

INABURRA FAITH
KNOWLEDGE
LOVE

STRATEGIC DIRECTION 2019 - 2021
INABURRA SCHOOL



INABURRA SCHOOL
A Project of Menai Baptists

FROM THE PRINCIPAL

Inaburra has a long history of embracing innovation and pursuing excellence in education. In recent years, the School has developed the Inaburra Learner Profile and the Inaburra Learning Design to facilitate best practice in teaching and learning. Significant upgrades to the school facilities have enabled teachers and students to collaborate, to share their learning with one another and make use of a wide range of learning technologies in the classroom. Teachers have access to more data than ever before in relation to student learning.

The Strategic Direction for 2019 – 2021 builds on this foundation and provides a road map for the coming three years. It brings together the perspectives of the Board, the School Executive and members of staff who have contributed extensively to the development of the final document. I am deeply grateful to the thirty members of staff who have identified key outcomes and strategies associated with each of the priority areas as members of the six working groups established in Term 1 this year.

Over the next three years, these priorities will be addressed by the School within the context of a mutually supportive partnership with parents, alumni and the local community. The six key areas, however, represent interlocking priorities that we will endeavour to address simultaneously rather than as separate focus areas. Progress will be monitored through regular reports to the Board in relation to each of these priority areas and annual reviews conducted with staff. Reporting to the broader school community will be by way of the Principal's Annual Report in the Inaburra Presentation Events Program.

In 2022, Inaburra School will celebrate its 40th anniversary. In the next three years, it is my hope and prayer that Inaburra will continue to be a school which embodies its mission – a school that is a Christ-centred learning community, pursuing excellence in education, where every individual is known and loved. The School's mission statement has been foundational in the identification of our six priority areas for the coming three years. Standing upon our Christian foundation, we remain committed to providing all students with the opportunity to grow as learners characterised by love, mercy, forgiveness and hope.



James Pietsch

Dr James Pietsch
Principal, Inaburra School



INABURRA SCHOOL STRATEGIC DIRECTION 2019 - 2021

Inaburra, building on its strengths over the next three years, will seek to be a school:



Where every student learns how to learn and experiences genuine love and concern.



Where all staff seek to pursue excellence through the collaborative sharing of practice.





01 EMPOWERING

Make (someone) stronger and more confident.

synonyms: emancipate, unyoke, unfetter, unshackle, unchain, set free, give freedom to.



EMPOWERING Students as learners by embedding the Inaburra Learner Profile into every learning cycle

Outcomes

- Engage all students K-12 with the Inaburra Learner Profile (ILP)
- Explicitly teach the attributes of the ILP by focusing on dispositions associated with each capability
- Develop in students the capacity to articulate how they have demonstrated each of the attributes of the ILP

Key Strategies

- Simplify the elements of the ILP to allow students to engage, recall and reflect on their development as learners
- Develop lessons and share these amongst staff which are designed to develop each of the attributes
- Develop a pool of resources/suggested strategies to aid the development of each of the attributes of the ILP
- Provide opportunities for staff to share strategies across KLAs and stages
- Encourage student reflection on learning and setting of goals related to how they are developing as learners
- Explicitly teach components (dispositions) within each of the attributes of the ILP by including a learning disposition related to the ILP in each lesson
- Provide feedback to students on how they are developing as learners using the attributes articulated in the ILP
- Develop a continuum for learners from Stage 1-6 based on the ILP

Measures of Achievement

- Analysis of results from survey designed to measure the awareness of the different aspects of the ILP which asks students to articulate when/how they have developed each capability
- Analysis of teacher's qualitative assessments of observable behaviours and growth in the attributes in their classrooms
- Lesson observation feedback provides evidence of how students are developing as learners in classes across the school
- Increased use of ILP language in feedback to students (reflected in formal reporting)
- A continuum for learners from Stage 1-6 based on the ILP is made available for teachers and students to use when assessing growth in learning capacity



02

NURTURING

To care for and protect (someone or something) while they're growing.

synonyms: bring up, care for, provide for, take care of, attend to, look after, rear, support, raise, foster, parent, mother, tend.



NURTURING Staff and Student wellbeing

Outcomes

- Cultivate positive patterns of thinking and wellbeing
- Nurture positive relationships within our school community
- Equip staff and students to flourish

Key Strategies

- Provide professional learning to up-skill welfare staff in managing issues associated with mental health
- Provide professional learning focused on strengthening wellbeing and resilience of all staff, with a specific focus on the elements of Seligman's PERMA model (positive emotion, engagement, relationships, meaningfulness and a sense of achievement)
- Promote discussion amongst students around wellbeing using Seligman's PERMA model
- Encourage all staff and students to embrace a growth mindset and develop the habits of mindfulness and gratitude
- Foster and sustain a culture of recognition and gratitude by seeking to honour all staff
- Establish and foster professional learning communities that are designed to build collegial relationships
- Review operational procedures to improve lines of communication
- Establish a mentoring system to support all staff in and outside of their official role
- Establish and maintain clear and respectful boundaries and expectations regarding communication between staff, parents and students
- Work towards systematic monitoring of staff and student health and wellbeing
- Review whole school resourcing of job roles and ratios, including support staff

Measures of Achievement

- Evidence from feedback and data gathered from the Voice Survey
- Evidence from review of implementation of the whole school approach to develop and foster wellbeing and resilience
- Analysis of positive trends in staff absenteeism
- Evidence from staff and student survey of positive engagement in learning
- Evaluation of the impact of the professional learning communities and targeted professional learning for sustained staff wellbeing
- Evaluation of the effectiveness of the PERMA framework to raise staff and student wellbeing
- Analysis of sick bay entries for wellbeing issues



PROMOTING evidence-informed teaching and learning

Outcomes

- Evidence-based and data-driven improvement plans at school and departmental levels are implemented across the school
- Implementation of a consistent framework for measurement of growth against ILP attributes across the school

Key Strategies

- Academic data is analysed to plan for improved individual student performance in both cognitive and non-cognitive domains:
 - ◊ Review of 'big data' (student growth in standardised testing including NAPLAN and PAT), and
 - ◊ Review 'small data' (exit slips, student feedback, classroom formative assessment, lesson closure reflections, teacher observation)
- A scale is developed to represent growth against ILP attributes which would replace the (Senior School) Effort Point Average and (Junior School) Attitudes to Learning. Ideally *growth* is reported in semester reports

Measures of Achievement

- Evidence of focused discussion on data at Stage/Faculty meetings and its use to inform future program development and learning experiences
- Evidence of ongoing individual teacher reflection upon formative assessment data to inform subsequent learning experiences recorded in teaching programs
- Evaluation of student learning experiences gathered through frequent use of exit slips (or similar), student reflections and student surveys
- Evidence of using data to inform teaching and learning in peer lesson observations

03 PROMOTING

support or actively encourage (a cause, venture, etc.); further the progress of.

synonyms: encourage, further, advance, assist, aid, help, contribute to, foster, nurture, develop, boost, stimulate, forward.



04

SHARING

use, occupy, or enjoy something jointly with another or others.
synonyms: allocate, distribute, dividing, partaking, participating.



SHARING practice in a collaborative culture

Outcomes

- Continued development of a culture of innovation surrounding teaching practice
- Continued development of a culture of collaboration focused on sharing expertise
- Improved lines of communication between teachers and LET
- The role of support staff is optimised to support the teaching and learning in each class

Key Strategies

- Maintain a pattern of lesson observations with a clearly communicated focus on feedback
- Colleagues share examples of good practice during faculty meetings
- Increasing opportunities for meetings between LET and teachers to allow sharing of changes in circumstances, and observations of successful strategies for students
- Clear communication of the roles able to be carried out by members of administrative staff to allow correct and optimal support of teaching staff

Measures of Achievement

- Documentation of lesson observations
- Documenting sharing of good practice in faculty meeting minutes
- Documenting meetings between LET and teaching staff
- Teaching staff able to meet administrative deadlines (such as report writing)
- Voice Survey indicates a greater sense of collegiality amongst staff
- Positive feedback from students, parents and teachers with regards to ESP strategy implementation and support for students
- Reduction in perceived stress during busy times such as report writing



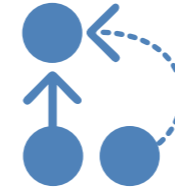
05

ADAPTING

a form or structure modified to fit a changed environment.

synonyms: reworking, transformation, variation, adjustment, adoption, alteration, conversion, modification.

Strategic Direction Priority 05



ADAPTING

learning environments to meet the needs of the school

Outcomes

- Renovate the 308 - 316 and TAS rooms
- Develop amongst staff pedagogical approaches such as co-teaching, technological choices and differentiation that are student-centred
- Develop a culture of responsibility and ownership of all spaces

Key Strategies

- Develop design protocols for each learning space
- Undertake a consultation process (opt-in) about room adaptability
- Provide professional development for staff so that they can identify appropriate pedagogical practices for different classes in different spaces
- Conduct a stock-take of the furniture in the school and see what can be reallocated and what could be purchased
- ICT Steering Committee to investigate the possible introduction of new technologies such as stylus devices to support learning across the school

Measures of Achievement

- TAS rooms are redesigned to optimise utilisation of these spaces
- 300 rooms are redesigned in the same future-thinking style as the rest of the school
- Specific space protocols are developed for each learning space
- Changes in pedagogy reflecting content of staff professional development
- Maintain the positive Voice Survey results around technology
- Professional learning sessions around digital technology are run by staff
- Promotion of collaborative teaching and learning via technology that is identified through peer lesson observations and planning



06 STRENGTHENING

make more forceful, powerful.

synonyms: bolster, build up, enhance, enlarge, establish, extend, heighten, increase, intensify.



STRENGTHENING

sustainable school practices by continuing to pursue best practice in relation to:

Governance

Outcomes

- Maintain, regularly review and update statutory compliance requirements
- Ensure school policies, procedures and practice are compliant with, or exceed, RANGS requirements
- Manage risk effectively

Key Strategies

- Update policy and procedural documentation in accordance with a prepared schedule
- Improve the efficiency and effectiveness of updating, and archiving, policy and procedural documentation
- Ensure compliance with RANGS requirements through ongoing review of an approved checklist

Measures of Achievement

- Agreed sign-off schedule of policy and procedural documentation has been complied with by parties responsible
- A risk management framework will have been developed
- Changes in policy and procedural documentation can be tracked and compared
- Historic policy and procedural documentation is accessible through efficient and effective archiving
- RANGS requirements checklist will have been created and met
- Identified documents will be available for inspection at any time



STRENGTHENING

sustainable school practices by continuing to pursue best practice in relation to:

Financial Management

Outcomes

- Ensure ongoing financial capacity and viability to maintain and develop a rich and diverse curriculum and co-curriculum

Key Strategies

- Develop in staff an awareness of fiscal responsibility and good stewardship in the areas in which they are working
- Leaders and coordinators to assess financial data each month
- Areas of inefficiency and improvement identified to enhance financial viability

Measures of Achievement

- Staff will have prepared considered and appropriate budgets in accordance with agreed time frames
- Staff will use order forms and payment processes in keeping with policy
- Payments for goods and services will be completed in a timely manner
- Additional events and activities to planned calendar and budgets will have been robustly appraised prior to approval



STRENGTHENING

sustainable school practices by continuing to pursue best practice in relation to:

School Records Management

Outcomes

- Establish best practice in the management, archiving and retrieval of school records

Key Strategies

- Design and implement an effective and enhanced compliant records management system
- Policy and Procedures for Records Management System are written, communicated and implemented

Measures of Achievement

- An enhanced and compliant Records Management System will be in use
- Data that is collected/stored/archived will be identified and levels of access/view recorded
- There will be a Records Management Policy and Procedure which are reviewed annually
- Staff will have been trained in, and use, the Records Management System and adhere to the Records Management Policy and Procedure
- Evaluation of the collection, storage and retrieval of data, reveals effective gains



STRENGTHENING

sustainable school practices by continuing to pursue best practice in relation to:

Environmental Sustainability

Outcomes

- Enhance environmental sustainability by identifying, and addressing, areas for efficiency gains in school processes and practice

Key Strategies

- Audit current practices to identify environmental impact and communicate current achievements to the school community
- Identify and change current processes and practice to reduce our environmental impact

Measures of Achievement

- Current environmental sustainability practices will have been audited
- Successful environmental sustainability achievements and initiatives will have been communicated to the wider school community
- There will be improved feedback on the Voice Survey on the School's environmental impact

INABURRA SCHOOL STRATEGIC DIRECTION 2019 - 2021

It's all about learning



MISSION

Inaburra exists to be a Christ-centred learning community pursuing excellence in education with every individual known and loved.

VALUES

- We commend and cultivate FAITH in God, who makes himself known to us in and through his Son, Jesus Christ.
- We pursue KNOWLEDGE, delighting in the gift of learning to live well in God's world.
- We commit to LOVE, because Christ first loved us.
- We strive for EXCELLENCE in thankful response for all that God has provided.
- We treasure each INDIVIDUAL, recognising and respecting the image of God in every person.
- We cherish COMMUNITY, knowing that relationships are at the heart of living and learning.

THE INABURRA LEARNER PROFILE

Standing upon our Christian foundation and in partnership with our families, Inaburra seeks to shape life-long learners who are:

**KNOWLEDGEABLE
+ RESOURCEFUL
THINKERS**



**CREATIVE
+ CRITICAL
INQUIRERS**



**EFFECTIVE
+ CONFIDENT
COMMUNICATORS**



**RELATIONAL
+ COLLABORATIVE
CONTRIBUTORS**



**RESILIENT
+ RESPONSIBLE
RISK-TAKERS**



**ENGAGED
+ AWARE
GLOBAL CITIZENS**



**CONFIDENT
+ DISCERNING
LEADERS**



INABURRA VALUES

We commend and cultivate **FAITH** in God, who makes himself known to us in and through his Son, Jesus Christ.

We pursue **KNOWLEDGE**, delighting in the gift of learning to live well in God's world.

We commit to **LOVE**, because Christ first loved us.

We strive for **EXCELLENCE** in thankful response for all that God has provided.

We treasure each **INDIVIDUAL**, recognising and respecting the image of God in every person.

We cherish **COMMUNITY**, knowing that relationships are at the heart of living and learning.



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