

**INABURRA SCHOOL**

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# **STRATEGIC DIRECTIONS**

2022 - 2025

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**INABURRA SCHOOL**



# Summary

As we look ahead to the next three years, Inaburra will be focusing on building three aspects of our school community. We will seek to be:

**1 A kingdom-of-God shaped community** – in which students, parents and staff are encouraged to put on the virtues of grace, humility, kindness and compassion. Towards this end, we will look to:

- 1.1 Promote an explicit focus on the virtues of the new creation outlined in the New Testament such as love, grace, forgiveness, patience, kindness and compassion
- 1.2 Celebrate throughout the year the hope of new life and the restoration of all things that are central to the Christian worldview
- 1.3 Continue to provide opportunities for service and support to other communities
- 1.4 Develop our awareness of what it means for Inaburra School to be on Dharawal country
- 1.5 Build respect for diversity within our community

**2 An academic community** – in which students engage regularly in rigorous and challenging learning activities designed to build learning character and understanding. Towards this end, we will look to:

- 2.1 Focus professional development for staff on the embedding of the Inaburra Learner Profile (ILP) and how to provide appropriate academic challenge for every student
- 2.2 Develop ways of measuring students' learning in terms of the attributes of the ILP and use this data to engage students in a conversation about learning how to learn
- 2.3 Encourage staff to develop their expert knowledge of learning, their subject-specific knowledge, and their understanding of how these areas of knowledge interact with different philosophical and theological perspectives
- 2.4 Continue to build a strong learning support and enrichment program
- 2.5 Provide students with alternate learning pathways that they can pursue at school

**3 A flourishing community** – in which students and staff are supported so they might flourish as lifelong learners. Towards this end, we will look to:

- 3.1 Continue to focus on the PERMA Plus model and its implications for staff and students and provide opportunities for parents to engage with the PERMA Plus model
- 3.2 Further develop our records management system and other systems that contribute to the effective operation of the school
- 3.3 Provide professional development opportunities related to career progression, the School's strategic priorities and best practice in the workplace
- 3.4 Continue to ensure that our facilities enable the development of this tripartite learning community
- 3.5 Provide responsible financial management and long-term planning in light of changes to government funding models

## Strategic Direction No 1.

A kingdom-of-God shaped community in which students, parents and staff are encouraged to put on the virtues of grace, humility, kindness and compassion





# 1.1

## Promote an explicit focus on the virtues of the new creation outlined in the New Testament such as love, grace, forgiveness, patience, kindness and compassion

### What outcomes are we seeking to achieve?

- 1 Identify five key virtues around which to focus our efforts on character development
- 2 Develop a multi-pronged approach to promoting these virtues amongst staff and students
- 3 Develop a range of teaching strategies to promote the virtues of the Kingdom of God for implementation across the School

### What steps will we take towards achieving these outcomes?

- 1 Establish avenues for conversations around the embedding of these virtues across the school
- 2 Engage with 'The Character Leaders in Education' network to share ideas and approaches to developing character
- 3 Develop valid ways of measuring character traits which can be used by staff in classrooms on a regular basis
- 4 Develop ways of measuring the value placed on these virtues by our whole school community through appropriate surveys and questionnaires

### How will we measure our success?

- 1 Assessing the degree to which our broader school community values the development of character through our regular surveys of the community (eg: MMG, Voice Project Survey)
- 2 Measuring changes over time in students' character using the tools developed for assessing character
- 3 Surveying teaching staff regarding their willingness and capacity to focus on character development explicitly in their respective classes

# 1.2

## Celebrate throughout the year the hope of new life and the restoration of all things that are central to the Christian worldview

### What outcomes are we seeking to achieve?

- 1 Ensure that all students have opportunities to hear and respond to the good news of God's restoration plan founded on the death and resurrection of Jesus
- 2 Build the capacity of staff to engage with students about matters of faith that is respectful and thoughtful, bringing together intellectual and personal integrity

### What steps will we take towards achieving these outcomes?

- 1 Ensure that Mission Week continues to include a clear presentation of the gospel message with an invitation to respond
- 2 Maintain the current program of regular devotions for staff to encourage and develop their theological thinking
- 3 Provide professional development relating to the practice of Christian education for all staff
- 4 Build the capacity of teaching staff to engage in their teaching of the curriculum from a Christian perspective
- 5 Support regular lunchtime activities such as Flourish, Tribe and yearly bible study groups for students who are interested in engaging more deeply with the Christian faith

### How will we measure our success?

- 1 Assessing the effectiveness of Mission Week activities to communicate clearly who Jesus is and the significance of the events surrounding the first Easter
- 2 Reflecting on overall professional development for staff to ascertain the relative emphasis placed on Christian education
- 3 Examining the proportion of staff engaged in higher level study relating to Christian education
- 4 Measuring how many students are involved in lunchtime groups across the school
- 5 Assessing the level of engagement of staff in morning devotions

# 1.3

## Continue to provide opportunities for service and support to other communities

### What outcomes are we seeking to achieve?

- 1 Identify and create small-scale opportunities for students to engage with community service activities without leaving the classroom
- 2 Identify and create opportunities for larger scale volunteering and civic responsibility within the school community
- 3 Raise awareness within the school community of how we are/can contribute to broader social needs and continue building a culture of altruism and civic responsibility

### What steps will we take towards achieving these outcomes?

- 1 Conduct an audit of service opportunities that are currently or were historically undertaken by the School and assess their relevance in the current landscape
- 2 Schedule activities that align with the school calendar that provide opportunity to practice community service
- 3 Identify ways the school is already conducting community service and raising awareness of these activities
- 4 Evaluate our suppliers, and where possible seek to align with companies that adopt practice for-purpose business models

### How will we measure our success?

- 1 Calculating the total amount of money raised through fundraising pursuits and/or social impact made through community service programs and activities
- 2 Assessing participation rates
- 3 Assessing mentions/shares/reach on social media



# 1.4

## Develop our awareness of what it means for Inaburra School to be on Dharawal country

### What outcomes are we seeking to achieve?

- 1 Develop our understanding of teaching and learning on the traditional lands of the Dharawal people
- 2 Identify opportunities to strengthen connections with the traditional custodians of this land

### What steps will we take towards achieving these outcomes?

- 1 Add well-sourced advice on *Welcome to Country* and *Acknowledgment of Country* to staff handbooks and provide professional learning to increase the fluency with which we acknowledge country throughout the school
- 2 Identify opportunities to acknowledge country in Inaburra's built and natural environment with some direct and indirect learning for those who move through and past them
- 3 Develop an archive of stories that connect Inaburra with indigenous communities
- 4 Identify key Aboriginal and Torres Strait Islander events that should have a presence at Inaburra and school-based activities or actions that engage in, celebrate or acknowledge first nations people
- 5 Ensure that 'valuing and reflecting the unique and distinct place that Aboriginal and Torres Strait Islander people have in Australian society' (from NESAs statement of values) is apparent in the teaching and learning programs being developed as part of the current round of Curriculum Reform
- 6 Provide professional development opportunities for teachers who are programming for the new syllabuses to engage with Aboriginal and Torres Strait Islander knowledge and provide staff and students with the means to access appropriate information, tools and resources for learning

### How will we measure our success?

- 1 Establishing a contact list of appropriate representatives of the traditional custodians of this land and identifying opportunities for *Welcome to Country* presentations
- 2 Assessing the degree to which *Acknowledgment of Country* statements are made appropriately throughout the school
- 3 Establishing spaces within the Inaburra built and natural environment that intentionally acknowledge country and the Dharawal people as its traditional owners
- 4 Holding and valuing an archive of stories that express the School's connections with country and its traditional custodians
- 4 Scheduling events on the school calendar that engage in, celebrate or acknowledge Aboriginal and Torres Strait Islander people
- 5 Assessing the degree to which new programs incorporate the culture and perspectives of Aboriginal and Torres Strait Islander people

# 1.5

## Build respect for diversity within our community

### What outcomes are we seeking to achieve?

- 1 Continue to build an inclusive environment comprised of safe spaces for teaching and learning
- 2 Make explicit within our community the respect for diversity that is found in the life and teaching of Jesus
- 3 Establishing meaningful opportunities within our community to welcome and celebrate diversity

### What steps will we take towards achieving these outcomes?

- 1 Make clear connections between the PERMA Plus model and respect for diversity
- 2 Use school communication channels to talk about diversity and Jesus' teaching on inclusivity
- 3 Identify key events that invite staff and students to engage with and celebrate diversity
- 4 Ensure that 'embracing difference and diversity and promoting inter-cultural understanding' (NESA Statement of Values) is apparent in the teaching and learning programs being developed for curriculum reform

### How will we measure our success?

- 1 Seeing increased levels of respect for diversity reflected in staff and student voice surveys
- 2 Hosting events on the school calendar that celebrate, or aim to learn about, diversity
- 3 Providing professional development opportunities that expand staff understanding of the 'diverse cultures, backgrounds, experiences, abilities, religions, beliefs and lifestyles of people in Australia and the world' (NESA Statement of Values)
- 4 Providing access to appropriate information, tools and resources for learning especially for teachers who are programming for the new syllabuses



## **Strategic Direction No 2.**

An academic community –  
in which students engage  
regularly in rigorous and  
challenging learning activities  
designed to build learning  
character and understanding





## 2.1

### Focus professional development for staff on the embedding of the Inaburra Learner Profile (ILP) and how to provide appropriate academic challenge for every student

#### What outcomes are we seeking to achieve?

- 1 Increase teacher self-awareness as learners so that their understanding of learning character becomes part of who they are and how they teach
- 2 Embed the teaching of learning character in classrooms through incremental shifts in teachers' practice

#### What steps will we take towards achieving these outcomes?

- 1 Create a framework and other resources to support teachers to teach learning character explicitly
- 2 Create regular professional learning opportunities to engage staff academically, reflectively and experientially, leading to incremental shifts in teacher practice so that, over time, their focus on character is embedded in their way of teaching
- 3 Create opportunities for staff to lead this change through training and coaching

#### How will we measure our success?

- 1 Developing an ILP framework for use in the classroom and tailoring professional learning resources to support the embedding of teaching learning character
- 2 Establishing a pattern of regular and on-going professional learning opportunities as part of teacher training
- 3 Establishing a culture of reflective practice amongst teaching staff developed through, for example, a coaching culture which is evident in staff responses to surveys

## 2.2

### Engage our community in a conversation about learning how to learn and develop ways of measuring the learning within our community in terms of the attributes of the Inaburra Learner Profile (ILP)

#### What outcomes are we seeking to achieve?

- 1 Increase students' awareness of the importance of learning character
- 2 Increase the understanding amongst our parent community of the essential need for their children to be lifelong learners
- 3 Develop an authentic means of measuring learning character

#### What steps will we take towards achieving these outcomes?

- 1 Engage the student community through education and involvement in planning learning opportunities to give them voice and agency in their learning
- 2 Educate the parent community around the necessary shift in teacher practice and classroom learning experiences so that they understand the importance of their children growing to be life-long learners beyond the confines of the classroom
- 3 Develop tools for measuring growth in learning character drawing on current research, experience of other professional learning communities and broad perspectives across the school

#### How will we measure our success?

- 1 Clearly defining the means of measuring student learning character on a continuum
- 2 Involving and engaging students in ILP framework initiatives
- 3 Seeing greater use of the ILP framework language by staff, students and parents
- 4 Aligning the language of reports with the language of the ILP framework

## 2.3

### Encourage staff to develop their expert knowledge of learning, their subject-specific knowledge and their understanding of how these areas of knowledge interact with different philosophical and theological perspectives

#### What outcomes are we seeking to achieve?

- 1 Embedding a culture of professional learning characterised by unity, excellence, innovation, growth, collaboration and passion within the daily rhythms of school life
- 2 Deepening teachers' understanding of learning and their subject-specific content in relation to different philosophical and theological perspectives

#### What steps will we take towards achieving these outcomes?

- 1 Establish a shared vision for professional learning at Inaburra, ensuring the long-term direction is clear and aligned to the School's strategic priorities, and the flow between internal professional learning experiences is cumulative
- 2 Develop an annual goal setting and appraisal process that ensures staff are developing their knowledge of learning and subject-specific knowledge in relation to different philosophical and theological perspectives
- 3 Ensure that internal and external professional learning are aligned with staff goals
- 4 Embed mechanisms by which staff across various areas of the school can benefit from each other's expertise through the daily rhythms of school life

#### How will we measure our success?

- 1 Examining how staff goals reflect an emphasis on developing their knowledge of learning and subject specific knowledge in relation to different philosophical and theological perspectives
- 2 Measuring the relevance and effectiveness of professional learning in relation to staff goals through annual surveys



## 2.4

### Continue to build a strong learning support and enrichment program

#### What outcomes are we seeking to achieve?

- 1 Strengthen our K-12 approach to learning support and enrichment drawing on evidence and best practice
- 2 Improve the experience for teachers, students and parents
- 3 Establish sustainable financial resourcing of learning support

#### What steps will we take towards achieving these outcomes?

- 1 Undertake action research projects to determine the current strengths and weaknesses so that change is based on evidence and needs
- 2 Clarify the philosophy and approach that determines how learning support is provided across the School for staff, students and parents
- 3 Provide greater transparency regarding roles and responsibilities
- 4 Improve processes and structures to foster communication and closer working relationships between different parts of the School
- 5 Update Education Support Plans (ESPs) to support differentiated learning, meet specific student needs and provide strategies that may be readily implemented by classroom teachers
- 6 Reimagine assessments across the school in accordance with NESA guidelines with a focus on designing accessible tasks that prioritise learning rather than assessment
- 7 Increase training of staff in assessment and how to support specific needs of students
- 8 Review and communicate how funding is currently provided and develop models for future funding changes
- 9 Ensure that records accurately reflect student needs

#### How will we measure our success?

- 1 Completing research project/s and seeing the implementation of recommendations
- 2 Conducting annual reviews of staff, students, and parents to determine further improvement in learning support processes, systems and communication
- 3 Developing a shared understanding of the philosophical and pedagogical approach to learning support
- 4 Increasing effectiveness in teaching and learning practice as evidenced by improved construction and management of ESPs
- 5 Successfully implementing an effective assessment model across the School
- 6 Understanding the impact of data on funding allocations
- 7 Ensuring that Nationally Consistent Collection of Data (NCCD) assessment and records meet required standards

## 2.5

### Provide students with alternate learning pathways that they can pursue at school

#### What outcomes are we seeking to achieve?

- 1 Provide opportunities at Inaburra for students who may wish to engage in vocational learning, thus enabling these students to achieve TAFE qualifications while remaining at Inaburra School

#### What steps will we take towards achieving these outcomes?

- 1 Seek membership as a Registered Training Organisation (RTO) to enable the school to offer vocational education courses onsite
- 2 Identify courses that could be presented with the current facilities already available at the School (e.g. Sports Coaching, Business Services and Entertainment)
- 3 Provide training to teachers who may be interested in teaching these courses in partnership with the Australian Independent Schools NSW RTO (AISNSW RTO)
- 4 Identify courses that could be presented if Inaburra had additional resources and the capital expenditure required to undertake them
- 5 Design a realistic roll-out of courses over the coming years
- 6 Review timetable adjustments that could occur for non-ATAR pathways to provide greater flexibility in learning
- 7 Discuss the merits of appointing a Vocational Education Leader

#### How will we measure our success?

- 1 Increasing retention of students who may have traditionally left the school at the end of Year 10 or during Year 11
- 2 Examining the satisfaction of parents and students who have undertaken non-ATAR options as reported in surveys conducted at the end of Year 12
- 3 Increasing the number of students selecting vocational subjects each year and sustained completion rates within these subjects



## Strategic Direction No 3.

A flourishing community –  
in which students and staff  
are supported so they might  
flourish as lifelong learners





## 3.1

### Continue to focus on Inaburra's PERMA Plus model as a means of building our community's wellbeing

#### What outcomes are we seeking to achieve?

- 1 Identify implications for staff and students of the PERMA Plus model
- 2 Provide opportunities for parents to engage with the PERMA Plus model

#### What steps will we take towards achieving these outcomes?

- 1 Introduce interactive resources utilising the Inaburra Wellbeing Framework (IWF) that can be used regularly in the Junior School classrooms
- 2 Include wellbeing activities specific to PERMA Plus for staff and students
- 3 Establish a mentoring system to support all staff in and outside their official roles
- 4 Promote discussion amongst the parents and community around the IWF

#### How will we measure our success?

- 1 Hearing the PERMA Plus language being used by staff and students when identifying areas that support their wellbeing
- 2 Increasing reports of improved wellbeing in relevant staff surveys
- 3 Evaluating parent information sessions that focus on the IWF along with supporting podcasts and newsletter articles
- 4 Surveying parents to gauge recognition of the PERMA Plus language and how competently they apply the IWF for their child

## 3.2

### To develop our records management system and other systems that contribute to the effective operation of the school

#### What outcomes are we seeking to achieve?

- 1 Continue to develop and expand InShare to support the efficient management, archiving and retrieval of school records in the areas of student data management, curriculum and administration
- 2 Improve the means by which we collect and maintain data about staff, students and parents so that data can be verified, remains current and meets compliance for legislative requests
- 3 Improve efficiencies in administrative processes to provide time and cost efficiencies, and allow staff to execute their roles more effectively and manage new roles during a contingency

#### What steps will we take towards achieving these outcomes?

- 1 Train staff in the use of the various management systems towards establishing trust in one source of data truth
- 2 Increase the use of digital forms to collect and maintain data and, where possible, delegate control of data updates to staff/parents in order to streamline processes (eg: ConnX, Funnel, Micropay)
- 3 Review current silos of data and migrate data from individual staff silos to centralised management systems
- 4 Design and implement more effective records management systems for curriculum-related documents, student incident cases and administration
- 5 Develop policies and procedures to enable staff to manage the development and use of documents efficiently within the different systems and provide training where necessary
- 6 Identify key workflows across the School that can be streamlined and provide Standard Operating Procedures (SOPs)
- 7 Provide targeted, purposeful professional development time to train staff in the definition and design of an SOP

#### How will we measure our success?

- 1 Surveying staff to identify effective gains, improved levels of satisfaction and wellbeing due to more efficient processes
- 2 Auditing data to assess accuracy, currency and compliance
- 3 Assessing stakeholder engagement with platforms
- 4 Ensuring that the collection and storage of student data, curriculum and administration documentation are compliant with legal and statutory requirements
- 5 Digitisation of key processes is in place (timesheets, leave applications, permission forms)

## 3.3

### Provide Professional Development opportunities related to career progression, the School's strategic priorities and best practice in the workplace

#### What outcomes are we seeking to achieve?

- 1 Provide professional development for every staff member in ways aligned to the School's strategic priorities, best practice and their individual areas of strength or interest

#### What steps will we take towards achieving these outcomes?

- 1 Embed a goal-setting and appraisal process that assists staff to grow professionally each year and assists the School in achieving its strategic priorities
- 2 Ensure that internal and external professional learning are aligned with staff goals
- 3 Provide professional learning that caters for the differing needs of staff in terms of their role, experience, and ability

#### How will we measure our success?

- 1 Examining the annual goals set by staff to determine to what degree they reflect the School's strategic priorities, best practice and their individual areas of strength or interest
- 2 Monitoring the participation rates of staff in external professional development that is aligned with their professional learning goals
- 3 Collecting staff feedback regarding the relevance and effectiveness of professional learning in relation to their goals
- 4 Acknowledging staff annually for the achievement of goals and professional growth



## 3.4

### Continue to ensure that our facilities enable the development of this tripartite learning community

#### What outcomes are we seeking to achieve?

- 1 Ensure that current facilities provide the best possible space for successful teaching and learning across K-12
- 2 Upgrade older spaces in the School to be fit-for-purpose
- 3 Review and re-articulate our long-term strategy for property acquisition and future site options

#### What steps will we take towards achieving these outcomes?

- 1 Review current school spaces and best practice use
- 2 Seek feedback from stakeholders of effectiveness of current spaces, identifying current and future needs and priorities
- 3 Review industry trends for best practice and environmental sustainability
- 4 Visit other schools to engage in appropriate professional learning, along with relevant staff
- 5 Continue to assess needs and prioritise projects to ensure that the school continues to operate effectively

#### How will we measure our success?

- 1 Seeking feedback from stakeholders regarding the effectiveness of new spaces
- 2 Maintaining an ongoing schedule for work to be completed, allowing time for design development, stakeholder engagement and documentation
- 3 Ensuring that all project governance objectives and delegations of authority are met including tendering, assessment, awarding and monitoring of contracts
- 4 Developing site briefs as quickly as properties become available
- 5 Monitoring the progress of each building project towards the goal of completing one major upgrade per year

## 3.5

### Provide responsible financial management and long-term planning in light of changes to government funding models

#### What outcomes are we seeking to achieve?

- 1 Forecast and model the impact of Direct Measure of Income (DMI) funding changes on school fees to facilitate long-term planning
- 2 Refer to modelling as part of the assessment and approval of school activities

#### What steps will we take towards achieving these outcomes?

- 1 Update models when real-time data changes
- 2 Review student enrolment position regularly and its impact on future fee increases
- 3 Review expenditure and its impact on school fees

#### How will we measure our success?

- 1 Reviewing quarterly reports provided to the Audit Risk and Finance Committee in relation to the School's current position and comparing quarterly results with forecasts to assess the accuracy of modelling over the next three years



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