

# St Ambrose Primary School Pottsville



**ST AMBROSE**  
Catholic Primary School Pottsville

## **STRATEGIC MANAGEMENT PLAN** **2018 - 2021**

**Mission: Enabling students to Achieve the Fullness of Life**

**School Motto: OMNIA CHRISTUS EST NOBIS – “To Us Christ Is All”**

**Theme: The first step toward change is awareness - the second step is acceptance.**

# School Vision

*St Ambrose will reflect the following:*

## Adapatability

*Adaptability:* Embracing change in a positive way

## eMbracing Catholic Faith

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

## collaBoration

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

## Risk Taking

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

## technOnolgy

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

## incluSivity

*Inclusivity:* Diversity is valued and individual needs are catered for

## Excellence

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



**School Values**  
**BEE**  
**RESPECTFUL RESPONSIBLE COURAGEOUS**  
❖ **Respectful**



## St Ambrose Primary School Belief Statement

We believe:

St Ambrose is a dynamic and authentic learning community, inspired by the person of Christ.

The school is based around contemporary learning goals, classrooms that are flexible and dynamic, teachers who embrace modern learning methods which provide an engaging and stimulating environment.

The school embraces the advantages of technology and recognise that creativity, adaptability and inquiry are necessary skills for the 21century learner.

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

St Ambrose Primary School will provide an education that will prepare students to be life long learners and a school experience whereby every student will have the opportunity to shine!

# ST AMBROSE PRIMARY SCHOOL

## SITUATIONAL ANALYSIS

### 2017

St Ambrose opened in 2015, with an enrolment of 142 students. The school had 7 classes ( K - Yr 5) and 14 staff. At the commencement of 2017 the school had 253 students with 11 classes.

St Ambrose is a school that is based around contemporary learning goals; classrooms that are flexible and dynamic and teachers who embrace modern learning methods. St Ambrose is an “Apple” based school and uses sophisticated levels of technology to enhance students learning. Importantly St Ambrose has established itself as an authentic Catholic School.

The school initially established its Mission Statement, Vision and strategic intent for the foundational years in the September prior of 2014. The Foundational Staff had the opportunity to “dream” of the school that they would like to work in and implement appropriate strategies, work practices, procedures and policies to enable this.

In 2015, 2016 and 2017 the school developed its Annual Plan in response to the immediate requirements in establishing and setting up a new school. As the school continues to grow and flourish it is imperative that a Strategic Plan be implemented that will provide a clear Vision and focus for the future.

To enable this a comprehensive process of data gathering, meaningful consultation and collaboration has been implemented.

#### **DATA GATHERING: (2015 - 2017)**

Data was gathered from a wide variety of sources:

- **DOLSIS:** Diocese of Lismore 2016 School Improvement Surveys - 2015, 2016, 2017. Specifically providing information relating to Organisational Climate, Teaching Climate, Student Wellbeing and Community Engagement
- **NAPLAN:** Data collated from the 2015 & 2016 school NAPLAN results
- **PARENT SURVEY:** Parent survey issued following the DOLSIS survey results. This survey was intended to gather in depth information regarding some areas for further development.
- **STUDENT SURVEY:** Students in Yr 5 & 6 were both surveyed and questioned regarding areas for development and “their ideal school”. Student survey was also issued in follow up of DOLSIS data
- **PARENT FORUM** - feedback

*See appendix*

#### **MISSION STATEMENT**

The school has implemented the Diocesan Mission Statement - as this reflects the focus of not only the Catholic Schools Office of Lismore but collectively all Catholic schools in the Diocese.

#### **VISION STATEMENT**

The teachers revisited the current Vision Statement and felt that this truly embodies the direction that we have collectively of the school, therefore it was retained. A brief explanation of each aspect of the statement is now provided

**Contextual Considerations** were given to:  
*Foundational Values - Catholic Identity and Mission*  
*Pastoral Care and Wellbeing*  
*Teaching and Learning*  
*Building Teacher Capacity*  
*Parent / Family Partnership*

## **FOUNDATIONAL VALUES - Catholic Identity & Mission**

### **CONTEXT:**

St Ambrose being a new school had many families enrol in the school who were “lapsed” Catholics. Many are young families, new to the area, and while they may be Catholic or attended a Catholic school they have become disengaged with the Church but still want to have a Catholic Education for their children.

The staff at St Ambrose are relatively young and the majority did not have undergraduate training in Religious Education. Therefore their contextual understanding of the teaching of Religion is limited to their own personal experience.

From the School Improvement Surveys (SRI) St Ambrose Catholic culture of Staff school general in the 90% or above range. The Catholic culture ‘actual scores’ indicate the school has scored in the top 25% in all areas except for:

Parents Importance

Parents - Catholic Parish Involvement

The challenge for the school is to provide opportunities for parents to reconnect with their Faith. Parents opportunity, as indicated through the survey data, indicates that this is very high. The school needs to continue to provide opportunities for parents to reconnect and actively be involved within the Parish. By providing additional opportunities for students e.g. retreats, parents will hopefully develop a greater understanding and importance of faith in their children’s and hopefully their lives. Another challenge is to provide meaningful opportunities for teachers to develop a greater understanding of their faith and skill in teaching Religious Education.

### **OUTCOME**

- School Retreat Days, Meditation K - 6
- Parent opportunities - Parent Assembly

## **PASTORAL CARE AND WELL BEING**

### **CONTEXT**

The school has a calm yet focused feel to the classrooms. Student behaviour is, overall, exemplary. A Well Being teacher is employed in the school (approx 1 day p.w.) to support teachers, school initiatives and students when required.

From the SRI data the school as indicated from the Student Wellbeing Indicator scored 88.5 (2015), 87.4 (2016) and 81.6 (2017). These results are generally very positive across the board.

The glaring result from the survey was Student Classroom Behaviour as indicated by the students. The parent survey regarding student behaviour, while not as high as other indicators, did place the school in the top 25% cohort. As a follow up a subsequent student survey was issued to all Yr 5 & 6 students (those who completed the survey). These results did not support the initial survey response indicating poor classroom behaviour.

For staff, while school climate ‘actual scores’ are very high, it is important to highlight the importance of focusing on individual stress, work demands and appraisal & recognition.

### **OUTCOME**

- To monitor student behaviour
- Revise Pastoral Care / Well being policy
- Staff Well Being - feedback COI process, distributive leadership
- Extra Curricula timetable for teachers

## **TEACHING AND LEARNING**

### **CONTEXT**

St Ambrose offers a contemporary education that is characterised by the effective use of technology, progressive thinking in the area of pedagogy, the use of various learning spaces and an approach to learning that is engaging.

From the survey information received it is evident that the focus on technology is a high priority of staff.

From the 2015, 2016 and 2017 SRI data - School Climate - Teaching and Learning, Work Attitudes the scores in both were exceptionally high. Student data also reflects high student motivation.

The school has analysed its NAPLAN results and as such the interpretation of data resulted in:

Yr 3:

- Strong growth in Reading, Writing, Spelling. Steady growth in Numeracy
- Future focus on Grammar and Punctuation and Refining Maths Scope and Sequence

Yr 5:

- Strong Writing result.
- Steady growth in Spelling, Grammar and Punctuation, Numeracy
- Future focus on strengthening Reading and continuing to improve Mathematics understandings from Yrs 3 -6

### **OUTCOME**

- Focus on the development of technology within the school
- Through the NAPLAN data continue to focus on school benchmarks
- Maintain a contemporary approach to teaching and learning
- Focus on Literacy and Numeracy (Review NAPLAN data)

## **BUILDING TEACHER CAPACITY**

### **CONTEXT**

St Ambrose has a young staff who clearly demonstrate an eagerness to learn, to develop skills and enhance their own professional understandings.

The teaching climate indicator in 2015 - 93.8%, 2016 - 94% and 2017 88.5%.

Work attitudes towards innovation and adaptive behaviour scored 99% and 98% respectively.

The challenge for the school is to provide appropriate professional development and ensure that each teacher is challenged. Additionally teachers have asked for more feedback so as to enhance their performance. It is the schools responsibility to provide a model of distributive leadership so as to ensure that the growth and leadership potential of each staff is realised.

### **OUTCOME**

- Develop distributive leadership
- Building teacher capacity
- Provide meaningful feedback

## **PARENT / FAMILY PARTNERSHIP**

### **CONTEXT**

St Ambrose is located in an area that has many young families who have moved to the area seeking affordable coastal housing in close proximity to major centres that provides working opportunities. As such the school is often used as a social mechanism for families to connect with one another. This has resulted in a school with a very strong community base and parents/families who are activity involved in the school.

From the SRI data (Parent opinion): Parent Partnership data is very high -95%, School Morale - 88%, Parent input -88%. In all aspects of parent opinion the school scored in the top 25%. In the areas of Community Engagement the school scored in excess of 80%.

From the parent surveys a key consideration was for the school to maintain its focus on the Environmental aspect of the school. Clearly, support was given towards school initiatives that included Nude Food, Recycling, Community inclement (Dune Care, Boomerang bags etc) and school gardens

### **OUTCOME**

- To continue with current practices of providing a welcoming community environment.
- Focus on the environmental aspect of the school

## **CONCLUSION**

From the data - Common themes were identified:

- Building teacher capacity.
- Technology (STEM, Apple).
- Achieving benchmarks.
- Pastoral care (policy, CASL meetings).
- Continue to value the environmental aspect of the school.
- RE- Year level retreat days (Year 1, 4 & possibly parents). We have K, 2, 3, 5, 6 & Music retreat days.
- Meditation (wellbeing). Enhancing the spiritual dimension of the school.
- Contemporary learning (quality technology).
- Staff wellbeing - extra curricula activities / feedback / distributive leadership
- Student Behaviour - greater monitoring
- Focus Literacy / Numeracy (Review Data / NAPLAN)

***Through the data collected the staff were able to determine common themes. These themes have been translated into key goals that will take the school forward in the development of a Strategic Plan.***

## Parish School Annual Plan

Goals are developed from the Situational Analysis Report (SAR) to reflect the aspirational objectives to be achieved within schools that is observable and measurable. Number of goals to be informed by (SAR).

### Parish School Strategic Intent 2018 - 2021

| Goal 1: Foundational Values for Catholic Identity & Mission                        | Intended Outcomes   | Actions / Responsibilities   | Professional Learning / CSO Service Support  | Agreed Measures for Success  |
|--|---|--|--|--|
| <p>To provide opportunities to develop our Catholic values as a lived reality.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evangelisation: To deepen the understanding of individuals personal faith through interaction with the school, parish and family</li> <li><input type="checkbox"/> Catechesis: Enhancing the spiritual dimension of the school</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Year Level retreat Days</li> <li><input type="checkbox"/> Music retreat days</li> <li><input type="checkbox"/> Parent Assembly</li> <li><input type="checkbox"/> Parent information night on what Catholic Schools are all about</li> <li><input type="checkbox"/> Link school to RCIA program</li> <li><input type="checkbox"/> Meditation</li> <li><input type="checkbox"/> Promotion of youth retreats</li> <li><input type="checkbox"/> Head, Heart &amp; Hands planning</li> <li><input type="checkbox"/> Staff meeting once a semester</li> <li><input type="checkbox"/> Plan with staff twice a term</li> <li><input type="checkbox"/> Include scripture and statement from CWV in classrooms</li> <li><input type="checkbox"/> Personal Formation</li> </ul> | <ul style="list-style-type: none"> <li>• Work closely with Parent Assembly</li> <li>• Utilise the role of the student support worker</li> <li>• Work with school evangelisation officers and Religious Education &amp; Catechetical Services Consultant</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflections and observations of student engagement, participation and desire</li> <li><input type="checkbox"/> Parent attendance and feedback</li> <li><input type="checkbox"/> Programming, teaching, reflection and evaluation of units</li> <li><input type="checkbox"/> Staff goals - COI</li> </ul> |

# Parish School Strategic Intent 2018 - 2021

| Goal 2: Teaching & Learning  | Intended Outcomes  | Actions / Responsibilities  |   | Professional Learning / CSO Service Support  | Agreed Measures for Success  |
|--|--|---|---|--|--|
| <p>Continue to improve on the academic expectations of students.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> School focus on Literacy that will specifically enhance Reading and Writing K -6</li> <li><input type="checkbox"/> School focus on Numeracy that will enhance the quality of teaching and improve students general acquisition of skills, concepts and understandings</li> <li><input type="checkbox"/> Students achieve school specified benchmarks</li> <li><input type="checkbox"/> Ensure contemporary learning and teaching practices are embedded within the school</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional walk-throughs</li> <li><input type="checkbox"/> Focus on writing</li> <li><input type="checkbox"/> Use of formative assessment techniques</li> <li><input type="checkbox"/> Each teacher ensures that the 7 steps to writing success is embedded within the English unit</li> <li><input type="checkbox"/> Focus on lesson design and understanding of the syllabus</li> <li><input type="checkbox"/> Refining short learning cycles</li> <li><input type="checkbox"/> RTI benchmarks</li> <li><input type="checkbox"/> Set NAPLAN benchmarks</li> <li><input type="checkbox"/> PLTs</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer assessment (teacher modelled and guided)</li> <li><input type="checkbox"/> P2P support</li> <li><input type="checkbox"/> Visiting other schools</li> <li><input type="checkbox"/> PD opportunities</li> <li><input type="checkbox"/> Attend ACER conference</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Support from Instructional Leader</li> <li><input type="checkbox"/> Lee Denton – Literacy instructions</li> <li><input type="checkbox"/> LOP Support</li> <li><input type="checkbox"/> Work with teacher educators</li> <li><input type="checkbox"/> NAPLAN workshops and breakdown of data</li> <li><input type="checkbox"/> Analysis and workshop PAT results and DOLSIS data</li> </ul> | <ul style="list-style-type: none"> <li>• Data collected throughout 2018 will reflect that school specified benchmarks are being reached</li> <li>• External testing will indicate improvement in school proficiency levels</li> <li>• Successful implementation, as evidenced in classrooms, of the 7 steps to writing success</li> <li>• Evidence in classrooms and in planning documents of rich tasks</li> <li>• Agreed lesson design implemented through short learning cycles</li> <li>• Benchmarks are agreed within the school and students are achieving these</li> <li><input type="checkbox"/> Provide a platform whereby staff are given the opportunity to analyse, reflect and plan based on current data</li> <li><input type="checkbox"/> Teachers share assessment strategies being implanted in classrooms</li> <li><input type="checkbox"/> 100% of teachers would have taken part in either P2P, instructional walkthrough process or visiting effective schools</li> </ul> |

# Parish School Strategic Intent 2018 - 2021

| Goal 3: Pastoral care & Wellbeing   | Intended Outcomes   | Actions / Responsibilities   | Professional Learning / CSO Service Support  | Agreed Measures for Success  |
|---|---|--|--|--|
| <p>Provide an environment that caters for the emotional, social and academic needs of the whole school community.</p> | <ul style="list-style-type: none"> <li>□ To develop a school based approach in addressing issues related to well being and the pastoral care of students</li> <li>• Identify issues pertaining to the well being of staff and implement strategies in addressing these</li> </ul> | <ul style="list-style-type: none"> <li>□ Anti bullying and cyber bullying program –research, investigate and implement</li> <li>• Issues pertaining to student well being and pastoral care are researched and incorporated within teachers programs</li> <li>• Review Pastoral Care Policy in light of the Pastoral Care and Well Being framework</li> <li>• Provide formal feedback</li> <li>• Streamline teacher involvement in extra curricula activities</li> </ul> | <ul style="list-style-type: none"> <li>• Liaise with CSO Pastoral Care ‘ Well Being support personnel</li> <li>• Implement CSO pastoral care policy</li> </ul> | <ul style="list-style-type: none"> <li>□ Reduced incidents of bullying</li> <li>□ Student survey – results indicating positive peer relationships</li> <li>□ Positive feedback from Staff &amp; Parents</li> <li>• Use agreed language / processes in addressing student behaviour</li> <li>• Consistency amongst staff</li> <li>• Allocate times for regular feedback: P2P, Instructional walk-throughs etc.</li> <li>• Create a schedule at the beginning of the year which distributes responsibilities equitably</li> <li>• Develop a data base that is accessed by staff</li> </ul> |

# Parish School Strategic Intent 2018 - 2021

| Goal 4: Leadership Capacity                               | Intended Outcomes   | Actions / Responsibilities   | Professional Learning / CSO Service Support   | Agreed Measures for Success   |
|---|---|--|---|---|
| <p>Provide opportunities for distributive leadership.</p> | <ul style="list-style-type: none"> <li>• Provide opportunities for staff to develop and enhance leadership capabilities.</li> </ul> | <p>Develop committees focusing on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apple Technology</li> <li><input type="checkbox"/> Pastoral Care</li> <li><input type="checkbox"/> KLA leaders</li> <li><input type="checkbox"/> STEM</li> <li><input type="checkbox"/> COI – Each staff member develops personalised/team goals</li> </ul> | <ul style="list-style-type: none"> <li>• Attend relevant workshops and P.D</li> <li>• Seek CSO support as required</li> <li>• Support Cluster initiatives</li> <li>• Encourage staff participation in various leadership opportunities e.g. STEM, Best Start presenter etc</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Allocated times for regular meetings</li> <li><input type="checkbox"/> Meetings to include agenda and minutes which are distributed to all staff</li> <li><input type="checkbox"/> Noticeable actions taken</li> <li><input type="checkbox"/> Staff present PD at staff meetings</li> <li><input type="checkbox"/> Goals being achieved, evidence provided, feedback given</li> </ul> |

## Parish School Strategic Intent 2018 - 2021

| Goal 5: Parent s As Partners   | Intended Outcomes  | Actions / Responsibilities  | Professional Learning / CSO Service Support  | Agreed Measures for Success   |
|--|--|---|--|---|
| <p>Continue to value parental involvement within the environmental aspect of the school.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for parents to implement and actively support environmental initiatives within the school</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents to work with students and community agencies e.g. Dune Care, Keep Aust. Clean, Boomerang Bags, Green Team etc.</li> <li><input type="checkbox"/> Review current play areas</li> <li><input type="checkbox"/> Support students with environmental projects e.g. gardens</li> <li><input type="checkbox"/> Parents actively apply for grants on behalf of the school</li> </ul> | <p>Implement CSO family partnership guidelines</p> <p>Utilise the role of the student support worker</p> <p>Promote Parent Forum / Parent Assembly</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents support school environmental initiatives</li> <li><input type="checkbox"/> Teachers ascertain the amount of support by parent direct and indirect involvement</li> <li><input type="checkbox"/> Parents plan and implement playground modification</li> <li><input type="checkbox"/> Parent roster of helpers to assist students</li> <li><input type="checkbox"/> Implement parent led programs e.g. Stephanie Alexander</li> <li><input type="checkbox"/> The amount of grants applied for and success of applications</li> </ul> |

# PARISH SCHOOL ANNUAL IMPROVEMENT PLAN 2018

## 2018 PRIORITY

| GOAL   | INTENDED OUTCOME  | RESPONSIBILITY               |
|--|---|------------------------------|
| 1 To provide opportunities to develop our Catholic values as a lived reality.                                    | <input type="checkbox"/> Evangelisation:<br>To deepen the understanding of individuals personal faith through interaction with the school, Parish and family  | SUE                          |
| 2 Continue to improve on the academic expectations of students.  | <input type="checkbox"/> School focus on Literacy that will specifically enhance Reading and Writing K -6<br><br><input type="checkbox"/> School focus on Numeracy that will enhance the quality of teaching and improve students general acquisition of skills, concepts and understandings. | CHELSEA / NIC                |
| 3 Provide an environment that caters for the emotional, social and academic needs of the whole school community. | <input type="checkbox"/> To develop a school based approach in addressing issues related to well being and the pastoral care of student   | MEGAN / KRISTI - LEE / EMILY |
| 4 Provide opportunities for distributive leadership.   | <input type="checkbox"/> Provide opportunities for staff to develop and enhance leadership capabilities.  | BRIAN / NIC                  |
| 5 Continue to value parental involvement within the environmental aspect of the school.                          | <input type="checkbox"/> Provide opportunities for parents to implement and actively support environmental initiatives within the school  | EMILY / CELIA / CAIT.P       |

## SUBSIDUARY PRIORITY 2018

| GOAL   | INTENDED OUTCOME   | RESPONSIBILITY |
|--|--|----------------|
| 1 To provide opportunities to develop our Catholic values as a lived reality.                                    | <input type="checkbox"/> Catechesis:<br>Enhancing the spiritual dimension of the school  | SUE            |
| 2 Continue to improve on the academic expectations of students.  | <input type="checkbox"/> Students achieve school specified benchmarks<br><br><input type="checkbox"/> Ensure contemporary learning and teaching practices are embedded within the school | NIC / CHELSEA  |
| 3 Provide an environment that caters for the emotional, social and academic needs of the whole school community. | <input type="checkbox"/> Identify issues pertaining to the well being of staff and implement strategies in addressing these  | BRIAN          |