

St Bernardine's Regents Park

2023 ANNUAL IMPROVEMENT PLAN



Vision As a community of learners, we acknowledge the presence of God in each of us and in our world. We commit ourselves to living the Gospel values and accepting the challenges of a changing world.

Mission As a community of learners, we acknowledge the presence of God in each of us and in our world. We commit ourselves to living the Gospel values and we accept the challenges of a changing world, as we endeavour to:

- provide our children with Christ-centred experiences, which acknowledge and celebrate our Catholic heritage, as we accompany them on their faith journey.
- create a stimulating learning environment in which our children may acquire attitudes, skills and knowledge to enable them to make appropriate choices in the light of their life experiences.
- strive for excellence, whilst being guided and encouraged through the partnership of our professional, dedicated staff and supportive, caring families.
- build positive relationships within our school, parish and wider community, whilst embracing compassion, tolerance, justice and respect for all, and support for those in greatest need.

Values Contemplation Service Unity Respect Resilience

Strategic priority	Goal ¹ : Goals that inspire and set your school's direction <i>"Where do we need to go?"</i>	Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
Catholic identity	- Teaching staff have a deeper understanding of Catholic Perspectives to embed a contemporary catholic worldview into their teaching and learning to enhance student engagement in their Catholic Identity.	- 100% of planning documents contain Catholic Perspective learning opportunities	- Teachers engage in professional development to develop a deeper understanding of Catholic Perspectives within all curriculum areas - Teachers will engage in collaborative planning session twice a term (PDC Day and one staff meeting) to plan learning opportunities with a catholic perspective focus	- By the end of Term 4 all planning documents contain catholic perspective learning opportunities	- APRE and EORE responsible for building teacher understanding and planning capacity - APRE to monitor planning documents and report regularly to staff - Teachers responsible for the delivery of actions
Learning and teaching	Please complete EIA (page 2)				
Wellbeing	- Our staff consistently implement Positive Behaviour 4 Learning in effectively adopting our St. Bernardine's Way to enable all students to engage positively at school.	- Engage data; 5% decrease in minor behaviours each term after using the Term 1 data as a baseline.	- Twilight – Term 1 - Online PB4L Effective Classroom Practices and Responses Modules 1 – 3 - Expectations delivered to staff about recording incidents	- Term 1 – Review of data during Week 10 (baseline) - Term 2- 5% less than Term 1 - Term 3- 5% less than Term 2 - Term 4- 5% less than Term 3	- Guidance Counsellor/Behaviour Support Teacher/External Consultant (University of Queensland) responsible for building capacity - Behaviour Support Teacher to monitor data and report regularly to staff - Teachers responsible for the delivery of actions
Our people	- Our Early Career Teachers (ECT) demonstrate strong professional knowledge, practice and engagement, and are committed to continuing their professional journey at St Bernardine's	- 100% progress from graduate to proficient and gainful registration. - 100% of engagement with companion teachers.	- School induction during pupil free days - Companion teachers to complete BCE Companion training. - Release time for ETC to attend ETC days.	- Pupil free days and ongoing	- Early Career Teachers - Companion Teachers - School Leadership team
Organisational effectiveness	- The staff of St Bernardine's acknowledge the importance of training within Brisbane Catholic Education's Core Compliance expectations	- 100% of staff keeping all training up to date.	- Communication from the school's leadership reinforcing BCE's message on compliance. - Time provided during Pupil Free Days for staff to complete Compliance training.	- Term 1 and ongoing	- Leadership team and school staff

Explicit Improvement Agenda

St Bernardine's Regents Park

Goal: Implement and embed a whole school problem solving approach in Mathematics

Actions	Targets	Timelines	Responsibilities & Accountabilities
<ul style="list-style-type: none"> - Teachers and the PLL will analyse 2022 PAT-M data to determine year level gaps to map the 2023 year. - Teachers and PLL analyse and respond to student data to inform responsive 5-week cycle planning in Mathematics. - Teachers and PLL will use the data wall to track student progress using A-E on school data wall. - Teachers implement the revised Australian curriculum for Mathematics Version 9.0. - Teachers use formative assessment to generate data on student progress. - Teachers engage in regular moderation as part of their responsive short cycle planning. - Teachers analyse data to inform teaching. - Teaching and learning in Mathematics will focus on developing the proficiencies of understanding, fluency, reasoning and problem-solving through multiple representations, including visual representations, manipulative models, authentic contexts, oral language, and written symbols. - Teachers use the Launch, Explore, Summarise, Review (LES/R) pedagogical approach to explore rich problems that are based on student interest, engagement and collaboration. They will use enabling and extending prompts to differentiate learning. - Teachers will engage in the St Bernardine's Professional Learning Communities process to reflect on evidence-based practise that enhances student learning. They will have opportunities through the Lesson Study process to examine their practice to improve their impact on student learning. - The teaching and learning group and the PLL will collaboratively develop a St Bernardine's approach to problems solving. 	<ul style="list-style-type: none"> - 5% of students achieving below the standard to move to the expected standard based on Term 1 baseline data. - 10% of students achieving at the standard to move to above the standard based on Term 1 baseline data. - 95% of students in Year 1 will have achieved conceptual understanding in Trusting the Count. - 100% of all students in 2-6 (who required monitoring) will have achieved conceptual understanding in Trusting the Count. - 100% of teachers use formative assessment to identify key actions that have had impact and next steps in learning. - 100% of all learners have Mathematics goals. - 90% of learners can articulate their goal and the next steps required. - 100% of teachers confidently use the 5 Questions for Learning. - 95% of teachers confidently use the effective teaching strategies of Launch, Explore, Summarise, Review and the use of enabling and extending prompts to differentiate learning. - 100% of teachers implement rich problems that are based on student interest, engagement and collaboration. 	<p>Regular and ongoing monitoring of school targets by the Leadership Team and PLL to ensure there is growth for every student in their learning.</p> <p>Term 1</p> <ul style="list-style-type: none"> - Professional learning in January pupil free days. - Twilight - Responsive 5-week cycle planning (weeks 3/4 & 9/10), including analysis of data and moderation. - Teachers to place FACES on data wall at the planning day at the end of cycle #2 (A-E). - Short cycle planning days (weeks 3 & 4) teachers and PLL collaboratively draw up detailed lesson plan for focus of Lesson Study. - Weeks 6-8 PLL and CPSTs teach lesson, while teacher observe and take notes. - PAT-M adaptive test completed for all students in 2-6 by the end of week 9. - Trust the Count data collected and input into BI for all students in Year 1 by week 8. - Short cycle planning days (weeks 9 & 10) teachers and PLL discuss observations and lesson is revised and amended. <p>Term 2</p> <ul style="list-style-type: none"> - Classroom teachers teach the revised lesson to be observed by peers, PLL, CPSTs or Leadership. - Responsive 5-week cycle planning (weeks 3/4 & 9/10), including analysis of data and moderation. - Short cycle planning days (weeks 3 & 4) discuss observed lesson and a group report is created outlining learning. - Trust the Count data collected and input in BI for all students in Prep by week 4. - A new focus is identified for the next cycle. - Outcomes of the Lesson Study are shared at the week 10 staff meeting. 	<p>The Leadership Team/PLL/ST:IEs</p> <ul style="list-style-type: none"> - Deliver professional learning to staff - Deliver professional learning to School Officers to build capacity in supporting the school EIA. <p>PLL and Curriculum Pedagogy Support Teachers</p> <ul style="list-style-type: none"> - Collaboratively plan responsive 5-week cycles in Mathematics with teachers. - Support teachers to analyse and respond to student data. - Support teachers to moderate assessment in Mathematics. - Collaboratively plan and co-teach Lesson Study focus. <p>Classroom Teachers</p> <ul style="list-style-type: none"> - Analyse and respond to student data and identify and communicate goals for all students based on formative data. - Engage in regular moderation which informs short cycle planning. - Implement the revised curriculum version 0.9. - Implement collection of monitoring data. - Implement LES/R approach, including enabling and extending prompts. - Engage in Professional Learning Communities process.
<p>Resources & partnerships</p> <p><i>What targeted resources structures or other support is needed to enable this explicit improvement agenda?</i></p> <p><i>What strategic partnerships are in place to enhance student achievement?</i></p> <p><i>How will this explicit improvement agenda be communicated to staff, parents and the wider community?</i></p> <ul style="list-style-type: none"> - reSolve: Maths by Inquiry website, funded by the Australian Government Department of Education - Mathematical Association of Victoria (MAV) - \$406 subscription for access to journals and newsletter articles. - Dr Paul Swan - Michale Minus Love Maths https://www.lovemaths.me/about 			