



Holy Spirit Catholic College
Lakemba

ANNUAL IMPROVEMENT PLAN

2013

SCHOOL WORKSHEET VERSION

OUR SCHOOL VISION

All at Holy Spirit College are learners, inspired by the Holy Spirit to create our future based on respect for self, diversity and the dignity of others.

OUR SCHOOL MISSION

- To develop the Catholic faith
- To educate young people in a happy and safe coeducational setting
- To create opportunities in which all experience success and achieve their potential
- To inspire all members of the community to be enlivened by the Holy Spirit
- To ensure equity
- To foster collaborative processes
- To meet the demands and opportunities of life in a changing world
- To promote involvement in the wider Catholic community

OUR FUTURE DIRECTION

By the end of year 2013 our school will be a school where there will be increased focus on personalising learning for students. Through the addition of high quality staffing we will take this opportunity to review our pedagogical practice. We will use data gathered in 2011 and 2012 in regards to student performance and student wellbeing to help inform our priorities in 2013. Through strengthened school partnerships with other schools, the broader community and support services we aim to ensure the high level of pastoral care and our focus on student wellbeing is enhanced. In personalising learning for students we will particularly focus on strategies to address core literacy and numeracy skills of students.

Key Area 1: Catholic Life and Religious Education

Reform 4: Providing innovative and tailored learning opportunities for students

Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services(including through brokering arrangements)

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
1.1	Vision and Mission	1.1.1	Consolidate the tradition of the College by further infusing the charisms of Saint John Baptist de La Salle and Saint Mary MacKillop (HSC SIP 1.1)	a. Maintain strong links with the Lasallian and Josephite charisms in a changing world (2012 SRI Evaluation of components)	Lasallian Youth Minister		Religious Education Coordinator Lasallian Youth Minister Assistant Religious Education Coordinator
1.2	Religious Education	1.2.2	Catholic values embedded in all curriculum areas (HSC SIP 1.8)	a. Ensure Catholic values are embedded in strategies developed for implementation of Australian Curriculum			SSNP Project Officer KLA Coordinators
1.2	Religious Education	1.2.1	A highly effective structure and systematic approach to the organisation, delivery, assessment and accountability for the quality teaching and learning of Religious Education (HSC SIP 1.7)	a. Designing Year 11 Catholic Studies program based on Understanding By Design (UBD) principles b. Implement Project Based Learning in Year 11 Catholic Studies			Assistant Religious Education Coordinator SSNP Project Coordinator Leader of Pedagogy

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
1.4	Parents, parishes and the broader Church	1.4.1	Youth ministry initiatives and approaches actively engaging young people in the wider life of the Church (HSC SIP 1.9)	a. Financial support for student pilgrims to attend WYD2013 b. Encourage staff to apply as pilgrim leaders for WYD2013 c. Provide a formation program for students attending WYD2013 d. Attendance by staff and students at Archdiocesan pre and post initiatives for WYD2013 e. Continue to offer opportunities for parish involvement with the students of the College (2012 SRI Evaluation of components)	Release time Formation program Fundraising Parish Links Program		Religious Education Coordinator Youth Minister

Key Area 2: Students and their Learning

Reform 3: School operational arrangements that encourage innovation and flexibility

Reform 4: Providing innovative and tailored learning opportunities

Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services(including through brokering arrangements)

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
2.1	Educational potential	2.1.1	A whole-school approach to sustainable medium to long-term improvement in literacy and numeracy standards at key growth points (HSC SIP 2.5)	a. Identify students who are New Arrivals b. List each identified student c. Develop personalised intervention programs for each New Arrival student in collaboration with the CIEC d. Allocate a staff mentor e. Develop and refine school processes to ensure effective planning, monitoring and tracking for New Arrival students	Release time Targeted ESL class Meeting times with CIEC Individual Education Plan		ESL teacher Learning Support Coordinator
2.1	Educational potential	2.1.2	A whole-school approach to sustainable medium to long-term improvement in literacy and numeracy standards at key growth points (HSC SIP 2.5)	a. Identify students who are Aboriginal b. List each identified student c. Develop personalised intervention programs for each Aboriginal student d. Allocate a staff mentor e. Develop and refine school processes to ensure effective planning, monitoring and tracking for Aboriginal students	Individual Education Plan Year 9 Coordinator Inner West Adviser: Aboriginal Education		Year 9 Coordinator Learning Support Coordinator

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
2.1	Educational potential	2.1.3	A whole-school approach to sustainable medium to long-term improvement in literacy standards at key growth points (HSC SIP 2.5)	<ul style="list-style-type: none"> a. Identify students who were at or below minimum standards in Literacy in Years 7, 8 and 9 using the SMART software package b. Develop intervention programs for students below or at minimum standards in Literacy as indicated in the NAPLAN results c. List each identified student d. Embed school tracking data base to included external and internal sources of data. e. Develop and refine school processes to ensure effective planning, monitoring and tracking for students below or at minimum standards in Literacy 	SMART software package Other identification tools Reading resources Reading tutors PLC in reading and Writing Individual Education Plan		Leaders of Pedagogy Reading Coordinator Learning Support Coordinator
2.1	Educational potential	2.1.4	Students identified at risk through school-based diagnostic assessments	<ul style="list-style-type: none"> a. Identify at risk students through school-based diagnostic assessments b. Develop personalised intervention programs for each student identified at risk through school-based diagnostic assessments c. Develop and refine school processes to ensure effective planning, monitoring and tracking for students identified at risk through school-based diagnostic assessments 	Referral processes Counselling services External Providers Individual Education Plan		Well Being Coordinator Learning Support Coordinator

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
2.1	Educational Potential	2.1.5	A whole-school approach to sustainable medium to long-term improvement in numeracy standards at key growth points (HSC SIP 2.4)	<ul style="list-style-type: none"> a. Employment of a teacher-in-charge of numeracy b. Identify students who were at or below minimum standards in numeracy in Years 7, 8 and 9 using the SMART software package c. Develop intervention programs for students below or at minimum standards in numeracy as indicated in the NAPLAN results d. Exploration of innovative and creative methods in the teaching of Mathematics 	Development of resources for Year 7 to 9 students Dedicated time allowance to the explicit teaching of numeracy skills in Years 7, 8 and 9 Mathematics classes		Teacher-in-charge numeracy
2.1	Educational potential	2.1.6	A whole-school approach to sustainable medium to long-term improvement in literacy standards at key growth points (HSC SIP 2.5)	<ul style="list-style-type: none"> a. Continue parent and student forums that increase the engagement and learning of Pacific Islander students b. Develop an authentic and engaging project for engaging Pacific Islander students and their community 	External Providers		Leaders of Pedagogy

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
2.1	Educational potential	2.1.7	A whole-school 'Learn to Learn' program focused on students developing skills as independent learners (HSC SIP 2.3)	a. Expand the 'Learn to Learn' program to include Year 9 to improve the organisation and learning of students in junior years b. Identify and train staff in the implementation of the Learn to Learn program c. Develop structures to enable the Learn to Learn Program to be interwoven into the College's curriculum	Learn to Learn Teachers Learn to Learn program		Learn to Learn Teachers SSNP Project Coordinator
2.4	eLearning	2.4.1	eLearning plan developed and implemented informed by "Directions for eLearning in Sydney Catholic Schools K12" (HSC SIP 8.6)	a. Development and implementation of an eLearning plan b. Develop teaching practice to incorporate the use of 21 st century ICT skills c. Encouragement of teachers to participate in CEO Web 2.0 course and cloudshare bootcamp training d. Develop an in-house Teach Meet program	Time Allowance		eLearning Coordinator
2.5	Pastoral Care and wellbeing	2.5.1	Improving student attendance	a. Monitor attendance patterns b. Review procedures for tracking unsatisfactory patterns of attendance			Year Coordinators Pastoral Care Coordinator
2.5	Pastoral Care and wellbeing	2.5.2	Effective pastoral care program	a. Development of a well-structured pastoral care program that addresses contemporary issues for young people (2012 SRI Evaluation of components)	Eternal providers		Well Being Coordinator Pastoral Care Coordinator

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
2.5	Pastoral Care and wellbeing	2.5.3	The network of student pastoral support services monitored and refined to meet the changing needs of students and their families (HSC SIP 2.9)	a. Continue the expanded counselling and pastoral services within the school. b. Strengthen the peer mentoring program c. Development of a staff to student personalised mentoring program d. Work collaboratively with external agencies in meeting identified student needs	Referral processes Catholic Care - Counselling services Well Being Coordinator		Well Being Coordinator

Key Area 3: Pedagogy

Reform 3: School operational arrangements that encourage innovation and flexibility

Reform 4: Providing innovative and tailored learning opportunities

Reform 5: Strengthen school accountability

Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services(including through brokering arrangements)

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
3.1	Curriculum	3.1.1	Seek opportunities to expand current Creative and Performing Arts (CAPA) programs	a. Increase student participation in College Choir b. Expand opportunities for student involvement in Music and Drama performances c. Explore options to introduce a Music Tutor program	CEO support		Creative and Performing Arts Coordinator
3.2	Diversity of Learners	3.2.1	Implementation of Australian Curriculum	a. Ensure the diverse learning needs of students are accommodated in planning the implementation of the Australian Curriculum (2012 SRI Evaluation of components) b. Use the principle of 'Understanding by Design' in program and assessment development c. Initiate Project Based Learning in a number of Key Learning Areas	SSNP Project Officer CEO System Support Identified teaching staff		Curriculum Coordinator KLA Coordinators SSNP Project Coordinator
3.7	Professional learning	3.7.1	Support and guidance for the development and delivery of quality differentiated programs, practices and resources (HSC SIP 3.10)	a. Engage external provider to facilitate workshops on the principles of 'Understanding by Design' b. Improve teacher capacity in the writing and assessment of differentiated teaching programs c. Collaborative approach between teachers to differentiate other teaching programs and assessment tasks	Gateway Education Release Time		Gifted and Talented Coordinator /Teacher

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
3.7	Professional learning	3.7.2	Teacher capacity expanded through collaborative structures for the sharing of best practice (HSC SIP 3.6)	<ul style="list-style-type: none"> a. Extensive training of additional staff in the Holy Spirit College's Literacy: Literacy the Next Step (LTNS) b. Expand Professional Learning Community focused on Improving Student Writing c. Develop Professional Learning Community focused on Improving Student Reading d. Empower Key Learning Area Coordinators to skill staff in the best use of data to inform student learning e. Support and skill staff to build teacher capacity in the use of ICT in teaching and learning f. Develop an in-house Teach Meet program g. Develop and share a whole-school reading plan 	Release time Consultancy Holy Spirit College Literacy program (LTNS) Targeted PD Reading Coordinator eLearning Coordinator Leaders of Pedagogy Key Learning Area Coordinators		eLearning Coordinator Leaders of Pedagogy Reading Coordinator Key Learning Area Coordinator

Key Area 4: Human Resources, Leadership and Management

Reform 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

Reform 5: Strengthen school accountability

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
4.2	Staff professional development	4.2.1	Targeted whole-school approach to professional learning for all school leaders, teachers and support staff based on school priorities and individual needs and stage-of-career (HSC SIP 4.6)	<ul style="list-style-type: none"> a. Participation in in-school Literacy The Next Step program followed by classroom support b. Development of 21st Century eLearning skills through ICT workshops and in-class support c. Continue the learning opportunities for all KLAs to further achieve differentiation in teaching programs (2012 SRI Evaluation of components) d. Widening membership of Professional Learning Communities to enhance students' reading and writing skills e. Opportunities to participate in system and school-based professional development on Australian Curriculum, Project Based Learning and Understanding By Design 	CEO support External providers		Leaders of Pedagogy SSNP Project Officer eLearning Coordinator Key Learning area Coordinators
4.2	Staff professional development	4.2.2	Strengthened induction process for staff new to the College (HSC SIP 4.5)	<ul style="list-style-type: none"> a. Work collaboratively with universities to provide improved teacher practicum experiences b. Expand links with teacher training organisations c. Formalise practices and procedures for New Scheme Teachers in relation to the National Professional Standards 	New Scheme Teacher Coordinator		New Scheme Teacher Coordinator

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
4.4	Building Leadership Capacity	4.4.1	Teachers taking up opportunities to step into leadership, decision-making and management of change initiatives (HSC SIP 4.4)	a. Support all staff in achieving requirements of Catholic Education Office, Sydney's Accreditation Policy to Work, Teach & Lead in Catholic Schools (Archdiocese of Sydney) b. Encourage staff to enrol in the Catholic Education Office, Sydney 'Accreditation for Leadership in a Catholic School' program c. Encourage teachers to participate in CEO Web 2.0 course and cloudshare bootcamp training d. Encourage staff to undertake formation and aspire to positions of leadership as opportunities arise	Release time		eLearning Coordinator Assistant Principal
4.5	Accountabilities and Compliance	4.5.1	All staff contribute to a well developed culture and practice of compliance with legislative/mandated requirements (HSC SIP 4.7)	a. Ensure compliance recommendations are reviewed at subsequent Compliance and Professional Dialogue meetings (2012 SRI Evaluation of components) b. Continue the updating of College policies and improving accessibility for community members (2012 SRI Evaluation of components)			Curriculum Coordinator Assistant Principal

Key Area 5: Resources, Finances and Facilities

Reform 3: School operational arrangements that encourage innovation and flexibility

Reform 4: Providing innovative and tailored learning opportunities

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
5.2	Use of resources and space	5.2.1	Re-imagined use of learning spaces (HSC SIP 5.2)	a. Build staff capacity to use a variety of learning spaces in creative ways. b. Continued improvement of physical environment to enhance student engagement and learning	Building networks and making connections with other schools Classroom Resources		Leadership Team
5.4	Financial management	5.4.1	Contemporary approaches to the collection of fees (HSC SIP 5.5)	a. Promote with parents the range of fee payment options b. Support parents, initially Year 7 parents, to apply for financial support from the Catholic Education Foundation (2012 SRI Evaluation of components)	CEO Financial Services documentation		Principal

Key Area 6: Parents, Partnership and Communication

Reform 4: Providing innovative and tailored learning opportunities**Reform 6: External partnerships with parents, other schools, businesses, and communities and the provision of access to extended services**

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
6.1	Parent engagement	6.1.1	Parent education programs developed in consultation with parents to meet emerging needs (HSC SIP 6.3)	a. Continue to embed parent program focussed on learning and wellbeing (2012 SRI Evaluation of components) b. Continue the interactive Year 12 Careers Evening c. Implement Year 9 Careers Evening to correlate learning data such as Reports and NAPLAN to HSC subject selections and university entry (2012 SRI Evaluation of components)	Release Time		Well Being Coordinator Careers Coordinator Leader of Pedagogy
6.2	Reporting to the community	6.2.1	The College website maintained and updated (HSC SIP 6.6)	a. Identify staff to update and maintain College website b. Liaise with community members on relevant content			Principal
6.3	Engagement with the wider community	6.3.3	Maintenance and extension of the network of community liaison and support services (HSC SIP 6.4)	a. Identify Vocational Education and Training students at greatest risk of not completing Work Placement b. Targeted workplace intervention to support identified students c. Continue the role of Careers Coordinator d. Explore links with recruitment agencies and employers to increase opportunities for part-time positions, apprenticeships and traineeships e. Strengthen links with Catholic trade training centres	VET Coordinators Careers Coordinator Time Release Work Placement Supervisors		VET Coordinator Careers Coordinator

Key Area 7: Strategic Leadership and Management

Reform 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

Reform 4: Providing innovative and tailored learning opportunities

Reform 6: External partnerships with parents, other schools, businesses, and communities and the provision of access to extended services

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
7.1	Planning for improvement	7.1.1	The Leadership Team participates in the CEO Sydney <i>Leadership Matters</i> program 2011-2013	a. Develop learning teams within and across clusters of schools b. Plan for opportunities for Leadership Team and teachers to collaborate in the improvement of literacy and numeracy.	Release time Provision of PD Mentoring and consultancy		Assistant Principal Leaders of Pedagogy
7.1	Planning for improvement	7.1.2	The leadership team contributes evaluative data to the SSNP reform agenda as indicated on the data spreadsheet	a. Organise opportunities for regular updates of information and evaluation of data b. Utilise ICT to assist data collection, collation and communication c. Continue school-based timelines to effectively manage the collection and communication of evaluative data.	Evaluative documentation Administrative support Release time		Leaders of Pedagogy
7.1	Planning for improvement	7.1.3	Improve pastoral care of students through more effective monitoring processes	a. Investigate the use of Academy as a student management and well being database	Academy		Pastoral Care Coordinator Assistant Principal

Key Area 8: Knowledge, Management and ICT

Reform 3: School operational arrangements that encourage innovation and flexibility

Reform 4: Providing innovative and tailored learning opportunities

Reform 6: External partnerships with parents, other schools, businesses, and communities and the provision of access to extended services

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
8.1	ICT planning and support	8.1.1	Emerging technologies assessed for potential to enhance teaching and learning (HSC SIP 8.3)	a. The provision of new MacBook Pro notebooks for staff and relevant training in relation to the devices' communication with local and cloud storage and associated information services (2012 SRI Evaluation of components)	Laptops		ICT Coordinator

**Holy Spirit College Lakemba
National Partnership Financial Brief**

National Partnership Financial Briefing	Examples	Budget
Reform 1 Incentives to attract high performing teachers and principals	Specialist Teacher and learning support	270000
Reform 2 Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals	Across school cluster sharing and collegial support	400000
Reform 3 School operational arrangements that encourage innovation and flexibility	Teacher release to support in school professional learning	40000
Reform 4 Providing innovative and tailored learning opportunities	Understanding by Design and design thinking incorporated into teaching and learning	113000
Reform 5 Strengthen School Accountability	School Review and Improvement accountabilities;	150000
Reform 6 External partnerships with parents, other schools, businesses and communities and the provision of access to extended services		50000
	2013 Holy Spirit Lakemba	\$ 1,023,000