



# AGM School Performance Report

2024 Academic Year



**Shaping our future together**

St Thomas More School | A Catholic school in the Mercy Tradition | Reception to Year 6



## Acknowledgment of Country

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**Nudloo tumpuntea Kurna**  
**Mirenya yarta**  
**Mathanya Woma tartanyakoo**

We acknowledge (that) the Kurna people are the landowners and custodians of the Adelaide Plains. We recognise Elders past and present.

We also honour and try to live the essence of the Mercy Tradition which cherishes the search for Truth and Justice.

We are committed to Reconciliation.

**Nachalia**  
Thank you



The following report provides details of the 2024 academic year. This report meets the school's responsibility in reporting information on its 2024 performance (Australian Education Act 2013).

## Context

Located in Elizabeth Park in the Playford City area, St Thomas More School is an inclusive primary school with a strong traditional feel. We provide education for a diverse population of students from all backgrounds, religions, ethnicity, and family dynamics.

Our focus is on nurturing a lifelong love of learning while explicitly encouraging students to embrace our values: Compassion, Courage, Hospitality, Justice, Respect, and Service. This is enshrined in the CESA Living Leading Learning Standard and Key Capabilities.

Our students engage in a progressive and inclusive curriculum enhanced through evidence based, teaching and learning practices. Students families are welcomed, valued, accepted, and supported within a safe and inclusive environment.

Teachers work collaboratively to provide excellence in teaching and learning and meet individual children's learning needs in a variety of ways. We provide contemporary learning theory, high quality differentiated curriculum, inclusive learning, adjustments, and intervention programs.

Learning areas include Religious Education, English, Mathematics, Science, Humanities and Social Sciences, Languages - Chinese/Mandarin, Health and Physical Education, Arts and Science Technology Engineering Maths (STEM). We teach Made in the Image of God and the Child Protection - Keeping Safe Program. Specialist programs include PE.

Our staff work closely with children and families to encourage a sense of belonging and love of learning. We invite family involvement in decision making through membership on the School Board and active involvement in our Volunteer Program. Students are involved in decision making through their roles as School Ambassadors and House Team Captains.

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

## Vision

In 2021, St Thomas More School and St Mary Magdalene's School embarked on an inspirational, innovative, and unique journey to work collaboratively in partnership enhancing educational opportunities for each student, greater access to facilities and resources and collaboration across teaching practices and programs.

As this partnership developed, we began a revisioning process where parents, students and staff of our two schools undertook the DISA Survey to get a snapshot of our operation in the areas of academic performance, culture and community and teaching practices. The combined survey results identified that we are connected, cohesive communities with with passionate staff who work collaboratively with all in the community.

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.

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.

# Compassion Justice Respect Hospitality Service Courage

## Mercy Education Values

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.

### Mercy Education Values



#### Compassion

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



#### Justice

Through our school policies and pastoral care, we create fairness and justice in our relationships with students, staff and families and in our daily interactions with others through words, actions and attitude.



#### Respect

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



#### Hospitality

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



#### Service

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

## Staffing 2024

Name	Position	Name	Position
Chris Platten	Principal	Vicki Rubino	Head of School
Melissa Musolino	APRIM	Janelle Lieu	Business Manager
Michael Clifford	Leader of Teaching and Learning - Curriculum	Matt McGinty	Leader of Teaching and Learning - Wellbeing
Malama Theodosi	Reception Teacher	Brittney Hills	Reception Teacher
Stavroula Haros	Reception Teacher	Connie Carter	Year 1 Teacher
Michael Arthur	Year 1 Teacher	Carly Morrison	Year 2 Teacher
Marie D'occhio	Year 2 Teacher	Georgie Bush	Year 3/4 Teacher
Jasmine Fischer	Year 3/4 Teacher	Katelyn Jessop	Year 3/4 Teacher
Rosealyse Trimboli	Year 5/6 Teacher	Sarah Carritt	Year 5/6 Teacher
Rowan Grist	Year 2 Teacher	Sara Hardy	ESO Admin
Cristian Morgado	PE Teacher	Alex Merritt	Admin ESO
Rosemarie Vilano	Italian Teacher	Olivia Marshall	Admin ESO
John Mathew	Finance Officer	Luisa Antoniciello	Admin ESO
Tess Boyd	Counsellor	Michael Higgie	WHS Coordinator
Andrew Scott	Maintenance and Grounds Person	Lisa Welford	Enrolments, Marketing and Communications
Charlie Poole	Curriculum ESO	Yana Kanelopoulos	Curriculum ESO
Sarah Woods	Curriculum ESO	Brooke Jessop	Curriculum ESO
Linda Marsh	Curriculum ESO	Craig Drendel	Curriculum ESO
Nicole Hemlin	Curriculum ESO	Julie Benham	Curriculum ESO
Aston Smith	Curriculum ESO	Sarah Adeli	Curriculum ESO
Samia Rafi	Curriculum ESO	Madison Scott	Curriculum ESO
Jane Wells	Canteen	Lesley Swann	Library ESO
Cherly Bielby	OSHC Director	Valeri Bowley	OSHC Assistant Director
Andrew Curtis	OSHC	Montana Evans	OSHC
Jospeh Arold	OSHC	Abbey Washington	OSHC
Amika Dorre	OSHC (Casual position)	Alison Woodward	OSHC (Casual position)
Sarah Saberton	OSHC (Casual position)	Habib Shabibi	OSHC (Casual position)
Donna Turner	OSHC (Casual position)	Stephanie Dennis	OSHC (Casual position)
Duaa Reda	OSHC (Casual position)	Chloe Bull	OSHC (Casual position)



## Teacher Standards & Qualifications

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

## School Information

St Thomas More Primary School 50 Yorktown Road, Elizabeth Park SA 5113	
School Type	Primary
School Sector	Catholic, non-Government
ICSEA Value	938
Total Enrolments	260
% Indigenous Enrolments	15%
% Students with Disabilities	37.7%
% EALD Students	6%

## Enrolments by Year Level 2024

	Female	Male	TOTAL
Reception	32	29	61
Year 1	14	22	36
Year 2	17	24	41
Year 3	20	19	39
Year 4	15	18	33
Year 5	11	19	30
Year 6	11	9	20
TOTAL	120	140	260

## Student Attendance (%)

	Term 1	Term 2	Term 3	Term 4
Reception	86.6%	83.4%	86.6%	85.1%
Year 1	87.0%	83.3%	85.7%	84.2%
Year 2	88.6%	90.2%	87.8%	88.1%
Year 3	86.0%	87.4%	87.4%	86.3%
Year 4	86.8%	86.9%	86.3%	88.6%
Year 5	89.9%	89.0%	87.1%	85.8%
Year 6	88.6%	87.1%	83.5%	79.0%
TOTAL	87.5%	86.5%	86.6%	85.7%

## 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 2024

State Government Grant	\$1,0958,636
Commonwealth Government Grant	\$3,667,642
<b>TOTAL Government Grants</b>	<b>\$4,763,278</b>
School Fees	\$203,968
Other Income	\$1,571,172
<b>TOTAL Income</b>	<b>\$6,538,418</b>

### Post School Destinations

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

## Staffing

Male Full Time Teachers	6
Female Full Time Teachers	20
Part Time Teachers	0
<b>TOTAL Teachers</b>	<b>26</b>
Female Educational Support Officers	14
Male Educational Support Officers	5
<b>TOTAL Educational Support Officers</b>	<b>19</b>

## Staff Professional Learning

Positive Behaviour Intervention Support (PBIS)	First Years of Schooling Literacy PD
IDEAS Project	Learning Difficulties Seminar
CLARITY	EAL Moderation and Training
STEM Project	PLC Planning Days
MultiLit	Contact Officer Refresher Training
Catholic Schools Primary PE Conference	ATSI Focus Day
Aspiring Leaders Program	Mental Health and Wellbeing of Young People
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	Cognitive Coaching
Literacy Network	Choir Training Day
Partners in Practice (PIP) Project	Supporting Students in the Emerging Phases of English Language Learning



## School Events - Value Added

SAPSASA Winter Carnival	Class Excursions
Catholic Schools Athletics Carnival	R-4   Swimming Lessons
R-6  Central Districts Football Club Clinics Years	Class / Whole School Liturgies
SAPSASA District Swimming Carnival	Project Compassion Activities
Movie Evening	Buddies Programs
Catholic Schools Touch Carnival	5-6   Leadership Days
4-6   Catholic Schools T-Ball Carnival	6   Graduation Liturgy
Sports Day	6   Graduation Dinner
Sporting Schools Sports Program	5-6   Camp
Whole School Carnevale Parade	5-6   Road Traffic Crossing Training
SAPSASA District Summer Carnival	Meet and Greet Evenings
Remembrance Day Liturgies	New Reception Families Information Meeting
Early Learning Years Program	Catholic Schools Music Festival
Book Week Dress Up Day	End of Year Concert
New Reception Transition Program	Learning Conversations

NAPLAN participation 100%

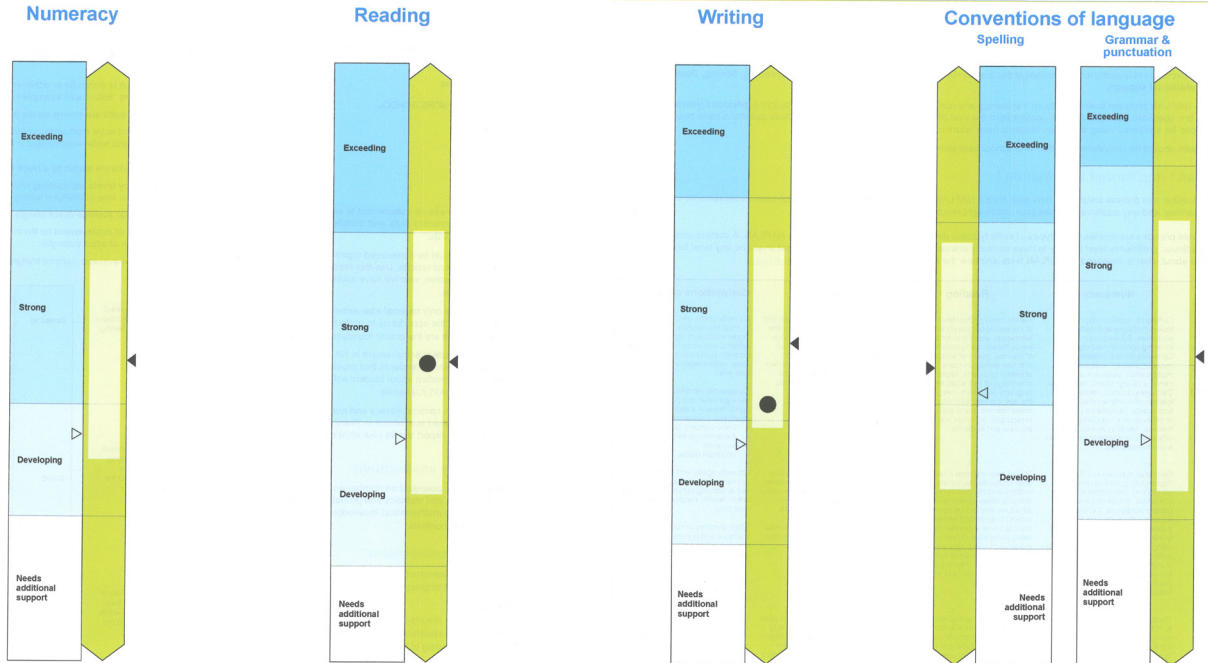
Year 3									
Reading	358	Writing	377 ●	Spelling	387	Grammar	360	Numeracy	363

## Student report 2024 Year 3

## Student report 2024 Year 3

KEY ● Individual student result ◀ National average ▶ School average █ Range of achievement for the middle 60% of Year 3 students in Australia

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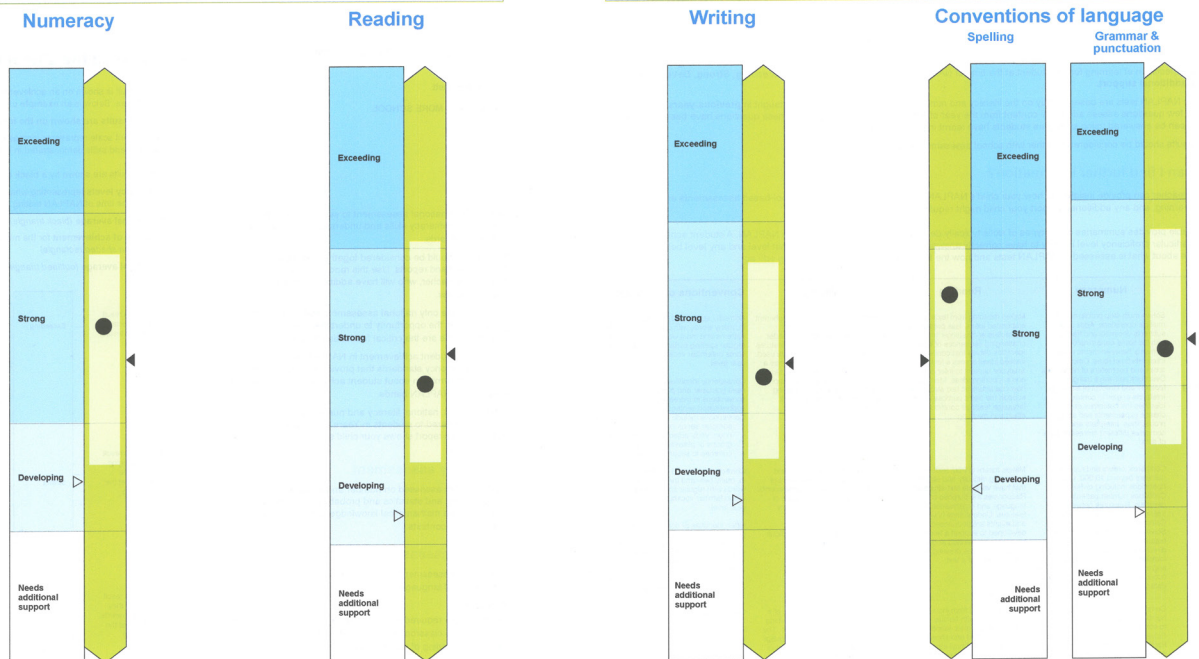
Year 5									
Reading	394 ●	Writing	413 ●	Spelling	409 ●	Grammar	386 ●	Numeracy	419 ●

## Student report 2024 Year 5

## Student report 2024 Year 5

KEY ● Individual student result ◀ National average ▶ School average █ Range of achievement for the middle 60% of Year 5 students in Australia

KEY ● Individual student result ◀ National average ▶ School average █ Range of achievement for the middle 60% of Year 5 students in Australia





ZOE



SENIOR

SARHA



SENIOR

CHARLOTTE



SENIOR



# School Satisfaction 2024

All students at St Thomas More School were involved in the CESA 'Classroom Pulse Check In' survey, which occurs in Weeks 5 and 6 of each school Term.

The Classroom Pulse Check In survey provides all students with the opportunity to communicate to their teacher and school leadership about their sense of belonging, progress in learning and overall experience of school. This information is intended to support classroom teachers' key pastoral and learning role. As each child is different, our response to each child is different. The collection of student voice through this survey has allowed teachers to work in partnership with students and parent/caregivers to address any concerns or issues highlighted.

St Thomas More School students, parents/caregivers, and staff were invited to participate in the Living Learning Leading (LLL) Survey. The data collected is interpreted and used by the school as a self-assessment of performance against the four components of the Living Learning Leading Standard.

The four areas of the Living Learning Leading Standard are:

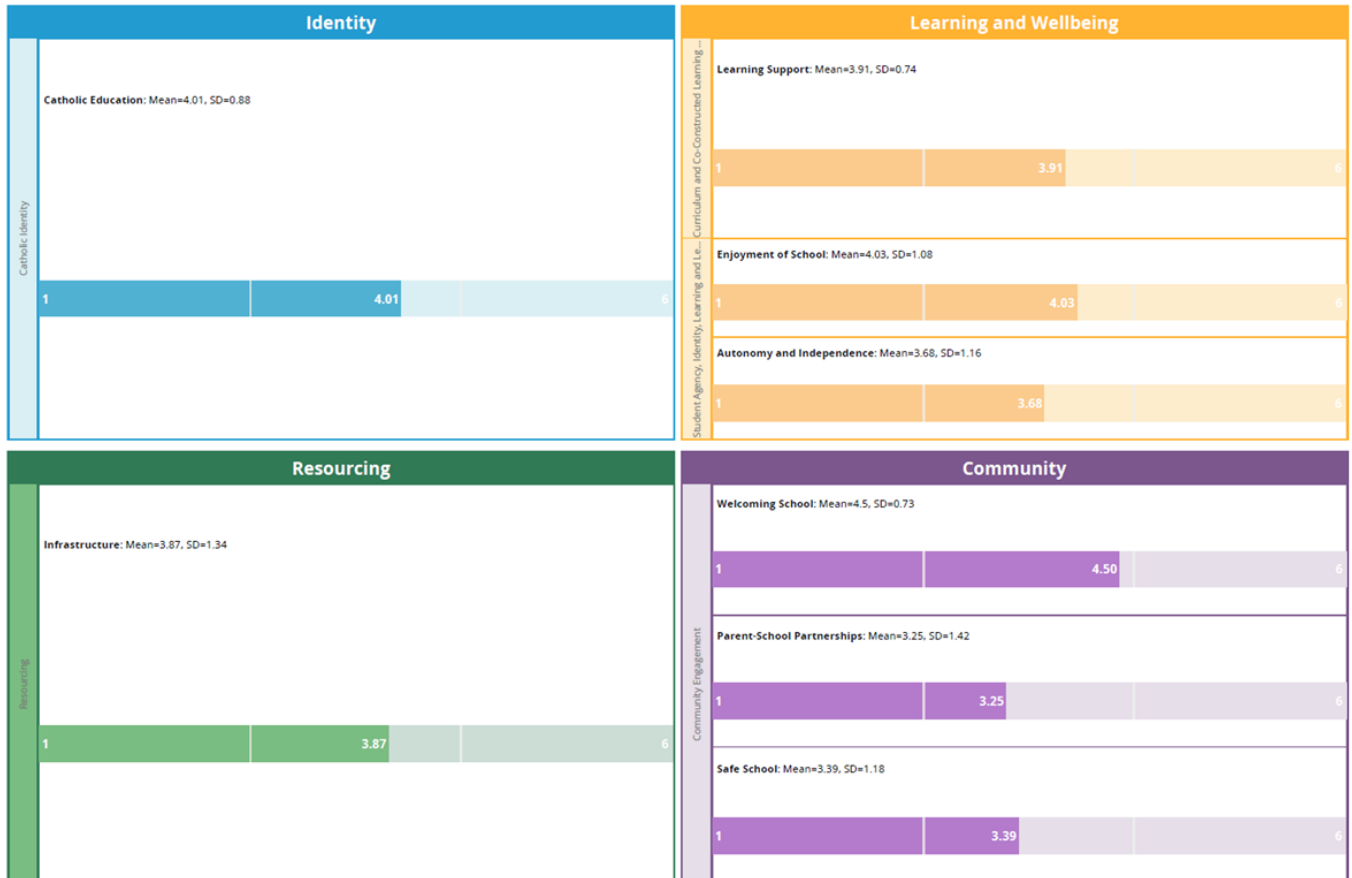
- Catholic Identity
- Curriculum and co-constructed learning and assessment design
- Student agency, identity, learning, and leadership
- Community engagement

These surveys guide the development of the School's strategic and annual plans and ensure our alignment with system priorities.

The following is a summary of the data for the 2024 surveys:

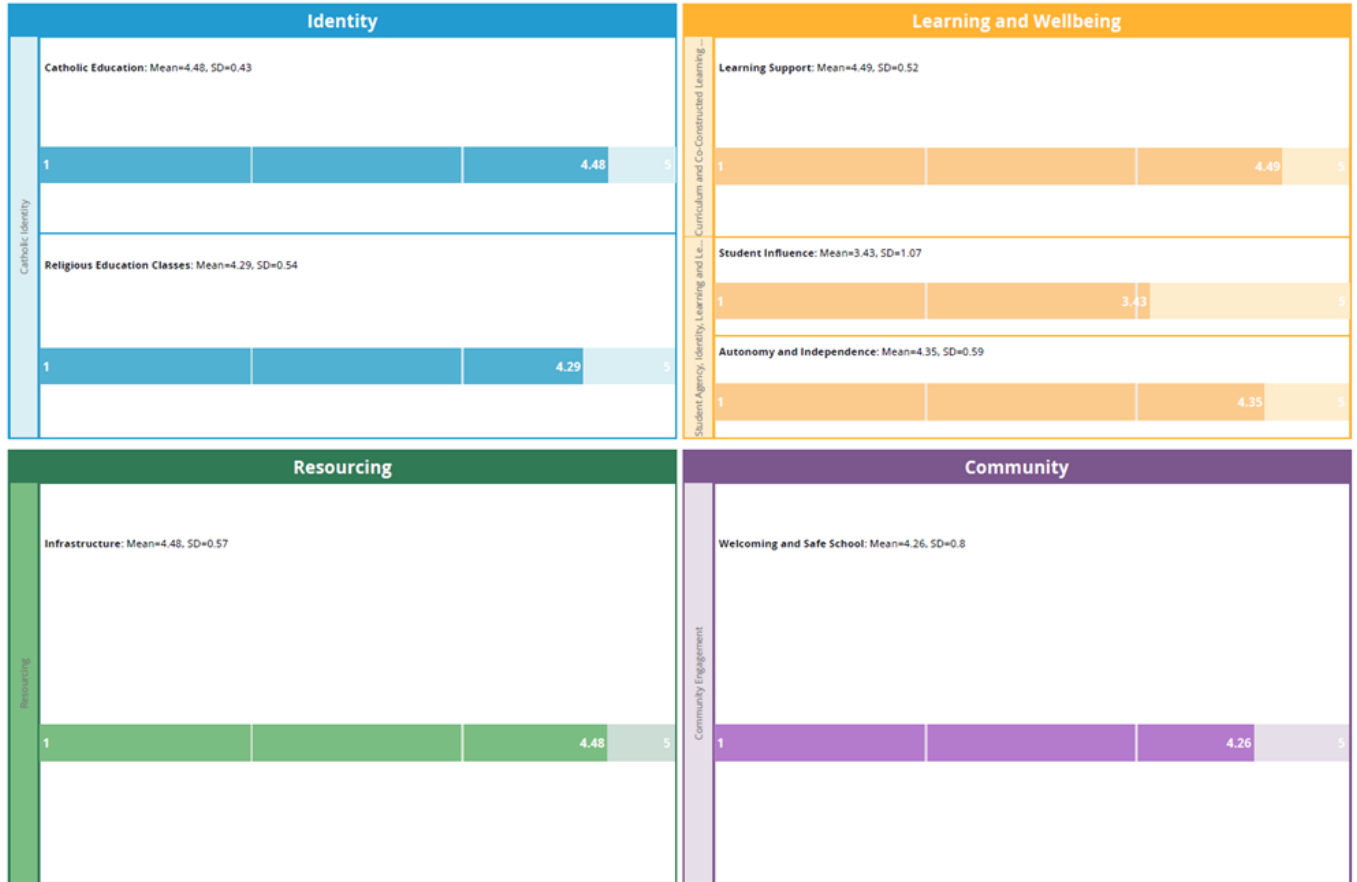
## Parent/Caregiver Response

### Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



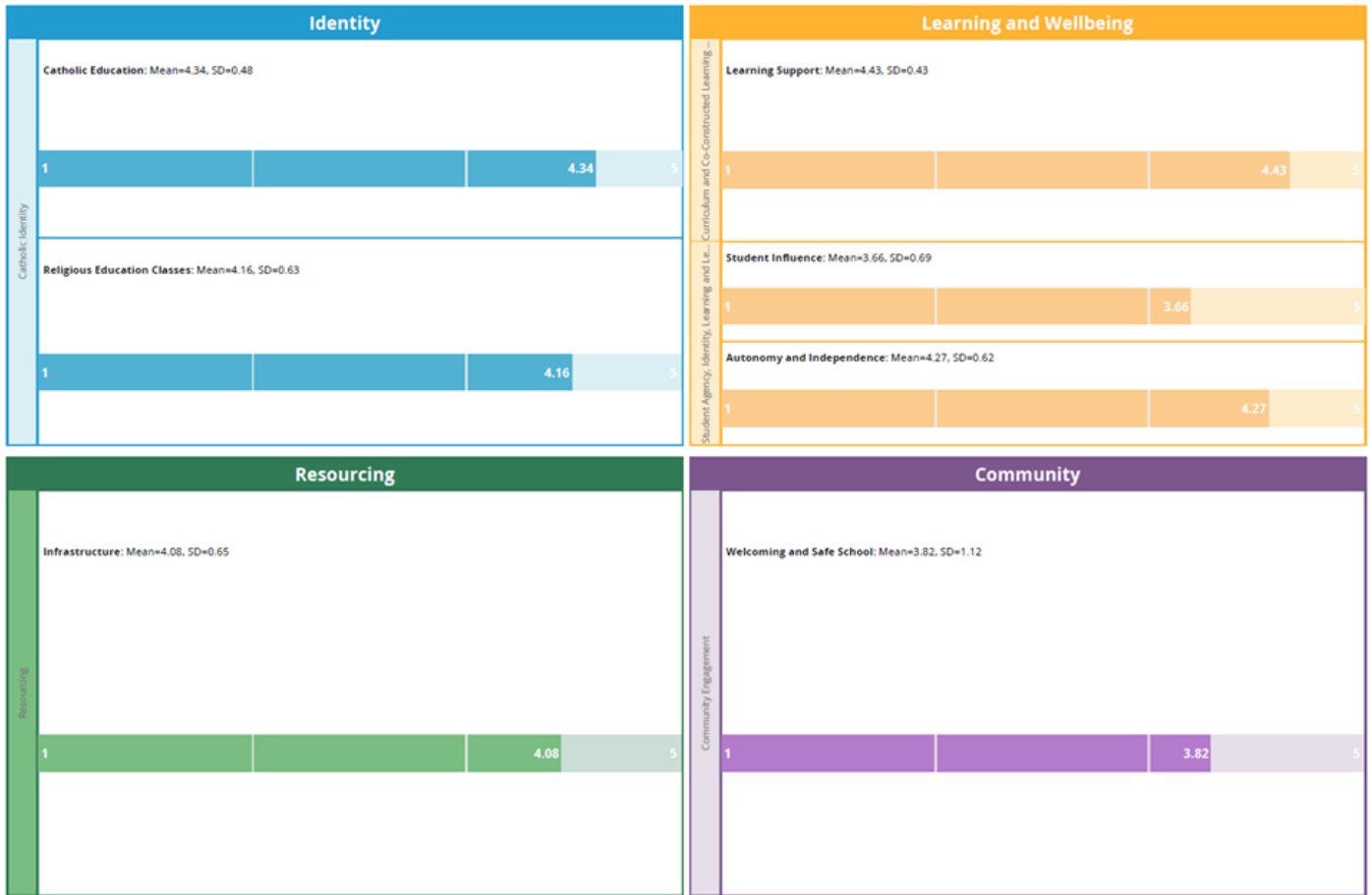
Student Response Years 2 to 4

Balanced Score Card: Student Perceptions (LLL Framework)



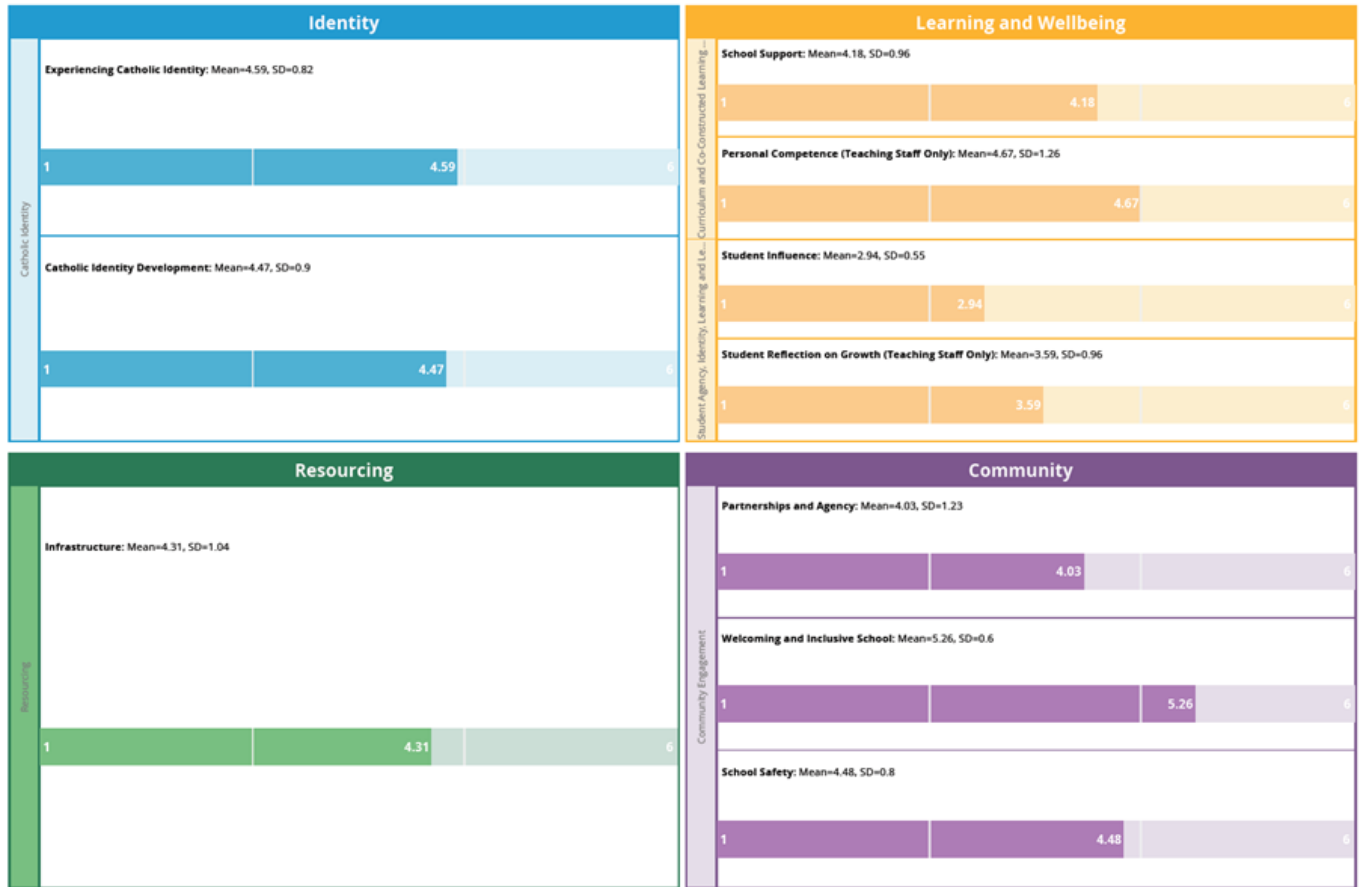
Student Response Years 5 to 6

Balanced Score Card: Student Perceptions (LLL Framework)

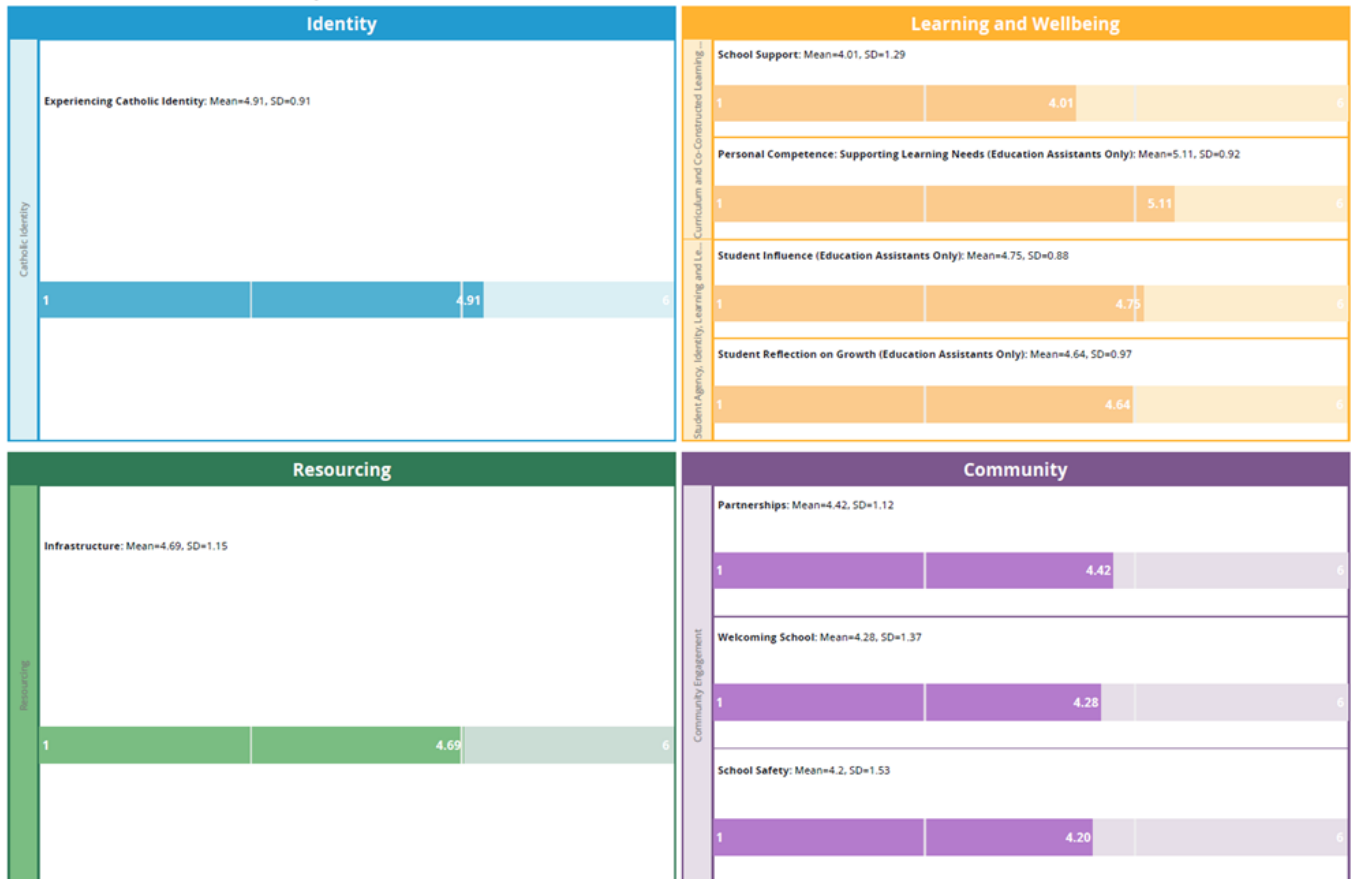


## Staff Response

### Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



### Balanced Score Card: ESO Perceptions (LLL Framework)





## School Improvement Plan 2024

The following is a summary of the data for the 2024 surveys:

Catholic Identity				
Goals What are we trying to achieve?	Strategies What actions will we take to achieve our goals and targets?	Responsibility Who will lead this?	Resources What human and financial resources will we need?	Success Indicators/Evidence How will we know we have been successful? What data will we need to measure achievement of our goals?
Bring Church together, foster school parish connections	Parish - staff commissioning mass together with SMM/CCC/St Pat's/CMS  Review of family based, school supported Parish Sacramental program.	Principal/Head of School/APRIM		Attendance at Commissioning Mass 23/1/24 all attended @ St Ann's Church with STM/SMM/CMS/CCC/St Pat's Sacramental Masses Feedback from Sacramental Program
Provide excellent religious education teaching and learning	APRIM to continue to work with class teachers/PLCs to develop units of work and assessment rubrics for Religious Education Staff enrolment of Graduate Certificate in Religious Education Staff Meeting focus in RE each term MITIOG training for new staff	APRIM	Staff Meeting time Allocate release time for APRIM/class teacher to meet/plan PLC Meetings with APRIM Off-site event costs CPF costs	Professional learning sessions have taken place Teachers assessing RE using performance standards Staff PD - new Crossways CPF/MITIOG Graduate Certificate Studies APRIM support for new/all teachers in RE curriculum understanding and planning
Deepening of the communities understanding our Mercy Charism	Mercy Schools Reflection Day STM/SMM/CMS - guest speakers Mercy Sisters Unpacking of the theme with staff Mercy Values - explicit teaching of each value - modeling/certificates Development of Code of Conduct using Mercy Values	APRIM/ Communication & Marketing Coordinator	Reflection Day - Venue, catering, presents for guests - 23/8/24 SMM/STM/CMS Poster/Banner/Certificate costs	Staff PD, Staff Prayer, Introduction at beginning of school year Staff Spirituality Day Facebook/Newsletter/Parish Newsletter Prayer Focus/Tables Banners Orientation Days Children's Visual Art presentations Masses, Liturgies, Song
Advocate for the common good through social justice and ecological action	Use language of Catholic Social Teaching Name activities as Social Justice - call to faith in action Establish Role Descriptions for Social Justice, Ecological Awareness etc. Student Leadership Group Establish a 'charity/social justice' cycle Investigate possibilities of community social justice action (e.g.: nursing home visits, soup making) Brainstorm ideas with staff Establish staff ecological awareness and action committee to create Ecological Conversion Policy	APRIM/Head of School/Principal		Student led Social Justice Activities School involvement in Project Compassion, Winter Vinnie's, Catholic Charities and Vinnie's Christmas Year 6 participation in Walk a Mile - invite family and wider community to donate Reduction in cost of waste disposal Ecological Conversion Policy

Strategic Direction 2 - Learning, Teaching, and Wellbeing Goals

Goals	Strategies	Responsibility	Resources	Success Indicators/Evidence
Build strong practices in English and Mathematics teaching	Launch our developed whole school Vision for Learning - IDEAS Project	Leader of Teaching and Learning / EAL/D - POR 2 QPT		Vision for Learning - Launch Term 2 2024 Whole school agreed practices in literacy and numeracy published Whole school agreed standardised testing Standardised test results/ student data Co-construction of success criteria and assessment rubrics Evidence of Bump it Up walls Use of data / Case Management Staff PD Data Wall Teacher Professional Discussions
Provide opportunities to engage students in other learning opportunities	Year 3 to 6 Students   - Northern Region, SACPSSA Carnivals, Sports Day - Catholic Schools Music Festival - 'Electives' program Reception to Year 6 Students   - Sporting School Clinics, after school sports program - School Carols Evening STEM teacher   drive curriculum and opportunities Review Year 5/6 Camp Participation in curriculum/ local initiatives, art walks, arts program, NAIDOC Week, Science Week	Specialist Teachers PORs	PORs Admin Time - PE Teacher and P/Arts Teacher Cost of the evening - PA System, catering etc Equipment/resources required for each activity Resources	Student participation in extra curricular activities Student participation in competitions School/System/Community Events Numbers in attendance/ participation Use of digital technologies equipment
Development of student agency	Continue Clarity professional learning - Principal, Head of School, APRIM, Leader of Teaching & Learning/EAL/D Staff Meetings and PLC time to support Clarity professional learning Termly whole school focus on one Key Capability (LLL) Student Leadership Teams - Ambassadors, House Captains, Social Justice Leaders etc.	Clarity PD Team - Principal, Head of School, APRIM, Leader of Teaching and Learning/EAL/D School Counsellor QPT		CLARITY - Student goal setting, Explicit learning intentions, Bump it Up Walls Co-construction of success criteria Feedback from students Pulse Surveys LLL Survey Year 5/6 Leadership Groups
Enhancement of student wellbeing	Establishment of student wellbeing committee Staff Professional Positive Behaviour Intervention Support (PBIS)	QPT Established PBIS Leadership Team	Training Days	Flying Start Week Pulse Data Notes on SEQTA QPT - focus on wellbeing data School Counsellor LLL Survey Data Collection of Evidence Staff Meetings

## School Improvement Plan 2024

### Strategic Direction 3 - Administration and Resourcing

Goals	Strategies	Responsibility	Resources	Success Indicators/Evidence
School Development	<p>Master Plan approved</p> <p>New buildings to get approval and go to tender</p> <p>Minor works to create GLAs to cater for increase in enrolments</p> <p>Policy &amp; Procedure development for school and OSHC</p>	<p>Principal, Head of School, Business Manager, Das Studio (Architects), Monica Moore (CESA)</p> <p>Principal/ Communications and Marketing Coordinator/All Staff</p>	CESA Building Team	
Enhancement of Staff Wellbeing	<p>Staff meeting focus - Wellbeing</p> <p>Meet with Co-educators twice a term each semester</p> <p>Meet with new staff each term</p> <p>Celebrations throughout year (birthday, marriage, births, deaths etc)</p> <p>Last staff meeting each term is a "Term Review/Successes"</p> <p>Individual Feedback</p> <p>Staff Spirituality Day</p> <p>Support for Early Career Teachers</p>	<p>Leadership Team</p> <p>Head of School, Leader of T&amp;L/EAL/D</p> <p>Social Committee</p> <p>All Staff</p> <p>Principal, Head of School and Leader of T&amp;L/EAL/D</p>	Activity / Presenter Costs	<p>LLL Survey</p> <p>Reduction in Staff absenteeism</p> <p>Staff attendance at celebrations</p>

### Strategic Direction 4 - Community

Goals	Strategies	Responsibility	Resources	Success Indicators/Evidence
Build collaborative relationships with families to support student learning, safety, and wellbeing	<p>Communication platforms - Seesaw, Schoolzine, Facebook, Email, etc.</p> <p>Newsletter</p> <p>Class teacher presentation at School Board meetings</p> <p>Review format for Meet &amp; Greet</p> <p>Review format for Parent Conversation Evenings - literacy/mathematics</p> <p>Parent Information Night/ Workshops</p> <p>Development of 2023-2026 Strategic Plan</p> <p>STEM/Art/Learning Exp</p> <p>School event invitations - masses, liturgies, assemblies, sport carnivals, etc.</p> <p>Volunteering opportunities, excursion, sports day, carnival support, classroom activities, school barbeque's, and social justice fundraisers</p>	<p>Leadership Team, class teachers, Communications/ Marketing Coordinator</p>		<p>Facebook Posts</p> <p>Newsletter articles</p> <p>After school sports competitions</p> <p>P&amp;F Events - Cali, M/Day Staff and Morning Tea, F/Day Brekky and Stall, Biennial Fundraising Event</p> <p>Seesaw posts and engagement</p> <p>Attendance at information nights and learning expos.</p>

### Catholic Identity | Melissa Musolino

At St Thomas More our Catholic Identity is central to the life of our school and all that we do. Through the year we aim to create opportunities for our students and families to engage with the Catholic Tradition in various ways including invitation to class and whole school celebrations of prayer, liturgy and Mass, involvement in outreach programs through fundraising, participation in events that link to the liturgical year and connecting to our local church through the Elizabeth Catholic Parish Sacramental Program.

Our Mercy Charism continues to guide us in all we do as we work to live out the values of the sisters of mercy, respect, compassion, courage, hospitality, justice and service. This year we celebrated Mercy Day with a Colour Run through Schools Fun Run with \$8,806.56 being raised by families to support Catherine House and Carrington Cottages. Throughout the fundraising process, students and staff learned more about the work of the two mercy-based charities raising awareness about the great work they do in the community.

Microsoft Teams Prayer continues to be a weekly focus in our schools and a way to highlight our joining across the schools. Staff are rostered to prepare and lead this over the year.

Staff formation in Religious Education is an important part of our work. St Thomas More joined with St Mary Magdalene's and Catherine McAuley Schools to engage in a day of reflection on our Mercy charism. We were fortunate to have Adelaide based sisters of mercy lead the morning session for us providing us with knowledge about our three mercy schools along with a snapshot of the work of the sisters of mercy around the world. The day provided an opportunity for staff to engage in prayer and reflection on what is at the heart of everything we aim to do in our schools as we live out the mercy values.

Staff continue to further their learning through the Graduate Certificate in Education program through the Australian Catholic University.

As a whole staff group, we continue to focus on our learning through the Catholic Education Collaborative Inquiry project as we work together to explore and create rich assessment tasks and determine 'best practice' for assessment and moderation in Religious Education.

Connections with the Elizabeth Catholic Parish continue to grow through participation in the Sacramental Program. We had two students from St Thomas More complete the Elizabeth Catholic Parish Sacramental Program.



### Teaching & Learning | Michael Clifford

#### English as an Additional Language or Dialect (EALD)

In 2024, 31 students underwent LEAP level assessment in both written and oral language, with the following distribution across the phases: 16% in the consolidating phase (the highest category), 52% in the developing phase, and 32% in the emerging phase. Notably, no students were identified in the beginning phase and no students regressed or went backwards in the data. Considering student transition to high school and new enrolments, we project an increase in the number of EALD students to 36 in 2025.

#### NAPLAN

Our Year 3 students achieved positive results in NAPLAN 2024, with improvements across all five domains. This cohort was the first to engage with the InitialLit program at STM, and it is noteworthy that spelling emerged as our strongest domain. However, Year 5 reading data was identified as an outlier, prompting the school to implement targeted strategies. In response, we introduced Week 0 training for teachers focused on reading, with an emphasis on Years 3-6. In addition, we are considering writing as a focus area for 2026, with preparatory training for teachers planned in 2025, including whole-staff sessions on LEAP-level writing instruction.

#### Nationally Consistent Collection of Data (NCCD)

In 2024, 113 students were identified for NCCD. Of these, 2 were classified as extensive, 12 as substantial, 62 as supplementary, and 37 were identified with Quality Differentiated Teaching Practice (QDTP). For 2025, I anticipate an increase in the number of students requiring personalised learning plans, projecting a total of 130 students an increase for 120 in 2024. It is expected that the number of students classified as extensive will rise, while the numbers in the supplementary category may decrease.

#### Allied Health Support

We continue to foster strong partnerships with a range of allied health services across the state. As most Allied Health Support service work on a fortnightly session cycle, our school in house to approximately 70 hours of support per week. On a weekly basis, our students benefit from approximately 35 hours of allied health support, despite the school operating for 30 hours each week. This is a significant commitment to student learning and well-being. Allied health professionals consistently report a positive and welcoming environment at our school, praising the collaboration and professionalism of our staff. Teachers are receptive to incorporating strategies from allied health sessions into the classroom and often dedicate additional time after school to collaborate with these specialists.

#### Literacy & Numeracy Programs

Our literacy and numeracy initiatives are well underway for 2025. The R-2 teachers are using the MultiLit program, while teachers in Years 3-6 are utilizing PLD for spelling instruction. We are excited about the starting data for PLD across its six stages and look forward to tracking student progress across the year. Additionally, the DIBELS assessment will be introduced in 2025 to support reading development. In terms of numeracy, 42% of students were at or above standard in the 2024 PAT assessment, while 58% fell below the benchmark. For reading, 41% of students achieved at or above the standard, with 59% scoring below the benchmark. These results inform our ongoing efforts to refine and enhance instructional practices.

## Wellbeing | Matt McGinty

St Thomas More School began this year with the introduction of 2 new Wellbeing initiatives. These initiatives were based upon parent and staff responses from surveys earlier in 2024.

Staff from St Thomas More and St Mary Magdalene’s participated together in a trauma-informed professional development called the **Berry Street Educational Model (BSEM)**. This model involves 4 days of training focusing on 5 dimensions – Body, Relationship, Stamina and Engagement, and Character. Our Mercy schools began with the ‘Body’ dimension in which staff learnt theory surrounding the body’s response to stress and adverse childhood experiences. The program models practices that develop regulation within children and creating morning structures that promote positivity and engagement within the classroom. *Question 6 of the 2024 Parent survey* indicated that student regulation was a significant issue that families were experiencing:

**What are the biggest issues you are experiencing with your child/ren? We ask this so as to better understand how we can support families.**



Our St Thomas More School staff will collaborate and establish agreed upon practices/ strategies that enhance student regulation and engagement at a Tier One level.

A new Social and Emotional learning (SEL) program, ‘**Grow Your Mind**’, was also introduced to ensure that our students had access to a range of wellbeing learning opportunities that linked to our 6 Mercy values but also complemented the Berry St Education Model. This Australian program focuses on developing resilience, an area that STTM staff identified in a 2024 survey as a key area for growth. Grow Your Mind also focuses strongly on *Growth mindset*, *Relationships* and solving *Conflict* in the learning cycle and involving families to support the language used in learning. It also promotes learning of the 24-character strengths which will develop the children’s understanding of their own individual strengths and abilities. These learning concepts were all identified as strong areas for focus in *Question 8 of the parent survey*:

**What wellbeing and learning programs would you like to see offered at St Thomas More School?**



The introductory lessons of ‘Grow Your Mind’ teach children the important parts of the brain and how each part plays a role in how we learn and regulate. Both Berry Street Education Model and ‘Grow Your Mind’ complement the Catholic Education program ‘PBIS’ by developing a safe, relationship-focused school culture, built on positivity, student self-awareness and regulation of emotions and identification of a child’s character strengths. A future goal is to track these wellbeing benchmarks at both a school and individual level so as to collect data that reflects how our students are tracking more frequently.

## Principal Acknowledgements

I would like to take this opportunity to sincerely thank the children, staff, families, parish, and the wider school community for helping to make St Thomas More School a place of learning in 2024. A school community cannot truly flourish without the support and contributions of these groups, and the efforts of each individual are both deeply appreciated and valued.

I would like to especially acknowledge the work of our School Board members.

### St Thomas More School Board Members

Alison Duke | Chairperson

Tamika Campbell

Darrin Hyatt

Kirsty Caruso

Amanda Dracup

Clare Konecny

Vicki Rubino

Stavroula Haros

Melissa Musolino

Sara Hardy

Thank you also to Janelle Lieu for her guidance and sound financial management of the school. Members dedication and service are vital to the continued growth and success of our community.

We are extremely fortunate to have Fr Santosh as our Parish Priest this year. He has always had the best interests of our children at heart, and this is particularly evident in the way he leads masses, focusing on supporting the children's understanding of our rich Catholic tradition and making these celebrations meaningful and relevant to them.

I would also like to acknowledge the exceptional work of our school leadership team: Vicki Rubino (Head of School), Melissa Musolino (APRIM), Taylor Meyer (Term 1) & Michael Clifford (Terms 2, 3 & 4) (Leader of Teaching & Learning - Curriculum) and Matt McGinty (Leader of Teaching & Learning – Wellbeing). Their ongoing support of staff, students, and the wider community is invaluable, and I feel privileged to work alongside such outstanding leaders.

To all the teaching staff, thank you for the professionalism, care, and dedication you demonstrate every day. Your commitment to providing high-quality teaching and learning is evident, and the positive feedback from the parent satisfaction survey is a testament to your hard work and devotion. A special thank you to the administration team, curriculum co-educators, and OSHC staff for being wonderful role models for our children and for the additional value you bring to our school community.

As we reflect on the year that has passed, I am filled with hope and enthusiasm for the future. May the St Thomas More School Community continue to nurture a collaborative spirit and a commitment to educational excellence that will serve our children for many years to come.

With heartfelt thanks and best wishes for a rewarding and productive year ahead.

*Shaping our future together,*



**Chris Platten**

## Farewell from our Principal

### ***To the St Thomas More School community,***

As I near the end of my time as Principal at St Thomas More and St Mary Magdalene's Schools, I find that words can hardly express what I am feeling. It has been a privilege and a blessing to serve these two incredible communities over the past six years. I am deeply grateful that God brought me here and gave me the opportunity to be a part of such special schools.

I would like to take this opportunity to sincerely thank the entire St Thomas More School community for the incredible support I have received during my time here. It has been a privilege to serve as Principal and I have truly enjoyed every moment of my leadership journey.

One of the most rewarding aspects of my role has been witnessing the growth of our students—not just in their academic achievements, but in their social and emotional development as well. The children at St Thomas More School have always demonstrated an exceptional ability to work together, support one another, and make new students feel welcome. I will miss every one of them and wish them all the very best in their futures.

I am also deeply grateful to the families who have been such a strong pillar of support throughout my tenure. Your dedication and involvement in the life of the school - whether by helping with learning, supporting excursions and carnivals, or volunteering on various committees - has made a tremendous difference. I also want to extend my heartfelt thanks to past and present members of the School Board for your unwavering commitment to the school and for always working in partnership with me to ensure that every child's best interests were at the heart of our decisions.

To the staff, I feel incredibly fortunate to have worked alongside such a passionate, dedicated, and professional group of educators and support staff. The St Thomas More School community is blessed to have such a talented team who continuously strive to provide the best learning experiences for our children. I am grateful for the leadership team, both past and present, who have been such wonderful collaborators and sources of inspiration.

During my time at St Thomas More School, I have been fortunate to witness and contribute to a period of significant growth and renewal. Together, as a community, we have shaped St Thomas More School into a place that truly embodies excellence, care, and faith. This achievement is a testament to the partnership we have built between staff, families, and the parish. Everyone has played a part in making the school the wonderful place it is today, and I feel privileged to have led the school during this time of transformation.

In 2025, I will be starting my new role as Principal of Holy Family Catholic School, Parafield Gardens. I will carry with me the spirit of St Thomas More into this new chapter. I have learned so much from all of you—staff, students, families, and parishioners—and I will be forever grateful for the lessons you have shared with me.

Some of the most valuable lessons I take with me include:

- Great things happen when school and parish communities work together to provide a place of welcome, excellence, and faith.
- A spirit of generosity is essential for creating and maintaining a strong, vibrant community.
- Any challenge can be overcome when we approach it with a 'win-win' mindset.
- Good leadership involves affirming, challenging, and continuously learning.
- Learning and faith are the heart of a good Catholic school.
- Inclusivity is key to excellence in community building, teaching, and learning.
- Right relationships form the foundation of strong, supportive communities.

I am confident that St Thomas More School, Elizabeth Park will continue to thrive. The staff, families, and community leaders will ensure the school remains a place of excellence. The systems and structures we have built together will continue to bear fruit for years to come.

As I reflect on my time at St Thomas More School, some of my fondest memories include the joy and laughter shared during moments such as being 'slimed', celebrating the achievements of each graduating class, witnessing the completion of the courtyard sandpit. I also fondly remember our participation in the Catholic Schools Music Festivals and various sporting carnivals, the energy of Sports Days, and the warmth of Special Days.

I have cherished every opportunity to watch our students share their learning with me, and I will always treasure the moments I spent observing our teachers and staff continually sharing their gifts and talents with students and families. Whole-school staff projects such as the development of a School Master Plan (building) and creating a Vision for Learning have been truly enriching, and I will carry the lessons from these projects forward. From carnivals, excursions, and end-of-year concerts to Book Week parades, Mission Days, and school assemblies - the list of meaningful experiences goes on and on. These memories, and the relationships built along the way, are what I will remember most as I leave St Thomas More.

As I now move on to Holy Family Catholic School, I will carry these precious memories with me and continue to draw inspiration from the strong sense of community, faith, and learning that has been the hallmark of my time here.

I would also like to take this opportunity to congratulate Mrs Belinda Bennett on her appointment as the new Principal of St Thomas More/St Mary Magdalene's Schools beginning in Term 1, 2025. I am confident that under her leadership, the school will continue to thrive and reach even greater heights. Belinda will be inheriting a brilliant, vibrant school community.

As I leave, I do so with the unwavering belief that all people are created in the image of God, and therefore, every student is capable of and deserving of successful learning. This belief has been the cornerstone of my leadership throughout my time here, and I remain committed to ensuring that every child receives the best possible education. My focus has always been on improving learning and social outcomes for all students, and this will continue to guide me in the future.

Thank you again to each one of you for your support, trust, and dedication over the years. It has truly been an honour to serve as Principal of this wonderful school.



**Chris Platten**



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