



School Improvement Plan for St Thomas More Catholic Primary School

Commencement Year: 2019

CECWA Strategic Directions	CATHOLIC IDENTITY (Discipleship)	EDUCATION (Learning)	COMMUNITY (Engagement)	STEWARDSHIP (Accountability)				
Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i>	Time Bound <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal. Key personnel: who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Evangelisation Plan Focus	<ul style="list-style-type: none"> BRLA Observation of students School Policies Evangelisation Plan 	<ul style="list-style-type: none"> Students to understand the elements and traditions of the Mass Students to develop their use of formal and informal prayer Students to develop their knowledge of <i>Jesus & Sacraments and Prayer</i> Staff to participate in prayer 	<ul style="list-style-type: none"> BRLA results Student participation in masses and liturgies Students participation in class prayer three times per day (i.e. beginning of school day, lunch, end of school day) Staff prayer to occur weekly 	<ul style="list-style-type: none"> Staff Professional Learning days Fr Mat to explain at Masses aspects and traditions of the Mass Develop a whole school Prayer scope and sequence Develop a staff Prayer roster 	<ul style="list-style-type: none"> Evangelisation Plan 	<ul style="list-style-type: none"> By the conclusion of 2019, Professional Development in RE knowledge provided to staff By the end of Term 3, the traditions of the church have been revisited with the staff in a staff meeting 	<ul style="list-style-type: none"> Leadership Team Fr Mathew Fr Tony Chiera Classroom teachers All Staff 	<ul style="list-style-type: none"> Students to respond appropriately during school masses. School mean equal to CEWA mean in BRLA results Whole school prayer scope and sequence developed
Aboriginal Education Plan Focus	<ul style="list-style-type: none"> Aboriginal Education Improvement Map (AEIM) 	<ul style="list-style-type: none"> Students to develop their understanding of Aboriginal perspectives Identify and make connections with the Wardandi people Participation in NATSI Sunday 	<ul style="list-style-type: none"> Teachers' programs include Aboriginal perspectives. Contact with Aboriginal agencies Contact with NATSICC for kit for NATSI Sunday 	<ul style="list-style-type: none"> Ensure a minimum of two lessons in each learning area in the course of 2019 and increasing from 2020 Conduct an audit of our Aboriginal resources Organize for guest speaker. Apply for funding from PALS 	<ul style="list-style-type: none"> Aboriginal education Plan: Establishing strategies to engage with local community. Teaching Aboriginal histories and cultures. 	<ul style="list-style-type: none"> Aboriginal perspectives in all programs. List of agencies developed by end of 2019. And contact made with each. NATSI Sunday celebration 6 July 2019. 	<ul style="list-style-type: none"> Leadership Team CEWA Educational Consultant - Leon Ridgeway KTAP - Kristie Chapman All staff 	<ul style="list-style-type: none"> Teaching and Learning programs will reflect minimum of two lessons in each learning area Students have had incursion/excursion with Wardandi people NATSI Sunday Mass
Curriculum Plan Focus	<ul style="list-style-type: none"> Curriculum Plan NAPLAN Data Whole school assessment data 	<ul style="list-style-type: none"> To improve student outcomes in spelling To improve student outcomes in reading 	<ul style="list-style-type: none"> Improved NAPLAN results 'Living' Data Wall K-2 Synthetic Phonics Program 	<ul style="list-style-type: none"> Use data to inform teaching programs Implementation of a K-2 Synthetic Phonics Program Participate in CEWA Literacy Collective Establish a Data Wall for reading levels Using the case management approach for identified students 	<ul style="list-style-type: none"> Curriculum Plan 	<ul style="list-style-type: none"> By mid-Term 2, Data Wall for reading is developed and displayed During Term 2, a whole school timetabled block for spelling is established By the end of 2019, review of Diana Rigg program By the end of Term 2, each teacher has been involved in a case management approach for a child in their class 	<ul style="list-style-type: none"> Literacy Collective Team (Jennifer Morrison, Terri Ross, Michael O'Brien, Nicole Teague, Nicolle Achmad & Russell Wylie) All Classroom teachers 	<ul style="list-style-type: none"> NAPLAN school mean to increase in spelling and reading in comparison to be equal to or above CEWA similar schools Student growth of reading levels on Data Wall
Early Years Focus	<ul style="list-style-type: none"> NQS Audit 	<ul style="list-style-type: none"> 1.3.1 Assessment and Planning Cycle 1.3.2 Critical Reflection 	<ul style="list-style-type: none"> NQS Individual Reflection Tool NQS Group Reflection Tool 	<ul style="list-style-type: none"> Staff to complete individual reflection tool and group reflection tool in PLC meetings 	<ul style="list-style-type: none"> NQS Curriculum Plan 	<ul style="list-style-type: none"> By the end of Week 5, Term 3 all actions completed 	<ul style="list-style-type: none"> Early Years Staff (Jane Wolf, Rachel Hassall, Jennifer Morrison, Dianne Quintrell, Brittany Becker, 	<ul style="list-style-type: none"> All areas are meeting or exceeding NQS audit criteria (August 2019)

		<ul style="list-style-type: none"> 2.1.2 Incident and Emergency management 	<ul style="list-style-type: none"> Discussion at PLC meetings about collaboration and communication Discussion at Program meetings with Principal Establishing clear Learning Intentions and Success Criteria for activities Review policies and procedures for student illness Apply CEWA Healthy Food and Drinks Choices policy Ensure all classrooms have First Aid supplies 	<ul style="list-style-type: none"> Establishing a common form of communication between teachers and TAs Evidence of NQS and EYLF in teachers' programs Staff Professional Development in establishing clear LI and SC Discuss, review and implement policies and procedures All classrooms have First Aid supplies 			<p>Merridith Newman, Terri Ross, Lee Russell)</p> <ul style="list-style-type: none"> Leadership Team CEWA Early Years consultant Jan Flemming 	
Additional Focus	<ul style="list-style-type: none"> Ineffective or lack of technology resources Low level of teacher and student technology skills Not being rolled over to CEWA Leading Lights platform 	<ul style="list-style-type: none"> Review & update technology resources Implementation of 1:1 iPads in Year 4 and 5, 2019 and from Year 3 and 4 in 2020 All staff and students from Year 4 using LEADing Lights platform Website and App developed To improve teacher's technology skills To improve student's technology skills 	<ul style="list-style-type: none"> New website and app launched iPads levy on school fees Technology levy increased on school fees Partnership with Solutions IT to review and update technology equipment Staff and students upskilled in using Office 365 	<ul style="list-style-type: none"> Introduction of 1:1 iPad program Professional Development of SharePoint Upgrade of server and rollover to LEADing Lights platform Audit of IT equipment Update Asset register 	<ul style="list-style-type: none"> Strategic Plan 	<ul style="list-style-type: none"> By the end of Term 2, new website and app launch By the end of Term 2, upgrade of server and rollover to LEADing Lights platform By the end of Term 2, iPads for each student and teacher in Year 4 and 5 are ordered and integrated into T&L programs By the end of the year, audit of IT equipment and asset register updated accordingly 	<ul style="list-style-type: none"> Solutions IT CEWA Leading Lights / IT Consultants Leadership Team Chameleon Logic Year 4 and 5 Teachers 	<ul style="list-style-type: none"> 1:1 iPad program is in place by the end of the year Staff are using Office 365 for all communications All classes IT requirements identified
QCS Components	<ul style="list-style-type: none"> Domain 3 - Education 	<ul style="list-style-type: none"> 301: An Explicit Improvement Agenda 305: Effective Pedagogical Practices 						

Informed by evidence from:

- CECWA Strategic Directions (when finalised)
- Evangelisation Plan
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Curriculum Plan
- Student data analysis: e.g. Appraise & other achievement data, attendance, wellbeing etc.
- National Quality Standard (NQS) Audit
- Quality Catholic Schooling Tool
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)

ONGOING EVALUATION



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)