



Annual Priorities 2022
St Thomas More's Catholic School

Catholic Identity

SIP Priority Area	2022 Key Priority	Strategies	Evidence
Religious Education: Goal 1	Give a central place to the teaching and assessment of the Archdiocesan 'Good News for Living' Religious Education curriculum.	<ul style="list-style-type: none"> - Utilise the knowledge, experience and capacity of STM staff to provide professional learning opportunities for the delivery of GNFL. - Prioritise time in staff meetings and team meetings for collaborative planning of GNFL units. - Religious Education Coordinator to lead professional learning on the development of scope and sequence for GNFL units. 	<ul style="list-style-type: none"> i) The GNFL elements of 'Prayer' and 'Jesus' will be integrated and embedded into the key units of work in the Religious Education curriculum.
Evangelisation: Goal 2	Establish and promote the five Gospel values of respect, empathy, dignity, justice, and integrity into the cultural norms and life of the school.	<ul style="list-style-type: none"> - Religious Education Coordinator to lead professional learning on how to integrate the teaching of the five values in the scope and sequence for GNFL units. - Support staff to incorporate the five values into prayer and reflection experiences for students (ie. Prayer, Circles) - Creation and promotion of a folder on the Shared Drive for staff to share resources created to promote the five values in the learning environment. - Increase the visibility of environmental cues promoting the five values. - Creation and implementation of STM Values Awards celebrating the value of the month and acknowledge students who demonstrate these values by inviting them to a shared lunch with the Principal. - Utilise Marty Ogle as a Prep to Grade 6 resource to work with teachers and students. - The school newsletter will feature a focus on one of the values each month which will highlight the award recipients and include a photo of the attendees to lunch with the Principal. 	<ul style="list-style-type: none"> i) The MJR scope and sequence will reflect the primacy of the five values, and explicit teaching of these will be evident in the curriculum. ii) The STM Values Awards celebrating the value of the month will be visible to the whole community through the Principal Lunch initiative. iii) The five values will be visible in every hallway, walkway and classroom in the school.
Participation: Goal 3	Encourage participation and connection with the Parish.	<ul style="list-style-type: none"> - Schedule in the school calendar once per term for staff to attend Mass on Saturday evening at Sacred Heart Catholic Church, followed by dinner. - Establish a roster for classes to visit on weekday parish Mass on Tuesdays on a rotational basis. - Invite Sr Carmel Jones to key school events and promote attendance at these events for parishioners through the Parish Bulletin. - Promote the 'Adopt-A-Grandparent' initiative as an option for students on Grandparents Day. 	<ul style="list-style-type: none"> i) The Newsletter to feature reflections of students who attend the weekday Mass on a regular basis. ii) Increased attendance at Mass on the Staff Mass & Dinner evenings.



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Learning			
SIP Priority Area	2022 Key Priority	Strategies	Evidence
Prep to Grade 6: Goal 9	Implement the CET Literacy initiative and ensure that staff build a strong foundation in their understanding of the pedagogy and delivery of the Multilit Program.	<ul style="list-style-type: none"> - Literacy Practice Leader to provide professional learning opportunities in staff meetings throughout the year for staff across K-6 to develop their confidence and capacity with the delivery of the Multilit Program. - Literacy Practice Leader will provide in-class support to teachers in the delivery of the Multilit Program. - Attendance of all teaching staff at the CET Literacy for Life professional learning day on Tuesday 1st February. - Deliberate and intentional timetabling of support staff during literacy blocks to drive the implementation of the Multilit Program. - Collect qualitative (from teachers) and quantitative data (from students) to analyse trends in teacher engagement and student learning outcomes. 	i) The data collected will indicate high levels of teacher engagement and understanding of the Multilit Program.
Prep to Grade 6: Goal 7	Engagement of all teaching staff in a trial of providing an online feedback model in the assessment and feedback of student learning and achievement.	<ul style="list-style-type: none"> - Implement an initial trial with one PLC group, who will provide a summary of their experience of online feedback to all staff. - Development of a school-wide implementation plan for online feedback to ensure consistency and best practice. - Provide professional learning for all staff on the functionality for online feedback in the Seesaw platform. - Schedule a staff meeting for the delivery of a professional learning session for staff to explore the pedagogical principles and best practice of online feedback. - Prioritise time in team meetings for collaborative practice and sharing of online feedback strategies. 	i) Increased utilisation, community traffic, and records of student achievement present in the school's chosen online platform for online feedback.
Prep to Grade 6: Goal 9	Utilising data on student numeracy achievement and developing staff data literacy to inform collaborative planning for improved student learning outcomes in Mathematics.	<ul style="list-style-type: none"> - Ensure that explicit goals for student numeracy development are present in all individual learning plans. - Appoint a teacher to the role of Numeracy Practice Leader to drive staff development in leveraging student numeracy achievement data to plan for future learning and assessment. - Numeracy Practice Leader to provide professional learning opportunities in staff meetings throughout the year for staff across K-6 on the Matic online program and data analysis to inform Response to Intervention (RTI) practices. - Provide opportunities for students identified through data analysis to participate in Early Numeracy Intervention. - Prioritise time in team meetings for collaborative planning of numeracy learning experiences for students based on student data analysis. 	i) Student numeracy data will indicate a trend of improvement in the student academic performance in the key learning area of numeracy.



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Leadership

SIP Priority Area	2022 Key Priority	Strategies	Evidence
Student: Goals 10 & 11	Provide opportunities for our Grade 6 students to develop their leadership capacity, knowledge and skills.	<ul style="list-style-type: none"> - Schedule time for groups of Grade 6 students to participate in student leadership development sessions on a rotational basis each fortnight with members of the Staff Leadership Team. - Schedule time for groups of Grade 6 students to meet with members of the Staff Leadership Team on a rotational basis each fortnight to develop activities for pastoral care groups. - Engage Will Smith and JCP Youth to host a student leadership conference at the school for our Year 6 students. 	i) Increased confidence and engagement of Grade 6 leaders in their leading of pastoral groups.
Staff: Goal 15	Embed structures in the life of the school to cater for staff leadership development through engagement in both formal and informal positions of responsibility, collaborative reflective practice, professional learning, and participation in broader networks of educational leaders.	<ul style="list-style-type: none"> - Promote opportunities for staff engagement in both formal and informal leadership roles in the key areas of numeracy, literacy, moderation practices & STEM. - Utilise PLC practice and culture to explore and share professional learning in educational leadership in team meetings (to be practiced and modelled in Leadership Team meetings in 2022). - Prioritise resources to enable key learning area leaders to attend CET network meetings. 	i) Growth in the proliferation of ideas, initiatives and opportunities to build leadership capacity in the staff community.



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Mission			
SIP Priority Area	2022 Key Priority	Strategies	Evidence
Resources: Goal 18	Utilise our environmental, local and financial resources in a responsible, ethical, and sustainable manner to improve the broad educational experience for the community.	<ul style="list-style-type: none"> - Complete and open the playground refurbishment project, including finalising the planning and funding, coordinating construction and overseeing final delivery. - Embed in the scope and sequence of each year level the use of Newstead Reserve as an outdoor learning space for play, sustainable practices, and team building. - Embed in the GNFL scope and sequence of each year level the use of the Emmanuel Centre as a liturgical learning space for prayer and reflection. 	<ul style="list-style-type: none"> i) The opening of the playground following its refurbishment. ii) Increased access of class groups to the Emmanuel Centre and Newstead Reserve.
Wellbeing: Goal 20	Implement the RULER approach to improve the quality of classroom practice through professional development and classroom curricula to integrate emotional literacy instruction into teaching-learning interactions.	<ul style="list-style-type: none"> - Provide ongoing professional learning for staff in developing their understanding and capacity in utilising the RULER approach, starting with an introductory session in Week 1 of Term 1. - Provide continued professional learning sessions on the RULER approach including at least one dedicated staff meeting per term. - Engage CET Education Officer - Fiona Labuschange to support staff with their professional development in the RULER approach. 	<ul style="list-style-type: none"> i) Students will display increased emotional literacy through their interactions with peers and staff in the learning environment. ii) Staff will approach wellbeing issues with students with increased knowledge of emotional literacy language and pedagogy.
Connection: Goal 21	Promote student engagement in Junior Joeys and Vinnies programs to enhance student participation in social justice activities both in the school and broader communities.	<ul style="list-style-type: none"> - Invite Sr Carmel Jones to participate in and enrich the Junior Joey's program to provide witness to the charisma of the Josephite Order. - Engage with Erin Worth, St Vincent de Paul - Youth and Community Services Officer, to develop a yearly plan for the engagement and flourishing of the Vinnies program in the school community. - Promote staff engagement in support of the St Vincent de Paul Food Van Program. 	<ul style="list-style-type: none"> i) An increase of the visibility of social justice initiatives in the school community, manifest in presentation during school assemblies and articles in the school newsletter.
Connection: Goal 22	Promote awareness and understanding of Aboriginal and Torres Strait Islander (ATSI) culture, wisdom and practices in the staff, student and broader community.	<ul style="list-style-type: none"> - ATSI Coordinator to attend team meetings to support teachers to embed and integrate ATSI curriculum priorities into relevant scope and sequence planning. - Appoint a Teacher's Aide to focus on intervention, extension and overall achievement of learning outcomes of ATSI students. 	<ul style="list-style-type: none"> i) ATSI Coordinator to attend a Leadership Team meeting each term to provide an update on the progress of key ATSI initiatives, including curriculum planning, cultural events, and student achievement.