2017
QCS School Improvement
Annual Action Plan

Our Vision
St Benedict’s is a school where Christ’s example of Hope, Belief and Love is our foundation for a happy, engaging and successful school.

Plan Design and Endorsement

Date: December / 2016

Review and Accountability

Date: December / 2017

Principal: ___________________________ ___________________________

Key:-blue: Completed Actions  Red: Commenced, but needing further action
Key Aspect of Schooling:
Catholic Identity

Components

- Systematic Evangelisation Planning
- Integrating Catholic Faith, Life and Culture

Ongoing tasks include

☐ articulate policies and practices in light of vision and mission statements
☐ implement the WA Religious Education Curriculum
☐ display religious symbols and icons
☐ provide opportunities for staff and student spirituality
☐ provide support for parental involvement in the religious education of their children
☐ provide hospitality and welcome
☐ involve the school in the life of the parish
☐ Christian Service Learning
☐ involve the school on the life of the Diocese
  - Catholic Education Week
  - Missions & Project Compassion
☐ cyclically review all documentation
☐ continually refer to Evangelisation Plan to improve our Evangelisation opportunities.
☐ Refer to Evangelisation Plan for annual goals
☐ Continue to find ways to implement MJR.
☐ Clearly articulate and promote a variety of social Justice opportunities.


Catholic Identity - Strategic Action

**Intended Improvement Outcome(s):**

*St Benedict’s will be a beacon for the continuing the mission of Christ through prayer, liturgy and the sacraments that deepens a personal relationship with God and is seen in our encounter with all those we meet.*

**Components**

| Systematic Evangelisation Planning | Integrating Catholic Faith, Life and Culture |

**Strategies and Actions**

<table>
<thead>
<tr>
<th>We Will…</th>
<th>Key Performance Indicators</th>
<th>When &amp; By Whom</th>
<th>Strategic Plan Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Relationships with our Local Aboriginal Community</strong></td>
<td><strong>We Have</strong> Members of our community visit and share interest from suggested community members</td>
<td>Darren to work in conjunction with CEO to make contact with local aboriginal communities and plan ways to make them aware of and welcome to our school</td>
<td>Implement and Update the school Evangelisation Plan focusing on increasing the awareness of social justice and community service.</td>
</tr>
<tr>
<td><strong>Build relationships with local hospices charities and parish homes. Involve school and Parish community (where possible) physically not monetary.</strong></td>
<td>Continued involvement with INKA through fundraising and physical projects. Obtained contacts of various community groups we could visit and feedback forms returned after our visits that are set on the school calendar.</td>
<td>Assistant Principal’s to source community centres and contacts. These will be passed on to cohort teachers to adopt, liaise and plan social justice activities with. AP’s explore how Parish can be a part of this too. Dates will be done in conjunction with AP’s</td>
<td>Implement and Update the school Evangelisation Plan focusing on increasing the awareness of social justice and community service.</td>
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</table>

**Targets (if appropriate):** See Above

**Consultant and Advisor Support: CEO RE Team**

**Smart Goals:**

- Strategic & Specific
- Measurable
- Attainable
- Results-based
- Time-bound
Key Aspect of Schooling:
Education – Student Learning

**Components**
- An Explicit Improvement Agenda
- Analysis and Discussion of Data
- A Culture that Promotes Learning
- Targeted use of School Resources
- An Expert Teaching Team
- Systematic Curriculum Delivery
- Differentiated Teaching and Learning
- Effective Pedagogical Practices

**Ongoing tasks include**

- Implementation of Australian Curriculum
- Ensure range and appropriateness of teaching practices particularly differentiation
- Continue Words Their Way, Reading Recovery and Diana Rigg through primary school
- Integrate the principles of pastoral care into teaching practice
- Imbed integrated inquiry as a means of consolidating curriculum delivery
- Implement and sustain ongoing assessment & reporting practices
  - PAT testing
  - Observation survey
  - Numeracy Interviews for students at risk
  - Other assessment measures

- Implement and sustain formal & ongoing reporting practices
  - Seqta A-E Reporting
  - Student Progress Files & Open Days

- Parent Teacher Conferences – Term Planners each term
- Use data as a framework for intervention for individuals and cohorts
- Analyse and respond to external test results (NAPLAN)
- Use target setting to meet individual learning needs
  - Program support meetings
  - Individual learning plans

- Forge partnerships with other community organisations, to assist children with special needs
- Cyclically review all documentation
- Have an electronic central database for standardised testing results and pastoral notes.
- Continue to streamline mass’ and assemblies
- Learning intentions and success criteria clearly stated to students, with feedback during and on completion of task.
- Use Judging Standards to inform Grades through rubrics, progress files, anecdotal notes, pre and post assessments.
## Education – Student Learning Strategic Action

### Intended Improvement Outcome(s):

1. *St Benedict’s is a school that sustains a culture of excellence, collaboration and fosters continuous improvement relevant to the teacher, school and students.*

2. *St Benedict’s School acknowledges every child’s right to differentiated learning opportunities by providing an environment that is engaging, meaningful and challenging.*

### Components

| An Explicit improvement Agenda | An Expert Teaching Team |
| Analysis and Discussion of Data | Systematic Curriculum Delivery |
| A Culture that Promotes Learning | Differentiated Teaching and Learning |
| Targeted use of School Resources | Effective Pedagogical Practices |

### Strategies and Actions

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<tr>
<td>We Will Explicitly teach complex punctuation skills from PP-6</td>
<td>We have Adopted the punctuation pyramid as a guide line for each year level of achievement</td>
<td>Staff end of term 1</td>
<td>Maintain excellence through targeted programmes that address teaching, school and student goals. Differentiated learning approach that is tailored to student needs</td>
</tr>
<tr>
<td>Explicitly teach higher order thinking strategies through comprehension</td>
<td>Adopted the PP-3 PM Bench mark and 4-6 York reading assessments to evaluate student progress. Teach – synthesis Inferential Analysing identifying</td>
<td>PP-6 teaching staff Terms 2 and 4</td>
<td>Maintain excellence through targeted programmes that address teaching, school and student goals. Differentiated learning approach that is tailored to student needs</td>
</tr>
<tr>
<td>Use Bright Path data to develop and extend children’s writing skills</td>
<td>Adopted the Bright Path Programme to assess, evaluate and set goals for students</td>
<td>Maintain excellence through targeted programmes that address teaching, school and student goals</td>
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<td>Collect Data from a variety of Sources to accurately measure the school’s improvement and to identify areas requiring focus</td>
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<td>Differentiated learning approach that is tailored to student needs</td>
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<tr>
<td>Continue to talk about where we are at and how we move forward with 21\textsuperscript{st} century learning Practices, Dianna Rigg &amp; Words Their Way, Religious Education and Restorative Practice</td>
<td>Taken time to share our experiences with each item individually and collaboratively have looked at and implemented ways to continue to improve here by stating what we need to continue to deliver these programmes/philosophies to a high standard.</td>
<td>Maintain excellence through targeted programmes that address teaching, school and student goals</td>
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<td>Items will be discussed throughout the year during cluster meetings with staff sharing and implementing ideas</td>
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<td>Targets (if appropriate): As Above</td>
<td>Consultant and Advisor Support: Teaching and learning Team CEO</td>
<td>Smart Goals:</td>
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Components
- Staff Wellbeing
- Pastoral Care of Students

Ongoing tasks include

- Develop and implement
  - School Vision
  - annual action plans
- employ and induct staff
- provide staff with clear expectations and feedback
- ensure all teaching staff are registered with the Teachers Registration Board (TRB) are RE accredited
- ensure up to date staff records
- provide opportunities for all staff for professional development
- ensure legal compliance, including Commonwealth Educational Accountability Requirements for Schools
- Legal Compliance in relation to:
  - Occupational Health and Safety (OHS)
  - Worksafe
  - Emergency Management
  - Critical Incident
  - Bushfire Safety
- ensure adequate resources to support teaching and learning
- maintain school plant and facilities
- devise ICT master plan
- develop and implement appropriate local policies and protocols
- ensure sound financial management
- cyclically review all policies and other documentation
- staff meet weekly for PLC meetings
- Sections of the Bishop’s Mandate to be visited at and explored every board meeting
- Effective and functioning staff social club
- Active and effective Student Welfare Officer.
- Active Behaviour Management Plan
- Pastoral Notes stored centrally and electronically
**Stewardship - Strategic Action**

**Intended Improvement Outcome(s):**

1. With the rule of St Benedict, “Christ, above all things”; we will strive to be a leading school that fosters a community of Christian embrace where the pastoral care of students actively models the teachings of Christ.

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**Components**

- Staff Wellbeing
- Pastoral Care of Students

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<td>Annual Professional Learning Plan integrating staff meetings &amp; cluster meetings linked to Annual Action Plan Goals</td>
<td>We have reviewed and The evidence shows that staff are engaging in professional conversations – embedding learnings from these conversations in their teaching and learning practice</td>
<td>The Plan will be sorted by the beginning of the school year by administration in consultation with staff.</td>
<td></td>
</tr>
<tr>
<td>An External Executive Director’s School Registration Audit will be held</td>
<td>We have reviewed all items necessary on the Audit checklist, have been audited and granted re-registration for another 5 years</td>
<td>The Leadership team in conjunction with Michael Ciccarelli from CEWA will ensure for successful audit</td>
<td></td>
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**Consultant and Advisor Support:**

- Michael Ciccarelli CEWA

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**Smart Goals:**

- Strategic & Specific
- Measurable
- Attainable
- Results-based
- Time-bound
## Key Aspect of Schooling:
### Community - Engagement

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<th>Components</th>
<th>Documentation</th>
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<tr>
<td>• Engagement with the School Community</td>
<td>bold = review/revise</td>
</tr>
<tr>
<td>• Wider Community Partnerships</td>
<td>italic = draft/ratify</td>
</tr>
</tbody>
</table>

### Ongoing tasks include

- [ ] maintain regular and effective communication within the school community
  - school newsletter
  - school website
  - parent information sessions
  - parent/teacher conferences
- [ ] update and distribute school handbook
- [ ] maintain an adequate level of fundraising
- [ ] maintain and strengthen our links with the parish community
- [ ] support and maintain an effective and functional school board (school board development and board member induction programme)
- [ ] support and maintain an effective and functional school board
- [ ] support and maintain an effective and functional parents and friends
- [ ] work with the local school cluster
  - Catholic
  - other
- [ ] provide an annual report to the community
- [ ] engage the school community in environmental stewardship
- [ ] develop and distribute promotional resources and materials
- [ ] involve the school in local celebrations and observances
- [ ] cyclically review all documentation
- [ ] Whole School relationship with designated charity

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Catholic Schools Network/Cluster (00)
Parent Education
Parent Handbook
Parent Participation
Parents And Friends
Promotion and Marketing
Public Relations
Reporting To The Community
School Board/Community Council
Visitors To The School
## Intended Improvement Outcomes:

1. *St Benedict’s will provide a range of opportunities to facilitate parish and family engagement that reflect and respect the diversity within the school community.*

## Components

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<td>Questionnaire for new students on how they feel upon entering St Benedict’s School.</td>
<td>Students complete questionnaires and data is used to help mould the way welcome new students and families to the school</td>
<td>Principal to create and gain feedback from staff.</td>
<td>Build and sustain a support network to welcome new families to St Benedict’s</td>
</tr>
<tr>
<td>Implement Adopt-A-Parishioner programme</td>
<td>Elder parishioners have been adopted by the students and relationships are built both during school and own time.</td>
<td>This is to be done by the school and parish formulating a plan in term 1 using input from the students on ways they can interact with the parishioners. Committee will consist of 1 Person from leadership team 1 teacher Parish Council Rep and a Parent</td>
<td><em>All members of the school community are encouraged to engage in the school and Parish partnership.</em></td>
</tr>
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</table>

See 2nd item in Catholic Identity

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Operational Actions

Actions that need to be done, but don’t require a high degree of planning or accountability. These actions are:

- routine
- obvious
- ongoing
- cyclical
- compliant
- predictable
- minor in nature (possibly)

Strategic Actions

Actions that respond to specific needs where the intended outcome is a key component to an identified area of school improvement. These actions are:

- pivotal
- innovative
- scripted
- calculated
- staged
- deliberate
- intentional
- assessable

DUMB GOALS: doable, understandable, manageable & beneficial

SMART - SMARTER GOALS:

There is no clear consensus about precisely what the five + two keywords mean, or even what they are in any given situation. Typically accepted values are:

<table>
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<th>Major Term</th>
<th>Minor Terms</th>
</tr>
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<tr>
<td>S Specific</td>
<td>strategic, significant, stretching, simple</td>
</tr>
<tr>
<td>M Measurable</td>
<td>meaningful, motivational, manageable</td>
</tr>
<tr>
<td>A Attainable</td>
<td>appropriate, achievable, agreed, assignable, actionable, action-oriented, ambitious, aligned</td>
</tr>
<tr>
<td>R Relevant</td>
<td>realistic, results/results-focused/results-oriented, resourced, rewarding</td>
</tr>
<tr>
<td>T Time-framed</td>
<td>time-oriented, time-bound, timed, time-based, timely, time-specific, metatabled, time limited, trackable, tangible</td>
</tr>
<tr>
<td>E Evaluate</td>
<td>ethical, excitable, enjoyable, engaging</td>
</tr>
<tr>
<td>R Re-evaluate</td>
<td>rewarded, reassess, revisit, recorded, rewarding, reaching</td>
</tr>
</tbody>
</table>

Choosing certain combinations of these labels can cause duplication; such as selecting Attainable and Realistic; or can cause significant overlapping as in combining Measurable and Results; Appropriate and Relevant etc. Agreed is often used in management situations where buy-in from stakeholders is desirable (eg appraisal situations).