

School: St Benedict's School



2019

**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**

**Review and
Accountability**

Date: December / 2018

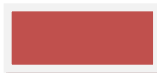
December / 2019

Principal: _____

Key:
action



Completed Actions



Commenced, but needing further

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.
- Build relationships with local hospices charities and parish homes
- Staff to lead, prepare and engage the St Benedict's community in liturgy
- Staff will invite and involve Father Nelson into the classroom to engage with the students for RE lessons
- Work with CEWA to make our school ready to take on Indigenous enrolments

Catholic Identity - Strategic Action

Intended Improvement Outcome(s):

We will emphasise the continued parental responsibility in actively supporting and witnessing as first educators of their children the Catholic ethos of St Benedict's School.

Components

Systematic Evangelisation Planning



Integrating Catholic Faith, Life and Culture



Strategies and Actions	Key Performance Indicators (Evidence)	When & By Whom	Strategic Plan Direction
<p><i>We Will...</i></p> <p>Collect Data in regards to school cohort and numbers involved with the Parish asking for suggestions from the community how the Church can help them to become more involved.</p>	<p><i>We Have ensured that All families are aware of the importance of our Catholic Ethos and are provided opportunities to be involved in parish and school liturgies, mass and other events</i></p>	<p>School Board & Parish Council Collection and analysis of data. Begin term 1</p>	<p>We will emphasise the continued parental responsibility in actively supporting and witnessing as first educators of their children the Catholic ethos of St Benedict's School.</p>
<p>Have a family mass in the Parish once per term facilitated by P&F and supported by school staff.</p>	<p>As Above</p>	<p>Parents and Friends from term 1</p>	<p>As Above</p>
<p>Review our Evangelisation Plan</p>	<p>Our Evangelisation Plan has been reviewed, updated and implemented.</p>	<p>Evangelisation plan Committee term 1</p>	<p>N/A</p>
<p>Ensure teachers provide at least one opportunity per term for Father Nelson to be involved outside of class liturgies and this is embedded in RE Programmes</p>	<p>Programmes show opportunities for father to be involved and Father is making regular visits into the classrooms</p>	<p>Classroom teachers supported by leadership from term 1</p>	<p>N/A</p>

Targets (if appropriate): See Above

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.
 - Explicitly teach higher order thinking strategies through comprehension
 - Use Bright Paths data to extend children's writing skills
 - Continue 21st century learning pedagogy through Kath Walker learning approach
 - To transition year 3's from Di Rigg to Words their way
 - Include Teacher Assistant's in whole school PD where relevant

Education – Student Learning Strategic Action

Intended Improvement Outcome(s):

1. We will showcase what we do within our community and the wider community
2. We will align current intervention for primary students for literacy and numeracy through whole school programmes
3. We will have a well defined Professional Growth Plan place to support teachers in implementation and delivery of curriculum and pedagogy within the Walker learning framework.
4. We will acquire resources to equally build the environment among all classrooms to cater for ever changing needs and interests of the students in line with our Walker Learning Pedagogy.

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

Strategies and Actions	Key Performance Indicators (Evidence)	When & By Whom	Strategic Plan Action
Professional Development in regards to Children Mental Health and design a whole school health curriculum with the resources we have	Staff have had professional learning in Children mental health. Have familiarised themselves with our Health curriculum resources and have designed and implemented a whole school health curriculum that suits our students' needs. Taking into account aspects such as personal, social and community health	PD hopefully day 1 term 2. Committee to begin work from there	N/A
Professional Learning: Introduction to Aboriginal perspectives	Participation Survey of current perspectives practice Assistant Principals to contact CEWA AET in conjunction with GECKOS Team	Assistant Principals GECKOS Team AET Aboriginal community Contact AET mid to late Term 4 PL Semester 1 2019	N/A
Professional Learning: Pedagogy of Difference	Participation Assistant Principals to contact CEWA AET in conjunction with GECKOS Team	Assistant Principals GECKOS Team AET Contact AET mid to late Term 4 PL Semester 2 2019	N/A

Individual class Walker Learning Expos and Investigation Open Days to occur for parents	Showcase our learning and school life to families through a variety of mediums	Leadership team and Staff terms 2&3	202: We will showcase what we do within our community and our wider community. 303: We will engage with the wider community and give back; demonstrating our school values
Join class masses with the Parish Tuesday Morning Mass.	Showcase our learning and school life to Parish.	Leadership team and Parish from term 1	<i>As Above</i>
Shopping Centre Displays (Booragoon, Good Grocer & IGA) in return these centres are advertised in our newsletter.	Showcase our learning and school life to the wider community.	Leadership and staff From term 1	<i>As Above</i>
Choir perform at local events (Jacaranda Festival and Performing Arts Festival) and Opal Aged Care visits.	Showcase our learning and school life to the wider community.	Leadership and performing Arts Staff plan in term 1	<i>As Above</i>
Assess what the intervention needs are for our students across the school. Work with CEWA on programmes they endorse to help students achieve their full potential.	Implement intervention programmes endorsed by CEWA for literacy and numeracy programmes across the whole school.	AP's, Literacy Support and EMU teachers Gather and analyse data 2019,	We will align current intervention for primary students for literacy and numeracy through whole school programmes
Revise the current mentor/ coaching programme to incorporate Walker Learning and AITSL and allow for one plan based on our goal of helping students to reach their potential through the Walker Learning pedagogy.	Implement a mentor/ coaching programme where by staff devise a Professional Growth Plan around curriculum and pedagogy in line with AITSL and Walker Learning.	Leadership & Walker Learning 2019	We will have a well-defined Professional Growth Plan in place to support teachers in implementation and delivery of curriculum and pedagogy within the Walker Learning Framework
Plan is electronic and regularly updated by mentor and coaches after visits to ensure clear communication and outcomes.	<i>As Above</i>	Leadership & Walker Learning 2019	<i>As Above</i>

Create a plan around cyclical walker PD for all staff.	As Above	(Leadership and Staff – Staff Meeting) 2019-2021	As Above
Programme to include alternating mentoring/coaching sessions between AP mentor and Walker Learning Mentor to progress plans on curriculum and pedagogy.	As Above	Leadership and Walker Learning staff Alternating fortnights with individual staff commencing 2019	As Above
In clusters, Staff use Walker Learning Books to devise common expectations for classroom environments and use own classrooms as an example.	Ensure a changing learning space in line with common expectations for all staff that are engaging and well-resourced for provocations	Staff in clusters term 1 2019	We will acquire resources to equally build the environment among all classrooms to cater for ever changing needs and interests of the students in line with our Walker Learning pedagogy.
One Cluster and staff meeting per term used to source resources from places like REmidia.	Ensure a changing learning space in line with common expectations for all staff that are engaging and well-resourced for provocations	AP's and Staff 2019 from term 1	As Above
Teachers to advertise in newsletter, class memos and Facebook for resources required.	A culture of donation in place from parent and wider community to help obtain necessary resources.	Teaching Staff 2019 from term 1	As Above
Drop off points and times set up at school for donation receipt.	A culture of donation in place from parent and wider community to help obtain necessary resources.	Leadership: Organised in 2019, implementation for 2020	As Above
Allocate a consistent amount of money per class per year for classroom environmental resources for Walker from funds raised by the P&F.	Ensure continued financial support for required resources from P&F.	Board, P&F, Leadership, Staff Discuss in 2019, implementation 2020	As Above

The Environment for Early Childhood is an Inclusive environment as per 3.2.1 on the National Quality Standards (NQS)	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	Early Childhood Team all year	As Above
We ensure we provide resources that support play-based learning as per 3.2.2 on the NQS	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play – based learning.	Early Childhood Team all year	As Above
Our students become environmentally responsible as per 3.2.3 on the NQS	The service cares for the environment and supports children to become environmentally responsible. This will be evident in teachers programmes	Early Childhood team From term 1	As Above

Targets (if appropriate): As Above	
Consultant and Advisor Support: Nick Smith Curriculum consultant CEWA Paul Swan independent maths consultant	Smart Goals: Strategic & Specific Measurable Attainable Results-based Time-bound

Key Aspect of Schooling: **Stewardship- Accountability**

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
- Annual Professional Learning Plan integrating staff meetings & cluster meetings linked to Annual Action Plan Goals.

Stewardship- Accountability

Intended Improvement Outcome(s):

1. *We will collaborate as a staff cohort to identify an appropriate amount of short and long term goals with accountability in place.*
2. *We will identify and address risks which will impact St Benedict's.*

Components

Staff Wellbeing	<input checked="" type="checkbox"/>
Pastoral Care of Students	<input checked="" type="checkbox"/>

Strategies and Actions	Key Performance Indicators (Evidence)	When & By Whom	Strategic Plan Action
Cyclical Review to take place in conjunction with CEWA	Cyclical review has been completed and recommendations are put in place	CEWA & Leadership Term 1	N/A
Annual Action planning day to incorporate whole group decisions around timelines, accountabilities and amount of goals.	Ensure accountability measures are in place to evaluate goal achievement, timelines and who is responsible.	Staff 2019 Term 4 day 1	We will collaborate as a staff cohort to identify and appropriate amount of short and long-term goals with accountability in place.
Term debrief and review of Annual Action Plan with Staff and School Board.	As Above	Leadership Team, Staff, School Board 2019	As Above
Leadership to seek recommendations from Staff around how and where to direct whole Staff PD in line with whole school goals. Leadership to inform consultants about school specific outcomes required from the PD.	Ensure professional development is purposeful whereby time is enabled on these days to talk in relevant groups about how to apply information learnt at PD to practice.	Staff 2019 – term 4 Day 1	As Above
Formulate a Risk Committee. Include members from Board, Assistant Principals and Teachers.	<i>Identify and categorise major risks pertaining to St Benedict's. These risks to be recorded in the Risk Register.</i>	Board and Leadership Team 2019	<i>We will identify and address risks which will impact St Benedict's.</i>

Risk Committee to identify and categorise risks and record these in the Risk Register.	As Above	Board and Risk Committee 2019	<i>As Above</i>
Formulate an action plan to reduce risks starting from the highest risks to lower risks.	Formulate and implement an action plan to reduce risks starting from highest identified risks and working to lower risks	Board and Risk Committee Term 4 2019	<i>As Above</i>

Consultant and Advisor Support: CEWA – Strategic plan and cyclical review	Smart Goals: Strategic & Specific Measurable Attainable Results-based Time-bound
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Community - Engagement

Components

- Engagement with the School Community
- Wider Community Partnerships

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
- Questionnaire for new students on how they feel upon entering St Benedict's School.
- Class liturgies tie in with Special Person's day

Documentation

bold = review/revise

italic = draft/ratify

(00) etc = date of last review

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

Community/Engagement - Strategic Action

Intended Improvement Outcomes:

1. *We will engage with the wider community and give back; demonstrating our school values.*

Components

Engagement with the School Community



Wider Community Partnerships



Strategies and Actions	Key Performance Indicators (Evidence)	When & By Whom	Strategic Plan Action
Shopping Centre Displays (Booragoon, Good Grocer & IGA) in return these centres are advertised in our newsletter.	Develop partnerships with local business' and organisations to participate in various community events	Leadership and staff From term 1	We will engage with the wider community and give back; demonstrating our school values
Choir perform at local events (Jacaranda Festival and Performing Arts Festival) and Opal Aged Care visits.	As Above	Leadership and performing Arts Staff plan in term 1	As Above
Include student musicians at Family Mass'	Increase our active engagement with Parish	P&F, Music Teacher 2019	As Above

Consultant and Advisor Support:

Smart Goals:

Strategic & **S**pecific
Measurable
Attainable
Results-based
Time-bound

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:

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

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).