

School Improvement Plan 2021–2024

[1025, St Patrick’s Primary School, Kilmore]



Our Vision

St Patrick’s Primary school works in partnership with families, the parish and the community both locally and global. Together the whole school community developed its Vision statement in 2017.

“St Patrick’s is a Catholic learning community. We commit to being a school where all members have an opportunity to flourish in an inclusive relational environment. We believe in developing active and curious learners. We aspire to be compassionate and responsive to the needs of all.”

Our Strategic Intent

(brief overarching statement outlining what the school is looking to achieve over the next four years)

Developing whole school, evidence- based practices for learning and teaching and student behaviour management by building teacher efficacy and confidence.

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Priority 1- Learning and Teaching/Student Wellbeing Framework

Goal	Intended Outcome/s	Target/s
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2021–2024

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To improve the learning growth of students across all curriculum areas.

- That all students show improved learning across the curriculum.
- That the whole-school approach to learning and wellbeing is known by all.
- To embed the pedagogy of encounter as per the Horizons of Hope Framework.

CEMSIS

Increase in School Positive percentage in:

Student Data

Domain 1 Rigorous Expectations	From 63% (2019) to 72% (2024)
Domain 2 School Engagement	From 45% (2019) to 55% (2024)
Domain 3 School Climate	From 44% (2019) to 52% (2024)
Domain 4 Teacher-Student relationships	From 58% (2019) to 66% (2024)
Domain 5 School Belonging	From 59% (2019) to 70% (2024)
Domain 6 Learning Disposition	From 67% (2019) to 70% (2024)
Domain 8 Student Voice	From 49% (2019) to 60% (2024)

Staff Data

Domain 5 Feedback	From 47% (2019) to 50% (2024)
Domain 8 Psychological Safety	From 51% (2019) to 55% (2024)
Domain 13 Collective Efficacy	From % (2019) to 58% (2024)

SIF Rubric

LEARNING & TEACHING Sphere

Capability 1 Teacher Professional Practice and Engagement

- 1.1.2 (2019) to 1.1.3 (2024)
- 1.2.2 (2019) to 1.2.3 (2024)
- 1.3.2 (2019) to 1.3.3 (2024)

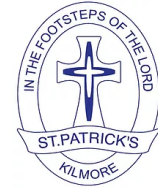
NAPLAN

Matched Growth of 80+ points in Reading/Writing/Numeracy between:

Years 3 – 5:

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		<p>Reading: from 60 (2019) to 70 (2024) Writing: from 61 (2019) to 70 (2024) Numeracy: from 87 (2019) to 90 (2024)</p> <p><u>Increase in the % of students in the Top Two bands in</u> <u>Reading/Writing/</u> <u>Numeracy at:</u></p> <p><u>Year 3</u> Reading: from 52% (2019) to 55% (2024) Writing: from 41% (2019) to 45% (2024) Numeracy: from 45% (2019) to 46% (2024)</p> <p><u>Year 5</u> Reading: from 37% (2019) to 41% (2024) Writing: from 10% (2019) to 15% (2024) Numeracy: from 33% (2019) to 34% (2024)</p> <p>ECSI Data Growth in recontextualising subpopulation of students and decrease in secularizing and values education.</p>
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(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension Sphere <input type="checkbox"/>	Learning and Teaching Sphere <input checked="" type="checkbox"/>	Leadership and Management Sphere <input type="checkbox"/>	Student Wellbeing Sphere <input checked="" type="checkbox"/>	School Community Sphere <input type="checkbox"/>
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Priority 2 – Behaviour Management

Goal	Intended Outcome/s	Target/s
To improve the behaviour management processes in the school, improve the behaviour of students and support their learning growth.	<ul style="list-style-type: none"> That learning growth is positively supported by student behaviour That teachers feel empowered to deal with Tier 1, 2, 3 behaviours. That parents feel supported in managing their children with challenging behaviours 	<p>CEMSIS Increase in School Positive percentage in:</p> <p>Students</p> <p>Domain 1 Rigorous Expectations From 63% (2019) to 72% (2024) Domain 2 School Engagement From 45% (2019) to 55% (2024) Domain 3 School Climate From 44% (2019) to 52% (2024) Domain 4 Teacher-Student relationships From 58% (2019) to 66% (2024) Domain 5 School Belonging From 59% (2019) to 70% (2024) Domain 6 Learning Disposition From 67% (2019) to 70% (2024) Domain 7 Student Safety From 44% (2019) to 50% (2024) Domain 8 Student Voice From 49% (2019) to 60% (2024)</p> <p>Staff</p> <p>Domain 1 Student Safety From 54% (2019) to 60% (2024) Domain 2 School Climate From 56% (2019) to 60% (2024)</p> <p>Families</p> <p>Domain 5 Student Safety From 43% (2019) to 50% (2024)</p> <p>SIF Rubric LEARNING & TEACHING sphere Capability 2 Powerful Teaching (CORE) 2.4.2 (2019) to 2.4.3 (2024) 2.5.2 (2019) to 2.5.3 (2024) 2.6.2 (2019) to 2.6.3 (2024)</p>

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2.7.2 (2019) to 2.7.3 (2024)

2.8.1 (2019) to 2.8.2 (2024)

Capability 3 Assessment and Monitoring of Progress

3.4.2 (2019) to 3.4.3 (2024)

3.5.2 (2019) to 3.5.3 (2024)

3.6.1 (2019) to 3.6.3 (2024)

STUDENT WELLBEING Sphere

Capability 1 Safe, Positive and Enabling Learning environments (CORE)

1.2.2 (2019) to 1.2.3 (2024)

1.4.2 (2019) to 1.4.3 (2024)

Capability 2 (Resilience, Identity and Growth)

2.3.2 (2019) to 2.3.3 (2024)

Capability 3 Student Agency and Empowerment

3.1.2 (2019) to 3.1.3 (2024)

3.2.1 (2019) to 3.2.2 (2024)

NAPLAN

Matched Growth of 80+ points in Reading/Writing/Numeracy
between:

Years 3 – 5:

Reading: from 60 (2019) to 70 (2024)

Writing: from 61 (2019) to 70 (2024)

Numeracy: from 87 (2019) to 90 (2024)

Increase in the % of students in the Top Two bands in
Reading/Writing/

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(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension Sphere

Learning and Teaching Sphere

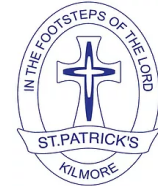
Leadership and Management Sphere

Student Wellbeing Sphere

School Community Sphere

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Priority 3 – Student Engagement in Learning

Goal	Intended Outcome/s	Target/s																				
That families are in partnership and feel supported by the school	<ul style="list-style-type: none"> That parents are connected and engaged with their child’s learning. Teachers have the skill level to empower student voice and choice in teaching and learning. Teachers and students utilise ‘Self Reflection Assessments’ as a natural part of the teaching and learning process. Teachers are skilled at using High Impact Teaching Strategies (HITS). 	<p>CEMSIS Increase in School Positive percentage in:</p> <p>Families Domain 1 Family Engagement: From 47% (2019) to 49% (2024) Domain 6 Communication: From 65% (2019) to 69% (2024)</p> <p>SIF Rubric SCHOOL COMMUNITY Sphere Capability 1 (Belonging Welcome and Positive relationships) – CORE</p> <table> <tr> <td>1.1.2</td> <td rowspan="4">} (2019) move to</td> <td>1.1.3</td> <td rowspan="4">} (2024)</td> </tr> <tr> <td>1.2.2</td> <td>1.2.3</td> </tr> <tr> <td>1.3.2</td> <td>1.3.3</td> </tr> <tr> <td>1.4.2</td> <td>1.4.3</td> </tr> </table> <p>Capability 3 (Parents as Partners)</p> <table> <tr> <td>3.1.2</td> <td rowspan="4">} (2019) move to</td> <td>3.1.3</td> <td rowspan="4">} (2024)</td> </tr> <tr> <td>3.2.2</td> <td>3.2.3</td> </tr> <tr> <td>3.3.2</td> <td>3.3.3</td> </tr> <tr> <td>3.4.2</td> <td>3.4.3</td> </tr> </table>	1.1.2	} (2019) move to	1.1.3	} (2024)	1.2.2	1.2.3	1.3.2	1.3.3	1.4.2	1.4.3	3.1.2	} (2019) move to	3.1.3	} (2024)	3.2.2	3.2.3	3.3.2	3.3.3	3.4.2	3.4.3
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(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension Sphere



Learning and Teaching Sphere



Leadership and Management Sphere



Student Wellbeing Sphere

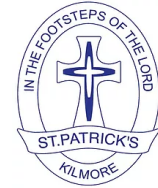


School Community Sphere



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Priority 4: Catholic Identity

Goal	Intended Outcome/s	Target/s
Strengthen faith formation for all members of the community.	That members of the St Patrick’s Community are able to make connections between the Marist Charism and the Catholic Identity of the School.	Determined from ECSI ECSI Data Growth in recontextualising subpopulation of students and decrease in secularizing and values education.

(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension Sphere	<input checked="" type="checkbox"/>	Learning and Teaching Sphere	<input type="checkbox"/>	Leadership and Management Sphere	<input type="checkbox"/>	Student Wellbeing Sphere	<input type="checkbox"/>	School Community Sphere	<input type="checkbox"/>
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