

ST EUPHEMIA  
COLLEGE

2020 - 2024 STRATEGIC PLAN



## 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.

STRATEGIC DIRECTION 1  
FUTURE FOCUSED  
TEACHING AND  
LEARNING

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

STRATEGIC DIRECTION 2  
HEALTH, SUPPORT AND  
WELLBEING

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



STRATEGIC DIRECTION 3  
CONNECTED AND  
ENGAGED COMMUNITY

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.

# DIRECTION

OUR WAY

STRIVE FOR EXCELLENCE

## 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

Leadership and Staff to conduct Learning Walks. 80% of students can articulate at least 3 strategies for what to do when they are in the 'learning pit'.

# FUTURE FOCUSED TEACHING AND LEARNING

## STRATEGIC DIRECTION 1

"TO MOVE LEARNING BEYOND THE TRADITIONAL CLASSROOM, SO THAT STUDENTS ARE EQUIPPED WITH METACOGNITIVE SKILLS TO SUCCEED IN THE FUTURE. INNOVATION IN TEACHING AND LEARNING WILL BE PRIORITISED ACROSS SCHOOL PROGRAMS TO DEVELOP CRITICAL AND CREATIVE THINKERS."

# HOW DO WE DEVELOP THE CAPABILITIES OF OUR PEOPLE TO BRING ABOUT TRANSFORMATION?

## STUDENTS

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

THE USE OF TECHNOLOGY TO EXPERIENCE TRANSFORMATIVE LEARNING (SAMR MODEL).

INSTILL DISPOSITIONS OF A VISIBLE LEARNER - GROWTH MINDSET, REFLECTIVE THINKING, INQUISITIVENESS, TEAMWORK (GRIT)

EXECUTE PHILANTHROPIC INITIATIVES

## 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.

## 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

VISIBLE LEARNING TRAINING THROUGH CORWIN AUSTRALIA - 3 YEAR ENGAGEMENT

## 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

ENGAGING WITH EXTERNAL CONSULTANTS FOR COACHING AND TRAINING IN VISIBLE LEARNING

## PROJECTS

PROFESSIONAL LEARNING AND PEER COACHING – ICT, 21ST CENTURY CAPABILITIES, VISIBLE LEARNING & PBIS.

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 P-12

WE ARE WORKING TOWARDS CREATING ASSESSMENT CAPABLE LEARNERS WHO POSSESS CLARITY IN THEIR LEARNING. THEY UNDERSTAND WHERE THEY HAVE COME FROM, WHERE THEY ARE GOING AND WHAT KNOWLEDGE, SKILLS, TOOLS AND EXPERIENCES THEY NEED TO ACHIEVE GROWTH. LEARNING INTENTIONS AND SUCCESS CRITERIA (LISC) ARE VISIBLE AND ACCESSIBLE TO ALL STUDENTS. FEEDBACK IS TARGETED AROUND (LISC) WITH TEACHING STRATEGIES BUILDING METACOGNITION AND OWNERSHIP OF LEARNING.

TRANSITION PROJECTS FROM PREP TO KINDERGARTEN AND STAGE 3 TO STAGE 4.

INTEGRATING THE SAMR MODEL INTO TEACHING AND LEARNING.

# 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.

EXTERNAL SCHOOL CAPABILITY TEST THROUGH CORWIN AUSTRALIA TO IDENTIFY STRENGTHS, AREAS OF IMPROVEMENT AND TO CELEBRATE GROWTH

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?

ASSESSMENT CAPABLE LEARNERS WHO ARE ABLE TO ARTICULATE WHERE THEY ARE, WHERE THEY HAVE COME FROM AND WHERE THEY ARE GOING IN THEIR LEARNING.

A CULTURE THAT PRIORITISES THE DEVELOPMENT OF METACOGNITIVE SKILLS TO DEVELOP G.R.I.T (GROWTH MINDSET, REFLECTIVE THINKING, INQUISITIVENESS AND TEAMWORK).

ASSESSMENT CAPABLE TEACHERS WHO FACILITATE LEARNING EXPERIENCES THAT GUIDE STUDENTS THROUGH SURFACE, DEEP AND TRANSFER LEARNING.

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).

## FAMILIES

PARTICIPATION IN PARENT FORUMS AND WORKSHOPS.

SHARED GOVERNANCE AND INVOLVEMENT IN SCHOOLWIDE INITIATIVES.

## 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.

## 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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