

School Improvement Plan 2023–2026

E 1187, Mother of God School, Ardeer

In Brigidine education we will:

Be faithful to our catholic heritage,

Welcome all people, especially the most vulnerable,

Celebrate all that is good with joy and gratitude,

Engender a love of learning, hope and sense of purpose,

Image and practise, justice and service.

Over the next four years, we aim to co-create the conditions to enable challenging learning for all. We will achieve this through building understanding and the capacity of all to use assessment for continuous learning growth and by designing a renewed framework for a culture for professional growth.



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Priority 1

Culture of High Expectations for all

<p>Co-create the conditions to enable challenging learning for all.</p> <p>Learning and Teaching</p> <p>2.3.4 Teacher teams plan instruction that challenges all students at different stages on the learning continuum.</p> <p>Leadership and Management</p> <p>2.6.4 School leaders work collaboratively to isolate patterns in student assessment and achievement, correlate interventions, and locate, co-construct and lead contextualised improvement strategies</p> <p>Community</p> <p>1.3.4 The school facilitates ongoing opportunities for dialogue between all members of the community. Students, families and staff initiate and lead community conversations. The collective voice of the community informs the school's culture and educational approach</p>	<p>Student Learning</p> <p>2.3.4</p> <ul style="list-style-type: none"> • 5 point scale reporting for numeracy and literacy will show an increased spread of results • More students will be at or above state mean NAPLAN reading and numeracy. <p>2.6.4</p> <ul style="list-style-type: none"> • Data sets that measure maths will show improvement for all students taking part in the maths intervention program <ul style="list-style-type: none"> • All students will show at or above expected growth in annual assessments PAT M and PAT R and Running Record data in numeracy and literacy <p>Process</p> <p>2.3.4</p> <ul style="list-style-type: none"> • The Mathematics audit tool will show improvement in teachers' confidence in catering to the range of needs • Literacy processes and practices MOG self



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assessment data shows improvement in use of data to inform teaching and collaborative PLC practices

- All staff follow the documented process for identification and implementation of appropriate evidence based intervention

2.6.4

- All intervention will be audited/evaluated through PETs each year and flowcharting of implementation completed

Movement along the SIF rubric for;
Learning and Teaching From 2.3.2 - 2.3.4
Leadership and Management from 2.6.2 -
2.6.4 Community from 1.3.2 - 1.3.4

Perception

2.3.4

- Staff MACSSIS Domain 11 'Collaboration in Teams' will show trending growth across the 4 years

2.6.4

- Aitsl TSA collated data through groups will show increased achievement for standard 2 'Know the content and how to teach it'
- Collated student exit tickets will show an



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increased level of engagement in the learning/more detailed response to prompting questions

- Student perception data disaggregated by gender shows more even results
- Pupils Perception in Effective Learning Environment of Mathematics (PPELEM) shows an increase in e.g. 'collaborative learning', 'use of concrete materials', 'classroom environment', 'teacher instruction'.... OR PPELEM responses show growth in.....

1.3.4

- Family MACSSIS Domain....will show trending growth across the 4 years
 - Restablish parent participation in Family survey at 3 way chats re attitudes, preferences, enables planning through the year

Demographic

1.3.4

- Increase of Family attendance at school events, community conversations, learning walks

2.3.4 and 2.6.4

- All students identified as LBOTE through improved enrolment processes will have Language and Learner

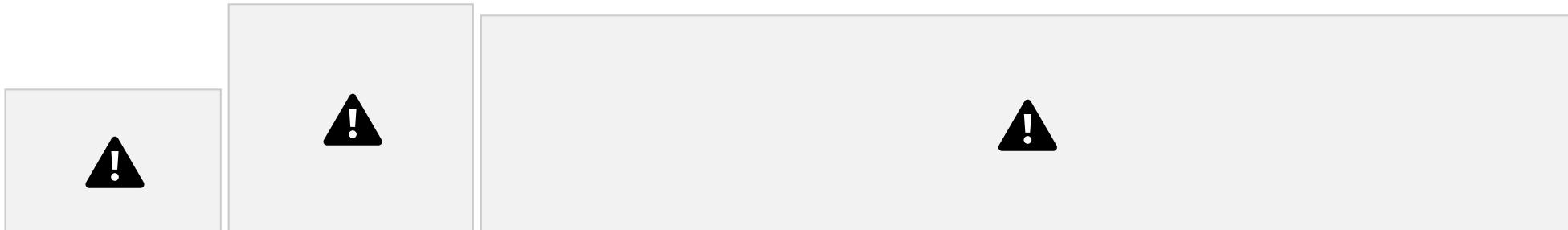


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completed upon enrolment

(SIF sphere/s relevant to priority to be checked accordingly)



Priority 2
Assessment for Learning Growth



Build understanding and capacity of all to use assessment for continuous learning growth.

Learning and Teaching

1.4.3 Teachers use student data to formulate questions and generate hypotheses to investigate the impact of their teaching on student learning, with the intention of improving outcomes.

3.1.4 Teachers collaborate to critique, adapt and design assessment tools to suit a range of assessment opportunities

3.6.3 Teachers explicitly teach metacognitive and reflective strategies so that students can identify the next steps in their learning.

Student Wellbeing

1.3.3 Teachers work collaboratively in level or learning-area teams to create, analyse and use data to inform and develop responsive wellbeing and positive behaviour initiatives

Student Learning

- Reporting data will show an increase in students achieving above and well above standard across all areas

Process

Movement along the SIF rubric for; Learning and Teaching

from 1.4.2 - 1.4.3

from 3.1.2 - 3.1.4

from 3.6.1 - 3.6.3

Student Wellbeing

1.3.2-1.3.3

Perception

- All teachers will show growth against AITSL standard 5 (assess, provide feedback and report on student learning)
- To increase the results of MACSSIS staff survey data for Instructional Leadership in 4.8 and 4.9?
- To improve results of MACSSIS student survey data for 6.12 (How often do you set learning



goals for yourself?)

- To improve results of MACSSIS staff survey for Collaboration in Teams 11.2, 11.3, 11.4, 11.5, 11.10

- To improve results of MACSSIS family survey for Family Engagement 1.7, 1.8

- To improve results of MACSSIS family survey for School Fit 3.7 and School Climate 4.3

- For Teacher, self and peer assessment to show a greater alignment in Literacy and Maths

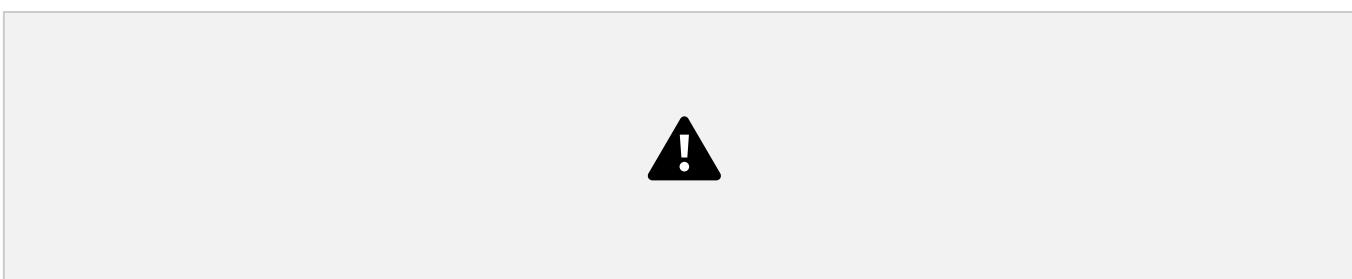
- Increase student capacity to use metalanguage and set learning goals

Demographic

- All students identified as LBOTE through improved enrolment processes will have Language and Learner interviews/Sociolinguistic profiling Interviews completed upon enrolment

(SIF sphere/s relevant to priority to be checked accordingly)

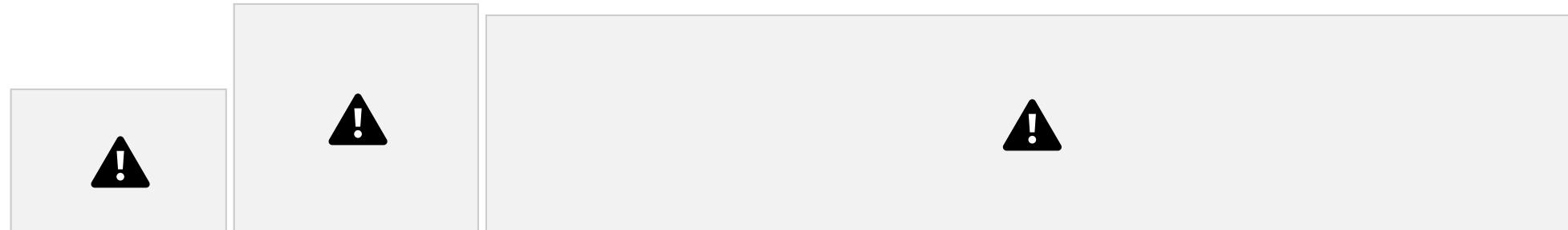




Priority 3

Strengthening professional growth

<p>Co-design a renewed framework for a culture of professional growth.</p> <p>Learning and Teaching</p> <p>1.1.3 Teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis.</p> <p>2.5.4 Teachers critique their use of teaching strategies depending on context, content and evidence</p> <p>Leadership and Management</p> <p>1.1.3 The school engages staff to develop and facilitate professional learning that aligns with both the school improvement plan and identified challenges for student learning.</p> <p>1.4.3 The school provides induction processes when staff progress to new roles within the school, as well as ongoing opportunities for existing staff to refresh or update knowledge and practices.</p> <p>Community (Religious Dimension)</p> <p>2.1.2 Leaders and staff nurture the vision, mission and liturgical life of the school, making explicit its connection to traditions, celebrations and programs.</p>	<p>Student Learning</p> <ul style="list-style-type: none">• Reporting data across the curriculum will show a greater spread across the five point scale• MACSSIS measures regarding professional learning (domain 9) to staff will increase from 54% to 65%. <p>Process</p> <p>Movement along the SIF rubric for; Learning and Teaching from 1.1.1 - 1.1.3 Leadership and Management from 1.1.2 - 1.1.3 from 1.4.2 - 1.4.3 Community from 2.1.1 - 2.1.2</p> <ul style="list-style-type: none">• All staff ARM goals will include alignment with all the SIP priorities across the 4 years• Develop a process and checklist for induction and mentoring for all new staff or staff taking on new roles



	<p>Perception</p> <ul style="list-style-type: none">• MACSSIS measures regarding feedback to staff will increase.• MACSSIS measure around professional learning experiences on how traditions, celebrations and programs contribute to mission (catholic identity domain 14.13) from 50% to 60% positive endorsement• That TSA(teacher self assessment) Groups for AITSL will show growth across staff for standard 2 'Know the content and how to teach it' <p>Demographic?</p>
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(SIF sphere/s relevant to priority to be checked accordingly)



