



St Benedict's Primary School, NARRABUNDAH

Annual Improvement Plan

2017

School Context:

Located in Narrabundah, ACT, St Benedict's is a Catholic Primary School offering an excellent education in a Catholic tradition within a small and highly supportive community.

The School educates boys and girls from many backgrounds and faiths from Kindergarten to Year 6 and through its student-centred learning and pastoral care nurtures all students as individuals, seeking to challenge, inspire, support and celebrate their efforts in growing and learning.

It's greatest work, in developing young minds and hearts, is built upon the professional dedication and expertise of its staff, the commitment of its community, the prayer and care of its Parish and the support of Catholic Education in the Archdiocese of Canberra and Goulburn.

Primarily serving the areas of Narrabundah, Kingston, Jerrabomberra, Symonston and Griffith our diverse student population comes to us from a wide range of NSW towns and ACT suburbs. Our aspirations for all our students remains the same.

Our Strategic Plan is guided by our Mission, Values and the Aspirations we have for our students.

Our Mission:

Inspired by Christ and guided by his teachings, the community of St Benedict's journeys together to provide a caring, friendly, learning environment that nurtures the development of each child through love, prayer and work.

Our Values:

Integrity, Dignity, Excellence, Optimism, Community, Spirituality, Respect, Compassion

Our Aspirations:

Our aspiration is that all who receive an education at St Benedict's become:

- articulate and compassionate in faith,
- independent in work,
- creative in thinking,
- respectful in relationships,
- confident of self,
- effective collaborators,
- skilled communicators and
- stewards of their world.



School Review Process:

The School Improvement Framework seeks to integrate the statutory requirements for the Registration of Archdiocesan schools with a cyclical model for school development. The program operates within a cycle and has a focus on schools being engaged in a model of self-review, using the *National School Improvement Tool*.

Internal School Review (ISR) is an evaluative process for regular reflection and review of the school. The ISR process is coordinated by the School Leadership Team, with input from staff and members of the school community. It is underpinned by evidence and making judgments about the school's capacity in 10 inter-related domains.

The 10 domains are 1. An explicit improvement agenda 2. Analysis and discussion of data 3. A culture that promotes learning 4. Targeted use of school resources 5. An expert teaching team 6. Systematic curriculum delivery 7. Differentiated teaching and learning 8. Effective pedagogical practices 9. School-community partnerships 10. Catholic identity and faith formation

Verification of the self-review will be provided by personnel from the Catholic Education Office.

The Aboriginal and Torres Strait Islander Education Action Plan:

The Aboriginal and Torres Strait Islander Education Action Plan is a national plan that commits all schools to a unified approach to close the gap in education outcomes between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students. The plan contains six principles and from, these principles the following outcomes are most significant for our school. The outcomes are achieved by implementing a school improvement plan that is based around *the National School Improvement Tool*.

- All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.
- Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.
- Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.
- Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.
- High performing principals and teachers are effective in supporting Aboriginal and Torres Strait Islander students to become successful learners, confident and creative individuals and active and informed citizens.
- Aboriginal and Torres Strait Islander students benefit from school leaders who have a strong understanding of their students' cultural and linguistic backgrounds.

National Safe Schools Framework:

The *National Safe Schools Framework* provides Australian schools with a vision and a set of guiding principles that assist school communities to develop positive and practical student safety and wellbeing policies.

The vision is supported by guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings.

Australian schools:

- commit to developing a safe school community through a whole-school and evidence-based approach
- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe

These guiding principles are achieved by implementing a school improvement plan that is based around the *National School Improvement Tool*.



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Improvement Area 1		Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning		5. Holding high expectations of all learners is a commitment to justice	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input checked="" type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		A positive learning culture that values diversity and intellectual effort and where students appreciate their talents and pursue their highest aspirations.		
Success Measures/Targets	Evidence	Strategies		
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>		
<p>All students will articulate a set of high, achievable and collaboratively set goals for learning that are reviewed a minimum of once per term and celebrated with parents and peers when achieved.</p> <p>All teachers will identify high yield teaching strategies as a result of a cycle of reflection and review and using valid and reliable evidence to indicate success.</p>	<p>Analysis of student achievement and engagement on assessment tasks.</p> <p>Analysis of the quality of feedback provided to students during learning and after assessment tasks.</p> <p>Student self-assessment and self-reporting processes that indicate knowledge of goal, level of achievement and where to next.</p> <p>Action research results shared at COSA Showcase in 2017.</p> <p>Annual survey results indicate strong student engagement and confidence of parents in collaborating with the school to know their child's achievement.</p> <p>Staff speak positively about parent participation and engagement – regularly meeting with parents on shared goals.</p> <p>Feedback to teachers from classroom walkthroughs indicate high levels of student self-knowledge about learning.</p>	<p>All teaching staff engage in the <i>Visible Learning</i> Foundation Series.</p> <p>Implement collaborative goal setting in Reading and Writing where students have a voice in the setting of goals and reflect on these regularly with teachers, peers and parents.</p> <p>Implement teacher – student – parent reporting processes that provide clear feedback to students and include student voice in reporting, e.g. three way conferences.</p> <p>Regular Walk-throughs by leadership or peer teachers using the <i>5 Questions for Students</i>.</p> <p>Implementation of <i>Learning Intentions</i> and <i>Success Criteria</i> in all classrooms.</p> <p>Review effective use of feedback as part of action research project in K-2 and 3-6 teams.</p> <p>A case management approach to PP development and review with increased student participation and voice in the process.</p>		
<p>Review <i>What processes will be used to review the results?</i></p>	Annual Survey, Action Research Evaluation, Classroom Program Evaluations, Professional Learning Plans, COSA Showcase.			

Focus Area: COSA School Improvement Project Wellbeing Project NSW State Literacy and Numeracy

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning		4. Positive relationships are at the heart of effective teaching	<input type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
Key Improvement Goal 2 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Student peer relationships that are resilient, life-giving and compassionate.		

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
<p>The school will complete Component 1 of Kidsmatter and implement this throughout the school.</p> <p>Behaviour Management policy and practices will reflect positive psychology and growth mindset.</p> <p>Curriculum Scope and Sequence developed that deliberately includes units with a focus on developing resilience and positive peer relationships.</p>	<p>Kidsmatter survey data report provided to stakeholders.</p> <p><i>Kidsmatter</i> Staff Meeting evaluations.</p> <p>Scope and sequence in Curriculum Core Document reflects units of work that support positive peer relationships.</p> <p>Classrooms and school displays reflect positive psychology, growth mindset and positive peer relationships.</p> <p>Newsletter items reflect positive psychology, growth mindset and positive peer relationships.</p> <p>Staff Meeting minutes reflect a regular communication and focus on wellbeing for students, families and staff.</p> <p>Student leadership roles that focus on building positive peer relationships.</p>	<p>Reform <i>Kidsmatter</i> Action Team.</p> <p>Analyse data from Kidsmatter Survey and 2016 Annual School Survey and determine any further date to be collected.</p> <p>Undertake relevant training in facilitating Component 1 of <i>Kidsmatter</i>.</p> <p>Action Team develop a vision of Wellbeing for the school, set up two-way communication with school community, organises PL schedule, and connects with implementation support services.</p> <p>All staff undertake Component 1 Professional Learning.</p> <p>Staff Professional Learning in positive psychology and growth mindset and the implementation of this throughout the school.</p> <p>Behaviour Management policy and practices reviewed, adapted and implemented.</p> <p>Review the Scope and Sequence in the Curriculum Core Document and ensure that units that contribute to building positive peer relationships are embedded.</p> <p>Empower student leaders to develop opportunities for building positive peer relationships, e.g. clubs, and peer mediation training.</p>
<p>Review <i>What processes will be used to review the results?</i></p>	Annual Survey, Classroom Program Evaluations.	

Focus Area: COSA School Improvement Project Wellbeing Project NSW State Literacy and Numeracy

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Literacy/Numeracy Improvement		Principles of Pedagogy	National Reform Directions	
2. Analysis and discussion of data		3. Assessment informs teaching and learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input checked="" type="checkbox"/> Transparency and Accountability
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Robust structures and practices that embrace and support student-centred learning.		
Success Measures/Targets	Evidence		Strategies	
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>		<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>	
All teachers effectively and efficiently collect, analyse and use a range of student achievement data in Literacy and Numeracy to: <ul style="list-style-type: none"> inform teaching and learning provide feedback to students about learning provide feedback to parents about achievement and next learning 	Staff Meeting minutes to indicate process of evaluation and decisions. Scope and schedule/agreed practice inserted into Curriculum Core Document. Regular meetings (staff, team, executive) dedicated to data analysis and decision making, particularly in case management. Regular celebrations of assessment data collected and shared with parents. Broad range of student data collected and stored. NAPLAN analysis staff meetings and reports for School Board and staff. Students commenting on knowing their level of achievement and where to next. Targeted teaching structures and practices based upon data collected and analysed.		Determine the scope of this project. Be clear with staff about the scope and intended outcomes. Evaluate type of assessment used and the data collected. Determine criteria for evaluation. Make adjustments and recommendations to increase fit-for-purpose assessment practices. Work with staff to identify various forms of assessment and data and how the data can be used to drive teacher and student learning direction. Evaluate possibility of investing in software or online assessment data collection to improve implementation and analysis for teachers. Review and improve current tracking tool for long-term literacy and numeracy tracking. Develop Agreed Practice in assessment data collection and use. Provide training for relevant staff in implementation of data collection tools and the analysis of data. Identify and implement different ways parents and students can be involved in the analysis and celebration of the data collected, e.g. opportunities to showcase student learning to parents.	
Review <i>What processes will be used to review the results?</i>	Annual Survey, Assessment and Reporting Cycle, Class room Program Evaluations, COSA Showcase.			

Focus Area: COSA School Improvement Project Wellbeing Project NSW State Literacy and Numeracy