



St Bede's Primary School, BRAIDWOOD

# Annual Improvement Plan

2017

## School Context:

St Bede's Primary is a Catholic School located in Braidwood. The school caters for students in Kindergarten - Year 6 and has a current enrolment of 130 students, of which 71 are male and 59 female. Students come from a variety of local areas. Of the student cohort, six are Indigenous students and one student has a Language Background other than English (LBOTE).

The school employs thirteen staff comprising ten teachers and three non-teaching staff, the latter being employed in a variety of capacities including clerical and learning support. The school employs no staff of Indigenous descent.

In 2016, students were grouped in six classes : Kindergarten, Year 1, Year 2, Year 3/4, Year 4/5 and Year 6. Most learning is conducted within these class groupings; however, across class groupings are also provided, including Creative Arts rotations, interest groups and performances. Kindergarten and Year 1 work particularly closely with literacy and numeracy; and there is an effective 'Big Mate-Mini Mate' system working between Kindergarten and Year 6. St Bede's Primary has a strong focus on academic achievement where each individual is encouraged to be their best. All classes collaborated with a peer class during 2016 as part of a Term 3 Asia focus. There is a well-established on-going assessment program focussing particularly on literacy and numeracy. St Bede's Primary has a family like atmosphere where staff assume a sense of responsibility for the growth and development of every student.

The school grounds are a delight, thanks to the assistance of some extremely dedicated parents who regularly volunteer their time to ensure our school has a well-presented and attractive environment. In 2015 a sensory garden was established and outdoor stage space constructed and planted. These are very popular with students. Kindergarten and Year 1 classrooms have been recently refurbished and provided with glass sliding doors and a large break out space. New toilet facilities were recently completed and are a welcome addition to our facilities.

Staff, students, parents, grandparents and carers had a number of opportunities this year to meet and enjoy family barbeques, whole school Masses and prayer celebrations, performances, sporting carnivals and working bees. St. Bede's Primary is a place where students, families and staff work together to ensure our community is strong and vibrant. The school's website can be found at [www.stbdedesb.nsw.edu.au](http://www.stbdedesb.nsw.edu.au)

## 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	
5. An expert teaching team		5. Holding high expectations of all learners is a commitment to justice	<input checked="" type="checkbox"/> Quality Teaching	<input checked="" type="checkbox"/> Meeting Student Needs
<b>Key Improvement Goal 1</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Effective Pedagogical Practices that will improve student outcomes	<input checked="" type="checkbox"/> Quality Learning	<input checked="" type="checkbox"/> Transparency and Accountability
<b>Success Measures/Targets</b>		<b>Evidence</b>	<b>Strategies</b>	
<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>	
Highly effective teaching is the key to improving student learning		Evidence of explicit student learning goals Student centred development of assessment criteria Evidence of purposeful feedback for teachers regarding their pedagogical classroom practices Evidenced based programs that support students at risk NAPLAN data, KAR, ePart, RR, PAT data Anecdotal learning conversations Student reflections and evidence of critical thinking and self-assessment	Leadership team to keep abreast of effective teaching practices Establish clear expectations concerning the use of effective teaching strategies Leaders spend time working with teachers to provide modelling, evaluation and feedback on classroom teaching Learning expectations are differentiated according to student needs Additional in-class support in K-2 with an additional dedicated Literacy and Numeracy teacher Teachers engaging in professional reading and high quality professional learning Regular assessment to inform teaching and learning Communication of clear expectations regarding pedagogical practices to students and parents Parent information nights and newsletter information	
<b>Review</b> <i>What processes will be used to review the results?</i>		School Improvement Project time will be utilised for teachers to explicitly address the effectiveness of their teaching methodologies through examination and analysis of student data.		

**Focus Area:** NSW State Literacy and Numeracy 5. Holding high expectations of all learners is a commitment to justice

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 checked="" type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input checked="" type="checkbox"/> Transparency and Accountability
<b>Key Improvement Goal 1</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Effective school strategies and professional learning that will improve student outcomes			

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>
The school has a coherent, sequenced plan for curriculum delivery and monitoring across all year levels	Shared programing practices Evidence in programming that aligns with the NSW Curriculum Assessment processes are aligned with the curriculum Student progress is plotted against the NSW Developmental Continuum Evidence of ongoing tracking of curriculum outcomes and meeting with executive	Teacher professional conversations and learning plans include a curriculum focus A strength based approach that builds on students existing knowledge Curriculum delivery is informed directly by knowing students Implementation of curriculum builds on students existing knowledge and varying backgrounds Dedicated staff meetings to investigate and develop deep knowledge of curriculum outcomes Prioritising localised and meaningful content Development of whole staff understandings of cross curricular skills and attributes Whole staff discussion and analysis of progress Regular communication with parents
<b>Review</b> <i>What processes will be used to review the results?</i>	School Improvement Project time will be utilised for teachers to explicitly address the effectiveness of their teaching methodologies through examination and analysis of student data.	

**Focus Area:**

NSW State Literacy and Numeracy 2. A deep understanding of curriculum provides content and context for learning

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
1. An explicit improvement agenda		1. Everyone can learn	<input checked="" type="checkbox"/> COSA+ <input checked="" type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input checked="" type="checkbox"/> Wellbeing Project <input checked="" type="checkbox"/> NSW State Literacy & Numeracy
<b>Inquiry Focus</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Effective school strategies and professional learning that will improve student outcomes in Literacy and Numeracy		
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>	
Improved learning outcomes for every student	Evidence based programs that support students at risk who are not progressing in Literacy and/or Numeracy K-2  Increased implementation of differentiated teaching and learning opportunities for all students at point of need  Teachers monitoring, reviewing and reflecting on their teaching and learning with a coach/mentor  Data collection, collation, monitoring and tracking of students using specific data collection instruments as required by the NSW LNAP		Provision of initiatives and interventions that improve student outcomes Ensuring learning is relevant, meaningful and connected to the social and personal lives of our students Allocation of additional staffing to K-2 literacy and numeracy teaching Collaborative planning, implementation and monitoring of targeted initiatives and interventions Programmed professional learning conversations with teachers and members of the leadership team Ensuring an inclusive school environment Provision of a multi-disciplinary approach to student wellbeing and diversity Restorative Practices to maintain and develop healthy learning communities School actively partners with parents, families and community organisations to assist student learning and well-being The Living Tree Wellbeing project: garden project, breakfast club, teacher well-being initiatives, healthy canteen initiative	
<b>Review</b> <i>What processes will be used to review the results?</i>	As per Literacy and Numeracy Action Plan, including referencing NAPLAN data and reporting to CECNSW and State Government accountabilities; NAPLAN data, KAR, ePart, RR, PAT data; Anecdotal learning conversations; Student reflections and evidence of critical thinking and self-assessment			

**Focus Area:** NSW State Literacy and Numeracy 1. Everyone can learn