St Thomas Aquinas Primary School, WEST BELCONNEN

Annual Improvement Plan

2017

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Improvement Area 1	CE System Priority	CE Strategic Intent
3. A culture that promotes learning	Steward Resources	Build Community

Key Improvement Goal 1 *What do you want to achieve?* *What change do you want to see?*	To improve the emotional and social wellbeing of all students.	Facilitator/s	Leadership Team

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?*
1. All students report higher levels (from first survey end of 2016) of happiness at school, including a sense of achievement. 2. The number of reportable incidents of poor learning or behaviour choices dramatically reduces from term 1 – term 4. 3. Teachers report anecdotal evidence from classrooms that indicate a greater sense of well being and happiness. 4. Teachers and students report greater clarity around the rules and processes of the school, in the area of Behaviour Management.	1. Student data, gathered from students surveys, report higher levels of emotional and social well-being, as the year progresses. 2. The number of incidents of 'hands-on' behaviour, or choices made that are negative in the classroom, dramatically reduce. 3. The ACER survey on Social and Emotional Well Being, administered twice yearly, indicates a greater level of well-being.	1. Using the wellbeing grant, the daily meditation and well-being exercises are embedded in the school. 2. Kids Matter program continues to be implemented. 3. Students are surveyed for SEL skills. 4. The school-wide SEL lessons are continued. These will take place fortnightly. They are written based on data gathered about students' well-being, as determined by the ACER survey. 5. School Wide Positive Behaviour plan is implemented.

Review *What processes will be used to review the results?*	Students will be surveyed regularly, as will staff, as to the effectiveness of the program. Tallies will be used to assess the reduction (or otherwise) of behaviour incidents.

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Improvement Area 2	CE System Priority	CE Strategic Intent
9. School-community partnerships	Strengthen Leadership	Build Community

Key Improvement Goal 2 *What do you want to achieve? What change do you want to see?*	Provide a mentoring program for all staff and build the capacity of staff to mentor and lead others.	Facilitator/s	Amanda Mackenzie.

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 2? Who are the key personnel?*
1. All teaching staff have a mentor. 2. Four staff are trained in mentoring and coaching others, building their capacity in this area of leadership and coaching.	1. All staff will have a coach/mentor. 2. 4 teachers will build upon the work of 2016 and will mentor all teaching staff, addressing their TQI goals and other points of professional work. 3. All staff will address their own teacher identified AITLS goals through the course of the mentoring program, in a systematic and rigorous way. The results of this will be evident in the teaching and learning of the students.	1. Meet with 4 teachers in PD week and outline new approach for 2017. 2. Set success criteria with the 4 mentors – hone the process from 2016. 3. Establish more effective ways of gathering data for the end-of-year conversations. 4. All staff are assigned a mentor/coach and begin the mentoring process, which includes conversations around goals.

Review *What processes will be used to review the results?*	Staff undertake end of semester surveys to assess worthiness of plan.

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Literacy/Numeracy Improvement	CE System Priority	CE Strategic Intent
	Transform Teaching and Learning	Build Capacity

Key Improvement Goal		Facilitator/s	
What do you want to achieve? *What change do you want to see?*	1. To build on the inquiry based literacy block. 2. To skilfully intervene (where needed) to implement programs/actions to lift students' literacy levels.	Facilitator/s	Kaye Lowe, Cameron Johns, Susan Magyar, Meg Millband, Alisha Summerton.

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?*
1. To observe a measurable change in students' improvement, using assessment tools like running records ability. 2. To see a marked change in the quality of literature used by all teachers, involving a shift away from levelled readers, as used in the course of day-to-day teaching. 3. To see an improvement in the quality of writing and to use a rigorous criteria process to assess the quality of students' writing. 4. To further refine the block, especially in the use of curriculum and its relationship with the data.	Running Record data, PAT reading data and teacher records, notes and observations will be used to gauge progress in student reading. The use of a class library, with rich literature (involvement of school librarian will be crucial for this stage), and program evidence of books being used, other than levelled texts. Class programs and observations (including grade meetings) show a more rigorous use of curriculum in relationship to the data.	Meg Millband will continue to lead the implementation of the block, with support from the principal and LT. Greater focus will be given to the use of the curriculum and staff meetings will be devoted to the use of the curriculum and its relationship with the data. Students who require specific intervention are monitored. Feedback (respecting privacy) will be given about students' progress, with a view to highlighting the success of the program.

Review	
What processes will be used to review the results?	Frequent meetings are held between COSA officer, English coordinators, ELI coordinator and Diverse Learning Teacher to assess progress.