

St Therese's School, Bentley Park
Inspired by Christ, we journey together, embracing faith, life and learning



2022 – 2025 School Strategic Plan

ENCOUNTER CATHOLIC IDENTITY

School Improvement Priority	Links to: Internal / External School Review, School Data, ECSI &/or Encounter Catholic Identity Matrix Recommendation	Link to: Strategic Directions Priorities	Strategies (How the improvement priority will be actioned.)	Improvement Indicators (What does success look like?)	Implementation (SAIP)				
					2022	2023	2024	2025	
								Jan - Jun	July - Dec
1. Through self-awareness and critical thinking ensure staff know what it means to live a Catholic life at St Therese's School	<i>Continue to build, strengthen and re-contextualised the Catholic Identity of the school through parish, parent and community engagement</i>	1 <input checked="" type="checkbox"/> 6 2 <input type="checkbox"/> 7 3 <input type="checkbox"/> 8 4 <input type="checkbox"/> 9 5 <input type="checkbox"/> 10	a. Explicit understanding of school structures (eg. sports houses) b. Connect learnings with school history c. Scope and Sequence (RLOS term planner) developed to support the Catholic Identity of STS d. APREs from STS and MacKillop coordinate the parish sacramental program to build parish/school connections e. STSC faith formation opportunities for parents.	Feedback on the staff satisfaction survey for Catholic Identity improves to better than the Diocesan average of 3.76	C D	A B C D	D E	D	

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<p>2. Learn and be inspired by the life of Saint Thérèse, i.e. who she was, what she stood for and how she lived her Vocation</p>	<p><i>Communicate a clear concept of the school vision and ensure it can be deployed alongside values to shape Catholic Identity and drive the school learning culture</i></p>	<p>1 <input type="checkbox"/> 6 <input type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a. Develop scaffolded learning resources to use for staff and student formation on the life of Saint Thérèse, Unpack story of St Therese's (eg. sports houses, Mercy) delivered and developed in O Week</p> <p>b. Develop and identify explicit school traditions that are inspired by Saint Therese</p> <p>c. Morning routines are developed to support the development of understanding of St Therese's history and story</p>	<p>Sample survey with students to articulate understanding of the life of St Therese and check improvement over time</p>	<p>B</p>	<p>ABC</p>	<p>BC</p>	<p>A B C</p>	
<p>3. Strengthen RE practice & ensure teachers know & can deliver relevant, engaging & contemporary RE that meets the standards in planning, teaching, assessment & reporting</p>	<p><i>Develop an alignment of system, school and classroom targets and timelines for achievement</i></p>	<p>1 <input type="checkbox"/> 6 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a. A STS Google Site will be developed to house resources</p> <p>b. Classroom lesson resources and discussions</p> <p>c. Scope and Sequence developed for RE Curriculum</p> <p>d. Staff landing page resources</p> <p>e. CES RE Units rolled out and contextualized for P-6 including resources and assessment tasks</p>	<p>All year levels have a scope and sequence for RE</p> <p>All year levels have consistent planning for RE which aligns with system and school expectations</p> <p>All year levels have assessment tasks which align with the year level achievement standard in RE</p>	<p>C D</p>	<p>A B C D E</p>	<p>E</p>	<p>B D E</p>	

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FIRST NATIONS PERSPECTIVES

School Improvement Priority	Links to: Internal / External School Review, School Data	Link to: Strategic Directions Priorities	Strategies (How the improvement priority will be actioned.)	Improvement Indicators (What does success look like?)	Implementation (SAIP)				
					2022	2023	2024	2025	
								Jan - Jun	July - Dec
1. Cultivate our cultural responsiveness knowledge and practice		1 <input type="checkbox"/> 6	Liaise with First Nations directorate to collaborate and deliver Trial participation cultural competency modules	100% participation for staff to complete professional development - knowledge hubs *cultural competency					
		2 <input type="checkbox"/> 7							
		3 <input type="checkbox"/> 8							
		4 <input checked="" type="checkbox"/> 9							
		5 <input type="checkbox"/> 10							

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2. Culturally rich learning experiences are evident in the learning environment to support the embedding of the Cross Curriculum priorities		1 <input type="checkbox"/> 6 <input type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10 <input type="checkbox"/>		100% of teaching staff to engage with Narragunnawali* (track staff engagement and membership) 100% of teaching staff and students to engage with Our Land, Our Story					
3.									

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ENGAGEMENT – WELLBEING AND LEARNING

School Improvement Priority	Links to: Internal / External School Review, School Data	Link to: Strategic Directions Priorities	Strategies (How the improvement priority will be actioned.)	Improvement Indicators (What does success look like?)	Implementation (SAIP)				
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<p>1. A consistent approach to learning and teaching P-6</p>	<p><i>Continue to develop a quality assurance process to ensure the implementation of the Australian Curriculum is locally contextualized and delivers balance and coverage against content descriptions, cross curricula skills and attributes and achievement standards</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a.Develop and consolidate:</p> <ul style="list-style-type: none"> ● Scope and Sequences (a.1) ● Pedagogical Framework (a.2) ● HPL Framework (a.3) ● Essential Practices documents for Maths and English (a.4) 	<p>By the end of 2023, 100% of school documentation will be co-constructed and live on the Learning and Teaching site</p>	<p>1a.1, 1a.4</p>	<p>1a.2, 1a.3</p>			
<p>2. Ensure there is evidence of consistent, accountable high-impact teaching & learning practices</p>	<p><i>Establish an agree school-wide pedagogical framework to ensure consistent implementation in all classrooms</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a.Spaced practice through Morning Routine b.HITs c.Learning Sprints d.Clarity – 14 Parameters</p> <ul style="list-style-type: none"> ● Bump It Up Walls (d.1) ● Assessment Waterfall Chart (d.2) ● Case Management Meetings (d.3) ● Learning Walks (d.4) 	<p>100% of teachers using Morning Routine</p> <p>By the end of 2023, evidence based teaching practices will be modelled in 100% of classrooms</p>	<p>2c, 2d.3, 2d.4</p>	<p>2a, 2b 2d.1, 2d.2, 2d.4</p>			

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<p>3. Improve the learning growth of every student, especially in Literacy & Numeracy</p>	<p><i>Develop an alignment of system, school and classroom targets and timelines for achievement</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a.Utilise and monitor:</p> <ul style="list-style-type: none"> ● Morning Routine (a.1) ● Unaided Writing (a.2) ● High Impact Teaching Strategies (a.3) ● Bump It Up Walls (a.4) ● Essential Assessment (a.5) ● Manipulative math materials (a.6) ● Blended Learning (a.7) ● STEM (a.8) <p>b.Support Teachers mentoring and coaching in class for best practice in literacy and numeracy</p>	<p>Improved student outcomes in Maths using Essential Assessment</p> <p>Improved NAPLAN results in Years 3 & 5 (R, W & M)</p> <p>Prep and Year 1 students achieve system level benchmarks which is 85%</p> <p>Yr 2 and 3 students will achieve system reading level benchmarks which is 90%</p> <p>100% of students achieve positive growth in PAT R through the building of teacher capacity and explicit expectations in teaching of reading</p> <p>By the end of 2023 100% of teachers will show evidence of HITs in their planning of English and Maths Evidence of enrichment opportunities in the areas of STEM, literacy, mathematics and sport</p>	<p>3a.2 3a.5, 3a.7</p>	<p>3a.1, 3a.4, 3a.5, 3a.6, 3a.7, 3a.8</p> <p>3b</p>	<p>3a.3, 3a.7, 3a.8</p>		
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<p>4. Demonstrate a consistent approach to the use of assessment, recording & reporting</p>	<p><i>Design a school-wide process that enables teachers to analyse data at specified timelines, determine student needs and record and enact specific strategies for differentiation</i></p> <p><i>Ensure the use of formal moderation processes across year levels is consistent and embedded</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a. School Data Plan</p> <ul style="list-style-type: none"> ● Annual review of School Data Plan ● Communicate School Data Plan to staff annually and as required <p>b. Regular targeted feedback</p> <ul style="list-style-type: none"> ● P-6 Writing Gain (1) ● Peer reviews (2) ● Essential Assessment (3) 	<p>Annual School Data Plan developed and widely known by all staff</p> <p>Evidence of feedback conversations through teacher planning</p> <p>All staff are engaged in moderation processes which are embedded during LPD sessions evidenced through minutes of sessions</p> <p>By the end of 2023,</p> <ul style="list-style-type: none"> ● 100% of students P-6 Writing Gain data is collected and given feedback ● Mathematical concepts are pre-tested and next steps in learning are provided for students 	<p>4a 4b.1</p>	<p>4a 4b.3</p>	<p>4a 4b.2</p>		
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<p>5. Meet specific student learning needs across the full range of abilities</p>	<p><i>Develop practices and processes in relation to targeted groups including students with disability in regards to School Disciplinary Absences, attendance and related part-time programs</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a.MTSS-E Project Cohort 2 School</p> <ul style="list-style-type: none"> ● Engagement Team (a.1) ● DLT (a.2) ● EASP (a.3) ● Transition process (a.4) ● Re-entry process (a.5) ● Support teachers (a.6) ● Tier 1 differentiation (a.7) ● Monitoring of student attendance data (a.8) ● Breakfast club (a.9) ● Whole School Behaviour plan (a.10) ● Student Expectations Matrix (a.11) <p>b.Review of playground duties, including library, to support student transitions</p> <p>c.Review of SRS, Engage and Enrolment data to plan for staffing and class allocations</p>	<p>100% explained absences</p> <p>Contextualised School Attendance Procedure developed</p> <p>Reduce major behaviours by 25% from previous year</p> <p>Whole School Behaviour Plan developed</p> <p>Student Expectations Matrix developed</p> <p>Revised playground duty roster developed</p> <p>Annual review of SRS, Engage and Enrolment data</p>					
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<p>6. Integrate Positive Behaviours for Learning across the whole school</p>	<p><i>Collaboratively design and implement a systematic approach for managing student behaviour and embed a consistent implementation of agree strategies to further enhance the school's safe, supportive and disciplined learning environment</i></p> <p><i>Sharpen the school's Explicit Improvement Agenda and develop a rigorous and systematic approach to the implementation of the agreed strategies</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a.MTSS-E Project Cohort 2 School</p> <ul style="list-style-type: none"> ● Whole School Behaviour plan ● Student Expectations Matrix ● Individual Behaviour Support Plans <p>b.Implementation of Resilience Project in every classroom</p>	<p>Evidence of increased student engagement in class / with teacher</p> <p>One nominated social learning program in place (Resilience Project)</p>					
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<p>7. Engage parents effectively in the learning of their child</p>	<p><i>Continue to develop parish, parent and community engagement</i></p>	<p>1 <input type="checkbox"/> 6 <input type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a.Student led parent teacher conferencing to share progress in individual learning twice per year</p> <p>b.Review of attendance procedure to capture students engagement in learning offsite eg for medical reasons and engaged in hospital school</p> <p>c.Parish involvement in school liturgies and celebrations</p> <p>d.Parish sacramental program coordinated by the APRE with support of parish</p> <p>e.School staff attend parish Eucharistic celebration during 0 Week</p> <p>f.Parish state school catechists invited to attend school formation experiences</p> <p>g.Kindergarten engagement</p> <ul style="list-style-type: none"> ● Under 8s Day ● Easter Bonnet Parade ● Use of facilities eg Nature Playground ● Prep transition program (Term 4) 	<p>Once per term, STSC provide opportunities for parents to be involved in presentations by guest speakers related to initiatives in learning happening within the school eg STEAM</p> <p>90% families attend parent teacher conference once per year</p> <p>Contextualised Student Attendance Procedure developed</p> <p>Increased parish presence at school liturgies and celebrations</p> <p>Parent satisfaction survey responses for Encounter questions are equal to or greater than 4</p> <p>80% school staff attend parish mass during 0 Week</p> <p>Each of the 15 local kindergartens has 1 visit to the school annually</p>					
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CAPABILITY

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<p>1. Staff demonstrate understanding of their practice and expertise and reflect on areas for growth to improve outcomes for learners</p>	<p><i>Build a systemic whole-school approach to developing teacher capacity to be driven by the school leadership team to include quality professional development, coaching, mentoring, feedback and supervision processes to embed evidence-based teaching to build the consistency of teaching practices</i></p> <p><i>Build and develop staff capability in the effective use of digital technologies in learning</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a. Professional learning time for teachers and non-teachers is focussed on building capability to effectively perform their role which is mapped through the school's professional learning plan</p> <p>b. Support teachers provide mentoring and coaching for classroom teachers</p> <p>c. Leadership Team professional learning to increase leadership capability</p>	<p>100% of staff have an active PGIAP in place that is linked to the SAIP</p> <p>Support Teachers allocated to classroom teachers to achieve individual PGIAP goals</p> <p>Leadership Team professional learning with Brendan Spillane</p>	<p>1c</p>	<p>1b</p> <p>1c</p>			
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	<i>Collaboratively develop a process to rigorously monitor the effectiveness of human and financial resource allocation on student outcomes</i>								
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<p>2. Teachers use a range of data sources to inform differentiated learning</p>	<p><i>Develop staff capabilities to analyse student performance data and to understand how data is used to inform teacher practice to better meet the learning needs of individual students</i></p>	1 <input type="checkbox"/> 6	a.School Data Plan	<p>Improved results in Annual Staff Engagement survey in confidence & quality of teaching</p> <p>100% of teachers complete Data Literacy Course</p> <p>100% of teachers engage with BI Tool data and the Data Walls – Reading and Number during LPDs</p> <p>Leadership Team participate in NAPLAN analysis and share summary with staff</p>	2a	2a	2a				
		<input checked="" type="checkbox"/>									
		2 <input type="checkbox"/> 7	b.Data Literacy Course – new teachers complete as part of induction program								
		<input checked="" type="checkbox"/>									
		3 <input type="checkbox"/> 8									
		<input checked="" type="checkbox"/>									
4 <input type="checkbox"/> 9	c.Data Walls – Reading and Number				2c	2c					
<input type="checkbox"/>											
5 <input type="checkbox"/> 10 <input type="checkbox"/>	d.Essential Assessment				2d	2d					
			e.BI Tool used for student data		2e	2e					
			f.NAPLAN analysis		2f	2f					
	<p><i>Support teachers with targeted professional learning to establish classroom practices and strategies to differentiate learning experiences for the full range of students</i></p>										

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<p>3. Provide staff with role clarity, clear expectations</p>	<p><i>Further develop ad communicate roles, responsibilities, accountabilities for all leadership positions within the school</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a.Roles of leadership team are mapped and communicated to all members of the school community</p> <p>b.Leadership team participate in the High Performing Teams professional learning and Leadership coaching from Brendan Spillane</p> <p>c.Middle Leaders participate in the QELi Middle Leaders Program</p> <p>d.Support teachers provide mentoring and coaching for classroom teachers</p>	<p>Mapped roles are documented and communicated to school community evidenced through staff communications and STSC minutes</p> <p>100% of staff participate in PGIAP process</p> <p>Leadership Team provide clear expectations of the role of Support Teachers for classroom teachers</p>					
<p>4. Support our staff through health & wellbeing initiatives</p>		<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a.Staff Wellbeing Team organise a variety of health and wellbeing activities</p> <p>b.STSC group supports Staff Wellbeing Initiatives</p> <p>c.Leadership Team Meeting agenda to include line management feedback on staff wellbeing</p>	<p>Improvements in staff morale, engagement & satisfaction are reported in workforce surveys</p> <p>Leadership Team Meeting agenda revised</p>					

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<p>5. Adopt a “teaming” mindset, encouraging staff to work in teams (cohorts) to support wellbeing & professional practice</p>	<p><i>Collaboratively refine the structure and role of the PLT to build the capability of staff in delivering quality teaching and learning</i></p>	<p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 7 <input type="checkbox"/> 3 <input type="checkbox"/> 8 <input type="checkbox"/> 4 <input type="checkbox"/> 9 <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/></p>	<p>a.Development of team norms for all teams within the school</p> <p>b.Provide PPCT, LPD and planning time for whole cohort at the same time</p>	<p>Documented team norms on each team’s agenda</p> <p>School timetable ensures year cohort PPCT, LPD and planning time at the same time</p>					
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