St Patrick’s Primary

INTERNAL VALIDATION REPORT

2011

3.1 Learning Support
1.4 Social Action and Justice
2.4 Assessment of Student Learning
3.4 Student Wellbeing and Pastoral Care
4.3 Professional Practice
6.3 Resourcing
ST PATRICK’S PRIMARY
GYMPIE

VISION STATEMENT

St Patrick’s Primary School partners with parents and the community to develop Christian character and individual excellence.
**Component:** 3.1 Learning Support

**Elements:**
- Whole school co-ordinated structures and programs
- Flexible learning opportunities
- Individualised support plans
- Integration / inclusion programs

The following evidence informed the internal school review of this component:
- Dossier of Staff Meeting Conversations
- Parent and Staff Survey Results
- Existence of documents used for supporting students (eg. Yearly Student Support History Document, SSAT Meeting notes, records of SST Meetings, IEP Meetings etc)
- Classroom Support Meetings
- Existence of documents that support BCE processes for students with disabilities. EASP, EAP, IEP documentation and EIMS reports.

<table>
<thead>
<tr>
<th>Strengths identified across Component</th>
<th>Development needed across Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Thorough well-documented processes for accountability of Learning Support offered at our school and generally an in-depth knowledge of policies and guidelines amongst staff that promote inclusive Learning and Teaching.</td>
<td>- Need to continue to develop strategies for differentiating the curriculum within the classroom context</td>
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**Teachers make adjustments so that they are catering for their community of learners through**
- Differentiating the curriculum
- Scaffolding learner
- Individual/group support from school officer/learning support or enhancement teacher
- Negotiating individual assessment/assignment topics as required
- Adjusting tasks to suit their need to achieve/negotiate work to be completed
- Support of peer teachers and STIE teacher through IEPs, adjustments are made to cater for the specific needs of the learners.
- Curriculum planning between teachers, support staff and BCE staff
- Necessary adjustments to the curriculum eg: teacher/teacher aide support, less required to complete task, more detailed instructions and examples.
- Classroom management eg who children sit next to, small group/one-on-one activities.

- Continue to assist teachers and school officers in developing their own skills for affectively planning for and teaching children with special needs. Eg Professional Development on Teaching Children with ASD
**We have School Structures and processes that facilitate access to support for students**
- SSAT
- STIE
- Guidance Counsellor – need more time here – full-time would be great
- Gifted & Talented Programs
- Support a reader
- Multi lit
- Learning support
- Enhancement and enrichment time
- Specific funding for teacher aides to support learners with specific needs
- Regular IEP meetings with teachers, parents and support staff to consider needs of specific students
- Support for ESL students
- Support ALWAYS available in a crisis –
- Outside professionals to test students eg; Speech, OT
- Strategies for those who need extra support that can be used in the classroom and at home.
- Parent/teacher meetings to enable consistency
- Testing outside of the classroom to support or guide teaching and learning strategies.

**We have strategies evident for collaboration between classroom teachers, parents and student services or agency personnel.**
- Case review meetings
- Informal/formal communication with SSAT, STIE, Guidance Counsellor
- Referrals to outside specialists and feedback/reports from them
- Parent/Teacher meetings
- Report cards
- Interviews
- Effective and on-going communication eg email, phone calls
- Conferences with parents, principal, parents, Learning support etc
- Notes between teachers and parents
- Regular IEP and EAP meetings
- Child support agency meetings - yearly

**We have well-developed processes for informing staff of student progress from year to year eg**
- Student support history document Confidential folders
- Organised meetings with previous and new teachers at the beginning of the year

- Improve communication with the whole parent community about strategies and processes for accessing student learning support
- Continue to develop whole class profiles for monitoring classroom adjustments to pedagogy and curriculum
- Classroom Support meetings with STIE and Enhancement Teachers
- Amended Report cards

Noting of Achievements for Annual Report:
- Thorough well documented processes for accountability of Learning Support offered at our school and generally an in-depth knowledge of policies and guidelines amongst staff that promote inclusive Learning and Teaching.
- Teachers who make adjustments so that they are catering for their whole community of learners
- Strategies evident for collaboration between classroom teachers, parents and student services or agency personnel.
- Well-developed processes for informing staff of student progress from year to year

Noting of Action for Annual Action Plan:
- Need to continue to develop strategies for differentiating the curriculum within the classroom context
- Continue to assist teachers and school officers in developing their own skills for affectively planning for and teaching children with special needs. Eg Professional Development on Teaching Children with ASD
- Improve communication with the whole parent community about strategies and processes for accessing student learning support
- Continue to develop whole class profiles for monitoring classroom adjustments to pedagogy and curriculum
Component 1.4: Component: Social Action and Justice

Elements:

<table>
<thead>
<tr>
<th>Justice in the school community</th>
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<tr>
<td>Action for justice</td>
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<tr>
<td>Reflection on action for justice</td>
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The following evidence informed the internal school review of this component:

- Observations and experiences of staff members
- Responses to a survey of staff members
- Responses to a survey of parents.
- Records of School Newsletters, Staff Newsletters
- Records of school communications with Church agencies
- Anecdotal Information

<table>
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<tr>
<th>Strengths identified across Component</th>
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<tbody>
<tr>
<td>Liturgies focussing on particular Gospel values are developed to guide members of the school community in expressing and living out these values in the day to day life of the school. These values provide the focus of prayer, pastoral time and action. These liturgies, as appropriate, include a strong focus on supporting the work of the church through agencies such as Catholic Mission, Caritas and The Saint Vincent de Paul Society. As well as engaging in fundraising activities to support these church agencies, emphasis is also placed on the importance of educating student about the work of these agencies and the types of needs they are addressing within both the local community and the broader Australian and world communities.</td>
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<th>Development needed across Component</th>
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<tbody>
<tr>
<td>Need to continue to look for new ways of raising awareness of all types of social issues that lead to the marginalisation of individuals (including in our own school community) and ways of responding to these needs.</td>
</tr>
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</table>

Through the year seven Committee’s, such as Minni Vinni’s and the Faith & Mission Group, students are encouraged to take a more active role in reaching out to others through planning and supporting activities aimed at raising the awareness of other students about the work of these church agencies.

Church Teachings and Gospel Values underpin the school’s Student Behaviour Support Plan with a particular concern for those experiencing difficulty and disadvantage. Structures and procedures are set up within the school to ensure that appropriate support is provided to students and to staff to assist in meeting the needs of students. The Student Support Admin Team also ensures that procedures and practices are set up to meet the very diverse special learning and behaviour needs of members of the student population.
Policies, practices and procedures are in place to ensure the needs of marginalised members of our community are supported. The School Fee Policy and School Fee Concession Policy ensure that no member of the community is excluded because of misfortune or disadvantage. The school also has a hardship fund which is used to ensure that no students are excluded from school activities such as camps and excursions because of financial disadvantage.

School newsletters, assemblies and liturgies are used to raise awareness of issues relating to justice and peace within the local and broader communities and how we, as a school community respond to these issues. Resources provided by Church agencies such as Catholic Mission, Caritas and St Vincent de Paul are also used to support classroom teaching and learning and to raise student awareness of issues. Guest speakers from these agencies also regularly visit the school and engage with students and staff in a range of different activities.

The relationship between the school and the parish and broader community is also valued and provides opportunities for reaching out to others in our community. Classes participate in the Parish Caring Masses with elderly and sick parishioners; as well Year Seven students regularly visit residents at St Patrick’s Villa (Aged Care facility) and the school nurtures an ongoing relationship with the local St Vincent de Paul Chapter.

The Sustainability Committee regularly review procedures and practices within the school and initiate practices to raise awareness and modify behaviours among members of the school community.

Funding is attained for students with disabilities and Aboriginal and Torres Strait Islander children which provides day to day support for these students.
Noting of Achievements for Annual Report:
- Regular liturgies provide a strong focus for Gospel values within the school.
- In response to the Gospel message the school community seeks to respond to issues and reach out to the wider community through mission and other school activities.
- The school supports the work of the church through agencies such as Catholic Mission, Caritas and The Saint Vincent de Paul Society
- Structures and procedures are set up within the school to ensure support is provided to assist in meeting the needs of all students.

Noting of Action for Annual Action Plan:
- Document a plan for how Social Justice and Action issues are addressed throughout the school year
- Explore age appropriate strategies for raising awareness of issues and how to respond to these needs.
Component: 2.4: Assessment of Student Learning

Elements:

<table>
<thead>
<tr>
<th>Continuity, flexibility and variety of assessments</th>
<th>Use of student learning data</th>
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<tbody>
<tr>
<td>Tracking, monitoring and feedback</td>
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<tr>
<td>Consistency of teacher judgement</td>
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We looked at the following evidence for the internal school review of this component:

- Parent and staff survey
- Data on student learning & achievement
- CTJ Plans & Feedback sheets
- Use of whole school processes regarding student feedback
- Samples of Assessment Tasks & Criteria Sheets
- Perceptions of staff on assessment strategies

<table>
<thead>
<tr>
<th>Areas of Strengths across Component</th>
<th>Areas for Development across Component</th>
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<tbody>
<tr>
<td>Consistency of Teacher Judgement occurs and ensures that assessments of student learning are valid, well based, and used to inform future practice.</td>
<td>Further develop school processes that link planning, assessing, monitoring and reporting.</td>
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<tr>
<td>A range of assessment opportunities are provided which take some account of the differing learning needs of students.</td>
<td>The effective use of relevant data can be improved.</td>
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<tr>
<td>Students at St Patrick’s are provided with feedback from teachers</td>
<td>Formalise the processes involved in tracking and monitoring student learning</td>
</tr>
<tr>
<td>Teachers at St Patrick’s use a variety of assessment tasks</td>
<td>Ensuring that assessment tasks are aligned with the Australian Curriculum</td>
</tr>
<tr>
<td>Teachers at St Patrick’s use a variety of internal and external assessments to aid in the gathering of data</td>
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We noted the following achievements Across the Component:
- Teachers at St Patrick’s use a variety of internal and external assessments to aid in the gathering of data
- Students at St Patrick’s are provided with feedback from teachers to aid in the improvement of their academic performance
- Teachers at St Patrick’s use a variety of assessment tasks and learning experiences that cater for different learning styles
- CTJ planning and participation
Noting of Strategies for Improvement:
- Using data more effectively
- Development of tracking and monitoring processes
- Ensure that a range of assessment tasks are provided across year levels
- Continue to take into account the different learning needs of our students when developing assessment tasks
- Staff to be provided with opportunities to further develop knowledge of the Australian Curriculum and the implications it will have on assessment
Component 3.4  
Student Wellbeing and Pastoral Care

**Elements:**

- Whole school student behaviour support plans
- Guidance and counselling arrangements
- Personal and social development programs
- Student protection procedures

The following evidence informed the internal school review of this component:

- **Documents in Use:** E.g. Whole of school student behaviour support plan; Relationships policy, Bullying Policy; Critical Incident Plan; Individual Behaviour Plans; CCYPCG (Student Protection Risk Management Strategy);

- **Evidence of Processes Implemented:** E.g. Behaviour Intervention Meetings; Individual case notes and action plans, Student support team; Pastoral support meetings; Referral processes; Student Tracking processes; Student Protection Risk Management Strategy; Involvement in “Kids Matter”

- **Evidence of Outcomes achieved:** E.g. Intervention and Support Team Outcomes; Student school attendance; School incident log; behaviour records

- **Student, Parent, Staff perceptions survey (re support, programming, student protection)**

<table>
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<tr>
<th>Statements from staff discussion and Survey Results</th>
<th>Strengths identified</th>
<th>Development needed</th>
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</table>
| Regarding our whole school pastoral care and behaviour support policy and procedures: | • We Prioritise relationship building.  
• Pastoral care and behaviour support are integrated into all areas of school and curriculum.  
• PC time spent in class and the use of programs to support relationship building and social skills.  
• Adults are a positive model for students e.g. in church, playground – we believe we are a real community.  
• Classroom teachers feel heavily supported from admin, SSAT, and other colleagues in school.  
• Teachers feel they have solid access to support. “It is never too much of a drama to support classroom teacher”. | We often don’t have written or formal individual student behaviour plans that are followed through – time constraints.  
Teachers sometimes feel they are not always aware of depth of some children’s needs (– time, confidentiality, privacy issues come into play here). More information needs to be shared with teachers for extreme issues re/ how to handle particular behaviours or needs – suggestion that this could be a permanent part of each staff meeting. |
| Regarding student protection and personal and social development | • Lots of good things going on in area of personal and social development and we are still in the process of | At times our intervention can be Reactive rather than proactive due to |
### Internal Record Keeping

#### Internal School Review Reporting Template

| Programs | **developing a school overview** (Kids Matter process begun – still in process).  
| GC has useful picture books in area of student protection – could buy more copies of each for classroom use.  
| Cyber safety workshops very useful | **time constraints.** |

| Regarding **Guidance Counselling provision:** |  
| Staff felt the quality of Support from GC is excellent  
| Staff felt that the SSAT is a great process which allows teachers to refer to and get advice/support and provide a “picture of a student over time”. | All staff agreed more GC time would be a great benefit. There was a concern that we get caught being more reactive rather than proactive with limited time.  
It was requested that all communication back to staff after a referral to be given via email not just verbal |

| The school actively promotes its pastoral care and behaviour support policy and it is easily accessible to parents. | **Staff survey:** 14 strongly agree, 10 agree.  
**Parent survey:** 8 strongly agree, 14 agree, 3 unsure. | **Staff survey:** NIL disagree.  
**Parent survey:** 1 disagree |

| The school provides students with relevant and age appropriate personal and social development programs (including the teaching of student protection strategies and procedures).  
**Parent survey:** 7 Strongly agree, 1 agree, 1 unsure, 1 disagree. | **Staff survey:** 13 strongly agree, 7 agree, 3 unsure, 1 not able to comment.  
**Parent survey:** 7 Strongly agree, 1 agree, 1 unsure. | **Staff survey:** NIL disagree  
**Parent survey:** 1 disagree |

| The school guidance counselling services are available and accessible for students and parents. | **Staff survey:** 5 strongly agree, 16 agree, 1 unsure  
**Parent survey:** 4 Strongly agree, 14 agree, 6 unsure | **Staff survey:** 2 disagree.  
**Parent survey:** 1 disagree, 1 strongly disagree.  
A parent expressed confusion about how a child might be referred to the GC. Perhaps we need to make a statement to the community about access options.  
A parent also stated that they believe their child should be able to access the counsellor within a day or two of referral and was dissatisfied with the timing of one issue.  
We may need to communicate the school GC service and provide |
**Noting of Achievements for Annual Report:**
- As a school we Prioritise relationship building.
- Pastoral care and behaviour support are integrated into all areas of school and curriculum.
- Pastoral Care time spent in class and the use of programs to support relationship building and social skills.
- Adults are a positive model for students e.g. in church, playground – we believe we are a real community.
- Classroom teachers feel heavily supported from admin, SSAT, and other colleagues in school.
- Teachers feel they have solid access to support.
- Lots of good things going on in area of personal and social development and we are still in the process of developing a school overview (Kids Matter process begun – still in process).
- GC has useful picture books and resources in area of student protection.
- Cyber safety workshops have been very useful.
- Staff felt the quality of Support from GC is excellent
- Staff felt that the SSAT is a great process which allows teachers to refer to and get advice/support and provide a “picture of a student over time”.

**Noting of Action for Annual Action Plan:**
- Could buy more copies of useful picture books for child protection to be used by class teachers.
- Possibility of developing more formal / written plans for Individual behaviour support
- Possibility of regular staff PD in the area of behaviour support and strategies for dealing with challenging behaviours and emotions.
- Look into possibilities of increasing our GC allocation.
- Communication back from SSAT and GC to be followed up in writing (email) after referral has been discussed. Not just verbal.
- Make a statement to the parent community about how and for what purpose they may access the guidance counsellor. Possibly make available more information about private and regular counselling options beyond what schools can deliver.
Component 4.3 Professional Practice

Elements:

<table>
<thead>
<tr>
<th>Selection, recruitment and induction processes</th>
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<tbody>
<tr>
<td>Career development and succession planning</td>
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<tr>
<td>Feedback and appraisal processes</td>
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The following evidence informed the internal school review of this component:

- Staff discussion and recorded responses at a staff meeting
- Parent Survey – 29 responses
- Staff Survey - 24 responses
- Staff hand booklet – induction program
- Leadership growth across staff
- Staff professional feedback and appraisal
- Goal setting – personal and professional formal statements
- Observations and experiences from new staff members

Noting of achievements:

Overall the school has a very effective selection, recruitment and induction process. It is in line with BCE guidelines and there is a clear understanding of expectations of the roles of staff.

There is support and provision for on-going professional development and support from the leadership team and the leadership needs of the future are catered for through programs and courses being available to staff. There is also a strong sense of shared responsibility at the school through teacher led working groups, leadership roles and opportunities for professional development being encouraged and supported.

There is a strong culture of shared responsibility and the consideration for the morale and wellbeing of the staff is evident within our school.

Noting of Action for annual Action Plan:

A formal induction program for all new staff (as well as graduates) if the need arises.

<table>
<thead>
<tr>
<th>Statements and Survey Results</th>
<th>Evidence to Support Agreement with Statements</th>
<th>Development needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has recruitment and selection processes and documentation that align to our context and BCE requirements</td>
<td>• Selection criteria clear</td>
<td>No formal induction process for new staff other than graduates</td>
</tr>
<tr>
<td>Parents: (6 strongly agree 12 agree, 5 unsure, 6 not able to comment)</td>
<td>• Follow processes to ensure best person for job</td>
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<tr>
<td>Staff: (11 strongly agree, 8 agree, 4 unsure, 1 unable to comment)</td>
<td>• Very clear guidelines are followed</td>
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<tr>
<td>That within the school the appraisal process provides opportunity for shared ownership and direction.</td>
<td>• Induction process for graduates – weekly meetings</td>
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<tr>
<td>Parents: (7 strongly agree, 14 agree, 5 unsure, 4 unable to comment)</td>
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<td></td>
<td>• Goal setting and mentoring each other</td>
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<td></td>
<td>• Meetings with principal</td>
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<td></td>
<td>• Feedback from principal</td>
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<td></td>
<td>• Professional sharing in staff meetings re classroom</td>
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</table>
| Staff | (13 strongly agree, 9 agree, 1 unsure, 1 unable to comment) | **That the school provides a comprehensive induction program for new staff.**  
**Parents:** (3 strongly agree, 3 agree, 12 unsure, 12 unable to comment)  
**Staff:** (3 strongly agree, 16 strongly agree, 5 unsure)  
- Working Groups – providing opportunities for teachers to lead  
- Teachers on Leadership team  
- Graduates well supported with meetings and buddy teacher |
|-------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | **That the school provides an effective process for planning and opportunities to address future leadership needs and career needs of its staff.**  
**Parents:** (4 strongly agree, 4 agree, 12 unsure and 10 unable to comment)  
**Staff:** (8 strongly agree, 14 agree, 1 unsure, 1 unable to comment)  
- Leaders of the Future  
- Out of the Box program  
- Goal setting  
- Post grad. and masters in leadership  
- Teachers on Leadership team  
- Working Groups – providing opportunities for teachers to lead |
|       | **That the school has a culture of shared responsibility and there are processes in place that relate to the morale and wellbeing of all staff.**  
**Parents:** (5 strongly agree, 11 agree, 5 unsure and 8 unable to comment)  
**Staff:** (13 strongly agree, 8 agree, 3 unsure)  
- Working Groups – providing opportunities for teachers to lead  
- Teachers on Leadership team  
- New staffroom and facilities  
- Shared responsibility in way teachers consulted on happenings in school and asked for opinion and contribution |
Component: 6.3: ICLT Resourcing and Infrastructure

| Elements | 
|-----------------|-----------------|
| 1. Development of infrastructure and applications | 2. Equity of access |

The following evidence informed the internal school review of this component:

- Dossier of Staff Meeting Conversations
- Parent and Staff Survey Results
- Associated documentation eg Hardware and software inventory
- ICLT Budget documentation
- Information gleaned from ICLT meeting minutes

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<th>Development needed across Component</th>
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<tr>
<td>Most Staff and students have a good level of access to fully integrated, contemporary ICLT systems and resources.</td>
<td>ICLT Plan – to be reviewed and renewed in 2012 – most identified areas have been dealt with</td>
</tr>
<tr>
<td>Staff and students have good levels of access to fully integrated, contemporary ICLT systems and resources</td>
<td>The school has an adequate budget for generally appropriate hardware and software. The budget provides for some professional development, appropriate maintenance and ongoing operational costs though there are some unmet needs in this area.</td>
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<tr>
<td>The school has an effective public website to communicate and engage with students, their families and staff</td>
<td>The financial sustainability of budget provision may be an issue. The school has an effective financial plan for the development and maintenance of technology infrastructure but this will need further development in 2012</td>
</tr>
<tr>
<td>The school has in place a systematic monitoring and review process that clearly identifies current maintenance and support needs and informs future planning and innovation.</td>
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<tr>
<td>We have highly responsive and effective technical support which is provided to maintain and upgrade the ICLT network and resources.</td>
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Noting of Achievements for Annual Report:
- Most Staff and students have a good level of access to fully integrated, contemporary ICLT systems and resources.
- Staff and students have good levels of access to fully integrated, contemporary ICLT systems and resources
- The school has an effective public web site to communicate and engage with students, their families and staff
- The school has an adequate budget for generally appropriate hardware and software. The budget provides for some professional development, appropriate maintenance and ongoing operational costs though there are some unmet needs in this area.
- We have highly responsive and effective technical support which is provided to maintain and upgrade the ICLT network and resources.

Noting of Action for Annual Action Plan:
- ICLT Plan – to be reviewed and renewed in 2012 – most identified areas have been dealt with
- The financial sustainability of budget provision may be an issue. The school has an effective financial plan for the development and maintenance of technology infrastructure but this will need further development in 2012

Comments on the review process:

Obvious constraints are imposed by funding for ICLT resources.
Dear Jesus
Please bless our school and all who are a part of it. Guide us this day in our work, prayer and play, and help us to make our school a happy and safe place. May we treat others with love and respect. Show us how to live the way you call us to live, to do our best and to let our light shine.

Amen