



AGM School Performance Report

2025 Academic Year



Shaping our future together

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



Acknowledgment of Country

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 2025 academic year. This report meets the school's responsibility in reporting information on its 2025 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 enriched by evidence-based teaching and learning practices. Our teachers work collaboratively to deliver excellence in education and to meet each child's individual learning needs in a variety of ways. We provide contemporary learning approaches, a high-quality differentiated curriculum, inclusive learning environments, and targeted adjustments and intervention programs.

Learning areas include Religious Education, English, Mathematics, Science, Humanities and Social Sciences, Languages - AUSLAN, Health and Physical Education, Expressive Arts. We teach Made in the Image of God and the Child Protection- Keeping Safe Program. Our school has a strong wellbeing focus underpinned by the Berry Street principles and supported by the Grow Your Mind Program and PBIS.

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 involvement in our Volunteer Program. Students are involved in decision making through their roles as School Ambassadors and House Team Captains. Students and their families are welcomed, valued, accepted, and supported within a safe and inclusive environment.

As a Catholic School, 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 continues to grow, we are committed to strengthening a connected, cohesive, unified community of passionate staff who work collaboratively and learn from one another.

Our 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 school *vision for learning* to empower students to be active participants, informed citizens with intercultural and ecological awareness where they are inspired by the Mercy Values as they shape a future for the world God desires. 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.

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

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 2025

Name	Position	Name	Position
Belinda Bennett	Principal	Vicki Rubino	Head of School
Melissa Musolino	APRIM	Janelle Lieu Anthony Filpi	Business Manager
Michael Clifford	Leader of Teaching and Learning - Curriculum	Matt McGinty	Leader of Teaching and Learning - Wellbeing
Marie D'occhio	Reception Teacher	Brittney Hills	Reception Teacher
Michael Arthur	Year 1 Teacher	Connie Carter	Year 1 Teacher
Jasmine Fischer	Year 1/2 Teacher	Megan Mawhinney	Year 2 Teacher
Rowan Grist	Year 3 Teacher	Stavroula Haros	Year 3/4 Teacher
Katelyn Jessop	Year 3/4 Teacher	Georgie Bush	Year 4/5 Teacher
Rosealyse Trimboli	Year 5/6 Teacher	Malama Theodosi	Year 5/6 Teacher
Cristian Morgado	PE Teacher	Alex Merritt	Admin ESO
Rosemarie Vilano	Expressive Arts Teacher	Olivia Marshall	Admin ESO
Richard Symonds	AUSLAN Teacher	Leanne Lazaridis	Admin ESO
John Mathew	Finance Officer	Noeleen Norton	Admin ESO
Sara Hardy	Finance Administrator	Maria Lazzarino	Admin ESO
Tess Boyd	Counsellor	Erin O'Connell	Admin ESO
Andrew Scott	Maintenance and Grounds Person	Michael Higgie Tim Bullen	WHS Coordinator
		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	Carly Morrison	Curriculum ESO
Tiffany Martin	Curriculum ESO	Miller Drewitt	Curriculum ESO
Lydia Mogilin	Curriculum ESO	Tarah Edwards	Curriculum ESO
Tegan Chainey	Curriculum ESO	Bruce Hutchings	ICT
Jane Wells	Canteen	Lesley Swann	Library ESO
Cherly Bielby	OSHC Director	Valeri Bowley	OSHC Assistant Director



Teacher Standards & Qualifications

Masters	22%
Diploma	26%
Bachelor	80%
Graduate Certificate (RE)	22%
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	927
Total Enrolments	291
% Indigenous Enrolments	15%
% Students with Disabilities	39.1%
% EALD Students	11.9%

Enrolments by Year Level 2025

	Female	Male	TOTAL
Reception	19	30	47
Year 1	28	24	52
Year 2	17	23	40
Year 3	18	29	47
Year 4	20	21	41
Year 5	13	18	31
Year 6	13	18	31
TOTAL	128	163	291

Student Attendance (%)

	Term 1	Term 2	Term 3	Term 4
Reception	85.4%	83.7%	81.5%	85.9%
Year 1	87.4%	83.9%	83.7%	83.2%
Year 2	88.3%	88.6%	86.6%	86.0%
Year 3	88.7%	87.2%	84.5%	84.2%
Year 4	88.4%	84.8%	84.6%	85.1%
Year 5	89.9%	84.4%	81.3%	83.8%
Year 6	85.0%	83.0%	83.6%	78.8%
TOTAL	87.8%	85.2%	83.7%	84.1%

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 2025

State Government Grant	\$1,178,385
Commonwealth Government Grant	\$3,899,752
TOTAL Government Grants	\$5,077,137
School Fees	\$220,221
Other Income	\$2,862,551
TOTAL Income	\$8,160,909

Post School Destinations

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

Staffing

Male Full Time Teachers	2
Female Full Time Teachers	12
Part Time Teachers	5
TOTAL Teachers	19
Female Educational Support Officers	12
Male Educational Support Officers	2
TOTAL Educational Support Officers	14

Staff Professional Learning

Positive Behaviour Intervention Support (PBIS)	First Years of Schooling Literacy PD
Berry Street	Learning Difficulties Seminar
Literacy	EAL Moderation and Training
MultiLit	PLC Planning Days
Teach Well	Contact Officer Refresher Training
Catholic Schools Primary PE Conference	ATSI Focus Day
Aspiring Leaders Program	CILAH – Supporting Best Practice
Graduate Certificate in Catholic Studies	Senior First Aid
Employee Relations Seminars	SACPPA Conference Days
ReLaT Information Session	Early Career Teacher Professional Learning Day
EYA Training Day	Choir Training Day
NAPLAN Supervision Training	PLC Planning Days
PRIMA Day	AUSLAN Curriculum Planning
Literacy Network	Choir Training Day
Team Teach Behaviour Support Training	Fire Warden Training
Growing Deep	LEAP Level Training
	Supporting Students in the Emerging Phases of English Language Learning

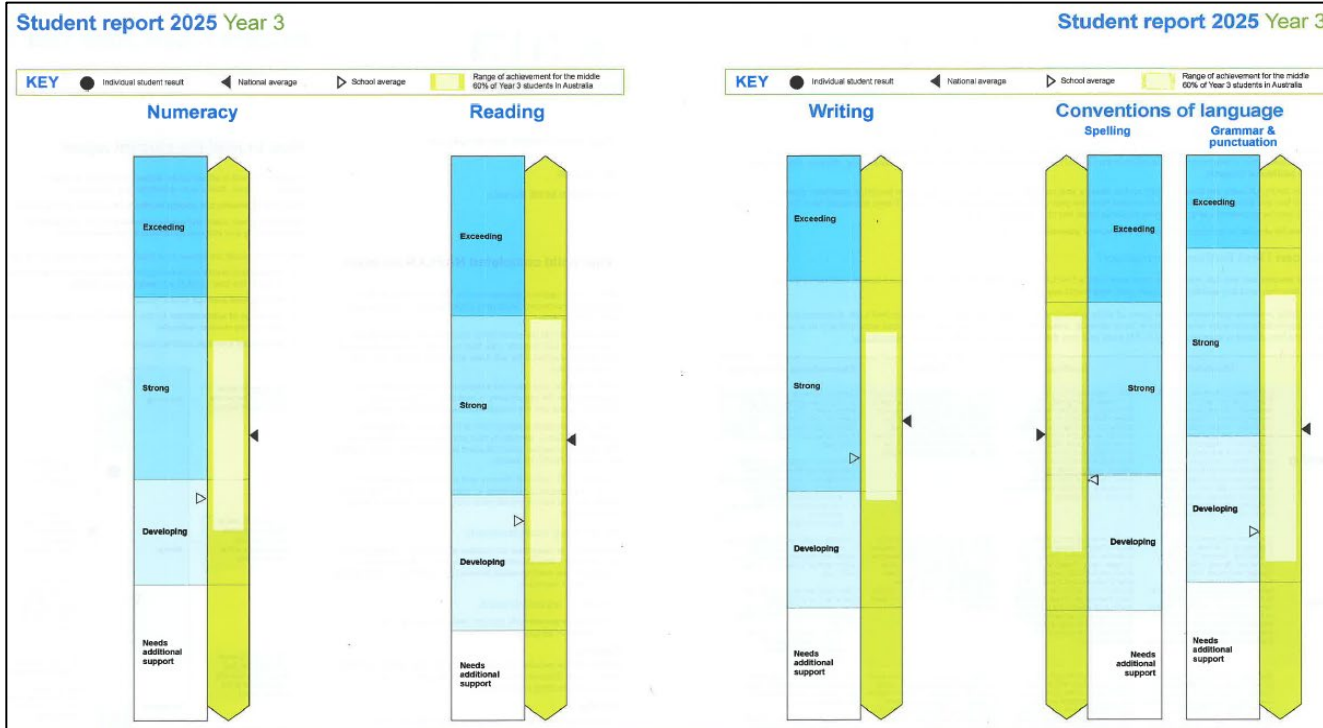


School Events - Value Added

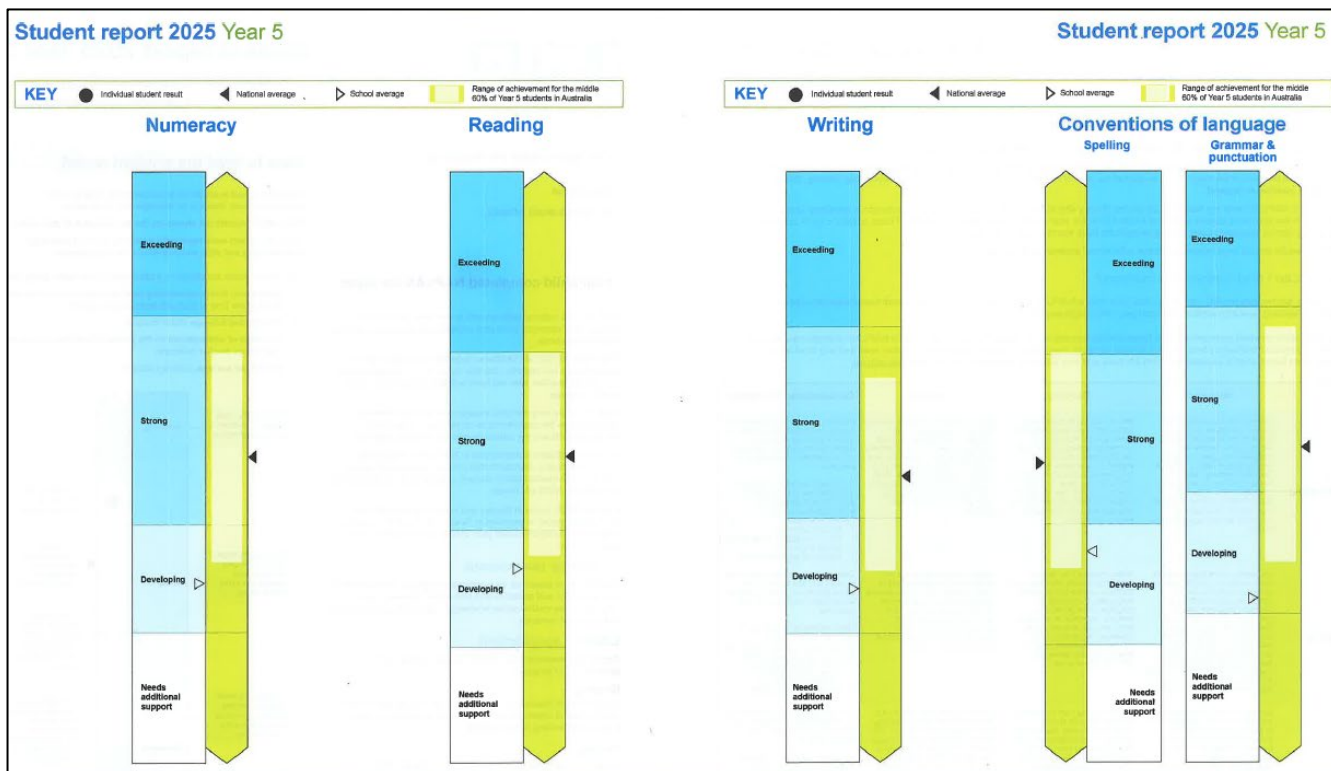
SAPSASA Winter Carnival	Class / Whole School Mass Liturgies	Buddies Programs
Catholic Schools Athletics Carnival	Project Compassion Activities	Early Learning Years Program
R-6 Central Districts Football Club Clinics Years	Remembrance Day Liturgies	New Reception Transition Program
SAPSASA District Swimming Carnival	Class Excursions	Book Week Dress Up Day
Catholic Schools Touch Carnival	Clean Up Australia Day	Mother's Day/Father's Day
4-6 Catholic Schools T-Ball Carnival	Thriving People Day	End of Year Concert
SAPSASA District Summer Carnival	Madhavi Nawana Parker (PIE Grant)	Catholic Schools Music Festival
Sporting Schools Sports Program	Harmony Day	Kindy Story Time
Sports Day	6 Graduation Liturgy / Dinner	Fathering Project
Premiers Reading Challenge	Children's University	Cultural Day
Sammy D Foundation	Rock and Water	
Andrew Chinn	5-6 Camp	Meet and Greet Evenings
5-6 Leadership Days	5-6 Road Traffic Crossing Training	Learning Conversations

NAPLAN participation 98%

Year 3									
Reading	351.7	Writing	390.4	Spelling	376.5	Grammar	343.5	Numeracy	366
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Year 5									
Reading	424.6	Writing	412.3	Spelling	434.7	Grammar	406.4	Numeracy	415.9
	D		D		D		D		D





ZOE



SENIOR

SARHA



SENIOR

CHARLOTTE



SENIOR



School Satisfaction 2025

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

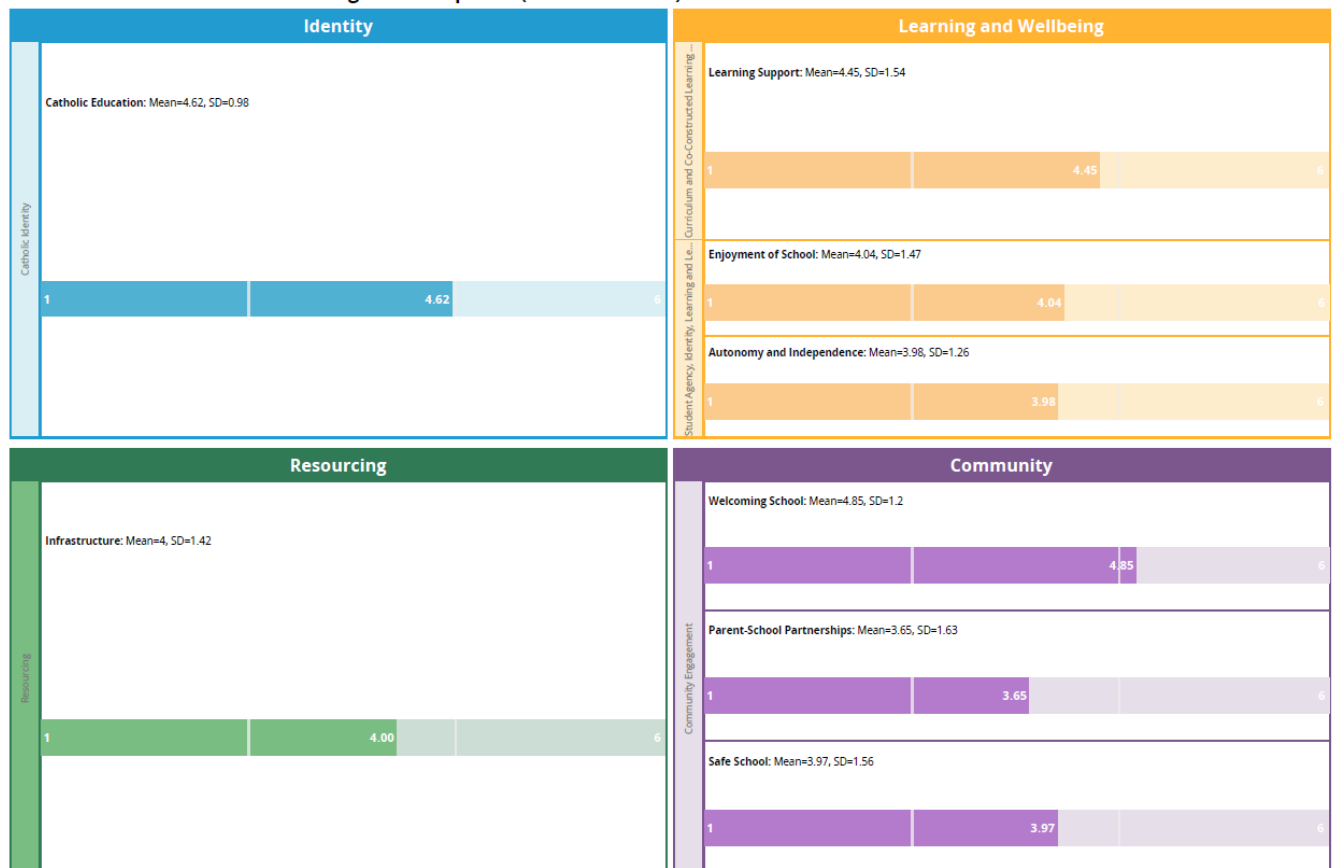
Community engagement

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 2025 surveys:

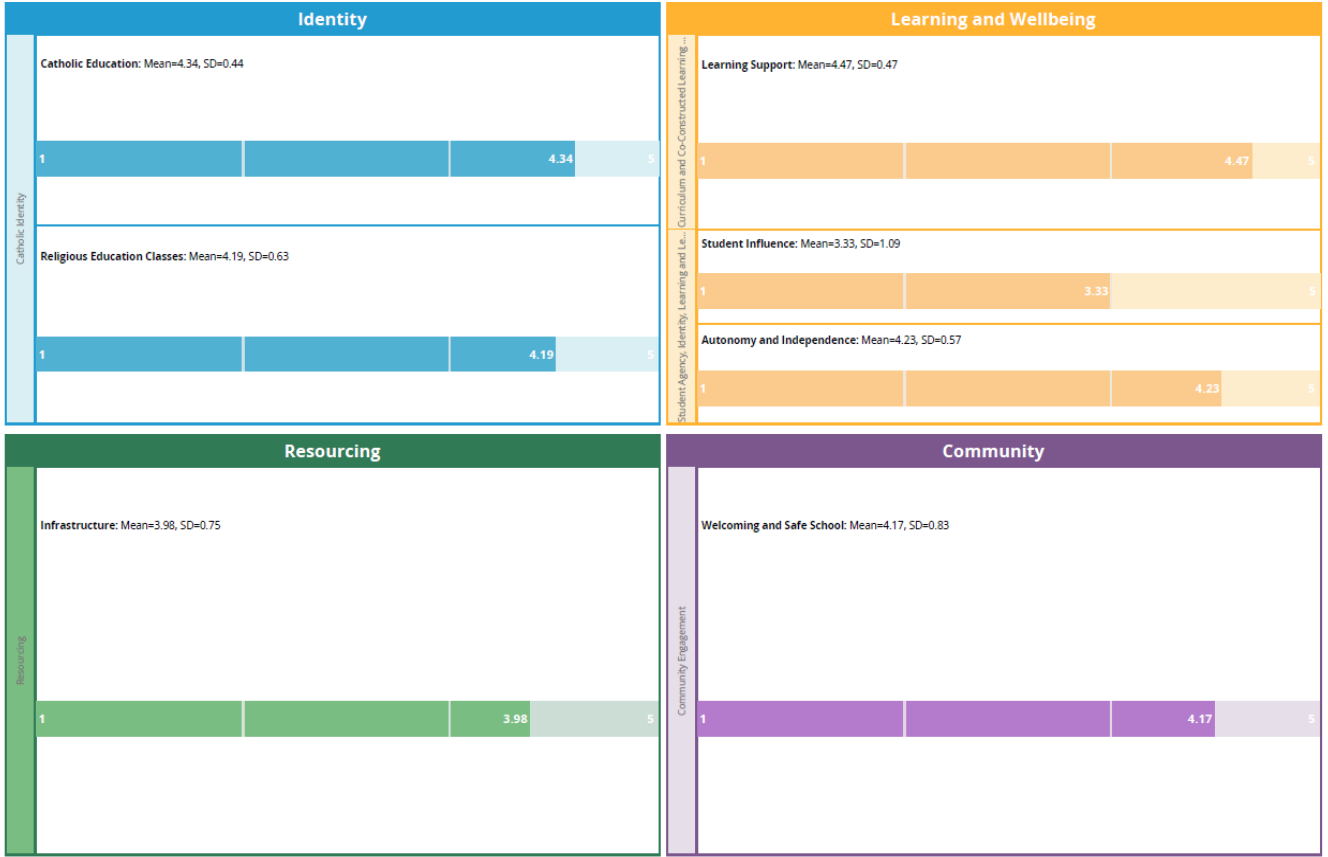
Parent/Caregiver Response

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



Student Response Years 2 to 4

Balanced Score Card: Student Perceptions (LLL Framework)



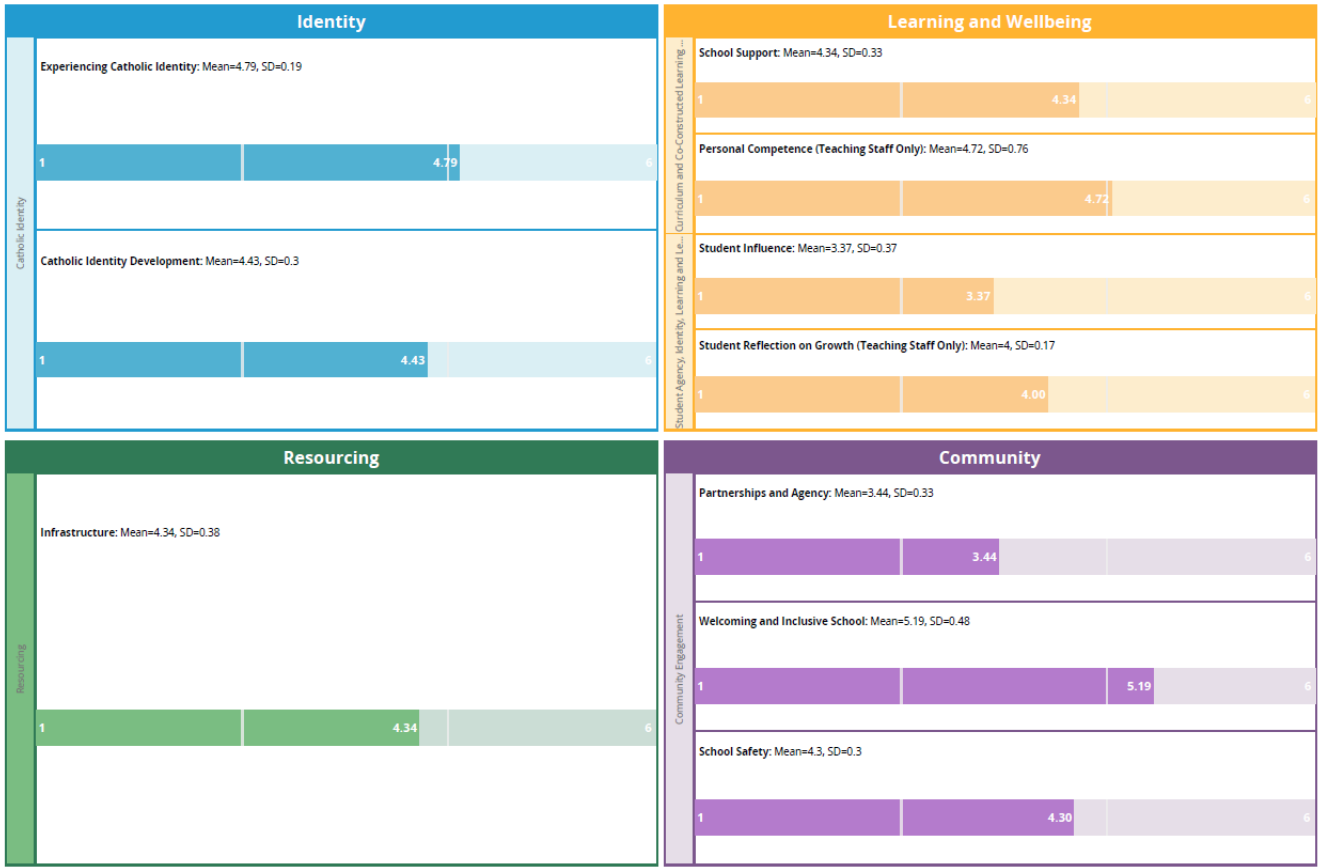
Student Response Years 5 to 6

Balanced Score Card: Student Perceptions (LLL Framework)

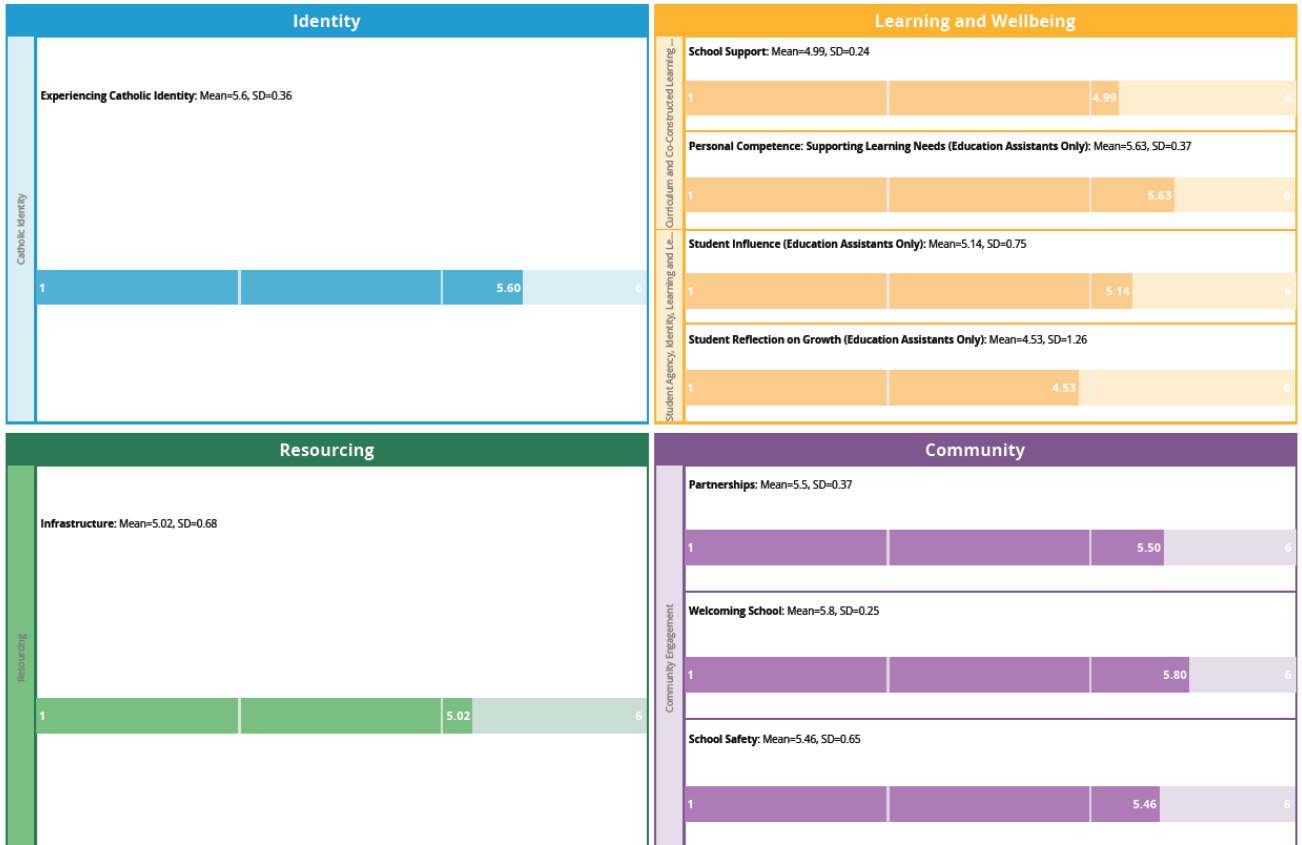


Staff Response

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



Balanced Score Card: ESO Perceptions (LLL Framework)





Shaping our future together

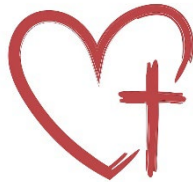
Strategic Direction 1 – Catholic Identity

Vision - To deepen students' understanding of faith, foster spiritual growth, and strengthen the Catholic identity of the school community through high-quality Religious Education.

Goal: By the end of the 2025 school year, improve teacher capacity to plan using key curriculum documents, integrating the Growing Deep framework principles of Catholic identity, formation, and mission into teaching and learning practices.

Goal: Improve student engagement and achievement in Religious Education with 100% of teachers attending at least two professional development sessions and implementing new strategies in their lesson plans with a focus on increasing student achievement in the A/B band in Religious Education and improving ReLat scores.

Goal: By the end of the 2025 school year, establish a structured program for social justice, charitable works, ethical and environmental stewardship by integrating three new social justice initiatives and two sustainability projects into the school curriculum engaging at least 75% of students and staff in community service activities both within the school and the wider community.



Strategic Direction 2 – Learning and Teaching

Vision: By the end of 2025, our school will foster a culture of high-impact teaching, collaborative leadership, and continuous improvement—driven by evidence-based practice and empowered through partnership with the CESA system coach. Through targeted professional learning, strategic data use, and a united focus on reading and numeracy, we aim to ensure every student flourishes academically and every educator grows in capacity and confidence.

Goal: By the end of the 2025 school year, improve student learning outcomes in English and Mathematics through the implementation of strong, evidence-based teaching practices. This will be achieved by embedding school-wide agreements that utilise data to inform instruction, continuously assessing and refining our methods, and fostering a specific focus on reading proficiency. Our objective is to achieve a 10% increase in reading proficiency and mathematics scores on standardized assessments, ensuring every student reaches their full potential.

Goal: By the end of 2025, engage in an intensive coaching partnership with the CESA system coach to collaboratively identify, implement, and monitor high-impact strategies for school improvement—fostering a shared leadership approach and building staff capacity through targeted planning, reflection, and professional learning.



Strategic Direction 3 – Learning and Wellbeing

Vision - To foster a safe, inclusive, and emotionally intelligent learning environment through a unified wellbeing and behaviour strategy that reflects shared expectations, personalised supports, and data-informed practices—empowering every student to thrive with dignity, consistency, and collaboration.

Goal: By the end of the 2025 school year, develop and implement a school-wide wellbeing/behaviour strategy that incorporates evidence-based frameworks to target Teir 1, 2 and 3 approaches that demonstrates consistent language and clear expectations to be known by all students and staff.

Goal: Establish responsive and collaborative behaviour support processes that engage staff, families, allied health professionals, and leadership personnel to ensure timely intervention, personalised supports, and improved outcomes for students requiring case management and additional behavioural or wellbeing support.

Goal: Implement a data-driven approach to wellbeing and behaviour by regularly collecting, analysing, and responding to key data sets (e.g. behaviour minor/majors, attendance, engagement surveys). Use these insights refine strategy effectiveness, support planning, and ensure practices are tailored to emerging school needs.



Strategic Direction 4 - Community

Vision – To cultivate a vibrant, connected school community where strong parent partnerships, an expanded school board, and inclusive collaboration foster trust, shared learning, and meaningful engagement in all aspects of school life

Goal: Strengthen community engagement by building inclusive, respectful, and collaborative relationships among staff, parents, caregivers, and wider community members—fostering a shared sense of ownership, connection, and pride in the school's learning culture.

Goal: By the end of 2025, establish a thriving volunteer and parent group and expand opportunities for families to engage in learning, decision-making, and school activities—fostering mutual respect, connection, and a sense of belonging.

Goal: By the end of 2025, expand and develop a representative school board and build collaborative partnerships between staff, families, and allied stakeholders, underpinned by trust, shared purpose, and inclusive leadership.



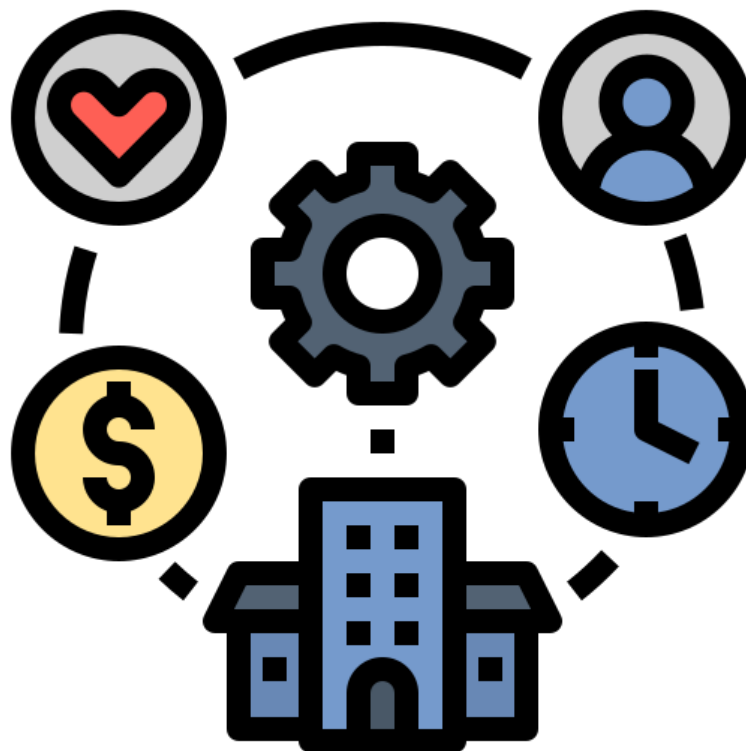
Strategic Direction 5 - Administration and Resourcing

Vision - By the end of 2025, our school will be strategically positioned for growth and excellence through the implementation of our master plan, updated policies and procedures, and a targeted enrolment strategy. We will foster a culture of professional accountability and leadership development, improve attendance and engagement systems, and build a high-performing, collaborative staff team committed to continuous improvement and shared success.

Goal: By the end of 2025, finalise and begin staged implementation of the School Master Plan, ensuring alignment with future enrolment growth, educational priorities, and optimal use of infrastructure, guided by consultation with community and key stakeholders.

Goal: Strengthen staff capacity and performance through enhanced mentoring, formalised development frameworks, and a full review of leadership roles and responsibilities—ensuring greater clarity, collaboration, and strategic alignment across teams.

Goal: Improve student attendance by 5% through refined tracking and responsive intervention strategies, while also implementing proactive staff performance and wellbeing supports to foster a high-functioning, engaged school environment.



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 created 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.

Liturgy, Mass and Prayer

This year, our school community participated in a rich and engaging cycle of liturgical celebrations that strengthened our shared faith identity. Whole-school and class Masses were held, with students in Year 3-6 taking active roles in readings, music and procession. Significant feast days and liturgical seasons—such as Lent, Easter, Advent and our patron feast day—were marked with prayer services that encouraged students to reflect on Gospel values in age-appropriate ways. Staff formation also supported the quality of our liturgies, ensuring that celebrations remained meaningful and connected to our mission. Microsoft Teams prayer continued to be a powerful bridge between the two school sites, creating a shared space where students and staff could gather despite the physical distance. The platform made it easy for both schools to participate together, strengthening relationships, encouraging unity, and reminding everyone that spiritual community isn't limited by geography. It turned a simple digital tool into a genuine source of togetherness and support.

Curriculum

Across all year levels, teachers delivered the Religious Education curriculum with a focus on critical and creative thinking, scripture exploration, and links to students' real-life experiences. Units were reviewed to ensure alignment with the Crossways framework, allowing for continuity and depth of learning. Students were provided with opportunities to engage in a variety of activities, discussions and spiritual reflection, helping them build a deeper understanding of Catholic identity and tradition.

Outreach and Fundraising

Our commitment to service was once again a highlight of the year, with students and families generously contributing to a number of outreach initiatives. Fundraising efforts supported agencies such as Caritas Australia, St Vincent de Paul and Catholic Charities, allowing students to develop empathy and social responsibility. Classes participated in social justice projects that encouraged practical action—such as food drives, awareness campaigns and peer-support initiatives—strengthening our culture of compassion and community engagement.

Sacrament Program

The Sacramental Program, delivered in partnership with the parish, provided students and their families with a meaningful journey of preparation for Reconciliation, Confirmation and First Eucharist. A parent information session and workshop sessions were well attended, offering opportunities for faith formation and family connection. Students demonstrated reverence and enthusiasm throughout the program, engaging in prayer, reflection and learning experiences that deepened their understanding of the sacraments and their importance in the life of the Church.

Religious Literacy Assessment - ReLAT

Students in Years 4 participated in the Religious Literacy Assessment, which provided valuable insight into their knowledge and understanding of key concepts within the Catholic tradition. The data gathered will guide future planning, highlighting strengths and areas for improvement across year levels. Teachers continue to use the results to refine teaching approaches and reinforce core elements of scripture, prayer and Catholic belief.

2025 RELIGIOUS LITERACY ASSESSMENT - YEAR 4

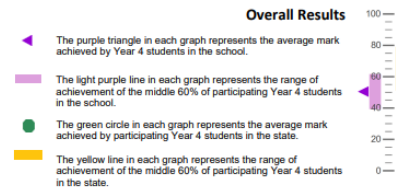
St Thomas More's Parish School ELIZABETH PARK

School Summary

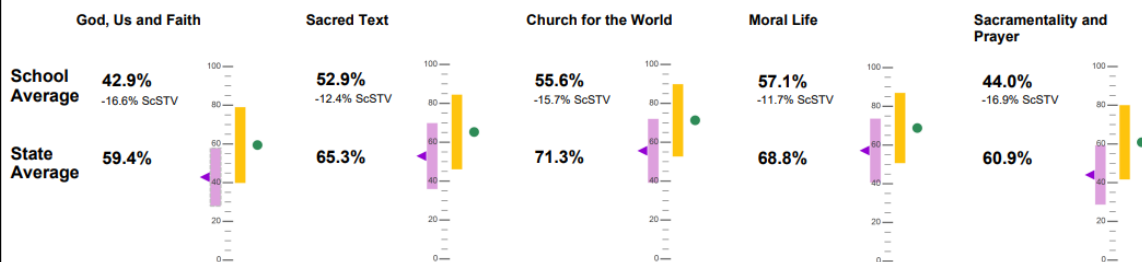
The average total for all Year 4's in this school is **17.7 out of 35** or **50.5%**

The average total for all Year 4's in South Australia is **22.8 out of 35** or **65.1%**

This school's average is **14.6% below** the state average



KNOWLEDGE STRANDS



ScSTV the difference between the school and the state average is the **School State Variance**

Staff Formation

Staff formation in Religious Education is an important part of our work. St Thomas More joined with St Mary Magdalene's School for a staff Reflection Day, centred on A Journey of Gratitude for Self, Others and God's Creation, offered a meaningful pause in the busyness of school life to reconnect with our shared mission. Through prayer, guided reflection and collaborative conversation, staff explored how gratitude shapes our relationships, deepens our sense of vocation, and calls us to care for the world entrusted to us. The day strengthened our collective commitment to nurturing a community grounded in faith, compassion and stewardship, reminding us that gratitude is both a gift and a daily practice.

Staff continued to deepen their professional and spiritual formation this year, with several team members undertaking the Graduate Certificate in Education. APRIMs continued their learning and formation through the Growing Deep Formation Program alongside other targeted learning opportunities.



Teaching & Learning | Michael Clifford

English as an Additional Language or Dialect (EALD)

At the conclusion of 2025, our average LEAP level reached 5.62—an improvement on the 2024 average of 5.48 and the 2023 average of 5.03. This represents a sustained three-year upward trend in the academic progress of our EALD learners and highlights the impact of strong classroom practice and targeted intervention across the school.

NAPLAN

NAPLAN 2025 produced several positive outcomes for our school. Our Year 3 writing results were a particular highlight, with students producing high-quality written texts that contributed to a notable improvement in overall performance. Year 3 numeracy results also showed growth.

Our Year 5 cohort demonstrated increased scores in four of the five assessed domains. Spelling continued to be our strongest performing area school-wide, followed by writing. Additionally, we were pleased to see a reduction in the number of students identified as NAS (Needs Additional Support), decreasing from 101 to 87.

Nationally Consistent Collection of Data (NCCD)

In the 2025 Mid Year Report, we projected NCCD participation to increase to 38%. We exceeded this estimate, concluding the year with 39% of students included—rising from 98 students in 2024 to 111 students in 2025.

Key changes included:

- Students in the Extensive category increasing from 2 to 4
- Students in the Substantial category decreasing from 12 to 4
- Students in the Supplementary category increasing by 7

The remaining students were supported through Quality Differentiated Teaching Practice (QDTP). These shifts reflect improved identification processes and strengthened inclusive practices across the school.

Allied Health Support

At the peak of 2025, we welcomed approximately 80 hours of allied health support per fortnight into our school. We continue to build strong partnerships with key agencies across the northern suburbs and remain committed to providing accessible and meaningful support for our students and families. This ongoing collaboration helps lighten the load for families and enriches the holistic support offered at STM.

Literacy & Numeracy Programs

In 2025, we introduced DIBELS as a new assessment tool to support the monitoring and development of reading skills. As this was our first year using DIBELS, it was encouraging to see clear improvement in reading outcomes across the school. We look forward to using DIBELS again in 2026 to continue tracking progress and strengthening reading instruction.

Mathematics has been identified as a key focus area for 2026. This decision is informed by Year 1 Number Check data, which indicated that additional support and targeted teaching are required in this area. In response, the school will invest in professional learning, staff meeting time and enhanced teaching programs to address these gaps and support strong numeracy development across all year levels.

Wellbeing | Matt McGinty

In 2025, St Thomas More successfully implemented the **Berry Street Education Model (BSEM)**, with a particular focus on the Body Domain, supporting student regulation, positive engagement and emotional readiness for learning, and the Relationship Domain, which emphasises the development of strong teacher–student relationships. Staff participated in two days of professional development to deepen their understanding of these domains and how they can be effectively implemented in the classroom. The aim of this implementation was to create a school environment where all students felt safe, connected and ready to learn each day. Through structured wellbeing practices and a consistent whole-school approach from Reception to Year Six, the school seeks to develop a culture that promotes emotional intelligence, resilience and positive behaviour.

Several key wellbeing practices were embedded into daily classroom routines. Each morning commenced with a *Welcome Circle*, a *Positive Primer* activity and a *'What Went Well'* reflection. These practices supported students to feel acknowledged, strengthened their sense of belonging and helped them begin the day with a positive mindset.

Mindfulness strategies were also incorporated throughout the day, particularly following break times, to assist students with focus and emotional regulation. Activities such as breathing exercises, listening to podcasts and other calming strategies supported students in managing stress and maintaining readiness for learning. Teachers also utilised *'Ready to Learn'* check-ins, providing students with opportunities to identify how they were feeling and what they needed to be prepared for learning. Using visual tools and class discussions, students developed greater awareness of their emotions and learned strategies to help them feel calm, focused and ready to participate in learning activities.

In addition, Brain Breaks were regularly incorporated into classroom routines. These short, engaging activities promoted connection, provided opportunities for movement and fun, and supported students in either lifting or calming their energy levels as required. Regular behaviour data collection and review also supported these practices. Behaviour data was analysed throughout the year to identify patterns and trends, which informed when additional check-ins, mindfulness activities and brain breaks were required to better support student regulation and engagement.

This year, our wellbeing focus has also included the **Grow Your Mind** social and emotional learning program. Term One introduced students to understanding how their brains affect emotions and learning. Students have been introduced to key parts of the brain, including the amygdala, prefrontal cortex, hippocampus, reticular activating system (RAS), and insular cortex. Each brain part is represented by an animal metaphor (e.g. The amygdala is represented by a guard dog) to assist in the retention of learning how the brain works. Through this learning, students are becoming more aware of their emotional responses and are developing strategies to help them manage their feelings, make positive choices, and stay focused and ready to learn. The focus then shifted to Friendship, with students exploring what it means to be a healthy friend, how to recognise unhealthy friendship behaviours, and how to build positive, respectful relationships with others.

During 2025, teaching and leadership staff participated in four professional development days focused on strengthening PBIS implementation. This professional learning supported staff in refining the School Behaviour Matrix into a simplified and more accessible model for use across all learning spaces. Staff also developed and implemented a PBIS Behaviour Flowchart, which clearly outlines staff responses to student behaviour. In addition, the Tier 2 Check-In system was successfully implemented to provide targeted support for identified students requiring additional guidance and encouragement.

In Term 3, the school continued to emphasise the importance of living out the **Mercy Values** in everyday school life, with a strong focus on recognising and celebrating positive behaviour. Staff reinforced these values through the use of Mercy Value Cards, which were awarded to students who demonstrated the school's Mercy Values and PBIS expectations.

Students placed their Mercy Value Cards into their **House Token Towers**, contributing spirit points to their respective House teams. This initiative encouraged students to demonstrate kindness, responsibility and respect, while also fostering a strong sense of teamwork and school spirit. Students from the winning House teams celebrated their success with a House reward.

Through recognising and celebrating positive behaviour, these initiatives supported the ongoing development of a positive school culture at St Thomas More, where Mercy Values were actively demonstrated and students were acknowledged for making positive choices.

The Year in Review

Year 5/6 students participated in the **Rock and Water** program, which develops physical and emotional self-awareness, self-control, and respect for others through a series of interactive activities. The program also supports students in recognising personal boundaries, standing up for themselves in assertive ways, and working collaboratively with peers.

Miss Georgie Bush, our Year 4/5 teacher, also oversaw a group of Year 5/6 students who were trained as Peer Mediators to support younger students in the yard. Through this program, students learned simple conflict-resolution strategies, active listening skills and ways to guide others to solve problems calmly and respectfully.

Once implemented, Peer Mediators will help younger students talk through small disagreements, encouraging them to listen to each other's perspectives and work towards fair solutions. This initiative aims to support positive relationships during playtimes while also developing leadership, empathy and responsibility among the senior students involved.

Staff from St Thomas More School and St Mary Magdalene's School attended a workshop with guest speaker **Madhavi Nawana Parker** on Emotional Regulation. That same evening, parents from St Thomas More School, St Mary Magdalene's School, and Catherine McAuley School—65 registered—gathered for a workshop with Madhavi, building their understanding of emotional regulation to help children manage feelings, improve behaviour, and strengthen learning readiness. The staff and parent workshop was implemented in response to feedback from the 2024 survey, which explored community concerns and future priorities. We extend our thanks to Mrs Lisa Welford, our school's Enrolments, Communications and Marketing Co-ordinator, for her work in promoting this event to our community and to the Parents Federation for the PIE Grant to assist in financing this event.

Year 5/6 students participated in a workshop delivered by the **Sammy D Foundation**, which focused on understanding the impact of physical violence and the importance of making safe, respectful choices. Students engaged thoughtfully in discussions and activities that encouraged them to reflect on how their actions affect others.

Due to the insightful and mature responses shared by students during the session, several students and staff were later invited to participate in a marketing video to support the Foundation's upcoming fundraising event. This opportunity highlighted the students' strong engagement with the program and their commitment to promoting positive and respectful behaviour.

At the beginning of 2025, St Thomas More commenced a partnership with **Children's University Adelaide**, a program run by the University of Adelaide that encourages children aged 5–14 to engage in learning beyond the classroom through a range of educational activities. Students record their learning hours and work towards awards that are presented at graduation ceremonies held at the university. The program aims to build confidence, foster curiosity and develop early connections with higher education.

Students participated in "A Day on Campus" at the University of Adelaide in July, where they would experience a full day exploring university life through engaging learning activities. In November, 9 students proudly graduated at the Children's University graduation ceremony held at Bonython Hall at the University of Adelaide, celebrating their achievements in front of proud parents, staff and peers.

Sincere appreciation is extended to Ms Rosemarie Andreacchio and Mr Michael Arthur for their dedicated support in facilitating the Children's University program at St Thomas More. Their enthusiasm and commitment greatly supported student participation and engagement.

The Year in Review

Leadership | Belinda Bennett

The past year has been one of growth, connection, and renewed community spirit across our school. At the start of the year, I commenced this role with great enthusiasm, and from the outset have felt deeply welcomed and supported by the entire St Thomas More community. Families, staff, parish partners, and students have shown generosity, openness, and trust as I settled into my leadership role. This sense of belonging has shaped a strong foundation for our work and affirmed the strength and warmth of our community. From the very beginning, our focus on strengthening relationships, enhancing learning, and celebrating student achievement has been evident in every aspect of school life.

Across the year, our school has experienced significant growth, deep learning, and a renewed sense of celebration. Major events such as Sports Day, the End of Year Concert, Graduation, assemblies, and community gatherings served as powerful reminders of the talent, resilience, and joy within our student community. These occasions highlighted not only student achievement but also the collective effort of staff, families, and leadership working together to create meaningful and memorable experiences. Students also engaged in a rich variety of learning opportunities that strengthened their sense of belonging and connection. The Andrew Chinn concert brought music, faith, and celebration into our shared spaces, creating a joyful atmosphere that resonated across the school. Our ongoing Kindy visits and story-time sessions deepened partnerships with local early-years centres, supporting smooth transitions for young learners and offering valuable leadership opportunities for our student ambassadors. Their confidence, compassion, and pride in representing our school were evident throughout the year and reflected the strong culture of care and responsibility we continue to nurture.

As with any dynamic school community, we experienced both farewells and new beginnings. We sadly lost to God's loving arms Michael Higgie (WHS), a long-time staff member and friend to all. His passing, along with the grief and loss experienced by many of our staff throughout the year, reminded us of the deep bonds that hold our community together. In these moments, our school truly demonstrated its faith, compassion, and collective strength through the care and love extended to one another. We also acknowledged the contributions of staff who moved on and celebrated the joy of welcoming new colleagues and many beautiful babies into our community. These experiences of sorrow, transition, and new life reflect the full rhythm of a school year and remind us of the resilience, unity, and hope that define who we are.

This year has also been shaped by the dedication and expertise of key leaders whose work has strengthened our school in profound and lasting ways. Melissa, in her APRIM role, has continued to nurture the spiritual life of our community, ensuring our Catholic identity remains vibrant and visible. Her support for staff in programming and planning, her leadership in Mass and liturgy preparation, and her guidance for our sacramental students have been invaluable. Matt has led wellbeing with deep care and commitment, ensuring students feel supported, safe, and valued. His work in supporting staff to implement PBIS, Berry Street, and Grow Your Mind has helped build consistency and a strong understanding of the principles that underpin this important area of our work. Michael, as Leader of Learning, has provided clarity, direction, and a steady focus on high-quality teaching and learning. His support across the school has driven improvement with professionalism, insight, and a genuine belief in the capacity of our staff. We are proud of what has been achieved this year and of the growth shown by our students, supported by sound pedagogy and targeted intervention programs that continue to make a meaningful difference. We are also very grateful to Fr Santosh for his unwavering support, pastoral presence, and commitment to the life of the school. His partnership has been invaluable in nurturing our Catholic identity and strengthening the connection between parish and school.

I want to extend particular gratitude to Vicki for her strength of leadership, her ability to drive school improvement, and her unwavering support of both the school and the wider community. As Head of School, Vicki has overseen the day-to-day running of St Thomas More with exceptional dedication, clarity, and steadiness. Her capacity to manage complex situations, support staff, and maintain a calm and consistent presence has been invaluable. Vicki's collaborative approach, openness, and willingness to step in wherever needed have ensured continuity and stability, particularly during my periods of absence while balancing responsibilities across two schools. Her leadership has strengthened our community, supported our shared vision, and helped drive meaningful progress across the year. Her work is a testament to her capability, her commitment, and the respect she has earned within our community.

The Year in Review

Our building project has now come to full fruition, transforming our school with magnificent new learning spaces and beautifully designed outdoor areas that will serve our students for many years to come. What began as a vision in our master plan has become a vibrant reality, one that reflects thoughtful design, careful planning, and a deep commitment to creating the best possible environment for our learners. We are incredibly grateful for the insight and wisdom of our architects, the skill and professionalism of our builders, and the guidance and expertise of our CESA consultants, all of whom played essential roles in bringing this project to life. One of the most exciting additions has been our new playground, a space that has already become a hub of joy, imagination, and connection for our students. It is wonderful to see children exploring, playing, and building friendships in an environment designed to inspire creativity, movement, and a sense of belonging. The playground stands as a symbol of our commitment to nurturing the whole child and providing spaces that support wellbeing, growth, and community.

I would also like to acknowledge Janelle and Anthony for their responsible and diligent financial stewardship throughout the entire project. Their careful oversight, attention to detail, and commitment to ensuring the long-term sustainability of our school have been invaluable. Their work has ensured that this significant development was delivered with integrity, transparency, and strong financial management.

None of this would be possible without the dedication of our teachers, co-educators, and OSHC staff, whose commitment to student wellbeing and learning sits at the heart of everything we do. Their professionalism, care, and resilience underpin every achievement across the year. Each day, they bring energy, expertise, and deep compassion to their work, ensuring that every child is known, supported, and challenged in their learning. Our staff work tirelessly, often far beyond what is visible, to nurture our students academically, socially, emotionally, and spiritually. Their commitment to providing exceptional learning and pastoral care continues to shape the culture and success of our school. Through thoughtful planning, rich learning experiences, and a strong focus on wellbeing, they create environments where students can thrive. Their dedication to implementing high-quality pedagogy, along with targeted intervention programs, has contributed to the strong growth we have seen in our learners this year.

Our OSHC team, led by Cheryl, also plays a vital role in supporting families and providing safe, engaging, and nurturing care before and after school. Their work ensures continuity, stability, and a sense of belonging for students across the entire school day. They build strong relationships, offer enriching activities, and create a warm environment where children feel valued and supported.

We are deeply grateful for the hard work, generosity, and heart our teachers, co-educators, and OSHC staff bring to their roles. Their influence extends far beyond the classroom or care setting, and the impact they have on our students and families is profound. They are wonderful role models for our children and add immense value to our school community. Their collective efforts highlight the strength of collaboration and the shared commitment that makes St Thomas More such a positive and enriching place for all.

Our Admin and Finance team also deserve sincere thanks for the vital role they play in the life of our school. Their professionalism, organisation, and calm presence ensure that our daily operations run smoothly and that staff, students, and families feel supported. From managing enrolments, communication, and front-of-house care to overseeing budgets, compliance, and financial planning, their work underpins the stability and efficiency of our school. They are often the first faces to welcome families and the steady hands behind the scenes who keep everything moving. Their attention to detail, willingness to help, and commitment to our community make an enormous difference, and we are deeply grateful for all they contribute.

The Year in Review

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

St Thomas More School Board Members

Amanda Dracup | Chairperson

Alison Duke

Kirsty Caruso

Nathan Crail

Darrin Hyatt

Tracey Gordon

Ifeoma Ofornagolu

Tamika Campbell

Clare Konecny

Vicki Rubino

Stavroula Haros

Melissa Musolino

I offer my sincere and heartfelt thanks to our School Board for their guidance, wisdom, and unwavering commitment throughout the year. Their leadership provides the strategic direction and governance that allow St Thomas More to flourish. The Board's thoughtful decision-making, support for our vision, and willingness to engage deeply with the needs of our community have been invaluable. They give generously of their time, expertise, and care, ensuring that every decision is made with the best interests of our students, families, and staff at heart. We are truly grateful for their partnership and for the stability, insight, and encouragement they bring to our school. Their contribution strengthens our community and helps shape a strong and hopeful future for St Thomas More School.

As I look ahead to the next two years, I am deeply grateful for the privilege of serving this community. It is an honour to work alongside such committed staff, engaged families, and remarkable students. Together, we will continue to nurture thriving, faith-filled, and future-ready learners who embody the values at the heart of our school.

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 a place of rich learning, welcome, and belonging throughout 2025. A school community cannot truly flourish without the collective support, generosity, and contributions of these groups. Every individual, whether through their presence, their partnership, or their quiet acts of service has played a meaningful role in shaping the life of our school. Your efforts are deeply appreciated, and the strength of our community is a testament to the care and commitment you bring each day.

As we reflect on the year that has passed, I am filled with hope and enthusiasm for the future.

Shaping our future together,

Belinda Bennett



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