

St Hurmizd Assyrian Primary School (SHAPS) School Strategic Plan 2012-2015

- School Planning at SHAPS is based on a Four Year Strategic Plan Cycle 2012-2015
- The National Partnership on Low Socio Economic Communities Plan is a subset of the overall SHAPS School plan to comply with the National Partnership Agreement
- Key factors impinging on this **National Partnership on Low Socio Economic Communities Plan for 2012 include:**
 - Low Socio Economic National Partnership Agreements- for the cycle 2012-2015 and the School Situation Analysis undertaken in Semester 2, 2011 as part of this agreement.
 - An External School Review Report which was held in Term 2, 2011 and its recommendations were included in the above situation analysis

This plan has been endorsed and approved by

Archbishop Mar Meelis Zaia (on behalf of the Assyrian Schools Board)

Date: _____

Principal (Sargis Makko)

Date: _____

School Context

St. Hurmizd Assyrian Primary School is affiliated with the Holy Apostolic Assyrian Church of the East.

St. Hurmizd Assyrian Primary School had its foundation year in 2002 with 86 students; this year's enrolment is 560. It has had a growing enrolment over the last few years and the attendance rate is 95%. 100 % of the students are of language background other than English- LBOTE- and mainly of Assyrian linguistic and cultural background.

The school's motto **of 'Faith, Heritage and Education'** espouses a positive and supportive environment in which students are able to reach their full potential in all aspects of learning; be it intellectually, physically, emotionally, culturally or spiritually. With a progressive and holistic approach to the curriculum our students are steered towards skill development for life-long learning.

The core values of the school are that students demonstrate respect for self, peers, teachers, parents, members of the community, school property and the environment. We foster honesty, courtesy, kindness, pride in self, school and country at all times. Our welfare policy ensures that our school is a safe and secure learning environment for all our students.

The school NAPLAN results indicate the strengths are in writing, spelling, grammar and punctuation. The identified areas of further development in 2013 include literacy; numeracy, teacher quality and leadership capacity. The school will also need to provide an executive structure that supports improvements in teaching and learning. Parents are more engaged and very supportive of the school with high expectations for their children.

VISION: Lighting the Way – Preserving our Faith, Culture and Heritage

Our schools are dedicated to educational excellence, encouraging students to reach their potential in a nurturing environment so as to become productive Australian citizens, reflecting the Christian faith of the Assyrian Church of the East, Assyrian language and culture

MISSION

With Christ as our model, our purpose is to:

- Provide, within an Assyrian Christian framework in partnership with parents and the wider community, quality education with a focus on learning based on 21 century sound pedagogy and the use of technology;
- Promote and commit to positive relationships, the Assyrian Christian Church, the Assyrian culture, pastoral care and justice to all;
- Provide a welcoming and secure environment that nurtures, stimulates and challenges individuals to attain their full potential;
- Recognise talents, abilities and uniqueness of each individual and provide policies, programs and structures that cater for and respect their differences;

VALUES and BELIEFS

At SHAPS values and beliefs make us who we are, empowering us with positive attitudes, inspiring our achievement, reflecting our commitments and representing our school culture.

At SHAPS we believe in

- Reflecting Christ in everything we do each day – witness the Gospel
 - praying together
 - teachers and students witnessing and practising their faith
 - teaching and modelling the Assyrian Christian Faith
- The values of care, compassion, doing your best, honesty, trustworthiness, integrity, respect, responsibility, social justice, inclusion, hope, harmony, opportunity, personal growth, and empathy
- Assisting parents and parish in the faith formation of the students
 - parents and children are encouraged to practise their faith
 - welcome and encourage parishioners to visit the school
- Quality Learning and Teaching and are committed to
 - meeting the needs of the whole person and facilitating the achievement of person best
 - providing a flexible and relevant curriculum centred on the use of technology
 - empowering students to become valuable members of society
 - professional development of all staff
- A supportive and collaborative learning environment that
 - embraces diversity
 - fosters confident and resilient learners
 - is holistic, harmonious and encourages success
 - provides support structures for all, students and staff alike
 - is based on clear, decisive leadership at all levels
 - encourages positive communication
 - encourages team work – students and staff
- Providing opportunities for students to develop and succeed by
 - providing adequate resources
 - offering varied curriculum – sport, creative arts, academic and Religious studies
 - recognising and acknowledging children’s achievements
 - providing special needs programs – G&T, enrichment, remedial
 - providing sound teaching practise which includes differentiation to ensure that all students learn and succeed
- Providing opportunities for parental and community involvement by
 - inviting parents to be supportive of a positive school culture
 - welcoming parents and parishioners in being part of the school
 - providing them with opportunities so as to assist their children
 - involving them in the development of school plans

SHAPS Strategic Intent Summary 2012-2015

KEY AREA 1 QUALITY TEACHING & LEARNING(including literacy; numeracy; ICT; student engagement; curriculum; professional learning)			
1.1	Proactive approach to raising student levels of achievements	1.5	Effective implementation of National Education Agenda
1.2	Improved student achievement in literacy	1.6	Student support mechanisms that promote wellbeing & engagement in learning
1.3	Improved student achievement in numeracy	1.7	Improved Student Learning Support programs and structures
1.4	Contemporary and high quality teaching and learning	1.8	Improved capacity of ICT skills for all staff and students to optimise teaching and learning
KEY AREA 2 LEADERSHIP, MANAGEMENT, ADMINISTRATION & STRATEGIC RESOURCING			
2.1	Proactive approach to develop an executive structure to lead and manage school teaching and learning	2.5	Contemporary approach to strategic recruitment, staff appraisal/performance review and management of human resources
2.2	Effective Strategic Thinking, Planning and Acting including implementation of School Review (2011) & National Partnership Agenda (2012-2015)	2.6	Planning for growth and organisation of the school
2.3	Commitment to SHAPS as a Professional Learning Community	2.7	Effective and efficient financial systems and practices
2.4	High quality staff to deliver identified strategic priorities	2.8	ICT systems and services that enhance student learning and administration effectiveness
KEY AREA 3 COMMUNITY: PARENTAL & PARTNERSHIPS			
3.1	Partnership that provide for consultation and engagement with parents and families	3.3	Increased options for students learning through partnering with business and wider community
3.2	Effective engagement and alliance with church, community, professional organisations and sectors		
KEY AREA 4 ASSYRIAN IDENTITY- RELIGION, LANGUAGE, HERITAGE			
4.1	High quality delivery of a contemporary and relevant Religion Curriculum K-6	4.4	High quality delivery of the Assyrian Language
4.2	Commitment to the nature and purpose of Assyrian Christian Schools	4.5	Commitment to the fostering Assyrian culture and heritage within the context of a Multicultural Australian Society
4.3	Cohesive and integrated approach to staff spiritual formation		

Strategic Planning 2012-2019: Major Systematic evaluation of Key Programs

1. Whole School Educational and Management Practice Evaluation Cycle
2. Key Learning Areas Curriculum Evaluation Cycle

1. Whole School Educational and Management Practice Evaluation Cycle

	2011- Base Year	2012	2013	2014	2015	2016	2017	2018	2019
Evaluate & Develop	School Planning - Strategic Plan 2012-2015 Starts	Appraisal Practices – staff and Leaders Discipline and Welfare DET Compliancy OH & S	Teaching and Learning Professional Learning	School Culture Climate Leadership & Management	School Planning - Strategic Plan 2016-2019 Parent/ Community Leadership & management Last year of NP	Appraisal Practices – staff and Leaders Discipline and Welfare DET Compliancy OH & S	Teaching and Learning Professional Learning	School Culture Climate Leadership & management	School Planning - Strategic Plan 2016-2019 Parent/ Community Leadership & management
Implement		School Planning - Strategic Plan 2012-2015 Starts	Appraisal Practices – staff and Leaders Discipline and Welfare DET Compliancy OH & S	Teaching and Learning Professional Learning	School Culture Climate Leadership & management	School Planning - Strategic Plan 2016-2019 Parent/ Community Leadership & management	Appraisal Practices – staff and Leaders Discipline and Welfare OH & S DET Compliancy	Teaching and Learning Professional Learning	School Culture Climate Leadership & management

• Key Learning Area/ Curriculum Evaluation Cycle

	2011- base Year	2012	2013	2014	2015	2016	2017	2018	2019
Evaluate & Develop	<i>Major Evaluation- Situation Analysis of whole school Priority Areas -School Planning - Strategic Plan 2012-2015 Starts-</i> -English KLA/ Literacy -Assyrian LOTE KLA	Religion Maths/ Numeracy Assessment and Reporting ESL Curriculum	<i>Australian Curriculum: English</i> <i>Equity Programs -Boys/ girls Ed. -GATS</i> <i>Learning Support</i>	Australian curriculum: Maths Science & Tech	<i>Major Evaluation- Situation Analysis of whole school Priority Areas -School Planning - Strategic Plan 2016-2018 Starts</i> Last Year of NP -Australian curriculum: History -Assyrian -Religion	Australian curriculum: Others <i>Review-English</i> <i>Equity Programs -Boys/ girls Ed. -GATS</i> <i>Learning Support</i>	Review-Maths Review- Science & Tech	Review-History <i>Major Evaluation- Situation Analysis of whole school Priority Areas -School Planning - Strategic Plan 2019-2021 Starts</i>	
Implement		<i>Major Evaluation- Situation Analysis of whole school Priority Areas -School Planning - Strategic Plan 2012-2015 Starts-</i> -English KLA/ Literacy -Assyrian	Religion Maths/ Numeracy Assessment and Reporting ESL Curriculum	<i>Australian Curriculum: English</i> <i>Equity Programs -Boys/ girls Ed. -GATS</i> <i>Learning Support</i>	Australian curriculum: Maths Science & Tech	<i>Major Evaluation- Situation Analysis of whole school Priority Areas -School Planning - Strategic Plan 2016-2018 Starts</i> -Australian curriculum: History E KLA -Assyrian -Religion	Australian curriculum: Others <i>English</i> <i>Equity Programs -Boys/ girls Ed. -GATS</i> <i>Learning Support</i>	Maths Science & Tech	History Learning Support <i>Major Evaluation- Situation Analysis of whole school Priority Areas -School Planning - Strategic Plan 2019-2021 Starts</i>

SHAPS

ANNUAL/ MANAGEMENT PLAN

2013

- Key:**
- Blank NP PLAN
 - Shaded Additional Areas of development

SHAPS STRATEGIC PRIORITIES 2013

KEY AREA 1- QUALITY TEACHING & LEARNING (including literacy; numeracy; ICT; student engagement; curriculum; professional learning)	KEY AREA 2-LEADERSHIP, MANAGEMENT, ADMINISTRATION & STRATEGIC RESOURCING	KEY AREA 3 COMMUNITY: PARENTAL & PARTNERSHIPS	KEY AREA 4- ASSYRIAN IDENTITY- RELIGION, LANGUAGE, HERITAGE
<p>Teaching & Learning</p> <ul style="list-style-type: none"> • Teaching of Reading K-6 • ESL Pedagogy • Australian Curriculum- New English Syllabus/ Program • Technology enhanced Pedagogy • Curriculum Differentiation <p>Welfare and Student Engagement</p> <ul style="list-style-type: none"> • Equity Programs <ul style="list-style-type: none"> ○ GATS ○ Boys/ Girls Eductaion • Student Wellbeing <ul style="list-style-type: none"> ○ Student Leadership ○ Bullying/ Cyber Bullying 	<ul style="list-style-type: none"> • Executive development for school leaders • Broadening leadership capacity and density • Implementation of National Partnership Agenda • Implementation of recommendations SHAPS 2011 School Review • Planning for Middle School implications • Staff Appraisal/ Performance • BOS Compliancy • Use of data to inform teaching and learning 	<ul style="list-style-type: none"> • Parental Engagement with School • Formation of Parents and Friends Group 	<ul style="list-style-type: none"> • Religion Curriculum • Staff Spiritual formation • Teaching of Assyrian Language • Celebrating Assyrian Culture and Heritage

As Per 2013 National Partnership Plan ...

Priority Areas	Intended Outcomes	Corresponding Targets
Literacy	<ul style="list-style-type: none"> NAPLAN Data indicates improvements in reading Students across the school will have demonstrated significant improvement in fluency, accuracy and comprehension reading skill 	<p>NAPLAN Targets</p> <p>1.1 Reduce the number of Year 3 students in the lower two bands to 3.3%</p> <p>1.2 Reduce the number of Year 5 students in the lower two bands to 15.3%</p> <p>1.3 Increase the number of Year 3 students in the top two bands to 43.7 %</p> <p>1.4 Increase the number of Year 5 students in the top two bands to 31.6 %</p> <p>Reading Benchmark Targets</p> <p>1.5 80% of students will achieve the following PM benchmarking levels (or Springboard Readers Equivalent) in accuracy and comprehension:</p> <ul style="list-style-type: none"> PM Levels: K- Level 6; Year 1- Level 16; Year 2- Level 26 Springboard Equivalent: K- Level 6; Year 1- Level 16; Year 2- Level 26; Year 3- Level 30 <p>PAT Targets</p> <p>1.6 For Year 4 to reduce the number of students in the bottom 3 bands from 33% (2012) to 25% at the end of 2013</p> <p>1.7 For Year 5 to reduce the number of students in the bottom 3 bands from 32% (2012) to 25% at the end of 2013</p> <p>1.8 For Year 6 to reduce the number of students in the bottom 3 bands from 21% (2012) to 15% at the end of 2013</p>
Quality Teaching and Learning	<ul style="list-style-type: none"> Strengthened teacher capacity to improve student learning outcomes Data collected and analysed to inform teaching and learning and to support a clear alignment between the implementation of curriculum, professional learning and student learning needs Students are actively engaged in their learning experiencing success and recognition 	<p>2.1 Increase student engagement as indicated by comparable Quality of School Life (QSL) survey administered in 2012.</p> <p>2.2 Teachers' professional learning yearly goals (for their professional development) as set against the AITSL/NSWIT <i>Teacher Self Assessment Tool</i> have been achieved</p> <p>2.2 50% of New Scheme teachers will reach Professional Competence by the end of 2013</p>
Leadership & Management	<ul style="list-style-type: none"> An Executive team structure implemented to lead and manage school organisation, teaching and learning effectively and efficiently Grade Teacher Teams developed to improve teaching and learning School leaders effectively implement change processes which result in improved student learning outcomes School leaders encourage teachers to reflect on their practices 	<p>3.1 Increase staff and parent satisfaction with leadership as indicated by comparable 2012 surveys on School Leadership.</p> <p>3.2 Leaders' professional yearly learning goals (for their professional development) as set against the AITSL/NSWIT <i>Leader Self Assessment Tool</i> have been achieved</p>
Parental Engagement	<ul style="list-style-type: none"> Information about the school's programs and activities are regularly and clearly communicated to parents/carers Parents/carers are encouraged to be involved in their child's learning 	<p>4.1 Increase satisfaction of parents in their engagement with the school as indicated by comparable 2012 surveys</p>

KEY AREA 1 QUALITY TEACHING & LEARNING (including literacy; numeracy; ICT; student engagement; curriculum)

Strategic Intent (2012-2015)

1.1	Proactive approach to raising student levels of achievements	1.5	Effective implementation of National Education Agenda
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1.4	Contemporary and high quality teaching and learning	1.8	Improved capacity of ICT skills for all staff and students to optimise teaching and learning

Strategic Intent	NP REFORM	INDICATORS	STRATEGY	RESPONSIBILITY	TIME FRAME 2012 (showing projected completion time)	Resource Allocation and Funding Structure
LITERACY						
	3	Targeted students receive further support in their literacy skills.	Continue to support teachers and students in the teaching and learning of literacy skills by employing four Para Professionals	January 2013	Deputy principal	\$141 020 (4X \$35255 for wages, superannuation, holidays)
	4	Students in K-2 increase their reading and comprehension skills.	Continue implementing the School-Wide Early Language and Literacy program (SWELL) in Kinder; 1 and 2 by providing PL for new teachers in K-2	Throughout the Year	Deputy principal	\$6600 (Consultancy fee for SWELL mentor - 3days X\$700: \$2100; Relief- 10 X 350: \$3500; printing of resources- \$1000)
	4	Students achieve better results in reading	Further develop school wide reading scheme (K to 6) by purchasing Springboard Readers (new edition of Momentum Reader)	January 2013	Deputy principal	\$24 000 (Cost of complete set of Springboard Yrs K-6,consisting Levels 1 to 30: \$15895; Springboard Multi Reading pack –No 4, 5, and 6: \$4415; Springboard Lvi 1-30 interactive CD 1-4 \$549; Springboard Benchmark Kit 1-23: \$97.95; Into Comprehension Mega CD: \$730; Supplementary Library Readers/books: \$1419.56; Freight: \$12; balance: \$882.05)
	4	Students in 2- 6 increase their reading and comprehension skills.	Encourage students to extend their reading and comprehension through the Lexile Reading Program	Throughout Term 2 and 3	Librarian Class teachers	\$ 1000 (prizes and awards for the Reading Lexile program)
	4	Targeted students have increased their literacy skills through the use of the Lexia program	Professional Learning for the Coordinator and the allocated teacher's aide to implement the Lexia program (a K-6 ICT interactive program) assisting in literacy learning for all students especially in Learning Support	May 2013	Learning Support Teacher	\$1050 (3 x \$350 teacher relief days)

	4	Targeted students in Years K to 2 increase their reading skills	Purchase of Minilit Program to support students with poor reading skills in K to 2	February 2013	Learning Support Teacher	\$2247 (cost of kit plus PL)
	4	Intensive Literacy support for students enrolling in Kindergarten with limited readiness skills in literacy	Purchase of PreLit Program to support Kindergarten students enrolling at the school who are in need of more intensive literacy preparation because of their ESL background and / or have not attended any preschool.	February 2013	Learning Support Teacher	\$1000 (cost of kit plus PL)
	4	Teachers use explicit literacy strategies	Implement teaching strategies to improve literacy pedagogy in K-6 through a targeted structured program provided by the AIS Literacy Consultant involving workshops; mentoring and classroom observation	Throughout the Year	Deputy principal	\$8000 (consultancy fee 4 x \$1300-\$5200; plus teacher relief 8 X \$350-\$2800)
	3	Targeted students in Years K to 6 increase their reading skills.	Purchase and implement the use of ipads and targeted applications. Enhance targeted students learning by classroom and Learning Support teachers. Use ipads for students to access the online Lexia Reading Program.	February 2013	Learning Support Teacher	\$ 5000 (\$400x 12 ipads; accessories \$200)
	1	Classroom teaching and learning practices across the school improves.	Provide PL on practical strategies in the use of Ipads in teaching and learning including on how classroom management will be impacted.	February 2013	Deputy Principal	\$2400 (PL for 5 teachers from K to Yr 5 - AIS Course fee \$925 and relief \$1475)
	4	Teachers use explicit literacy strategies	Provide professional learning workshops on the new changes during a School Development Day Review and develop class Literacy programmes based on the new Australian Curriculum	May- October 2013	Deputy Principal Grade Leaders	\$3750 (1 SDD- \$1300 consultancy fee AIS; 7 x \$350 days release – \$2450 for programming writing and development)
	1	Students identified with ESL needs receive greater support.	Further develop and implement ESL Pedagogy supported by employing an ESL teacher (two days per week) to lead to provide PL; mentoring and classroom observations of teachers of ESL students in the mainstream.	ESL Coordinator	January 2013	\$49162 (wages, superannuation, holiday loading)
	4	Students identified with ESL needs receive greater support	Support teachers in ESL pedagogy with a PL program- “ESL Learners in the Mainstream” – as provided by the AIS consultant ESL	ESL Coordinator	Term 1/2-2013	\$5600 (Consultancy cost: 7 teachers X\$800- in Stage 3; 6 Wks X2.5 hr sessions)
	4	Classroom teaching and learning practices across the whole school improves	School-Based delivered PL in ESL pedagogy and ESL programming K-6 delivered by School ESL Coordinator	ESL Coordinator	At intervals over Terms 1 -2	\$ 3500 (10 days x \$350 teacher relief to attend program)
	4	Students’ engagement in learning in all KLAs will increase and outcomes in literacy improve	Purchase of Interactive White Boards to support the teaching of literacy in the classroom across all KLAs. Engage students in learning through the use of Interactive ICT programs, Internet use and the school intranet (e.g. the use of <i>Scootle</i> ; <i>Reading Eggs</i> and other online programs)	Deputy principal	February 2013	\$ 29 007 (purchase of 4 X \$7252 interactive whiteboards; PD will be provide through current available school resources)

QUALITY TEACHING & LEARNING						
	4	Students' engagement in learning is increased.	Develop quality pedagogy as the basis for effective improvements in student outcome through a mentoring classroom program of targeted group of teachers (up to 12 teachers). This will be provided by outside consultative support (AIS consultant) - one group 6 teachers over Sem1; and another group Sem2).	Throughout the Year	Deputy Principal	\$15250 (\$ 8 visits x \$1300: \$10400 consultancy fee; 13.7 days teacher relief- \$4850)
	3	Students' engagement in learning is increased.	K-2 teachers visiting other schools and engaging in professional sharing and links with other schools in key areas of literacy/numeracy .and provide feedback to the rest of the staff.	Throughout the Year	Deputy Principal	\$1750 (Teacher Relief 5 days X\$350)
	4	Classroom teaching and learning practices improve in literacy and numeracy	Provide half day professional Learning in the use of NAPLAN/ SMART Data for Stage 2/Stage 3 teachers to inform teaching and learning.	Over Terms 1 & 2 2013	Deputy Principal	\$2450 (14 half-days teachers relief for 14 teachers i.e. 7 days x \$350)
	1	Classroom teaching and learning practices across the whole school improve	Employing a Highly Experienced and Skilled Teacher (HEAST) visiting the school (2 to 3 time per Term over the four Terms), as critical friend, to observe classroom and programming practices and engage teachers in reflective practices in key areas of: support improvements in student performance; teacher quality and student engagement.	Throughout the Year	Deputy Principal	\$4000 (10 visits X \$400)
	2	New Scheme teachers gain professional competency	Develop a peer mentoring program for New Scheme Teachers . Implement mentoring program using lesson study, peer observation and collaborative planning.	Throughout the Year	Deputy principal	\$ 3500 (10 X \$350 relief days to release both the mentors and mentored to engage in the strategy)
	6	Student engagement will improve and literacy and numeracy outcomes will increase	Provide Professional learning on student well-being. Implement the You Can Do It Program K-6	Throughout the Year	Welfare Coordinator	\$4750 (cost of consultation fee/ program \$3000 + teacher relief 5x \$350 = \$1750)
	1	Classroom teaching and learning practices across the whole school improve	Purchase of Teacher professional reading material/ resources for the teacher professional library with a focus on improving literacy skills especially reading. Feedback on this reading material by staff to be an agenda item for reporting and discussion at staff; grade and other meetings held throughout the year.	Deputy Principal	Throughout the Year.	\$4404 (Purchase of resources including books; computer software resources and classroom hands-on resources.)
	1	Classroom teaching and learning practices across the whole school improve and this support increased outcomes in literacy	Provide a PL School Development Day (SDD) with Ralph Pirozzo to "Improve the Literacy & Numeracy Skills of ESL Students, Children with Learning Difficulties & Disadvantaged			\$4450 (Consultancy Fees –\$2800; relief for teachers to follow up SDD programming workshops 5x \$350-

			Learners.” This SDD to be followed by targeted teachers (grade k-6) released to modify teaching programs as required.			\$1750)
	1	Students increase their numeracy skills	PL program (on a SDD) to focus on Maths hands-on-resources and interactivity- two day workshop facilitated by Maths Consultant, Brian Tickle , followed by Maths programming modification in Grade teams.	Deputy Principal	Term 1 Week 9	\$5000 (1.5 days consultancy fee- \$3250; 5 teacher relief days x \$350 to follow up)
Additional Numeracy Strategies						
		Staff has improved understandings and increased knowledge in numeracy concepts and teaching and learning improved in the classroom All staff is implementing the program in with their class	Professional Learning in improving concepts in mathematics/ numeracy knowledge/skills through consultative support delivered as 2hrs seminar for 5 seminars in term 3/4. This strategy will form the basis of further PL in the teaching of numeracy to be introduced in 2013 such as <i>Learning in Early Numeracy (LEN)</i> and <i>Learning in Numeracy(LIN)</i> - programs)	Deputy Principal HEAST	Term 3/4	
			Full implementation of “Go Maths” numeracy program including additional professional support	Grade Coordinators Class Teachers	Throughout the Year	
			Implement reciprocal Numeracy scaffolds/ Newman’s Analysis	Grade Coordinators	Throughout the Year	
			Implement concept of a typical effective/ efficient Maths Lesson (SHAPS Maths Model as developed in 2012)	All Staff	Grade Leaders Throughout the Year	
Additional Literacy Strategies						
		Spelling program in place K-6 based on “Ants in the Apple”	Full implementation of “Ants in the Apple” Spelling program (K to 6	Grade Coordinators	Throughout the Year	
		Reciprocal reading evident in teaching programs	Introduce and implement Reciprocal reading	Grade Coordinators	Throughout the Year	
		Staff Knowledge on NSW QTM increased and evident in programs	Implement the “ Quality Literacy Teaching project” based on the DET model during staff meetings	DP	Throughout the Year	
		Balanced Literacy Strategy evident in programs	Implementation of Balance Literacy Strategy	All Staff	Throughout the Year	
		English Programs ready for implementation in 2013	Plan for English Australian Curriculum -development of teaching programs (see separate action details)	DP Grade Leaders All staff	November	
		Student improve reading	Implement the Dibel Reading Assessment - K-6	Grade Leaders	Throughout the Year	

		Skill literacy program in place	Develop and implement an Information Skills Literacy Program to be taught as part of the research skills for all students across KLAS	Teacher librarian	May	
Additional Welfare/ Student Engagement						
		An efficient and effective student welfare tracking System in place and in use by the school and teachers	Investigate the introduction and implementation of a computerised/ appropriate student tracking system to support learning, welfare and student engagement	Welfare Coordinator DP	March Throughout the Year	
		Staff in-serviced in the use of the Restorative Justice approach to student management	A program to enrich existing Welfare and Support structures (Discipline and Welfare policy etc) so as to make it more effective in engaging students by introducing the concept of Restorative Justice as an approach to managing behaviour	Welfares Coordinator DP	TERM 1/2	
		Students QSL improved through the provision of an official "student voice"	Continue developing the SRC as a student leadership including the introduction of Peer Mediation	Welfare Coordinator	Throughout the Year	
		2012 program evaluated and recommendations implemented in 21-2 plan	Continue the development of Year 6 to 7 Transition Program with MNAC including the possible introduction of Middle school in 2013	Welfare Coordinator DP	Throughout the Year	
		Equity program evaluated and recommendations made for implementation	Evaluate existing provisions (structures and programs) at SHAPS to meet equity needs of students, including; <ul style="list-style-type: none"> Boys & Girls Education GATS 	DP	August/ September	
		Individual Learning plans in place Learning	Continue the review/ development of individual learning plans for all students achieving below state minimum standard and closer monitoring for students at state minimum standard.	Learning Support Teacher	February	
		Staff knowledge of <i>Habits of the Mind</i> increased	Develop Habits of Mind as the basis of student exit outcomes	DP Senior executive		
		Student LS needs met	Continue to develop and implement Learning Support Team Structures	DP Welfare Co LS Teacher	Throughout the Year	
		Program in place and students experience less bullying especially cyber bullying	Develop and implement an anti cyber bullying program for Years 5/6	DP Welfare Co	Throughout the Year	
Additional E- Learning/ ICT						
		Scope and sequence developed and ready for implementation in 2014	Develop an ICT Scope and sequence (k-6)	DP Stage Leaders	End of Term 3	

KEY AREA 2 LEADERSHIP, MANAGEMENT, ADMINISTRATION & STRATEGIC RESOURCING

Strategic Intent (2012-2015)

2.1	Proactive approach to develop an executive structure to lead and manage school teaching and learning	2.5	Contemporary approach to strategic recruitment, staff appraisal/performance review and management of human resources
2.2	Effective Strategic Thinking, Planning and Acting including implementation of School Review (2011) & National Partnership Agenda (2012-2015)	2.6	Planning for growth and organisation of the school
2.3	Commitment to SHAPS as a Professional Learning Community	2.7	Effective and efficient financial systems and practices
2.4	High quality staff to deliver identified strategic priorities	2.8	ICT systems and services that enhance student learning and administration effectiveness
		2.9	Use of data to inform teaching and learning

<i>Strategic Intent</i>	<i>NP REFORM</i>	<i>INDICATORS</i>	<i>STRATEGY</i>	<i>RESPONSIBILITY</i>	<i>TIME FRAME 2012 (showing projected completion time)</i>	<i>Resource Allocation and Funding Structure</i>
	1	Educational leadership and management supports teachers and students	Continue to employ a Deputy Principal with responsibilities in priority areas including: student performance; curriculum/teaching; student welfare/discipline; Teacher Professional Learning; School Strategic planning; community engagement.	Employ as from start of January and to continue till end of 2015	School Board	\$ 133 218 (Wages plus on-costs: superannuation; holiday; leave; etc.)
	1	The middle school management structure is facilitating better student outcomes including literacy and numeracy	Maintain leaders' structures consisting of seven Grade Coordinators to manage and lead grade teachers; and assist in implementing whole school approaches in the areas of teaching and learning.	January 2013	Deputy principal Principal	\$ 57 629 (7 teachers X \$8232.7 for Wages plus on-costs: superannuation; holiday; leave; etc.)
	1	The middle school management new structure is facilitating better student outcomes including literacy and numeracy	Implement additional middle leaders structures involving one curriculum facilitator to assist in whole school coordination of curriculum KLAS programming including literacy and numeracy (K to 6)	January 2013	Deputy principal Principal	\$ 16 467 (Wages plus on-costs: superannuation; holiday; leave; etc)
	1	The structure is facilitating better student outcomes including literacy and numeracy	Implement additional middle leaders structures involving one ESL Coordinator to assist in whole school coordination of ESL Pedagogy across the KLAS from K to 6	January 2013	Deputy principal Principal	\$ 8 233 (Wages plus on-costs: superannuation; holiday; leave; etc)
	1	The structure is facilitating better student outcomes including literacy.	Employing one Reading Support K-6 Facilitator with special responsibility to coordinate programs: <i>lexia</i> ; <i>minilit</i> ; <i>prelit</i> and the reading	January 2013	Deputy principal Principal	\$ 8 233 (Wages plus on-costs: superannuation; holiday; leave; etc)

			scheme resource.			
	1	-School Leaders develop capacity for sustained school improvements -Effectively manage and lead the implementation of the School Plans	Team Leadership Development -one day in-school based and delivered leadership professional action learning for Grade Leaders and school executive; The items will include aspects of: interpersonal skills; promoting effective teaching and learning; catering for individual differences; using data to inform teaching and learning; supervision.	June 2013	Deputy Principal	\$2000 (relief 5 x \$350=\$1750; resources, catering etc.\$250)
	1	School Leaders develop capacity for sustained school improvements management and lead the implementation of the School plan	A two-day PL program delivered by the AIS-for Grade Leaders with a collegial support role within school performance and development processes . The attendees will apply their acquired skills and knowledge to their current leading situation through an action learning	February 2013	Deputy principal	\$2080 (course fee 4X\$520; no relief necessary)
	5	2013 NP plan reviewed and evaluation used to inform 2014 plan	AIS Course/ Conference on National Partnership Leadership Course		Deputy principal	\$ 950 (Cost of course)
	6	Capacity for sustained school improvements and implementation of the School Plan is increased	Subscription to Monkey Tool Survey to facilitate the collection and analysis of data for school planning.	February 2013	Deputy principal	\$300 (subscription cost)
	6	Student engagement and pride is increased thus promoting improvements in student achievements.	Purchase of resources to assist in prominently displaying students' work at the entrance to the school.	March 2013	Deputy Principal	\$ 1000 (Purchase of display boards)
Additional						
		Structures and programs reviewed as per BOS compliancy	Review the structures/ programs and practices in line with compliance with the Board of Studies requirements	Principal DP All staff	Term 1	
		Recommendations implemented	Implement the Recommendations of the SHAPS External review (May 2011).	Principal DP	Throughout the year	
		Appraisal system implemented	implement Appraisal Process for staff and executive	DP Principal	Throughout the year	
		Data system developed and operative	Continue to develop, implement, monitor and evaluate quality data systems that effectively measure and communicate outcomes and	DP Principal	Throughout the year	

			<p>changes in</p> <ul style="list-style-type: none"> - student learning; - literacy and numeracy skills; - English language communication skills (ESL); - student welfare; -school culture; and - expectations about student achievement & progress. 		Yearly in September/ October- after NAPLAN result are available	
		<p>Literacy and numeracy data used to drive student improvements. NAPLAN Action Plan Year Timeline developed and implemented. and Teachers' PL programs in place to support them in the use of SMART data to make a difference to students</p> <p>DASA Survey will indicate improved use of data at school; All staff can operate SMART package and use NAPLAN data to inform their teaching.</p>	<p>To develop a culture of school improvement in literacy and numeracy which is data driven including the use of the full range of school based and external data; whole school planning using NAPLAN; the formulation of NAPLAN Action Plan Year Timeline and supporting teachers to use SMART data to make a difference to students they teach</p> <ul style="list-style-type: none"> • Additional Professional Development for all teachers in the use/ access of NAPLAN Data to improve teaching and learning. 	Deputy Principal		
		Recruitment policy developed and implemented	Continue to implement a recruitment policy for both internal and external positions that is based on merit of the applicants. This would involve a process of setting up a trained interview panel; advertising of the position and its criteria; a written application and selection of applicants for interview; selecting of successful applicant based on application and interview.	DP Principal	Continuous throughout the year	
		Significant evidence that school culture changing as per professional Learning Community indicators (such focus on learning; collaboration- teams; continuous improvement and data driven).	Continue implementing program to develop SHAPS as a Professional Learning Community (PLC)	DEPUTY PRINCIPAL Principal All Staff	Throughout the year	
		Musical band and choir formed	Investigate the formation of a SHAPS musical band and Choir	Ninos Babisha	Term4	

KEY AREA 3 COMMUNITY: PARENTAL & PARTNERSHIPS

Strategic Intent (2012-2015)

3.1	Partnership that provide for consultation and engagement with parents and families	3.3	Increased options for students learning through partnering with business and wider community
3.2	Effective engagement and alliance with church, community, professional organisations and sectors		

<i>Strategic Intent</i>	<i>NP REFORM</i>	<i>INDICATORS</i>	<i>STRATEGY</i>	<i>RESPONSIBILITY</i>	<i>TIME FRAME 2012 (showing projected completion time)</i>	<i>Resource Allocation and Funding Structure</i>
	6	Parents are supporting their children in learning	Provide opportunities for parents to engage with the school through a series of programs including: <ul style="list-style-type: none"> • Parental training in the use of ICT • Helping my child with homework • Helping my child with literacy • Helping my child with numeracy • Understanding the primary curriculum • Understanding assessment 	Throughout the year	Deputy principal	\$1000 (incidental expenses for workshops/ meeting \$1000)
Additional						
		P & F Committee in place	Investigate the introduction of a P&F committee	DP Principal P & F Committee taskforce	Term 1	

KEY AREA 4 ASSYRIAN IDENTITY- RELIGION, LANGUAGE, HERITAGE

Strategic Intent (2012-2015)

4.1	High quality delivery of a contemporary and relevant Religion Curriculum K-6	4.4	High quality delivery of the Assyrian Language
4.2	Commitment to the nature and purpose of Assyrian Christian Schools	4.5	Commitment to the fostering Assyrian culture and heritage within the context of a Multicultural Australian Society
4.3	Cohesive and integrated approach to staff spiritual formation		

<i>Strategic Intent</i>	<i>NP REFORM</i>	<i>INDICATORS</i>	<i>STRATEGY</i>	<i>RESPONSIBILITY</i>	<i>TIME FRAME 2012 (showing projected completion time)</i>	<i>Resource Allocation and Funding Structure</i>
		Students increased understanding of the Christian religion as espoused by the Holy Apostolic Assyrian Church of the East	Continue implementation of new Religion curriculum	Religious Coordinator Father Ninos Classroom teachers	Throughout the year	
		Students increased knowledge of Assyrian culture	Continue celebrations of important events in Assyrian culture and in the life of the Church	Committee Father Ninos Assyrian Teachers	Throughout the year	
		Spirituality of staff increased	Develop and implement a program to foster staff spiritual formation	Religious Coordinator Father Ninos	Term 1	
		Students increase their knowledge and awareness of the Assyrian language and culture	Continue the implementation of high quality teaching and learning in the Assyrian Language	Assyrian Coordinator Assyrian teachers	Throughout the year	