



St Bede's Primary School, RED HILL

Annual Improvement Plan 2017

School Context:

St Bede's caters for students in Kindergarten - Year 6, and has a current enrolment of 147 students.

Students attending this school come from a variety of backgrounds and nationalities. At this time there are no indigenous students.

The school employs 18 staff comprising 13 teachers and 5 non-teaching staff, the latter being employed in a variety of capacities including office manager and learning support assistants. Staff come from a variety of backgrounds and nationalities. At this time there are no indigenous staff.

St Bede's continues the work begun by the Good Samaritan Sisters who established the school 53 years ago and prides itself on its rich sense of community, where parents and parish are key partners with the school in the education and development of every child.

St Bede's has an active and supportive parent community. Parents are involved in the School Board, Parents and Friends and the parent network provided by the Class Contact System. This year our parent group have coordinated and supported a very successful Bingo Night, disco, school canteen and uniform shop and they have been a valuable resource as volunteers and helpers in classrooms and at school events.

We strive daily to facilitate rich and engaging learning experiences and to provide additional opportunities for our students whenever possible. During 2016 our students have participated in weekly Music and French classes, the Active Kids Challenge, sporting carnivals, dance classes, sports clinics, the Engineering Games, lunch time clubs and activities, class camps and thinking challenges with other local schools. Students and teachers utilise the rich potential and possibilities of iPads in teaching and learning.

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*.

Improvement Area 1		Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning		1. Everyone can learn	<input checked="" 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 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To align teaching practice to our school Vision and beliefs so that teaching and learning is valued, collaborative, driven by student need and consistent and aligned from K-6.			

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>Teachers working in collaborative teams across grades.</p> <p>Alignment and expression of school vision in actions.</p> <p>Teaching and learning is aligned via agreed practice from K-6.</p> <p>Commitment of teachers to continual learning, guided by their goals and PLPs.</p> <p>Development of KIC mapping tool – iteration #2</p> <p>Management of teacher load - <i>streamlined professional processes, designated uninterrupted learning time.</i></p> <p>Clear communication - <i>Tch-tch, L'ship to teacher, Teacher to student, School to community</i></p>	<p>Collaborative programs, feedback in program support meetings, observations in classrooms and during professional engagement times.</p> <p>Review the school vision and actions map to show current practice and links.</p> <p>Integrated units under set term organisers, using agreed planning and programming are being taught across the school</p> <p>2017 Goals and PLPs, program support meetings, annual conversations and classroom observations.</p> <p>KIC mapping tool completed for use, recording on KIC for 2017 class.</p> <p>Professional records streamlined into MyPaD, timetables and calendars reflect uninterrupted learning time.</p> <p>Emails, newsletters, Facebook, parent information sessions, parent-teacher interviews, leadership meeting minutes.</p>	<p>Time given for collaborative planning within stages, staff meetings devoted to planning.</p> <p>Use Vision statement to assist in decision making and establishing priorities.</p> <p>Whole staff curriculum PL, opportunities to plan using the new formats, opportunities for reflection.</p> <p>Goal setting and PLP support materials and staff meeting, support and time to set and reflect on goals, classroom observations.</p> <p>Maths Committee complete #2 iteration of KIC map, staff meeting to share and begin mapping, time given to teachers to complete student mapping.</p> <p>Clear processes for teacher professional space and economy of work so as one element may have many purposes. Agreements about uninterrupted learning time and commitment of all to this. Move Focus assembly to 2:45pm. Limit outside interruptions and events.</p> <p>Use opportunities to promote and share student learning via various communication vehicles, review communication around parent-teacher interviews and 3 Way Conversations</p>
Review <i>What processes will be used to review the results?</i>	Staff reflection and evaluation, parent feedback, student feedback, impacts on student learning.	

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
6. Systematic curriculum delivery		2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input 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>	To continue to develop the St Bede's Curriculum; implementing the integrated curriculum and implementing literacy strategies to improve inferential understanding.			

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>
Integrated curriculum implemented and used across K-6 Mathematics planning, pedagogy and assessment consistent across the school Clear communication about learning: <i>Teacher to student, Teacher to teacher, Teacher to parents</i> Implementation of CE Literacy non-negotiables Explore the question 'How can we improve student literacy growth and capabilities in inferential understanding?' Continue to enhance teacher capacity in ICT and update iPad Agreed Practice.	Teacher programs, student work, teacher program support meetings, Class programs folder on 'T' drive. Mathematics programs, assessment records, student work, teacher records of conversation and meeting notes. Student feedback, rubrics, professional conversation outlines, emails, newsletters, etc. Planning and teacher programs, term overviews, classroom observations, program support meeting notes, staff meeting notes, literacy agreed practice (in development) Meeting notes with COSA officer, Literacy ELI leader notes and plan, records of peer support and observation, staff meeting notes, parent session outlines and parent feedback. Staff meeting plans and minutes, ICT committee minutes, iPad agreed practice, peer support records, parent session outlines and feedback.	Staff meeting to introduce the new curriculum structure in term 4, 2016. Planning time as a staff and in stages at the end of each term ready for the next. Ongoing support from leadership mentor to implement mathematics planning, pedagogy and assessment, professional discussion and feedback opportunities, peer teaching, observation PL on setting expectation for students and student feedback, set expectations for parent communication – phone, email etc, guided professional conversations, PL on communication with parents, school communication with parents re: curriculum and directions. Revise literacy discussion from term 3 2016, establish shared understandings and agreed practice for implementing non-negotiables, evaluation, discussion each term. Work with COSA officer, set goals and actions with Literacy ELI leader, in class support, staff meetings each term, English committee, seek and develop strategies, parents engagement and learning. Dedicated staff meeting each term, ICT Committee, skills audit of staff, staff prioritise needs, revise iPad Agree Practice, in class support and peer teaching and support/shadowing, parent education
Review <i>What processes will be used to review the results?</i>	Assess achievement of the goal through consideration of data and collected evidence. What progress has been achieved in each area across the year?	

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

Literacy/Numeracy Improvement		Principles of Pedagogy	National Reform Directions	
9. School-community partnerships		6. Positive educational environments empower learning	<input type="checkbox"/> Quality Teaching <input type="checkbox"/> Quality Learning <input 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>		To improve school-parent partnerships by greater engagement of parents in the school implementation of KidsMatter and wellbeing enhancement.		

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>Begin school-wide implementation of KidsMatter</p> <p>Communication of 2017 school priorities and actions and leadership responsibilities to <i>Staff and Parents</i></p> <p>Refine and adapt current and new communication vehicles to inform stakeholders and to promote the school.</p> <p>Engage parents and wider family and/or community in the life of the school.</p>	<p>KidsMatter PL document and resources, staff meeting outlines, parent session outlines, records of feedback, photos.</p> <p>Staff meeting minutes, priority and leadership responsibility documents, Board and P&F minutes, newsletters, emails, staff memos.</p> <p>Leadership meeting notes, Board minutes, newsletters, memos, Facebook posts, student, teacher and parent feedback.</p> <p>Newsletters, invitations, parish bulletins, student, teacher and parent feedback, and ideas, photos and reflections, parent and community communications to the school.</p>	<p>Leader training, Staff PL, parent information and skill sessions, integration of ideas and strategies across school life – classrooms, playground etc, feedback and evaluation from students, teachers and parents.</p> <p>Staff meeting, share documents with staff, Board and P&F Meetings, newsletter information and updates, information sessions and engagement of parents and teachers.</p> <p>Evaluate effectiveness of current multiple forms of communication – can these be consolidated, refined, improved or replaced? – a new look Friday parent memo? Grow Facebook as a promotion tool. Particular attention and promotion of multi-age success and snippets to share the teacher professional space dimension with the wider school community.</p> <p>Continue to promote parent helpers, explore other parent engagement options – as a school and also some in conjunction with the P&F. How can we better utilise grandparents or people from the parish and community to enhance student learning and school community life. Is there a space for a parent prayer group?</p>
<p>Review <i>What processes will be used to review the results?</i></p>	Satisfaction surveys, staff student and parent feedback, school activity data.	

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