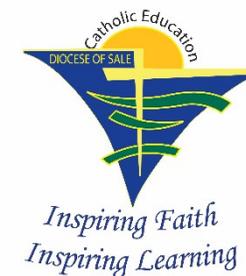


St Thomas the Apostle Primary School Cranbourne East



SCHOOL IMPROVEMENT PLAN: 2017 - 2020

Our diocesan strategic intent is embodied in the statement “Best Practice Catholic Education in Victoria.”

As an education system our aim is to improve school performance through high quality service provision and partnerships with schools, focussing on building the instructional capacity of principals and leaders to ensure expert teacher practice in every school in the Diocese of Sale.

This template aims to assist schools within the Diocese of Sale to construct a Strategic School Improvement Plan aligned with the Diocese of Sale Strategic Plan and the National School Improvement Tool (ACER).

The following three domains for School Improvement and related dimensions have been delineated to assist schools to develop their Strategic School Improvement Plan:

Catholic Identity and Religious Education

- Catholic Identity
- Religious Education

Learning and Teaching

- Expert Teacher Practice
- Improved Student Learning Outcomes

Leadership

- Leadership for Learning
- Resourcing



St Thomas the Apostle Primary School

Cranbourne East

Vision Statement

St Thomas the Apostle Catholic Primary School, Cranbourne East has been established to provide a quality education in the Catholic tradition for the families in the local area.

Mission

In the spirit of St Thomas the Apostle, who was one of the first Christian missionaries and is the patron saint of builders, the community of St Thomas will endeavour to build a community of prayer, service, thanksgiving and reconciliation and provide opportunities for all its students to experience a collaborative learning environment that educates, challenges and engages.

Strategic Intent

Learners building a community through respectful and collaborative relationships.



St Thomas the Apostle Primary School

Cranbourne East

CATHOLIC IDENTITY AND RELIGIOUS EDUCATION

Catholic Identity

Catholic Identity

Diocesan Aim:

- A clear and consistent articulation of Catholic Identity in Catholic Education is evidenced in the school
- Teachers/Students are assisted to a post critical belief stance
- The school reaches out to an increasingly diverse community
- The school promotes Catholic Social Teaching

GOAL: To engage all members of the community in the Catholic identity of STAPS

Intended Outcomes	Success Criteria - Qualitative & Quantitative
Deeper understanding of the school's pillars of Prayer, Thanksgiving, Service and Reconciliation.	<ul style="list-style-type: none"> • Students demonstrate an understanding by accurately referring to and using the pillars in a range of learning circumstances. • Staff use the language of the four pillars in their approach to wellbeing of students. • Staff use and reference the four pillars in their planning of learning units. • Parents, ISAB and FOST demonstrate an understanding of the purpose of the four pillars and their significant in the culture of the school.
Deeper understanding of the life of St Thomas and school motto.	<ul style="list-style-type: none"> • Students accurately recount the life and significant aspects of St Thomas the Apostle through dialogue and work samples. • Staff accurately communicate the life and significant aspects of St Thomas the Apostle in relation to our school mission, vision and features of our school buildings. • ISAB & FOST have an accurate knowledge and communicate the life and significant aspects of St Thomas the Apostle in relation to our school mission, vision and features of our school buildings. • Parents have knowledge of the life and significant aspects of St Thomas the Apostle



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That members of the community are guided to a PCB stance.

- All staff demonstrate an understanding of a recontextualised and dialogical approach in their planning of RE units.
- Students demonstrate evidence of a recontextualised and dialogical approach in their work samples.
- Staff, students and parents ECSI PCB Scale scores show a movement from a literal belief to a post-critical belief



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LEARNING AND TEACHING

Religious Education

Religious Education

Diocesan Aim:

- Teachers have a deep knowledge of the progression of learning in the Religious Education Curriculum
- Teachers are supported to personalise learning in Religious Education through effective assessment and planning practices
- Teachers are supported to assess for reporting purposes on student progress in line with the standards of the Religious Education Curriculum

GOAL: To deliver a quality P-6 Religious Education curriculum to all students

Intended Outcomes	Success Criteria - Qualitative & Quantitative
	<ul style="list-style-type: none"> • All teaching staff use the ECSI language in planning and discussion
That all teachers use a recontextualised and dialogical approach in their planning of units to encourage a Post Critical Belief in students	<ul style="list-style-type: none"> • All staff demonstrate an understanding of a recontextualised and dialogical approach in their planning of RE units. • Students demonstrate evidence of a recontextualised and dialogical approach in their work samples. • Students ECSI PCB Scale scores show a movement from a literal belief to a post-critical belief
That all teachers have a deep knowledge and understanding of the Revised RE Curriculum	<ul style="list-style-type: none"> • All staff engage in the Revised RE Curriculum successfully to plan units of work. • Teachers are familiar with the content of the Revised RE Curriculum. • All staff use the New Planner to plan RE units of work. • All staff become competent in planning quality RE units of work



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Expert Teacher Practice

Diocesan Aim:

- Teachers have a deep knowledge of the Victorian Curriculum
- Teachers have a deep knowledge of the progression of learning in English and Mathematics
- The school has identified and can demonstrate that it is using tests and other assessment tools to monitor school-wide achievement and progress in areas of the curriculum including English and mathematics
- Expert teacher practice in assessment is developed
- Data and evidence is effectively utilised to target improvement in student learning
- Wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum – Capabilities
- A common language and expectation of the expert teacher in this Catholic school is developed, referencing and aligned with the Diocese of Sale Learning and Teaching Network

GOAL: To build professional capital through the development of partnerships

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That staff will critically reflect on their professional practice	<ul style="list-style-type: none"> • All teachers will demonstrate greater use of the AITSL Standards to reflect on their current teaching practices and plan for their future development
That staff have a deep knowledge of the Victorian Curriculum	<ul style="list-style-type: none"> • All teachers clearly articulate how they plan their programs to meet each student's individual needs.
That a whole school approach to assessment practices is developed	<ul style="list-style-type: none"> • All teaching staff will have a shared understanding of the purpose and use of the school's assessment schedule, student files • Implementation and embedding of the Assessment policy and practices.



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LEARNING AND TEACHING

Improved Student Outcomes

Diocesan Aim:

- Leader and teacher capacity to read, interpret and action data and evidence for school and student performance is built
- Outcomes in English and Mathematics are improved for every student (100% students 100% of the time)
- Teachers encourage and assist students to monitor their own learning and to set goals for future learning
- Explicit targets for improvement in student achievement have been set and communicated to parents, staff and wider school community
- Assessment practices ensure that students requiring a learning adjustment are identified early and effective adjustments implemented
- Inclusive classrooms are established

GOAL: To empower all students to engage in purposeful learning

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That all learning activities are underpinned by the Victorian Curriculum General Capabilities	<ul style="list-style-type: none"> • All planning is aligned with the Victorian Curriculum • Whole school use of personal and social, ethical, intercultural, critical and creative thinking capabilities
That assessment is authentic and used for, of and as learning	<ul style="list-style-type: none"> • Monitored academic, attendance and wellbeing data is used to improve individual learning outcomes. • Introduction of SPA • Meet and exceed the <i>All Catholic School</i> mean in NAPLAN
That all students become successful learners	<ul style="list-style-type: none"> • Students demonstrate engagement, creativity and confidence in their learning
That all students become informed citizens	<ul style="list-style-type: none"> • Students demonstrate knowledge and understanding of democratic principles, Australian history and the values for Australian schooling



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LEADERSHIP

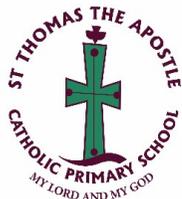
Leadership for Learning

Diocesan Aim:

- Instructional capacity of school principals and leaders is developed focussing on curriculum, assessment and change leadership
- Leaders create the conditions (culture) in which a high quality curriculum is enacted and students have access to learning entitlement
- Effective leadership structures and practices are in place in every school to ensure the growth and performance of expert teacher practice
- A whole school plan for learning entitlement is in place ensuring student access to essential learning and the plan is shared with the school community
- Reporting processes are aligned with the whole school plan for learning entitlement and communicate to parents, families and student's achievement of curriculum learning intentions and progress over time
- The leaders and teachers of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community
- The school builds partnerships with parents, families and local business and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students

GOAL: To create leadership structures to ensure growth and performance of expert teacher practice

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That collaborative, team-based practices exist	<ul style="list-style-type: none"> • Staff take opportunities to share their learning in a variety of forums
That every staff member engages in effective coaching and mentoring	<ul style="list-style-type: none"> • A culture of professional dialogue and shared reflection is developed and maintained
That students engage in leadership opportunities	<ul style="list-style-type: none"> • Improved student response in the Insight SRC Survey regarding student safety and behaviour



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LEADERSHIP

Resources

Diocesan Aim:

- Student outcomes drive the allocation of school resources
- Resources are linked to priority teaching goals
- Purposeful, effective and contemporary learning spaces are provided
- Employment, induction and professional development practices reflect a focus on the expert teacher in a Catholic school
- The school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing
- The school meets all mandatory compliance benchmarks under all relevant State and Federal legislation

GOAL: To engage learners through flexible and contemporary approaches

Intended Outcomes	Success Criteria - Qualitative & Quantitative
That student outcomes drive the allocation of school resources	<ul style="list-style-type: none"> • Staff roles are aligned with the identified needs of the students
That learning spaces are designed to reflect the school's pedagogy.	<ul style="list-style-type: none"> • Learning spaces provide opportunities for flexible learning and collaboration
That the school meets all mandatory compliance benchmarks under all relevant State and Federal legislation	<ul style="list-style-type: none"> • All issues identified in regular compliance audits (OHS, VRQA, Child Safety, Essential Services etc.) are addressed in a timely and on-going manner