ANNUAL Improvement Plan

St Benedict's Catholic Primary School

2019

We walk in God's ways where together we live, love, learn and celebrate.

2019-2022

Our Mission is inspired by our Catholic tradition as well as our Patron, St Benedict, whose teachings, philosophy and values permeate community. We *Walk in God's Ways*, and promote ways in which we *live, love, learn and celebrate together* in our world today.

Strengthening Catholic Identity

OUR END GAME: Our Catholic identity is enacted, articulated and evident by all who are part of or encounter our community.

IMPROVEMENT STRATEGIES:

- Review school mission and vision statements to ensure they accurately reflect a recontextualised view of Catholic Identity at St Benedict's.
- Reflect Christ centred, Benedictine Charisms in school policies, practices and procedures.
- Redesign Religious Education units of work to ensure they are linked to authentic experiences for service learning and enacting the charisms in a real-life context.
- Develop and embed contemporary and recontextualised expressions of liturgy and prayer which are valued and authentically expressed, reflecting the diversity of our school community.

OUR END GAME: High-level statements; drive improvement for the next 4 years and into future; explicit about outcomes to be achieved by the school.

IMPROVEMENT STRATEGIES:

- Provide professional learning for all staff to understand what a recontextualised Catholic world view is and how it can be incorporated into curriculum planning.
- Enhance teacher's theological knowledge and biblical understanding to support the teacher as witness, specialist and moderator across identified learning areas including Religious Education.
- Provide formation of action learning teams to implement Catholic perspectives across identified learning areas including Relationships and Sexuality education in the Health Curriculum
- Share experiences from action learning teams with staff through professional learning communities.
- Support teachers in their professional knowledge, pedagogy and planning by the APRE and PLL's through regular collaboration and professional learning opportunities.

We walk in God's ways where togethe

SCHOOL STRATEGIC PLAN

St Benedict's Catholic Primary School

Excellent Learning and Teaching

OUR END GAME: Collectively, staff embed learning data to inform pedagogy and move learning forward.

IMPROVEMENT STRATEGIES:

- Establish a PLC to lead the effective use of data in the school
- Establish a plan for systematic data analysis (eg: staff meeting data analysis, time spent in front of the Data Wall, collaborative marking, timeframes etc.).
- Develop teacher confidence and capacity to interpret, analyse and use data to inform teaching and learning.
- Develop teacher confidence and capacity to utilise and embed ENGAGE to monitor and respond to student learning progress and needs.
- Develop teacher confidence and capacity to communicate with parents about their child's progress and achievement, using evidence-based data.
- Build staff understanding and clarity around the High Yield Strategies, the connection between them and how they positively impact student learning.

OUR END GAME: Whole school pedagogical practices exist to grow students' confidence engagement and learning.

IMPROVEMENT STRATEGIES:

- Reflect on and review current pedagogical approaches to clarify and articulate the whole school approach. What do we already do? What is best practice and Why? How do we enact effective pedagogy within our context?
- Collaborative capacity building strategies are introduced and used to implement effective pedagogy.

Building Sustainable Futures

OUR END GAME: Positive, productive partnerships enhance relationships, learning & community.

IMPROVEMENT STRATEGIES:

- Implement a whole school planned and proactive integrated approach for families to engage in learning conversations and develop shared responsibility for learning and wellbeing.
- Continue to develop and strengthen the partnership with St Benedict's College to identify and document mutually beneficial learning experiences and to clarify processes for negotiation for use, maintenance and upkeep of facilities and for personnel shared across campuses.
- Strengthen partnerships within the St Benedict's Kindergarten to assist with transitions into school.
- Prioritise time to carefully plan, design and develop partnerships with external organisations in the local community that afford improved sustainable and responsive learning outcomes for students.
- Consolidate student transition procedures to allow for strengthening of partnerships across schools which support continuity of student learning.
- Build an interconnectedness between different groups of staff that ensures high quality relationships and effective communication procedures.

OUR END GAME: Positive, collaborative, and productive learning culture exists and enhances learning and community, framed by high levels of trust, well-being and staff, student and parent engagement within and across the school community.

IMPROVEMENT STRATEGIES:

- School leadership team to play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected
- All members of the school community to have opportunities to be active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- Build capacity in students to be active participants in their own learning and wellbeing, so that they feel connected and use their social and emotional skills to be respectful, resilient and safe (enact the WALK in our school)
- Connect with families and communities to collaborate as partners with the school to support student learning, safety and wellbeing.
- Cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.

we live, love, learn and celebrate.

Annual Improvement Plan 2019

Strong Catholic Identity

SMART Goal	**By the end of 2018, professional development in Relationships and Sexuality Education will be delivered to staff and the planning and teaching using a Catholic perspective will have commenced.**		
Associated Objective	A re-contextualised Catholic Perspective is integrated and embedded across identified learning areas.		
Associated Strategies	• Professional learning for all staff to understand what a recontextualised Catholic world view is and how it can be incorporated into curriculum planning. • Formation of action learning teams to implement Catholic perspectives across identified learning areas including Relationships and Sexuality education in the Health Curriculum.		
Success Markers	• Consultation with teachers identifying their readiness to articulate, teach and plan incorporating Catholic perspective • Catholic Perspective language is embedded into Health units.		
Capability Building Required	• Understanding the Relationships and Sexuality Education Shape Paper • Familiarisation with the Catholic Perspectives 'smartie' when accessing the Australian Curriculum through the KWeb • Unit Planning		
Activities	**Description**	**Completion**	**Staff Involved**
	Twilight professional learning with EORE on understanding the Relationships and Sexuality Shape Paper	Term One 26th Feb 2019	Teaching Staff, Leadership Team, EORE
	Follow up from twilight in which teachers explore the online Religious Education Curriculum Resource (Catholic Perspectives) of the Health Curriculum	Term One (end)	
	Identify year level to begin working with Catholic Perspectives when planning their Term Two unit plans.	Year Level Team Meeting Term 1 – Post 26th Feb	Year Level Teams
	APRE and PLL's meet with classroom teachers in a year level to assist with planning and implementing high quality Health unit plans incorporating a Catholic Perspective. Revisit Health Scope and Sequence created in 2017 to assist with planning.	Term Two (beginning)	

	Year level teachers report back experiences and planning of RSE in Health Curriculum to all classroom teachers during Professional Development Staff Meeting	Term Two, Three, Four	
	Release 2 teachers from year 1, Year 3 and Year 5 in one day (2 hours each approximately) to plan Health units. Term Two - Two Relief teachers	Term Two	
	Term Three – Four relief teachers, release 2 teachers from two year levels to work together to peer support planning Health units	Term Three	

SMART Goal	**By the end of 2019, we will have enacted and implemented our Catholic identity in a variety of ways.**		
Associated Objective	Our Catholic identity is enacted, articulated and evident by all who are part of or encounter our community.		
Associated Strategies	• Reflect Christ Centred, Benedictine Charisms, in school policies, practices and procedures		
Success Markers	• Staff, Students and Parents can articulate an understanding of Benedictine Charisms displaying an understanding of the link between St Benedict, our work at St Benedict's and the Jesus story, evidenced through samples of staff, parent and student voice • Evidence of the Benedictine Charisms expressed through Class Covenants, Prayer Rituals and school Masses and liturgy. • Evidence of the Religious Identity of the school expressed through contemporary and inclusive recontextualised artwork and symbols		
Capability Building Required	• Understanding the Benedictine Charisms and their link to the charism of Jesus 'Jesus Story'.		
Activities	**Description**	**Completion**	**Staff Involved**
	Staff Professional development around the Charisms enabling staff to develop an authentic understanding of their link to the Jesus story and their relevance for us personally and the school community	January professional Development Days	All school staff
	Development of school theme that allows for unpacking of Charisms in an authentic way	January professional Development Days	All School Staff
	Leadership team create scope and sequence as a way to unpack the school theme for the year through assembly, liturgy and gathering time ensuring links back to existing school mission statement/prayers/practices.	Term Two/Three	Catholic Identity Team

	Consultation with school community about authentic expressions of Catholic Identity through symbolism and artwork. Public expressions in school grounds and expressions within every space (classrooms, learning spaces, collaborate spaces)	Term Two/Three	
	Development of artwork and installation within the school	Term Two/Three/Four	

Excellent Learning and Teaching

SMART Goal	**By the end of 2019, through a school-wide consistent approach of expected and effective practices in the teaching of reading:** • **92% of student in Prep to Year 2 will reach the targets for PM Benchmarking.** • **Students who do not reach the target will have made accelerated progress (i.e. students will be closer to the target range than they were the year before).** • **60% of Year 3 and 4, 75% of year 5 and 50% of Year 6 students will achieve above the norm effect size in PAT R.**
Associated Objective	Collectively staff embed learning data to inform pedagogy and move learning forward.
Associated Strategies	• Develop teacher confidence and capacity to interpret, analyse and use data to inform teaching and learning.
Success Markers	• Planning conversations, Running Records and Learning Walk and Talks show evidence of regular collection of student reading data. • A P-6 Data wall exists and is updated regularly. • Whole staff meetings, planning conversations and review and response allow for collaborative discussions around the data and the planning of a teaching response. • Class timetable and planning indicate regular guided reading opportunities that target individual/small group student goals to progress student reading. • Planning conversations and Learning Walk and Talks show that a common language is developing across the school. • Teacher have engaged in collaborative capacity building strategies.
Capability Building Required	• Deepen understanding of tools that monitor student reading progress so that teachers can purposefully use reading data to inform their teaching and learning (i.e. PM Benchmark, Class Data Summaries, PAT-R, Running Records, Miscue Analysis). • Deepen understanding of capacity building strategies (i.e. 4Cs, lesson study, learning sprints, etc.) so that teachers can collaborate with their colleagues to progress student reading and implement effective pedagogy.

	• Engage with resources and learning experiences which develop a whole school language around the teaching and learning of reading. • Deepen understanding and appreciation of the use of a data wall to progress student learning outcomes. • Deepen understanding of how to interpret, analyse and use data. • Deepen understanding of processes and strategies which allow for regular data collection.		
Activities	**Description**	**Completion**	**Staff Involved**
	PLLs and STIEs to meet with all teachers on their planning day to introduce teachers to the SMART Goal for reading. Teachers are introduced to BCE's 'Comprehending Texts' resources. Focus of discussion re: SMART Goal: • What are the effective practices we can use to improve student reading outcomes? • How can we regularly monitor our students reading progression to help make us informed decisions about teaching and learning? • How can we develop a whole school language that will support our endeavours? • What is the benefit of regular guided reading and how can it help us to target teach the needs of our students? • What resources does BCE have that can guide the development of a whole-school language around the teaching and learning of reading?	T1 - Weeks 2 and 3	• All Classroom Teachers • PLLs • STIEs • EALD Teacher (where relevant) • Co-Teacher (Years 3 & 4)
	Year levels plan their first English short-term cycle and discuss ways to meet regularly to evaluate its effectiveness and plan the next cycle for the term being responsive to the data.	T1 - Weeks 2 and 3	• All classroom teachers • PLLs • STIEs • Co-Teacher (Years 3 & 4)
	All classroom teachers to collect their first round of running record data from all students in their room by week 7.	T1 - Weeks 3 - 7	• All classroom teachers
	PLLs to test new to the school student reading levels for PAT-R and conduct off level reading testing for students who scored a stanine 8 or 9 on their Oct 2018 PAT-R test. PLLs partner with relevant teachers	T1 - Weeks 4 and 5	• PLLs

	to analyse and respond to the data.		
	A P- 6 PM data wall is created.	T1 – Week 8	• All Staff
	All teachers regularly update their data on the data wall. Regular opportunities for notice and wonder conversations in front of the data wall are implemented and insights gained are used to inform a teaching response.	T1 – T4	• All staff
	Teachers embed regular opportunities to collect student reading data into their daily classroom practice.	T1 – T4	• PLLs • All classroom teachers
	TLPs and teachers work together to ensure regular guided reading occurs and targets student goals in response to the data.	T1 – T4	• TLPs • All class teachers
	All teachers are given the opportunity to engage with collaborative capacity building strategies used to implement effective pedagogy in reading (4Cs, lesson study, learning sprints etc.)	T2 – T4	• All classroom teachers • TLP members • Leadership rep
	Leadership team, PLLs, STIEs and Co-Teacher reflect on and update Whole School Pedagogical Approach to the teaching of reading at St Benedict's	T4	• Leadership team • PLLs • STIEs • Co-Teacher (Year 3 & 4)

SMART Goal	**By the end of 2019, teachers have explored what it means to learn and teach Mathematics so that their understanding of effective Mathematical pedagogy has grown.**
Associated Objective	Whole school pedagogical practices exist to grow students' confidence engagement and learning.
Associated Strategies	• Collaborative capacity building strategies are introduced and used to implement effective pedagogy • Reflect on and review current pedagogical approaches to clarify and articulate the whole school approach. What do we already do? What is best practice and Why? How do we enact effective pedagogy within our context?
Success Markers	• Teachers have **engaged in** dialogue around effective pedagogy in Mathematics (i.e. Four Key Dimensions Framework, Australian Curriculum, etc). • The school has **partnered with** knowledgeable others to deepen understanding of effective whole-school practices in Mathematics. • A small group of interested staff **begin to explore** the Numeracy Monitoring tools beginning with Trusting the Count.

Capability Building Required	• Deepen understanding of what it means to learn and teach Mathematics and the Four Key Dimensions Framework. • Deepen understanding of the Australian Curriculum: Mathematics. • Deepen understanding of the 4 proficiencies in Mathematics. • Explore the Numeracy Monitoring Tools.		
Activities	**Description**	**Completion**	**Staff Involved**
	PLLs and STIEs to meet with all teachers on their planning day to introduce teachers to the SMART Goal for Mathematics. Focus of discussion re: SMART Goal: How can we begin to deepen our understanding of what it means to learn and teach Mathematics effectively?	T1 – Weeks 2 and 3	• All Classroom Teachers • PLLs • STIEs • EALD Teacher (where relevant) • Co-Teacher (Years 3 & 4)
	Staff to attend BCE Emerging Numeracy Day	T1	• PLLs • APRE

	Whole staff professional learning
	• Whole staff data analysis conversation – exploring our school story through a notice and wonder approach looking at various data sources.
	• Myths and beliefs in teaching Mathematics
	  ○ What are our beliefs as a school?
	  ○ How can we partner with knowledgeable others? – existing staff members, EOs, etc.
		T2	• All Classroom Teachers
			• Leadership
			• TLP members

	Professional learning around what it means to learn and teach Mathematics. Introducing an overview of the Four Key Dimensions Framework (R)	T3	• All Classroom Teachers • Leadership • TLP members
	Professional learning around Understanding the Australian curriculum - reading the rationale and discussing what the curriculum is asking in terms of the aims, proficiencies and intentions of the rationale Australian Curriculum Mathematics.	T4	• All Classroom Teachers • Leadership • TLP members
	Small professional learning community established with interested staff to explore the numeracy monitoring tools.	T2 – T4	• Interested staff • PLLs
	Interested staff have been given the opportunity to partner with	T2 – T4	• All staff

	knowledgeable others to deepen their understanding of effective practices (ie. School visits, conversations, co-planning with existing staff who have experience in this area, etc.)		

Building Sustainable Futures

SMART Goal	**By the end of 2019 the school will have explored a conversation with St Benedict's College regarding opportunities to identify and document processes between the two schools which establish mutually beneficial learning experiences for students.**		
Associated Objective	Positive, productive partnerships enhance relationships, learning & community		
Associated Strategies	• Continue to develop and strengthen the partnership with St Benedict's College to identify and document mutually beneficial learning experiences and to clarify processes for negotiation for use, maintenance and upkeep of facilities and for personnel shared across campuses.		
Success Markers	• Memorandum of Understanding between the two schools is established • Twice per term Combined Leadership Team Meetings – Mutually beneficial student learning experiences is a consistent agenda item • Examples of primary staff partnering with College staff on specific projects and initiatives that have been planned for.		
Capability Building Required	• Facilitated formation session for combined leadership team from both schools around shared understanding around goals and opportunities to explore. • Positive mindset and talk in relation to possibilities for working together.		
Activities	**Description**	**Completion**	**Staff Involved**
	Establish twice per term calendarized Combined Leadership Team Meetings	Each Term	Combined Leadership Team of both schools
	Informal invitations to invite members of the College Leadership Team to Primary - Morning tea, classroom visits, Walk and Talks, etc	Ongoing throughout year	Combined College and Primary Leadership Teams, Primary Staff & students
	Discussion of Goal with Senior Leader – Learning and Identity. How would a facilitated conversation look?	February	Primary Leadership Team

	Sharing of Goal with College Leadership Team. Discussion of feedback and possible ways to approach and move goal forward. • Begin mapping opportunities for working together	March	Combined Leadership Team

SMART Goal	**By the end of 2019 we will have identified two external organisations in the local community to establish a collaborative partnership which results in improved learning outcomes for students.**		
Associated Objective	Positive, productive partnerships enhance relationships, learning & community		
Associated Strategies	• Prioritise time to carefully plan, design and develop partnerships with external organisations in the local community that afford improved sustainable and responsive learning outcomes for students. • Implement a whole school planned and proactive integrated approach for families to engage in learning conversations and develop shared responsibility for learning and wellbeing.		
Success Markers	• School visit summaries from Autism Qld • Evidence in curriculum planning – review and monitoring of curriculum adjustments. • Increased capacity and self-efficacy in teaching/support staff in the management of students with Autism Qld • Engagement with service providers – meeting records, consultations, etc • Correspondence with Catholic School Parents Queensland • Photographic evidence of parent engagement examples (possible engagement with local media, BCE Kweb, etc) • Evidence of increased methods of parent communication		
Capability Building Required	• External Professional learning with AQ to improve teachers' knowledge in maintaining and improving student engagement and well-being (Both visitations and taking teachers to observe in AQ setting) • Invitation to AQ to provide feedback as to our provision of services, from their own observations (honest feedback) • Select teachers to receive professional development around an alternate approach to Parent/Teacher/Student conferencing. • Whole teaching staff discussion on the 'Now's the Age to Engage' Shape Paper. • Ongoing forums at Catholic School Parents meetings including the sharing of the 'Now's the Age to Engage' Shape Paper.		
Activities	**Description**	**Completion**	**Staff Involved**
	Autism Queensland • Mutually agreed visits to both campus' • Co-planning in relation to curriculum alignment and reporting • Sharing of successful strategies and interventions (information sharing) regarding student needs and best practice	Throughout the year	Tara Masters, Ruth Sharman, TLP's, relevant teaching staff (specialists), School Officers, Autism Qld Staff

	• Ongoing communication with parents		
	Catholic School Parents Queensland • Share the 'Now is the Age to Engage' Paper with the CSP	6th March, 2019 CSP Meeting	CSP & Leadership Team
	• Contact CSP Queensland to discuss project and proposals	February	Patrick Davis
	• Identify teachers to explore new proposed model of parent engagement ○ Share discussion paper ○ Identify the learning context in which the engagement will occur (e.g.: Mathematics, Writing, etc) ○ Brainstorm ideas for our context ○ Develop timelines	Term 1, 2019	Leadership Team Brisbane Catholic Education Officers Knowledgeable staff
	• Look for opportunities to partner with Education Officers and knowledgeable others	Ongoing	
	• Explore opportunities with ALL staff for effective ways to communicate and build engagement with parents	Ongoing	
	• Develop a School-run Facebook page to build parent engagement conversations in liaison with CSP	Semester One	

SMART Goal	**By the end of 2019 the school will have implemented two key initiatives in order to build a welcoming school culture that values diversity, and fosters positive and respectful relationships, through the active participation of members from all sections of the school community. The two initiatives will be:** • Establishment of student ministries across the school. • Initiate a Well-being Committee (student, staff and community well-being)
Associated Objective	Positive, collaborative, and productive learning culture exists and enhances learning and community, framed by high levels of trust, well-being and staff, student and parent engagement within and across the school community
Associated Strategies	• All members of the school community to have opportunities to be active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
Success Markers	• Establishment of student ministries across the school. • Students will be able to identify and articulate the roles within each of the student ministries.

	• Higher participation in staff social activities/events. • Feedback to be collected from teachers, parents and students regarding the ministry groups process (survey)		
Capability Building Required	• Ongoing formation for the students to participate in regular student ministry meetings and student ministry captain's meetings. • Capacity building for the other students and staff in the school to understand the role of the ministry groups and ways they can support. • Wellbeing committee to engage with professional readings around building a welcoming school culture that values diversity, and fosters positive, respectful relationships.		
Activities	**Description**	**Completion**	**Staff Involved**
	Student Ministries • Leadership Formation program for Year 5 students, Term 4 2018	Term 4, 2018	Year 5 teachers 2018
	• Application process to identify leadership positions for the students	Term 4, 2018	Year 5 teachers 2018
	• Student speeches with peers	Term 4, 2018	Year 5 teachers 2018
	• Interview process for School Captains with Leadership Team	Term 4, 2018	Leadership Team
	• Ministry captains elected	Term 1, 2019	
	• Ongoing student ministry meetings involving ALL students in their ministry groups		Year 6 teachers 2019
	• Ongoing student Ministry Captain's meetings (Wed first break)		Helen Hickey, Leadership rep, Year 6 teachers
	• Feedback collected from teachers, parents and students regarding the ministry groups process (survey)	Term 3, 2019 (in time for Year 5 Term 4 applications)	Leadership Team

	Well-being Committee
	• We will have engaged the Wellbeing BCE Consultant for advice on setting up a Well-being Committee
	  ○ What is the purpose?
	  ○ Who do they report to?
	  ○ How do they communicate?
		Term 1	Pam, Leadership Team
			Pam, Ellen L, Helen H, Teacher reps

	• Explore ideas and initiatives to implement e.g.: well-being hub,		

	staff social activities, parent education		
	• As a whole-staff, we will initiate two social events that build staff wellbeing and morale.	By the end of Term 4 (one each semester)	All staff + Social committee
	• Staff will enjoy a variety of well-being events as part of Week 7 Well-being week (Yoga, no staff meeting, date night for parents, CSP events)	Week 7 of each term	Leadership Team & Well-being committee