



St Benedict's Primary School, NARRABUNDAH

Strategic Plan

2016 - 2018

About St Benedict's Primary School

Our School:

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.



Strategic Priority 1: BUILD AND CELEBRATE OUR CATHOLIC IDENTITY AND FAITH

Strategic Goals <i>What do you want to achieve?</i>	Key Improvement Strategies <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	Indicators of Success <i>How will you know if/when you have achieved this Strategic goal?</i>
<p>St Benedict’s Primary School will have an aspiring and united vision and identity as an outstanding, distinctly Catholic School in the local community.</p> <p>St Benedict’s Parish and school sharing an identity and vision as a place of New Evangelisation.</p> <p>Teach a new robust, engaging and inclusive Religious Education program.</p>	<ul style="list-style-type: none"> • Engage the school community to review all of the expressions of the St Benedict’s identity to develop a clear and concise articulation known by all. • Ensure the commitment to a Catholic spiritual life is manifest in the daily culture of the school. • Provide liturgical experiences that allow the community to make meaningful connections between life experiences, faith, ritual and Tradition. <ul style="list-style-type: none"> • Develop inclusive opportunities for parents to engage in faith development that supports their role as first teachers of faith. • Provide and encourage opportunities for staff to engage in faith development that supports their important role in our Catholic school. • Engage in shared opportunities for participation in Parish and School activities/liturgies/life. • Increase the sharing, access and communication of information and events between Parish and School. <ul style="list-style-type: none"> • Build teacher capacity to effectively teach Religious Education using an understanding of children’s faith development and new opportunities provided by the new RE Curriculum. 	<ul style="list-style-type: none"> • Shared language and understanding of the school identity. • Expression of the school identity in all communications internally and publicly. • Evidence of a lived Catholic Faith and Tradition in each classroom through visual displays, rituals and practices, learning experiences and conversations and language. • Increased student voice in the preparation and celebration of liturgies and prayer. • Increased feeling of connection and belonging by community members within the liturgical life of the school. • Student response and action as a result of participation in the liturgical life of the school. <ul style="list-style-type: none"> • School families participate in Parish life beyond the Sacramental Preparation Program. • Presence of the Parish on the School Board and Parents & Friends Committee. • Presence of the Parish within the everyday life of the school community. • Shared information in Parish and School Newsletters. • School community attendance at Parish faith life events. • Staff attendance at CE Faith Formation programs. <ul style="list-style-type: none"> • Staff/Team Meetings training in RE. • Coaching and mentoring with REC in teacher planning. • A draft scope and sequence of RE curriculum incorporating new units. • RE curriculum visible in classroom and teaching programs.

Strategic Priority 2: EXCEPTIONAL TEACHING FOR EXCEPTIONAL LEARNING

Strategic Goals <i>What do you want to achieve?</i>	Key Strategies <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	Indicators of Success <i>How will you know if/when you have achieved this Strategic goal?</i>
<p>A rich, challenging, balanced and engaging curriculum for <u>all</u> students that develops collaborative, self-directed, critical and creative twenty-first century learners.</p> <p>Robust structures and practices that embrace and support student-centred learning.</p>	<ul style="list-style-type: none"> • Ongoing collaborative planning structures ensuring all staff develop a comprehensive knowledge of the Australian Curriculum, especially General Capabilities and Cross Curriculum Priorities. • Develop and Implement an inquiry-based connected curriculum. • Professional learning for effective inquiry methodology. • Enhanced provision of enrichment opportunities for student development in areas beyond the curriculum. • Embedding of flexible, mobile digital technologies throughout the school to create greater opportunity for curation, creation and collaboration in developing new knowledge. • Upgrade of classroom facilities over time to enhance and inspire opportunities for flexible and collaborative learning. <ul style="list-style-type: none"> • Embed student-centred, inquiry-based learning across all areas of the curriculum. • Review and implement effective use of assessment and data collection to inform teaching and learning and track student progress. • Build staff specialist knowledge and understanding that supports the participation and learning of each student. • Increase the opportunity for student (and family) voice in the development of personal learning goals. • Establish whole school standards for planning and review of the teaching and learning for specific students. 	<ul style="list-style-type: none"> • Students using mobile technologies through the school throughout the day for transformational learning. • Use of the Google environment to experience student collaboration and creation through all elements of the learning process. • Increased teacher confidence and capacity in using digital technologies effectively with students. • Effective implementation of MAPPEN curriculum, with suitable adaptations made to contextualise to a local context. • Development of Scope & Sequence of inquiry based learning. • Embedding of inquiry curriculum into the <i>Teaching & Learning Core Document</i>. • Deep teacher knowledge and understanding of the inquiry learning process as organised by Kath Murdoch. • Collaborative spaces for learning in each classroom block. <ul style="list-style-type: none"> • Development of Scope & Sequence of inquiry based learning. • Embedding of inquiry curriculum into the <i>Teaching & Learning Core Document</i>. • Relevant professional learning participation by staff. • Consultants (CE or external) working with teachers about specific students. • A systematic plan for the collection, analysis and use of a range of student achievement and wellbeing data. • Data used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. • Case-management model for ongoing review of achievement of specific students and support teacher planning & direction. • Consistent cycle of personal plan review for students with highly specific learning needs.

A positive learning culture that values diversity and intellectual effort and where students appreciate their talents and pursue their highest aspirations.

- Embedding of teaching strategies that reflect a 'growth mindset' approach.
- Implementation of evidenced-based feedback and reporting strategies that empower students to understand and improve personal achievement.

- Student articulation of goals and achievement.
- All students self-reporting appropriate to their age.
- Professional Learning in *Visible Learning*.
- Parent-Teacher Interviews/Three-Way Conferences include student voice.
- Regular recognition and celebrations of student achievement.
- Students and teachers use language aligned to 'growth mindset'.
- Positive talk about students, teachers and families across the school in informal and formal contexts.



Strategic Priority 3: BUILDING CAPACITY AND LEADERSHIP

Strategic Goal/s <i>What do you want to achieve?</i>	Key Strategies <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	Indicators of Success <i>How will you know if/when you have achieved this Strategic goal?</i>
<p>All staff are professional, collaborative and engaged as they aspire for excellence in teaching.</p>	<ul style="list-style-type: none"> • Provide opportunities for staff to engage collaboratively and develop leadership skills and capabilities. • Ensure that the <i>Australian Professional Standards for Teachers</i> is the visible foundation for all performance and development opportunities for teachers. • Further develop a teacher performance and development program that empowers teachers in developing professional expertise. • Implement action research projects in teaching teams to further develop as part of each COSA focus and Professional Learning Plans. • Implement of a Case Management approach to student development. • Implement an efficient annual professional learning cycle for teachers and then for general employees. 	<ul style="list-style-type: none"> • Professional Learning and Staff Meetings regularly highlight successful practice and relevant Standards. • Increased number of teachers leading projects and staff meetings. • JP and PLP teams participate in evidence-based action research projects and share the results with • Teacher PLPs reflect an ongoing commitment to building efficacy in teaching. • Regular Case Management meetings for specific student development. • All staff have Professional Learning Plans that are regularly updated and contain clearly articulates goals.
<p>Student leadership is a defining feature of the school and point of difference between St Benedict's and other schools.</p>	<ul style="list-style-type: none"> • Revise and reinforce the existing formal student leadership structures. • Develop and implement a student leadership training program for Years 5/6. • Connect student leaders with those in other schools. • Increase student voice in providing vision and direction for the school growth and development. • Establish teacher mentor roles and resource these roles to enhance their effectiveness. • Develop a student leadership capability framework from K-6. • Increase opportunities for students to work in K-6 groups. • Explore further options for student leadership in community service. 	<ul style="list-style-type: none"> • Annual survey results indicate student perception of being engaged. • Students at the school regularly participate in activities such as Thinkfest, Bookweek groups, etc. • Staff Meetings and school documents reflect the development of a K-6 student leadership capability framework. • Student leaders participate in formal an informal public and/or community service events. • Common language used across the school describing student leadership capabilities and expectations.

Strategic Priority 4: CONNECTING, COLLABORATING AND COMMUNITY

Strategic Goal/s <i>What do you want to achieve?</i>	Key Strategies <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	Indicators of Success <i>How will you know if/when you have achieved this Strategic goal?</i>
<p>A strong capacity within the school to support parents in engaging in their child’s learning.</p> <p>Meaningful community partnerships that are reciprocal in care, responsibility and capacity building.</p> <p>Student peer relationships that are resilient, life-giving and compassionate.</p>	<ul style="list-style-type: none"> • Develop opportunities for teachers to build family knowledge. • Respond to and create teachable moments with parents. • Develop further opportunities to link parents together. • Celebrate and raise awareness of student, parent and school achievements. • Enable parents to access support services such as CatholicCare to provide advice and support. • Collaborate with external services, e.g. therapists, to support specific student need. • Strengthen relationships with local schools that develop clear pathways for students and collaboration for learning. • Build opportunities for families to connect with the school prior to Kindergarten. • Expand opportunities for students through partnerships with specialist organisations, universities, e.g. Scientists in schools. • Expand communication of school happenings to local organisations. • Build meaningful connections to community organisations through social media. • Enhance the relationship between School Board and Parents & Friends Association to build community and capacity of school to meet the needs of families and students. • Implement Kidsmatter Framework. • Review the school Behaviour Management policy and procedures informed by current research on positive psychology. • Review the school Bullying policy to reflect the current strategies in the school for both prevention and response. 	<ul style="list-style-type: none"> • Parent attendance at parent education sessions. • Communication and provision of resources for parents to access regarding specific parenting needs. • Increased parent confidence in engaging with student learning opportunities, e.g. homework, listening to reading. • Increased student engagement as a result of parent interest. • Increasingly positive results in Annual Survey. • Regular opportunities for student-teacher-parent sharing of achievement. • Continued collaboration with St Bede’s, Red Hill. • Playgroup(s) operating regularly in the school. • Regular sport/physical education opportunities for students run by experts in their field. • Ongoing relationships with Scientists/Mathematicians in Schools to support the inquiry curriculum. • Occasional presence of program experts, e.g. Constable Kenny, Cybersafety, My Body My Life Program. • Grant seeking to build community partnerships. • Expanded email group for Newsletter to include local organisations, e.g. scout groups, local shops, etc. • Interaction between school and community organisations through Twitter, Facebook, etc. • Documented shared goals for School Board and P&F on school website. • Active Kidsmatter Action Team. • Component 1 training completed with all staff. • Clear and consistent procedures for acknowledging and celebrating student achievement across all classes. • Clear and consistent procedures for responding to challenging behaviours across all classes.

- Provide opportunities for positive peer relationships across year levels as well as within.
- Develop staff expertise regarding the needs of students in specific types of relationships, e.g. between girls.
- Embed curriculum opportunities that support the development of positive peer relationships.

- Implementation K-6 of specific programs targeting specific needs, e.g. Ophelia program, Rock and Water.
- Scope and Sequence reflects curriculum designed to support positive relationships.
- Annual Survey data reflects a positive experience of relationships between peers.



Strategic Priority 5: STRATEGY AND STEWARDSHIP

Strategic Goal/s <i>What do you want to achieve?</i>	Key Strategies <i>What strategies/approaches will you employ to achieve this Strategic Goal?</i>	Indicators of Success <i>How will you know if/when you have achieved this Strategic goal?</i>
<p>Efficient and well-organised information management practices that facilitate effective information sharing and engagement.</p> <p>A clear vision for sustainable school growth and opportunity.</p>	<ul style="list-style-type: none"> • Review and establish effective communication practices and systems throughout the school. • Refine agreed protocols and structures for digital and hard copy information storage and sharing. • Develop a single internal internet portal for members of the community to access information, student data and curriculum resources. • Develop and maintain a dynamic, accessible public website. • Explore options and develop plans for Early Learning. • Work collaboratively with Catholic Education and local Catholic schools to develop a 0-18 pathway. • Develop a continuous public presence in the local community, including the Parish. • Refine data collection and analysis to improve planning processes across the school. • Participate in action for obtaining fair funding from Federal and Territory Governments. • Generate alternative revenue sources to support school development through grants, hire of facilities and other educational activities. • Regularly review all contracts and practices to ensure all implementation of high quality services, e.g. cleaning, grounds-keeping and maintenance. • Implement Qkr package for convenient payments processes. 	<ul style="list-style-type: none"> • Communication Policy developed and implemented. • Google analytics data shows increased uses of school website for new and future families. • Annual survey results indicate a strength in the area of communication. • Increased capacity and use of Google classrooms by teachers, students and parents. • An agreed practice on the efficient use and storage of digital data related to student learning and achievement. • Digital data regularly for accessed for planning and reporting purposes. • Develop a playgroup for local children and parents. • Regular meetings between local inner south school Principals to discuss pathways. • Define advertising plans for enrolment period. • Students and staff present at local events representing the school. • Regular budget meetings with treasurer, office manager and Principal. • Protocols for expenditure consistently understood and adhered to by all community members. • Increased capacity of Executive Team to manage budgets. • Minimal increases each year in costs associated with services such as cleaning, grounds maintenance, etc. • Qkr used regularly for payment of fees, canteen and other required payments by parents. • Review and implement Hire of Facilities policy. • Successful grant applications for various school programs, particularly STEM and Wellbeing projects.