Holy Spirit College

Lakemba

ANNUAL IMPROVEMENT PLAN

2011
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 2011 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 2010 in regards to student performance and student wellbeing to help inform our priorities in 2011. 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 skills of students

Key Area 1: Catholic Life and Religious Education

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
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. b.	Continue to encourage staff to seek accreditation in Religious Education Encourage Staff enrolled in the Religious Education certificate course with the Catholic Education Office, Sydney to attend Professional Development Days	Release time		Religious Education Coordinator
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. b. c. d.	Encourage student participation in World Youth Day 11 (WYD11) Encourage student participation in WYD11 Provide a formation program for students attending WYD11 Attendance by staff and students at Archdiocesan initiatives in preparation for WYD11	Release time Formation program Fundraising Parish Links Program		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

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 standards at key growth points (HSC SIP 2.5) - Individual Educational Plans (IEP) exist for students identified as New Arrivals	a. Identify students who are New Arrivals b. Develop personalised intervention programs for each New Arrival student in collaboration with the CIEC c. List each identified student d. Develop and refine school processes to ensure effective planning, monitoring and tracking of IEPs for New Arrival students	Release time Targeted ESL class Meeting times with CIEC Individual Education Plan proforma **Building ESL Pedagogy Coordinator**		ESL teacher
2.1	Educational potential	2.1.2	A whole-school approach to sustainable medium to long-term improvement in literacy standards at key growth points (HSC SIP 2.5) - Individual Educational Plans (IEP) exist for students identified as Aboriginal	a. Identify students who are Aboriginal b. Develop personalised intervention programs for each Aboriginal student c. List each identified student d. Develop and refine school processes to ensure effective planning, monitoring and tracking of IEPs for Aboriginal students	Individual Education Plan proforma **Teacher and Administration support for IEPs**		Learning Support Coordinator

Component		Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
2.1	Educational potential	2.1.3	All students move towards meeting NAPLAN minimum standards in reading, writing and numeracy (HSC SIP 2.6) - Individual Educational Plans (IEP) exist for students below or at minimum standards in Literacy and Numeracy as indicated in the NAPLAN results	a. Identify students who were at or below minimum standards in Literacy and or Numeracy in Year 7 and in Year 9 using the 2010 SMART software package b. Develop personalised intervention programs for each student below or at minimum standards in Literacy and or Numeracy as indicated in the NAPLAN results c. List each identified student d. Extend school tracking data base to include NAPLAN results e. Develop and refine school processes to ensure effective planning, monitoring and tracking of IEPs for students below or at minimum standards in Literacy and or Numeracy	SMART software package Other identification tools Reading resources Reading tutors Individual Education Plan proforma **Teacher and Administration support for IEPs**		Leaders of Pedagogy

	Component		Key Improvements	Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
2.1	Educational potential	2.1.4	Individual Educational Plans (IEP) exist for students identified at risk through school-based diagnostic assessments	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 school processes to monitor the effective implementation of IEP's d. Conduct a review of current school-based diagnostic assessments and practices e. Develop and refine school processes to ensure effective planning, monitoring and tracking of IEPs for students identified at risk through school-based diagnostic assessments	Referral processes Counselling services Rosemont services Individual Education Plan proforma **Teacher and Administration support for IEPs**		Pastoral Care Coordinator

Component			Key Improvements		Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
2.1	Educational potential	2.1.5	A whole-school 'Learn to Learn' program focused on students developing skills as independent learners (HSC SIP 2.3)	a.	Introduce a 'Learning to Learn' program in Stage 4 to improve the organisation and learning of students in junior years	Learning to Learn Coordinator Learning to Learn program Meeting times with other schools **Consultancy**		Learning to Learn Coordinator
				b.	Embed the Year 12 'Learning to Learn' program			
2.5	Pastoral Care	2.5.1	The network of student pastoral support services monitored and refined to meet the changing needs of students and their families (HSC SIP 2.9) – Rosemount Program	a.	Incorporate the 'Rosemount' program into the teaching / learning cycle	Referral processes Counselling services Rosemont services **Release for Train the Trainer Consultancy**		Pastoral Care Coordinator
				b.	Provide professional development for core staff in the 'Rosemount' Program			
				c.	Facilitate coaching by core staff of grade partners in the philosophy and use of the 'Rosemount' Program			
				d.	Implement the 'Rosemount' program with specific students/groups within the school			
2.5	Pastoral Care	2.5.1	The network of student pastoral support services monitored and refined to meet the changing needs of students and their families (HSC SIP 2.9) – Expand Counselling Services	a.	Expand the counselling and pastoral services within the school.	Referral processes **Catholic Care -** Counselling services		Pastoral Care Coordinator
				b.	Work collaboratively with Rosemount counsellors in meeting identified student needs.			

Key Area 3: Pedagogy

Reform 3: School operational arrangements that encourage innovation and flexibility
Reform 5: Strengthen school accountability
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
3.1	Curriculum provision	3.1.1	Seek opportunities to expand current Creative and Performing Arts (CAPA) programs	a. Utilise the new Creative and performing arts facilities b. Increase opportunities for student involvement in College Choir c. Expand opportunities for student involvement in Music and Drama performances d. Expand the Music Tutor program	Stage 3 Building works Updating and replacing existing equipment Music tutors CEO support		Creative and Performing Arts Coordinator
3.1	Curriculum provision	3.1.1	Classroom practice enhanced by a creative and effective implementation of the Australian Curriculum	a. Keep abreast of Australian Curriculum developments b. Keep abreast of NSW syllabus development c. Attend professional development opportunities for syllabus implementation	Release time Professional Development **Consultancy**		Curriculum Coordinator KLA Coordinators
3.3	Teaching practices	3.3.1	A whole-school pedagogical approach to ESL learners (HSC SIP 3.4)	a. Continued participation in Catholic Education Office, Sydney's Literacy: The Next Step program b. Involve staff in the Holy Spirit College's Literacy: project	Release time **Consultancy** Holy Spirit College Literacy program **Targeted PD** **ESL Resources**		Leaders of Pedagogy
3.7	Professional learning	3.7.1	Needs-based professional development in the use of ICT in teaching and learning (HSC SIP 3.9)	a. Continue 'ICT Breakfast Club" b. Involve more staff in the Catholic Education Office, Sydney Web 2.0 online elearning program	**Hardware and software applications**		Assistant Principal Leaders of Pedagogy

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)	a. Appointment of Leaders of Pedagogy to mentor, support and provide ongoing professional development b. Seek opportunities for collaboration with peers to improve teaching and learning	Leaders of Peadagogy Mentor teachers Writing program **Leadership Team** **PD and networking opportunity with other schools**		Assistant Principal Leaders of Pedagogy

Key Area 4: Human Resources, Leadership and Management

Reform 2: Reform Two: 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	An ethical workplace culture	4.2.1	The PPPR process modified for use in a large school as a tool for enhancing teacher development (HSC SIP 4.2)	c. Introduce teachers to the Strategic Improvement Plan and Annual Improvement Plans as a way of guiding professional development. d. Implement the revised PPPR process with teachers and the Leader of Pedagogy to develop individual PPPRs.	Annual Improvement Plan summary PPPR proforma Team leaders Scheduled meeting times **Mentoring, coaching** **Consultancy for performance management** **Scheduled opportunities for collaborative review**		Principal Leadership Team

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	Completion of the Stage 3 College Facilities Master-plan and 'Building the Education Revolution' capital works (HSC SIP 5.1)	a.	Complete Stage 3 College Facilities Master-plan and 'Building the Education Revolution' capital works.	Stage 3 Building works		Principal
				b.	Arrange Opening and Blessing Ceremonies for the Stage 3 College Facilities and 'Building the Education Revolution' capital works.	Updating and replacing existing equipment		
5.2	Use of resources and space	5.2.1	Re-imagined use of learning spaces to better accommodate the integration of ICT in teaching and learning (HSC SIP 5.2)	a.	Examine alternative classroom arrangements to meet the needs of the 21st century learners	**Building networks and making connections with other schools**		Leadership Team
				b.	Improve physical environment of learning spaces to enhance student engagement	**Investigation and exploration of contemporary classrooms**		
						Consultancy		

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
6.2	Reporting to the community	6.2.1	Maintenance and extension of the network of community liaison and support services (HSC SIP 6.4) - African Parent and Student Liaison Officer	a. Identification of African students and their families. b. Identification of specific social and learning needs through a range of assessment tools. c. Development and implementation of individualised Education Plans. d. Individual support given to identified students. e. Community gatherings to share and explore initiatives around student wellbeing and ways to assist students and their learning. f. Measurement of student progress using evaluation tools. g. Providing family support in the wider community	African Parent and Student Liaison Officer Reading resources Individual Education proforma Community representatives Community Forum facilitation, venue, speaker and resources Home Visits		Learning Support Coordinator

Key Area 7: Strategic Leadership and Management

Reform 2:   Reform Two: 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		Maximise the potential for school improvement through collaborative engagement with the processes and outcomes of the system process 'School Review and Improvement' (HSC SIP 7.6)	a. Finalisation of College's 2011 – 2013 School Improvement Plan (HSC SIP). b. Launch finalised of College's 2011 – 2013 School Improvement Plan. c. Commence implementation of finalised of College's 2011 – 2013 School Improvement Plan.	Starcon (Mr Christopher Barrett) **CEO SRI process and consultancy Release**		Principal
7.1	Planning for improvement	7.1.2		The Leadership Team participates in the CEO Sydney *Leadership Matters* 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	7.1.3		The leadership team contributes evaluative data to the NPA 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. Develop a school-based timeline to effectively manage the collection and communication of evaluative data.	Evaluative documentation **Administrative support PD and consultancy for data analysis Release**		**Leadership Team**

	Component		Key Improvements	Strategies	Resources Required	Strategy Implemented	Coordinating Responsibility
7.2	Innovation, development and change	7.2.1	There is a whole school plan for SMART software package data analysis	a. Arrange for Leadership Team participation in data analysis using the SMART software package. b. Plan professional learning opportunities to engage staff in the use of SMART data.	Release time SMART data professional learning program		Leaders of Pedagogy
7.2	Innovation, development and change	7.2.2	The Data Analysis Skills Assessment (DASA) is completed on-line by all teachers	a. Provide opportunities for staff to access DASA and oversee the completion of the survey.	DASA survey		Leaders of Pedagogy

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.	ICT	8.1.1	ICT Master-plan up-dated to include CEO ICT priorities, emerging local needs and new technologies (HSC SIP 8.2)	a. Share with and seek input from staff about the emerging 2011 – 2014 Technology Plan. b. Investigate the introduction of a school-wide laptop program.	ICT plan Affordable laptops **Consultancy**		ICT Coordinator

Holy Spirit College, Lakemba National Partnership Financial Briefing

Reform 1 Incentives to attract high performing teachers and principals
Reform 2 Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
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

Budget item This budget reflects the primary funding area whilst acknowledging that the reform agenda is integrated.	Reform Element	Notes	2011 Allocation
LOP Additional staff	1	Creation of new roles	$232,000
Consultancy and mentoring of Principals, performance review of all staff	2	Targeted mentoring and professional learning Admin support for PPR process Principals are linked to a consultant to mentor and evaluate performance	$81,000
Provision of support staff and consultancy for strategic planning and school and system evaluation processes	3	Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks Delivering curriculum using a variety of modes (eg. technology such as online resources; videoconferencing across sites; developing links with other school communities)	$110,000
Expansion in the provision of additional support staff and teachers who support pedagogical changes	4	Employ paraprofessional staff and additional support staff to support the implementation of Individual Education Plans	$250,000
Accountabilities, Admin and Support	5	Consultancy and administration of accountabilities and support in administration	$100,000
School based initiative to support reform agenda	6	Appointment of community liaison staff, increased counselling community surveys and forums	$250,000
TOTAL		**Total budget plan 2011**	**$1,023,000**