

# Annual School Improvement Plan 2018

## St Thomas More Catholic Primary School

|                              |   |  |   |  |
|------------------------------|---|--|---|--|
| <b>CEWA Strategic Intent</b> | <b>LEARNING</b><br>Leadership Formation:<br><i>Transforming our people to lead outstanding Catholic communities</i> | <b>ENGAGEMENT</b><br>Early years learning and care:<br><i>Partnering across communities to provide the best opportunities for young families</i> | <b>ACCOUNTABILITY</b><br>Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i> | <b>DISCIPLESHIP</b><br>Educating at the margins:<br><i>Engaging with the most vulnerable and marginalized in our society</i> |
|------------------------------|---|--|---|--|

| <b>Focus Area</b><br><i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>                 | <b>Informed by Evidence</b><br><br><i>Qualitative and quantitative</i>  | <b>Specific</b><br><i>Performance &amp; development goal to be achieved (stated simply)</i> | <b>Measurable</b><br><i>Evidence that will be used to demonstrate progression and goal</i>   | <b>Achievable</b><br><i>What actions will I take to achieve the goal?</i>  | <b>Relevant</b><br><i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i>                       | <b>Time Bound</b><br><i>What are the timeframe milestones?</i><br><br><i>Timeframe within which the goal will be achieved</i> | <b>Resources</b><br><i>Support/resources that will be required to achieve the goal.</i><br><i>Key personnel: who is responsible / ensuring we are on track</i> | <b>Success Criteria</b><br><i>How will you know you have been successful (quantitative and measurable)?</i>   |
|---|---|---|--|--|---|---|--|---|
| <b>LEAD</b><br>Development of a consistent and explicit approach to teaching <i>Writing</i> across all year levels.                       | PLC Survey results – all staff would like to see the Writing focus continue. Staff also requested a writing program consistent across all levels. | All year levels to attend T4W training and implement the T4W program in 2018.               | All class teachers to demonstrate in their program the use of T4W.   | T4W training in January 2018. PLC meetings to support and discuss implementation of program.   | Strategic Plan focus 1.1 – Establish a consistent team based approach to teaching Literacy and Numeracy.                        | By the end of Term 1 2018 all staff to be trained and have implemented T4W in their classroom.                                | Curriculum/Literacy leaders to lead and support through PLC meetings, class visits and observation.  | Staff survey – s to determine whether staff feel more confident in teaching writing and using the T4W program.  |
| <b>LEAD</b><br>Develop a consistent and explicit approach to ensuring that all <i>high achieving</i> students are identified and engaged. | Naplan shows inconsistent results in key learning areas for high achieving students whom are making less than expected progress.                  | Achieve a minimum expected growth of 1.6 (ES)   | NAPLAN over two year period (years 3-5).<br><br>PAT data will be used to inform teaching and learning in years 1, 2, 4 & 6.<br><br>On Entry Assessment in PP will be used to inform early years teaching and learning. | Ensuring that all classes are using data analysis to identify high achieving students.<br><br>Ensuring all teachers are implementing the following programs: T4W, Guided Reading, Dianna Rigg & Stepping Stones to inform their teaching | Strategic Plan focus 1.2 Establish a consistent and explicit approach across Year groups for staff discussion and sharing data. | By the end of Term 3 2018, all staff will be invited to participate in data analysis, review and reflection.                  | NAPLAN DATA PAT Testing Results Curriculum Plan Online Entry Direction from leadership team at PLC.  | 75% of our identified high achieving students achieve at least the minimum expected growth over the 2 year period in NAPLAN and growth in standardised tests. |

|   |  |  |  |   |   |  |   |   |
|---|--|--|--|---|---|--|---|---|
|   |  |  |  | and learning.   |   |  |   |   |
| <b>LEAD</b><br>Implement the Keeping Safe – Child Protection Curriculum in K-6.   | Provision of a Child protection curriculum is a requirement for school registration.   | All classroom teachers to attend Keeping Safe CPC training and implement the program in 2018.  | All class teachers to demonstrate in their program the use of Keeping Safe – CPC.  | Keeping Safe – CPC training to be held for staff in 2018.   | Strategic Plan focus 1.3 – Establish a whole school approach to improving student resilience. | By the end of Term 1 2018 all staff to be trained and have implemented Keeping Safe CPC in their classroom.  | Curriculum/Literacy leaders to lead and support through PLC meetings, class visits and observation. | All classes have implemented the Keeping Safe Child Protection Curriculum in K-6.                     |
| <b>LEAD</b><br>Development of a consistent and explicit approach to the process of documenting and catering for students with special needs | Inconsistency with the provision of documentation to cater for students with special needs.  | All classroom and support teachers will follow a consistent approach to documentation for students with special needs, completed by a specific due date twice yearly | Meetings with parents, special needs coordinators and teachers to be conducted and documentation uploaded to SEQTA by end of Term One and Term Three each year. Strategies implemented and evaluated by classroom and special needs teachers | All classroom teachers aware of students on IEP/CAP at handover. They meet with parents and special needs coordinator to discuss goals by Week 4, Term 1 and again by Week 4, Term 3. Documentation uploaded by end of Term 1 and Term 3. Strategies evaluated by end of Term 2 and Term 4. | Strategic Plan focus  | By Week 4, Term 1 and again by Week 4, Term 3, documentation uploaded, strategies implemented. Strategies evaluated and reviewed at the end of Term 2 and again at the end of Term 4 | IEP/CAP/NCCD documentation SEQTA Direction from leadership team                                     | All students on with special needs are catered for with strategies documented effectively in IEP/CAP. |
| Enhance opportunities for faith development, through prayer   | Census and BRLA results reveal an opportunity where Christ can enrich students parents and teacher's lives in a greater way through prayer | Students, teachers and the wider community will participate in regular prayer opportunities. They will recognise the importance of prayer in their lives             | Regular prayer opportunities provided for students, teachers and the wider community   | Liturgical calendar with weekly prayer distributed to teachers each term. Invite parents and the wider community to prayer.   | Evangelisation Plan – integrating Catholic faith, life and culture                            | By the end of Term 4, 2018 staff will be invited to reflect on implementation of prayer opportunities for community  | Direction from Leadership team Teachers Students Wider Community                                    | Survey BRLA Results demonstrate increase in understanding about prayer                                |

Informed by evidence from:

ONGOING EVALUATION

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis of
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)