



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Thomas More's Primary School Campbell

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Principal

Mrs Julie Wiley

Section One: Message from Key Groups in our Community

Principal's Message

St Thomas More's Primary School was established by the Sisters of the Holy Faith in 1961. Our school is located near the heart of Canberra, close to Russell, Duntroon and the City Centre. Staff members at our small, intimate school recognise that each student is unique and strive to develop the potential of each person. We provide an opportunity for children to develop in a friendly atmosphere where the needs and concerns of each individual are recognised and valued.

The St Thomas More's Primary School community bases its decisions and actions on its belief that the school is a faith community promoting the values and teachings of Jesus Christ and the Catholic Church. It does this by providing an environment supportive of faith development and Christian values.

Many of our students come from Defence families. We are familiar with the challenges they experience, and therefore endeavour to create a secure environment where all students grow in self-esteem and self-reliance.

At St Thomas More's the staff ensure that the curriculum is accessible to all students, and that students are challenged and supported to achieve their best. We endeavour to provide an inclusive education.

Parent Body Message

St Thomas More's is a small, caring school. The teaching staff demonstrate an enormous commitment to the children and families of the school. The leadership team always aim to work with parents to achieve the best for students. Students are provided with a wonderful range of opportunities for learning and development which recognise the individual needs of each child.

Parents have the opportunity to become more involved in the school by nominating for the School Council. The School Council is made up of representatives from the parish, leadership team, teaching staff and parents. Council is responsible for providing advice and making decisions on a range of matters integral to the operation and direction of the school. In 2015, the School Council was successful in obtaining a grant for the implementation of "Fun Fitness Friday" with an aim to improve the health, level of activity and fitness of students.

The school works to develop a strong sense of community. School Council oversaw a number of community and social events such as a welcome Bush Dance, Mothers and Fathers Day breakfasts, grandparents morning tea and sausage sizzles.

Student Body Message

As the school leaders at St Thomas More's we like being involved in Mini Vinnies and Enrichment Classes. We believe the teachers make sure that students who are more advanced at certain things are challenged and those who struggle get lots of assistance.

As part of our curriculum we do sport clinics and carnivals. Some of the clinics we did this year include Cricket, AFL, Rugby, Oz Tag, Soccer and Netball. These were all run by professionals and were good for both newcomers and people who play for clubs in the Territory.

We got to go on a camp to Jindabyne in Term 1. We bonded with our friends and teachers and made new friendships. We tried new things that we wouldn't normally do, like abseiling - we had a whole heap of fun! The Year 6's also got leadership badges and shirts. There are so many leadership opportunities for the students at St Thomas More's.

One of our favourite things at St Thomas More's is the library. We have loads of books and a great librarian. We do borrowing sessions and library lessons. The students love the library with the great displays and it just feels like a nice place to be in.

Section Two: School Features

St Thomas More's Primary School is a Catholic systemic Co-educational School located in Campbell.

St Thomas More's Primary is a Catholic Primary School located in Campbell. The school caters for students in Kindergarten to Year 6, and has a current enrolment of 163 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 77 male and 86 female students; 2 indigenous students; and 2 with a Language Background Other Than English (LBOTE).

The school employs 18 staff comprising 13 teachers and 5 non-teaching staff, the latter being employed in a variety of capacities including Office Manager, Learning Support Assistant, Student Welfare Officer, Defence Schools Transition Aide and Chaplain.

Due to the school's close proximity to Duntroon, Russell and Campbell Park we enrol a high proportion of students from Defence families who are on two or three year posting cycles. We work closely with families to ensure that all students transition smoothly in and out of our community.

Our students are *curious, collaborative* and *connected*. Teaching and Learning Excellence (TALE) forms our school vision and informs our classroom practice. Learning experiences are authentic and students are able to make links between their existing knowledge and new learning. Our students think creatively and critically and take responsibility for their learning. The students make choices about their learning and are supportive of one another, celebrating each other's achievements.

Risk-taking is encouraged and supported in a safe and accepting classroom environment. The staff at St Thomas More's ensure they are providing authentic experiences with real world connections. Inclusive education is fully supported at St Thomas More's. All students are encouraged to challenge themselves and be the best they can be.

This year we have continued to use the the Innovative Designs for Enhancing Achievements in Schools (IDEAS) process to enable professional conversations about our School Vision and our teaching practice. In collaboration with parents, students and staff members we have agreed that our community is one which is "Centred in Faith and Learning, Inspiring Minds and Nurturing Hearts". Our values program underpins every dimension of life at our school and this year we have focussed on the values of Resilience, Wisdom, Compassion and Respect.

The school's website can be found at www.stmore.act.edu.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

The students in our care are nurtured in the Catholic faith and tradition within a Catholic community. St Thomas More's Primary School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. Using this curriculum document teachers plan and teach Religious Education lessons with creative and meaningful learning activities. Our values and vision is integrated into the program.

At St Thomas More's, Christian Meditation is a very important part of our day. It is expected that each class meditates on a daily basis. We also begin our assemblies, liturgies and school gatherings with Christian Meditation. Every Monday morning the staff at St Thomas More's participates in Christian Meditation. It is a great way to set the tone for the week; it allows staff to centre themselves and connect with their God.

The Sacramental program at St Thomas More's is *Parish-Based* and *School-Supported*. The parish and school work closely with the family in supporting their child when preparing to receive the gifts of the Sacraments. This year the school planned and celebrated the Sacraments of Reconciliation, First Holy Communion and Confirmation. We celebrated special events throughout the year with the parish including masses for Ash Wednesday, The Assumption and St Thomas More's Feast Day. For ANZAC Day and Remembrance Day, parents in the Defence Force attended our services in military uniform.

The school supported a variety of charities throughout 2015 including Kitenden, Caritas, Children's Mission and St Vincent de Paul. St Thomas More was a man of truth and integrity. He became known as a patron to the poor and a humble servant of God. Here at St Thomas More's, we encourage our students to show mercy and generosity towards others. The Mini-Vinnies group worked hard throughout year to raise awareness of charities that needed our support. Through various ventures they were able to fundraise significant amounts of money.

Through our Values program we teach our students to treasure the life of St Thomas More through the values of *Wisdom*, *Courage* and *Peace*. St Thomas More was a person of *Wisdom*. He loved learning and was a person of great intellect. He strived to seek the truth. St Thomas More was a person of *Courage*. He persevered and stood up for what he believed in despite adversity and oppression. He had a strong faith in God. St Thomas More was a person of *Peace*. He forgave those who opposed him. He was God's servant first. Throughout 2015, the students were recognised for displaying these values. At each of our assembly's, children were nominated for a Values Award and their names were published in *More Reminders*.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
86	77	2	163

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.73%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	96%
Year 2	94%
Year 3	95%
Year 4	95%
Year 5	90%
Year 6	93%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	5	18

* This number includes 8 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences. Staff have been on the IDEAS process journey for the last few years. This has culminated in a new vision for the school and re-focused our professional learning.

Staff participated in Spelling and Writing twilight meetings this year. This PD was run by Associate Professor Kaye Lowe.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	74%	48%	11%	11%
	Writing	52%	47%	7%	7%
	Spelling	41%	41%	19%	15%
	Grammar and Punctuation	67%	52%	7%	11%
	Numeracy	36%	34%	4%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	65%	34%	12%	18%
	Writing	24%	19%	12%	18%
	Spelling	29%	33%	24%	15%
	Grammar and Punctuation	35%	36%	6%	17%
	Numeracy	19%	28%	25%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

Our relatively new school Vision is known by all members of our school community. It is embedded in our practices and directs all that we do at St Thomas More's. We have established a clear, school-wide approach to pedagogy, building teacher capacity and maximising student outcomes. Teachers regularly review their practice and observe peer teachers through our GROWTH projects. These are related to the professional goals they set.

It is now clear that everything we do at St Thomas More's is *Centred in Faith, Inspiring Minds, Nurturing Hearts and Leading Teaching and Learning*. We have devised our Leadership Team Statement on these key ideas. To help in this process, the Leadership Team was guided by a professional coach.

We have pursued Bring Your Own Device (BYOD) options and trialled BYOD in a 5/6 class with positive results. The teachers received support from Catholic Education to ensure the roll-out was scaffolded and successful. We worked closely with parents and kept them informed of any updates throughout Term 4.

Priority Key Improvements for 2016

Due to the successful trial of the Bring Your Own Device program in one Yr 5/6 class, we will implement the use of iPads in the other Yr 5/6 class. Teachers will receive further support and professional development in ICT to ensure best classroom practice.

The Leadership Statement will be finalised in Term 1 next year. This will ensure there is consistency across the roles and that the Leadership Team is working together to ensure there is excellence in teaching and learning.

There will be a systematic collection and analysis of student data. We will establish a data wall in the staffroom which will be used to inform teaching practice.

Next year, teachers will closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making. Teachers will ensure that all students are appropriately engaged, challenged and extended by designing teaching and learning experiences to meet students' learning needs.

We will improve teachers' content knowledge in Mathematics and meet the national benchmark in numeracy for Years 3 and 5. We will develop an agreed practice and design a comprehensive curriculum map across K - 6.

Section Eight: School Policies

Student Welfare Policy

The St Thomas More's school community strives to nurture the growth of all individuals through a supportive, inclusive and Christian atmosphere. We base our decisions and actions on the teachings of Jesus and the Catholic Church. Our Pastoral Care and Student Management policy seeks to reinforce the belief that all members should be treated with dignity and respect.

Every student has the right to feel safe at all times; to learn, and be respected. We use the Restorative Practice model to alleviate conflict situations. For repeated playground issues, Time Out is the preferred consequence. The student fills in a Time Out sheet, which is an avenue for reflection and discussion.

There are clear procedures and strategies to prevent, reduce and respond to bullying. All reports of bullying at St Thomas More's is taken seriously. Members of staff who learn of bullying actions respond and report the actions to the Principal or Assistant Principal immediately.

Corporal punishment is expressly prohibited at this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

St Thomas More's school follows the Catholic Education Complaints and Grievances Resolution policy as listed on the Catholic Education website and the St Thomas More's policy is available from the front office. The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment.

We believe that most grievances can be avoided by clear communication. While we accept our responsibility to consult and to communicate effectively, community members also have an obligation to read notices and newsletters, attend meetings and seek clarification when required.

People with complaints should firstly contact the relevant staff member. An interview may be arranged and if the response is unsatisfactory or there is difficulty communicating, the complaint is to be directed to the Principal or the Assistant Principal.

The Principal or delegate will act where unacceptable conduct has been observed or brought to his or her attention. Formal processes will be used in this situation, as listed in the policy.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

A parent survey was conducted to determine the overall satisfaction with the school. Sixty-two parents responded to the survey, out of a possible 163. The survey results are very positive. The school's vision is apparent in the teaching and learning at St Thomas More's and the Gospel values are known and lived, with high percentages attributed in both statements.

Parents believe the teachers at St Thomas More's are committed in their approach to learning and teaching. 90% of the respondents agree that the teaching staff are embedding our TALE (Teaching and Learning Excellence) vision throughout the curriculum. A stimulating learning environment is being provided by the teachers through the use of ICT; 33% agree and 43% of parents strongly agree.

All parents responded positively to being able to speak with a teacher, a member of the Leadership Team or the Principal about their concerns. The staff and Leadership members are very approachable and are always willing to listen to parent concerns.

Student Satisfaction

The Year 6 student leaders were asked for their feedback on teaching and learning and extra-curricular events such as excursions, sporting opportunities and school camp. They expressed strong satisfaction with the wide range of educational activities available at St Thomas More's school. They particularly enjoyed being part of the Mini-Vinnies group, along with the sport clinics offered, such as the Soccer clinics conducted by Coerver Coaching and Funfit Friday.

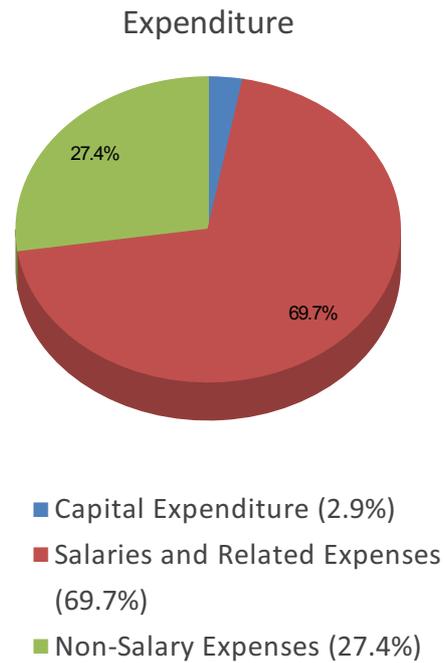
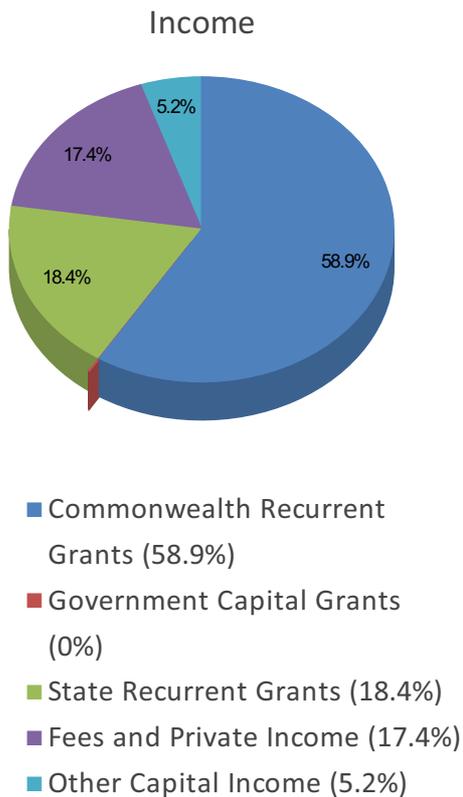
One of our Year 5/6 classes trialled the introduction of the *Bring Your Own Device* (BYOD) program. The students found the program to be very engaging and learnt so much about the use of technology in the classroom. The Year 6 students became experts at using the approved educational apps and enjoyed presenting their work in a digital format. The Year 5's are looking forward to full implementation next year.

Teacher Satisfaction

All staff at St Thomas More's were invited to complete a satisfaction survey. 11 staff members completed the anonymous survey. Overall satisfaction was very high. Staff feel very supported through the GROWTH mentoring sessions. They expressed the desire to improve teaching practice and engage in rich discussions about excellent pedagogy and said they feel supported in this by the Leadership Team. The teaching staff also feel encouraged to include opportunities for 3C Learning in their teaching and learning activities and have appreciated the professional input from the Assistant Principal.

Inclusive education is important to the staff at St Thomas More's School. The teaching staff were pleased with the support and help they received from the Learning Support Teacher throughout the year. Staff felt the students on *Personal Plans* were catered for and work was differentiated for them with help from the Learning Support Teacher and the Learning Support Assistants.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,351,635
Government Capital Grants ²	\$532
State Recurrent Grants ³	\$422,740
Fees and Private Income ⁴	\$399,602
Other Capital Income ⁵	\$118,578
Total Income	\$2,293,087

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$62,270
Salaries and Related Expenses ⁷	\$1,495,256
Non-Salary Expenses ⁸	\$586,920
Total Expenditure	\$2,144,446

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.