

Parish School Improvement Plan – Mt St Patrick Primary School

Goals are developed from the Situational Analysis Report (SAR) to reflect the aspirational objectives to be achieved within schools that is observable and measurable. Number of goals to be informed by (SAR).



Mt St Patrick Primary School Strategic Intent 2018 - 2021				
Mt St Patrick Primary School Annual Improvement Plan 2018				
Goal 1: Foundational Values for Catholic Identity & Mission	Intended Outcomes	Actions / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
To build a Christ centred culture in our parish school community	Catechesis Ensure the quality permeation of Catholic Worldview with a focus on Head, Heart and Hands.	<ul style="list-style-type: none"> Develop teacher understanding of Head, Heart and Hands. Provide feedback to staff of permeated units. LOct, LOC and LOP to participate and provide professional development in Catholic Worldview in mathematics. (continue in developing understanding of Head, Heart and Hands) Embed the use of storytelling strategies from K-6. (LOct and teachers) Develop teacher understanding of the context for the Scripture. (LOct and teachers) Provide evidence of the resource 'Understanding Faith' being embedded into RE units. Develop a wide range of strategies for assessment using digital technologies. 	<ul style="list-style-type: none"> Ongoing support and feedback of Catholic Worldview permeation. Provide new staff with inservicing in Storytelling Model/observe storytelling sessions through formal and informal processes Eg P2P Teacher program evaluations and feedback. Use allocated relief funding to develop teacher understanding of scriptures, identify opportunities to embed Understanding Faith into their units and how to use digital technologies for assessment. 	<ul style="list-style-type: none"> Units of work are permeated with the Catholic Worldview and include Head, Heart and Hands. Survey teachers at the beginning and end of year to determine confidence in <ul style="list-style-type: none"> -use of storytelling -understanding scripture - use of Understanding Faith - Digital technology for assessment. Evidence of consistent approaches in programming and classroom practice with <ul style="list-style-type: none"> -story telling -understanding scripture -use of Understanding Faith -Digital technology - use of a wide range of assessment strategies (A different focus for each term) *Evidence from Seesaw *Increased numbers at school liturgies and masses *Ministry group established and outline of the groups role and expectations *Staff reflection
	Evangelisation Develop a stronger connection with Parish/School community	<ul style="list-style-type: none"> Ensure teachers are using Labora, Seesaw as part of incorporating digital ministry to 	<ul style="list-style-type: none"> Provide new staff with inservicing in Labora and liturgy preparation (Allocated relief funding) 	

		<p>promote Parish/School community.</p> <ul style="list-style-type: none"> Encourage students and their parents to liturgies and masses. Create a ministry group - Students from Year 3-6 	<ul style="list-style-type: none"> Staff engage in ongoing formation that is centred on Jesus Christ e.g Alpha, Porta Feidi Liase with Kate Nestor 	*Staff engagement in faith formation
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Mt St Patrick Primary School Strategic Intent 2018 - 2021				
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Goal 2: Teaching & Learning	Intended Outcomes	Actions / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<p>To create a culture of learning that is underpinned by shared belief and practice and where all students are empowered to reach their full potential.</p>	<ul style="list-style-type: none"> Improve modelled, shared, guided and independent writing practices in all classrooms Develop teacher understanding of the GRRM in English and ensure it is being consistently used across the school Embed shared beliefs, understanding and aligned practices in mathematics Continue to use MAI data to support student growth and inform teacher practice in mathematics Incorporate quality STEM based teaching and learning activities across the curriculum in all year levels Build STEM capacity in both students and teachers To develop and implement a 	<ul style="list-style-type: none"> Incorporate Seven Steps strategies in writing: whole school Use of GRRM in English: whole school Use PLTs to support teacher practice in the use of the GRRM, strategies for writing and the mathematics block: LOP/LOC + all teachers Review CSO mathematics modules that focus on the shared beliefs and understandings mathematics K-6: whole school Use MAI to ascertain growth points for all students and use the data to support student growth and outcomes in mathematics: whole school Increase student participation in a variety of quality STEM based teaching and learning activities: classroom teachers, digital technology teacher, LOP/LOC/LOL 	<ul style="list-style-type: none"> LOP and LOC to lead staff on professional development in writing with a focus on Seven Steps strategies LOP/LOC to model/coteach Seven Steps strategies P2P to observe/share examples of good practice and improve own practice in writing and mathematic PLTs to support professional learning and implementation of whole school agreed beliefs and practices in English and Mathematics LOP and EMU specialist teacher to provide professional development in teacher understanding of MAI growth points and associated activities to support student growth LOL/LOP/LOC to lead/support in school professional learning Engagement in CSO professional development opportunities 	<ul style="list-style-type: none"> Moderation and sharing of writing samples to demonstrate agreed practice and monitor growth and success P2P to ensure consistent, agreed practices in both English and Mathematics Analysis of NAPLAN data: aim is to increase individual student growth as well as the number of students attaining the top two bands in both mathematics and writing Other data: MAI, ACER, diagnostic testing to show improved student outcomes P2P to share/observe STEM activities/lessons Evidence of STEM teaching and learning in programs and scope and sequences

	High Potential Learning Policy	<ul style="list-style-type: none"> • Support STEM education and engagement opportunities for both teachers and students: Principal/AP, LOP/LOC/LOL • Modelling/co-teaching of STEM lessons/strategies - LOL • Identification of High Potential learners and implementation of policy 		
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Goal 3 -Pastoral care	Intended Outcomes	Actions / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<p>To develop shared beliefs and behavioural expectations in order to maintain a positive and safe school community in which learning is enhanced.</p>	<ul style="list-style-type: none"> • To empower staff to manage student behaviour using proactive strategies that are consistent across the whole school • Maximized learning opportunities as a result of consistent Tier 1 classroom management • For students to develop and maintain safe and positive relationships with others 	<ul style="list-style-type: none"> • Formulate an agreed set of classroom management strategies that support all students (Tier 1) • Create lesson plans (that use effective teaching practices), to teach specific school expectations as identified in the PBS Matrix (Tier 1) • Positive Reinforcement is provided via tokens • Devise a system of referring students for Tier 2 or Tier 3 intervention. • Establish a PBS Committee that analyses school behavioural data and implements agreed whole-school strategies to 	<ul style="list-style-type: none"> • To provide teachers with behaviour management skills to support student behaviour and optimise learning (e.g. microskills training). • To upskill a selected staff member to mentor and support teachers to manage behavioural challenges • To share elements of the Social Thinking Curriculum with the staff (common language and visuals) • Dedicated staff meeting time to review and agree on a set of classroom management strategies across all year levels • Liaise with relevant CSO staff regarding student wellbeing 	<p>Indicators of success:</p> <ul style="list-style-type: none"> • Fewer reports of bullying incidents • Leadership Team and Whole School commitment to PBS • Class teachers are consistently teaching school expectations • PBS Team established & meeting on a monthly basis • Improved student behaviour in the classroom and on the playground (see PBS Incident

		<p>promote positive student behaviour</p> <ul style="list-style-type: none">• To create and publish the school's PBS visuals to support our PBS expectations	<ul style="list-style-type: none">• For selected members of the PBS Team to attend training/conferences related to developing PBS initiatives in schools	Reporter)
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