

St Brigid's School Improvement Plan 2019 - 2022

St Brigid's Vision:

We at St Brigid's Mordialloc are a Catholic Faith filled community. We recognise the importance of the safety, wellbeing and global development of the whole person. We accept the challenge to promote, encourage and develop positive attitudes to faith, life and learning.

St Brigid's Mission:

To ensure all students learn and experience success, we strive to:

- Support our community in faith development.
- Develop awareness of Christ's presence in the world and its people through compassion, service, wisdom, inclusiveness and love.
- Provide a consistently safe and positive learning environment.
- Foster a love of lifelong learning through a diverse and challenging range of experiences.
- Recognise and celebrate individual learning styles and abilities.
- Build resilience and a sense of wellbeing in all students.
- Empower students to participate in the world with confidence as globally responsible citizens.
- Be witnesses to the value and dignity of each person.
- Respect God's creation and commit to take action and provide environmental education while embedding sustainable practises.

It is our intention that:

1. Our staff, parents and students will have a shared understanding and are strongly committed to the explicit improvement agenda.
2. Our ongoing school improvement agenda is measured using explicit targets for student achievement and overall school performance.
3. Our culture of self evaluation and reflection is based on data, reflection and moderation to address the learning needs of individual students.
4. Our school-wide analysis and discussion of systematically collected data leads to improved student outcomes.
5. All of our staff will recognise and use highly effective teaching practises to ensure that every student is engaged, challenged and learning successfully.
6. Our school staff have a shared understanding of the school's coherent and sequenced curriculum plan that ensures consistent teaching and learning expectations and a clear reference for monitoring learning.
7. Our school has a school-wide, professional team of highly able teachers.
8. Our school is committed to building a team of highly able teachers who lead beyond the classroom.
9. Our school has a sequenced plan for curriculum delivery to ensure full entitlement which incorporates consistent P-6 teaching and learning expectations .
10. Our school is driven by a deep belief that every student is capable of successful learning where challenge and stretch is the norm.
11. Our school will use research, academic and wellbeing data to build a culture of self-evaluation, reflection and collective responsibility for the success of all students.

Intended Outcome 1	<i>That our staff, parents and students will have a shared understanding and are strongly committed to the explicit improvement agenda.</i>			
Target	For staff, parents and students show their understanding of the improvement agenda through growth in the CEMSIS data			
Goals	Key Improvement Strategies	When	Who	Status
<p>To collaboratively narrow and sharpen the next improvement agenda based on core learning priorities.</p> <p>To express these priorities in terms of stretch outcome targets, with accompanying timelines for students, classes/cohorts.</p> <p>To rigorously action and monitor progress towards targets.</p> <p>To share the plan widely</p>	<ul style="list-style-type: none"> To develop a School Improvement Team which will consist of - Literacy Leader, Maths Leader, Religious Leader, STEM Leader, ICT Leader, Deputy Principal/Learning and Teaching Leader and Sustainability Leader. Establish a goal around the purpose of the SIT Professional Learning Team meetings need to be tagged and named against agenda at the beginning of each term Non negotiables/protocols, AITSL standards and Learning Intentions and Success Criteria must be included in the presentation and shown in minutes for each meeting and addressed before each meeting. CEM - data crunching sessions Target setting informed by data sessions reviewed annually - data PLT meetings and level meetings once a week which focus on data and the implementation of data walls. Share plan widely with staff and the school community via school website, skoolbag newsletters handbook planning rooms shared plan with board PR for the school - new website, prep pack, boards, posters in preschools Nixon House, STEM, billboards 	<p>Term 1 2019</p> <p>Term 1 2019</p> <p>Term 1 2019</p> <p>Term 1 2019</p> <p>Term 1 2019`</p> <p>2019</p> <p>2019</p> <p>Term 1 2019</p>	<p>Principal</p> <p>SIT team</p> <p>Deputy /L & T Leader</p> <p>Principal/Deputy /L & T Leader</p> <p>SIT team</p> <p>Principal/Deputy /L & T Leader and CEM staff</p> <p>Principal/Deputy /L & T Leader/Office Manager</p> <p>Principal/Deputy /L & T Leader/Office Manager</p>	<p>Competed</p> <p>Completed</p> <p>Completed</p> <p>Completed and ongoing</p> <p>Completed</p> <p>Ongoing</p> <p>Completed</p> <p>Ongoing</p> <p>Completed and ongoing</p>

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Intended Outcome 2	<i>That our ongoing school improvement agenda is measured using explicit targets for student achievement and overall school performance.</i>			
Target	To see growth in Naplan data, CEM SIS data and RE teacher and student pedagogy tool.			
Goals	Key Improvement Strategies	When	Who	Status
<p>To engage teachers to agree on aspirational student achievement targets on core learning priorities.</p> <p>To confirm the measures that are most appropriate for tracking targets</p> <p>To actively support teachers in the process of tracking student growth</p> <p>To celebrate milestone achievements.</p>	<ul style="list-style-type: none"> ● Target setting - whole staff understanding. Use of Level Meetings (fortnightly) to look at data and also have a specified amount of time in facilitated planning to discuss data and differentiation for the students. ● SPA package installed at school - 2 PD's with Emma from SPA and use of SPA to analyse data. Ongoing PL with ICT leader on analysis of data ● Understanding what has to be in the AAP and SIP - Staff to be given copies of AAP and SIP and leaders to put the AAP outcome they are targeting in their PLT meetings. ● Direct School Support (CEM) staff-how to differentiated to support the full growth of all students - ● Indicators of data sets that are shared and discussed ● Recognise the achievements of students through the use of data, social engagement, involvement in the community (e.g. sport, social justice) and feedback. Celebrated through Principal lunch, growth awards, personal learning goals, celebrate milestone and achievements. ● ARM meetings area where teachers have to discuss the growth of identified students in a focused area - track some students ● Assessment Schedules have clear timelines in place - monitored and adhered to by all staff 	<p>Term 1 2019</p> <p>Term 1, 2019</p> <p>Term 2 2019</p> <p>2019/2020</p> <p>2020</p> <p>2021</p> <p>Every term 2019</p>	<p>L&T Leader/Staff</p> <p>Emma from SPA ICT leader/staff</p> <p>L&T Leader</p> <p>CEM staff leaders</p> <p>Numeracy and Literacy Leaders</p> <p>Principal/ Deputy/L&T Leader/ Learning Coaches</p> <p>Principal</p> <p>Numeracy and Literacy Leaders</p>	<p>ongoing</p> <p>Completed and ongoing</p> <p>Completed</p> <p>ongoing</p> <p>Completed and ongoing</p> <p>ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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Intended Outcome 3	<i>That our culture of self evaluation and reflection is based on data, reflection and moderation to address the learning needs of individual students.</i>				
Targets	To see a growth in the use of Rubrics, Data Walls, Learning Intentions and Success Criteria and feedback to increase the differentiation of learning to target individual student needs.				
Goals	Key Improvement Strategies	When	Who	Status	
<p>To continue to develop the collective capacity of teachers to use data and associated evidence as starting points for teaching.</p> <p>To differentiate the curriculum, pedagogy and learning environments for every student including highly able students.</p> <p>To establish structures for teachers to collaboratively reflect on their own practice informed by various forms of feedback.</p>	<ul style="list-style-type: none"> PLT meetings from 2019 to have data as a focus 	2019	ICT /L&T Leader	Ongoing	
	<ul style="list-style-type: none"> Sharing achievement summative scores. -Data walls from F-6. Staff need to understand what scores mean so we need some PLT for background eg Stanine scaled score, box and whiskers 	2020	All		
	<ul style="list-style-type: none"> Staff to develop curriculum and pedagogy knowledge through PLT's, DSS and Personal Professional Learning 	2019	Leaders/All Staff	Ongoing	
	<ul style="list-style-type: none"> Staff as a collective to define and implement differentiation at St Brigid's through the use of research and checklists, evidenced in work programs and sourced from outside agencies such as Gateways 	2019	Leaders/All Staff	ongoing	
	<ul style="list-style-type: none"> Staff to define and implement coaching and mentoring at St Brigid's formalised through learning walks, peer observations, data discussions and team teaching. 	2021	All staff	not yet started	
	<ul style="list-style-type: none"> Staff to create classroom that displays children's work with feedback through the use of rubrics and Learning Intentions and Success Criteria 	2019	All Staff	termly	
	<ul style="list-style-type: none"> To enhance Student Voice in the classroom to support individual students' learning needs. This will be evidenced through the use of Rubrics and Learning Intentions and Success Criteria and Genius Hour. 	2020	All Staff	ongoing	
	<ul style="list-style-type: none"> Supporting teachers to track teacher growth - use of learning coaches, data buddy, critical friend discussions PLT's (teaching staff, specialist staff) by using data, feedback, learning walks and class observation. 	2021	Principal/Deputy/Leaders/staff	not yet started	
	<ul style="list-style-type: none"> ARM meetings area where teachers have to discuss the growth of identified students in a focused area and reflect on how they adjusted their teaching practice to suit 	2019	Principal/Deputy/Leaders	Completed and ongoing	

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Intended Outcome 4	<i>That our school-wide analysis and discussion of systematically collected data leads to improved student outcomes.</i>			
Target	Improved results from NAPLAN and measurable student outcomes. Regular staff use of data to drive teaching directions for improved student learning.			
Goals	Key Improvement Strategies	When	Who	Status
<p>To ensure teachers have ready access to relevant data inclusive of wellbeing data.</p> <p>To collect, enter and maintain data through a central location/data analysis package</p> <p>To rigorously and routinely monitor data for effective and school-wide use to improve student outcomes.</p>	<ul style="list-style-type: none"> ● Review of wellbeing assessments (eg playground tracker, NForma, playground folders, Friday Social skills groups, wellbeing tracker) ● Establish protocols about data entry and communication to staff about wellbeing issues ● Accountability of staff for data entry and communication to be formalised in the Staff Handbook ● To ensure Nforma is used by all staff as the central location for inputting wellbeing data ● To ensure SPA is the central location for inputting all assessment data. ICTLeader to take on the role of uploading whole school SPA data ● To develop a rigorous school wide assessment schedule that has a shared understanding, agreed up and readily accessible ● For staff in Positions of Leadership to audit and compile an uptodate job description. ● Level data evaluated and discussed regularly evidenced in facilitated planning minutes and agenda and data walls ● Investigate targets and practices school wide with the establishment of a school wide Maths and Literacy Planner ● Planner - set uniform practices in Maths, Writing & Reading (refer Staff Handbook 2019) ● To develop assessment pieces that are summative and formative with a balance of teacher designed (pre and post assessments) and ICT driven assessment and utilising the support resources from these ICT assessments eg PAT and Essential Assessment ● Assessment Schedules have clear timelines in place - monitored and adhered to by all staff 	<p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2020/21</p> <p>2019</p>	<p>Staff</p> <p>Principal/Staff</p> <p>Principal</p> <p>Principal</p> <p>ICT Leader/ Principal/ deputy</p> <p>Principal/Deputy and Leaders</p> <p>Principal/Deputy and Leaders</p> <p>All Staff</p> <p>Principal/Deputy and Leaders</p> <p>Principal/Deputy and Leaders</p> <p>Principal/Deputy and Leaders/Staff</p> <p>Principal/Deputy and Leaders</p>	<p>ongoing</p> <p>Completed & ongoing</p> <p>ongoing</p> <p>completed monitor</p> <p>monitor</p> <p>Complete monitor</p> <p>Complete</p> <p>Ongoing</p> <p>Completed</p> <p>Completed</p> <p>Ongoing</p> <p>Completed and monitor</p>

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Intended Outcome 5	<i>That all of our staff will recognise and use highly effective teaching practises to ensure that every student is engaged, challenged and learning successfully.</i>			
Targets	For staff to demonstrate growth on the AITSL Self Reflection Tool in Standards 3,4 and 5 which is Professional Practice.			
Goals	Key Improvement Strategies	When	Who	Status
To collaboratively research, develop and implement a pedagogical Framework, in English, Mathematics and Science, for St Brigid's	<ul style="list-style-type: none"> For all staff to annually complete the AITSL Self Reflection Tool and the RE Teacher Pedagogy Survey to recognise where the point of need is to improve teaching strategies 	2020	All Staff	to start in Term 3 for ARM meeting
	<ul style="list-style-type: none"> To develop Student Voice through the use of feedback 	2021	All Staff	not yet started
	<ul style="list-style-type: none"> To implement a culture of Learning Enhancement which includes practises such as Genius Hour, small group targeted programs, external agencies such as Gateways and Synchrotron. 	2020	Enhancement Leader	Started and Ongoing
	<ul style="list-style-type: none"> Professional Reading and Actions to accompany PLT meetings and DSS where needed 	2020	Principal/Deputy/Leaders	

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Intended Outcome 6	<i>That our school staff have a shared understanding of the school's coherent and sequenced curriculum plan that ensures consistent teaching and learning expectations and a clear reference for monitoring learning.</i>			
Target	To develop a consistent and sequential curriculum delivery from F-6			
Goals	Key Improvement Strategies	When	Who	Status
<p>To audit and document P-6 approaches and expectations across all curriculum areas</p> <p>To achieve consistency in curriculum delivery across all year levels</p>	<ul style="list-style-type: none"> • Audit all curriculum areas to create a consistent and sequential approach to learning 	2019	Curric leaders Principal	Completed and monitor
	<ul style="list-style-type: none"> • Creation of 2 year inquiry cycle, F-6 sequential maths planner and F-6 sequential literacy planner. 	2019	Deputy/L&T Leader and REL	Completed & monitor
	<ul style="list-style-type: none"> • Establish and document non negotiables in all curriculum areas 	2019	Principal/Deputy/L&T Leader	Completed & monitor
	<ul style="list-style-type: none"> • Establish an agreed curriculum application, implementation and consistent information which will be evidenced in work programs eg Learning Intentions and Success Criteria, NCCD requirements 	2019	Principal/Deputy/L&T Leader/ Learning Diversity Leader	Completed & monitor
	<ul style="list-style-type: none"> • Create an Assessment Schedule that is sequential 	2019	Leaders	Completed and monitor
	<ul style="list-style-type: none"> • Use a variety of assessment tools eg goal setting, rubrics, for feedback and to drive teaching 	2019	All staff	Work in progress

Intended Outcome 7	<i>That our school has a school-wide, professional team of highly able teachers.</i>			
Targets	For all staff to demonstrate a growth in instructional practice through the use of feedback and coaching.			
Goals	Key Improvement Strategies	When	Who	Status
<p>To develop the instructional practice of all staff by peer observations, coaching and feedback.</p> <p>To develop staff capacity to give and receive quality feedback to include affirmations and suggestions for growth.</p> <p>To develop coaching protocols and expectations.</p> <p>To develop systematic accountability processes to support and embed quality feedback practices</p>	<ul style="list-style-type: none"> Explore and implement forms of feedback for staff eg learning coaching, mentors, critical friends, team teaching and peer observations. Explore and Implement forms of feedback for students and develop common language for use F-6 For staff to establish a goal around coaching and feedback and reflect on their learning 	<p>2021</p> <p>2021</p> <p>2021</p>	<p>Principal/Deputy/ L&T Leader/Staff</p> <p>Principal/Deputy/ L&T Leader/Staff</p> <p>Principal/Deputy/ L&T Leader/Staff</p>	<p>not yet started</p> <p>not yet started</p> <p>not yet started</p>

Intended Outcome 8	<i>That our school is committed to building a team of highly able teachers who lead beyond the classroom</i>			
Targets	Through the ARM process and the goals set we can see growth in student outcomes.			
Goals	Key Improvement Strategies	When	Who	Status
<p>To develop an annual School Professional Learning Plan reflective of the school's explicit improvement agenda.</p> <p>To link personal and professional ARM (and other) goals of staff which are aligned to annual school improvement priorities.</p>	<ul style="list-style-type: none"> Establish a SIT team to discuss and reflect on the school improvement agenda 	2019	Principal	Completed and monitor
	<ul style="list-style-type: none"> For staff with POL's to attend Network Day 	2019	School leaders	Completed and ongoing
	<ul style="list-style-type: none"> Staff with POL's will lead PLT's within their curriculum area 	2019	All experienced teachers	Completed and ongoing
	<ul style="list-style-type: none"> Highly Experienced and Lead Teachers to mentor preservice teachers 	2019	Leaders	Completed and ongoing
	<ul style="list-style-type: none"> PLT meetings are targeted to the school improvement agenda and to the needs of the students 	2019	Principal	Completed and ongoing
	<ul style="list-style-type: none"> ARM meetings to be held each term and reflect goals that are consistent with the improvement agenda and student outcomes 	2019		Completed and ongoing

Intended Outcome 9	<i>That our school has a sequenced plan for curriculum delivery to ensure full entitlement which incorporates consistent P-6 teaching and learning expectations .</i>			
Target	For staff to follow planners, protocols and non-negotiables which are evidenced in their work programs, and facilitated planning minutes.			
Goals	Key Improvement Strategies	When	Who	Status
<p>To formalize and assure curriculum planning and monitoring processes.</p> <p>To include all key learning areas, capabilities and the spiritual dimensions of learning sought for students in curriculum .</p>	<ul style="list-style-type: none"> • Creation of 2 year inquiry cycle, F-6 sequential maths planner and F-6 sequential literacy planner. 	2019	Leaders	Completed and monitor
	<ul style="list-style-type: none"> • Establishment of protocols and non-negotiables for what is expected in the delivery of the curriculum 	2019	Principal/Leaders	Completed and monitor
	<ul style="list-style-type: none"> • Level teachers to have facilitated planning to enable a structured approach to planning 	2019	Principal/deputy/ all staff	Completed and monitor
	<ul style="list-style-type: none"> • Facilitated planning using an agenda and minutes . 	2019		
	<ul style="list-style-type: none"> • Monitoring of processes to be done by leaders 	2019	Principal/deputy/ all staff	Completed and monitor
	<ul style="list-style-type: none"> • Set due dates for task are clearly articulated for consistency 	2019	Leaders	Completed and monitor
		2019	Principal/deputy/	Completed and monitor

Intended Outcome 10	<i>That our school is driven by a deep belief that every student is capable of successful learning where challenge and stretch is the norm.</i>			
Target	To see student growth through formative and summative assessments			
Goals	Key Improvement Strategies	When	Who	Status
<p>To ensure high expectations and intellectual rigour for all students are key features of consistent practice.</p> <p>To provide every student with opportunities to have an active voice in their own learning.</p>	<ul style="list-style-type: none"> ● Introduction of differentiation for students 	2019	All staff	Completed and ongoing
	<ul style="list-style-type: none"> ● Embedding of Learning Intention and Success Criteria 	2019	All staff	Completed and ongoing
	<ul style="list-style-type: none"> ● Implementation of Genius Hour F - 6 and Learning Enhancement 	2019	Principal/Deputy/Enhancement Leader	Completed and ongoing
	<ul style="list-style-type: none"> ● Use of PLP's for students with learning needs 	2019	Principal/Deputy/Learning with Diversity Leader	Completed and ongoing
	<ul style="list-style-type: none"> ● Use of Feedback - teacher to student, student to teacher, peer to peer and teacher to teacher. Use of feedback tools eg rubrics, EB I& WWW 	2021	Principal/Deputy/L&T Leader/ All staff	not yet started
	<ul style="list-style-type: none"> ● Analysis of data - 	2019	All staff	Completed and ongoing
	<ul style="list-style-type: none"> ● Flexible student groupings 	2019	All staff	Completed and ongoing

Intended Outcome 11	<i>That our school will use research, academic and wellbeing data to build a culture of self-evaluation, reflection and collective responsibility for the success of all students.</i>			
Target	To see student growth in CEMSIS data, and the Wellbeing Survey through BeYou.			
Goals	Key Improvement Strategies	When	Who	Status
<p>To base all school decisions on collaboratively and systematically gathered evidence.</p> <p>To draw on research, best practice and school data to inform decision making.</p>	<ul style="list-style-type: none"> • Direct School Support for 2019/2020 to enhance self-evaluation, reflection and collective responsibility for success • SWIF network days • Data collection tools to be used by all staff (NForma, SPA, etc) • Weekly School Improvement Team meetings - agenda and minutes taken • BeYOu modules for staff and students • eXcel - CEM Wellbeing Framework 	<p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2019</p> <p>2020</p>	<p>Principal/ L7T Leader/CEM staff</p> <p>All Leaders</p> <p>All staff</p> <p>All Leaders</p> <p>All staff</p> <p>All staff</p>	<p>Completed and ongoing</p> <p>Completed and ongoing</p> <p>Completed and ongoing</p> <p>Completed and ongoing</p> <p>Completed and ongoing</p> <p>Completed and ongoing</p>