



St Thomas More's Primary School, CAMPBELL

Annual Improvement Plan

2017

School Context:

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.

School Review Process

The School Improvement Framework seeks to integrate the statutory requirements for the Registration of Archdiocesan schools with a cyclical model for school development. The program operates within a cycle and has a focus on schools being engaged in a model of self-review, using the *National School Improvement Tool*.

Internal School Review (ISR) is an evaluative process for regular reflection and review of the school. The ISR process is coordinated by the School Leadership Team, with input from staff and members of the school community. It is underpinned by evidence and making judgments about the school's capacity in 10 inter-related domains.

The 10 domains are 1. An explicit improvement agenda 2. Analysis and discussion of data 3. A culture that promotes learning 4. Targeted use of school resources 5. An expert teaching team 6. Systematic curriculum delivery 7. Differentiated teaching and learning 8. Effective pedagogical practices 9. School-community partnerships 10. Catholic identity and faith formation

Verification of the self-review will be provided by personnel from the Catholic Education Office.

The Aboriginal and Torres Strait Islander Education Action Plan

The Aboriginal and Torres Strait Islander Education Action Plan is a national plan that commits all schools to a unified approach to close the gap in education outcomes between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students. The plan contains six principles and from, these principles the following outcomes are most significant for our school. The outcomes are achieved by implementing a school improvement plan that is based around *the National School Improvement Tool*.

- All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.
- Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.
- Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.
- Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.
- High performing principals and teachers are effective in supporting Aboriginal and Torres Strait Islander students to become successful learners, confident and creative individuals and active and informed citizens.
- Aboriginal and Torres Strait Islander students benefit from school leaders who have a strong understanding of their students' cultural and linguistic backgrounds.

National Safe Schools Framework

The *National Safe Schools Framework* provides Australian schools with a vision and a set of guiding principles that assist school communities to develop positive and practical student safety and wellbeing policies.

The vision is supported by guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings.

Australian schools:

- commit to developing a safe school community through a whole-school and evidence-based approach
- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe

These guiding principles are achieved by implementing a school improvement plan that is based around the *National School Improvement Tool*.

Improvement Area 1		Principles of Pedagogy	National Reform Directions	
8. Effective pedagogical practices		2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Systematic integration of multiple linguistic processes via an inquiry approach - explicitly teach the components of spelling		
Success Measures/Targets	Evidence	Strategies		
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>		
<p>Growth in NAPLAN spelling results – At or above the national and ACT benchmark in 2018.</p> <p>Teachers will gain knowledge, support and professional learning in Spelling. Teaching and learning pedagogy will be enhanced.</p> <p>Growth in phases of spelling development.</p>	<p>Be able to draw on research evidence to implement a differentiated model of spelling instruction.</p> <p>Enrich current linguistic knowledge.</p> <p>NAPLAN data.</p> <p>Writing samples.</p> <p>Plot student growth through “<i>Words Their Way</i>” – spreadsheet.</p> <p>Teachers will share a spelling lesson with staff at staff meeting – “Teacher’s Toolbox”.</p> <p>Essential questions on display in classrooms.</p> <p>Methods being used in spelling instruction.</p> <p>Plot the students according to the phases of spelling development.</p>	<p>Challenge existing assumptions underlying spelling development.</p> <p>Weekly focus across the school – team meetings, Staff Memo.</p> <p>Tessa Daffern to present during PD Week on the components of spelling.</p> <p>5 key spelling strategies – visual, sound, meaning, connecting and checking.</p> <p>GROWTH program – peer observations of spelling lessons.</p> <p>Whole school sharing what other levels are doing (team meetings).</p> <p>A representative from Pearson will be invited to present “<i>Words Their Way</i>” to staff.</p> <p>Professional readings sent to staff on a regular basis.</p> <p>Quality assessment procedures. Analysis of writing samples.</p> <p>Establish a classroom climate of word study.</p> <p>Word walls in each classroom based on subject specific vocabulary, author craft, spelling word origins, etc.</p> <p>Proofreading strategies and editing approaches – consistent editing marks across the school.</p>		
<p>Review <i>What processes will be used to review the results?</i></p>	<p>Spelling Inquiry based on individual teacher practice, building pedagogy in the teaching of spelling.</p> <p>Review our COSA inquiry question.</p> <p>GROWTH proforma – peer observation – tracking sheet on strategies used.</p>			

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Improvement Area 2		Principles of Pedagogy	National Reform Directions	
6. Systematic curriculum delivery		2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Our students will solve multi-step mathematical problems confidently.			
Success Measures/Targets	Evidence	Strategies		
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>		
Use Catholic Education Framework – Inquiry model where enduring understandings and essential questions are named. Teachers build skills – What will be needed to have a successful lesson. An agreed practice will be developed. Best practice for the teaching of Mathematics. Growth in NAPLAN numeracy results – At or above the national and ACT benchmark in 2018.	Staff following the agreed practice. Essential questions on display. Mathematics program to be amended to include the inquiry model. e.g. Essential Questions, Enduring Understandings, Skills and Knowledge students will know. Proforma to include Problem Solving strategies e.g. Tick strategy being used. Teaching programs. Work samples – divide page in 3. SENA results. NAPLAN results. Annotating maths samples – See examples on ACARA website.	Explicit teaching of multi-step word problems. Problem Solving teaching and learning planned. E.g. Wk. 2 strategy – Draw a diagram. Zone of confusion planned for each lesson. Provide tools to solve problems. Declare learning intention. Essential questions on display. Formative assessment e.g. Exit pass, cognitive closure. Newsletter items – Maths questions. Question/Brain Teaser for the week in all classes. Answers given on a Friday. Professional Learning – accessing ACARA, NAPLAN strategies online. School Improvement staffing allocation. GROWTH program – peer observations of mathematic lessons. Mentor Meetings.		
Review <i>What processes will be used to review the results?</i>	Professional dialogue and collaboration. Classroom Walk – essential questions, etc. Intervention with individual students. Use data to nominate students who require intervention for Mathematics.			



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Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
9. School-community partnerships		4. Positive relationships are at the heart of effective teaching	<input type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project	<input checked="" type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Foster wellbeing through teaching social and emotional skills.			

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
<p>The students will have a greater awareness in regulating and managing their emotions.</p> <p>The students will negotiate challenging situations more effectively in the classroom and on the playground.</p> <p>Students will make choices, accept challenges, manage change and cope with frustration more easily.</p> <p>As a school we will implement Component 2 of the KidsMatter framework.</p>	<p>Students will access the Calming Spaces.</p> <p>Less playground incidents. This in turn will mean less “White Forms”.</p> <p>Greater use of the “Blue Reflection Forms”.</p> <p>Buddy Bench – Students will not sit alone on the bench for too long.</p> <p>Observational data.</p> <p>KidsMatter Day will be held in 2017. The student will be vertically streamed for the activities that will promote social emotional learning.</p> <p>Staff will link 3C Learning (Curious, Collaborative, Connected) to social emotional capabilities. 3C space will be allocated to programs.</p> <p>Newsletter items, foyer displays, Staff Memo – “KidsMatter News”.</p> <p>COSA Showcase in November</p> <p>One KidsMatter staff meeting per term.</p> <p>Students engaging in school-wide activities that give them opportunities to embrace diversity.</p> <p>Students persisting when faced with challenges and when first attempts are not successful.</p>	<p>Calming Space on the playground – back of hall. One class will be responsible for setting it up and packing it up at the end of lunch.</p> <p>“Blue Forms” will be re-visited with staff and staff will be encouraged to use them.</p> <p>Chaplain will run a “Healthy Relationships” program with students nominated by their teachers. Permission will be sought from parents.</p> <p>DSTA will run a “Deployment Group” for students who have a parent away.</p> <p>Prayer theme in 2017 will reflect our school values and our Term Prayer Praxis will incorporate KidsMatter – Component 2.</p> <p>Attend KidsMatter PD</p> <p>KidsMatter leader will locate appropriate resources for staff to teach social and emotional skills.</p> <p>Video will be made for our website – “STM is a KidsMatter School”.</p> <p>KidsMatter Staff Meetings</p> <p>Provide opportunities for students to identify and utilise their strengths.</p> <p>Encourage all students to have a voice in identifying issues of concern.</p>

Review

What processes will be used to review the results?

Student Survey linked to KidsMatter, Component 2 – Term 2 and Term 4. Analyse data collected. Make recommendations.
Playground audit – checklist completed by teachers on duty every lunch-time in Wk. 7, of every term.

Focus Area: COSA School Improvement Project Wellbeing Project 4. Positive relationships are at the heart of effective teaching NSW State Literacy and Numeracy