



## School Improvement Framework

St Patrick's Primary School, St Arnaud



## School Improvement Plan 2020 - 2024

Signed by Principal .....

Name .....

Date ..... /..... /.....



## St Patrick's Primary School, St Arnaud School Vision and Mission

### VISION

St Patrick's Catholic School is a community which reflects and celebrates Christ as its centre point.

Our school is an integral part of the St Arnaud community where we affirm family values and faith while we prepare the children to live the Gospel of Jesus.

We are committed to provide high quality, holistic education which aims to develop the individual child to reach full potential.

We will encourage the children to develop Christian values thus enabling them to become participating and effective members of the community.

### MISSION

As a Catholic institution we will provide:

- A community of love, faith, and justice which acknowledges and fosters appreciation of other cultures and ideas which may differ from our own
- A welcome and safe environment to all those who come into our school in a spirit of friendliness and openness
- A link between home and Church.

## School Contextual Statement

St Patrick's is a Catholic Primary School of 83 students, broken into 5 classes, serving the small rural community of St Arnaud. Despite overall numbers of students decreasing in the region, St Patrick's has increased its enrollment. After having 35 students in 2013 (there's only 27 in the photo), we now have more than 80 students and we will increase again next year to around 95.

St Patrick's has attracted students from across a broad spectrum of levels of advantage. According to various data sources (Northern Grampians Shire, ICSEA, SES, ATO), a large number of St Arnaud's families are disadvantaged, with a very low average income, low levels of tertiary education and high levels of unemployment. We are also managing a high level of transience with around 10% of each February's enrollments leaving our town prior to the end of the year. Last year we exited 14 students, which was almost 20% of our total enrollment. We do have a solid agricultural industry that supports more advantaged families and we have a number of professional families attracted to the area by employment in areas such as the police force, nursing and education. In recent years these families have been choosing to come to St Patrick's which has raised our ICSEA (and other measures of advantage) as well as raising overall enrollments.

Our school offers a broad curriculum. We describe Religion Education, Literacy and Numeracy as our 'core business' and pride ourselves on addressing those areas of the curriculum first. We provide genuine and well-resourced experiences in Music, Spanish, Art, STEM and Sport/Personal development.

In order to cater for the disadvantaged community that we serve, we have placed a high priority on intervention services. We devote significant teacher and LSO time to intervention and provide a well-resourced facility for those programs to run. We run 3 programs that require students to be removed from class and receive attention either individually or in a small group.

Our facilities are fine; modern, functional and attractive.

Many of the students on our list for the 2019 school year did not start their school journey at St Patrick's. Of the 76 students enrolled between Year 1 and Year 6, 27 did not complete their Foundation year at our school. 21 of those 27 students were statistically (PATM and PATR) 12 months or more behind the standard for their year level. \* Note, as of September 2019, 4 of those 21 students have left the school.

2019 has been our 'calmest' year yet. Our class sizes are small (average of 16 students) and no class spans more than 2 year levels. We still have a high number of high needs students but the percentage has decreased.

## Overview

The review and validation process for St Patrick's Primary School, St Arnaud is directed by Catholic Education, Ballarat School Improvement Framework (revised 2015). The School Improvement Framework provides a process for improving student outcomes in learning and wellbeing in the Diocese of Ballarat. It takes into account school culture, leadership, learning and growth of all within the school community.

The School Improvement Framework provides a cyclical structure for the school to focus on what is important for the school to improve. It nominates the key drivers of leadership, collaboration, evaluation, reflection and evidence-based decision making. It draws on the National School Improvement Tool (2012) and other frameworks to enable the school to build a culture of shared responsibility for improving the outcomes for all students. It accounts for the five national reform directions (quality teaching, quality learning, empowered school leadership, meeting student need, transparency and accountability) and promotes evidence-based strategies and innovation, encouraging schools to continually ask important questions about student learning and future directions. It includes annual actions around:

- reflecting on and analysing school performance
- implementing elements of the long-term school improvement plan
- developing and implementing the annual action plan
- meeting compliance and reporting obligations

See also: *BDSAC School Improvement Policy (2015)*

*School Improvement and Accountability Schedule (2016-2019)*

The school is informed and guided by *The Characteristics of a Highly Effective Catholic School* (CEB 2016) which clearly articulates a standard for schools in the Ballarat Diocese around effective practice. It highlights the importance of a central vision and the aspects of school operation that flow from this vision.

Catholic School Culture	<ul style="list-style-type: none"><li>● <i>Religious Education</i></li><li>● <i>Enhancing Catholic School Identity</i></li><li>● <i>Social Action and Justice</i></li></ul>
Community Engagement	<ul style="list-style-type: none"><li>● <i>Partnering with Families</i></li><li>● <i>Community Partnerships</i></li></ul>
Leadership and Stewardship	<ul style="list-style-type: none"><li>● <i>Shared Leadership</i></li><li>● <i>Building Staff Capability</i></li><li>● <i>A Culture of Continuous Improvement</i></li><li>● <i>Stewardship of Resources</i></li></ul>
Learning and Teaching	<ul style="list-style-type: none"><li>● <i>A Guaranteed and Viable Curriculum</i></li><li>● <i>Effective Teaching</i></li><li>● <i>Engaging Students In Their Own Learning</i></li><li>● <i>Analysis and Use of Data</i></li><li>● <i>Coordinated Strategies for Intervention</i></li></ul>
Wellbeing	<ul style="list-style-type: none"><li>● <i>Quality Relationships</i></li><li>● <i>Wellbeing Practice</i></li><li>● <i>Safe Learning Environment</i></li></ul>

*The Characteristics of a Highly Effective Catholic School (revised 2018)* highlights the necessity for the school to implement a guaranteed and viable curriculum. At this time, the school is implementing the Victorian Curriculum (2017) which includes cross-curriculum priorities related to learning about Aboriginal and Torres Strait Islander histories and cultures. The school also accepts its obligation to provide a safe environment for staff and students, as mandated by the Victorian Child Safe Standards.

Long term School Improvement and annual Action Plans are developed collaboratively by the school's governing authority, school staff, School Advisory Council and the Catholic Education Office, Ballarat. The school reports annually to the school community on its achievements and ongoing plans for improvement via the Annual Report to the School Community, as required by the State and Federal authorities. This report is published on the VRQA State Register and is available on request from the school. This school improvement plan will also be published in a form readily accessible to the public



## Key Priority One

Key Priority (A key improvement that will maximise student learning)	Links with the CHECS Components that will drive this priority
<p><b>Explicitly promote and celebrate the school’s Catholic identity.</b></p>	<p>Vision and Mission</p> <p>Catholic School Culture</p> <p>1.1 Religious Education</p> <p>1.2 Enhancing Catholic School Identity</p>

### Possible Strategies and Actions that will address this Priority

- Work with all members of the school community to develop Vision and Mission Statements which capture the Catholic heritage and traditions of St Patrick’s School
- Provide further PL for staff related to ECSI data and its implications for the knowledge and understandings of the Catholic tradition, faith in action and learning and teaching in RE
- Build teacher understanding and expertise in recontextualizing scripture and tradition
- Link staff theological knowledge to work undertaken within the context of Catholic Social Justice teaching
- Build parent understanding of the *Importance* of faith by actively engaging parents in the school’s RE program, at times other than Sacramental

### Implementation Overview

- Our preference is to develop a new Vision and Mission statement early in this school improvement period. The process will include being led by an outside facilitator and will consider the thoughts of the parish, the Catholic Education Office and the school community.
- Our Religious Education professional development and staff retreat will include theology and scripture in order to improve knowledge in these areas.
- Continue to utilise the Religious Education support from the CEO in order to improve the staff’s understanding of recontextualisation, and what that involves.

## Key Priority Two

Key Priority (A key improvement that will maximise student learning)	Links with the CHECS Components that will drive this priority
<p><b>Build teacher capacity and capabilities to address the specific learning needs of all students.</b></p>	<p>Vision and Mission</p> <p>Leadership and Stewardship 3.3 A Culture of Continuous Improvement</p> <p>Learning and Teaching 4.2 Effective Teaching 4.3 Engaging Students in their Own Learning 4.4 Analysis and Use of Data 4.5 Coordinated Strategies for Intervention</p>

Possible Strategies and Actions that will address this Priority
<ul style="list-style-type: none"> <li>● Develop a curriculum map to inform planning, the learning and teaching cycle, assessment and reporting</li> <li>● Ensure all teachers are familiar and confident with the curriculum and the expected standards for each year level</li> <li>● Ensure that students have a voice in their learning and the life of the school, enabling them to take responsibility for themselves as independent, resilient and confident learners</li> <li>● Agree on an overarching framework / philosophy and embed a consistent school-wide approach to Social and Emotional Learning</li> </ul>
Implementation Overview
<ul style="list-style-type: none"> <li>- Prioritise stability in classrooms, having the same staff working in similar aged classrooms.</li> <li>- Continue to run curriculum meetings every week that are separate from general staff meetings.</li> <li>- Continue to analyse curriculum in a senior learning team and a junior learning team. These meetings to focus on moderation, curriculum priorities and appropriate content for each group.</li> <li>- Reinstate a school wide approach to wellbeing (examples to choose from include PBIS, Zones, BounceBack).</li> </ul>

## Key Priority Three

Key Priority (A key improvement that will maximise student learning)	Links with the CHECS Components that will drive this priority
<b>Build the leadership skills of staff and an understanding of shared leadership at St Patrick’s</b>	Vision and Mission  Leadership and Stewardship 3.1 Shared Leadership 3.2 Building Staff Capability

Possible Strategies and Actions that will address this Priority
<ul style="list-style-type: none"> <li>● Ensure all staff have a shared understanding and ownership of the school’s direction, focus on learning for all and plan for improvement</li> <li>● Cultivate an understanding of shared leadership that has a clear vision, responsibilities, accountabilities and is explicit in providing clarity and engagement for all staff</li> <li>● Continue to build capacity of all staff to challenge, mentor and support colleagues to improve learning and teaching</li> <li>● Develop staff professional learning plans based on AITSL standards</li> </ul>
Implementation Overview
<ul style="list-style-type: none"> <li>- <i>We will direct our professional development, especially for mid career teachers, toward leadership development.</i></li> <li>- <i>As a whole staff, we will identify leadership characteristics that we value at this school and share them in public places, such as our staff handbook.</i></li> <li>- <i>The adoption of a leadership structure that allows and promotes leadership of certain areas of the school.</i></li> </ul>