## Key Area 1: Maronite Catholic Life and Religious Education

**Our Vision:** *By the end of 2016 our College will continue to be a school where Gospel values permeate all aspects of school life and beyond.*

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<th>Focus Area</th>
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<tr>
<td><strong>1. Religious Education</strong></td>
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| 1.1 Processes exist to review the curriculum to ensure a whole school approach to Religious Education. | - Complete mapping of Religious programs to foster a deeper level of faith and tracking the curriculum across school.  
- Provide an overview of all KLA's K to 12, explicitly showing links to Religious Education. |
| 1.2 Values form an integral part of all programs across the College | - Identify our College values and implement a program for parents. |
| **2. Catholic Life and Culture**     |                                                                           |
| 2.1 Opportunities are regularly provided for students and staff to engage in a range of practices, prayer and liturgical experiences that enhance their spirituality. | - Encourage staff to take personal leadership in liturgical experiences  
- Programs and initiatives exist to educate students to respect the human dignity of the individual and all persons to exercise compassion for the oppressed  
- Pastoral Programs explicitly reflect respect and compassion |
| **3. Parents, Parish and the Broader Church** |                                                                           |
| 3.1 Regular initiatives and opportunities exist to support parents in their role as the prime faith educator of their child. | - Plan and implement workshops and spirituality days for parents in collaboration with the P&F  
- Strategies exist to enhance the understanding of the Maronite Catholic Church within the broader community. |
| 3.2 Strategies exist to enhance the understanding of the Maronite Catholic Church within the broader community. | - A whole school plan is developed that tracks Community Service and Charity initiatives that links to College Values  
- Promote Community Service Program among all staff, parents and wider community |
Key Area 2: 
Students and their Learning

Our Vision: By the end of 2016 our College will be a school where all students will be provided with the opportunities to achieve their academic, spiritual and social potential becoming independent and dynamic life-long learners.

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| 1. Educational Potential   | 1.1 The College has processes and practices in all KLAS that support differentiated learning and targeted intervention.  
                             | • Equip teachers with the necessary skills to support students with differentiated learning needs including students with special needs and advanced learners.  
                             | • Engage Learning Support staff at Faculty and Stage meetings to promote cross Faculty and Stage sharing of ideas and identify needs within departments / stages.  
                             | 1.2 The College provides opportunities for teaching staff to develop and share their knowledge and skills to support student achievement  
                             | • Staff collaborate and communicate effective pedagogy and content knowledge.  
                             | • Identify staff who are able to model effective pedagogy and strategies and provide opportunities for all staff the access their skills.  
                             | • Allocate staff meeting time for staff to feedback on Professional Learning activities.  
                             | 1.3 The College has processes and practices that encourage and support students to use a variety of resources allowing them to be innovative and creative thinkers.  
                             | • Explicitly state resources and creative thinking strategies in teaching programs.  
                             | • The BYOD policy is implemented 7-12  
                             | 1.4 The College provides opportunities for students to consider post-school options and processes to encourage them to achieve their goals.  
                             | • Identify and invite appropriate Alumni to share their stories with the students. |
| 2. Reporting Student Achievement | 2.1 A whole school approach to formal and informal, evidence based reporting.  
                              | • Reporting in all matters is based on data and effective feedback.  
                              | • Accurate records are kept of all reporting interactions with either parents or students.  
                              | 2.2 The College supports practices to ensure the dissemination of student achievement and academic performance to the school and broader community.  
                              | • Academic success and achievements are promoted across the College and wider community.  
                              | • Specific academic achievements are recognised at Awards ceremonies.  
| 3. Integrating I.C.T. / eLearning | 3.1 Effective policies and practices exist to facilitate innovative approaches for the use of I.C.T. to improve student learning.  
                              | • Implementation of BYOD Policy 7-12  
                              | • Encourage the use of learning platforms by all staff K-12 to enhance online collaboration between staff and students and students and students  
                              | 3.2 A review of practices, policies and deployment is undertaken to maximise student access to ICT.  
                              | • Redeploy ICT resources as necessary across K-12 as a result of the implementation of the BYOD program.  
| 4. Pastoral Care              | 4.1 Pastoral care and student management is accepted as a shared responsibility by all members of the College. Levels and frequency of interactions are continuously monitored and improved.  
                              | • Encourage and continue shared responsibility and accountability in Pastoral Care.  
                              | • Pastoral Care is increasingly interactive for students to allow maximised engagement.  
                              | • Implement the YouCanDoIt program K-12.  
                              | • Maintain student management records K-12, via iWise.  
                              | 4.2 Student leadership is relevant, active and supported by the College community.  
                              | • Increase involvement and engagement of student leadership in activities that promote social, emotional and spiritual wellbeing of students.  
                              | 4.3 Pathways exist for staff and students to pursue extra-curricular activities and programs, such as sport, drama, music, public speaking etc.  
                              | • Promote co-curricular and extra-curricular opportunities for all students.  

St Charbel’s College 2016 Annual Improvement Plan – January 2016
### Key Area 3: Pedagogy

*Our Vision: By the end of 2016 our College will be a school where holistic, innovative and effective teaching practices inspire student learning.*

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| 1. Curriculum Provision                        | **1.1 Structures exist to review curriculum to ensure suitability and promote student engagement in learning.**  
  - Review curriculum at grade, stage, faculty and school level through collaboration at meetings.  
  - Provide feedback from meetings to all relevant staff.  
  **1.2 Processes exist to review and adapt timetable structures and staffing provisions to meet the needs of the curriculum.**  
  - Review subject selections for Stages 5 & 6 and allocate staff accordingly. |
| 2. Provision for the Diverse Needs of Learners  | **2.1 Processes exist to evaluate, modify and strengthen programs of study that cater for the diverse needs of students.**  
  - In order to improve students are made aware of their strengths and weaknesses early.  
  - All teaching programs reflect differentiation strategies  
  - Implement extension strategies to encourage higher achieving students.  
  **2.2 Structures and resources are in place to provide assistance for students in need of additional support.**  
  - Implement proactive plans to cater for students who require assistance.  
  - Requests for assistance are evidence based and collaboration between the home and the school is paramount.  
  **2.3 A plan exists to provide relevant professional development opportunities to allow teachers to provide differentiated learning experiences for all students.**  
  - Provisions for differentiation across the curriculum exist.  
  - Support staff actively engage in supporting classroom teachers to differentiate their teaching strategies as well as teaching programs. |
| 3. Teaching Practices                          | **3.1 A framework exists for a whole school approach to foster effective pedagogy.**  
  - Complete evaluation and reflection on effective teaching practices at an individual level and team level.  
  - Directors and Coordinators engage in classroom observations and classroom demonstrations.  
  - Coordinators give priority to students during class times and activities over administrative duties.  
  - Open classrooms exist where effective strategies and pedagogies are modelled for all staff.  
  **3.2 Structures exist to enable evaluation of and reflection on effective teaching practices to ensure a high level of teacher performance.**  
  - Complete evaluation and reflection on effective teaching practices at an individual level through the appraisal process.  
  - Guidance is provided by Coordinators and the Leadership Team to ensure adequate and professional teaching practices are implemented to enhance student success and improvement.  
  - Provide timely and relevant feedback to staff following lesson observations  
  - Programs include evaluative and reflective comments. |
### 4. Planning, Programming and Evaluation

**4.1 Structures**
- Structures exist to provide opportunities for professional dialogue and collaboration in the planning, programming and evaluation of pedagogical practices.
  - Appraisal is used to support teachers and to ensure consistency across the school.
  - Complete planning, programming and evaluations at an individual, grade and stage level.
  - Evaluation is focused upon how to enhance future implementation.

**4.2 Structures**
- Structures exist to ensure the provision and sharing of resources to promote a cross-curricula approach to the planning, programming and evaluation of pedagogical practices.
  - Cross curricula opportunities to be accessed.
  - Ensure cross curricula programs consistently enhance teaching and learning in the areas of literacy and numeracy.
  - Share successful cross-curricular activities across the school.

### 5. Assessment

**5.1 Processes**
- Processes exist to promote and emphasise the formative aspect of assessment.
  - Use iWise to reflect achievement of outcomes and not just the data from assessments.
  - Continued implementation of record keeping in iWise providing measureable feedback to students and staff.
  - Detailed feedback is provided to students on an ongoing basis.

**5.2 Processes**
- Processes exist for teachers to document and follow up on student progress to enhance their learning and performance.
  - Use iWise to reflect achievement of outcomes and not just the data from assessments.
  - Teachers to collaborate and follow up with students and maintain tracking of records through iWise.
  - Read access is available to staff to compare results across KLAs and Year Groups.

**5.3 Processes**
- Processes exist for students to reflect on and monitor their own progress, thus informing their future learning goals.
  - Use of learning platforms regularly to provide students with ongoing feedback that allows them to plan their own learning.

### 6. Professional Learning

**6.1 A plan exists**
- A plan exists to provide relevant professional development opportunities to allow teachers to adequately plan, program and evaluate pedagogical practices and curriculum.
  - Advertise PD opportunities for all staff, via email and noticeboards.
  - Implement internal workshops after review of staff strengths and interests.
  - Opportunities exist for staff to have input into whole school, faculty or Stage PD.
  - Provide regular relevant literature for distribution to all staff.

**6.2 Structures**
- Structures exist to promote a professional learning culture that recognises the need for collaboration, creativity and flexibility.
  - Develop learning communities through professional dialogue including staff meetings which encourage the sharing of ideas and the development of an atmosphere of collaboration.
  - Members of the Leadership Team meet regularly with both whole and small teams.
  - Provide regular relevant literature for distribution to all staff.
## Key Area 4:
### Human Resources Leadership and Management

**Our Vision:** By the end of 2016 our College will be a school where all staff interact in an ethical and professional environment and are supported to develop a culture of excellence.

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| 1. Recruitment, Selection and Retention of Staff | 1.1 Processes exist to ensure relevant and comprehensive information about employment positions, both internally and externally is provided in a variety of accessible media.  
1.2 Processes exist to appraise, affirm, and offer feedback on staff performance.  
- Leadership engage in training in investigation processes and appraisal processes.  
- Maximise Pastoral Care for staff to improve their job performance and satisfaction and contribute to a stronger culture of generosity of effort amongst the teaching staff.  
- Review and refine the process to appraise, affirm and offer feedback to assist in promoting a safe and secure environment where teachers are able to offer and accept constructive feedback from one another.  
- Increased focus on Institute of Teachers accreditation and mentoring.  
- Members of the Leadership Team meet regularly with both whole and small teams.  
- Develop and implement an appraisal process for non-teaching staff. |
| 2. Professional Development of Staff    | 2.1 A plan is in place to provide opportunities for relevant professional development to update and enhance staff skills and knowledge.  
- Implement a plan to organise meetings to maximise Professional Development time – focused on AIP.  
- Staff complete Professional Development evaluation and share amongst all staff.  
- Conduct internal workshops by utilising effective and able staff.  
2.2 Structures and provisions are in place to support and encourage staff to pursue further studies to develop their skills and knowledge.  
- Investigate provision of incentives to encourage fair and reasonable opportunities for further education studies for teachers.  
- Identify and offer applicable training for non-teaching staff.  
2.3 Structures exist to ensure collaboration amongst staff to create an environment that is conducive to learning.  
- Provide time for programming both during term time and staff PD days.  
- Encourage staff twilight Professional Development and meeting sessions.  
- Distribution of tasks and responsibilities are clarified and documented to improve work flow. |
| 3. An Ethical Workplace Culture         | 3.1 Structures exist for the promotion and maintenance of an ethical working environment that promotes mutual respect and professional relationships.  
- Make current policies and procedures available to all staff.  
- Celebrate successes at a whole school level. |
| 4. Succession Planning                  | 4.1 Structures are in place to support, encourage and motivate staff to contribute significantly to the shared leadership of the school.  
- Provide timely communication to ensure that all staff have the opportunity to contribute to the leadership of the school.  
- Provide agendas for meetings in advance and consultation notes where necessary.  
- Promotional position appraisals focus upon leadership.  
4.2 Structures exist to coach, mentor and develop existing and future leaders amongst staff.  
- Identify leadership qualities through the individual appraisal process.  
- Provide opportunities for leadership to be shared or delegated. |
| 5. Overall Compliance with Legislation and Other Requirements | 5.1 Strategies exist to ensure that all staff know their individual and collective responsibilities and accountabilities for complying with legislation and mandated requirements.  
- Provide relevant compliance and legislative information to all staff.  
5.2 Processes exist to ensure that matters of compliance are acted upon as required and regularly reviewed.  
- Provide relevant changes to compliance in a timely manner.  
5.3 Consultation processes are in place to ensure that workplace health and safety matters are acted upon as required and regularly reviewed.  
- Update staff regularly with training in matters of WHS.  
- Raise staff awareness and compliance in all matters of safety. |

St Charbel’s College 2016 Annual Improvement Plan – January 2016
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<td>1. I.C.T. Resources</td>
<td>1.1 Integrated contemporary I.C.T. systems and resources support the educational needs of staff and students.</td>
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<tr>
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<td>• Ongoing use of iWise.</td>
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<td>• Implementation of BYOD Policy is commenced for 7-12.</td>
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<td>1.2 Structures exist for proactive support and ongoing professional development in I.C.T.</td>
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<td>• Plan and arrange workshops for effective use of the learning management system at both a manager level and an individual staff level.</td>
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<td>• An information management system exists. Global use of and development of iWise.</td>
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<td>1.3 An information management system exists.</td>
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<td>• Access additional components for use by all staff, especially in the area of tracking students and reporting to parents.</td>
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<td>2. Use of Resources and</td>
<td>2.1 A plan exists to maximise the use of buildings and playground space for student play and learning experiences.</td>
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<td>Space</td>
<td>• Allocate and display resources effectively in a timely manner.</td>
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<td>• Develop and implement a Facilities and Maintenance plan.</td>
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<td>• Risk assessments continue to accompany all plans.</td>
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<td>2.2 A plan exists to ensure resource purchases support equity of access for all students.</td>
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<td>• Plan takes into account DDA and risk assessments.</td>
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<td>2.3 A plan exists to ensure that learning and resource spaces are available for use throughout the day.</td>
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<td>• Provide clarification of all specialised learning areas access and times through iWise bookings.</td>
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<td>3. Environmental</td>
<td>3.1 Processes exist to support a cultural shift towards greater environmental awareness and our impact on our environment.</td>
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<td>Stewardship</td>
<td>• Explore and implement new initiatives through student leadership.</td>
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<td>4. Financial Management</td>
<td>4.1 A transparent and consultative decision-making process exists in regard to allocation of budgets for staffing and resources.</td>
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<td>• Provide budgetary guidelines for faculties, stages and departments.</td>
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# Key Area 6: Parents, Partnership, Consultation and Communication

**Our Vision:** By the end of 2016 our College will be a school where positive collaboration and professional communication unite parents, students and teacher.

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| 1. Parent Involvement         | **1.1** Effective structures and practices exist to involve parents as partners in their child’s learning.  
                                 |  - Provide clear and timely information for parents.  
                                 |  - Engage RECs to develop Spirituality letters that are sent to parents.  
                                 |  - Provide Literacy and Numeracy workshops for parents.  
                                 |  - Provide Spirituality / Retreat days for parents.  
                                 | **1.2** Clear protocols and practices exist for parents to engage in communication with the school community  
                                 |  - Develop a plan to remind parents of school expectations on how to address both teachers and other school staff. |
| 2. Reporting to the Community | **2.1** Structures and processes exist for effective reporting to the school community about all aspects of school life.  
                                 |  - Review and evaluate the school website with a view to making it more user friendly and accessible for parents including a parent’s portal.  
                                 |  - Provide clear and timely information to parents. |
| 3. Networking with the Wider Community | **3.1** Networks exist with a broad range of external government and non-government organisations and agencies to work collaboratively for the mutual benefit of the school and the wider community.  
                                 | **3.2** Processes exist for the promotion of student involvement at local, national and global levels to enhance personal development.  
                                 |  - Student leadership seek opportunities to represent the College at various levels. |
# Key Area 7: Strategic Leadership and Management

**Our Vision:** By the end of 2016 our College will be a school where accountability, transparency and self-review promote continuous improvement.

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| **1. Planning for Improvement** | 1.1 Processes exist to evaluate the Strategic Improvement Plan, and to develop Annual School Improvement Plans.  
- Develop and implement Annual Improvement Plans and objectives including timelines.  
- Evaluate year group, faculty, stage and non-teaching teams Annual Improvement Plans.  
1.2 Structures exist to enhance school review, planning and improvement.  
- All staff in promotional positions meet regularly with members of College Leadership for appraisal and to evaluate the Annual Improvement Plan. |
| **2. Innovation, development and change** | 2.1 Processes exist to develop a learning community sustained by current educational research and comprehensive analysis of the school’s performance.  
- Adequate comprehensive analysis of school performance of NAPLAN results. Use the data from NAPLAN to inform teaching and planning. Students to see the relevance / importance of NAPLAN.  
- Whole school reporting is available to parents and staff.  
2.2 Processes exist to promote reflective practice and shared decision-making.  
- Consultation notes accompany meeting agendas where necessary.  
2.3 Processes exist to ensure transparency and accountability in decision-making.  
- All staff in promotional positions meet regularly with members of College Leadership.  
- Share agendas and meeting minutes with all relevant staff including action points to followed up. |
**Key Area 8: Information Communication Technology**

*Our Vision: By the end of 2016 our College will be a school where I.C.T. is integral to the innovative practice of teaching and learning and administrative support*

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| 1. ICT Budgeting and Finance | 1.1 A schedule and budget exist for the purchase and maintenance of ICT resources.  
  - Conduct a review of ICT use at the College.  
  - Review the ICT Strategic Plan.  
  - Implement the ICT Annual Plan. |
| 2. ICT Infrastructure | 2.1 A plan exists to extend computer facilities in the primary and secondary schools.  
  - Conduct a review of ICT use at the College and coherent plan developed.  
  - Implement the BYOD policy 7-12.  
  2.2 A comprehensive ICT plan exists for the acquisition, maintenance and replacement of ICT infrastructure, resources and emerging technology.  
  - Review the ICT Strategic Plan. |
| 3. ICT Support | 3.1 A plan exists to increase human resources and provide ongoing relevant professional development. |
| 4. Information Management | 4.1 The viability of an effective information management system is reviewed.  
  - Conduct a review of ICT use at the College.  
  4.2 A process exists for the implementation of a learning management system including both intra and internet access.  
  - Ongoing group and individual training aiming for full implementation. |