



St Paul's School Improvement Plan 2018

CATHOLIC IDENTITY	
Strategic Plan Goals 2015-2018 To embrace St Paul's multi-faith community according to gospel values and church teachings To develop the Spirit of St Paul in the community. To celebrate and participate in the Community of St Paul's. To develop strong teaching and learning in Religious Education	2018 Goals: 1. Proclamation of the Catholic School 2. Strong and Informed Teaching of Religious Education

Intended Outcomes	Target	Key Improvement Strategies	Responsibility	Actions
Proclamation of the Catholic School	By the end of Term 1	Iconology (crosses)/signage(MJR) throughout the school environment	APRE Principal	Crosses to be displayed in prominent position in classrooms once mounted Banners to be displayed in courtyard Where is Jesus in my life today MJR p.78, 104 Going into Heart Room MJR p.119
	By the end of Semester 2	Common MJR language used at assemblies and in classes Whole school Examen	APRE	Whole school class end of day prayer - The Awareness Examen (Fr Gerald Coleman)



St Paul's School Improvement Plan 2018

Strong and Informed Teaching of Religious Education	By the end of Year	Two RE Meetings run by the CEO Two RE meeting at school Develop stronger pedagogy and teaching through planning Staff input and discussion of RE Pedagogy	APRE - Principal	Principal and APRE decide upon two meetings from the CEO Faith Formation Programme 2018 Beginning of the year staff are familiar with, and have access to, the RE programmes(JIF), planners , scope and sequence, liturgy and mass schedule within Google Drive -ie morning prayers and afternoon prayers. Planning documents reflect a deeper Religious Pedagogy Classroom visits from Parish Priest
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TEACHING and LEARNING

Strategic Plan Goals 2015-2018

To develop excellent assessment, planning and teaching practices across the school.

For students to set goals and be responsible for their own learning

For the school to use 21st Century tools for teaching and learning.

Goals:

1. Strong and informed teaching of literacy so that 85% of all students achieve the expected reading level by end of the year in T-2.
2. Strong and informed teaching of Numeracy
3. To use formative and summative assessment to inform teaching and learning
4. To develop a common understanding of Inquiry teaching and learning



St Paul's School Improvement Plan 2018

recommends that there be an explicit link between the Annual Plan and the Strategic Plan. There is a link between the two but it is not obvious to the panel.

Intended Outcomes	Target	Key Improvement Strategies	Responsibility	Actions
Strong and informed teaching of literacy so that 85% of all students to achieve the expected reading level by end of the year in T-2.	By the end of Term 4 PM LEVEL 5 (Transition) 15 (Year 1) 25 (Year 2)	Teachers use the Read, Write Inc program to systematically teach phonics and phonemic awareness in T-2. Teachers use data effectively to group students for phonics groups according to level of need.	Leaders of Learning T-2 Teachers	All T-2 Teachers and ISAs trained in using Read, Write Inc Program Consistent, structured and systematic teaching of phonics across T-2 using the Read, Write Inc program Dedicated daily phonics teaching time across T-2 Staff meetings to upskill all teachers T-6 in the teaching of phonics.
Strong and informed teaching of Numeracy	By the end of Term 2	Using maths data to design lessons that cater for all needs through small targeted teaching groups and open ended problem solving.	Leaders of Learning	Consistent Data collection (All students are assessed at the beginning and end of year MAI and MAI growth point ongoing checklist- termly) Continue to use data to inform teaching



St Paul's School Improvement Plan 2018

		Consistent and explicit teaching of language using maths language lists for each year group		<p>All classes to have a student MAI folder</p> <p>Learning goals visible in all classrooms</p> <p>Teachers collaborate to design learning intentions, success criteria and learning progressions</p> <p>Dedicate numeracy blocks in all years (minimum 1 hour block, 5 times a week)</p> <p>Consistent planning across the whole school</p>
To use formative and summative assessment to inform teaching and learning	By the end of Term 2	<p>All teachers use formative and summative assessment to foster growth in all student's learning.</p> <p>Teachers give quality feedback to students in regards to learning goals.</p>		<p>Two teachers to attend Dylan William PD (March 2018) and lead staff in the assessment learning journey through staff meetings, PLCs and planning times.</p> <p>Learning goals visible in all classrooms.</p> <p>Using data to inform teaching and learning</p> <p>Dylan William's Formative Assessment DVDs (watch in staff meetings and discuss)</p>
To develop a common understanding of Inquiry teaching and learning	By end of Term 2	Teachers use Kath Murdoch's Inquiry approach to plan and implement an engaging and integrated curriculum		<p>One teacher per year level to attend Kath Murdoch PD (April 2018) and lead staff in the Inquiry learning journey through staff meetings, PLCs and planning times.</p> <p>Using data to inform teaching and learning</p>



St Paul's School Improvement Plan 2018

				<p>Teachers collaborate to design learning intentions, success criteria and learning progressions</p> <p>Teachers plan using the Murdoch Model for Inquiry</p>
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St Paul's School Improvement Plan 2018

PASTORAL CARE AND WELL BEING	
<p>Strategic Plan 2015- 2018 Goals</p> <ol style="list-style-type: none"> 1. To develop Curriculum, Teaching and Learning around the areas of student well-being and pastoral care 2. To enhance School Ethos and Environment to improve student wellbeing and pastoral care. 3. To promote Community Partnerships to improve student wellbeing and pastoral care. 	<p>2018 Goals:</p> <ol style="list-style-type: none"> 1. Strong, informed and systematic practices in wellbeing 2. Strong community partnerships <p>recommends that Wellbeing programs are prioritized and consistently developed throughout the school year across all levels. The panel commends the school on the use of Dojo, to develop communication with parents. The panel inquired if there was Scope and Sequence done with regards to Capabilities, and recommended that it should be done and is essential.</p>

Intended Outcomes	Target	Key Improvement Strategies	Responsibility	Actions
<p>One SEL program used by the whole school</p> <p>Strong, Informed and systematic practices in wellbeing.</p>	By the end of Term 2	<p>Preventative approach to student well being school-wide.</p> <p>Clear wellbeing policies and procedures understood and implemented by all staff.</p>	<p>Principal</p> <p>Wellbeing</p> <p>Wellbeing Coordinator</p> <p>Classroom Teachers</p>	<p>Wellbeing staff meetings</p> <p>School Rules of 3 B's signed throughout school</p> <p>Weekly Circle Time for MJR</p> <p>MJR language used throughout whole school (WEST)</p> <p>Friday Buddy 2-3 per Term</p> <p>Classroom Meditation - Rosary, Examen or Smiling Mind</p>



St Paul's School Improvement Plan 2018

				Investigate Staff Wellbeing NESLI
Build strong community partnerships	By the end of Term 1 2018	Wellbeing news and information communicated to the community Regular positive communication with parents.	Coordinator Classroom Teachers	Parent Charter launched and distributed to all families Through weekly contribution from classes



St Paul's School Improvement Plan 2018

LEADERSHIP	
Strategic Plan 2015- 2018 Goals <i>To develop and enhance leadership.</i>	2018 Goals 1. Authentic Leadership Across the School Leadership 2. Strong Leadership Standards 3. Build Leadership capacity

Intended Outcomes	Target	Key Improvement Strategies	Responsibility	Actions
Authentic Leadership Across the School Leadership	By the end of Term 2	Staff, student and parent opportunities for school leadership.	Principal Leadership Team	Provide student leadership opportunities through the Making Jesus Real approach.
Strong Leadership Standards	By the end of Term 3	Staff to use the AITSL standards for self-reflection and goal setting. Build Leadership capacity	Principal Leadership Team CEO	Review of Aitsl Standards for teachers. Leadership Duty statements review Teachers complete self assessment for Aitsl standards and set goals. Leadership Training <ul style="list-style-type: none"> QELI Course - Middle Leaders



St Paul's School Improvement Plan 2018

COMMUNITY AND CULTURE	
<p>Strategic Plan 2015- 2018 Goals</p> <p>To empower all families to support their child's learning.</p> <p>To promote school/community partnerships to promote parent connectedness and partnerships with the broader community.</p>	<p>2018 Goals</p> <p>Look at AITSL Standards for AIM categories</p> <p>The panel recommends that the school's activity in this area should find its origins in the Strategic Plan.</p>

Intended Outcomes	Target	Key Improvement Strategies	Responsibility	Actions
Strong partnerships with families, the parish and the wider community	1 per term	To engage with Community through Community conversations. Outward Facing school	Student Well-Being Coordinator	Twice a semester Parent Sessions - Literacy/Numeracy Early Term 2/Early Term 4.
Families engaged with the school	1 per semester	That there will be greater engagement of families in the life of the school Families inputting into the school	Leaders of Learning	Open classrooms - (twice a year Term 1 and Term 3) Parent Information Evening to be held at the beginning of Term 1 where all leadership staff explain their key roles/job descriptions. This will be followed by open classrooms.



St Paul's School Improvement Plan 2018

FINANCE, FACILITIES AND RESOURCES	
Strategic Plan 2015-2018 Goals To manage school finances effectively To manage school resources effectively To manage staffing procedures effectively	1. That school finances are effectively managed 2. That school resources and facilities are effectively managed 3. That staffing procedures are effectively managed

Intended Outcomes	Target	Key Improvement Strategies	Responsibility	Actions
1. That school finances are effectively managed		To develop effective systems and procedures for School Finances	Finance Officer Principal	Implement 2018 Audit recommendations Program a six monthly review of ELC Fees. Implement and Review the School, ELC and OSHC business plans. End of Month Finance review Principal and Finance Officer.
2. That school resources and facilities are effectively managed		To develop effective systems and procedures for School Resources and Facilities.	Finance Officer Principal	To review each term, the ten year plan for school equipment and facilities To upgrade signage across the school. Rebadge the ELC as "Little Saints" Development of a School Brochure
3. That staffing procedures are effectively managed		To develop effective systems and procedures for Staffing		Fortnightly salary checks.



St Paul's School Improvement Plan 2018

The St Paul's Catholic School strategic plan sets out our school's strategic direction for 2014 to 2018, including the school's purpose, values and environmental context, as well as goals, targets and key improvement strategies in the outcome areas:

- Catholic Identity
- Teaching & Learning
- Pastoral Care & Wellbeing
- Community & Culture
- Leadership
- Finance, Facilities & Resources



The school strategic plan is developed during the year of self-evaluation for SIRF (School Improvement and Renewal Framework), review and planning. It is informed by the information gathered and directions identified throughout the school self-evaluation and school review processes, and through staff, student and parent consultation and engagement with relevant community agencies.

The St Paul's Catholic School strategic plan is a living document and if our school's circumstances change, it is possible for the strategic plan to be updated outside of this cycle.