

St Patrick's Primary School Annual School Improvement Plan - 2016

System Strategic Outcomes (LEAD) WHY	School Strategic Plan Link (School Strategic Plan) WHY	SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed) WHAT	Strategies To Achieve the Goal		Links	Responsibility WHO is responsible to deliver and WHEN	CEO Service Delivery Support & other Key Resources	Success Indicators Reportable in Annual Report
			School Climate Strategies HOW we will work together	Operational Strategies HOW we will do what we do				
Learning Enhance student achievement and wellbeing Increase student and staff engagement in their own learning and faith formation	Lifting achievement levels	Learning <ul style="list-style-type: none"> In 2016, teachers at St. Patrick's School will plan and implement well-structured learning and teaching programmes, based on data-driven instruction. 	Through Professional Learning Community meetings establish goals for the term related to Explicit instruction and formulated in discussion with Dr. Lorraine Hammond	<ul style="list-style-type: none"> Research and develop an understanding of Explicit Direct Instruction through the reading of textbook EDI by Hollingsworth and Ybarra PD with Dr Lorraine Hammond ECU (St Bernard's, St Matthew's and St Patrick's) 	301 An Explicit Improvement Agenda	Teachers Supported by Teacher assistants Supported by Administration Team By the end of Semester One – data walls will be established for Religious Education, Literacy and Numeracy	Support from <ul style="list-style-type: none"> Viv Marwick Sue Williams Leon Ridgway Judy Hearne (PSA) 	Teacher's planning and lessons are well structured and informed by data Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets
	Data analysis	In 2016, an achievement-oriented approach will be adopted across all learning areas	<ul style="list-style-type: none"> Meeting with Administration team member (Principal, AP & Lit Coordinator) 	<ul style="list-style-type: none"> Implement some of the strategies suggested in the book to compliment the teaching practices in class Meeting with Administration team member (Principal, AP & Lit Coordinator) Teachers will develop and maintain their classroom data wall for Religious Education, Literacy and Numeracy – use of iPad for data wall 	302 Analysis and Discussion of Data	Teachers will discuss their data with peers and Administration team through PLC's and regular classroom visits On-going	Support through professional development as required Dr Lorraine Hammond - PD Students with disability consultants as required	Meetings with Principal and Administration team (programs, records, assessment and data walls) Data walls will demonstrate student learning over a given period of time Improved academic results in Bishop Literacy and NAPLAN
	Whole school approach to improvement			Discussion of their data walls via Idoceo or similar application with a focus on spelling and their learning of sight words Updating of the Assessment Schedule to include sight words;	<ul style="list-style-type: none"> Detailed Assessment Schedule developed for St Patrick's School and distributed to staff prior to commencement of 2016 	308 Effective Pedagogical Practices	Visits by Principal at least twice a term and provide detailed feedback relate to AITSL goals Regular classroom support by Principal see principal timetable	Sue Williams Jessica Warnock Psych Services as required

			Feedback on explicit instruction strategies from Principal via classroom observation; discussion on data walls and analysis	<ul style="list-style-type: none"> Regular classroom visits by administration team to support teachers and students as detailed in the Assessment Schedule Through regular analysis of data from their classrooms teachers will be able to modify and adapt their learning programs 		<p>Program meetings with Principal</p> <p>Regular classroom visits by Principal – as per Principal timetable</p>	Support from Assistant Principal visiting teachers with RE + feedback	
Engagement	Greater parent and community involvement.	<ul style="list-style-type: none"> In 2016, the school builds partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students; 	Development of An Adopt the Spot area in Katanning to support the Shire and local residents	Development of an Memorandum of Understanding with Katanning Action Network and the Shire of Katanning for the St Pats Corner		<p>Katanning Action Network Emma McKinley</p> <p>Shire of Katanning Sam Davies</p>	Trish Miller	Students, staff, parents and community engaged in the project



Annual School Improvement Plan - 2016

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			School Climate Strategies	Operational Strategies				
WHY	WHY	WHAT	HOW we will work together	HOW we will do what we do		WHO is responsible to deliver and WHEN	Support & other Key Resources	Reportable in Annual Report
Accountability Increase understanding of our individual and collective responsibility for Catholic Education's mission Ensure inclusivity, good	Forward Planning to meet student needs Continue to improve and update resources and equipment to meet the needs of students and staff	Accountability <ul style="list-style-type: none"> In 2016, each teacher will maintain an ongoing data record for all students in their class. In 2016, a whole-school data wall will be maintained to track all students' progress in the areas of Literacy and 	Regular discussion on classroom data and an agenda for improving academic outcomes for all students	<ul style="list-style-type: none"> Teachers will develop and maintain their classroom data wall for Religious Education, Literacy and Numeracy – use of iPad for data wall Regular discussion on classroom data and an agenda for improving academic outcomes for all 	301 An Explicit Improvement Agenda 302 Analysis and Discussion of Data 308 Effective	Teachers Supported by Teacher assistants Supported by Administration Team By the end of	Support from <ul style="list-style-type: none"> Viv Marwick Leon Ridgway Judy Hearne (PSA) Support through	Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets In order to address

governance and the resource allocation required to meet our mission		<p>Numeracy.</p> <ul style="list-style-type: none"> In 2016, Interactions amongst staff reflect a sense of justice, dignity and respect 	<p>Staff well-being and social development (team building)</p>	<p>students</p> <ul style="list-style-type: none"> Staff development through social and emotional support Mentoring of graduates <p>Staff well-being and social development (team building)</p>	<p>Pedagogical Practices</p> <p>401 Staff Wellbeing</p>	<p>Semester Two – Gathering data will be well established for Religious Education, Literacy and Numeracy</p> <p>Teachers will discuss their data with peers and Administration team through PLC's and regular classroom visits</p> <p>Ongoing</p> <ul style="list-style-type: none"> All staff Leadership Team <p>Consultants</p>	<p>professional development as required</p> <p>Students with disability consultants as required</p> <p>Psych Services as required</p> <p>SIA Consultants PD providers</p>	<p>obstacles to school wide improvement, school staff are united in their commitment to improve the quality of teaching and learning throughout the school, including professional learning</p> <p>There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.</p> <p>Staff at the school feel supported and understood with high levels of empathy and engagement evident</p>
<p>Discipleship</p> <p>Enhance opportunities for personal faith development</p> <p>Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</p>	<p>Faith filled – community and world minded</p> <p>Have grounding of their faith</p> <p>Curiosity about God.</p> <p>Accepting of other cultures and individuals</p>	<p>Discipleship</p> <ul style="list-style-type: none"> In 2016, an achievement-oriented approach will be adopted across all learning areas Making Jesus Real implemented in the school 	<p>Discussion of Religious Education assessment with the support of CEWA personnel (Sr. Christine)</p> <p>Development of prayer scope and sequence</p> <p>Development of MJR in a formal process through the school; discussion in PLC's, staff meetings and FSW (Faith Story and Witness)</p>	<p>Teachers will develop and maintain their classroom data wall for Religious Education</p> <ul style="list-style-type: none"> Development of an explicit improvement agenda for Religious Education Scope and Sequence for Prayers across year levels <p>Development of special days and language of MJR (High five Fridays; Westie – positive whole school approach. Focus on positive aspects of MJR)</p>	<p>301 An Explicit Improvement Agenda</p> <p>302 Analysis and Discussion of Data</p> <p>308 Effective Pedagogical Practices</p>	<ul style="list-style-type: none"> By the end of Semester One – data walls will be established for Religious Education Teachers will discuss their data with peers and Administration team through PLC's and regular classroom visits <p>Ongoing</p> <ul style="list-style-type: none"> All staff 	<p>Support from</p> <ul style="list-style-type: none"> Viv Marwick Leon Ridgway Judy Hearne (PSA) Sr. Christine RE PD through Bunbury regional office <p>Support through professional development as required</p> <p>Schools implementing MJR – St Joseph's Waroona</p>	<p>Improved academic results in Bishop Literacy Assessment Focus on: Bible, Church and Sacraments</p> <ul style="list-style-type: none"> Improved school culture for staff, students and parents through their day to day interactions

QCS COMPONENT REVIEWS during this year

301 An Explicit Improvement Agenda

401 Staff Wellbeing

302 Analysis and Discussion of Data

308 Effective Pedagogical Practices