St Thomas the Apostle Primary School, KAMBAH

Annual Improvement Plan

2018

St Thomas the Apostle is a Catholic Primary School located in Kambah catering for students from Kindergarten - Year 6. The school has an enrolment of 287 students placed in 12 classes: two classes per year level K-2, with three multi-age Year 3/4 classes and three multi-age Year 5/6 classes. Students attending the school come from a variety of backgrounds and nationalities which consist of 129 male and 158 female students; 8 Aboriginal and Torres Strait Islander heritage students; and 18 students with a Language Background other than English (LBOTE). The school currently employs 30 staff comprising 21 teachers and 9 non-teaching staff, the latter being employed in a variety of capacities including secretarial, janitorial, learning support who work diligently for the families of the school. St Thomas the Apostle School is an inclusive school and welcomes students with a variety of educational needs. Staff, students, parents and Catholic Education personnel work collaboratively ensuring, to the best of their ability, that the needs of all students are met. St Thomas the Apostle School uses a model of shared student leadership where all senior students have a leadership role across a number of areas including Fun and Fitness, Hospitality, Technology and Environment. The belief is that all students are potential leaders who, given the opportunity and support, will grow and develop in the knowledge, attitude and skills necessary for wider areas of influence.

The School Improvement Plan 2018 has a number of focus areas.

Student's engagement in their learning is seen as a key attribute to improving student outcomes.

- Our School Improvement Project Area will be on Literacy with Spelling (in Writing) as the focus

- The embedding of the inquiry process as a means of 'putting learners in the driving seat.'

- The continuation of our focus on student Wellbeing. This began with TRUST in 2017 and this will continue in 2018 with new staff being trained in TRUST and also the utilization of our Wellbeing grant to have a Wellbeing counsellor 2 days a week

The health and wellbeing of our community remains high on our agenda with the continued implementation of the Kids Matter program and the revamp of our SWPBL program.

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 interrelated domains. The focus areas for 2018 are highlighted in red.

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 fulfil 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	Key Focus
4. Effective Pedagogical Practices	2. A deep understanding of curriculum provides content and context for learning	☒ School Improvement Project
Key Improvement Goal 1 *What do you want to achieve?* *What change do you want the see?*	**To improve student performance through the effective implementation of Inquiry Learning (including RE)**	

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 1?* *Who are the key personnel?*
RELIGIOUS EDUCATION • Students will have a greater say in deciding what they learn in RE and how they learn in their classroom. • Teachers will use 'The worlds of the Text (understanding Scripture) to inspire quality teaching and learning in RE • Teachers will explore the notion of a Catholic Perspective across all areas of the curriculum • Staff prayer will reflect a deeper understanding of scripture • Teachers will be more confident using Inquiry in Curriculum delivery in RE lessons. • Teaching and learning in RE will be more child centred as teachers will become more confident answering children's questions.	RE - Inquiry Learning will begin to be used in Religious Education using the new curriculum as it is introduced and developed The REC and the leadership team will work with staff to ensure teaching and learning programs show evidence of an inquiry mindset in RE Perceptual/Observational data: • Staff prayer and school prayer celebration • Parents attending class prayer • Survey will be given to teachers at the end of 2018 to see how they rate their use of Scripture in RE lessons. School Process data: • Number of staff participating in spiritual formation program • School rituals, sacred spaces, agreed practices • Staff involvement and confidence with prayer Demographic data: • Religious profile of students and staff • Accreditation of staff	• Feedback /Questioning • Mentoring and building the capacity of colleagues and students via growth-based practice • Open ended inquiry • Feedback and Feedforward – student and teacher • Better Student understanding • Better Teaching understanding • Improved Pedagogy (Strong teaching practices) • Have more data than before • Coaching and Mentoring • Leadership Walkthroughs • Staff walkthroughs - developing a shared understanding, deep conversation about what we believe and what we do • Building a professional Learning Community through the use of Professional Learning Teams • Encourage staff to meet and plan in teams. • Staff meetings will give strategies to build understanding of Inquiry. • Scripture will be used to enhance Monday and Friday prayer focus each week.

CROSS-CURRICULUM	Perceptual/Observational data:	PD in the first week of school using DVD, think, pair, share and rich collaborative conversations with staff based on the work of
- Staff have a common understanding and shared language of teaching through inquiry and over time develop an 'inquiry mindset' that flows into all areas of school life. - Staff improve their knowledge of inquiry and the pedagogical practices they choose to deliver quality teaching and learning - Classrooms are places where students; Demonstrate control over their own learning and feel they have a 'voice' Students more engaged in their learning Students are given regular growth-based feedback	- Leadership Team work alongside teachers to develop an inquiry mindset through the use of growth-based feedback; - Teachers work in teams to plan, critique and deliver quality programs that are conceptually based - Teachers choose specific strategies such as 'word walls' to visually engage students and classrooms exhibit the commitment to an inquiry-based approach - Students can explicitly name their 'wonderings' School Process data: - Staff attend inquiry based PD in English RE and Integration of Curriculum - Staff maintain an Individual Learning Journal - Students use learning journals - Students use 'wonder walls' - Student interviews and conferences Demographic data: - Class structures and teaching groupings - Ways to work smarter using a range of student ages and abilities - Using leadership teams to promote inquiry practices via authentic learning e.g. G-Force garden team	- James Nottingham - The notion of Learning Pit, challenging students through deep engagement with tasks - Kath Murdoch 'The Power of Inquiry ' - Teaching and Learning with curiosity, creativity and purpose in the contemporary classroom Through the PLT process the leadership team engage with staff to - Develop a shared understanding of Inquiry - Critique the Core Principles guiding the inquiry teacher's practice - Refine the links between core principles and teaching practices e.g. 'because we believe that learning happens best in real contexts and for authentic purposes- then we question the use of random worksheets - Staff keep a learning journal based on their own wonderings and growth around' becoming an inquiry teacher'
Review *What processes will be used to review the results?*	Leadership Team meetings and data gathered in PLT meetings Learning Journals Video images, photographs	

Annual Improvement Plan 2018

CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus
6. Systematic curriculum delivery	1. Everyone can learn 2. A deep understanding of curriculum provides content and context for learning	☒ School Improvement Project

Key Improvement Goal 2	What teaching practices can we introduce to assist our students to improve their spelling?

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 3? Who are the key personnel?*
• Individual student growth in standardised and diagnostic spelling testing results (South Australian Spelling and Single Word test) • Improvement in Spelling achievement across all curriculum areas • Improved teacher understanding of teaching and learning in relation to spelling • Optional use of PAT Spelling	Student learning data: 1. Student results * 2. Student writing samples 3. Value added data analysis Perceptual/Observational data: 1. Classroom observations 2. Professional conversations with staff 3. Teaching and learning within the literacy block School process data: 1. Teaching programs 2. Assessment results and records * 3. Professional learning conversations 4. Common school PL goal 5. Agreed practices on collaboration and planning *PAT scale score growth of greater than 7 for each student in Year 3- 6. Growth in SA Spelling scores and Single word test of at least one year for 90 % K-6 students. Evidence that students can identify the key spelling strategies. These strategies observable in all classrooms.	• Understanding the Australian Curriculum. • Whole school focus on Writing and Spelling. • Purchasing staff copies of Guiding Thinking for Effective Spelling: Second Edition (Christine Topfer and Deirdre Arendt) • Explicit Teaching and classroom display of the 5 strategies: Sound, Visual, Meaning, Connecting, Checking • Develop A whole-school approach to spelling including student-centred approaches to spelling • A focus on implementing authoring circles • Supporting teachers in the conferencing process including editing with a focus on accurate spelling • Developing efficient systems for publishing so that more work is celebrated • Increase the number of student generated displays • The use of effective Feedback for teachers • PLC focus on Spelling - Mentoring (Building the capacity of colleagues and students)
Review *What processes will be used to review the results?*	1. Data results from diagnostic tests from Term 1 and Term 2/3 and 4. 2. Teacher 'professional conversations' during terms 1 and 4. (AIP related goal) 3. Feedback on Professional Learning Team classroom visits.	

Improvement Area 3	Principles of Pedagogy	Key Focus
3. A culture that promotes learning	4. Positive relationships are at the heart of effective teaching	☒ Wellbeing Project

Key Improvement Goal 3 *What do you want to achieve? What change do you want the see?*	To improve student Wellbeing.

Success Measures/Targets *What is the specific, measurable target you want to meet?*	Evidence *What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)*	Strategies *What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?*
• Build student engagement • Children have strong sense of belonging and of wellbeing • Children calm • Relationships strong	• Wellbeing Framework completed and published. • Student check- ins observed in classrooms on a consistent basis. • Lunchtime activities up and running. • Meditation across school. • Wellbeing surveys show improvement in student perception of own well-being. • Based on TRUST (Trauma Sensitive Schools Understanding) that provides practical strategies and support for all in our community who face mental health and behavioural issues. • Implementation of the reviewed SWBPL program (MATES – Thoughtful , Engaged and Safe)	• Continued implementation of a comprehensive Wellbeing program • Continued use of the KIDSMATTER framework • Review and implementation of SWPBL • Printing of rules and display in all learning and shared spaces across the school. • Communicate with the parent community the SWBPL rules and expectations. • Use staff meeting to review and develop the matrix of behaviours. • Allocate one staff meeting a term towards ongoing discussion, referral and connection with SWBPL across the school • Common language across the school • Developing a framework including all our policies: Wellbeing, Behaviour Management, Pastoral Care • Make playground exciting and engaging • Meditation (stillness) leads to Mindfulness • Feedback • Questioning • Mentoring (Building the capacity of colleagues and students)

Review *What processes will be used to review the results?*	The TRUST mentors will meet with the Leadership team each term to look at progress towards the AIP item. Staff will partake in a 15 minute interview at the end of term one to survey progress with TRUST. With regard to The SWPBL, staff meet each term to evaluate and plan future steps for improvement with SWPBL. There is also an external audit conducted to support the ongoing progress of the program (Carol Lamont)