



# 2022 School Improvement Plan

## St Ambrose Primary School, Pottsville

---

### **CSO Mission**

Enabling students to achieve the fullness of life

### **School Vision**

Adaptability: Embracing change in a positive way

Embracing Catholic Faith: Our belief and knowledge of Jesus, the Church and Catholic Traditions are lived daily

Collaboration: Strong partnerships that are built on trust, communication and respect

Risk Taking: A courageous community that is stimulated, supported and challenged

Technology: Resources support authentic teaching and learning that equips students for the world beyond the class

Inclusivity: Diversity is valued and individual needs are catered for

Excellence: A vibrant learning community with high expectations evidenced by significant achievements

### **Values and Belief Statements**

- School Values:
  - Bee Responsible
  - Bee Respectful
  - Bee Courageous

That through a strong partnership with families and engagement with the Parish, St Ambrose will lead the school community in the journey towards the fullness of life.

### **School Improvement Theme**

"The first step toward change is awareness. The second step is acceptance." - Nathaniel Branden

### **Completed**

10/12/2021 by Chelsea Carter

### **Approved**

10/12/2021 by John Wilson



# Goal 1 Mission

Immerse and engage students in actions of service within the Catholic Faith.

---

## Intended Outcome

Students will consider serving others more as a result of becoming more engaged in effective RE units of learning.

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"><li>- If leaders provide opportunities for professional learning around RENEW pedagogies, teachers will use RENEW pedagogies/strategies to teach Religious Education. Students will be able to articulate their learning progress in response to the five critical questions.</li><li>- If Stage 3 teachers share and model examples of RENEW pedagogies/strategies, teachers across the school will develop a deeper understanding of how to implement these in their own classroom.</li><li>- If teachers teach new strategies within a Religious Education context, students will engage with lessons formed around service and action.</li></ul>	<ul style="list-style-type: none"><li>- Teachers have access to CSO resources for RENEW.</li><li>- Michael McDowell- Inquiry questions to develop units relevant to students' lives (surface/deep/transfer learning).</li><li>- Open-ended assessments.</li><li>- Planning days.</li><li>- Learning walks &amp; talks.</li><li>- PLT's</li><li>- Sharing new pedagogies/strategies in stage meetings.</li><li>- Using 2021 Stage 3 teachers as 'knowledgeable others.'</li></ul>	<ul style="list-style-type: none"><li>- MOJC discernment tool will reflect growth in Service.</li><li>- Through surveys, students will demonstrate high levels of engagement in Religious Education.</li><li>- Through learning walks, students will articulate their learning.</li></ul>

---

# Goal 2

## Learning and Teaching

Embed informed assessment practices that support teaching and learning in Literacy & Numeracy.

---

### Intended Outcome

Student growth in Literacy and Numeracy is achieved by students becoming more assessment capable learners.

### Action / Responsibilities

- If leaders...
  - provide professional learning to support assessment, then teachers will use assessment as teacher feedback to track student growth. Students will take responsibility for their learning and articulate their learning goals.
  - review professional learning around agreed best practices, then teachers will embed the GRRM in English and Mathematics. Students will deconstruct learning intentions and co-construct success criteria to better understand what is required of them in the learning and know their next steps for improvement.
  - review current structures around data collection, including the school Response to Intervention (RTI), teachers will reflect on the data in PLTs in order to interpret and improve instruction.
  - enable teachers to meet around their data and take responsibility for it, teachers will engage in the 4 critical questions in PLCs and PLTs. If teachers are aligned and consistent in these practices then students' growth can be monitored.

### Professional Learning / CSO Service Support

- - 16th March Interpreting Brightpath Data
- 29th July Brightpath Formative Assessment
- Learning Collaborative- Lyn Sharratt
- Mathematics session guide, EMU and Peter Sullivan
- New K-2 English and Mathematics Syllabus
- Dylan Wiliam Formative Assessment
- Michael McDowell- assessment capable learners
- Assessment & Reporting Policy and RTI
- A longitudinal study of student growth in Literacy & Numeracy

### Agreed Measures for Success

- - Brightpath writing and reading assessments (NAPLAN, PAT, PM and PROBE) will demonstrate at least one year of growth for every student.
- EMU, PAT and Brightpath Mathematics assessments will demonstrate at least one year of growth for every student in Number & Algebra.
- Maintain (Yr 3) and increase (Yr 5) average NAPLAN scores for Mathematics are above SSSG schools.