



INSPIRE • EMPOWER • MOTIVATE

IMPROVEMENT PLAN 2016

Providing students with an education which serves to inspire, empower
and motivate.

INSPIRE
EMPOWER
MOTIVATE

MISSION

Our mission is to provide children with an education which serves to inspire, empower and motivate students to use their gifts and talents in loving service of God and others.

VISION

Our Vision is to build an Educational Community in the Melkite and Eastern Traditions based on our school motto, ***Unity in Diversity***.

THE ANNUAL IMPROVEMENT PLAN (AIP)

The AIP has embedded the goals identified in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008):

GOAL 1: Australian schooling promotes equity and excellence

GOAL 2: All young Australians become: successful learners confident and creative individuals active and informed citizens

As part of our review process, we have identified six key areas for continual development. The goals and recommended actions from the *Melbourne Declaration on Educational Goals for Young Australians* (2008) form the basis for our strategic intentions in each key area.

The Key Areas are as follows:

Key Area One: *Strengthening Spiritual Identity*

Key Area Two: *Supporting Successful Learning*

Key Area Three: *Supporting Quality Teaching and School Leadership*

Key Area Four: *Resources, Facilities and Finance*

Key Area Five: *Developing Stronger Partnerships*

Key Area Six: *Strengthening Accountability and Transparency*

KEY AREA ONE: STRENGTHENING SPIRITUAL IDENTITY

STRATEGIC INTENTIONS:

Our students:

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing.
- have a sense of optimism about their lives and the future.
- are enterprising, show initiative and use their creative abilities.
- develop personal values and attributes such as honesty, resilience, empathy and respect for others.
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.
- relate well to others and form and maintain healthy relationships.
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.
- act with moral and ethical integrity.
- are responsible global and local citizens.

ACTIONS

1.1 RELIGIOUS EDUCATION

1.1.2 Staff nurtures students' love of learning through a curriculum infused with Catholic values

- REC to explore the 'Catholic Principles in the Curriculum Online Resource for Teacher Professional Learning' available through CEC NSW and make recommendations for a teacher professional development approach utilising the documents at a school level
- As advised by REC, teachers will undertake professional learning using the 'Catholic Principles in the Curriculum Online Resource for Teacher Professional Learning'

1.2 CATHOLIC LIFE AND CULTURE

1.2.2 Opportunity is created to combine parishes with the school for religious celebrations such as Solemn Communion

- school Chaplain to liaise with parishes, as the school representative, to set a calendar of opportunities for shared celebrations
- invite parishioners from the parishes to share in special school liturgical events
- Promote school participation in weekend Divine Liturgies

1.2.4 There is quality involvement of the school Chaplain in school life

- Chaplain will coordinate and plan participation of the school in Eparchy and Diocesan events

- Chaplain will assist with the coordination of SRC planning for morning assemblies that address focus values for the week, weekly prayer, altar serving, etc.
- Chaplain will continue to focus on promoting school initiatives that exercise compassion:
 - TERM 1
Project Compassion (Caritas Australia) (a large money box in each classroom) during Lent
Bandaged Bear (Kindy and Year 6 buddies) after Lent
 - TERM 2
Bishop Robert's appeal for the Middle East
 - TERM 3
Indigenous Australians (a gold coin donation to be aligned with Book Week)
 - TERM 4
Fred Hollows Foundation
- Chaplain will work with teachers to promote participation in national charity events e.g. Red Nose Day, Jeans for Genes, Indigenous Literacy Project
- Chaplain to establish a register for alumni of the school and coordinate reunions for past students

1.3 PARENTS, PARISH AND THE BROADER CHURCH

1.3.1 A partnership exists with parents/ caregivers to encourage and support the spiritual development of the children

- Chaplain to run parent workshops during the term to highlight the importance of the spiritual development of their children
- initiate parent daytime retreats to come together in prayer

1.4 PASTORAL CARE FOR STUDENTS

1.4.3 Partnerships between family and school foster shared responsibility for student wellbeing

- identify barriers to family involvement in the school and identify strategies to encourage previously uninvolved families to become involved
- initiate strategies to ensure good 'front desk' reception practice including: bilingual office staff (where appropriate) and provision of training in cultural sensitivity and conflict resolution
- implement alternative methods for parent-teacher interviews to assist when personal circumstances prevent parents from attending a face-to-face meeting, including options for telephone and email contact
- continue to give families appropriate opportunities to contribute to school decision-making and governance processes
- provide multiple avenues for communication to ensure families are informed about, and understand, their child's progress
- further encourage parents to work with teachers in the educational decision-making process for their child/ren, with particular focus on collaborative development of IEPs for identified students
- identify strategies to facilitate becoming a venue and agent for parental self-growth, learning and the development of new skills
- provide a variety of forums to ensure that parents' values and interests are heard and respected
- review the school's homework policy to ensure that homework is designed to guide parental support and provide tips for families on how they can monitor and discuss school work at home
- provide information and referral services to support parents in their role as parents

STRATEGIC INTENTIONS:

Our students:

- develop their capacity to learn and play an active role in their own learning.
- have essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas.
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines.
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines.
- are able to plan activities independently, collaborate, work in teams and communicate ideas.
- are able to make sense of their world and think about how things have become the way they are.
- are on a pathway towards continued success in further education, training or employment and acquire the skills to make informed learning and employment decisions throughout their lives.
- are motivated to reach their full potential.

ACTIONS

2.1 PEDAGOGY

2.1.1 Teachers demonstrate a comprehensive understanding of the learning abilities of each student within their class in order to challenge, extend and support their learning

- whole staff review of effectiveness of “Maths Clusters” in Years 1-6
- whole staff review of effectiveness of Learning in Early Numeracy Growth Point Assessment data and related activities
- source professional development with a focus on differentiation, gifted education and learning difficulties
- provide professional learning for teachers in programming for Oral Communication, Vocabulary Development and Writing
- implementation of oral language and vocabulary development groups in K-1
- initiate tracking of student development using NSW Literacy Continuum, with focus on Aspects of Speaking and Vocabulary in 2016, to guide programming and planning
- leadership team engages in classroom observations and classroom demonstrations
- program planning processes and formats are refined
- evaluation and reflection on effective teaching practices is completed at an individual level

2.1.3 Students are motivated and actively engaged as independent learners, critical and creative thinkers

- Incorporate active learning strategies into components of the curriculum, for example: encouraging short partner discussions during lessons (e.g., think-pair-share), adding problem- or case-based

research projects to the curriculum, and incorporating time for small-group critical analysis exercises

- implementation of learning journals and student self-assessment practices including personal goal-setting
- incorporation of a variety of ICT's in teaching and learning across the curriculum
- encourage understanding and awareness of local, national and world issues through viewing child-friendly news programs and engaging in regular discussion

2.1.4 Teachers access student data to effectively track and reliably monitor student progress to inform educational programs and practices

- continue to provide staff with access to past and present student data to enhance teaching programs
- whole staff review of school-based assessment practices and reporting policy and procedures
- ESL Oral Language assessments implemented twice per year (K- Year 2) and once per year (Years 3-6)
- develop whole-school writing assessment rubrics to support the standardisation of assessment data
- implement shared Google docs to centralise assessment data
- professional development for new staff in assessment for, as and of learning (as required)
- initiate tracking of student development using NSW Literacy Continuum, with an initial focus on Aspects of Speaking and Vocabulary in 2016, to guide program planning
- professional dialogue and collaborative assessment sessions initiated across K-6

2.1.5 Students self-reflect on, and negotiate, aspects of their ongoing learning

- promote the use of learning journals for daily reflection and goal setting
- student participation in parent-teacher 3 way interviews to encourage ownership of learning
- teachers will value student-voice within the classroom

2.2 CURRICULUM

2.2.1 The teaching staff is committed and has the capacity to nurture a love of learning through a pedagogy infused with Catholic values

- Promote staff access to the Catholic Principles in the Curriculum Online resource
- Embed Melkite Catholic values into and across the curriculum

2.2.2 An innovated curriculum stimulates and challenges students

- continue to investigate flipped classroom approaches
- continue to explore implementation of open-ended and project-based learning opportunities
- continue to implement ICT's as tools for learning across the curriculum
- programming decisions reflect analysis of student assessment data

2.2.3 Develop and maintain a differentiated curriculum that meets the needs of all learners

- continue to implement 'assessment for, of and as' learning
- collaborative programming between class teachers and specialist support personnel
- use flexible approaches to accommodate the needs of targeted students

- investigate a variety of targeted student support approaches utilising the 'Response to Intervention' model (Tiers 1, 2 and 3)
- use student assessment data to guide programming decisions, particularly in English and mathematics

2.2.6 Unpack the NSW Syllabus Documents for the Australian Curriculum in accordance to Board of Studies timeline

- continue to collaboratively unpack the History and Geography syllabi
- professional learning in all areas of the curriculum, as required

2.3 DIVERSITY OF LEARNERS

2.3.1 The diversity of learners is respected and supported through inclusive learning experiences, structures and processes

- continue to implement 'assessment for, of and as' learning
- collaborative programming between class teachers and specialist support personnel
- flexible approaches to accommodate the needs of targeted students
- investigate a variety of targeted student support approaches utilising the 'Response to Intervention' model (Tiers 1, 2 and 3)

2.3.3 Creative pedagogy and learning environments support students to reach full potential

- continued implementation of inquiry-based learning approaches
- continue to implement flexible approaches to assessment where possible
- trial use of 'standing workstations' in classrooms for students
- increase student voice in the layout of classrooms and design of learning activities
- continue to improve ICT integration across the curriculum
- investigate a variety of tools to support students with sensory, motor and/or concentration issues

2.3.4 Procedures and supports are in place to assist in the development of individual student learning profiles

- continue to develop and refine implementation of Google docs to centralise assessment data
- investigate digital student portfolios and plan for implementation in 2017
- learning support teachers work collaboratively with teachers in designing and implementing programs

KEY AREA 3: SUPPORTING QUALITY TEACHING AND SCHOOL LEADERSHIP

STRATEGIC INTENTIONS:

Our school is committed to ongoing professional learning to ensure our teachers:

- have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens.

- provide an additional source of encouragement, advice and support for students outside the home, shaping teaching around the ways different students learn and nurturing the unique talents of every student.

Our school is committed to ongoing professional learning to ensure our school leaders:

- play a critical role in supporting and fostering quality teaching through coaching and mentoring teachers to find the best ways to facilitate learning, and by promoting a culture of high expectations in schools.
- are responsible for creating and sustaining the learning environment and the conditions under which quality teaching and learning take place.

ACTIONS

3.1 TEACHING PRACTICES

3.1.1 Professional development addresses identified student learning needs and staff professional learning needs

- implementation of Professional Learning Guide, based on the Australian Standards for Teachers, to individualise teachers' learning pathways
- student assessment data is used to guide decisions relating to professional learning
- a variety of modes for professional learning are made available

3.1.4 Processes are in place to support coaching, mentoring and evaluating staff using the Australian National Standards for Teachers Framework

- learning support staff work collaboratively to mentor teachers within specialist areas (Mathematics and English)
- implementation of Professional Learning Guide, based on the Australian Standards for Teachers, to individualise teachers' learning pathways
- school intranet to house professional learning modules to promote sustainability
- initiate process for school to become a BOSTES registered provider of accredited professional learning
- initiate process for the school to function as a Teacher Accreditation Authority

3.2 PLANNING, PROGRAMMING, EVALUATING AND ASSESSMENT

3.2.2 Teachers use and analyse data to engage in shared and timely feedback to students

- continue to refine centralised data collection practices and sharing through Google docs
- provision of assessment as, for and of learning professional development for new teachers
- continued implementation of individual student conferences in English and Mathematics
- initiate tracking of student development using NSW Literacy Continuum, with an initial focus on Aspects of Speaking and Vocabulary in 2016, to guide program planning

3.2.3 Teachers provide students with a broad range of reliable, authentic and differentiated assessment tasks

- review of school assessment policy to embed curriculum updates
- review of student portfolio requirements
- leadership team to oversee assessment types and student work samples
- staff to clearly identify assessment tasks within teaching registers
- continue to implement assessment for, as and of learning practices

3.3 PROFESSIONAL LEARNING

3.3.5 There is a collaborative culture of shared learning with colleagues

- continued implementation of Google docs to facilitate cross class tracking and monitoring of students
- staff meeting formats varied to promote professional dialogue and sharing of ideas
- provision of in-house professional learning
- collaborative assessment and programming practices are used to promote shared understanding of student needs and teaching strategies
- implementation of Professional Learning Guide to facilitate individualised approaches and identify suitable mentoring relationships

3.4 RECRUITMENT, SELECTION AND RETENTION OF STAFF

3.4.3 The recruitment process promotes the school as a creative and supportive professional learning community

- update staff handbook to ensure all necessary information is available to new and current staff
- continue to improve features and applications available via the school intranet
- continue to build the school professional library for teachers
- ensure all new and potential teaching staff are aware of the school's approach to professional learning and collaborative practices

KEY AREA 4 RESOURCES, FACILITIES AND FINANCE

STRATEGIC INTENTIONS:

Our school community members:

- ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.
- reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness.
- ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity.

- encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes.
- promote a culture of excellence in all schools by supporting them to provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents.
- promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.

ACTIONS

4.4 FINANCIAL MANAGEMENT

4.4.2 Budget development processes and accountability measures are in place, well-documented and revised annually

- Rollover to SAS 2000 for budget management
- Implementation of School Governance Policy and Procedures, including new ordering processes, approvals, as well as account management systems

4.4.3 A culture exists of continuous improvement in effective financial management

- improve ordering process to include allocation of order numbers, account codes, descriptive ledger accounts
- professional learning opportunities for Principal, School Business Manager and Office Administrator sourced as required
- develop clear guidelines for school fee collection

4.4.4 A variety of financial assistance options are provided to support families in need

- continue to source scholarships for disadvantaged students through promotion of community partnerships
- investigate the possibility of implementing a borrowing system for ICT for disadvantaged families

KEY AREA 5 DEVELOPING STRONGER PARTNERSHIPS

STRATEGIC INTENTIONS:

In our school community, parents, carers and families are the first and most important influence in a child's life; instilling the attitudes and values that will support young people to participate in schooling and contribute to broader local and global communities. Partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement.

We provide opportunities for our students to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

ACTIONS

5.1 PARENT ENGAGEMENT

5.3.4 The school website is used as a communication and marketing tool

- school newsletter is available for download from the school website
- school website galleries are regularly updated
- important forms and contacts are available through the website

5.3.5 A whole school approach to engage in the local and wider community through charitable initiatives which promote care, respect, cooperation and value diversity

- See 1.2.4

KEY AREA 6 STRENGTHENING ACCOUNTABILITY AND TRANSPARENCY

STRATEGIC INTENTIONS:

In our school data supports us to improve outcomes for all of our students. It supports effective diagnosis of student progress and the design of high-quality learning programs. It also informs our school's approaches to provision of programs, school policies, pursuit and allocation of resources, relationships with parents and partnerships with community and business.

Parents, families and community have access to:

- data on student outcomes
- data that allows them to assess the school's performance overall and in improving student outcomes
- contextual information about the philosophy and educational approach of our school, facilities, programs and extracurricular activities
- information about a school's enrolment profile
- the public funding received
- access to information about the performance of our school compared to schools with similar characteristics

ACTIONS

6.1 REPORTING STUDENT PROGRESS AND ACHIEVEMENTS

6.1.1 Teaching staff demonstrates a shared understanding of evidence-based reporting

- investigate potential for digital student portfolios
- implementation of shared Google docs for collation of assessment data
- collaborative creation of school-wide assessment rubrics for writing
- collaborative assessment of identified tasks to ensure consistency of teacher judgment within stages

6.1.2 Teaching staff engages students in dialogue about their learning

- continued implementation of individual conferencing in reading, writing and mathematics
- increased opportunities for student-directed learning in all subject areas
- student learning journals to facilitate teacher-student interactions, sharing and collaborative goal-setting
- use of Google docs and other online applications (e.g. Bookopolis) to promote a collaborative learning culture within classrooms

6.2 ETHICAL WORKPLACE CULTURE

6.2.1 Staff is informed of their rights and responsibilities, conditions of employment and employer expectations

- access to awards placed on school intranet
- professional development provided to support all staff in a process of continual improvement

6.3 ACCOUNTABILITIES

6.3.2 Strategic Improvement Plan is developed to guide the Annual Improvement Plan and School Review Process

- the School Self-assessment and Review process will be reconfigured to incorporate The *National School Improvement Tool*, designed by the Australian Council for Education and Research (ACER) and the NSW Department of Education's '*School Excellence Framework*'
- the Strategic Improvement Plan format will be revised to reflect the School Improvement and School Excellence Frameworks to guide future goal-setting