St. Patrick's School

Katanning

CATHOLIC SCHOOL IMPROVEMENT PLAN 2023

CEWA'S VISION	SCHOOL'S VISION
Catholic Education WA is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.	To provide a safe learning environment, illuminated by faith, in which all students thrive.

CORE VALUES- 'CONCERN'

Concern for God
Concern for others
Concern for self

St. Patrick's School Katanning

STRATEGIC INTENTS | 2022 – 2024

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.

CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Goal(s):	Success Indicators:	Links to QCE Elements:
Promote connection to our school's mission and tradition, while promoting personal values in line with our Catholic perspective.	Members of the community being able to explain how they contribute to the traditional mission of our school. St. Pat's personal values becoming defined and developed.	Catholic Identity 1.1e
Increased focus on service to others and community involvement.	Structured 'service' program in place, with a system developed for ensuring increased community involvement for students of all ages.	Catholic identity 1.1d

EDUCATION Catholic Schools of Excellence

Goal(s):	Success Indicators:	Links to QCE Elements:
Identify and implement best pedagogical practice for our current context.	Development of a 'Vision for Learning' document. Evidence of positive growth in the achievement of all students from 2022-2024.	Education 2.3c
Increased focus on individualised learning, with maximum positive educational impact for each child.	Development of a range of individualised education plans, with evidence collected that all demographics of students are making positive growth.	Education 2.3e

COMMUNITY Catholic Pastoral Communities

Goal(s):	Success Indicators:	Links to QCE Elements:
Facilitate increased engagement between the school and all families.	A diverse representation of parents/carers present at school events and active on the P&F and other school bodies.	Community 3.2
Create opportunities for increased partnership between school and the local community.	Students to be a more frequent presence at community events and activities, with community members and organisations more frequently engaged with the school.	Community 3.3b

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Goal(s):	Success Indicators:	Links to QCE Elements:
Identify and implement a plan for school promotion, focusing on affordability.	A promotion/marketing plan has been created and enacted, with input from all key stakeholders.	Stewardship 4.3a
Grow our reputation as a school with a modern educational approach and with contemporary facilities and resources.	Increased presence of a 21st- century learning pedagogy in the school. Evidence of strategically refreshing our facilities and resources.	Stewardship 4.3a

CATHOLIC EDUCATION
WESTERN AUSTRALIA

In considering the school's Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the Accreditation for CEWA SharePoint may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

STAFF Formation Planning 2023

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
WITNESS • Examples of expressing the divine within • Raising awareness of the presence of Jesus	Increased understanding of the meaning and symbolism of the Mass and liturgy	Discussion, seeking and sharing of knowledge, at PLC, Staff PL etc	2023- identify and prepare opportunities for staff to engage in this focus area	School and CEWA staff with expertise. Father Marlon and knowledgeable parishioners. Official church documents and resources	Increased reverence in participation in prayer and liturgy by both staff and students	Schedule regular check-ins on our staff formation plan throughout 2023 (at least once a term)
CALL TO FAITH • Themes • Beliefs	Create increased and more meaningful opportunities for staff to explore and solidify their personal faith	Schedule time for staff to engage in valuable faith development and analysis and plan/prepare these experiences appropriately	2023- faith development experiences to be in place	School, church and CEWA staff with expertise	Evidence of a clear faith-position influencing staff conversations and decision-making	Schedule regular check-ins on our staff formation plan throughout 2023 (at least once a term)
CALL TO GROW IN DISCIPLESHIP • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer	Embed the Making Jesus Real program, while seeking to make it increasingly impactful and valuable for our school community	Prioritise staff training, collaboration and discussion in the MJR program	2023- identify and prepare opportunities for staff to engage in this focus area	MJR website, staff from other schools further ahead in their MJR journey	Increased presence of the language and values of MJR evident in our students	Schedule regular check-ins on our staff formation plan throughout 2023 (at least once a term)

Improvement Goals

School: _____

Year: _____

The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

Spiral of Inquiry (Halbert & Kaser 2014)

CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
Engagement in Mass/Liturgy- implement changes in our practice likely to create greater student engagement in Mass and liturgy.	• Refresher for staff on the parts and meaning of the Mass. • Explicitly teach the children the meaning and purpose of parts of the Mass. • Students to identify a personal prayer intention for all Masses, liturgies and prayer experiences. • Implementation of Class Masses in Year 3-6	• Refresher for staff and explicit teaching of students in Term One. • Prayer intentions to become part of our practice from beginning of school year. • Class Masses are already scheduled throughout 2023.	• Father Marlon • Church websites and resources	• An increased active student engagement in prayer, Mass and liturgy as the year goes on.	Brett to lead staff in frequent discussions/analysis as to whether we are making progress towards this goal.
Service- as stipulated in our Evangelisation Plan, develop an increased focus on being witnesses to our faith through acts of service in our community.	• Create more frequent (termly?) and impactful opportunities for students to engage in acts of service, like we did on MacKillop Feast Day in 2022.	• Planning/scheduling of service activities to occur early in 2023. • Termly service activities and reviews to occur.	• Other schools with an established service program • Establishing/strengthening links between current staff and members of local community.	• Service activities actually occurred each term. • Feedback from community as to impact of service activities.	• Termly reviews of effectiveness of service activities, involving all staff.

EDUCATION Catholic Schools of Excellence

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
Mathematics- continue to work at increasing engagement and achievement in Mathematics, through further embedding strategies implemented in 2022.	• Number talks to be a frequent component of Maths program, with further teacher skill development. • Use of recommended place value chart throughout the school. • Launch, Explore, Summarise lesson structure to be a frequent component of Maths program, with further teacher skill development.	• All actions to be in place from beginning of year. • Regular reviews of progress	• Ben Saulsman (CEWA Maths Consultant) • Standardised testing data • Shared expertise of current staff	• A significant majority of students to show growth in the majority of aspects of Mathematics, over the next two years, as indicated through NAPLAN, PAT and other forms of assessment data.	• Frequent conversations and data analysis at PLCs throughout the year.
Literacy- continue to embed guided reading as a key instructional tool, with increasing use of data from running records to inform instruction.	• Guided reading to be a key part of literacy in each class, with staff learning from each other and from literacy experts. • Frequent professional learning relating to administering running records and use of data gained.	• Guided reading to be a key part of literacy in each class (Year 1-6) from beginning of year. • Frequent professional learning relating to administering running records and use of data gained.	• CEWA staff (especially Liz Harper) to assist with the process. • Expertise of colleagues from St Patricks and from other schools.	• A significant majority of students to show sufficient growth in Reading, over the next two years, as indicated through NAPLAN, PAT and other forms of assessment data.	• Frequent conversations and data analysis at PLCs throughout the year.
ECE Focus- Increase in effective communication and feedback provided to parents of early childhood students.	• Develop our use of See Saw as a tool used frequently to inform parents of student progress and other relevant matters. • Provide clarity to parents as to what we want our students in K/PP to be able to do/achieve.	• See Saw to be used from the beginning of the year, with frequency and effectiveness of use to build over the course of the year. • Develop and implement a process to inform parents as to achievement expectations for K/PP	• Jan Flemming and other ECE expert staff. • Ideas from other school who have had a similar ECE focus • EYLF and NQS documents.	• See Saw heavily in use by the end of year. • Feedback from parents as to the clarity of K/PP achievement expectations.	• Weekly monitoring through our ECE meetings. • Major review of our progress to occur at end of 2023, to identify our direction moving forward.

COMMUNITY Catholic Pastoral Communities

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
EAL/D Engagement- facilitate better engagement and communication with our EAL/D families, so they feel more comfortable being engaged with the school, while also feeling that their culture is valued and celebrated.	• Continued and increased use of interpreter services • Implementation of the EAL/D coordinator role. • Implementation of distinct parent sessions for different language groups (parent info night etc). • Implement days of celebration of our many cultures within the school.	• Interpreter use throughout the year. • Beginning of 2023- plan/schedule our cultural celebrations for the year. • End of 2023- review the effectiveness of our EAL/D engagement strategies and the impact of the EAL/D coordinator role.	• CEWA consultant support • Local ethnic community groups • Experience of other CEWA schools with a high proportion of EAL/D students	• Increased communication exists between the school and our EAL/D families, in appropriate formats. • Observation of increased presence of our EAL/D families in school activities.	• EAL/D coordinator to meet with leadership team monthly for review of progress. • Review of progress to be a regular part of our PLC schedule.
Engagement of New Families- with a number of new families joining our school, prioritise encouraging their active involvement and developing a sense of welcome and belonging for these families.	• Encourage new families to attend P&F meetings and to assist with P&F activities. • Staff to place extra emphasis on checking in with these families.	• Term 1- contact each family to see how they are settling in and to encourage them to become involved with the P&F. • Terms 2-4 engagement strategies to be implemented	• P&F • Experience of other CEWA schools in engaging with families.	• Increased attendance at P&F Meetings and school social events • Some different parents to usual filling various volunteer positions within the school	• Review success at each P&F meeting during the year

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
Aboriginal Education- plan and commence a project that will require authentic engagement with the local Aboriginal community.	• Plan a project early in 2023. • Engage with local Aboriginal community regarding the project and carry out.	• Term 1- plan project and begin engagement with local Aboriginal community. • Terms 2-4- carry out project.	• Leon Ridgeway (CEWA consultant) • Other CEWA schools who have had success in this area. • Relevant members of the local ATSI community. • PL programs as recommended by experts in the field.	• Project underway (or complete) with significant involvement from local Aboriginal community. • Increased enrolments of Aboriginal students in coming years.	• Schedule regular opportunities through PLCs to engage with this focus area. • Major review of effectiveness of project at end of 2023.
School Marketing- identify ways to increase student enrolments through effective marketing.	• With staff, CEWA personnel and parents, identify the most appropriate and effective means of promoting St. Patrick's. • Create and implement specific measures that can be taken to encourage more community members to become familiar with our school and what it offers. • Encourage current parents to use word of mouth to promote our school as a good option for enrolment.	• Term 1- identify the best, realistic, marketing strategies with which to promote our school. • Terms 2-4- implement and review marketing plan.	• CEWA marketing team • Current parents- what is their perspective and role in the marketing of our school? • Examples of effective marketing in other CEWA schools	• Increased enrolments (and enquiries/engagements with the school) evident. • An annual marketing plan to be in existence, with review at the end of each year.	• Regular review through the monthly SAC meetings

Mapping review and progress against the improvement goals

Key Priorities for Action	Mapping Progress								
	2023			2024			2025		
	Not Commenced	Progressing	Achieved	Not Commenced	Progressing	Achieved	Not Commenced	Progressing	Achieved
Catholic Identity									
MJR- embed the MJR program as a key part of the school culture and identity.			✓						
Service- as stipulated in our Evangelisation Plan, develop an increased focus on being witnesses to our faith through acts of service in our community.		✓							
Education									
Mathematics- identify the reasons why some of our assessment data in Mathematics is weaker than in other learning areas and develop a plan to address any weak areas in performance in individuals and across the school.		✓							
Vision for Learning- develop a Vision for Learning document for implementation across the school, creating a renewed sense of commitment to an agreed pedagogical approach.		✓							
ECE Focus- increase in student agency, as well as the quality and amount of feedback provided to ECE students, as a means of capitalising on small class sizes.		✓							
Community									
EAL/D Engagement- facilitate better engagement and communication with our EAL/D families, so they feel more comfortable being engaged with the school, while also feeling that their culture is valued and celebrated.		✓							
Increase connection between families and the school community (P&F class reps)- encourage families who are disengaged with the school to forge a greater connection with the school and with other families within the school.		✓							
Stewardship									
Aboriginal Education- continue to develop the cultural competency of staff, but to start tangibly implementing this competency within the school and community.		✓							
Low Fee Initiative/School Marketing- identify ways to use promotion of our reduced fees as a means of increasing student enrolments through effective marketing.			✓						

School Improvement Review and Progress Milestones

Date	Progress, notes and key points

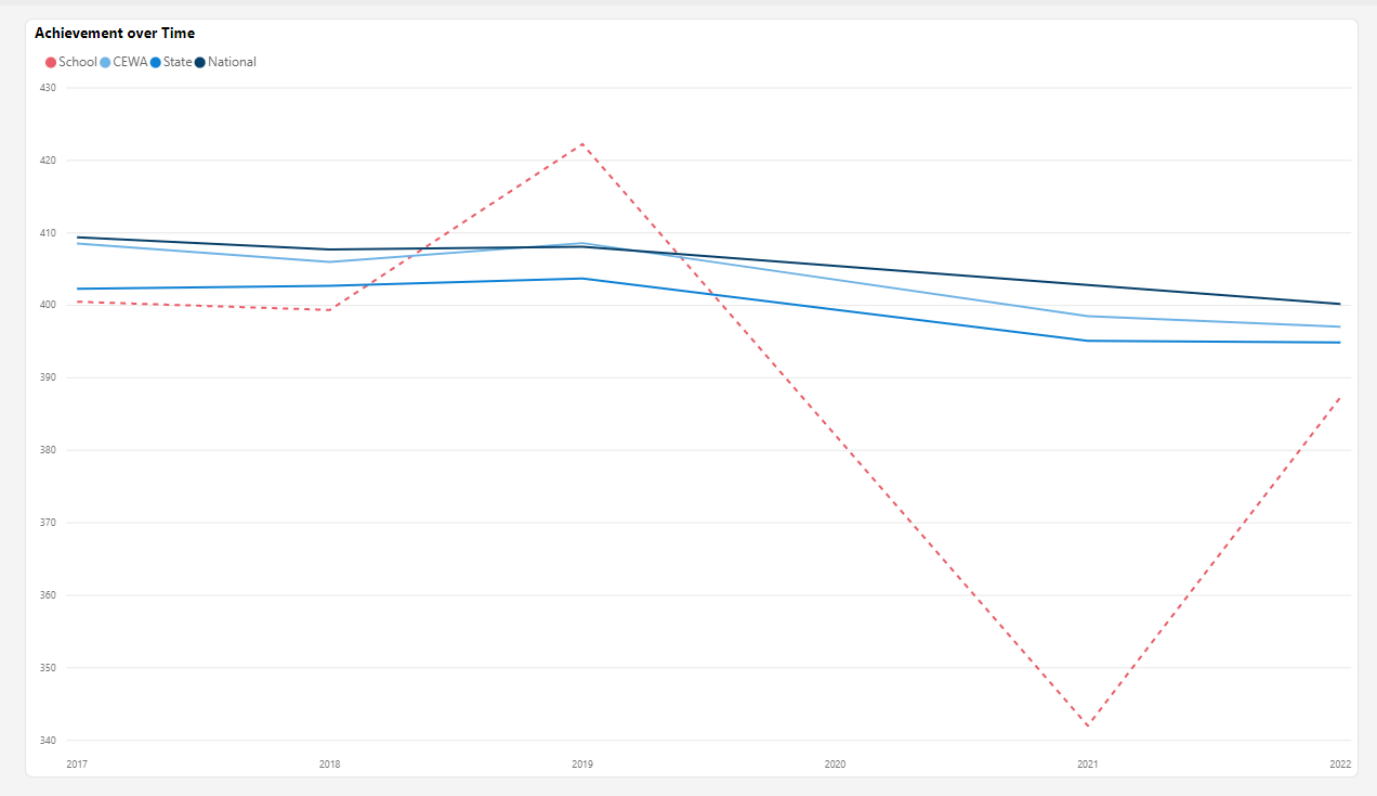
ASSESSMENT DATA ANALYSIS for 2023

CSIP Goal 2023 (Education): **Mathematics-** continue to work at increasing engagement and achievement in Mathematics, through further embedding strategies implemented in 2022.

NAPLAN DATA (Numeracy)

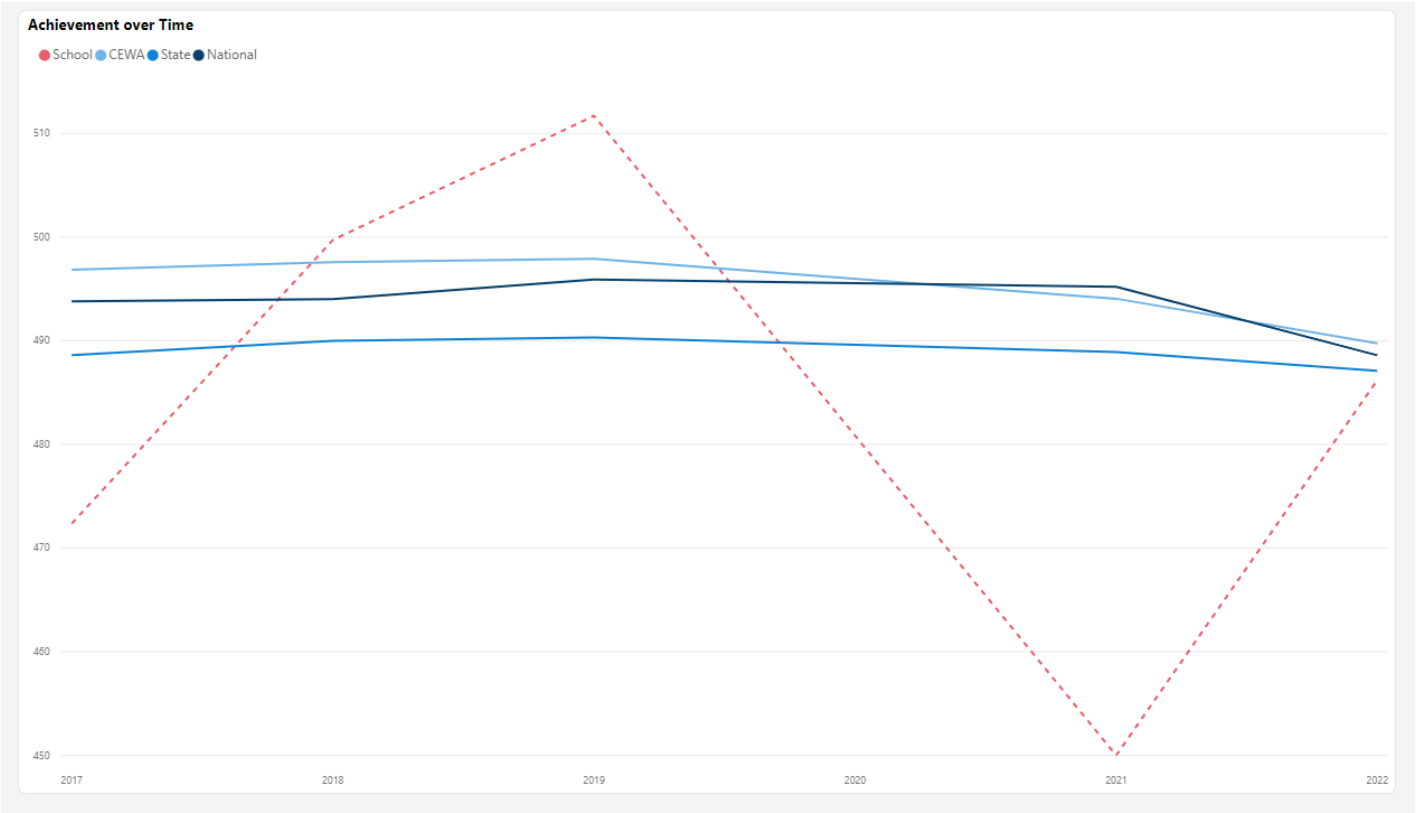
Year 3

Historical data shows that there was a decline in the 2021 numeracy results, but there has been an improvement in the 2022 results. The current Year 3 students are a weaker group who require additional support in Mathematics. Our results are still below CEWA, State and National scores.



Year 5

Previous data shows that there was a decline in the 2021 numeracy results, but an improvement in the 2022 results. Our results are just below CEWA, State and National scores. This current group of Year 5's are competent in Mathematics, with a number of students receiving extension within class.



This is the mean score comparison table for Numeracy.

Year	School	CEWA	State	National
2022				
Y03	387	397	395	400
Y05	486	490	487	489
2021				
Y03	342	399	395	403
Y05	450	494	489	495
2019				
Y03	422	409	404	408
Y05	512	498	490	496
2018				
Y03	399	406	403	408
Y05	500	498	490	494
2017				
Y03	401	409	402	409
Y05	472	497	489	494

<u>Comments</u>

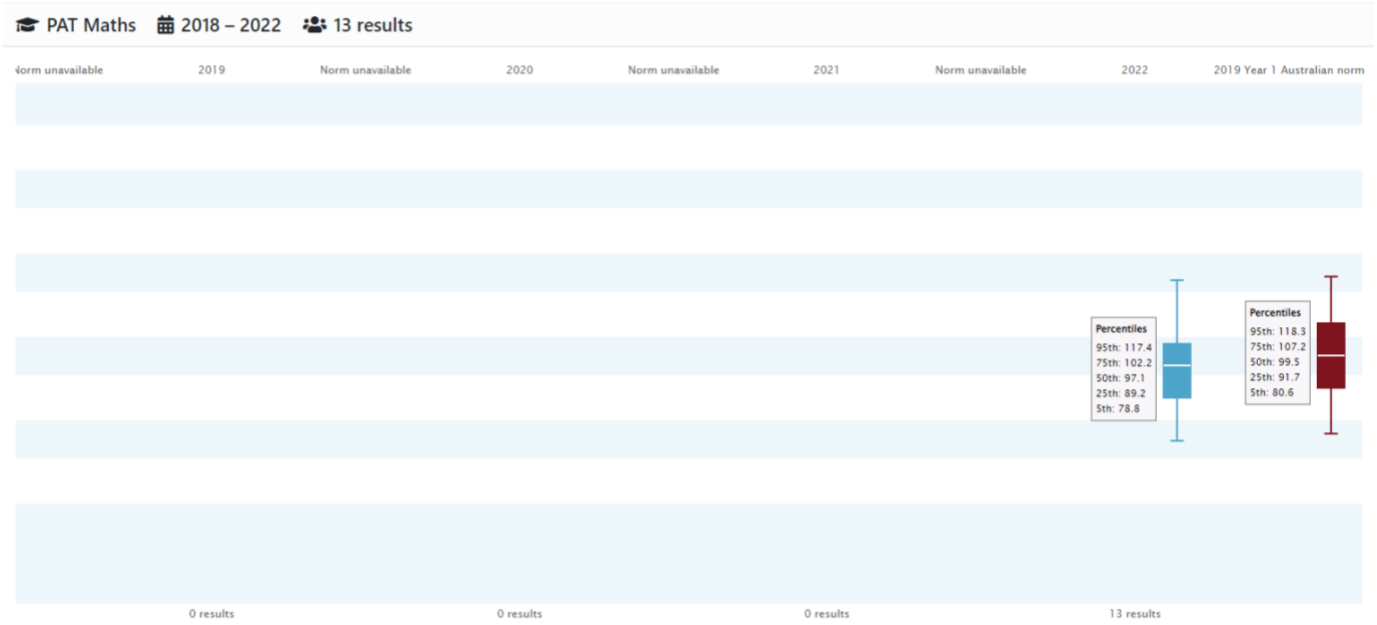
In 2022 there has been further implementation of strategies such as number talks, place value charts and Launch Explore Summarise. It will be interesting to see if there is further improvement to our results in future NAPLAN assessments. There is consistence between staff in their personnel over time and in their teaching strategies.

PAT DATA (Numeracy)

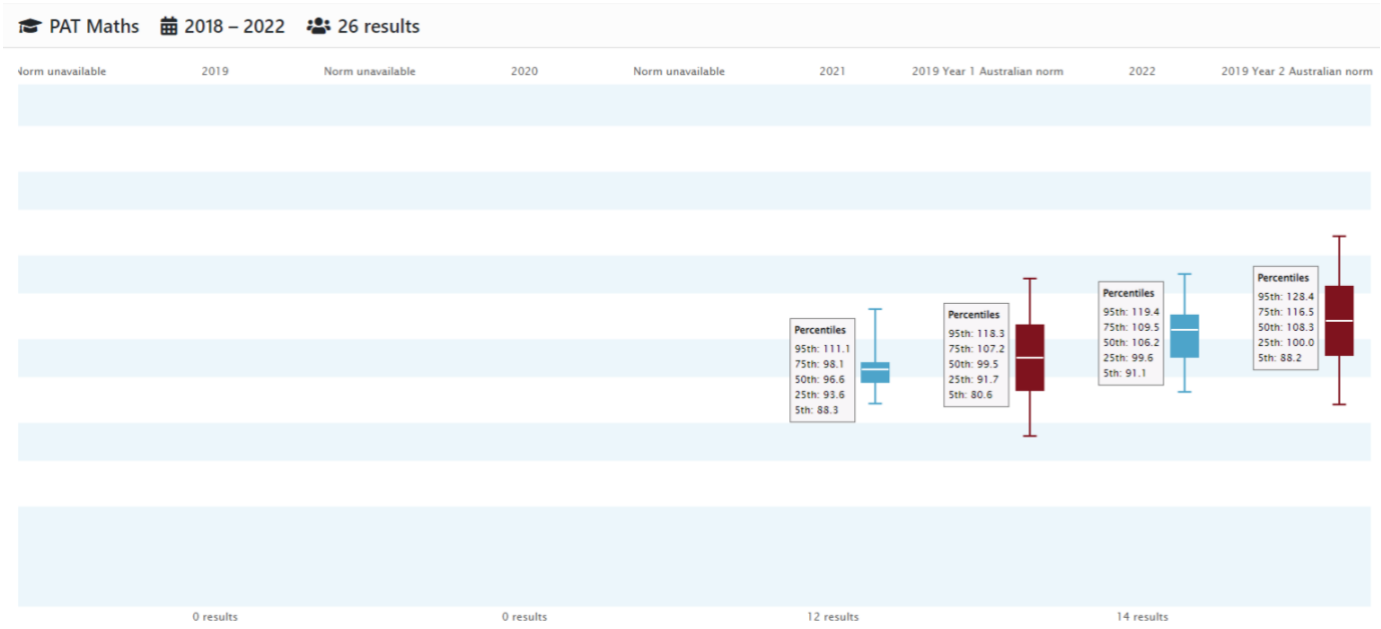
When comparing our NAPLAN assessments to the Pat Adaptive Analysis, we can get a clearer picture of strengths and weaknesses within the Numeracy domain.

This gives us more specific information of student's achievement and performance as a class and also individually.

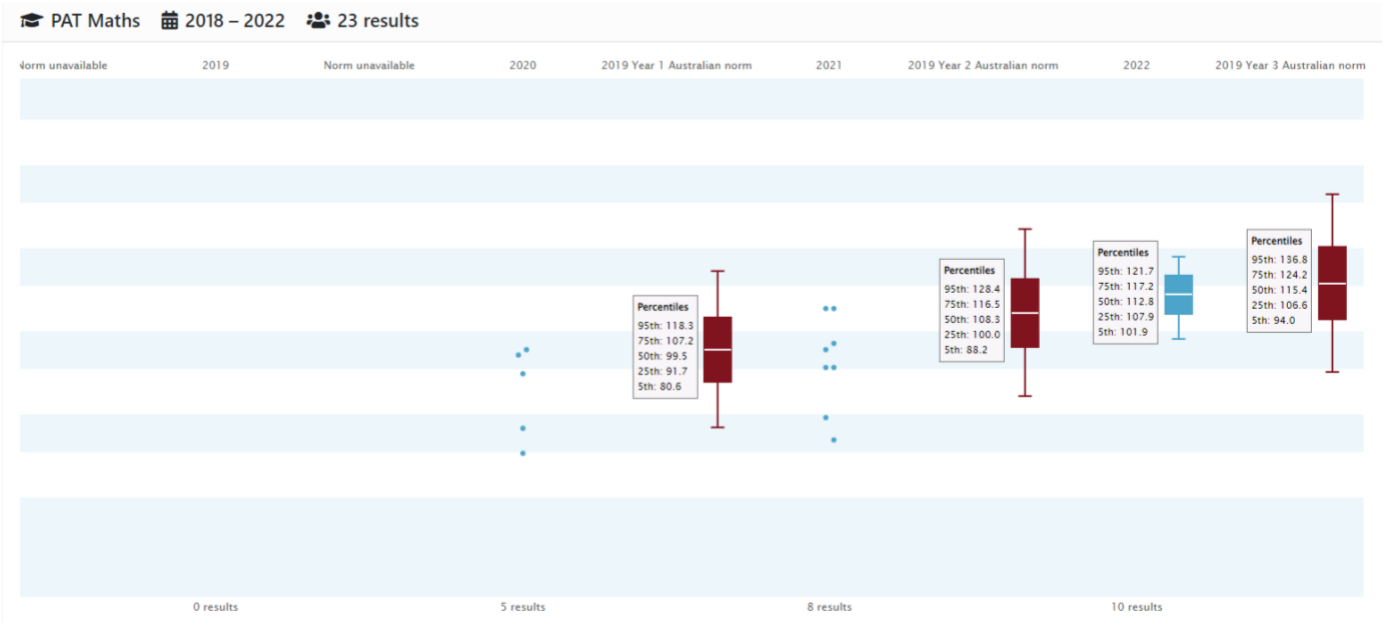
Year 1 results compared to Year 1 Norm data.



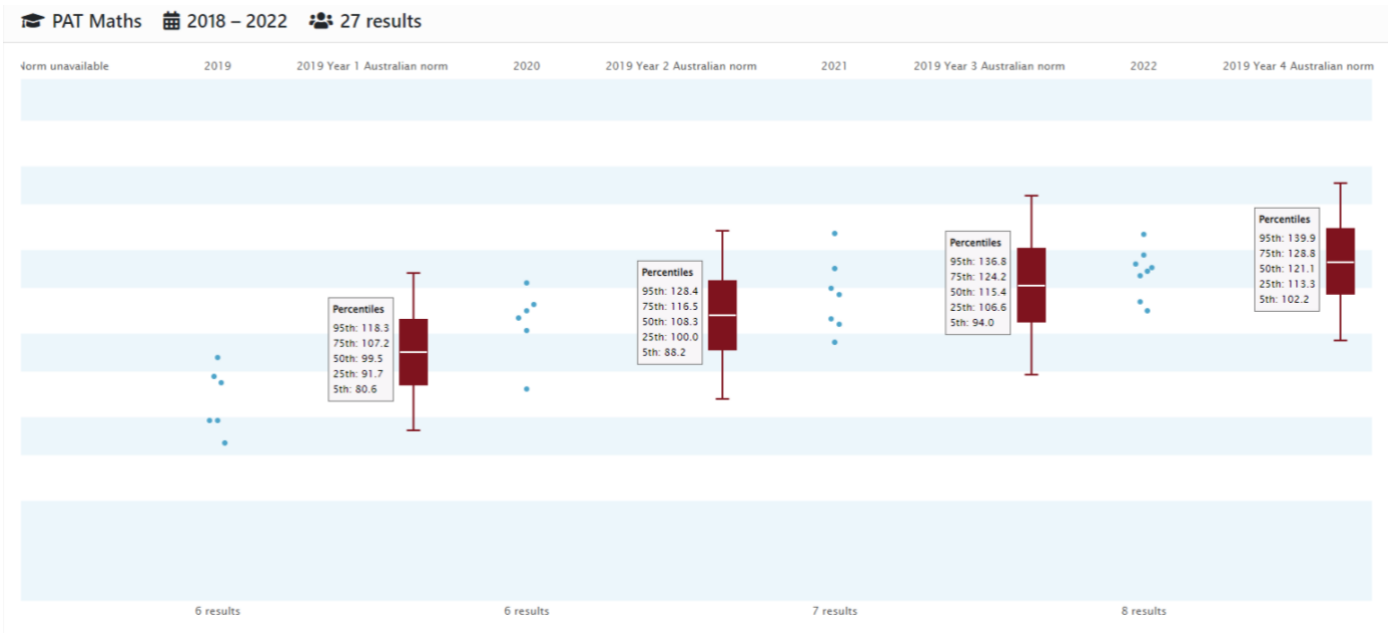
Year 2 results compared to Year 2 Norm data.



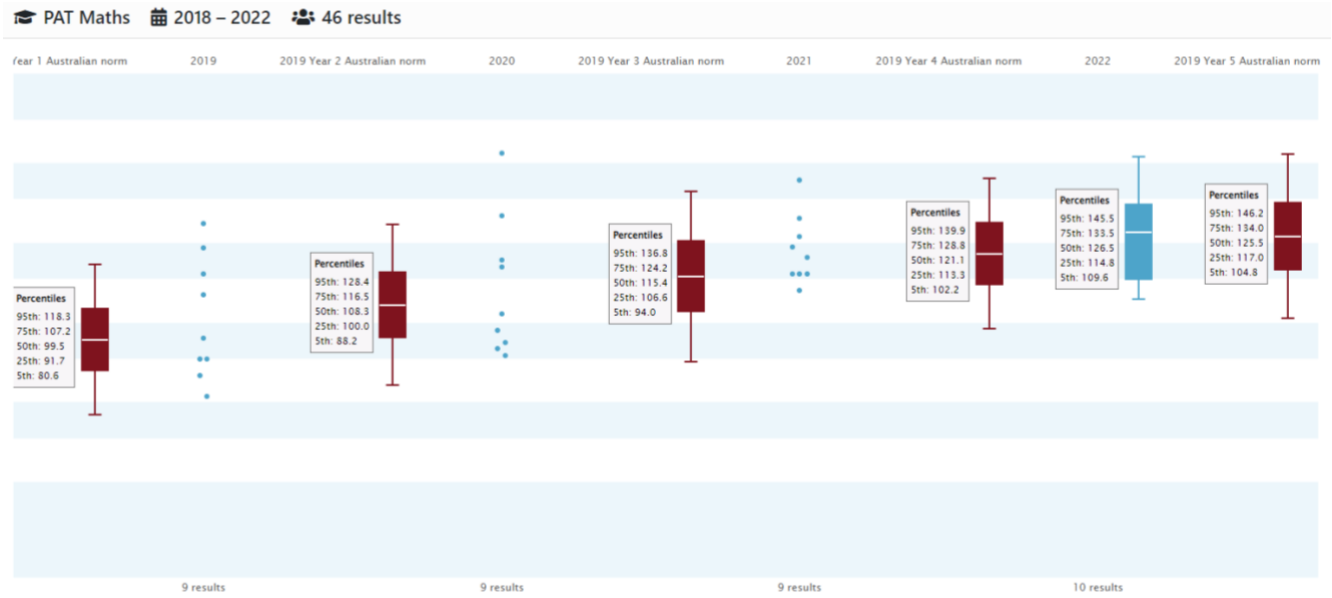
Year 3 results compared to Year 3 Norm data.



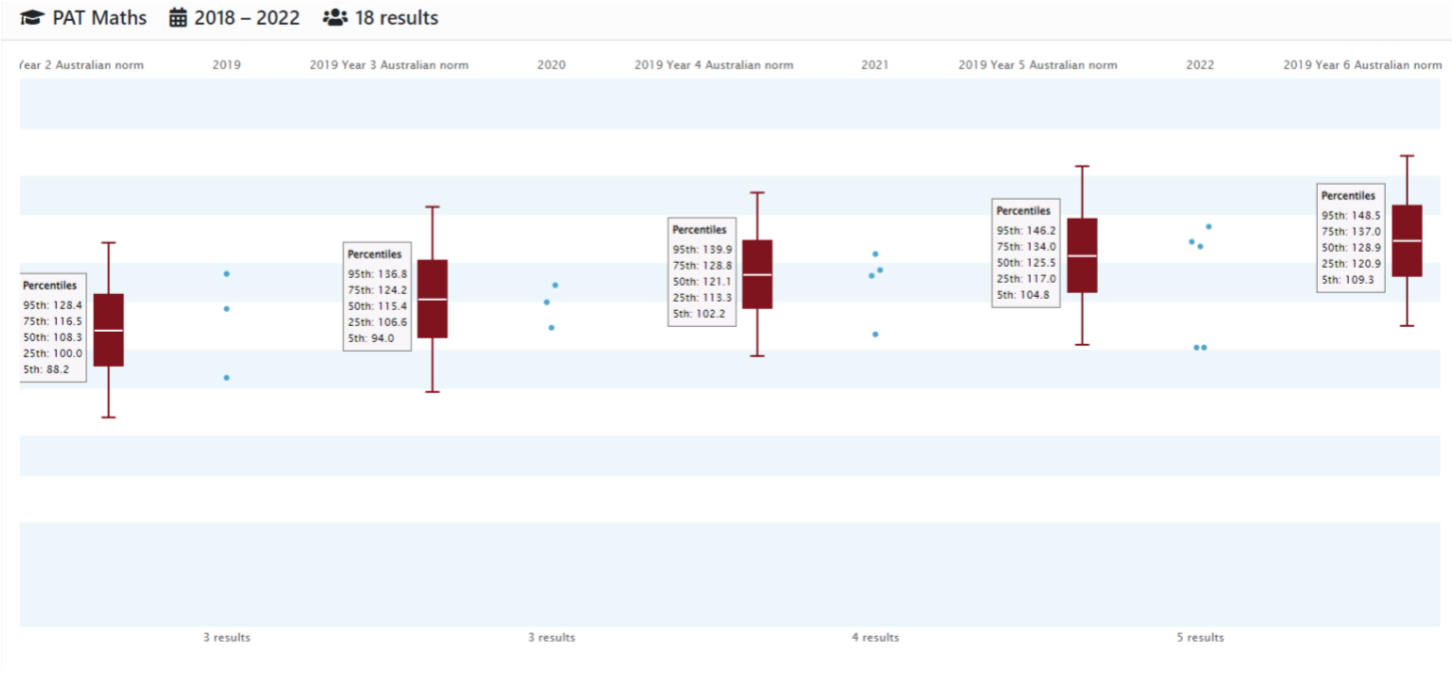
Year 4 results compared to Year 4 Norm data.



Year 5 results compared to Year 5 Norm data.



Year 6 results compared to Year 6 Norm data.



In the 2021 CSIP document stated that ‘our academic focus for 2022 will be to collect and analyse more data sources for achievement in Numeracy and to identify the particular mathematical concepts/skills that our students would benefit most from focusing on.’ This new method of assessment and reporting (PAT Adaptive) allows us to compare all of our students who completed the tests and to see the areas within the strands that our students have performed well in and areas where our students require more support.

The following table are comments generated from analysis of each strand in Mathematics. These strengths are to be celebrated and the weaknesses can be met within targeted classroom teaching and also used to plan professional learning opportunities in 2023.

PAT Maths Adaptive School Wide Data Review 2022

	Strengths	Weaknesses	Gaps
Number and Algebra 58/114 56/114	• Relationship between addition and subtraction • Multiples of 6 • Single digit addition	• Identifying/building the largest 3-digit number • Decimals ordering one-place and two-place numbers • Fractions – shaded parts of a whole and fractions of a group • Counting forward by 100 • Missing number in a number pattern • Largest number formed from a list of given numbers • Chooses the correct operation to solve simple word problem • 2 step word problems	• 4 digit numbers with one place value was a 0 • Recognising the place value hundredths digit in a number over 100 • Coins – change from $20 using whole dollar amounts • Comparing fractions
Measurement and Geometry 29/67 38/67	• Reading time to the hour on analogue clocks • Comparing weights using balance scales • Finding lengths of an object using a ruler with centimetres • Estimate the length of an object with an informal measure	• Chooses the appropriate unit of length for the object • Analogue clocks that show lapsed time • Calculating an interval using Am and Pm notion • Problem solving using a calendar	• Time – knowing time past the hour • Lapsed time (not being able to understand what is being asked within the question)
Statistics and Probability 22/41 19/41	• Finding the probability of scoring a given number on a dice • Interprets information in a pictograph	• Recognises an everyday event as impossible • Reasoning style questions is weak • Differences and trends in graphs	• How much literacy is a barrier to question comprehension? • Decoding what the question is asking • Capacity to be analytical about information displays

<u>CSIP Goal 2023 (Education):</u> **Literacy**- continue to embed guided reading as a key instructional tool, with increasing use of data from running records to inform instruction.

Whilst we use NAPLAN and PAT Data to review our assessment data, this data informs us of our student's comprehension to questions about the passage that they read. In 2022, we have been examining more closely the behaviours that our students show or do not show when they read. This informs us of their reading behaviours and it can identify individual students goals as well as small group reading instruction goals.

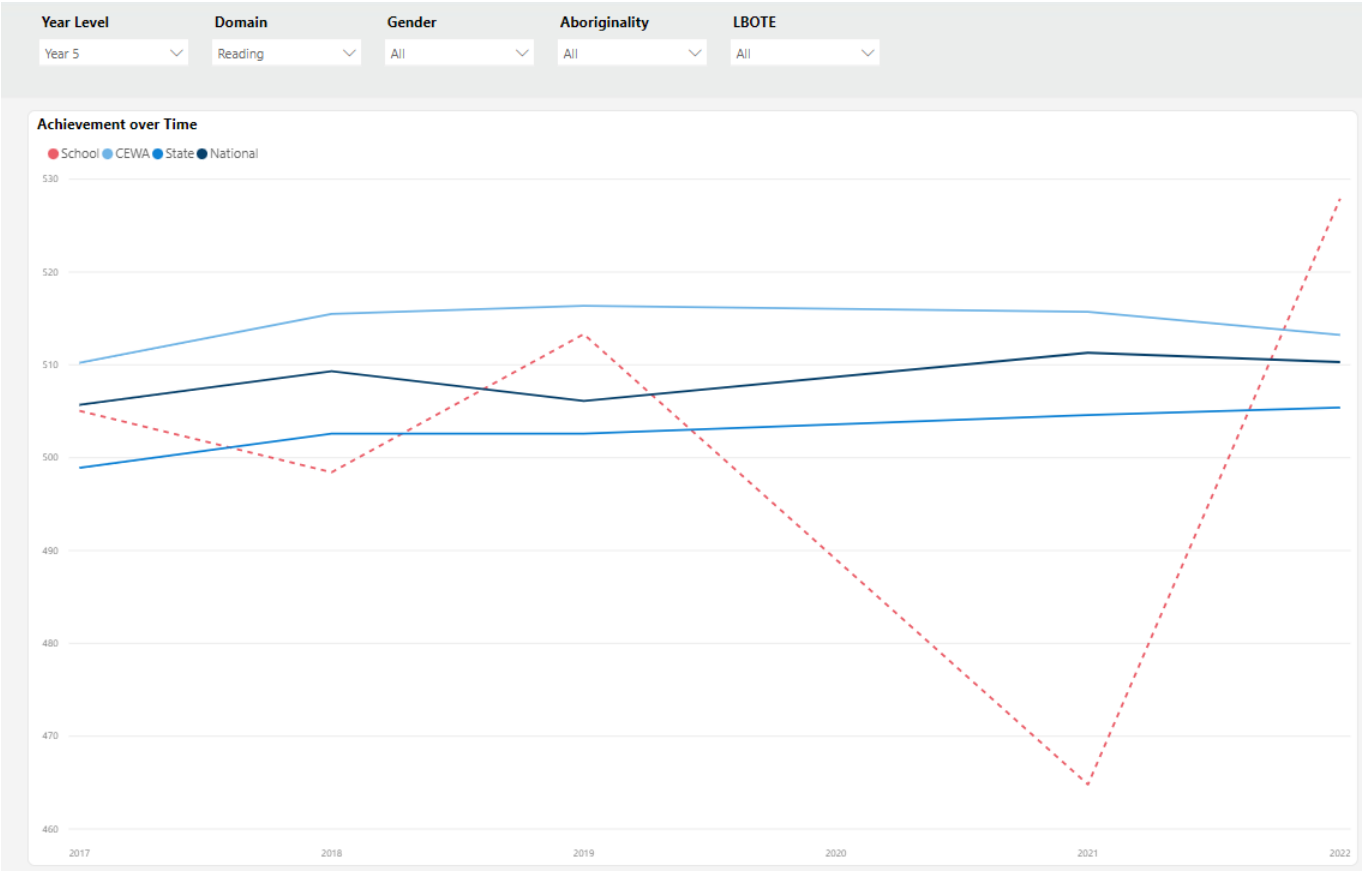
We will continue to cement our knowledge of using running record tools effectively to analyse the reading behaviours of our students and, through ensuring our students are reading levelled texts accurately, we will be able to use resources to work on their comprehension skills further.

The NAPLAN data shows that our reading comprehension scores have increased this year, from a decline in previous years, when levelled or targeted reading groups weren't as established as they have been in 2022. There has been a greater increase in growth in the Year 5 cohort and less in the Year 3 cohort. There are a number of EAL/D students and students receiving intervention for reading and spelling skills in the Year 3 cohort, compared to other years.

NAPLAN DATA (Reading)

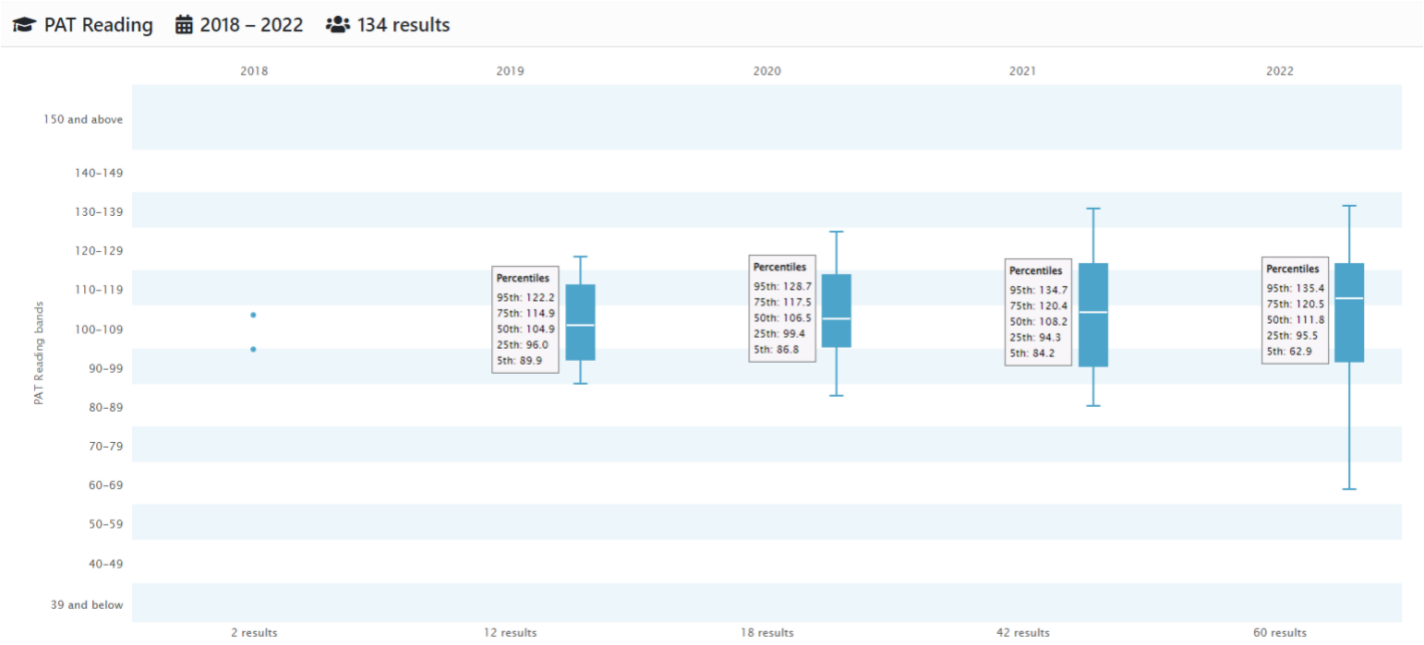
Year 3 NAPLAN Data graph over time

Year 5 NAPLAN Data graph over time



PAT DATA (Reading)

The PAT data table below shows that our students as a whole school are performing within the same range as previous years, although our range of students' comprehension abilities is wider. This is evident in the box and whisker plot for 2022.



This new method of assessment and reporting (PAT Adaptive) allows us to compare all of our students who completed the tests and to see the areas within the strands of Literacy that our students have performed well in and areas where our students require more support.

The following table are comments generated from analysis of each test strand in Reading comprehension. These strengths are to be celebrated and the weaknesses can be met within targeted classroom teaching and also used to plan professional learning opportunities in 2023.

PAT Reading Adaptive School Wide Data Review 2022

	Strengths	Weaknesses	Gaps
Retrieving directly stated information 42/80 38/80	• Locating/identifying directly/explicitly stated information • Only 3 questions about navigating text structures • Identifying facts vs opinions and some features of a persuasive text • Achieved well when classifying and re-organising information	• Inferring or identifying information by matching between two items • Identifying/selecting synonyms • Struggled to answer questions involving links between text and images	• Is vocabulary a barrier?
Interpreting explicit information 38/64 26/64	• Links information to identify a reason for a situation • Interpret narrator's statement by considering its context • Interpret information described in a simple information text • Interprets the main idea in a persuasive text • Identifies which character performs an action in a narrative text • Inferring based on idiomatic phrases *e.g. He let the cat out of the bag (accidentally told a secret).* • Identifies character and their actions in a text	• Make generalisations from simple information text • Use illustrations to answer questions • Pictures match sentences • Located a section of text that gives specific information • Infers a reason for a characters decision • Interpret a description in a short narrative text • Interprets characters behaviours using explicit clues • Identifies a meaning of a word in context	
Interpret implied information 22/42 20/42	• Infers reasons for characters behaviour from a short, simple narrative text • Infers connection between characters personality and action in short, simple narrative text • Infers advice from subtle clues in persuasive text	• Identifies purpose of a symbol used in an instructional text illustration • Identifies the focused of a persuasive text by detecting a theme across information • Infers a characteristic from information in a procedure • Infers meaning of a phrase in a narrative text • Infers underlining meaning behind a character's actions	

Reflecting on the text 8/20 12/20	• Identifies text types (narrative, persuasive, procedural) • Identifies key literary strategy (setting, characters, description in a narrative)	• Identifies the purpose of an author's text • Identifies the conclusion of a procedural text • Identifies the impact of a meaningful description in a narrative text • Makes a judgement on different scenarios given	