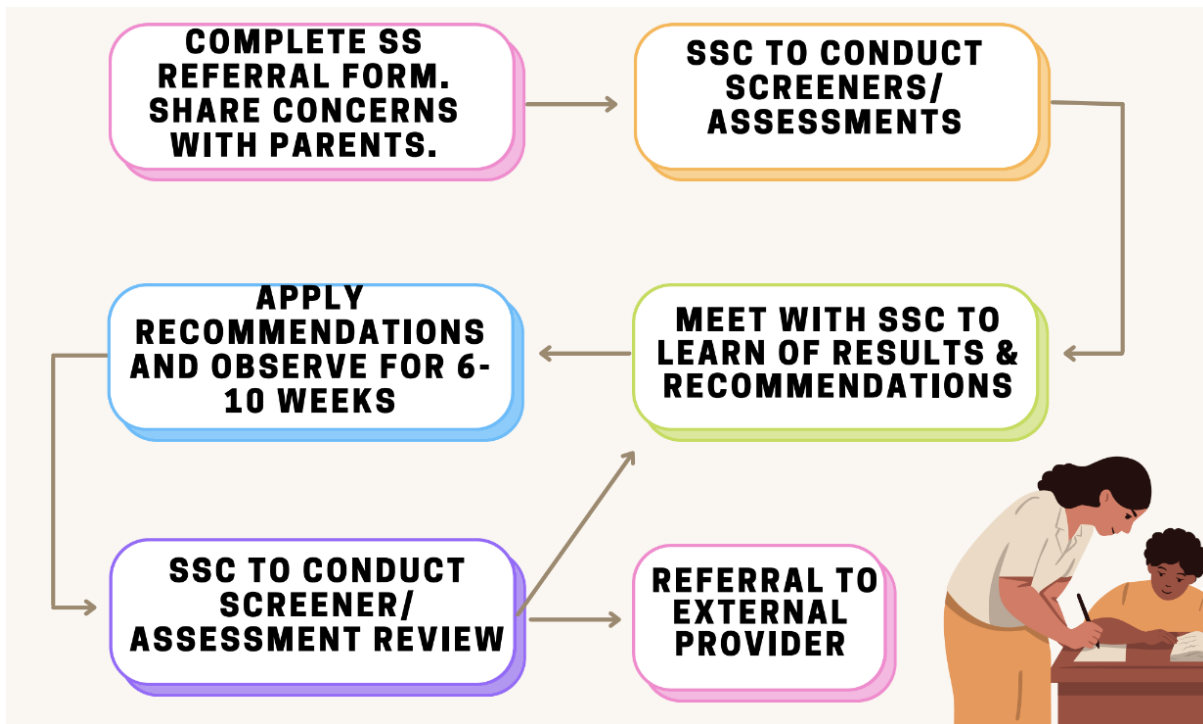
We renewed our Reconciliation Action Plan in 2022 through the leadership and guidance of Mrs Lisa Spotswood, our Aboriginal & Torres Strait Islander Coordinator. To both celebrate and bring to life the agenda of Reconciliation Week, and the cultures of our First Nation peoples, Mrs Spotswood has engaged all students of the school in craft activities to contribute to art installation in the Launceston City Library (pictured below). Each class was provided with a specific piece of artwork representing the local flora and fauna to contribute to the installation. During this task the students learned the palawa kani words for the land and animals they were creating. Below are her words regarding our 'Reconciliation Week' focus:

*Our school is supporting reconciliation this year by sharing our knowledge and enthusiasm for Aboriginal culture with our community. We will be creating a diorama that shares palawa kani through an art piece. Sharing knowledge of the oldest living civilization in the world, how they survived invasion and have created from 9 languages spoken in lutruwita, palawa kani 'a living practice of cultural transmission'. It will be displayed in the Town Library for Reconciliation Week. We have the support from the Tasmanian Aboriginal Community to use these words.*



## **Learning Support Information**

When teachers feel that a student is requiring more support or extension in their academics, concerns about their social/emotional wellbeing, speech development or attention, they complete a Referral Form. Parents are communicated with about this. The process below is followed:



In 2022 we had 59 students included in our NCCD count; this was a mix of neurodivergence such as speech difficulties, ADHD, ASD, Specific Learning Difficulties (e.g. dyslexia), vision and hearing impairments. We also had 8 EALD students supported in the classroom, and 12 students engaged in extension/enrichment experiences. Our students had daily access to either the School Counsellor or the School Chaplain for support, and this number varied throughout the year.



## **The Arts**

This year our students were enrolled in specialist classes in the Arts. The students were under the tutelage of Mrs Natalie Zegveld for Music and Media, and for Mrs Angela Edwards for Drama, Dance & Art. The students created stunning visual arts displays, and performed in the Launceston Competitions, the Deloraine Drama Festival, the Tournament of Minds, the School Christmas Carols, and the *STMs Got Talent* Show.



## **Sports**

In 2022, we held all our annual carnivals, including our Swimming Carnival in Term 1, our Cross Country Carnival in Term 2, and our Athletics Carnival in Term 3. Also, each term of Grade 5/6 students participated in the Gala Day activities competing in a range of different sports against the other local Launceston Catholic Schools. The students also participated in Primary Schools Tournaments for Basketball and Futsal. The final sporting contest of the year came in the form of the Staff vs Grade 6 Students Netball Game in Term 4, in which the staff reigned supreme.



## **Outdoor Education**

St Thomas More's Catholic School holds a G6 camp and a G5 overnight leadership experience. These are always a valuable experience for the students as they learn many life skills and rise to new individual and team challenges. Grade 6's three-day camp was at Myrtle Park, where the students got to experience 'real' camping. Our G5 overnight experience was held on our oval, with the purpose of preparing our students for leadership roles in G6 and for their G6 camp. Our Early Years participated in many day activities including exploration of Punchbowl and Cataract Gorge Reserves and visits to Hagley Farm.



## **Positive Behaviour School**

The goal of Positive Behaviour Support at St Thomas More's Catholic School is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth. The school's Positive Behaviour Support framework provides the overview and structure of the College's approach to promoting positive and safe behaviour in the College community. The focus of the approach with our students is on our 'PBS Statements': *Be Respectful. Be Responsible. Be a Learner.*



## **Student Wellbeing**

In 2022, we introduced the RULER Program, which is a school-wide initiative that aims to build the social and emotional literacy of students. The program introduces a range of tools and activities, and specific research-based language that supports students in recognising, understanding, labelling, expressing, and regulating their emotions.

Students who required additional support and/or intervention with their social and emotional development were provided with access to the school counsellor and/or the Teacher Assistant: Wellbeing & Diversity for play therapy or counselling sessions. Additionally, small groups were convened to run targeted sessions for young people who required additional support as facilitated by our Student Support Coordinators.

Each week the students will gather for activities in a different arrangement on a rotational basis following the same repeated cycle: *Assembly, Buddy Classes, Assembly, Pastoral Care Groups*. The purpose and function of Buddy Classes is to facilitate the development of peer relationships between the different year levels at the school, and provide the opportunity for building of leadership skills for the older students, and the opportunity for a mentoring relationship and arrangement for the younger students. The purpose and function of Pastoral Care Groups is to engage and inculcate students into their House identity and to foster a longitudinal sense of belonging and connection in the school. Empirical research is conclusive that students' longitudinal peer relationships in the school environment has a significant impact on a child's reported level of feeling 'connected' and 'belonging' at school. Pastoral Care Groups also provide the primary opportunity for our Grade 6 students to engage in leadership, discipleship and service on a regular and structured basis within the life of the school.



## **Staffing**

Our teachers are qualified and passionate educators, absolutely committed to the formation of the whole child; academically, socially, emotionally, and spiritually. Our support staff are dynamic, knowledgeable, and experienced professionals; dedicated to the service of our school community and its students. Please find below a summary of the staffing of St Thomas More's Catholic School for the 2022 school year.

Principal & Deputy Principal

Full Time Teachers - 12

Part Time Teachers - 12

Teacher Assistants (Part Time) - 12

Finance & Administration Officers (Part Time) - 4

Utility Officer - 1

Please find below a list of the Teacher Qualifications below.

<b>Teacher</b>	<b>TRB Registration Status</b>	<b>Qualifications</b>
Campbell, Cindy-Lou	Full	B. Education
Carr, Emilie	Full	B. Education
Chugg, Kate	Full	B. Education
Douglas, Casimir	Full	M. Educational Leadership Grad Cert. Theology B. Education
Edwards, Angela	Full	B. Education
Flynn, Christine	Provisional	B. Education
Healey, Anthony	Full	Grad Cert. Behavioural Education B. Teaching B. Education
Hodgetts, Danielle	Full	B. Education Grad Cert. Theology
Kidd, Tracey	Full	M. Educational Studies B. Education B. Teaching
Lockett, Kayla	Full	B. Teaching B. Learning and Design
Love, Julie	Full	B. Education
McLauchlan, Jessica	Provisional	B. Education
Morgan, Denise	Full	B. Education
Nichols, Kate	Full	B. Education (Hons)
O'Neill, Cassie	Full	B. Education

Pearce, Niccola	Full	B. Education
Rooney, Aimee	Full	B. Performing Arts B. Teaching Grad Cert - RE
Scharapow, Jessica	Full	B. Education
Stacey, Nicholas	Full	B. Teaching B. Science (Sports)
Stephens, Gemma	Full	B. Education
Taylor, Belinda	Full	B. Education
Thomas, Rebecca	Provisional	M. Education
Wheeler, Leah	Provisional	B. Education
Wood, Jacquie	Full	B. Education Dip. Teaching
Zegveld, Natalie	Full	B. Education



# Strategic Planning

The **2022 Annual Priorities** for St Thomas More's Catholic School have been derived from, and inspired by, the school's Vision, Mission, and Strategic Plan (2020-2024). It has been informed by data gathered from students, staff and parents of the school community, and is structured in response to the four key domains of the Archbishop's Charter for Catholic Schools. Please note that a copy of the Strategic Plan (2020-2024), can be accessed via our website.

Accordingly, all the strategies listed in the tables below that we aimed to achieve for the 2022 school year were completed or have commenced and are ongoing.

Catholic Identity		
SIP Priority Area	2022 Key Priority	Strategies
Religious Education: Goal 1	Give a central place to the teaching and assessment of the Archdiocesan 'Good News for Living' Religious Education curriculum.	<ul style="list-style-type: none"> <li>- Utilise the knowledge, experience and capacity of STM staff to provide professional learning opportunities for the delivery of GNFL.</li> <li>- Prioritise time in staff meetings and team meetings for collaborative planning of GNFL units.</li> <li>- Religious Education Coordinator to lead professional learning on the development of scope and sequence for GNFL units.</li> </ul>
Evangelisation: Goal 2	Establish and promote the five Gospel values of respect, empathy, dignity, justice, and integrity into the cultural norms and life of the school.	<ul style="list-style-type: none"> <li>- Religious Education Coordinator to lead professional learning on how to integrate the teaching of the five values in the scope and sequence for GNFL units.</li> <li>- Support staff to incorporate the five values into prayer and reflection experiences for students (ie. Prayer, Circles)</li> <li>- Creation and promotion of a folder on the Shared Drive for staff to share resources created to promote the five values in the learning environment.</li> <li>- Increase the visibility of environmental cues promoting the five values.</li> <li>- Creation and implementation of STM Values Awards celebrating the value of the month and acknowledge students who demonstrate these values by inviting them to a shared lunch with the Principal.</li> <li>- Utilise Marty Ogle as a Prep to Grade 6 resource to work with teachers and students.</li> <li>- The school newsletter will feature a focus on one of the values each month which will highlight the award recipients and include a photo of the attendees to lunch with the Principal.</li> </ul>
Participation: Goal 3	Encourage participation and connection with the Parish.	<ul style="list-style-type: none"> <li>- Schedule in the school calendar once per term for staff to attend Mass on Saturday evening at Sacred Heart Catholic Church, followed by dinner.</li> <li>- Establish a roster for classes to visit on weekday parish Mass on Tuesdays on a rotational basis.</li> <li>- Invite Sr Carmel Jones to key school events and promote attendance at these events for parishioners through the Parish Bulletin.</li> <li>- Promote the 'Adopt-A-Grandparent' initiative as an option for students on Grandparents Day.</li> </ul>



# Learning

SIP Priority Area	2022 Key Priority	Strategies
Prep to Grade 6: Goal 9	Implement the CET Literacy initiative and ensure that staff build a strong foundation in their understanding of the pedagogy and delivery of the Multilit Program.	<ul style="list-style-type: none"> <li>- Literacy Practice Leader to provide professional learning opportunities in staff meetings throughout the year for staff across K-6 to develop their confidence and capacity with the delivery of the Multilit Program.</li> <li>- Literacy Practice Leader will provide in-class support to teachers in the delivery of the Multilit Program.</li> <li>- Attendance of all teaching staff at the CET Literacy for Life professional learning day on Tuesday 1st February.</li> <li>- Deliberate and intentional timetabling of support staff during literacy blocks to drive the implementation of the Multilit Program.</li> <li>- Collect qualitative (from teachers) and quantitative data (from students) to analyse trends in teacher engagement and student learning outcomes.</li> </ul>
Prep to Grade 6: Goal 7	Engagement of all teaching staff in a trial of providing an online feedback model in the assessment and feedback of student learning and achievement.	<ul style="list-style-type: none"> <li>- Implement an initial trial with one PLC group, who will provide a summary of their experience of online feedback to all staff.</li> <li>- Development of a school-wide implementation plan for online feedback to ensure consistency and best practice.</li> <li>- Provide professional learning for all staff on the functionality for online feedback in the Seesaw platform.</li> <li>- Schedule a staff meeting for the delivery of a professional learning session for staff to explore the pedagogical principles and best practice of online feedback.</li> <li>- Prioritise time in team meetings for collaborative practice and sharing of online feedback strategies.</li> </ul>
Prep to Grade 6: Goal 9	Utilising data on student numeracy achievement and developing staff data literacy to inform collaborative planning for improved student learning outcomes in Mathematics.	<ul style="list-style-type: none"> <li>- Ensure that explicit goals for student numeracy development are present in all individual learning plans.</li> <li>- Appoint a teacher to the role of Numeracy Practice Leader to drive staff development in leveraging student numeracy achievement data to plan for future learning and assessment.</li> <li>- Numeracy Practice Leader to provide professional learning opportunities in staff meetings throughout the year for staff across K-6 on the Matific online program and data analysis to inform Response to Intervention (RTI) practices.</li> <li>- Provide opportunities for students identified through data analysis to participate in Early Numeracy Intervention.</li> <li>- Prioritise time in team meetings for collaborative planning of numeracy learning experiences for students based on student data analysis.</li> </ul>

# Leadership

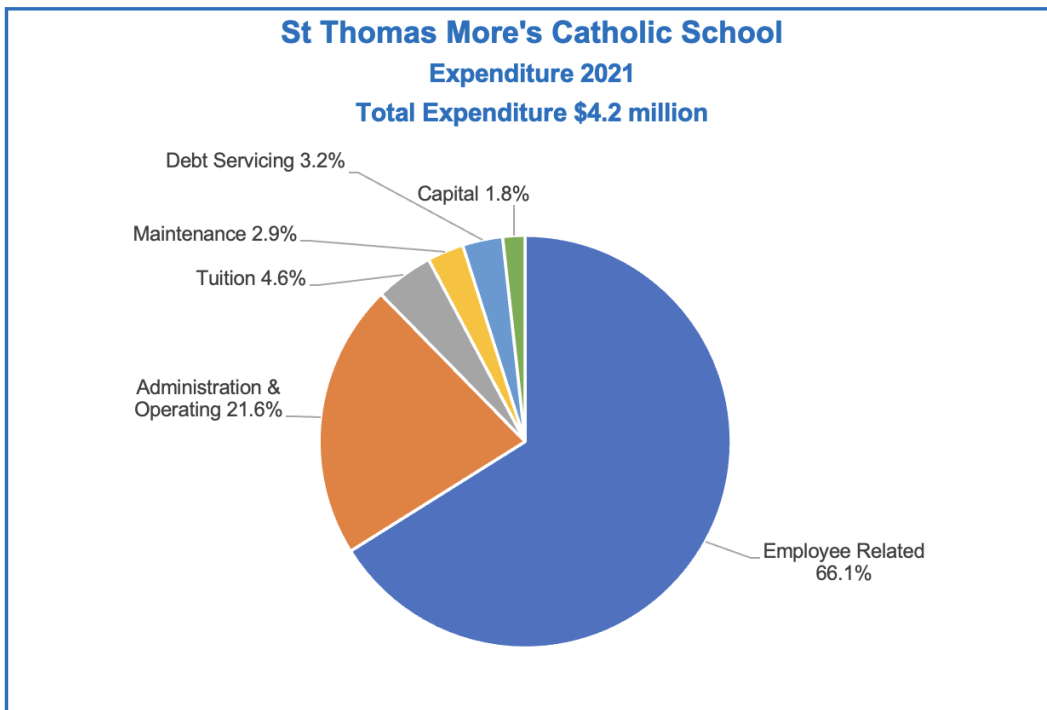
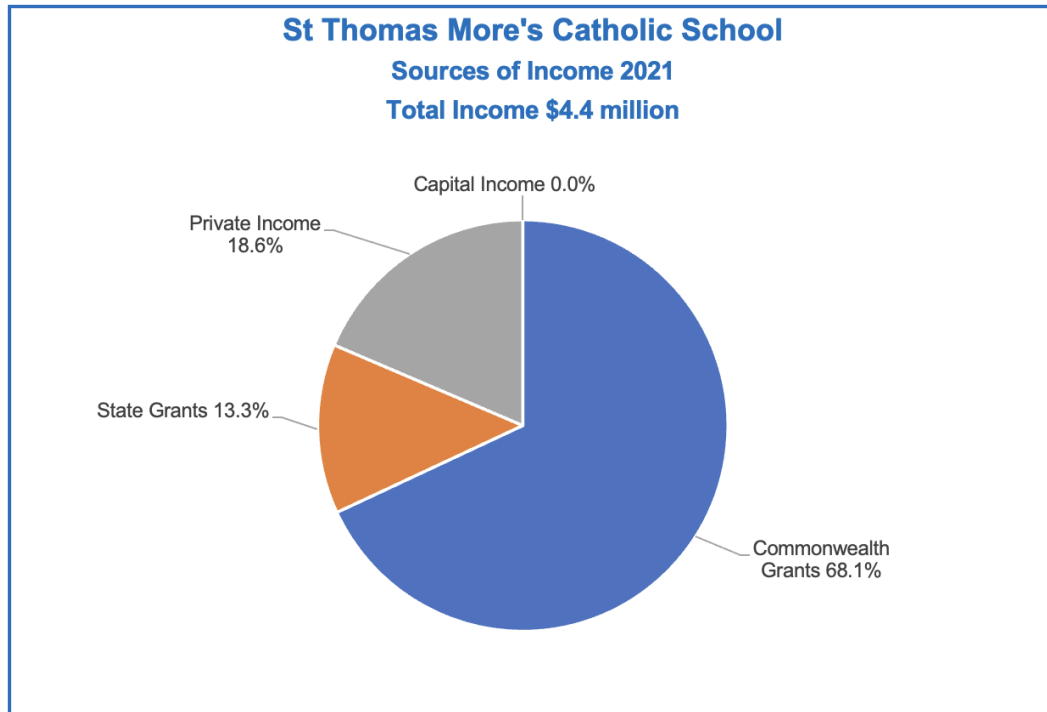
SIP Priority Area	2022 Key Priority	Strategies
Student: Goals 10 & 11	Provide opportunities for our Grade 6 students to develop their leadership capacity, knowledge and skills.	<ul style="list-style-type: none"> <li>- Schedule time for groups of Grade 6 students to participate in student leadership development sessions on a rotational basis each fortnight with members of the Staff Leadership Team.</li> <li>- Schedule time for groups of Grade 6 students to meet with members of the Staff Leadership Team on a rotational basis each fortnight to develop activities for pastoral care groups.</li> <li>- Engage Will Smith and JCP Youth to host a student leadership conference at the school for our Year 6 students.</li> </ul>
Staff: Goal 15	Embed structures in the life of the school to cater for staff leadership	<ul style="list-style-type: none"> <li>- Promote opportunities for staff engagement in both formal and informal leadership roles in the key areas of numeracy, literacy, moderation practices &amp; STEM.</li> <li>- Utilise PLC practice and culture to explore and share</li> </ul>

	<p><b>development through engagement in both formal and informal positions of responsibility, collaborative reflective practice, professional learning, and participation in broader networks of educational leaders.</b></p>	<p>professional learning in educational leadership in team meetings (to be practiced and modelled in Leadership Team meetings in 2022).</p> <ul style="list-style-type: none"> <li>- Prioritise resources to enable key learning area leaders to attend CET network meetings.</li> </ul>
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Mission		
SIP Priority Area	2022 Key Priority	Strategies
Resources: Goal 18	Utilise our environmental, local and financial resources in a responsible, ethical, and sustainable manner to improve the broad educational experience for the community.	<ul style="list-style-type: none"> <li>- Complete and open the playground refurbishment project, including finalising the planning and funding, coordinating construction and overseeing final delivery.</li> <li>- Embed in the scope and sequence of each year level the use of Newstead Reserve as an outdoor learning space for play, sustainable practices, and team building.</li> <li>- Embed in the GNFL scope and sequence of each year level the use of the Emmanuel Centre as a liturgical learning space for prayer and reflection.</li> </ul>
Wellbeing: Goal 20	Implement the RULER approach to improve the quality of classroom practice through professional development and classroom curricula to integrate emotional literacy instruction into teaching-learning interactions.	<ul style="list-style-type: none"> <li>- Provide ongoing professional learning for staff in developing their understanding and capacity in utilising the RULER approach, starting with an introductory session in Week 1 of Term 1.</li> <li>- Provide continued professional learning sessions on the RULER approach including at least one dedicated staff meeting per term.</li> <li>- Engage CET Education Officer - Fiona Labuschagne to support staff with their professional development in the RULER approach.</li> </ul>
Connection: Goal 21	Promote student engagement in Junior Joeys and Vinnies programs to enhance student participation in social justice activities both in the school and broader communities.	<ul style="list-style-type: none"> <li>- Invite Sr Carmel Jones to participate in and enrich the Junior Joey's program to provide witness to the charism of the Josephite Order.</li> <li>- Engage with Erin Worth, St Vincent de Paul - Youth and Community Services Officer, to develop a yearly plan for the engagement and flourishing of the Vinnies program in the school community.</li> <li>- Promote staff engagement in support of the St Vincent de Paul Food Van Program.</li> </ul>
Connection: Goal 22	Promote awareness and understanding of Aboriginal and Torres Strait Islander (ATSI) culture, wisdom and practices in the staff, student and broader community.	<ul style="list-style-type: none"> <li>- ATSI Coordinator to attend team meetings to support teachers to embed and integrate ATSI curriculum priorities into relevant scope and sequence planning.</li> <li>- Appoint a Teacher's Aide to focus on intervention, extension and overall achievement of learning outcomes of ATSI students.</li> </ul>

# Finance

Please note that the financial charts and information outlined below reflect the most recently available data which pertains to the 2021 school year, and have been compiled by Catholic Education Tasmania' Finance Team.





## PIE CHART DATA

### St Thomas More's

2021

#### Income

Commonwealth Grants	68.1%	\$3,022,868	
State Grants	13.3%	\$592,700	
Private Income	18.6%	\$825,864	
Capital Income	0.0%	\$0	
<b>Total Income</b>	<b>100.0%</b>	<b>\$4,441,431</b>	<b>\$4.4</b>

#### Expenditure

Employee Related	66.1%	\$2,807,638	
Administration & Operating	21.6%	\$916,366	
Tuition	4.6%	\$193,991	
Maintenance	2.9%	\$121,574	
Debt Servicing	3.2%	\$133,944	
Capital	1.8%	\$74,452	
<b>Total Expenditure</b>	<b>100.0%</b>	<b>\$4,247,965</b>	<b>\$4.2</b>
Loss on Revaluation		\$0	
<b>Surplus/(Deficit)</b>		<b>\$193,466</b>	

*This report was prepared and completed by Mr Casimir Douglas on 31st May, 2023  
with support from the St Thomas More's Catholic School Leadership Team.*



**St Thomas More's  
Catholic School**

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