



Vision

Finding our way, Inquiring into our world. Christ and Church as our guide.

Mission

St Patrick's College aspires to be a community based on Gospel values of love, forgiveness, compassion, respect, sensitivity and justice, expressed through the Catholic tradition.

Values

Foster a deepening personal commitment to God

Witness to Gospel values and the Christian way of life in our dealings with each other and the wider community

Promote spiritual, intellectual, emotional, social and physical development

Recognize and foster the talents and potential of each member of our College community

Strategic priority	Goal ¹ : Goals that inspire and set your school's direction <i>"Where do we need to go?"</i>	Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
Catholic identity	Increase understanding of Laudato Si and its relevance to our College community.	Staff can articulate an understanding of Laudato Si and collaboratively propose and facilitate initiatives for our community which enhance care for our environment through sustainable practices.	Provide Staff PD with a focus on Laudato Si Facilitate Laudato Si based assembly to introduce the concept Plan cross-curricular opportunities based on Stewardship Assess further opportunities for stewardship across the College (eg. Recycling, composting, energy reduction, sustainability etc)	Staff PD Days Term 1 Ongoing Ongoing	CLT, Campus Minister and Catholic Identity Team (including SRC members).
	Develop a college Catholic Identity Team	Formation of Catholic Identity Team	Provide opportunities for staff and student voice via the Catholic Identity team	Term 1	APRE and Campus Minister
Learning and teaching	Please complete EIA (page 2)				
Wellbeing	Implementation of the St Pat's Way for Students document.	Staff, students and parents will understand that these ways of working documents are aligned and critical to a successful education partnership.	Launch St Pat's Way for students at opening assembly, FB, student diary and publish in Newsletter. Have the document visible in classrooms and around the college Use document as a reference for student interventions, classroom management, restorative conversations and meetings with families.	Start of 2024 school year End of week 1 Ongoing in college operations	Principal and Leadership Team Middle Leaders

Explicit Improvement Agenda - 2024

St Patrick's College

	Tier 2/3 targeted interventions and programs (students identified through BI data)	Processes developed as ways of working for the new middle leader Tier2/3	Establishing clarity in the role within the middle and extended leadership teams.	End of Term 1	Deputy Principal, Tier 2/3 Middle leader and Middle Leader Inclusive Education
	Schoolwide wellbeing program (Wellio)	College wellbeing analysis through Suspension data, R Room referrals, attendance data and general behaviour.	Pastoral and Learning Middle leaders collaborate to design lesson program. Wellbeing program embedded in Lifeskills lessons and within HPE classes and Digital Literacy classes.	Term 1 and ongoing Ongoing	Deputy Principal, Middle Leader HPE, Middle Leader Horan, Middle Leader Digital Literacy
	Formation and enacting new SRC structures	The SRC has a shared language and mutual understanding around what an effective Student Leader looks like at St Pat's College to ensure clarity and consistency in student leader practices.	SRC Formation Day with Tammy McCartney with a focus on the essence of the student leader- who is the self that leads. Weekly meetings and support for SRC	Formation Day before students return for 2024 Ongoing	The Leadership Team
Our people	Clarification of roles and responsibilities throughout the College community	To ensure all staff have clarity on their role in the college staff team.	Clarify, review and redraft role descriptions if required for staff, commencing with Administration staff	To have completed the process by end of term 3	Principal, Business Manager and CLT as required.
Diversity and inclusion	Enacting Reconciliation Action Plan (RAP) throughout College processes and practices.	Staff are conversant in RAP Visible and structural elements that reflect RAP	Whole staff focus at twilight Presentation by community elders	By Term 4	CLT, Campus Minister
Organisational effectiveness	Focus on formation of college teams within the new organisational structure and cohesion between these groups. This includes ways of working, specifically targeting processes, meeting protocols and workflows to support the changing needs and expectations of staff, students and parents.	Staff Handbook continues to develop as the point of truth for school processes and procedures. Processes are responsive to the needs of staff, students and parents. Meeting structures, routines and cycle are consistent and established.	Staff to review updated handbook as part of beginning staff days. The Leadership refines Staff Handbook throughout the year in response to need. Processes established for documenting and filing team minutes and running meetings.	Beginning of year	Assistant Principal Curriculum and Student Futures College Staff

1. Use the data available to your school (i.e. HealthCheck, NSIT Review) to identify gaps in school performance and inform objectives aligned to strategic priorities.
2. Within the Targets column, set targets against the data available within your school's HealthCheck, if applicable.
3. Schools must include both a learning and teaching (EIA) and a Catholic Identity (AIP) goal. We recommend that schools include a maximum 1-2 additional goals across the strategic priorities.

Explicit Improvement Agenda - 2024

St Patrick's College

Goal: To consolidate the work done in 2022 and 2023 around teacher clarity with a particular focus on formative and summative assessment and use of student voice in teacher planning.

Success Criteria: (Success Criteria identify 4 to 8 observable characteristics of the intended future state for the school once this EIA has been achieved – describing what success looks like)

- CLT, teachers and students all share common language and practices on formative assessment.
- There is a clear link between success criteria and formative assessment in planning and classroom practice.
- CLT and learning leaders regularly (weekly) engage in learning walks and talks with feedback to staff.
- Teachers regularly (at the end of each unit) seek student voice to inform planning.
- Teachers and students collaboratively set goals for student outcomes and engagement.
- Teachers use student voice and learning walk and talk feedback to set professional goals for the following unit.
- Selected data sets (student voice survey, SRS effort, SRS Sem 1 vs End T3/awards night results) reflect increased student engagement and improved results.

Actions	Targets	Timelines	Responsibilities & Accountabilities
<p><i>What are the actions the school will implement to address the improvement focus?</i></p> <ul style="list-style-type: none"> • Continue embedding the St Pat's Way document in school processes and practice (and determining the role of the new middle leaders in this) • Planning and PD time prioritising quality teaching including teacher clarity, formative and summative assessment and the use of student voice. • Students will co-construct learning goals with their teachers on outcomes and engagement, share these with parents and self-evaluate their progress against goals. • Embed NAPLAN readiness activities in Maths, Library and English classes in Years 7 and 9. <p><i>What will be the expected outcome/impact?</i></p> <ul style="list-style-type: none"> • Consistency of teacher practice across planning, teaching, and assessment • Teachers will have a comprehensive understanding of students' strengths and areas for development. • Development of a shared language between teachers and students about feedback. • Improvement in Year 9 NAPLAN results compared to Year 7 and Year 7 NAPLAN to be trending upwards from previous cohorts. 	<p><i>Specific improvements sought in student performance. (measurable student outcomes)</i></p> <ul style="list-style-type: none"> • Measured improvement in teacher capacity to utilise formative and summative assessment resulting in improved student outcomes by 10% using student GPA's. • Students will improve academic and engagement outcomes aligned with their learning goals. <p>Teachers</p> <ul style="list-style-type: none"> • Teachers will demonstrate increasing proficiency in effectively planning for student improvement and engagement when planning from the Australian Curriculum, QCAA syllabuses and VET training packages • Teachers will actively seek student voice and use this to inform teacher planning <p><i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i></p> <ul style="list-style-type: none"> • Unit plans reflect quality teaching including LI, SC, formative assessment and peer/self-feedback. • Improvement in individual and collated student voice survey data. • Increased learning walks and talks with increased sharing of quality teaching practice (evidenced in meeting minutes and agendas. • Learning Walks and Talks reveal NAPLAN readiness activities are being undertaken. 	<p><i>What is the expected timeframe for the improvement focus to have an impact?</i></p> <ul style="list-style-type: none"> • 6 months for consolidation of practice • 12 months for expansion of summative assessment practices <p><i>Milestones and Phases</i></p> <p>Staff Induction Days</p> <ul style="list-style-type: none"> • Introduction of Quality Teaching document to complement St Pat's Way for Teachers • LoLs – set clear expectations within departments around planning, quality teaching, assessment and learning goals <p>All Terms</p> <ul style="list-style-type: none"> • LoLs work with teams to support collaborative planning using quality teaching with multiple forms of feedback and to look at task clarity. • All classes developing learning goals • Student voice gathered by all teachers • CLT and LoLs provide feedback from LWT and encourage sharing of practice (whole staff / team) <p>Term 1</p> <ul style="list-style-type: none"> • Task writer developing feedback rubrics for summative assessments. • Trial group using feedback rubrics to develop student understanding of task requirements and for peer/self-feedback. <p>Term 2</p> <ul style="list-style-type: none"> • LoLs devoting department time for teachers to understand how feedback rubrics can be used to develop student understanding of task requirements and for peer/self-feedback too. <p>Term 3 and 4</p> <ul style="list-style-type: none"> • LoLs devoting department time for teachers to collaboratively develop feedback rubrics and how these can be used to develop student understanding of task requirements for peer/self-feedback too. 	<p><i>Who is responsible for this action?</i></p> <ul style="list-style-type: none"> • Principal • Deputy Principal • Assistant Principal – Curriculum and Student Futures • Assistant Principal – Religious Education • Leaders of Learning <p><i>Who will need to be involved?</i></p> <ul style="list-style-type: none"> • All teachers and students <p><i>How will we monitor against school targets to know we are on track to success?</i></p> <p>Monitoring - The Senior Leadership team will engage in monthly monitoring of progress in planning with teaching teams.</p> <p>ML teams will review in fortnightly meetings</p>
<p>Resources & partnerships</p> <p><i>What targeted resources structures or other support is needed to enable this explicit improvement agenda?</i></p> <p><i>What strategic partnerships are in place to enhance student achievement?</i></p> <p><i>How will this explicit improvement agenda be communicated to staff, parents and the wider community?</i></p>	<p>Education Officers: Fiona Hicks and Mabelle Flowers-Smith to support staff development. Early Career Teacher (ECT) budget to work with new team of early career teachers. PAT, BI (writing), SRS, NAPLAN - ongoing investigation into other effective tools Australian Curriculum – Version 9 (supporting resources from QCAA & BCE)</p>		