



St Thomas More Catholic Primary School

With God First, We will Live, Learn & Thrive

Annual Action Plan 2022

(As part of the 5-year strategic Plan 2022 -2026)

Priority 1

Creating and nurturing a Christ-centred learning community that recognises, recontextualises and responds to the Catholic tradition and experiences/needs of all.

Links to relevant Key Aspects of Schooling	Strategies and actions	Success criteria	When	Who is monitoring?
Catholic School Culture 1.1 Religious Education 1.2 Enhancing Catholic School Culture 1.3 Social Action and Justice	Provide regular opportunity for rich dialogue and develop understanding with and of other faith traditions through professional learning teams and team planning.	Concepts will be developed taking into account the classroom cohort and school ECSI data.	Ongoing	REL and Team Leaders and classroom teachers.
	<i>Make use of and implement the CEB Awakenings Scope and Sequence.</i>	The Awakenings Scope and Sequence and commentaries will be used and referenced during planning for learning in Religious Education. Teachers will use commentaries to inform the teaching of Scripture.	Term 1	REL and Team Leaders
Community Engagement 2.1 Partnering with Families	<i>Utilise commentaries to support Scripture teaching.</i>			
Leadership and Stewardship 3.2 Building Staff Capability	<i>Use effective pedagogy to enable students to develop symbolic meaning of Scripture.</i>	The Shared Christian Praxis model will be used in the planning and teaching of Religious Education	Ongoing	REL and Team Leaders
Learning and Teaching 4.1 A Guaranteed and Viable Curriculum 4.2 Effective Teaching	<i>Create a school song and/or prayer that reflects St Thomas More's Mission and Vision in student friendly language.</i>	A school song and prayer will be created and used regularly as part of prayer times across the school.	By the end of Term 4, 2022	REL and teaching staff
	<i>Create and participate in frequent prayerful experiences that preserve Catholic traditions and enable individual expression.</i>	Frequent and meaningful prayerful experiences are a valued and visible part of the daily life of the school.	Ongoing	REL

Priority 2

Embedding a culture of inclusivity that celebrates diversity and partners with the community to provide relevant and authentic learning opportunities for all.

Links to relevant Key Aspects of Schooling	Strategies and Actions	Success criteria	When	Who is monitoring?
Community Engagement 2.1 Partnering with Families 2.2 Community Partnerships Learning and Teaching 4.2 Effective Teaching 4.3 Engaging Students in Their Own Learning 4.5 Strategies for Intervention Wellbeing 5.1 Quality Relationships 5.2 Wellbeing Practices 5.3 Safe Learning Environment	Ensure that there are clear and transparent communication channels for and between all staff.	All staff experience clear and transparent forms of communication and are informed via: <ul style="list-style-type: none"> • agendas • meeting minutes • emails • bulletins • rosters all centrally accessed through the STM server and/or communication system. All communication is timely and reciprocal, including all relevant parties. Student needs and changing family circumstances (where relevant) are addressed and communicated sensitively to relevant people.	Ongoing	Principal Learning Diversity Leaders Wellbeing Leader
	Plan and provide opportunities to acknowledge and celebrate cultural and learning diversity within the school.	Plan and deliver learning experiences that emphasise: <ul style="list-style-type: none"> • student strengths • inclusivity • celebration • harmony • connectedness for all and evidenced in Teacher Work Programs, learning conversations and planning at PLTs and Planning Meetings, PLPs, boost groups etc.	Ongoing	Deputy Principal Learning and Teaching Leader Curriculum Leaders Learning Diversity Leaders
	Plan and implement authentic real life learning contexts aligned with the curriculum. <i>Provide professional learning and formation experiences for all staff to build an understanding of what constitutes authentic real life learning contexts.</i>	A common and shared understanding of what authentic real life learning contexts are. Explicit curriculum links are evident in planning and programming.	Ongoing	Curriculum Leaders Wellbeing Leader

		<p>There will be increased student engagement evidenced by:</p> <ul style="list-style-type: none"> • observation • student surveys and regular formal and informal feedback • PAT-SEW data • Insight SRC data 		
	Commence the ReLATE program across the school	Staff are trained in the ReLATE program modules 1-8.	Term 1 & 2	Principal
	Develop an EAL/D curriculum for assessment and reporting	<p>EAL/D students will be identified on enrollment and a sociolinguistic profile will be created for these families.</p> <p>PD related to EAL/D will be provided for all staff. The EAL Curriculum will be part of learning and data conversations.</p> <p>EAL will be part of the reporting processes and procedures, evidenced in the Report Writing Guidelines.</p>	Ongoing	Principal Learning Diversity Leaders Learning and Teaching Leader

Priority 3

Ensuring highly effective, evidence-based teaching strategies, engage and empower learners and give life to all aspects of the whole person.

Links to relevant Key Aspects of Schooling	Strategies and Actions	Success criteria	When	Who is monitoring?
Community Engagement 2.1 Partnering with Families Leadership and Stewardship 3.2 Building Staff Capability 3.3 Culture of Continuous Improvement Learning and Teaching 4.1 A Guaranteed and Viable Curriculum 4.2 Effective Teaching 4.3 Engaging Students in Their Own Learning 4.4 Analysis and Use of Data 4.5 Coordinated Strategies for Intervention Wellbeing 5.1 Quality Relationships 5.2 Wellbeing Practices 5.3 Safe Learning Environment	Complete the PLC Health Check <i>Analyse PLC Health Check to inform plans for future actions.</i> <i>Be transparent with action-based responses to the PLC Health Check.</i>	Set SMART Goals based on the actions from the PLC Health Check. A deeper and shared understanding of PLC and what it means for our school will be evident. Higher levels of collaboration, a more evident focus on learning and results. Growth evident within the PLC Health Check, compared to Term 4 2021 - Term 4 2022	Term 4 2021	Leadership Team
	Engage in professional learning to build a common understanding around student agency and student voice. <i>Build a common understanding of what a student centred learning environment could look like.</i> <i>Provide purposeful/authentic opportunities for students to contribute ideas to the concepts they would like to enquire, explore and learn about, as well as the way they would like to learn.</i>	There will be growth in our shared and common understanding of learner agency and what it can/should like for the students and teachers at STM Students will be more engaged in their learning, evidenced in their growth in voice, understanding of their individual learning pathways, and the positive self monitoring. Teachers and students collaborate to identify goals and inform future learning foci. Students will feel empowered, evidenced in student feedback surveys and PAT-SEW data.	End of Term 1 and Term 3, 2022	Learning and Teaching Leader Curriculum Leaders
	Develop an ongoing and evolving plan of action, in consultation with Years 3-6 students, and in response to the Student Wellbeing and Behaviour survey data.	Responses from the survey combined with social/emotional curriculum inform the teaching and learning cycles, evidenced in teacher work programs, including relevant adjustments. Data from subsequent Wellbeing and Behaviour surveys will indicate positive growth and change.	End of Term 1 and Term 3	Leadership Team Wellbeing Leader Wellbeing Team

