## ST EUPHEMIA COLLEGE



## STRIVE FOR EXCELLENCE

That within a dynamic Orthodox Christian framework, a student may strive to achieve academic excellence, a love for learning, social responsibility, spiritual growth and respect for a healthy mind and body.



"AT THE HEART OF EVERY SCHOOL DECISION IS THE WELLBEING OF YOUR CHILD."

PRINCIPAL

VERY REVEREND FR PETER MAVROMMATIS

Underpinning every school improvement effort is a belief that, no matter how well a school is performing, there are always areas in which improvement is possible – areas in which student needs could be better met and outcomes could be further improved.

A SCHOOL IMPROVEMENT PLAN IDENTIFIES THESE OPPORTUNITIES FOR IMPROVEMENT AND IS EXPLICIT ABOUT THE OUTCOME IMPROVEMENTS THE SCHOOL WISHES TO ACHIEVE.

(ACARA, 2016)



## SCHOOL Background

OUR VISION, OUR CONTEXT, OUR PLAN.

#### **OUR VISION**

THAT WITHIN A DYNAMIC ORTHODOX, CHRISTIAN FRAMEWORK, A STUDENT MAY STRIVE FOR ACADEMIC EXCELLENCE, A LOVE OF LEARNING, SOCIAL RESPONSIBILITY, SPIRITUAL GROWTH AND RESPECT.

#### **OUR CONTEXT**

St Euphemia College, established in 1989, is a K to 12 Christian comprehensive co-educational school, catering for students with a range of academic abilities. The School is a community of staff, students, parents and caregivers who work collaboratively to foster growth and personal wellbeing. Our educational ideals are encapsulated in our motto - Strive for Excellence. The students who come from various cultural and linguistic backgrounds are encouraged to excel in all their endeavours, in a caring, disciplined and safe environment that is responsive to individual needs. Each student's growth in learning is accompanied by a balanced program of pastoral care, leadership, sporting, socio-cultural, and enrichment activities. The College also offers a comprehensive range of extra-curricular activities that cater for individual interests, across sport, the arts and public speaking. Charity initiatives foster a social conscience in order to become compassionate and responsible young people.

#### **OUR PLAN**

Throughout 2020, all members of the school community (staff, students and families), attended focus groups to confirm:

- 1) shared core values and beliefs
- 2) areas of school strength
- 3) priorities for the future.

Input from the whole school community determined the school's vision and directions. Feedback from community consultation was shared with staff, students, families and community members to determine three strategic directions using the 5P model – identifying the PURPOSE of each direction, the PEOPLE involved, the PROCESSES (or projects we would be implementing), the PRODUCTS and PRACTICES (as well as improvement measures).

Hence, the School Executive drafted the School's Strategic Plan reflective of the input from the whole school community.



TO IGNITE INNOVATION IN TEACHING AND LEARNING SO THAT WE MAY CHALLENGE AND INSPIRE CRITICAL AND CREATIVE THINKERS.



TO PRIORITISE THE WELLBEING OF OURSELVES AND OTHERS SO THAT TOGETHER WE MAY ENRICH OUR LIVES AND THE LIFE OF OUR COMMUNITY.

OUR

OUR WHY



## DIRECTION

OUR WAY

TO CONSTANTLY PURSUE A POSITIVE SCHOOL CULTURE, WHERE ALL MEMBERS OF THE SCHOOL COMMUNITY ARE VALUED, ENGAGED AND INVOLVED, SO THAT STUDENTS, TEACHERS, FAMILIES AND THE BROADER COMMUNITY MAY WORK COLLABORATIVELY TO CULTIVATE A SUPPORTIVE LEARNING AND SOCIAL ENVIRONMENT.

# How do we develop the capabilities of our people to bring about transformation?

#### **IMPROVEMENT MEASURES**

100% Student Improvement in Literacy K to 12

100% of Staff achieve shared ICT goal.

80% of students can articulate what, how and why in any lesson.

Timely Student, Parent and Teacher Feedback

Parent attendance and feedback at Learning Workshops

### FUTURE FOCUSED TEACHING AND LEARNING

STRATEGIC DIRECTION 1

"To move learning beyond the traditional classroom, so that students are equipped with skills to succeed in the future.

Innovation in teaching and learning will be prioritised across school programs to develop critical and creative thinkers."

#### **STUDENTS**

EXPLICIT INSTRUCTION TO DEVELOP GENERAL CAPABILITIES (CRITICAL, ANALYTICAL, CREATIVE THINKING, COLLABORATION)

The use of technology to experience transformative learning (SAMR model).

#### **STAFF**

COLLABORATIVE PLANNING,
COACHING AND MENTORING SO
THAT FEEDBACK WILL BROADEN THE
CAPACITY TO ACHIEVE
IMPROVEMENT MEASURES.
INTRODUCTION OF PROFESSIONAL
DEVELOPMENT PLANS WHICH ARE
ALIGNED TO FRAMEWORKS SUCH AS
QUALITY TEACHING FRAMEWORK,
SCHOOL EXCELLENCE FRAMEWORK
AND THE AUSTRALIAN TEACHING
STANDARDS

#### **FAMILIES**

PARTICIPATION IN PARENT FORUMS AND WORKSHOPS.

Opportunities to be actively engaged in their child's learning.

Immersion in Open days to experience transformative learning.

#### **COMMUNITY PARTNERS**

STRENGTHENING EXISTING
PARTNERSHIPS AND CREATING NEW
OPPORTUNITIES FOR COLLABORATION
ACROSS A COMMUNITY OF SCHOOLS.

INVESTING IN A CRITICAL FRIEND (E.G., ANOTHER SCHOOL) FOR EXTERNAL FEEDBACK AND COACHING

#### Projects

Professional Learning and Peer Coaching – ICT and 21st Century Capabilities.

Evidence based pedagogies

Literacy: Focus on Reading and Comprehension.

Numeracy: Mindsets and Skills of a Mathematician.

Data-driven practice – Forming Data teams to support the tracking and monitoring of student growth P to 12.

RIGOROUS ANALYSIS OF HSC DATA FOR EVERY SUBJECT TO IDENTIFY TRENDS AND COLLECTIVELY IMPROVE TEACHING AND LEARNING.

INTRODUCTION OF NEW SUBJECTS AND FACILITIES TO MAXIMISE ENGAGEMENT AND LEARNING FOR A RANGE OF CAPABILITIES.

FORM LINKS WITH A NETWORK OF SCHOOLS TO BROADEN OUR PRACTICE, PEDAGOGY, SKILLS AND UNDERSTANDING.

Visible learning: Explicit learning intentions and success criteria.

Transition projects from Prep to Kindergarten and Stage 3 to Stage 4.

#### EVALUATION PLAN

Employ a range of applicable data to inform teachers on the effectiveness and performance of professional learning. e.g. Teacher, Student and Parent Surveys, Reading Data.

Project teams and committees set SMART goals, report progress and regularly celebrate milestones.

# What are our newly embedded practices and how are they integrated and in accord with our purpose?

IMPLEMENT AND EVALUATE A CYCLE OF HIGH-QUALITY PROFESSIONAL LEARNING.

PROVIDE MENTORING AND COACHING SUPPORT TO ENSURE THE ONGOING DEVELOPMENT AND IMPROVEMENT OF ALL TEACHERS.

Increase the number of students, Pre-K to 12 who would achieve or exceed benchmarks/targets in literacy and numeracy. All other students will have adjustments, moderations or personalised learning and support plans.

All programs and assessment tasks incorporate Learning Intentions and Success Criteria where applicable.

Embed reflective practices that enhance quality teaching and future focused teaching and learning e.g. Quality Teaching Rounds, classroom walkthroughs, PDPs, program evaluations, observations, demonstration lessons and TPL.

#### What we are going to get when we do this?

TEACHERS WILL HAVE EXPERT CONTEMPORARY CONTENT KNOWLEDGE AND INNOVATIVE PRACTICES THAT ARE RELEVANT AND MEANINGFUL

Collaboratively designed and implemented learning experiences that incorporate technology, rich tasks and general capabilities

NEW FACILITIES TO PROMOTE TRANSFORMATIVE LEARNING.



# How do we develop the capabilities of our people to bring about transformation?

#### **IMPROVEMENT MEASURES**

Personalised adjustments are in place for all students identified by the Learning and Support Team.

The Learning and Support Team will meet every week to track, monitor and support wellbeing.

Increased involvement and participation in wellbeing initiatives.

Decrease in negative behaviour (reflected in behaviour data) Increase in positive behaviour (reflected in behaviour data)

# HEALTH, SUPPORT AND WELLBEING

STRATEGIC DIRECTION 2

"TO PRIORITISE THE WELLBEING OF OURSELVES AND OTHERS SO THAT TOGETHER WE CAN ENRICH OUR LIVES AND COMMUNITY. AT THE CENTRE OF SCHOOL PROGRAMMING AND PRACTICES IS WELLBEING. STUDENTS WITH HIGHER LEVELS OF PSYCHOLOGICAL AND EMOTIONAL WELLBEING SHOW HIGHER LEVELS OF ACADEMIC ACHIEVEMENT. WITH THE SUPPORT OF OUR COMMUNITY WE WILL ENSURE THE SCHOOL IS A SECURE AND SUPPORTIVE ENVIRONMENT THAT ALLOWS STUDENTS TO FLOURISH AND SUCCEED."

#### **STUDENTS**

TAILORED SUPPORT INCORPORATING SUITABLE EVIDENCE-BASED PRACTICES.

STUDENTS ARE EXPLICITLY TAUGHT
AND ARE PROVIDED WITH
OPPORTUNITIES TO PRACTISE SOCIAL
AND EMOTIONAL COMPETENCIES (E.G.
GROWTH MINDSETS).

#### **STAFF**

Engagement in professional learning – relevant legislation and current pedagogy.

Learning and Support Team to meet weekly to discuss and plan for the individual needs of students.

Wellbeing Committee members are responsible for driving wellbeing initiatives across the community.

#### **FAMILIES**

Participation in parent forums and workshops.

Shared governance and involvement in schoolwide initiatives.

#### **COMMUNITY PARTNERS**

STRENGTHEN EXISTING PARTNERSHIPS
AND CREATE/SEIZE NEW
OPPORTUNITIES FOR COLLABORATION.

Collaborating with Schools piloting the Pbis Model.

#### How do we do it and how will we know?

Learning and Support – Data informed practice.

Collaboratively collecting and analysing data to support educational decisions.

Professional Learning – 100% of staff to be trained in Emotion Coaching and in PBIS Pedagogy.

Ongoing tracking and monitoring of student progress by the Learning and Support Team.

NATIONAL CONSISTENT COLLECTION OF DATA FOR STUDENTS WITH DISABILITIES COMPLETED BY LEARNING AND SUPPORT TEAM USING UP TO DATE TRACKING DATA.

FORMATION OF A WELLBEING COMMITTEE TO DRIVE INITIATIVES ACROSS K-12.

REGULAR REVIEW OF POLICIES AND PROCEDURES RELATED TO STUDENT WELFARE.

PBIS: Positive Behaviour Intervention and Support across P to 12.

#### Evaluation Plan

SCHOOL TEAMS TO CARRY OUT ANALYSIS OF DATA EACH TERM TO EVALUATE IMPACT.

DATA TRIANGULATION IS USED TO INFORM PRACTICE AND SUPPORT.

The Learning and Support Team review cycle will monitor whole school initiatives, targeted groups and Individual Plans

THE PBIS TEAM WILL MEET FORTNIGHTLY TO REVIEW WHOLE SCHOOL DATA THAT WILL INFORM PLANNING.

# What are our newly embedded practices and how are they integrated and in accord with our purpose?

FORMATIVE ASSESSMENT IS USED TO MONITOR, PLAN AND REPORT ON STUDENT LEARNING.

PBIS Positive Behavioral Interventions and Supports across K to 12

Learning programs, tasks, and assessments are differentiated to meet individual needs

WELLBEING INITIATIVES TO IMPROVE THE PHYSICAL, SPIRITUAL, COGNITIVE, SOCIAL AND MENTAL HEALTH OF ALL STUDENTS AND STAFF.

#### What we are going to get when we do this?

REFLECTIVE PRACTITIONERS THAT USE DATA TO INFORM DECISION MAKING.

All students with additional needs are profiled and have access to appropriate support in accordance with the DDA 1992.

All teachers track student needs which are monitored by the Learning and Support Team across the School.



# How do we develop the capabilities of our people to bring about transformation?

#### **IMPROVEMENT MEASURES**

100% of families electronically receive updates from the school.

Multiple platforms for connection (e.g. Microsoft 365, Facebook, SeeSaw, School App)

100% of families are provided with active opportunities to participate in the life of the church.

100% of families are provided opportunities to be actively involved in their child's learning.

# CONNECTED AND ENGAGED COMMUNITY

STRATEGIC DIRECTION 3

"TO CONSTANTLY PURSUE A POSITIVE SCHOOL CULTURE, WHERE ALL MEMBERS OF THE SCHOOL COMMUNITY ARE VALUED, ENGAGED AND INVOLVED, SO THAT STUDENTS, TEACHERS, FAMILIES AND THE BROADER COMMUNITY MAY WORK COLLABORATIVELY TO CULTIVATE A SUPPORTIVE LEARNING AND SOCIAL ENVIRONMENT."

#### **STUDENTS**

STUDENT LEADERSHIP PLAYS AN ACTIVE ROLE WITHIN THE COMMUNITY. THE COLLEGE PROVIDES OPPORTUNITIES FOR STUDENTS TO BE ACTIVELY INVOLVED IN DECISION MAKING, AND SCHOOL EVENTS.

STUDENTS ARE PROVIDED EXPLICIT INSTRUCTION WITH HOW TO MAXIMISE EFFECTIVE USE OF MICROSOFT 365.

Students are provided with opportunities to participate in the life of the Church.

#### **STAFF**

Engage in professional learning– communication strategies.

Staff are provided with opportunities to participate in the life of the Church.

#### **FAMILIES**

ACTIVE USERS OF OUR ONLINE COMMUNICATION TECHNOLOGY.

Provide feedback through surveys and forums to improve lines of communication.

PARTICIPATE IN WORKSHOPS.

#### **COMMUNITY PARTNERS**

THE COMMUNITY IS INVITED TO PARTICIPATE IN THE LIFE OF THE CHURCH.

ENGAGEMENT WITH THE LOCAL COMMUNITY TO ENHANCE TEACHING AND LEARNING.

#### How do we do it and how will we know?

FORMATION OF AN ICT COMMITTEE TO DRIVE CHANGE – PROFESSIONAL DEVELOPMENT AND UPGRADING PROCESSES.

FORMATION OF A SPIRITUAL COMMITTEE TO CULTIVATE ORTHODOX SPIRITUALITY THROUGHOUT THE COLLEGE.

Shared responsibility – Parent workshops and forums.

COMMUNITY ENGAGEMENT INITIATIVES – FEEDING THE HOMELESS, COMMUNITY GARDENS.

Provide ongoing training and development for Pre K to 2 staff to maximise their use of SeeSaw in the classroom.

FORMATION OF A WEBSITE COMMITTEE TO DRIVE VISIBILITY AND COMMUNICATION.

FORMATION OF AN ALUMNI COMMITTEE TO LEAD INITIATIVES TARGETING CONNECTEDNESS AND ENGAGEMENT.

PROMOTE HELLENIC HERITAGE, ORTHODOX FAITH, AND CULTURE.

#### Evaluation Plan

School teams (e.g. Website Committee) to carry out analysis of data each Term to evaluate impact.

ONGOING COMMUNITY REVIEW OF SCHOOL PRACTICES THAT SUPPORT SHARED VOICE, DECISION MAKING, COLLABORATION AND A SENSE OF BELONGING.

# What are our newly embedded practices and how are they integrated and in accord with our purpose?

2020 - Transition of whole school to Microsoft 365.

Online database of parent emails for timely communication. Introduction of a parent portal.

The development of a school app for parents.

Ongoing communication and updates across multiple online platforms (e.g. SeeSaw).

Participate in professional learning to familiarise staff with online tools (e.g. Teams) research (e.g. SAMR model) and practice (e.g. Self Organised Learning Environments)

FORMATION OF AN ALUMNI COMMITTEE TO DRIVE COMMUNITY ENGAGEMENT.

Orthodox Initiatives: Spiritual book club, Youth Fellowship, Frequent participation in the sacraments.

#### What we are going to get when we do this?

INFORMED AND ENGAGED PARENTS WHO FEEL CONNECTED TO THE COLLEGE.

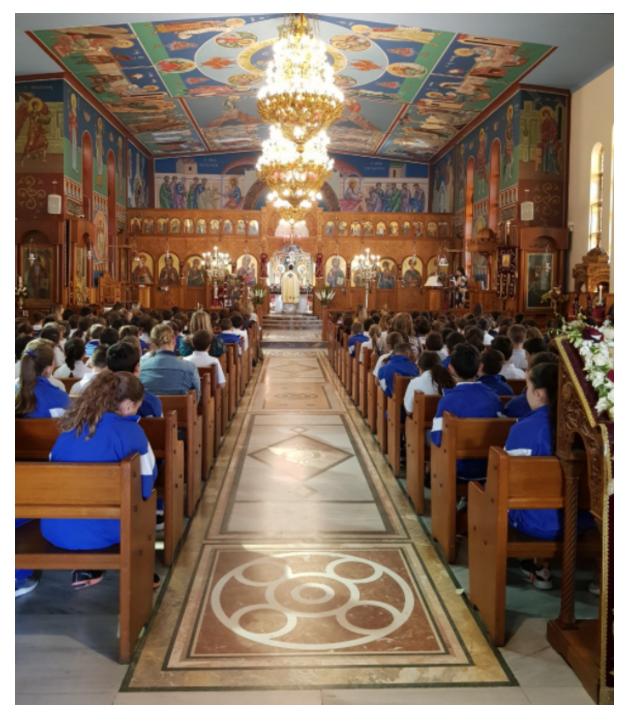
RESPONSIVE TEACHING AND LEARNING THAT MAXIMISES THE USAGE OF ICT.

#### ORTHODOXY IN PRACTICE

SHARED GOVERNANCE ON CURRICULUM, PROJECT TEAMS, COMMUNITY EVENTS AND COMMUNICATION STRATEGIES.







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