

St Thomas More's Catholic School

Annual Community Report



2020

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Vision Statement

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

MISSION STATEMENT

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

OUR SCHOOL MOTTO

For God and Country



Values

Respect

Integrity

Dignity

Justice

Empathy

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. Our enrolments continue to remain constant at over 350 students.

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



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

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

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

The Josephite tradition of treasuring every single child continues to be very much valued and practiced 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.

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

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



Characteristics of St Thomas More's Catholic School

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

St Thomas More's Catholic School has excellent facilities that support the learning and teaching of our qualified and enthusiastic staff. We provide comprehensive programs in all curriculum areas. Our strength is our multi-aging classes that allows our teachers to work collaboratively to ensure all of our students' needs are met. This is evident through the excellent results we receive in all national assessments.

We believe it is important to cater for all students, that is why we have comprehensive learning support, gifted education, EAL and well-being programs. Students are nurtured at St Thomas More's to ensure they fulfil their full potential.

Our school's close relationship with all Launceston Catholic schools allows us to provide for our students a comprehensive band and strings program, specialist gifted education and a generous sports program, including carnivals and gala days.

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



Recognition of our Tradition Custodian is important to us, that is why we have elevated our ATSI program in our school. In 2020 our students experienced a variety of traditional activities including a whole school smoking ceremony. Our Reconciliation Week project was to create a Yarning Circle mosaic in our piazza, one of our main gathering places.

We believe it is important to equip our students for their future, that is why we provide a 1 to 1 iPad program from Grade 3. As a Catholic school we are committed to ensure that education is a level playing field, that is why we loan all our students iPads and we provide all our students their books and stationery.

Governance

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

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

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

St Thomas More's Catholic School Board 2020:



Kim McInnes (Chairperson)
 Paul Mannion (Deputy Chair)
 Greg Harper (Treasurer)
 Father Mark Freeman (Parish Priest) (Absent from photo.)
 Shayne Kidd (Principal)
 Kirsty Pedder
 Sarah Herd
 Chris Massey
 Jane Adams
 Melinda Limbrick

Transport

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

Student Numbers

2020		
GRADE	MALE	FEMALE
KINDER	22	22
PREP	20	25
1	22	22
2	24	21
3	26	19
4	21	24
5	23	19
6	20	28
TOTAL	178	180

Student Outcomes - NAPLAN

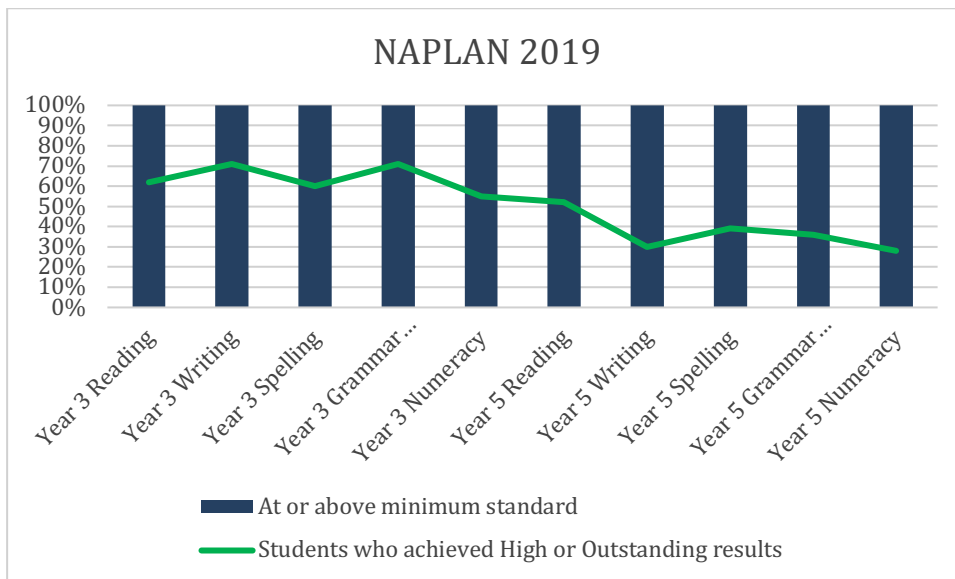
Due to Covid 19 Naplan was cancelled in 2020.

At St. Thomas More’s Catholic Primary School we achieved the following results in the 2019 NAPLAN testing program.

The graph represents the percentage of students at or above the National Minimum Standard (NMS).



NAPLAN Test	At or above minimum standard	Students who achieved High or Outstanding results
Year 3 Reading	100%	62%
Year 3 Writing	100%	71%
Year 3 Spelling	100%	60%
Year 3 Grammar and Punctuation	100%	71%
Year 3 Numeracy	100%	55%
Year 5 Reading	100%	52%
Year 5 Writing	100%	30%
Year 5 Spelling	100%	39%
Year 5 Grammar and Punctuation	100%	36%
Year 5 Numeracy	100%	28%



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 9 of Terms 1, (cancelled in 2020) and 3.
- Formal reports are issued at the end of Term 2, (modified in 2020) and Term 4.
- Learning Plan meetings occurred mid Terms 1 and 3, (via Zoom).

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

CATHOLIC LIFE AND MISSION 2020

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

The Staff engage in regular prayer time together. Our Spirituality Day this year was led by Marty Ogle and staff had the opportunity to explore the MJR program as a student, rather than from our usual teaching lens. When staff are engaged in their own journey of discovery, this flows onto the children in class as together adults and children can consider the stories of our faith and the meaning, they hold for us all.



Unfortunately, this year the only celebration we could hold in our Church was our beginning of year and end of year Mass. Our end of year Mass was limited to only our Grade 6 families. Despite this we had a lovely celebration.

Fr Mark Freeman, Fr Ben Brookes and Fr Chathura Silva are welcome visitors to the staffroom on Tuesdays. This is a great opportunity for staff to get to know Fr Mark, Fr Chathura and Fr Ben in an informal manner and to build links with the Parish.

Grades 3- 6 Parish Sacramental programs were cancelled this year.

St Thomas More’s Feast Day and the Feast of St Mary of the Cross (MacKillop) are special days of celebration for our community however this year were very low keyed due to Covid Restrictions. We also acknowledged the Sisters of St Joseph, who founded our school, on their Feast Day.

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

We encourage families to attend Mass by inclusion of Parish Mass times in our school newsletter.

Our Monday morning prayer assembly went online for the period of lockdown and resumed to normal once lockdown was lifted. Our Monday Morning Prayer Assembly gives us the opportunity for us to start our week with God forefront in everything we do.

OUR LEARNING COMMUNITY

Programs that have enhanced student learning:

All staff are guided by our Mission Statement, which says, “Guided by Jesus’ teachings, we are committed to the development of excellence as life-long learners; spiritually, academically, and personal wellbeing.”



Curriculum:

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

Covid-19 made an impact on our teaching and learning with the introduction of Learning @ Home. This brought about a quick and dramatic shift to the use of digital platforms with Kinder – Prep utilising the Seesaw platform and years 1 – 6 utilising the Google suite, particularly Google Classroom. Teachers and students alike underwent a huge learning curve in relation to ICT knowledge, skills and understanding. Again, teachers worked in teams to provide learning meaningful and challenging learning experiences not only for those students learning from home but also for the large number of students St Thomas More's had on-site in classrooms.

Maths was our whole school focus and CET Education Officer, Bobbi-Jo, in conjunction with school leadership, facilitated our professional learning in this area. In teaching teams, we explored and developed our understanding of the maths curriculum, with a particular focus on the maths proficiencies and learning progressions. This work assisted teachers in identifying areas of needs in regard to our maths scope and sequences, including maths unit planning. From this we also worked with using the learning progressions for formative assessment. We utilised the Comparative Judgement model to moderate, in year level teams, pieces of work with the maths learning progressions used to make judgements. We looked at where students were at in relation to their maths learning and what the next steps were.



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

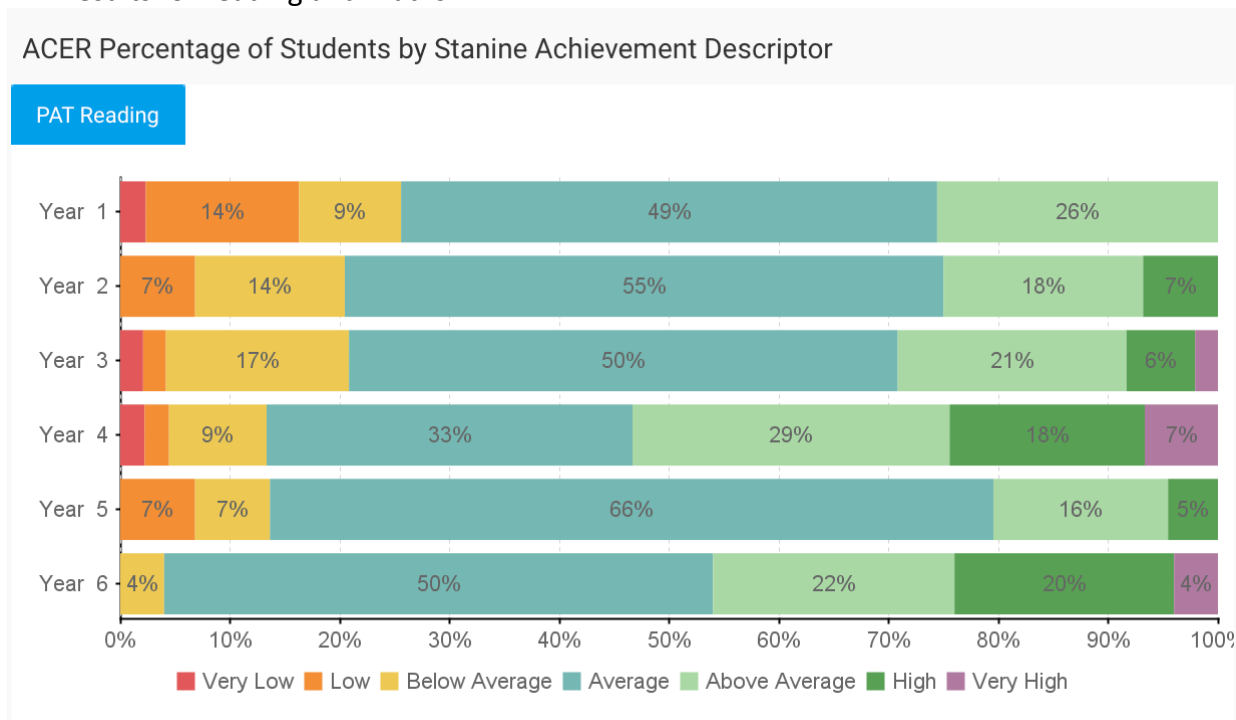
Differentiation, based on student data, has continued to be a focus. Support teachers have been an integral part of providing teaching and learning experiences that are targeted towards individual needs using student data. The data was analysed to identify which students needed to work on certain concepts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

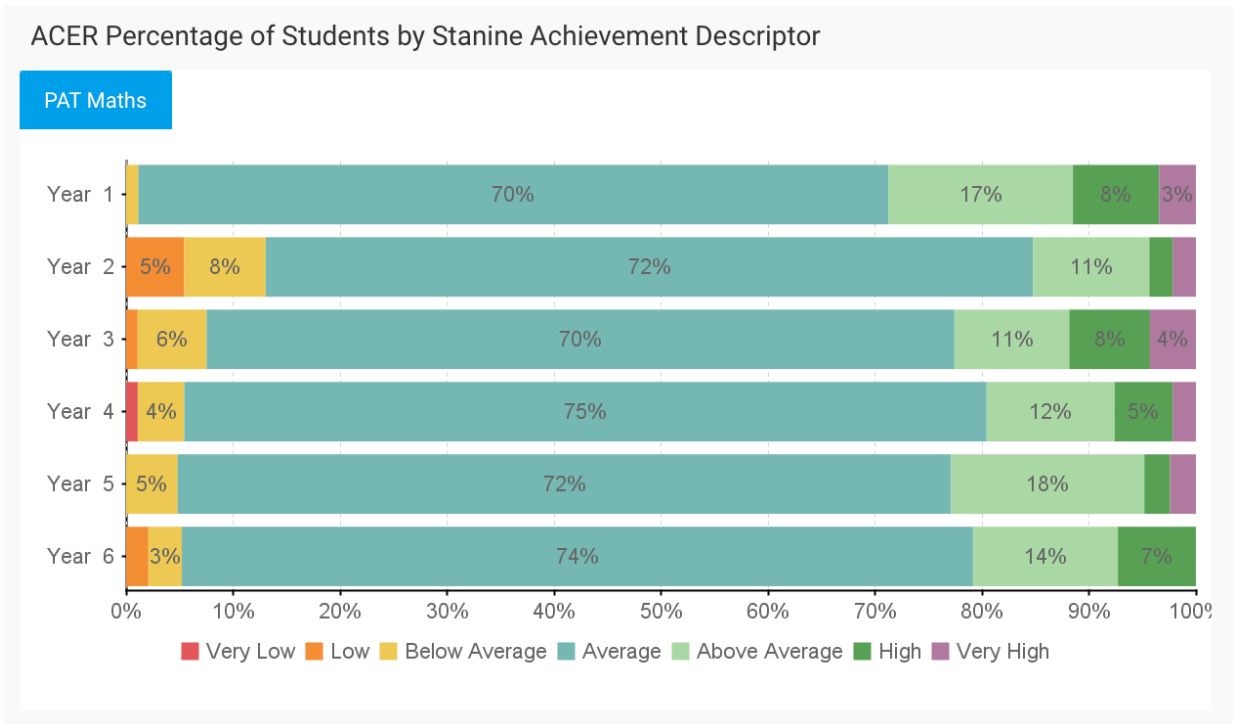
Towards the end of 2020, we started to look at reshaping our whole school KLA scope and sequence with a view to providing a more integrated approach to the key learning areas.

Student Data

PAT data, along with Naplan data, is used to inform whole school focuses, with maths being our whole school focus in 2020. The 2019 maths PAT and Naplan data showed that students were achieving well. Our school mean was above the Naplan Australian mean and above the PAT norm; however, our longitudinal data showed that we were plateauing in the area of maths. Upon data analysis, it became apparent that there was also the potential to raise the achievement levels of some of our high achieving students to very high.

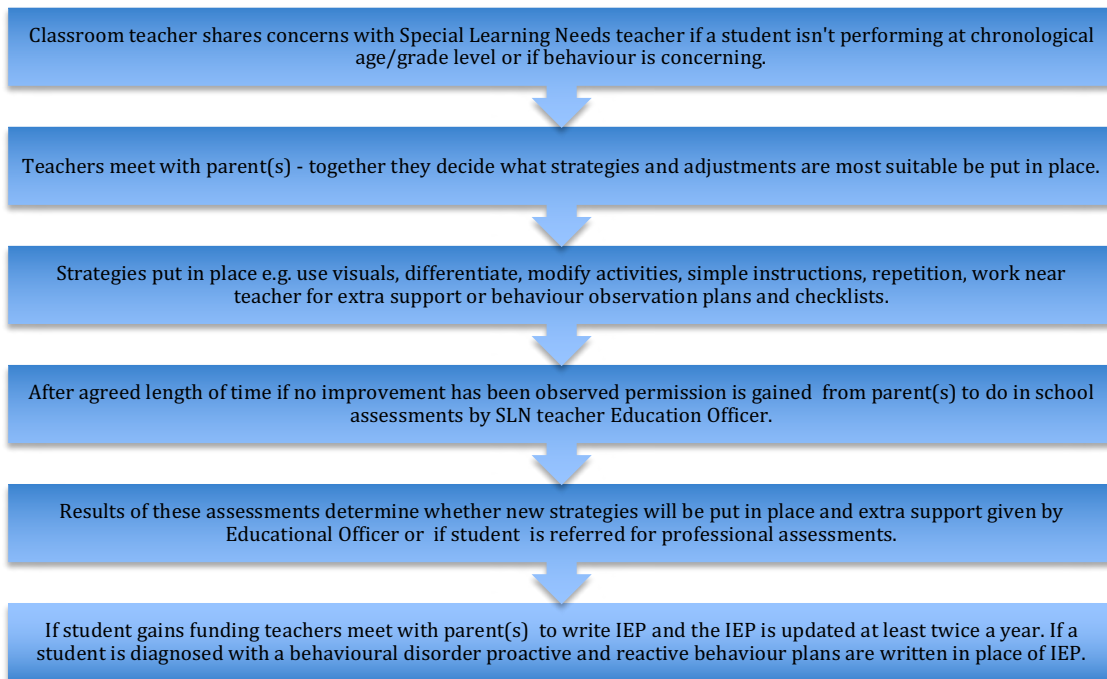
In 2020 the school mean continued to sit above the PAT norm in all year levels in PAT maths and in PAT reading all year levels, except for year one. This result is even after the disruption to learning due to the impact of Covid-19 and the Learning @ Home period. The two graphs below show the 2020 PAT results for reading and maths.





Learning Support

The process below is followed when staff have concerns about student learning:



In 2020 we had 62 students included on our NCCD and 12 identified EAL/D students.

Programs to support learning:

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

Programs within the school:

Literacy:

- *Spelling*
- *Soundwaves (P - 6)*
- *Reading*
- *Magic 200 words (P – 2)*
- *Pre-Lit (Kinder)*
- *Mini- Lit (Prep)*
- *Sunshine Readers*
- *EAL Program (K – 6)*
- *Purple Mash (P-6)*
- *Jungle Memory (1 – 6)*
- *Reading Doctor (1 – 6)*

Numeracy:

- *Mental Computations (G3 – G6)*
- *Matific*

Social/Emotional Well-being:

- *Play Therapy*
- *Counselling*
- *Circle Time*

The Arts

This year we created a specialist Arts class lead by two Teachers. Unfortunately, due to Covid restrictions we could not perform in all our usual external performances, however we continued our programs as per normal. We were able to create visual arts display and we were fortunate to still participate in Wakakarri, and we celebrated the end of the year with a Christmas Concert.



Sporting Programs



We were fortunate to hold our annual swimming carnival at the beginning of the year, cross country at the end of Term 2 and our school's athletics carnival in October. Unfortunately, our inter-schools' events were mostly cancelled.

Students did have the opportunities to participate in Gala Days and the Launceston Primary Schools' Basketball Competition.

Outdoor Education



St Thomas More's Catholic School holds a G6 camp and a G5 overnight leadership experience. These are always a valuable experience for the students as they learn many life skills and rise to new individual and team challenges. Grade 6's three-day camp was at Myrtle Park, where the students got to experience 'real' camping. Our G5 overnight experience was held on our oval, with the purpose of preparing our students for leadership roles in G6 and for their G6 camp. We were fortunate that these two events were able to go as planned in 2020.

Our Early Years participated in many day activities including exploration of Punchbowl and Cattract Gorge Reserves and visits to Hagley farm. Again we were fortunate to do these activities in 2020.

Positive Behaviour School

St Thomas More's Catholic School is a Positive Behaviour School (PBS) where the focus is on teaching and supporting students with safe and positive behaviours. Pastoral care is a key component that underpins our PBS approach and is reflective of our Catholic beliefs. Respect for each individual is reflected in our school vision and mission statements as well as our school rules. Following on from the implementation of our new school rules in 2019 we have identified connections between our school rules and our Catholic identity.

<p><i>Be Respectful</i></p>	<p><i>Be Responsible</i></p>	<p><i>Be a Learner</i></p>
<p>‘Do unto others as you would have them do unto you’ Jesus Christ</p>	<p>‘Never see a need without doing something about it’ St Mary Mackillop</p>	<p>‘Education is ... making visible what is hidden as a seed’ St Thomas More</p>

We also developed a new PBS matrix which provides clear expectations and examples of positive behaviour not only in the classroom but also in the playground and our church. Another key feature of a PBS school is to have a common and shared understanding and approach to addressing behaviours. A PBS flowchart was developed to assist teachers and Ta’s in dealing with inappropriate behaviours in a positive but consistent manner.

Student Well-being

This year we continued to grow the UR Strong, Friendology Program as a response to a need identified by the staff that many students were not able to articulate the difference between friendship conflict and someone actually being mean or unkind. This program has taught our students that when something is wrong in a relationship it is either a “Friendship Fire”, or “Mean on Purpose”. If it is a “Friendship Fire”, students are encouraged to try and resolve the conflict by using the strategies taught at school, if it is “Mean on Purpose” they are to report it to a teacher so that we can intervene and resolve the issue. Our aim is always to teach all students the right behaviours.

As part of continual support for student well-being, we introduced Play Therapy as a means to assist our students who are experiencing trauma.



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. In 2019 we extended on this and created Care Groups, where once a fortnight, students meet as Pastoral Groups for activities, this continued throughout 2020. Each group consists of about 28 students from Prep to G6 lead by the G6 under the guidance of a House Teacher.

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.

Students have access to a counsellor twice a week through Catholic Care. Our counsellor is available for family counselling off site. St Thomas More's Catholic School has a good relationship with a local psychologist who is onsite once a week to meet with students and families. Most sessions are privately funded.

Even though we do have over 350 students; 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.



STRATEGIC PLANNING

In 2020 we completed our [Response to the Archbishops Charter](#) and our Strategic Plan, [2020 and Beyond](#). These documents involved extensive community consultation and they reflect the charism, values and needs of our community.



St Thomas More's Catholic School Annual Priorities 2020

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

Catholic Identity

SIP Priority Area	2020 Key Priority	Evidence
RE Goal 1 CET 2020 Priority	Implement the GNFL Digital Hub.	<ol style="list-style-type: none"> All planning reflects use of GNFL Digital Hub. Improved RE learning for students.
Evangelisation / Participation Goals 2/3 CET 2020 Priority	Provide opportunities for staff and students to actively promote our faith.	<ol style="list-style-type: none"> Support students with the Sacrament program. Actively promote participation in parish events. Participate in a variety of outreach activities.
Participation Goal 4 CET 2020 Priority	Ensure all staff hold or have a plan to achieve the correct RE Accreditation Status.	<ol style="list-style-type: none"> All staff have RE Accreditation up to date, or a plan with a date they expect to achieve full accreditation.

Learning

SIP Priority Area	2020 Key Priority	Evidence
Early Years Goals 5/6 CET 2020 Priority	Identify Early's Year best practice through evidence and targeted planning aligned with the EYLF, NQS and the Australian Curriculum. (SetUp for Success, Kinder and Prep to G2)	<ol style="list-style-type: none"> Early Years Philosophy Statement. Planning is referenced to the Key Curriculum Documents (EYLF, NQS and Australian Curriculum.)
Prep - G6 Goal 9	With Mathematics as our focus we will improve students' learning outcomes through more direct teaching and better understanding of student evidence.	<ol style="list-style-type: none"> Mathematics planning reflects best evidenced practice. Improved maths learning and results.

Leadership

SIP Priority Area	2020 Key Priority	Evidence
Staff Goal 15 CET 2020 Priority	To provide opportunities for the growth of Middle Leadership at STM.	<ol style="list-style-type: none"> Meetings reflect collaborative practice. Middle leaders involved in school decisions and direction.
Staff Goal 13	To provide opportunities and expectation for teacher and staff collaboration.	<ol style="list-style-type: none"> Timetables and set meetings reflect a collaborative practice. Collaborative planning and assessment leads to improved student learning achievements.

Mission

SIP Priority Area	2020 Key Priority	Evidence
Resources Goal 19 CET 2020 Priority	Review our current SetUp for Success and Kinder spaces and plan to create one SetUp for Success / Kinder space.	<ol style="list-style-type: none"> Review our current spaces and develop a plan for one space that meets NQS for 3-year olds. Commence work on building the space.
Resources Goal 18	Review our current outdoor spaces.	<ol style="list-style-type: none"> Conduct a playground audit and develop a plan. Consult with the community. Complete one project from the plan.
Wellbeing Goal 20	Providing a range of wellbeing support for students every day.	<ol style="list-style-type: none"> At least one wellbeing support person is available every day. Improved student wellbeing and learning.
Connection Goal 22	Provide a deeper connection and understanding of the heritage of our traditional owners.	<ol style="list-style-type: none"> Increased learning of Indigenous perspective. Active participating in all ATSI events. Draft a RAP.

March 2020

Priorities	Evidence	Link
Catholic Identity		
Vision Statement	<ul style="list-style-type: none"> Completed, need to promote it in 2020. 	Vision/Mission
Mission and Values	<ul style="list-style-type: none"> Completed 	Vision/Mission
Respond to Archbishops Charter	<ul style="list-style-type: none"> Completed 	Response to Archbishop's Charter
Student Spirituality	<ul style="list-style-type: none"> Engaged with CET and Mitch for Making Jesus Real from Prep to G6. 	
Staff Spirituality	<ul style="list-style-type: none"> Staff had opportunities to attend; <ul style="list-style-type: none"> Josephite Colloquium Retreats Spirituality Day (All staff attended) 	
Learning		
PLC	<ul style="list-style-type: none"> Teaching Teams have been structured to support PLC model and Team Leaders have received PL on Leading a Team and Coaching Staff. 	
Review GNFL	<ul style="list-style-type: none"> APRE met with teams to discuss areas for support. CET have released a new digital resource (2020) to support GNFL teaching. 	
Assessment	<ul style="list-style-type: none"> We have a yearly assessment schedule for Prep to G6. 	CATs
Literacy	<ul style="list-style-type: none"> We focused on developing an improved writing assessment so that we could better assess writing and improve our target teaching. All students completed 4 common writing tasks. Staff marked writing tasks with the NAPLAN writing rubric. Staff moderated their writing assessments. \$20,000 worth of readers purchased. 	
Mathematics	<ul style="list-style-type: none"> Commence work on Mathematics Plan, still provide release to work on improving mathematical pedagogy. \$2000 worth of mathematics resources purchased. 	
Digital Technologies	<ul style="list-style-type: none"> PL for staff and resources were purchased. Staff had to report on the new DT curriculum. Evidence of lessons are in teaching planning and from Leadership observations. For 2020 0.1FTE of a teacher has been provided to support staff. 	

Pedagogy	<ul style="list-style-type: none"> • Team Leaders completed a Scope and Sequence. • Team Leaders completed a planning proforma for all staff that ensures teachers use backwards by design. 	Scope and Sequence Planning Template
Kinder	<ul style="list-style-type: none"> • Kinder staff completed an inquiry into parent engagement. 	
Leadership		
Strategic Plan	<ul style="list-style-type: none"> • Completed 	SIP
Student Leadership	<ul style="list-style-type: none"> • Opportunities were provided for students to have leadership and responsibility. <ul style="list-style-type: none"> ○ Sports shed monitors ○ Library monitors ○ Junior Joeys ○ Leading of assemblies ○ Conservation Club <ul style="list-style-type: none"> ▪ Started soft plastic recycling ▪ Re-established our recycling program ○ Care Groups ○ Visits to Peace Heaven (student initiated and led). ○ Envision Hands – from School Captains ○ SRC involved in decisions and activities <ul style="list-style-type: none"> ▪ School Rules review ▪ Bike racks ▪ Bubblers ▪ Catholic Missions fund raising 	
Staff	<ul style="list-style-type: none"> • Restructured school to create a formal middle leadership (Team Leaders) • Shayne worked with staff to discuss goals. More work is needed in this area to align all staff with AITSL Standards. • All leaders were offered to attend the Aspiring Leaders program. Niccola was the only staff who continued with it. 	
Mission		
UR Strong	<ul style="list-style-type: none"> • Implemented across all classes. Students are familiar with the language. Evidence supports that using the language has made it easier for students to resolve conflict. 	
SetUp For Success	<ul style="list-style-type: none"> • We are accredited. • Our name is Joeys. 	
Review of school rules	<ul style="list-style-type: none"> • We have drafted new school rules. 	School Rules
ATSI	<ul style="list-style-type: none"> • All ATSI events were successful. • We have had some students feel comfortable to identify themselves as Aboriginal. 	

CAPITAL WORKS

Last year we completed some minor renovations which included replacing the carpet and painting several specialist classrooms. We also did some minor roof repairs, pruning of trees and resurfacing some asphalt areas.

Enrolments and Staffing

St Thomas More's is bound by the CECT (Catholic Education Commission Tasmania) enrolment policy. In 2020 we had 13 class groupings from Kindergarten to Grade 6 with two groups of Kindergarten, 2 Prep classes, Three Grade1 / 2 classes, Three 3 / 4 classes and three 5 / 6 classes.



Grade	Kinder	Prep	1	2	3	4	5	6	Total
Total	45	44	45	45	45	45	42	48	358

Full time teachers = 14 and the Principal and the Assistant Principal

Part time teachers = 11

Full time grounds man = 1

Part time Office Staff = 4

Part time aides = 12

TEACHER QUALIFICATIONS 2019

NAME	QUALIFICATIONS	INSTITUTE
Shayne Kidd PRINCIPAL Full Registration	Master of Education Bachelor of Education Bachelor of Teaching	University of Newcastle Australian Catholic Uni University of Western Sydney
Nicola Pearce ASSISTANT PRINCIPAL Full Registration	Bachelor of Education	University of Tasmania
Julier Nailer SSC Full Registration	Bachelor of Education	University of Tasmania
Julie Love SSC / Support Teacher Full Registration	Bachelor of Education	University of Tasmania
Jacquie Wood APRE / Kinder Full Registration	Diploma of Teaching Bachelor of Education	Signadou College of Ed Aust. Catholic University
Aimee Rooney Support Teacher Full Registration	Bachelor of Performing Arts Bachelor of Teaching Grad. Cert in RE	University of Tasmania University of Tasmania
Gemma Stephens Kinder Full Registration	Bachelor of Education	University of Tasmania
Georgia Greig Prep / Team Leader Full Registration	Bachelor of Education	University of Tasmania
Rachael Foot Prep Full Registration	Bachelor of Education with Honours	University of Melbourne
Jessica Scharapow G1/2 / Team Leader Full Registration	Bachelor of Education	University of Tasmania
Jessica Gleadow G1/2 Provisional Registration	Bachelor of Education	University of Tasmania
Cindy-Lou Campbell G1/2 Full Registration	B. Education (Special Ed) Post Grad (Visual Impairment)	
Denise Morgan G3/4 / Team Leader Full Registration	Bachelor of Education	University of Tasmania
Emilie Carr G3/4 Full Registration	Bachelor of Education	University of Tasmania
Brendan Rose G3/4	Master of Education	University of Tasmania

Full Registration	Graduate Certificate in Theology	
Kate Chugg Full Registration	Bachelor of Education	University of Tasmania
Tracey Kidd G3/4 (G5/6 Term 1, G3/4 Terms 2, 3 and 4) Full Registration	Master of Education Bachelor of Education Bachelor of Teaching	Australian Catholic Uni Australian Catholic Uni University of Western Sydney
Cassie O'Neill G3/4 (Term 1) Full Registration	Bachelor of Education	University of Tasmania
Anthony Healey G5/6 Full Registration	Diploma of Education Bachelor of Education Diploma Behaviour Management	Aquinas College University of Tasmania ACU
Jessica McLauchlan G5/6 Provisional Registration	Bachelor of Education	University of Tasmania
Belinda Taylor G5/6 (Team Leader) Full Registration	Bachelor of Education	Australian Catholic Uni
Angela Edwards Arts Full Registration	Bachelor of Education	University of Tasmania
Nicholas Stacey PE Full Registration	BSc (Hons) Sports Studies Bachelor of Teach (Hons)	Staffordshire Uni (UK), University of Tasmania
Natalie Zegveld Music / Arts Full registration	Bachelor of Education	University of Tasmania
Kayla Lockett Japanese Full Registration	Bachelor of Teaching	



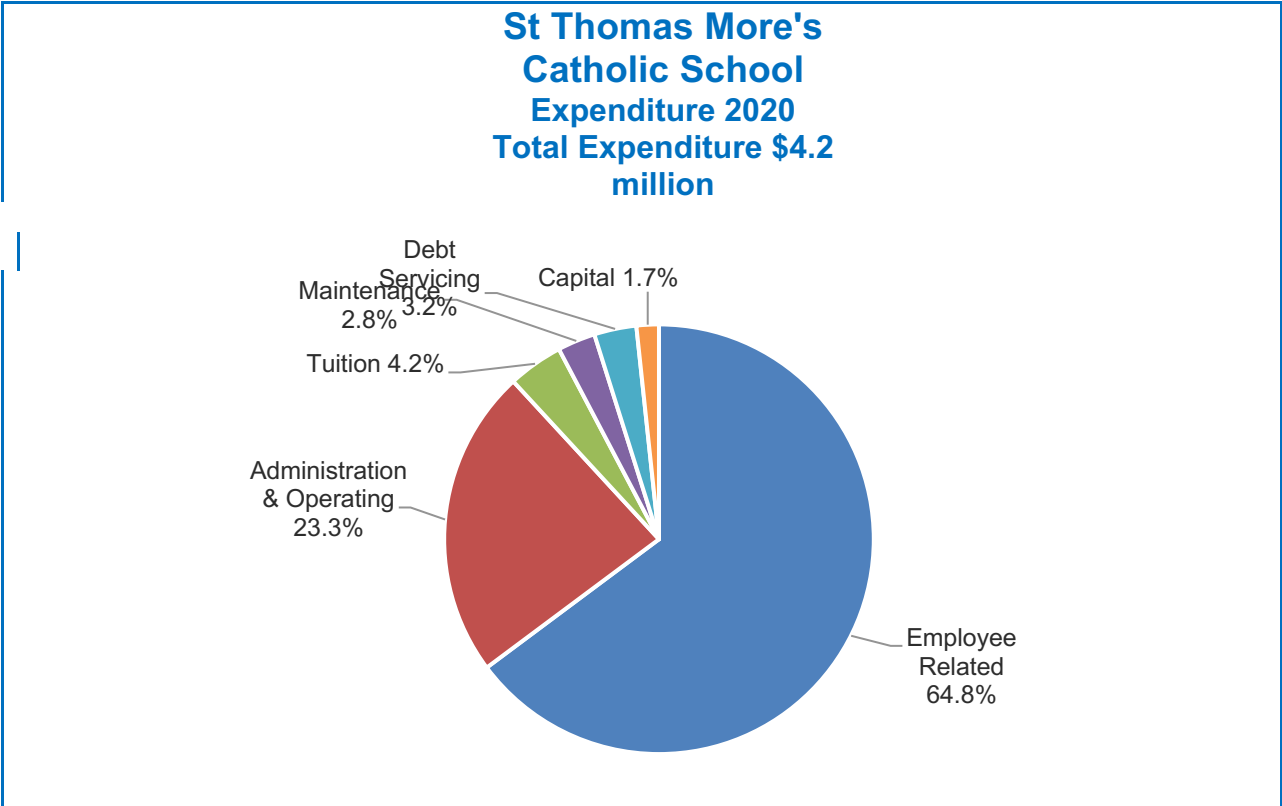
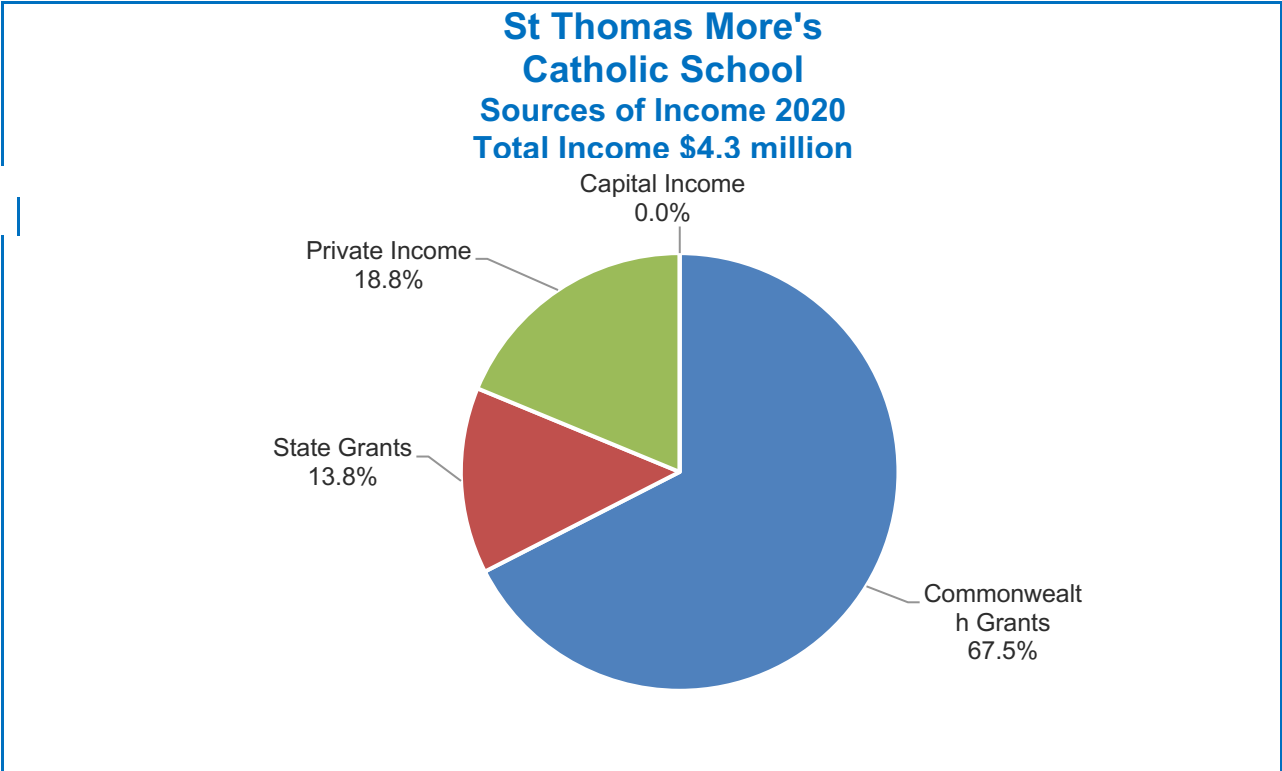
COMMUNITY INVOLVEMENT

Below is a summary of St Thomas More's community involvement and extra-curricular activities for 2020. Due to Covid Restrictions a lot of opportunities were not available.

- Combined Welcome BBQ.
- G3-6 Swimming Carnival
- Beginning of Year Whole School Mass
- G6 Camp at Myrtle Park
- Wakakirri
- Athletics Carnivals
- Triathlon
- Launceston Basketball Competition G3-6
- G5 Overnight Leadership Experience
- Carols by Candlelight evening
- End of Year Mass
- G6 Leavers Dinner



FINANCE



PIE CHART DATA**St Thomas More's****2020****Income**

Commonwealth Grants	67.5%	\$2,905,019	
State Grants	13.8%	\$592,518	
Private Income	18.8%	\$807,760	
Capital Income	0.0%	\$0	
Total Income	100.0%	\$4,305,297	\$4.3

Expenditure

Employee Related	64.8%	\$2,729,320	
Administration & Operating	23.3%	\$982,455	
Tuition	4.2%	\$174,863	
Maintenance	2.8%	\$119,856	
Debt Servicing	3.2%	\$133,944	
Capital	1.7%	\$70,951	
Total Expenditure	100.0%	\$4,211,390	\$4.2
Loss on Revaluation		\$0	
Surplus/(Deficit)		-\$185,931	

This Report was prepared by:

The Principal, Shayne Kidd, 31 May 2020