**St Charbel's College**
**Strategic Improvement Plan 2017 - 2021**

**Priority Areas**

1. Maronite Catholic Identity and Mission
2. Teaching and Learning
3. Student and Staff Wellbeing
4. Professional Growth
5. Stewardship of Resources

## Strategic Priority 1: Maronite Catholic Identity and Mission

**'I am the Way, the Truth, and the Life'**
**John 14:6**

**Our Vision**
*By the end of 2021 our school will be a school where...*
**all members of the school community will be provided with opportunities to experience a personal encounter with Jesus Christ, who is 'the Way, the Truth, and the Life'.**

| | Key Improvements | | Indicators of Progress |
|---|---|---|---|
| 1.1 | Strengthen the understanding and commitment of the role of the Maronite Catholic faith within the school community | 1.1.1 | A range of programmes support the effective engagement of teachers and all school personnel in the life of the Lebanese Maronite Order |
| | | 1.1.2 | The policies and practices of St. Charbel's College are clearly informed by its Vision and Mission which and are imbedded in school review and improvement processes |
| | | 1.1.3 | Development of principles that enhance relationships between the College and parish |
| | | 1.1.2 | Support clergy in maintaining an active and visible role within the College |
| | | 1.1.3 | Develop understandings and interactions with other cultures and communities in order to share the Maronite culture and enhance the sense of others |
| 1.2 | Enhance and diversify the faith formation and religious leadership opportunities for staff | 1.2.1 | The school community develops a faith formation plan for staff |
| | | 1.2.2 | School personnel have access to a range of quality immersion, pilgrimage and retreat experiences to explore and deepen their faith lives |
| | | 1.2.3 | Opportunities are offered to senior staff and aspiring leaders to support them in developing religious leadership capabilities |
| 1.3 | Foster the personal and spiritual growth of students, engaging them in the life and mission of the Maronite Catholic faith community | 1.3.1 | A diverse range of age-appropriate programs engage students across the religious/spiritual spectrum |
| | | 1.3.2 | There is increased student engagement in evangelisation, catechesis, social justice and service opportunities to support youth ministry |
| | | 1.3.3 | Develop local approaches in response to research data to strengthen religious attitudes and practices of students |
| | | 1.3.4 | There is demonstrated improvement in religious attitudes and practices of students |
| | | 1.3.5 | Refine an active, relevant and supported student leadership program |
| 1.4 | Nurture and deepen students' knowledge and understanding of the Maronite Catholic tradition | 1.4.1 | Quality pedagogical practices in the teaching of Religious Education (K-12) are reviewed and strengthened |
| | | 1.4.2 | Religious literacy consistently reveals a high standard of student achievement |
| | | 1.4.3 | Students are effectively engaged in developing their capacity for critical enquiry, moral reasoning and social conscience |
| | | 1.4.4 | There is a renewed focus on the stewardship of God's creation |
| 1.5 | Strengthen approaches to family evangelisation | 1.5.1 | Families are increasingly engaged in the faith of the College and Church community |
| | | 1.5.2 | A systemic approach is taken to the faith education of families |

**Strategic Priority 2: Teaching and Learning**

**'I have come that they may have life and have it to the full'**
**John 10:10**

**Our Vision**
*By the end of 2021 our school will be a school where ...*
**all students are provided with opportunities to achieve their academic, spiritual and social potential on their journey of life-long learning.**

| | Key Improvements | | Indicators of Progress |
|---|---|---|---|
| 2.1 | Provide experiences of learning which engage, challenge, extend and empower students through 21st Century Educational practices | 2.1.1 | Maronite Catholic truths and values are embedded in teaching and learning |
| | | 2.1.2 | Nurture a learning culture within the College that celebrates a students' commitment to the values of the College |
| | | 2.1.3 | Student evaluations reflect experiences of authentic learning and critical thinking |
| | | 2.1.4 | Support for students across arrange of diverse learning needs is enhanced |
| | | 2.1.5 | There is a focus on guiding able students into academically challenging activities including, but not limited to, extension HSC courses. |
| | | 2.1.6 | Teachers and other education personnel can articulate and put into practice in the classroom the understanding of effective 21st Century educational practices |
| | | 2.1.7 | Parents perceive that learning is challenging, engaging and meeting the needs of their children |
| | | 2.1.8 | College policies and procedures increasingly reflect the principals of 21st Century educational practices |
| 2.2 | Strengthen a culture of improvement through a reflective and evidence based approach to teaching and learning | 2.2.1 | Develop a broad range of measures of learning performance and satisfaction – including but not limited to NAPLAN and the HSC |
| | | 2.2.2 | There are measurable improvements in learning outcomes and growth for all students, particularly in literacy and numeracy |
| | | 2.2.3 | Models of delivery for additional support for targeted groups of students will be renewed and enhanced |
| 2.3 | Nurture innovation as a key means of enlivening and enriching learning and fostering growth | 2.3.1 | Identifiable evidence-based innovation improves student learning outcomes |
| 2.4 | Support and challenge teachers to improve their practice against professional standards to enhance students outcomes | 2.4.1 | A greater diversity of professional learning, linked to professional standards is evident |
| | | 2.4.2 | Professional learning experiences provide increased opportunities for collaboration within the College. |
| | | 2.4.3 | Evaluation of teacher professional learning reflect a high degree of satisfaction and effectiveness in enhancing student learning |

**Strategic Priority 3: Student and Staff Wellbeing**

'This is my commandment that you love one another as I have loved you'
John 15:12

**Our Vision**

*By the end of 2021 our school will be a school where...*
**holistic, innovative and effective programs support student and staff wellbeing.**

| | Key Improvements | | Indicators of Progress |
|---|---|---|---|
| 3.1 | Strengthen safe and supportive school environments | 3.1.1 | Students, parents and staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment |
| | | 3.1.2 | The College has clear and consistent approaches and processes for child protection |
| | | 3.1.3 | College staff are supported in conflict and crises management situations through robust policies, procedures and support networks. |
| | | 3.1.4 | College chaplaincy is utilised to support students with complex emotional needs and difficult behaviours |
| | | 3.1.5 | Counselling services meet the needs of students and staff |
| | | 3.1.6 | There is a focus on positive behaviour management and restorative justice which focuses on building positive relationships. |
| | | 3.1.7 | There is a culture of high expectation where students are encouraged to achieve personal best. |
| | | 3.1.8 | There is a holistic approach to the development of the child spiritually, emotionally, physically and academically. |
| 3.2 | Create a culture that supports positive mental health and resilience. | 3.2.1 | Students, parents and staff understand the importance of positive mental health and wellbeing and its impact on learning. |
| | | 3.2.2 | The College implements a wellbeing framework that provides structured guidance and support to promote wellbeing across the school. |
| | | 3.2.3 | Services provided for students with complex social and emotional needs are reviewed, enhanced and promoted. |
| | | 3.2.4 | Effective pastoral programs are embedded across the curriculum. |
| | | 3.2.5 | Professional development focuses on building resilience across the school. |
| | | 3.2.6 | The College promotes good attendance and addresses absenteeism. |
| 3.3 | Develop a whole school approach to positive education. | 3.3.1 | The school brings together the science of positive psychology with best practice teaching to encourage and support students to flourish. |
| | | 3.3.2 | There is a focus on specific skills and character strengths that assist students to strengthen their relationships build positive emotions and promote mindfulness. |
| | | 3.3.3 | There is increasing evidence that students are positively engaged and experiencing a sense of flow. |
| 3.4 | Promote a sense of staff wellbeing | 3.4.1 | The school has a staff wellbeing strategy that aims to empower staff and foster a culture of mutual respect. |
| | | 3.4.2 | Staff are aware of and utilise resources, programs and networks that support staff wellbeing. |
| | | 3.4.3 | Quality professional learning opportunities are available for teachers managing challenging student behaviours |
| 3.5 | Develop a growth mindset across the school. | 3.5.1 | Staff, parents and students understand the benefits of a growth mindset. |
| | | 3.5.2 | Students understand that their talents and skills can be developed through good effort, persistence and resilience |
| 3.6 | Build collaborative working relations with parents / guardians. | 3.6.1 | The school actively seeks parent views and offers opportunities for involvement in planning and evaluation of school events. |
| | | 3.6.2 | The school actively promotes parent engagement in the life of the school. |

'Give instructions to the wise and they will become wiser still; teach the righteous and they will gain in
learning'
Proverbs 9:9

**Our Vision**
*By the end of 2021 our school will be a school where...*
a collaborative approach informed professional development enhances student learning.

| | Key Improvements | | Indicators of Progress |
|---|---|---|---|
| 4.1 | Increase the capacity of teachers and learning support staff to respond to the holistic needs of all students | 4.1.1 | Teachers and learning support staff are support to understand their practice through a variety of approaches such as collaborative teaching, observation and feedback |
| | | 4.1.2 | Professional learning opportunities are further developed in response to identified staff needs, and are informed by evidence in effective practice |
| | | 4.1.3 | There is an increase in collaboration between teachers and learning support which contributes to effective practice for enhanced student outcomes |
| | | 4.1.4 | There exists a high-quality performance growth culture structured around the Australian Professional Standards for teachers |
| 4.2 | Develop future school leaders and strengthen current leadership in our College | 4.2.1 | There is an emphasis on the development of leaders that are faith-filled, contemporary and innovative |
| | | 4.2.2 | School leaders are effective in developing future school leaders |
| 4.3 | Enable a collective approach to professional growth | 4.3.1 | Staff members have a meaningful and collaboratively developed professional growth plan |
| | | 4.3.3 | A culture of attaining and retaining innovative people is developed |
| | | 4.3.4 | Planning processes are critically reflective and responsive to internal and external demands |

## Strategic Priority 5: Stewardship of Resources

'As each one has received a gift use it to serve one another as good stewards of God's varied grace'
1 Peter 4:10

### Our Vision

*By the end of 2021 our school will be a school where...*
The ongoing sustainability and management of resources are strengthened by effective financial planning and practice within the school in response to student needs.

| | Key Improvements | | Indicators of Progress |
|---|---|---|---|
| 5.1 | Provide vibrant and innovative learning spaces that enhance teaching and learning | 5.1.1 | Learning spaces demonstrate alignment with current research and the College's vision for learning |
| | | 5.1.2 | Providing equitable access to student services including the library and other resources |
| | | 5.1.3 | The College is able to predict the demand for future places, as well as identify potential building/refurbishment projects needed to meet this demand |
| | | 5.1.4 | Repairs and maintenance programs are developed by the College with sustainable funding from the school and the community |
| | | 5.1.5 | Develop and refine the use of the learning management system |
| 5.2 | Ensure that financial management practices are robust, consistent and compliant | 5.2.1 | There is a proactive monitoring of and response to Commonwealth and State Government recurrent and capital funding policy decisions |
| | | 5.2.2 | Responses to funding redistribution and differential fee implementation consider capacity to contribute and reflect equity principles |
| | | 5.2.3 | Financial management practices are improved with compliance to financial management policies |
| | | 5.2.4 | The College is financially and operationally sustainable |
| | | 5.2.5 | The development of a culture of safety, wellbeing and enduring compliance in Work Health and Safety |
| | | 5.2.6 | Engaging in consultative processes to ensure that Work Health and Safety matters are compliant and the mitigation of risks and hazards is timely and efficient |
| | | 5.2.7 | There is transparency in the management of resources and facilities |
| 5.3 | Develop flexible and contextualised staffing and resourcing decisions | 5.3.1 | The College collaboratively develops staffing profiles to meet the needs of students |
| 5.4 | Adapt systems and ICT infrastructure to support contemporary teaching and learning into the future | 5.4.1 | Students and staff have access to high quality ICT resources appropriate to the rate of technological and social change |
| | | 5.4.2 | ICT infrastructure is research-based and informed by contemporary teaching and learning practice |
| | | 5.4.3 | There is a utilisation of ICT to make school processes more efficient and effective |
| 5.5 | Support the pastoral outreach of the parish community and respond to family needs | 5.5.1 | Investigation of and possible development of out-of-school-hours services to be made available |
| 5.6 | Support a shift towards greater environmental awareness and our impact upon the environment | 5.6.1 | Investigate and create 'nature spaces' on College grounds to reduce the College's ecological footprint and promote sustainability |