

**ST THOMAS MORE SCHOOL - ANNUAL IMPROVEMENT PLAN 2018**

<b>Strategic Intention 3:</b>  <b>High Quality Teaching and Learning (CIF Domain 5)</b>				<b>Targets</b>  <b>By the end of 2018</b> <ul style="list-style-type: none"> <li>• Increase student’s understanding, engagement and enjoyment of STEM disciplines.</li> <li>• Develop teacher’s capacities to use contemporary pedagogies in planning, teaching and assessing STEM disciplines across the curriculum</li> </ul>		
<b>Goals:</b>  (What are we trying to achieve?)	<b>Actions:</b>  (What actions will we take to achieve our goals and targets?)	<b>Responsibility:</b>  (Who will lead this?)	<b>By When?</b>	<b>Resources:</b>  (What human and financial resources will we need?)	<b>Success Indicators:</b>  (How will we know we have been successful?)	<b>Evidence:</b>  (What data will we need to measure achievement of our goals?)
3.2 Increase student engagement and achievement in and across the disciplines of Science, Technology, Engineering & Mathematics (STEM)	St. Thomas More staff to actively engage in CESA’s and UniSA’s STEM School Based Project	CESA UniSA	Two year project 2018-2019	CESA consultants and UniSA staff  CESA/UniSA grant \$5,000  Resources related to STEM planning and programming	STEM units of work  Evidence of contemporary pedagogies within class teacher programs  Sharing of ideas, practices and resources within and across PLCs	Pre & Post student engagement surveys  Teachers programs  PLC meeting minutes
	Leaders & teachers to attend professional learning opportunities offered by CESA & UniSA	CESA UniSA	Two year project 2018-2019	Release time to attend professional development opportunities  TRTs	Teacher’s willingness to transfer learning into their STEM units of work and into their teaching practices	Teachers programs  Teacher anecdotal feedback

	School Leadership team to disseminate/share learning with whole staff	Leadership team	Term 1, 2018	Staff meeting times	Evidence of contemporary pedagogies within class teacher programs	Teachers programs Teacher anecdotal feedback
	Establish a STEM Lead Learner's team	Principal	Term 1, 2018	One staff member from each of our PLCs Leadership team Meeting times	Observation of support networks established between Lead Learners and teaching staff	Minutes of Lead Learner's meetings Staff feedback
	Develop a whole school STEM inquiry question	CESA UniSA Leadership team	Term 1, 2018	Professional development offered by CESA & UniSA Teaching resources Leadership team sharing STEM project information	Involvement, input and general consensus from all teachers	Achievable whole school inquiry question which can be shared with all stakeholders
	Develop STEM curriculum R-7	Teachers Lead Learners	Semester 1, 2018	Professional development offered by CESA & UniSA Professional readings STEM resources PLC planning time	STEM scope and sequence, programs, lesson plans, rubrics Staff engagement Digital photos	Growth in student engagement and learning outcomes Teacher programs
	Develop student's learning, engagement and enjoyment of STEM disciplines	Teachers	2018	Professional development offered by CESA & UniSA Professional readings STEM resources	STEM scope and sequence, programs, lesson plans, rubrics Staff engagement	Pre and post student surveys

				PLC planning time	Digital photos	
	Audit current school resources and increase STEM related resources R-7	Teachers Lead Learners Leadership team	Terms 1 & 2, 2018	School STEM budget CESA & UniSA STEM grant	New resources purchased R-7 Resources being accessible and used by all children R-7	Staff feedback on effectiveness of resources in meeting goals Student feedback

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<b>Strategic Intention 2:</b>  <b>High Expectations of All (CIF Domain 4)</b>				<b>Targets</b>  <ul style="list-style-type: none"> <li>Identify all EAL students R-7 and provide them with intense support to meet their individual learning needs and accelerate their growth through access to age appropriate curriculum.</li> </ul>		
<b>Goals:</b>  (What are we trying to achieve?)	<b>Actions:</b>  (What actions will we take to achieve our goals and targets?)	<b>Responsibility:</b>  (Who will lead this?)	<b>By When?</b>	<b>Resources:</b>  (What human and financial resources will we need?)	<b>Success Indicators:</b>  (How will we know we have been successful?)	<b>Evidence:</b>  (What data will we need to measure achievement of our goals?)
2.1. Identify and implement specific EAL goals and strategies that will accelerate EAL student's English language learning.	Establish an EAL teacher position at St. Thomas More School and appoint a staff member to this position.	Principal	Beginning of Term 1, 2018	EAL Position (0.2 FTE)	Roles and responsibilities undertaken and performed by the EAL teacher.	Student growth through ongoing assessments such as running records
	Create EAL's coordinator's Position Information Document to support and guide their work	Principal	Beginning of Term 1, 2018	Examples of EAL PIDs from neighbouring Catholic schools  STM EAL Position Information Document which complies with CESA requirements.	The creation of an EAL PID which is a true reflection of the roles and responsibilities of our EAL teacher throughout the course of the year.	Feedback from EAL teacher

	Employ Curriculum Education Support Officer to support EAL student's reading development (6 hours per week)	Principal	Beginning of Term 1, 2018	Learning environment to work with small groups of EAL children – St. Mary's break out space  Competent ESO curriculum officer	Ability of ESO to work in collaboration with EAL teacher in determining which children to target and effective teaching strategies to implement	Student growth through ongoing assessments such as running records
	Identify EAL students and complete language surveys	EAL teacher	Beginning of Term 1, 2018	EAL teacher to complete using student enrolment forms	All EAL students have language surveys completed	EAL language surveys
	Use the Language and Literacy Levels to assess each EAL students' English proficiency and share this with class teachers	EAL teacher	Beginning of Term 1, 2018	Trained assessor to complete assessments	EAL students will all be assigned a Language and Literacy level	Student growth as assessed through the Language and Literacy Levels
	Establish a record of assessment data for each student to monitor progress	EAL teacher	Beginning of Term 1, 2018	EAL trained assessor	Excel spreadsheets will accurately reflect all EAL students' Language and Literacy Level and reading level  Students in the 'Beginning Phase' will receive intervention support	Student growth as assessed through the Language and Literacy Levels  Forms A & B as supplied by CESA

	Submit data indicating student progress and ongoing need	EAL teacher	August 2018	EAL trained assessor	CESA will acknowledge receipt of documentation  Funding will be approved for 2019	Student levels as assessed through the Language and Literacy Levels  Forms A & B as supplied by CESA
	Accelerate EAL students' English language learning and improve their learning outcomes through explicit and intentional teaching	EAL teacher	December 2018	Competent ESO curriculum officer  Trained EAL assessor	EAL students in the 'Beginning Phase' of writing will accelerate 2 levels in 12 months	Students' levels as assessed through the Language and Literacy Levels
	Design learning and teaching to scaffold students' access to age appropriate curriculum	EAL teacher  Class teachers	February 2018	EAL trained assessor  Class teachers  Competent ESO curriculum officer	Learning objectives created for each EAL student in the 'Beginning Phase'  Intervention strategies identified for EAL students in the 'Beginning Phase'	Student growth according to the Language and Literacy levels of 2 levels

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<b>New Strategic Intention:</b>  <b>Catholic Identity (Domain 1)</b>				<b>Targets</b>  <ul style="list-style-type: none"> <li>• Increase student and teacher understanding of and engagement with Scripture</li> <li>• Create a new St. Thomas More School Chapel</li> </ul>		
<b>Goals:</b>  (What are we trying to achieve?)	<b>Actions:</b>  (What actions will we take to achieve our goals and targets?)	<b>Responsibility:</b>  (Who will lead this?)	<b>By When?</b>	<b>Resources:</b>  (What human and financial resources will we need?)	<b>Success Indicators:</b>  (How will we know we have been successful?)	<b>Evidence:</b>  What data will we need to measure achievement of our goals?)
<b>1.2.</b> Identify and engage in practices which support staff in their spiritual wellbeing, deepening appreciation of Catholic faith and their growing capacity for witness to the Gospel.	Gather student and teacher data on their understanding and perception of Scripture via a pre and post-test survey	School Leadership Team  Teachers  Students	Pre-test Term 1   Post-test Term 4	Pre and post-test survey questions for students and staff  Survey Monkey for staff  Paper format for students	Surveys completed by all classes and teachers	Data collated from student and staff surveys
	The Leadership Team to participate in formation on Scripture	School Leadership Team	April 12 & 13, 2018	Masterclass on Transforming RE through Scripture offered through the Catholic Education Office SA	Use new learning from Masterclass to support staff meeting to be held in Term 2	Participation in Masterclass
	Disseminate information, ideas and analysis from Masterclass to staff through a professional development session	School Leadership Team	Staff Meeting Term 2, 2018	Staff meeting time in term 2  Resources obtained from Masterclass i.e. professional readings, key learnings etc.	Staff engagement  Staff feedback at the end of the session	Observation of staff engagement  Staff responses to feedback questions

	Plan and facilitate a staff Godly Play workshop to support a shared understanding and teaching of Scripture	School Leadership Team Teachers	Term 2 or 3, 2018	Staff meeting time Art & craft materials Glue guns Scripture stories Godly Play books and resources	Engagement of staff Video staff engagement and participation Resources made (Godly Play)	Photographs and/or video recordings of lessons involving the use of Godly Play resources
	Teachers and students to complete post-survey questions	School Leadership Team Teachers Students	Pre-test Term 1 Post-test Term 4	Pre and post-test survey questions for students and staff Survey Monkey for staff Paper format for students	Surveys completed by all classes and teachers	Data collated from student and staff surveys
	Create a new sacred space (Chapel) at St. Thomas More School	Joe Blefari CESA Detail Studio Builders St. Thomas More Parish community Fr Pat Woods	To be completed by the end of 2018	Refer to tender	Chapel to match specifications within tender and to be constructed within allocated budget	Chapel completed in line with design