



# St Felix's Primary School

## BANKSTOWN

### ANNUAL IMPROVEMENT PLAN 2011 SCHOOL WORKSHEET VERSION

#### OUR SCHOOL VISION

Our future directions

By the end of year 2011 our school will be a school where...

The symbols that go to make up our school crest have particular significance. As a community, these are our understandings:

The triangles represent God as Trinity - Father, Son & Holy Spirit.

The circles represent the shape of the earth and also the infinity of God – Who, like a circle, has no beginning and no end.

The stars represent the stars at night. They are lights in the dark of night. They remind us that we are called to be lights in our world (Matt 5:16). The stars also appear in the form of the Southern Cross which is a special constellation above our homeland Australia.

St Felix Motto

'Lux Mundi'

Our school motto is 'Lux Mundi' – 'Light of the World', taken from John's Gospel 8:12, when Jesus said: 'I am the light of the world ... whoever follows me will have the light of life and will never walk in darkness'.

Jesus is to be the centre of our lives and of our school. The light of Christ shows us how to live through His words, His actions and His presence amongst us. Each of us is called to be light to the world and a light to each other. 'Your light must shine before all people so that they will see the good things you do... and praise your Father in heaven'. Matthew (5:16).

## OUR KEY IMPROVEMENTS

The improvements we intend to achieve in each Key Area

### Key 1 Catholic Life and Religious Education

Area **Reform 6** External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
1.3	Catholic life and culture	1.3.1	The on-going faith formation of staff and students is nurtured and strengthened	1.3.1.1 •Ensure confident and active participation in creative and inclusive prayer forms •Plan professional learning opportunities to examine Catholic Pedagogy e.g. DEEP Dan White Model •Articulate and celebrate the Charism of St Mary of the Cross MacKillop •Respond enthusiastically to the needs of the Wider Church through support of St Vincent de Paul, Project Compassion and Catholic Mission •Continue to provide opportunities for staff and student Christian meditation and establish a Christian Meditation Parent Group •Allocate adequate budget to purchase adult faith formation resources •Establish a Parent Spirituality Group	'Anointed and Sent'-An Australian Vision for Catholic Youth Ministry Pray 2010 Resources Christian Meditation Resources Parish Priest St Mary of the Cross MacKillop Resources CEO Professional Development Online 'Into The Desert' Dan white and Kate O'Brien	No	REC

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
2.4	Integration of Information and Communication Technology (ICT)	2.4.1	Teacher expertise in the principles of contemporary learning is further developed	2.4.1.1 •Develop programs, policies and pedagogical practices to support The CEO Learning Framework Discussion Paper, The Early Learner Position Paper-Operational Draft and the iLe@rn Framework	•CEO Learning Framework Discussion Paper •The Early Learner Position Paper-Operational Draft iLe@rn Framework •Early Learning Hubs	No	CO2ab
		2.4.2	Student engagement in learning is enhanced through the innovative use of technology	2.4.2.1 •Use a range of appropriate digital media to support students learning using the principles of contemporary learning •Conduct professional learning opportunities and teacher mentoring/coaching opportunities with the elearning coordinator •Develop polices and programs which incorporate the principles of the iLe@rn model	CEO iLe@rn Position Paper ICT Resources	No	CO2ab

Key 3 Pedagogy

Area

**Reform 4** Providing innovative and tailored learning opportunities

**Reform 5** Strengthen School Accountability

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
3.1	Curriculum provision	3.1.2	An improvement in student learning outcomes for Gifted students is evident	3.1.2.1 •Identify the areas of need and strength using the CEO Gifted Education K-12 Standards Framework •Continue to implement the Gifted Education K-12 Position Paper •Appropriately modify the curriculum by using suitable models for differentiating learning for gifted students •Investigate suitable models for differentiating learning for gifted students through modifying learning programs appropriately	CEO Gifted Education Standards Framework; CEO Gifted Education K-12 Position Paper.	No	AP
		3.1.3	An improvement in student performance in Literacy is evident	3.1.3.1 •Collect and use school data to track student literacy improvement- plan and monitor assessment for learning •Plan professional learning opportunities to improve teacher's professional knowledge and skills in teaching reading, particularly middle years literacy to maximise student achievement in reading •Facilitate professional development to improve teacher's professional knowledge and skills in teaching writing •Participate in CEO Reading Does Matter Program •Participate in Jen McVeity's Seven Steps to Writing Staff Development Day	•Four Resources Model- Luke and Freebody •NAPLAN Teaching Strategies •Professional development to support research based integrated/flexible approach to literacy teaching to support the diverse needs of students e.g. ALEA, e:lit, Reading Does Matter, Reading to Learn-Learning to Read Resources, & Steps to Writing resources •K-10 Critical Aspects of Literacy Development •CEO Literacy k-12 Position Paper/ESL Position Paper/ESL Scales	No	AP

		3.1.4	An improvement in student performance in Numeracy is evident	3.1.4.1 • Adjust overviews to ensure strands are addressed more than once a year and adequate revision is provided •Establish a Numeracy Intervention Group for Year 3 and year 4 facilitated by parents •Write IEP's for students who did not achieve the National average in NAPLAN •Establish a Numeracy Team to support the needs of the school in Numeracy •Plan using available data (NPA assessments, NAPLAN, clinical interviews) to ensure students specific learning needs are met •Explore student's learning styles and teaching techniques to improve student's attitudes to learning •Investigate the effectiveness of explicitly teaching the scaffold of word problems to Year 3	Teacher Educator CEO Numeracy Matters Modules	No	TE
3.4	Planning, programming and evaluation	3.4.1	Teacher capacity in the interpretation of data, to improve student learning outcomes, is strengthened	3.4.1.1 •Evaluate the implementation a school based approach to collecting and analysing data •Analyse school wide trends in Literacy and Numeracy data •Continue to develop teacher's skills in the interpretation of data to inform professional practice •Establish a school wide data base for student's clinical interview results •Maintain a register of the ESL scales •Plan professional learning opportunities to link the ESL scales data to teacher's professional practice •Maintain a whole school profile of language proficiency	•CEO Leadership Matters Program •ESL Scales	No	TE
3.7	Professional learning	3.7.2	A culture of innovation,	3.7.2.1 •Promote individual reflective	CEO Learning Framework	No	CO2SG

			professional dialogue and team learning exists	journal as a means to enhance professional dialogue <ul style="list-style-type: none"> <li>•Develop a schedule for each teacher to share research based professional reading/pedagogical practices at each staff meeting</li> <li>•Synthesises the IDEAS process - Pedagogical Principles documentation</li> <li>•Implement IDEAS pedagogical principles into teaching and learning practices</li> <li>•Participate in CEO Early Years Practitioner Inquiry projects- Professional Learning Community -3rd Year Hub Early Years Projects</li> </ul>	CEO Early Learning Operational Position Paper		
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**Key Area 4 Human Resources Leadership and Management**

**Reform 2** Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

**Reform 3** School operational arrangements that encourage innovation and flexibility

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
4.2	Professional development of staff	4.2.1	A culture of on-going professional development is embedded across the school	4.2.1.1 •Discernment of PD information to appropriate staff <ul style="list-style-type: none"> <li>•Allocation of budget resources to support PD across all KLA's, but with a particular emphasis on English &amp; Mathematics</li> <li>•Maintain school membership to appropriate PD organizations</li> <li>•Sponsor/support staff to attend appropriate PD</li> <li>•Support and engage in PD at Cluster/Regional &amp; Archdiocesan levels</li> <li>• Coordinate and organise whole staff PD days to support the goals of the AIP</li> </ul>	CEO Sydney Professional Development Online SAO Daily News CEO Circular to Schools	No	PRI

Key Area **6 Parents, Partnership, Consultation and Communication**

**Reform 6** External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

	Component		Key Improvements	Strategies	Resources Required	Imp	Coordinating Responsibility
6.3	Linkages with the wider community	6.3.1	Partnerships with the local and wider community are enhanced	6.3.1.1 •Develop a parent engagement policy/plan •Conduct parent forums on Family Literacy and Numeracy initiatives •Facilitate the implementation of Positive Parenting programs	•The National Agenda: Boosting Parent Engagement to Support Student Learning •Family School Partnerships Framework •Partners4learning Program •Numeracy Intervention Parent Tutors •Michael Grose Parenting Ideas	No	PRI

