



*St Patrick's Catholic Primary School, Emerald*

2022-2024

# School Improvement Plan

# School Improvement Plan – Three Year Continuous Cycle

The school improvement plan is a response to the school's self-assessment of the four Dimensions of the School Improvement Framework (SIF):

Catholic Identity

Effective Teaching & Learning

Pastoral Support & Wellbeing

Leadership Partnerships & Resourcing





A range of school data is utilised to inform the school improvement plan. The Planning Matrix identifies the range of sources that should be used to gather reliable data in the four Dimensions of the School Improvement Framework. The schedule the school will utilise for the collection of data using these sources, is included in the matrix at the end of this plan.

The School Improvement Plan consists of:

- A Summary of the School's Priorities for a 3 Year Period
- The Goals to be achieved within the next 12 months that are associated with each priority
- A detailed plan for a 12 month period – Planning Template
- An Overview of Goals to be developed for the remaining 2 Years of the cycle.

The School Improvement Plan is a working document. As such, the school leadership team will meet each term to review the planned strategies associated with each school goal, monitor progress towards the set targets and adjust where needed. It is expected that the review of the School's Improvement Plan is an annual process with validation occurring through consultation with the relevant Assistant Director Schools.

**Each year, improvements are reported to the school community in the Annual School Report located on the school and CEDR websites.School Context:**

<b>1. Catholic Identity and Ethos</b> 		<b>2. Effective Teaching and Learning</b>  (NSIT Domains 2,5,6,7,8)	
<b>Priority</b> 1.1 Recontextualisation Scripture Study  1.2 Embed Catholic Social Teachings into our current MJR model and our current approach to Mini Vinnies (student-led Social Action and Justice group).	<b>Goal</b> To strengthen our Faith and Scripture formation through strengthening our understanding of the Recontextualisation of Scripture and '3 Worlds of the Text' (3WOTT) scripture interpretation tool..  To strengthen our understanding of CST and embed CST into our current MJR model and our approach to Mini Vinnies (student-led Social Action and Justice group).	<b>Priority</b> 2.1 To improve student learning outcomes in Mathematics.	<b>Goal</b> By the end of 2022, students will maintain or meet the Norm Growth in the Upper and Lower Half Growth.
<b>3. Pastoral Support and Wellbeing</b>  (NSIT Domain 3)		<b>4. Leadership, Partnerships and Resourcing</b>  (NSIT Domains 1,4,9)	
<b>Priority</b> 3.1 All staff engage with professional development "Thrive" based on resilience and wellbeing by Luke McKenna.  3.1 To ensure all students have a knowledge of mental health strategies to assist them in dealing with everyday situations and relationships.	<b>Goal</b> To engage all staff with professional development "Thrive" based on resilience and wellbeing by Luke McKenna.  To ensure all students all students will be able to discuss and use the key principles of GEM to build resilience.	<b>Priority</b> 4.1 To build relationships between members of the St Patrick's School community.  4.2 Build the cultural awareness of members of the St Patrick's School community in relation to our First Nations People story, heritage and future.	<b>Goal</b> Our community will have had the opportunity to strengthen community relationships by working through whole school professional learning documents at board and P&F meetings.  To review our RAP

# Strategic Priorities 2022

Name of School: St Patrick's Catholic Primary School	Year: <b>A</b> – B – C (Highlight)	School Priority: 1.1
Dimensions: <input checked="" type="checkbox"/> Catholic Identity & Ethos <input type="checkbox"/> Effective Teaching & Learning <input type="checkbox"/> Pastoral Support & Wellbeing <input type="checkbox"/> Leadership Partnerships & Resourcing		
<b>Baseline Data:</b> Our ESCIP data indicates that we are required to move into the recontextualisation space more frequently.		
<b>Goal:</b> Written in broad terms and captures the 'big idea' or the improvement to be made related to student learning. <i>Begin with the word 'To'   follow with the improvement dimension, i.e., To improve, To strengthen, To ensure that, To broaden...'</i>  To introduce Recontextualisation Scripture Study		
<b>Student-Focused Target: (S.M.A.R.T.)</b> Use the following structure: By the end of <insert time frame>, <insert improvement value> <insert who> <insert improvement benchmark> <insert measuring device>  <b><i>By the end of 2022, our community strengthens our Faith and Scripture formation through strengthening our understanding of the Recontextualisation of Scripture and '3 Worlds of the Text' (3WOTT) scripture interpretation tool.</i></b>		
<b>Key Improvement Strategies (The How)</b> Strategies are actions – so begin sentences with a verb, e.g., implement, review, appoint ...	<b>When</b>	<b>Who</b>
<ul style="list-style-type: none"> <li>● Strengthen class teacher's knowledge of Recontextualising Scripture</li> <li>● Employ the '3 Worlds of the Text' (3WOTT) scripture interpretation tool</li> <li>● Provide staff with PD about Recontextualisation and 3WOTT</li> <li>● Introduce parents to 3WOTT through newsletter articles</li> <li>● Unpack our 2020 ECSIP data with staff to understand the Melbourne Scale</li> </ul>	Annually	Natalie Leadership team School p&F Students/parents/staff  Builders and CEO personnel
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>● What evidence (if any) do you have that this project has improved the teaching and learning?</li> <li>● What should we celebrate as a result of this project?</li> <li>● What have been some of the barriers/difficulties?</li> <li>● What could be some solutions to the barrier/difficulties?</li> <li>● How else could the project be improved?</li> <li>● Why should this project continue (or not continue)?</li> </ul>		

Name of School: St Patrick's Catholic Primary School	Year: <b>A</b> – B – C (Highlight)	School Priority: 1.2	
Dimensions: <input checked="" type="checkbox"/> Catholic Identity & Ethos <input type="checkbox"/> Effective Teaching & Learning <input type="checkbox"/> Pastoral Support & Wellbeing <input type="checkbox"/> Leadership Partnerships & Resourcing			
<b>Baseline Data:</b> CST continues to be a focus and integrating this within our practices will align curriculum, diocesan objectives and our school context.			
<p><b>Goal:</b> Written in broad terms and captures the 'big idea' or the improvement to be made related to student learning.</p> <p><i>Begin with the word 'To' follow with the improvement dimension, i.e., To improve, To strengthen, To ensure that, To broaden...'</i></p> <p><b>Embed Catholic Social Teachings into our current MJR model and our current approach to Mini Vinnies (student-led Social Action and Justice group).</b></p>			
<p><b>Student-Focused Target: (S.M.A.R.T.)</b> Use the following structure: By the end of &lt;insert time frame&gt;, &lt;insert improvement value&gt; &lt;insert who&gt; &lt;insert improvement benchmark&gt; &lt;insert measuring device&gt;</p> <p><b><i>By the end of 2022 our students will strengthen their understanding of CST and embed CST into our current MJR model and our approach to Mini Vinnies (student-led Social Action and Justice group).</i></b></p>			
<p><b>Key Improvement Strategies (The How)</b> Strategies are actions – so begin sentences with a verb, e.g., implement, review, appoint ...</p>	<b>When</b>	<b>Who</b>	
<ul style="list-style-type: none"> <li>● Strengthen class teacher's knowledge and pedagogy through observing our school expert.</li> <li>● Commit to MJR through budget recommendations and planning.</li> <li>● Integrate leadership talking about our weekly CST focus on a daily basis.</li> <li>● Provide staff with PD about the Religious Life of the School (RLoS) and make connections with the Social Action and Justice quadrant</li> <li>● Revisit teacher and student knowledge through MJR groups in Term 3</li> <li>● Introduce parents to CST through newsletter articles</li> </ul>	Annually	Board, Leadership and staff	
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>● What evidence (if any) do you have that this project has improved the teaching and learning?</li> <li>● What should we celebrate as a result of this project?</li> <li>● What have been some of the barriers/difficulties?</li> <li>● What could be some solutions to the barrier/difficulties?</li> <li>● How else could the project be improved?</li> <li>● Why should this project continue (or not continue)?</li> </ul>			

Name of School: St Patrick's Catholic Primary School		Year: <b>A</b> – B – C (Highlight)		School Priority: 2.1	
Dimensions: <input type="checkbox"/> Catholic Identity & Ethos <input checked="" type="checkbox"/> Effective Teaching & Learning <input type="checkbox"/> Pastoral Support & Wellbeing <input type="checkbox"/> Leadership Partnerships & Resourcing					
<b>Baseline Data:</b>					
<b>Average Growth Maths</b>					
	School	Norm	School	Norm	
	Upper Half Growth	Upper Half Growth	Lower Half Growth	Lower Half Growth	
Year 6	1.96	4.2	4.3	4.4	
Year 5	2.4	4.1	4.9	6.4	
Year 4	0.7	6.2	8.7	6.7	
Year 3	11.8	7.7	11.9	8.2	
<b>Goal:</b> To improve student learning outcomes in Mathematics.					
<b>Student-Focused Target:</b> By the end of 2022, students will maintain or meet the Norm Growth in the Upper and Lower Half Growth.					
<p><b>Year 3 will maintain their Upper and Lower Half Growth which is above the Norm Growth.</b></p> <p><b>Year 4 will meet the Norm in the Upper Half Growth.</b></p> <p><b>Year 5 will meet the Norm in the Upper and Lower Half Growth.</b></p> <p><b>Year 6 will meet the Norm in the Upper Half Growth.</b></p>					
<b>Key Improvement Strategies:</b>			<b>When</b>	<b>Who</b>	
<ul style="list-style-type: none"> <li>Provide professional development by Di Siemon on The 6 Big Ideas in Number.</li> <li>Set Learning Goals and Success Criteria for each concept introduced.</li> <li>Build teacher capacity through coaching as part of the Leading Mathematics Education Program.</li> <li>Reflect on pedagogical practices that support student improvement.</li> <li>Utilize the Maths 300 site.</li> <li>Provide more opportunities for students to participate in the Maths Enrichment Program.</li> <li>Teachers meet with APC to identify areas of student growth.</li> <li>Utilise staff meetings to focus on student growth and celebrate these successes.</li> <li>Participate in Monitoring Learning Growth (MLG).</li> <li>Implement walkthroughs as part of our feedback culture.</li> </ul>			PD at the beginning of 2022, Staff Meetings  All lessons  Term 1 Agenda Term 1 Staff Meetings  Wks 3 & 7	All year Levels All Classes Coaches: Courtney McCarthy, Helen Smale & Andrea Isles John Campbell  APC – Andrea Isles All Staff APC  All staff of St Patrick's and St Brigid's Leadership Team	
<b>Evaluation:</b>					
<ul style="list-style-type: none"> <li>What evidence (if any) do you have that this project has improved the teaching and learning of ..... ?</li> <li>What should we celebrate as a result of this project?</li> <li>What have been some of the barriers/difficulties?</li> <li>What could be some solutions to the barrier/difficulties?</li> <li>How else could the project be improved?</li> <li>Why should this project continue (or not continue)?</li> </ul>					

Name of School: St Patrick's Catholic Primary School	Year: <b>A</b> – B – C (Highlight)	School Priority: 3.1
Dimensions: <input type="checkbox"/> Catholic Identity & Ethos <input type="checkbox"/> Effective Teaching & Learning <input checked="" type="checkbox"/> Pastoral Support & Wellbeing <input type="checkbox"/> Leadership Partnerships & Resourcing		
<b>Baseline Data:</b> The wellbeing of children and young people is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes (Australian Student Wellbeing Framework, 2018).		
<b>Goal:</b> Written in broad terms and captures the 'big idea' or the improvement to be made related to student learning. <i>Begin with the word 'To' follow with the improvement dimension, i.e., To improve, To strengthen, To ensure that, To broaden...'</i> <b>To engage all staff with professional development "Thrive" based on resilience and wellbeing by Luke McKenna.</b>		
<b>Student-Focused Target: (S.M.A.R.T.)</b> Use the following structure: By the end of <insert time frame>, <insert improvement value> <insert who> <insert improvement benchmark> <insert measuring device> <b>By the end of 2022 all staff have conducted a self- review survey into resilience and constructed a plan to focus on one aspect and improve it.</b> <b>In supporting staff mental health and wellbeing, we in recognise the advantages for students (Australian Government, 2018).</b>		
<b>Key Improvement Strategies (The How)</b> Strategies are actions – so begin sentences with a verb, e.g., implement, review, appoint ...	<b>When</b>	<b>Who</b>
<ul style="list-style-type: none"> <li>▪ Recognise your own signs of stress including, physical, social, and psychological signs.</li> <li>▪ Identify triggers and situations you find difficult, so you can be pro-active about managing stress during these times. Be aware of healthy and unhealthy coping strategies you may be engaging in.</li> <li>▪ Reflect and find a mentor through your workplace or professional networks to help you grow professionally. Take time to engage in reflective practices about your work, professional development and how you are coping with the daily requirements being asked of you. Reflect on the benefits of your job and the enjoyment you gain from it.</li> <li>▪ Identify your person and professional needs holistically. We all have varying ways we manage stress. Ensure you are reflecting on your needs across the following holistic domains:           <ul style="list-style-type: none"> <li>▪ Professional or Workplace</li> <li>▪ Physical</li> <li>▪ Psychological</li> <li>▪ Emotional</li> <li>▪ Spiritual</li> <li>▪ Relationships or Personal</li> </ul> </li> <li>▪ Identify the activities that you enjoy helping meet your needs and incorporate these your day and week. Consider making specific times or days of the week for activities which support your wellbeing, so they become routine and are less likely to drop off at times of increased work demands or other competing priorities.</li> </ul>	Annually	All staff
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>● What evidence (if any) do you have that this project has improved the teaching and learning?</li> <li>● What should we celebrate as a result of this project?</li> <li>● What have been some of the barriers/difficulties?</li> <li>● What could be some solutions to the barrier/difficulties?</li> <li>● How else could the project be improved?</li> <li>● Why should this project continue (or not continue)?</li> </ul>		

Name of School: St Patrick's Catholic Primary School	Year: <b>A</b> – B – C (Highlight)	School Priority: 3.2
Dimensions: <input type="checkbox"/> Catholic Identity & Ethos <input type="checkbox"/> Effective Teaching & Learning <input checked="" type="checkbox"/> Pastoral Support & Wellbeing <input type="checkbox"/> Leadership Partnerships & Resourcing		
<b>Baseline Data:</b> The wellbeing of children and young people is enhanced, and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes (Australian Student Wellbeing Framework, 2018).		
<b>Goal:</b> Written in broad terms and captures the 'big idea' or the improvement to be made related to student learning. <i>Begin with the word 'To' follow with the improvement dimension, i.e., To improve, To strengthen, To ensure that, To broaden...'</i> <b>To ensure all students have a knowledge of mental health strategies to assist them in dealing with everyday situations and relationships.</b>		
<b>Student-Focused Target: (S.M.A.R.T.)</b> Use the following structure: By the end of <insert time frame>, <insert improvement value> <insert who> <insert improvement benchmark> <insert measuring device> <b>By the end of 2022, all students will be able to discuss and use the key principles of GEM to build resilience.</b>		
<b>Key Improvement Strategies (The How)</b> Strategies are actions – so begin sentences with a verb, e.g., implement, review, appoint ...	<b>When</b>	<b>Who</b>
<ul style="list-style-type: none"> <li>To participate in the Resilience Project's School Partnership program.</li> <li>Provide staff with PD about TRP during PD Week - Implementation of the program.</li> <li>Give staff access to TRP Online Teaching Resource Hub.</li> <li>Implement TRP's online surveys with students which collect, analyse and report the resilience of young people at cohort level.</li> <li>Provide Staff PD, 'TRP in Action'. Daily practices to help embed the program principles.</li> <li>Students engage in weekly lessons and activities around the key principles of Gratitude, Empathy and Mindfulness (GEM) to build resilience.</li> <li>Introduce parents to the TRP Parent and Carer Hub.</li> <li>Unpack the school data collected via the Survey with the TRP Education Team.</li> <li>Implement walkthroughs as part of our feedback culture.</li> </ul>	2022 PD Week  Term 1  Friday afternoon from 2 - 3pm  Term 2	Staff  Students  Leadership
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>What evidence (if any) do you have that this project has improved the teaching and learning?</li> <li>What should we celebrate as a result of this project?</li> <li>What have been some of the barriers/difficulties?</li> <li>What could be some solutions to the barrier/difficulties?</li> <li>How else could the project be improved?</li> <li>Why should this project continue (or not continue)?</li> </ul>		




Name of School: St Patrick's Catholic Primary School	Year: <b>A</b> – B – C (Highlight)	School Priority: 4.1	
Dimensions: <input type="checkbox"/> Catholic Identity & Ethos <input type="checkbox"/> Effective Teaching & Learning <input type="checkbox"/> Pastoral Support & Wellbeing <input checked="" type="checkbox"/> Leadership Partnerships & Resourcing			
<b>Baseline Data:</b> NSIT documentation for Domain 9			
<b>Goal:</b> Written in broad terms and captures the 'big idea' or the improvement to be made related to student learning. <i>Begin with the word 'To' follow with the improvement dimension, i.e., To improve, To strengthen, To ensure that, To broaden...'</i> <b>To build relationships between members of the St Patrick's School community.</b>			
<b>Student-Focused Target: (S.M.A.R.T.)</b> Use the following structure: By the end of <insert time frame>, <insert improvement value> <insert who> <insert improvement benchmark> <insert measuring device> <b>By the end of 2022, our community will have had the opportunity to strengthen community relationships by working through whole school professional learning documents at board and P&amp;F meetings.</b>			
<b>Key Improvement Strategies (The How)</b> Strategies are actions – so begin sentences with a verb, e.g., implement, review, appoint ...	<b>When</b>	<b>Who</b>	
<ul style="list-style-type: none"> <li>● Prioritise modules that develop a better understanding of the importance between home and school</li> <li>● Implement these modules into our P&amp;F meetings.</li> <li>● Conduct a similar process with our staff.</li> <li>● <a href="https://cspa.schoolzineplus.com/for-parents-primary">https://cspa.schoolzineplus.com/for-parents-primary</a></li> </ul>	One P&F meeting every term	Board, P&F, parents, leadership and staff	
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>● What evidence (if any) do you have that this project has improved the teaching and learning?</li> <li>● What should we celebrate as a result of this project?</li> <li>● What have been some of the barriers/difficulties?</li> <li>● What could be some solutions to the barrier/difficulties?</li> <li>● How else could the project be improved?</li> <li>● Why should this project continue (or not continue)?</li> </ul>			

Name of School: St Patrick's Catholic Primary School	Year: <b>A</b> – B – C (Highlight)	School Priority: 4.2
Dimensions: <input type="checkbox"/> Catholic Identity & Ethos <input type="checkbox"/> Effective Teaching & Learning <input type="checkbox"/> Pastoral Support & Wellbeing <input checked="" type="checkbox"/> Leadership Partnerships & Resourcing		
<b>Baseline Data:</b> NSIT documentation for Domain 9		
<p><b>Goal:</b> Written in broad terms and captures the 'big idea' or the improvement to be made related to student learning.</p> <p><i>Begin with the word 'To' follow with the improvement dimension, i.e., To improve, To strengthen, To ensure that, To broaden...'</i></p> <p>To build the cultural awareness of the members of St Patrick's School community in relation to our First Nations People story, heritage and future.</p>		
<p><b>Student-Focused Target: (S.M.A.R.T.)</b> Use the following structure: By the end of &lt;insert time frame&gt;, &lt;insert improvement value&gt; &lt;insert who&gt; &lt;insert improvement benchmark&gt; &lt;insert measuring device&gt;</p> <p><b>By the end of 2022 our teaching staff will have been introduced to an immersion of our First Nations People's perspective to assist in cultural awareness, understanding and curriculum delivery.</b></p>		
<p><b>Key Improvement Strategies (The How)</b> Strategies are actions – so begin sentences with a verb, e.g., implement, review, appoint ...</p>	<b>When</b>	<b>Who</b>
<p><a href="#">Aboriginal and Torres Strait Islander Education Reconciliation Action Plan</a></p> <p>We started out Aboriginal and Torres Strait Islander Education plan in 2020 as part of a trial group. Through this process there have been a number of learnings that we wish to explore and revisit. We need to revisit our RAP and make our education plan authentic. We feel the only way to achieve this is through meaningful relationships and robust partnerships. We were introduced to Leann Wilson, CEO of the Healing Foundation. Leann is our starting point moving forward as build relationships and understand to unpack and revisit our Education Plan and move towards healing.</p>		Board, Leadership and staff
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• What evidence (if any) do you have that this project has improved the teaching and learning?</li> <li>• What should we celebrate as a result of this project?</li> <li>• What have been some of the barriers/difficulties?</li> <li>• What could be some solutions to the barrier/difficulties?</li> <li>• How else could the project be improved?</li> <li>• Why should this project continue (or not continue)?</li> </ul>		

Review date	Staff Actions	Board Actions	Viewed by P&F
February	-	•	
March	-	• Presented to the board for our first meeting	
April	-	•	
May	-	•	
June			
July			
August			
September			
October			
November			
December			

## Proposed self-review of School Improvement Framework

School to insert 'X' to indicate the year the review will occur for each aspect. X already present indicates predetermined timing. Any change needs approval of AD: School

ASPECTS WITHIN THE DIMENSIONS	INDICATIVE TIMELINE 	2018	2019	2020	2021	2022
<b>CATHOLIC ETHOS &amp; IDENTITY</b>						
Catholic Ethos and Identity self-review				X		
ECSIP – timing determined in consultation with Catholic Education Office					X	
Catholic ethos and identity audit						X
<b>EFFECTIVE TEACHING &amp; LEARNING</b>						
Analysis and discussion of data – NSIT Domain 2			X			
An expert teaching team – NSIT Domain 5				X		
Systematic curriculum delivery – NSIT Domain 6			X			
Differentiated teaching and learning – NSIT Domain 7		X				
Effective pedagogical practices – NSIT Domain 8		X				
National Aboriginal and Torres Strait Islander Education Strategy*				X		
<b>PASTORAL SUPPORT &amp; WELLBEING</b>						
A culture that promotes learning – NSIT Domain 3			X			
NSSF audit						X
<b>LEADERSHIP, PARTNERSHIP &amp; RESOURCING</b>						
An explicit improvement agenda – NSIT Domain 1			X			
Targeted use of school resources – NSIT Domain 4			X			
School-community partnerships – NSIT Domain 9			X			
NSSAB registration requirements document*		X	X	X	X	X
CEDR annual requirements document		X	X	X	X	X
Annual School Report		X	X	X	X	X
External NSIT audit						X
Satisfaction surveys (parent, staff, student) – twice in 5 year cycle			X			
WH&S audit*			X			
Technology master plan – twice in 5 year cycle		X		X		
Maintenance Plan*		X				
Capital master plan*				X		
School Improvement Plan		X	X	X	X	X

\*Conducted by personnel from Rockhampton Catholic Education Office