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          Newstead
          Tasmania. 7250

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FAX: (03) 63377272
EMAIL: office@stm.tas.catholic.edu.au
WEB-SITE: www.stm.tas.catholic.edu.au
PRINCIPAL: Mrs Carol Seagar

MISSION STATEMENT

St Thomas More’s Catholic Primary School is a Christian community founded in the Catholic Tradition by the Sisters of St Joseph. We endeavour to provide a nurturing environment in which each member of our community can become the person they were created to be. We are empowered to live the gospel values of Respect, Integrity, Dignity, Justice and Empathy.

OUR SCHOOL MOTTO
The History of St Thomas More’s Catholic Primary School

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

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

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

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

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

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

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

In 2007, after careful consideration the School Board of Management and the Principal recommended to the Catholic Education Office to increase the enrolments commencing in 2008. It was agreed that the school would take in additional enrolments in Kindergarten. In the long term this would see our school grow from approximately 225 students with 8 class groups in 2007 to approximately 330 students with 13 class groupings by 2015.
In late 2007 we began a significant consultation phase with our school community to enable the development of a Master Plan. The Master Planning Committee had stakeholder representation from all sectors of our community. The Master Plan is designed to inform all aspects of building development in light of the student population growth of our school. The Master Plan was completed in 2009.

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

In November of 2010 Stages 2 and 3 commenced. These included refurbishment of Grades 3-6, Library and Administration. Works were completed in August of 2011. The outdoor landscaping has started and will be completed by October 2013. These areas are the entrance from Campbell Street, the entrance off Abbott Street, the outdoor learning area outside Prep and the outdoor entertaining/vegetable garden area outside the Josephite Hall.

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

In 2013 we celebrated the 75th Anniversary of the establishment of St Thomas More’s by the Sisters of St Joseph in 1938. We celebrated this event with the planting of a tree beneath which is a time capsule, to be opened in 2038. An open weekend, showcased many archived photographs, documents and original school items from the past. The attendance over the weekend was magnificent. A Mass followed by a supper in the Josephite Hall completed a most memorable weekend. The outdoor environment has been landscaped with a vegetable garden and entertainment area, bank development for creative play opportunities and garden beds groomed and completed over the last 3 years.

**Characteristics of St Thomas More’s Catholic Primary School**

St Thomas More’s is located in the leafy Launceston suburb of Newstead on the corner of Abbott and Campbell Streets and approximately two kilometres from the city center.

St Thomas More’s has excellent facilities that support the learning and teaching of our qualified and enthusiastic staff. We provide comprehensive programs in all curriculum areas. Our school joins with Launceston Catholic schools to offer the opportunity to play instruments through the “Band Program”.

It is our thriving community spirit that makes our school special. Parents, staff and children are free to contribute to the life and decision making of the school. Within our school environment each child’s needs and strengths are recognised and catered for.
Governance

St Thomas More’s Catholic Primary School is a Systemic Parish School within the Catholic Education System of Tasmania. All Systemic Parish Schools operate under the authority of the Archbishop of Hobart. Systemic Parish Schools are accountable to the Director of Catholic Education as an agent of the Archbishop.

The Tasmanian Catholic Education Commission is a body commissioned by the Archbishop of Hobart to advise him on educational policy and issues in the Archdiocese.

Curriculum development, employment of staff and the general organization of the school are the responsibility of the Principal. The Catholic Education Office provides assistance through allocating each School a Senior Consultant.

The school’s Board provides support to the Principal.

Board of Management Representatives 2015:
Crichton Lewis (Chairperson)
Greg Dwyer (Treasurer)
Father Mark Freeman (Parish Priest)
Micha Leyden
Megan Murray
Amanda Duff (Secretary)
Kim McInnes
Sarah Herd
Greg Harper

Transport

Our school is well served by the Metro (Metropolitan Transport Trust) and private bus operators.

Student Numbers

<table>
<thead>
<tr>
<th>2015</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINDER</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>PREP</td>
<td>26</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>28</td>
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<td>3</td>
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<td>15</td>
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<td>4</td>
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<td>21</td>
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<tr>
<td>5</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>6</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>155</td>
<td>170</td>
</tr>
</tbody>
</table>
Student Outcomes

At St. Thomas More’s Catholic Primary School we achieved the following results in the 2015 NAPLAN testing programme:

<table>
<thead>
<tr>
<th>Class Cohort</th>
<th>Percentage above benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 Reading</td>
<td>98%</td>
</tr>
<tr>
<td>Year 3 Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Year 3 Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Year 3 Grammar and Punctuation</td>
<td>95%</td>
</tr>
<tr>
<td>Year 3 Numeracy</td>
<td>98%</td>
</tr>
<tr>
<td>Year 5 Reading</td>
<td>87%</td>
</tr>
<tr>
<td>Year 5 Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5 Spelling</td>
<td>92%</td>
</tr>
<tr>
<td>Year 5 Grammar and Punctuation</td>
<td>97%</td>
</tr>
<tr>
<td>Year 5 Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

Reporting Student Progress to Parents: At St Thomas More’s Catholic Primary School we have these protocols in place for reporting to parents:

An information evening is held with parents in Week 1 of Term 1.
Parent –Teacher meetings occur in week 6 of Term 1.
Formal reports are issued at the end of Term 2 and Term 4
Parent-Teacher interviews take place after the issuing of reports in early Term 3 and Term 4.

Parents may request a meeting with any staff member at any time mutually convenient.

CATHOLIC LIFE AND MISSION

Liturgy

We celebrated the Eucharist as a whole school at the beginning of year, end of year, and on St Thomas More’s Feast Day. Throughout the year classes celebrated Mass on the first Tuesday of the month in Sacred Heart Church. Classroom RE units on the Mass are improving the children’s understanding of what happens at Mass and also their familiarity with the responses.
Grades 3-6 had opportunities throughout the year for the Sacrament of Reconciliation, during Lent and Advent. This is usually the Second Rite.

We celebrate Holy Week and Easter with experiences appropriate to the age and understanding of the children. Students re-enacted the events of Holy Week on Thursday, 24th March with a moving whole school drama walk. After the Easter break the students celebrated the Resurrection with Mass.

Mothers Day, Fathers Day and Grandparents Day gave us opportunities to celebrate with extended families, building bonds of mutual respect and belonging which characterise our school community.

St Thomas More’s Feast Day is a special day of celebration for our community and we also acknowledged the Sisters of St Joseph, who founded our school, on their Feast Day. The Feast of St Joseph’s on 19th March was celebrated at the 6pm Saturday evening parish Mass, with our school represented by our Junior Joeys group. These students are selected from Grade 5 and 6 students and meet on a regular basis to plan and carry out service activities within the school and parish in the true spirit of St. Joseph and the Josephite sisters. The Junior Joeys are ably guided by Sister Lynette and Mrs. Jacqui Wood. The students were inducted and received their badges at the opening Mass of the school year.

In 2009 we introduced “MacKillop Day”. The day was a response to our “founding sisters”. Children gathered to celebrate in prayer and then were organized into “mixed-age groups” to complete a number of activities. The house groups were expected to promote the qualities that Mary MacKillop is renowned for. It was wonderful to see many shining examples of the qualities of Mary MacKillop alive and well amongst our children.

Class prayer is a regular and important part of our Catholic culture at St Thomas More’s.

The School in the Life of the Parish and Diocese

We encourage families to attend Mass by inclusion of Parish Mass times in our school newsletter and promotion of the Family Mass regularly throughout the year.

The school supports the family centered, parish based sacramental preparation process through distribution and collection of registration forms and contact with families and by reminders of upcoming events in the newsletter.

We had three students who regularly served at Mass. They are a witness to other children, particularly when they serve at our school Masses.
**Spirituality Programs**

The staff met each Tuesday at recess for staff prayer. Staff members recognise the importance of coming together as a group to pray.

Spirituality Days were another opportunity to promote and enhance the faith development of staff throughout the year.

**Religious Education Curriculum**

Classroom teachers worked in collaborative groups to plan RE units using the Good News for Living curriculum framework. This has continued to be an effective model, leading to some valuable teaching and learning. We have developed a scope and sequence for each level of Good News for Living. This is adding to the development of a thorough and sequential RE Curriculum in our school.

Julie Nailer and Shaye Noble attended the Josephite Colloquium from 29 – 31st March in Hobart. This professional learning inspires and empowers staff to be ‘Josephite’ leaders in our school.

Staff continued to plan with the Good News For Living. Staff plan with Libby Van Tienen (Education Officer with the TCEO) to learn more about Julian Tenison-Woods and to make plans for a garden which will reflect his love of nature.

Making Jesus Real is used in Grades 5 & 6, with Grade 6 students also having MJR days with Julian Davey throughout the year. This is a valuable addition to the RE curriculum and is well received by the children who appreciate the way it applies their faith to real life.

**Community Participation and Christian Outreach**

The Student Representative Council organised fundraising for local, national and international charitable organisations throughout the year. The aim of these is to support worthwhile causes and to teach our children social responsibility. Through their involvement they realised that they can make a difference in the lives of others. The SRC raised $2000 for Caritas, contributed significantly to the Archbishop’s Charitable Fund and Vinnie’s Christmas Appeal.
OUR LEARNING COMMUNITY

Programmes that have enhanced student learning:

Literacy and Numeracy Programmes:

Teachers continue to differentiate all learning programmes within their teaching. Support staff from the Tasmanian Catholic Education Office attended St Thomas More to work with staff and students on a regular basis. Staff continued to work with the regional support person for Literacy and Numeracy in developing their knowledge of the Australian Curriculum and refining their teaching pedagogies.

The teaching of Reading was a key focus for learning in 2015 with significant professional learning on Reading pedagogies and content knowledge for staff. We undertook a focus on the strategies for reading and how to best teach these in the classroom. Bobbi-Jo (Literacy Education Officer) undertook professional learning opportunities with all staff in focused sessions in class and in study groups.

STM continued to offer extra support to students with identified learning difficulties. Teacher Assistants support staff in implementing adapted programs for students with learning needs.

Staff have regularly committed to their Collaborative Teaching Teams for planning of work between grade levels. This has lead to sharing and planning of resources, ideas, teaching strategies and assessment techniques.

Staff continue to moderate internally prior to all reporting.

Equity

Equity at St Thomas More’s Catholic Primary School

Current Systems and Processes use to Identify and Support Students

All staff are guided by our Mission Statement, which says, “We endeavour to provide a nurturing environment in which each member of our community can become the person they were created to be.” The school’s Strategic Plan, for 2015, focused is to upskill staff on how to move students on in their reading and how to use the evidence from formative and summative assessments to do this (targeted intervention). We believe that improved reading skills will also aid mathematical application of students.

The process below is followed when staff have concerns about student learning:
In 2015 we have 18 students funded with a disability, 2 funded for speech and two funded EAL students.

Programs:
Individual programs are implemented by teacher assistants and classroom teachers implement small/whole class programs.

Programs within the school:

*Literacy*
- Onset and Rime (Early Childhood)
- Earobics (Prep – Grade 6)
- Magic 100 Words (Prep – Grade 2)
- Mini-Lit
- Pre-lit (Kindergarten)
- Multi – Lit (Grade 1 – 4)
- Spelling Mastery (Grade 3- Grade 6)
- Letters & Sounds (Early Childhood)
- THRASS (Grade 3 – Grade 6)
- Words their Way
- EAL Program (Kinder – Grade 6)

*Numeracy*
- Mental Computations (Grade 3 – Grade 6)

*Social/Emotional Well-being*
- Circle Time

**Peer Support**
At our school we have a system of ‘buddy’ classes where older grades take on younger grades in order to get to know the students, to offer support in the playground and to establish some learning activities between the classes.
Eisteddfods

St Thomas More’s Catholic Primary School continued to enter the Launceston Competitions in May at the Princess Theatre. We entered classes in poetry reading and smaller groups in solo poetry and Bible reading. STM had winners and places in all sections. Many first, seconds and thirds won in speaking in Grade 5/6, as well as in mime and short plays. Emily Fryett won overall award for Grade 6 and Grade 3/4 won an overall shield.

Sporting Programmes

At St Thomas More’s Catholic Primary School the annual Swimming Carnival was held in February 2015 with a strong team entering the Independent Carnival later in March. The School Cross Country Carnival was held within the school grounds in May, and the school team raced at the NJSSA carnival in June. The Athletics Carnival was held in October at the St. Leonard’s Stadium for Grades 3 – 6 and Kinder to Grade 2 had an Athletics Carnival at school a week later.

Gifted and Talented Programmes

The SOFOS programme continues at St Thomas More’s Catholic Primary School with 9 students from Grade 6 participating once a week in a computerised extension and communication programme supported by the Tasmanian Catholic Education Office. Grades 3 – 6 participated in some of the NSW Competitions in the academic subjects.

Outdoor Education

St Thomas More’s Catholic Primary School holds camps every year for Grades 5 and 6. These are always a valuable experience for the students as they learn many life skills and rise to new individual and team challenges. Grade 5/6 attended Camp Banksia at Baker’s Beach for three days.

PASTORAL CARE

Overview

Pastoral care is an integral part of our school life. Respect for each individual is reflected in our school mission statement and school rules. We encourage and support all members of the school community to develop and maintain strong relationships with each other. This connectedness builds a foundation of pastoral care for parents, teachers and children. Our Pastoral Care Policy was rewritten in 2014 and our behavior management strategies were linked to this policy and published on our website.
Circle Solutions meetings are in regular use in classrooms as are class meetings.

**For Students**

The buddy class program assists children to develop and maintain relationships outside of their normal class group friendships. Each primary class is linked to an early childhood class and within this, each child is paired with a buddy from the other class. Regular activities and informal contact throughout the year build this relationship that benefits both the younger and the older children.

The relationships that we develop with families throughout their child’s time at school are essential to student welfare. Positive relationships with parents are invaluable when difficulties arise. Parents then know from their previous experience that they can trust that teachers will act in the best interest of their child. Sometimes this doesn’t eventuate as we would like, but the more we build those foundations with parents, the easier it is when difficulties arise and we need to work together in the best interests of the child.

Being a small school, the children are well known to most teachers and this builds a sense of belonging that is central to pastoral care. We trust that each member of our community is actively engaged in being part of the pastoral care in our school.

**For Families**

The Centacare family life evening is offered to families once every two years to assist parents with personal development and sexuality. It is presented to all grades from Prep to Grade 6. 2014 saw a change to this format, with Family Life Education being taught within the curriculum and during class time. This program will be offered again in 2016.

**Pastoral Policy**

The Pastoral Care Policy was rewritten in 2014 and is published on our website.

**STRATEGIC PLANNING**

In 2013 we completed the School Improvement Process. This process is one that all Tasmanian Catholic Schools undergo. It is designed to highlight the strengths and challenges of schools and prepare the way for a Strategic Plan. The outcome of the Validation process informed strategic goals for 2014 to 2017 – see chart below.
School Improvement Goals for 2015:

**NAPLAN & PAT Data** over the last two years has shown a significant decline in student reading abilities. Staff want to upskill themselves on how to move students on in their reading and how to use the evidence from formative and summative assessments to do this. We believe that improved reading skills will also aid the mathematical application of students.

**Evidence/Indicators of Success**: Improved data results; increased staff confidence in teaching reading skills; evidence in student's work of improvement; PLCs to work on this focus & share collective wisdom

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**SCHOOL IMPROVEMENT ANNUAL PLAN**

Annual Goal: 1. To lift all student’s skills, abilities, knowledge & confidence in reading. (3.1 3.2 3.3 3.5 3.6), as cited in Strategic Directions.

1. What will we achieve this year? A significant step towards the strategic goal. Start of specific and measureable practices and knowledge of staff in guided reading and how to formatively assess student progress and move them on.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Success Indicators</th>
<th>Evaluation</th>
<th>Resources</th>
<th>Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How will we achieve it?</strong></td>
<td><strong>Possible targets to measure progress. Staff meeting goals set to report back on at next meeting with evidence. Professional discussion &amp; sharing of evidence from classroom teaching and learning. Evidenced into PLCs and staff sharing of student learning with evidence. Use of First Steps criteria regularly in teaching, planning. Correct guided reading happening regularly each week in classes; sharing of progress or challenges at staff meetings, PLCs.</strong></td>
<td><strong>How will measure it?</strong></td>
<td><strong>Leadership team to attend CCTs and PLCs to observe process and professional discussion, planning and evaluation.</strong></td>
<td><strong>All year</strong></td>
</tr>
</tbody>
</table>

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1. **Training of Literacy Leader Julie Love (with Leadership Team: Kurt Atkins & Carol Seagar)**
   - X 5 sessions lead by TCEO (oral focus).
   - Julie to lead staff in PL staff re oral focus.
   - Bobbi – Jo to lead staff PL at Staff meeting on Reading Strategies linked to First Steps x2.
   - Sessions with staff in PLCs to model guided reading - see attached sheet.

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1. **Staff meeting goals set to report back on at next meeting with evidence.**

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**Evaluation**

**How will measure it?**

Level of staff engagement and evidence brought to discuss and share. ✓

Leadership team to attend CCTs and PLCs to observe process and professional discussion, planning and evaluation. ✓

Observable reading groups with guided reading each week. ✓
<table>
<thead>
<tr>
<th>DOMAIN and Element</th>
<th>GOAL</th>
<th>STRATEGIES</th>
<th>Who/Resources</th>
<th>Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 3.7</td>
<td>Quality Teaching: Teachers continue to develop skills to improve teaching and learning based on a focus on formative assessment – goal from Focused investigation 2014</td>
<td>1. Leadership Team to lead staff meeting professional learning with four sessions over Terms 1, 2, 3 &amp; 4 with additional 4 sessions for staff to share their progress. √ All achieved</td>
<td>Leadership Team</td>
<td>All year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Leadership Team to continue professional learning sessions with Donna Bucher as 2nd year Formative Assessment School √ This progressed as planned.</td>
<td>Leadership Team</td>
<td>All year</td>
</tr>
<tr>
<td>3.3</td>
<td>Curriculum: Targeted intervention with students in reading skills by teachers and professional learning for staff in developing and lifting reading skills – goal from Focused investigation 2014</td>
<td>1. Bobbi-Jo to lead staff meeting professional learning in reading 3 x over Terms 1 &amp; 2 and meet with Teaching teams 2x. BJ to lead peer observations with a reading focus, then move onto Reading Map of Development with Staff in professional learning blocks 1x month – all achieved</td>
<td>Bobbi-Jo &amp; staff</td>
<td>All year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Leadership Team to attend system focus on Oral Literacy. ✓</td>
<td>Leadership Team</td>
<td>All year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Literacy Support Partners to support staff &amp; students in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Evaluation.** *(Completed at the end of the year)* This evaluation then forms part of the Annual report.

The initiative of beginning Learning Support Partners this year in reading improved teaching strategies in the classroom with transfer to student learning evident from observations, conversations and planning.

### 3.1 Quality Teaching

- Teachers are designing learning tasks based on knowledge of students through correct application of running records, analysis and then planning forward; better pedagogical practices evident and content knowledge of reading strategies being transferred to language of the classroom, planning and teaching. Differentiation more evident due to PL. More connections to real life reading and links between KLAs with reading foci.

### 3.2 Learning & Teaching Programs

| 3.2 Learning & Teaching programs: To improve staff skills, knowledge and capabilities in planning, teaching & assessing oral literacy | 1. Julie Love to be trained in Oral Literacy and work with Bobbi-Jo and staff in classrooms. ✓ |
| 2. Staff meetings to discuss knowledge and skills for oral literacy in classrooms. ✓ | Julie Love & Bobbi-Jo All year |

### 3.3 Curriculum

- More specific links being made to the curriculum for reading in all strands and relevancy to students improving.

### 3.4 Learning and Teaching Programs

- Improved integration, continuity and progression across grade levels in content and pedagogy; more rich and meaningful tasks being planned and taught; learning intentions make learning more visible for the students; teachers evaluating student reading progress more within and between classes; staff supported in improved pedagogy by LSP.
## SCHOOL IMPROVEMENT Operational /Action Plans

(Ongoing school improvement plans /actions)

<table>
<thead>
<tr>
<th>Domain or Element</th>
<th>Actions to be completed</th>
<th>Resources required</th>
<th>Anticipated Time Line</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Positive Behaviours (PBS)</td>
<td>Rewritten Pastoral Care Policy &amp; Minor and Major Infractions Charts to be actively used in the school. Sent out to parents to inform of changes to behavior management. Fiona Labuchagne to lead staff meeting refresher on Circle Time and to lead PBS Team throughout the year.</td>
<td>NEWSLETTER &amp; WEBSITE Fiona Labuschagne</td>
<td>BEGINNING OF YEAR AND EACH TERM.</td>
<td></td>
</tr>
<tr>
<td>SLN – Equity 4.2</td>
<td>1. STAFF TO HAVE IN-SCHOOL SHARING SESSIONS OF STUDENT NEEDS IN WEEKS 3 -4 TERM 1 15/2; 20/2; 27/2 √</td>
<td>JULIE NAILER RICHARD WASSOM</td>
<td>All year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. ALL STAFF REQUIRED TO READ SLN INFO ON STUDENTS IN LEADERSHIP ROOM FILES.√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. ALL STAFF GIVEN SUMMARY CHART OF ALL STUDENT NEEDS FROM JULIE NAILER.√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. 2/3/15 Richard Wossom re IEPS @ Staff Meeting√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths 3.1; 3.2;3.3; 3.4;3.6;3.7</td>
<td>Staff to share at staff meetings their progress in formatively assessing student progress and how to teach the gaps.√</td>
<td>Kurt Atkins to lead these staff meetings and to send out regular emails reminding staff of strategies learnt over last 3 years of PL.√</td>
<td>All year</td>
<td></td>
</tr>
</tbody>
</table>

16
<table>
<thead>
<tr>
<th>FOCUSED INVESTIGATIONS</th>
<th>YEAR</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAL 2013</td>
<td>4.2 LEARNING &amp; TEACHING ✓</td>
<td>1.3 SCHOOL CLIMATE ✓</td>
<td>4.5 PROF LEARNING ✓</td>
<td>2.3 LEADING OTHERS</td>
<td>ANNUAL PLAN FOR NEXT YEAR Discernment Evening with Community</td>
</tr>
<tr>
<td>FIRST 2014</td>
<td>5.1 Student Achievement ✓</td>
<td>5.2 Assess. Reporting &amp; Feedback ✓</td>
<td>5.3 Equity ✓</td>
<td>4.3 Curriculum ✓</td>
<td>4.1 Quality Teaching ✓</td>
</tr>
<tr>
<td>SECOND 2015</td>
<td>3.2 (Now 5.2)Parent/School/Community Partnership</td>
<td>4.4 (Now 3.4)RE</td>
<td>3.4 (Now 4.3)Positive Behaviours</td>
<td>3.3 (Now 4.4)Student engagement in learning</td>
<td>3.1 (Now 4.1)Student, Staff and Community Well Being</td>
</tr>
<tr>
<td>THIRD 2016</td>
<td>2.4 Leading Continuous Change</td>
<td>5.1 Ecological Sustainable behaviours</td>
<td>2.5 Leading the School Organisation</td>
<td>2.3 Leading Others</td>
<td>2.2 Leading Self</td>
</tr>
<tr>
<td>FOURTH 2017</td>
<td>1.4 Community</td>
<td>1.2 Tradition</td>
<td>1.1 Vision &amp; Mission</td>
<td>1.3 School Climate</td>
<td>1.5 Spiritual Formation</td>
</tr>
</tbody>
</table>

CAPTIAL WORKS
In 2007 St Thomas More’s School recommended to the Catholic Education Office to accept additional enrolments. The recommendation came after careful consideration of the enrolment patterns at our school over a sustained period of time. We worked closely with our school community to form ideas on the needs of the community. The Catholic Education Office endorsed the recommendation for 42 students to commence at our school in 2008.

In late 2007 a Master Planning Committee that has representation from the Board of Management, the Staff, Principal, parents and the Catholic Education Office was formed. The committee began working with Birelli Architecture in workshops. The brief was to develop a shared understanding of what facilities would meet the needs of our children well into the 21st Century.

In 2009 our school was the recipient of two Federal Government funding initiatives
Pride in Our Schools $125,000
Building an Education Revolution $2,225,000

The two projects will build and refurbish:
Refurbish six Early Childhood General Learning Areas (ECE GLA’s)
New Multi-Purpose Hall
New Amenities Block
Outdoor covered ways

These projects began in May of 2009 and were completed in May 2010.

In 2010 we applied successfully for a system grant of $875,000.
In late November 2011 work commenced on Stage 2 and 3 of our Master Plan.
Stage 2 – Refurbishment of 3 Grade 5/6 GLA’s and Library
Stage 3 – Refurbishment of 3 Grade 3/4 GLA’s and Administration rooms

Building works were completed in late August 2011.

The official blessing opening of Stages 1-3 was conducted by Reverend Mark Freeman and Mr Geoff Lyons MHR on Tuesday 4th October, 2011.

A grant of $100,000 was provided by the Tasmanian Catholic Education Office to finish off the outdoor works for 2013. These were completed October of 2013.

**Enrolments and Staffing**

St Thomas More’s is bound by the TCEC (Tasmanian Catholic Education Commission) enrolment policy.

In 2015 we had 13 class groupings from Kindergarten to Grade 6 with a two groups of Kindergarten, 2 Prep classes, Three Grade 1 / 2 classes, Three 3 / 4 classes and three 5 / 6 classes.

Full time teachers = 8 and the Principal
Part time teachers = 13
Full time grounds man = 1
Part time Office Staff = 3
Part time aides = 9

**TEACHER QUALIFICATIONS 2013**

**LEADERSHIP IN RED**

<table>
<thead>
<tr>
<th>NAME</th>
<th>QUALIFICATIONS</th>
<th>INSTITUTE</th>
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</thead>
<tbody>
<tr>
<td>Kurt Atkins</td>
<td>Bachelor of Education RE GRAD CERT</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Mel Atkins</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Tracy Brandis-Gray</td>
<td>Bachelor of Arts (Asian Studies) Graduate Diploma in Education</td>
<td>Curtin University</td>
</tr>
<tr>
<td>Emilie Carr</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Kate Chugg</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Angela Edwards</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
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<tr>
<td>Georgia Greig</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
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<tr>
<td>Julie Love</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Bradi McGee</td>
<td>Bachelor of Education Grad. Cert. in Re</td>
<td>University of Tasmania</td>
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<tr>
<td>Denise Morgan</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
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<tr>
<td>Julier Nailer</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Barry Nas</td>
<td>Bachelor of Education Associate Diploma of Music</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Cassie O’Neill</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
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<tr>
<td>Lauren Peters</td>
<td>Bachelor of Education Graduate Certificate in Theology</td>
<td>University of Tasmania</td>
</tr>
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</table>

Total number of teachers: 13
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaye Noble</td>
<td>Bachelor of Education, Graduate Certificate in Education, Masters of Education</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Rosemary O'Brien</td>
<td>Certificate of Teaching</td>
<td>Brigidine Teachers Training College,</td>
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<tr>
<td></td>
<td></td>
<td>Malvern, Victoria</td>
</tr>
<tr>
<td>Aimee Rooney</td>
<td>Bachelor of Performing Arts, Bachelor of Teaching Grad. Cert in RE</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Jessica Scharapow</td>
<td>Bachelor of Education</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Carol Seagar</td>
<td>Bachelor of Arts, Master of Arts, Diploma of Teaching, Master of Education</td>
<td>Auckland University</td>
</tr>
<tr>
<td>Nicholas Stacey</td>
<td>BSc (Hons) Sports Studies, Bachelor of Teach (Hons)</td>
<td>Staffordshire Uni (UK), University of</td>
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<tr>
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<td></td>
<td>Tasmania</td>
</tr>
<tr>
<td>Therese Wahl</td>
<td>Bachelor of Education, Bachelor of Music Grad. Dip. RE (ACU), Associate Diploma Music</td>
<td>University of Tasmania, ACU</td>
</tr>
<tr>
<td>Janet Wilson</td>
<td>Diploma of Teaching, Bachelor of Education</td>
<td>NSW</td>
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<td>University of Queensland</td>
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</tbody>
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**COMMUNITY INVOLVEMENT**

Extra curricula programs students are involved in throughout the year are:

- Launceston Competitions
- City Park Radio (once a term)
- Grade Five and Six leadership days with other Catholic schools
- ANZAC Day - students from Grade Six represent the school in the Launceston march
- Community responsibility – Grade Six students (in small groups) took turns cleaning the church
- Internal school awards: Citizenship, Academic, Related Arts and Sportsmanship – each has an excellence and merit award making it a total of eight awards
- AFL and basketball skills clinics
- Inter-school basketball competition
- Annual School Community Rock ‘n’ Roll Night
- School Fair
ST THOMAS MORE’S CATHOLIC SCHOOL
SOURCES OF INCOME 2015
Total Income $3.1 million

Commonwealth Grants - Recurrent, 64.8%
State Grants - Recurrent, 14.7%
School Income, 19.2%
Capital Grants, 0.0%
Capital Loans & Donations, 0.0%
Capital Levies, 1.3%
ST THOMAS MORE’S CATHOLIC SCHOOL
EXPENDITURE 2015
Total Expenditure $3.1 million

- Salaries & Related Costs: 71.3%
- Education Specific Costs: 3.6%
- Capital - Equipment, Furniture & Library: 2.0%
- Staff Training: 0.3%
- Capital - Buildings: 1.3%
- Capital Levies: 1.2%
- Administration & Running Costs: 14.8%
- Debt Servicing: 4.3%
- Maintenance: 1.3%
This Report was prepared by:

The Principal,

Signed

Carol Seagar

27th June 2016