

‘Our highest endeavour must be to develop
free human beings, who are able of
themselves to impart purpose and direction
to their lives.’

Rudolf Steiner



Sophia Mundi Steiner School

Steiner Education & IB World School

School Improvement Plan 2017-19



Cover image: Domenyk La Terra “Refugee” – Sculpture

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1. Acknowledgements



We offer gratitude to the earth and its systems that sustain life for us all. We acknowledge and pay respect to the Wurundjeri people as the traditional custodians of the land on which we educate. We recognise the local, state and federal bodies that fund and oversee our important teaching and learning. And we thank the Abbotsford Convent Foundation for providing facilities and support for us to carry out the work of our school.

We offer our sincere thanks to the foundation parents and teachers for their dedication in the establishment of our school. We also celebrate and give thanks for the hard work of many parents and teachers in the years that have followed as we have built and grown our school. The recording of this history, and proper expression of this gratitude, is an important task for our school to undertake in a more comprehensive manner than has been done to date.

2. Introduction



Our school has a very important task: to prepare our children to meet the future out of a sense of inner freedom and purpose.

To perform that task, our school must continually be nurtured and renewed. This can be done only by striving for clarity of vision and understanding of reality, by taking the necessary actions with integrity and courage, and by working together out of warmth of heart and compassion.

Our School Improvement Plan embodies the current expression of an ongoing conversation among our school community, presenting: our highest vision of our school; our ethos/values and the structure and relationships between the different

bodies within our school which are the means by which we realise our vision; our goals and actions which are the concrete and measured steps we take, report on and review; how the plan will be continually reviewed and renewed; and how the School will meet its legal and regulatory obligations.

Our School Improvement Plan is both an internal guiding document and the means by which we ensure our external regulatory obligations are met.

The intended audiences are current and prospective school community members, other schools in Australia and overseas, and regulatory bodies.

3. Our Vision

Our vision is to educate individuals who can meet the future out of a sense of inner freedom and purpose.

We are creating a place where all members of our community – the children, the teachers, the parents and the supporting staff – can develop their latent capacities and talents, unfolding who they truly are, and take their place in society able to choose their path to the future.

We strive to create a community that truly equips young people for their engagement with the world and the challenges of this century, by fostering an attitude of learning with purpose and joy.

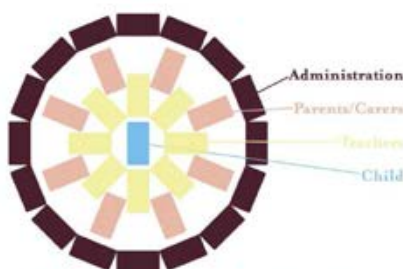
We believe that if we do this well our community and its members will flourish and our school will be a leader in education, nationally and globally.

We draw inspiration from Rudolf Steiner, who said:

“What should be taught and cultivated ... must be drawn solely from a knowledge of the growing human being and of individual capacities.... The question should not be: What does a human being need to know and be able to do for the society that now exists? But rather: What capacities are latent in this human being, and what lies within that can be developed? Then it will be possible to bring ever new forces into the society from the rising generations. The life of the social order will be what is made of it by a succession of fully developed human beings who take their place in the society. The rising generation should not be moulded into what the existing social order chooses to make of it.”

Benedict Darby School Improvement Project Flagship Program 2016-17

Identifying and Integrating Core Values at Sophia Mundi



The name 'Sophia Mundi' ('Wisdom of the World') is a combination of the Greek word 'Sophia' (wisdom) and the Latin word 'mundus' (world)

Inner Journey of leadership:

- 'I can fix it' attitude seen as controlling
- Understand the leadership paradigm
- Value the time of others – be flexible in the right way
- Slow down and breathe
- Be clear about what can happen and who can help do it
- Support the initiatives of others
- Be present in an authentic way
- Listen

Growth

Courage

Ethics

- In the primary classes through imaginative play, learning about self and others, raising plants animals
- In the middle school growth is explored through skill development and relationships and judgement
- In the senior classes through reflective thinking and the study of phenomenology
- In the primary classes through making friends, learning an instrument and performing
- In the middle school by developing empathy for others; social independence, standing for truth
- In the senior classes through confronting world issues with principles and an open mind
- In the primary classes through stories and folktales contrasting the right thing to do
- In the middle school through the challenge of principles and paradigms in learning and friendship
- In the senior classes through self-organisation and consideration of moral arguments in everyday life

Outer journey of Leadership:

- Mentor and Professional Companionship feedback and guidance
- Have clear organisational relationships and structure
- Follow process and follow through
- Practise having difficult conversations – core values and competing commitments
- Encourage a collective ethic of responsibility
- Be understanding and enjoy collaborating

4. The Story of Our School

4.1 History

This is the 33rd anniversary of the commencement of Sophia Mundi Steiner School.

In 1985, a community of committed parents who were seeking an education for their children founded the school on the principles of Rudolf Steiner and placed it within a modern, inner city context.

Originally located at a number of sites in the City of Yarra (including the former site of St Joseph's Technical College in Abbotsford), our School was instrumental in the establishment of the heritage listed Abbotsford Convent Precinct in 2006. We re-located completely to our present beautiful location in 2013.

4.2 Philosophy

Sophia Mundi is part of the Steiner Waldorf school movement, a highly respected international educational movement with over 1050 schools in 60 countries. There are also nearly 2000 Steiner Waldorf kindergartens, home Programmes, child care centres and pre schools around the globe. Steiner's educational philosophy offers a path from early childhood to adulthood that extends beyond the normal educational goals of knowledge accumulation and academic excellence, to a holistic picture of the human being. Like other Steiner schools, Sophia Mundi has adapted a core Steiner curriculum to its own cultural and environmental situation, to meet the needs of its students yet remain true to the values and philosophy of Rudolf Steiner.

Our pedagogy is based upon a three-fold focus of "thinking, feeling, willing" or "head,

heart and hands" which equips students with a healthy balance of faculties for their lifelong learning journey. By making learning a joyful experience and by teaching only when a child is developmentally ready to learn, a level of enthusiasm is engendered through which educational outcomes are ultimately improved.

Early childhood is a time for creative play, an exploration of the physical world and an introduction to the rhythms of the school day. Primary school with the same Class Teacher is a time for imagination, learning through artistic creation and practical achievements. Secondary school is a time for increasing independence and responsibility, and the ability to think in ways that are both critical and creative.

We strive to support a consciously created community in which children, parents, teachers and support staff all benefit in their personal journeys as a result of engaging with our unique school.

Our school is philosophically committed to Australian democracy, including:

- Elected government,
- Rule of law
- Equal rights for all
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance
- Child Safe Standards

We are committed to these values because they represent and uphold three core values of our school: liberty, equality and community. We are also committed to embodying these values, in their appropriate domains, in the governance structures of our School.

4.3 Profile

Sophia Mundi is an independent, non-denominational and co-educational inner city Steiner school offering an enriching educational pathway from Early Childhood to Senior Secondary.

We share a 2 hectare site in inner city Melbourne, within the beautiful and safe surrounds of the Abbotsford Convent, adjacent to the Collingwood Children's Farm.

We are a member of Steiner Education Australia, and an International Baccalaureate World School (offering the International Baccalaureate Diploma in Years 11 and 12). We are a single stream school from Prep to Year 12.

Our educational offering combines a complete Steiner education with modern academic rigour. We were the first Steiner school in Australia and 4th in the world to offer the unique combination of a Steiner curriculum and the International Baccalaureate (IB).

Sophia Mundi attracts families who value educating each individual child with a balance of intellectual, emotional and physical development (head, heart and hands) and who appreciate that education is a journey shared between the child, the teacher and the family.

Our curriculum's content and teaching methods have been carefully aligned to children's developmental stages. By having the courage to wait for, and the wisdom to recognise, the right time to introduce concepts, educational outcomes may far exceed traditional expectations.

The curriculum is structured around a daily Main Lesson through which all complex themes are introduced. The themes are inter-woven throughout the various subject areas to deliver a richness of learning and depth of understanding. The same concept may be explored from a number of different standpoints including scientifically, artistically and spiritually. Practice lessons take place in the middle part of the day with crafts, sports, and music ensembles in the afternoons.

We celebrate festivals based upon our spiritual response to seasonal changes. It is commonplace within our school to see colourful dancing, live music, drama, games, singing, puppetry and story-telling.

We actively encourage the use of natural materials and beautiful colours and forms in our classrooms. We recognise the importance and foster practices of healthy eating for children and their families. We discourage TV and computer-based entertainment in favour of more interactive and artistic pursuits such as music making, dancing, group games, which help to develop social awareness and motor skills.

We have an exceptional outdoor camp Programme that begins in year 3 and culminates in Year 10. After Year 9, students are engaged in work experience and community service Programmes.

Our students come mainly from Melbourne's inner suburbs and represent all parts of the economic spectrum. Our highly developed curriculum and pedagogy is equally suited to a diverse range of ethnic and cultural backgrounds and our mix of students reflects the cultural and ethnic richness of the surrounding population.

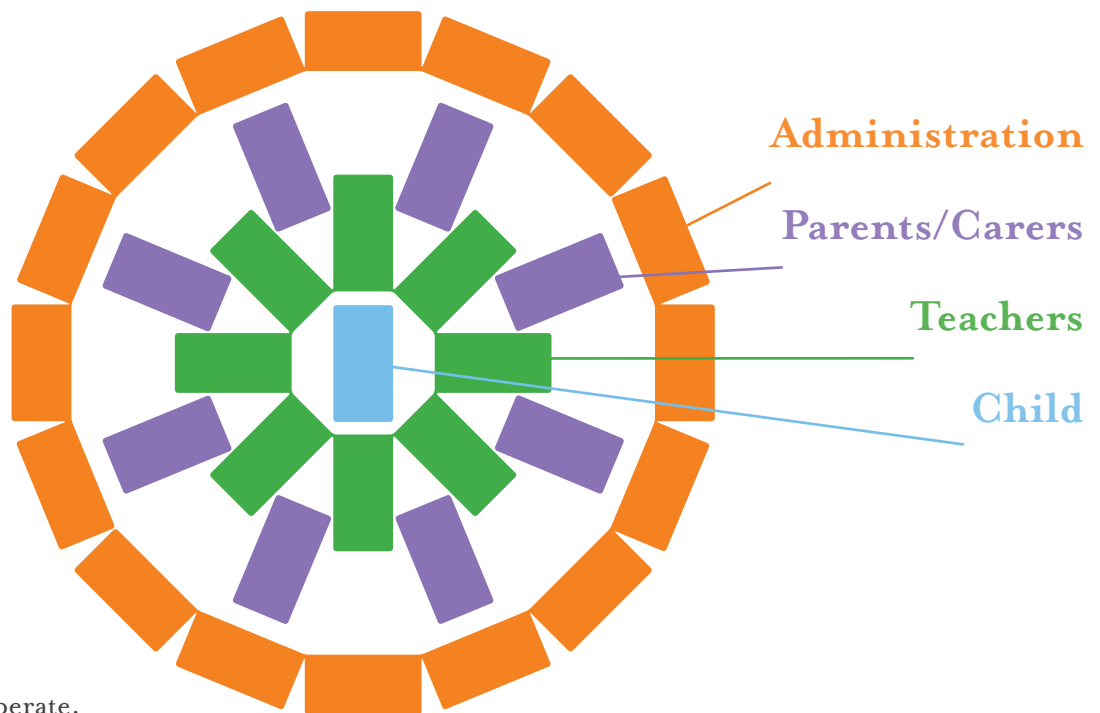


4.4 Context

Sophia Mundi, translated from Greek and Latin words means “wisdom of the world”.

We seek to create an education for our children that follows the patterns of success shown to us in the natural world.

A useful way to understand the practical expression of our vision, history, philosophy and values is through a consideration of our school emblem.



The emblem can be seen as a representation of the different parts of our school and how they operate.

At the centre is the individual Child – she or he is the focus and reason for all that we do;

Around the individual child are the Teachers – guiding and supporting the child’s development;

Around the teachers and children are the Parents (we use this term inclusively to include all carers) – supporting the teacher in the work that they do in the School, and supporting the development of the child beyond the School in their home life;

Around the child, teacher and parents is the Administration (school management, support staff, the Board and the Members), creating and maintaining a safe and productive space for the work of the children, teachers and parents.

4.5 Organisation and Governance

College of Teachers

- Is a non-executive body that holds the core of the school
- Advises Management Team on strategic priorities regarding pedagogy and curriculum
- All teachers are part of the College and are invited to attend its meetings
- The College meetings nurture and deepen the work of the individual teachers.
- Values of equality and mutual responsibility

Management Team

- Executive body responsible for day-to-day management of the school
- Chaired by the School Principal and comprises Faculty Chairs, Administration Manager and Business Manager
- Meets weekly
- Reviews OHS and other school performance measures, manages OHS risks
- Minutes may be requested by the Board of Directors for review

Faculty

- Faculties are executive bodies responsible for day-to-day management of educational issues including:
 - Timetable and curriculum including specialist teachers
 - Professional Development Programme (final approval by Management Team)
 - Compliance with school policies and procedures
 - Parental concerns referred by Class Teachers/Guardians
 - Recording of OHS incidents, manages improvement actions
 - Festivals
 - Child observations
- All class teachers and guardians are required to attend faculty
- All teachers who teach within a faculty are entitled to attend faculty
- Heads of Faculty are required to represent the faculty on the Management Team
- Faculty shall seek advice from College of Teachers on pedagogy/curriculum issues

Board of Directors

- Appointed by the Members and operates according to the school constitution
- Appoints school Principal
- Responsible for School Strategy, Funding and Governance
- Directors may be allocated portfolio duties as required from time to time

Board may create permanent or special Board Committees and appoint community members to serve on or chair these committees

Members

The members are founding parents and others who are the holders of Sophia Mundi Limited but in no way benefit financially from being a member. They are bound by the Memorandum of Association and Articles of Association of Sophia Mundi Limited that ensures Members are versed in, and work out of, and are sympathetic to the purposes of Anthroposophy. The members are responsible for the appointment and removal of the Directors of Sophia Mundi Limited.

Parents and Friends Association

- Responsible for supporting the 'doing' activities of parents in the life of the school - supporting canteen, working bees, fairs and festival, class carers
- Gives the school community an opportunity to build relationships, within and beyond the school
- All current parents as well as past students, parents and teachers (Alumni) are automatically members of the Parents and Friends Association.

College of Parents

- Organisation of current parents responsible for nourishing and nurturing the parents to help them do their important work at school, at home and in life generally.
- Modelled on the Teachers' College, the Parents' College is intended to create and hold a space for all parents to reflect, recharge and find support and inspiration. We work with two streams of activities; educational and transformational.

5. School Improvement Plan

5.1 Enacting our Vision

Our vision is the statement of aspiration for our school and its work.

Our strategic goals are the specific intentions that act as the bridge to reaching our Vision – these are allocated to the different bodies in the school.

Our actions are the specific steps we undertake to reach our strategic goals.

Each action, as articulated in this Plan

- contains a clear statement of the activity;
- is attached to one or more strategic goal(s);
- identifies the person or body that will pursue the action;
- sets out a measure for its success;
- sets a target date for completion, or for review if continuous; and
- sets out a process for review.

The 10-year, 5-year and next-year strategic goals, which are set out in Section 6, comprise our Strategic Plan. The standalone Action Register is provided separately. Goals and Actions relating to the International Baccalaureate are provided in **Appendix I**

5.2 10 Year Strategic Plan - 2015 - 2025

2017 – 2019	2020-2023	2024-2027
Renegotiate lease for longevity and sustainability of school	Senior teacher salaries to competitive levels	Achieve ideal capacity
Investigate vocational education options/opportunities	Develop and strengthen pathways between early childhood and Prep	Student numbers: 230
Finalize CRICOS registration	Improve the interdisciplinary connections of Steiner and IB pedagogies	SMSS is sustainable with one campus (Abbotsford Convent) running at ideal capacity
Reimagining Mentoring and Coaching	Innovative learning methods including technology	Classes waitlisted
Make Sophia Mundi more affordable	Building Leadership capacity across School	Consider/plan next stage of growth
Beatifying and creating Secondary School outdoor havens		
Define what Sophia Mundi looks like at ideal capacity		
Inclusive education through innovative programmes		
Maintain and strengthen Wurrundjeri programme		
Festival Programming across the School		
Reimagining and reinvigorating Parent Engagement		

5.3 Our Goals

EARLY CHILDHOOD (PLAYGROUP - PREP)

- Work on strengthening pathways from playgroup to kindergarten
- Work more closely with Little Sophia Kindergarten and Melbourne University Kindergarten to increase enrolment ratios from these pre-schools to SMSS.
- Continue to enliven an integrated Early Childhood Faculty (Playgroup, and Prep), which will deliver best educational practice and underpin enrolments to our Primary school.
- Foster links with other Steiner Kinder/ Playgroups particularly Children's Garden & St Kilda Steiner Kinder.

PRIMARY SCHOOL (CLASSES 1- 6)

- Deliver a contemporary and authentic Steiner curriculum.
- Recruit the best class teachers with the intent of staying with the class for a minimum of 5 years and potentially longer depending upon the needs of the class, teacher and school.
- Develop practices to measure and maintain a collective approach to teaching.
- Develop tests for classes 3 and 5 which are meaningful and comparable with state based Naplan tests as far as practicable
- Strengthen collaborative teaching experiences.
- Strengthen the pathway from primary to secondary.

MIDDLE SCHOOL (CLASSES 7-10)

- Continue to develop the middle school structure to best meet the learning needs of the students as they transition from dependent to independent learning.
- Deliver the richest curriculum possible utilising fully the benefits of the surrounding facilities including the Abbotsford convent, Children's farm and Yarra River.
- Recruit appropriate specialist teacher skills mix to meet curriculum needs.
- Recognise Naplan as an indicator of academic performance.
- Better prepare students for senior school IB Programme and career based offerings (2018).
- Address how outdoor education in Year 9 is perceived.

SENIOR SCHOOL (CLASSES 11 -12)

- Create a research-based environment within which to study and learn.
- Improve the richness of senior school curriculum by improving the work experience and community service elements.
- Continue work on integrating the new IB based Programme with the Steiner curriculum.
- Implement IBCP when approved.
- Work with major tertiary institutions to improve recognition of new tertiary pathways.

5.3 Creating and Renewing our School Improvement Plan



We use the seasons of the year to set the timing of the annual cycle of creation, operation, review, renewal and creation.

We release a new version of our School Improvement Plan at the start of Spring each year (1 September).

We strive to deliver on the actions through Spring, Summer and Autumn. This includes regular reporting on performance against Actions and individual review.

The Winter season is the time for whole Plan review and renewal.

In June, each body in the school reports on:

- Performance against the allocated actions (achievements, failures, challenges and reasons)
- New actions proposed for the coming year
- Suggested new or amended improvement goals

During July representatives from each school body come together to:

- Reflect on the vision and the improvement goals for the school – for renewal or change
- Assess the whole school's performance against the actions in the previous year
- Compile the whole school's suggestions for new or amended improvement goals
- Generate a first draft of the coming year's School Improvement Plan for review by the school's bodies and stakeholders

Throughout August the school is active with:

- Meetings of each school body amending or adopting the proposed Strategic Improvement Plan
- Preparation of the final draft and publication of the new Strategic Improvement Plan for the coming 12 months.





6. Our Actions for 2017-2019

	Goals	Activities
Teachers	<ul style="list-style-type: none"> • Community Spaces • Support Education • Indigenous Consciousness • Respectful Relationships 	<ul style="list-style-type: none"> • Festivals, playground development, Arts and Playground coordinator • Boat building, individual education plans, Library as a hub, • Welcome to country, teacher PD, share indigenous stories, story telling, Wurrundjeri connections, camp development
Students	<ul style="list-style-type: none"> • Community Spaces • Monkey Bars 	<ul style="list-style-type: none"> • Life Skills, Inspired Learning, Library and IT dev.
Parents	<ul style="list-style-type: none"> • Parents establish and foster teacher and class-parent lead conversations about issues relating to use of media and technology 	<ul style="list-style-type: none"> • Teacher and parent evenings held each term and discuss IT/media needs appropriate for development.
Board, Admin & Support services	<ul style="list-style-type: none"> • Board to recruit new members with the right skill set • Board to strengthen its structures and procedures • Admin staff have clearly defined roles and responsibilities • Risk management 	<ul style="list-style-type: none"> • Invite community to participate • Governance and operational policy development. Compliance procedures. • Principal to review and create with admin staff • Train staff and implement a comprehensive system

7. Our legal obligations: regulatory and other legal requirements

7.1 Governance Documents

The following documents have been used to inform this SIP.

Federal

- Education Act 2013
- Australia Education Regulation 2013
- The Australian Teacher Performance and Development Framework 2012
- National Safe School Framework 2011
- The Aboriginal and Torres Strait Islander Education Action Plan 2010-2014
- Melbourne Declaration 2008
- National Plan for School Improvement - 2013
- National School Improvement Tool 2012
- Australian Charter for the Professional Learning of Teachers and School Leaders 2012
- Australian Steiner Curriculum Framework 2011
- Steiner Education Curriculum

This part of the School Improvement Plan will contain an index of all regulatory obligations, identifying how each responsibility is being performed with integrity.

State

- State - Education and Training Reform Act 2006
- State - Education and Training Reform Regulations 2007
- Part 5 - Registration of Schools
- Schedule 2 - Minimum Standards for registration of schools
- State - Ministerial Order 870 Victorian Child Safe Standard

International

- IB Programme of Standards and Practices

Goals

Goal 1

The school nurtures and educates the whole child and, in partnership with teachers and parents, forms young adults who can think, judge and act freely and responsibly through their strength of individuality and intercultural understanding.

	What is the Action?	What is the measure of success?
Teachers	Teachers work consciously and diligently to develop the content for the children in their class or classes	High quality lesson content (as evidenced by peer review, parent feedback - possibly measured from School Satisfaction Survey)
	Teachers teach to a high standard, delivering the content and working with each child	High quality lesson content (as evidenced by peer review, parent feedback - possibly measured from school satisfaction survey)
	Teachers work collaboratively, supporting, reviewing and mentoring each other in teaching consciously to meet the needs of each child	Trust, openness and communication between teachers (as evidenced by peer review and IB 5 year review- possible measure from the school satisfaction survey)
	College works to nurture and develop capacities of individual teachers to meet the whole child	High levels of attendance and active engagement with work of college
	All teachers self-review and peer-review	Process for self and peer review designed and implemented
	Develop a unified approach to student assessment and homework	Student retention and community stakeholder involvement
	Parent engagement - Explicitly for middle and senior school, make parent engagement integral for student learning	Parent involvement in Community Conversation, Parent College and Music Ensemble participation.
	Deliver the richest curriculum possible utilising fully the benefits of the surrounding facilities including the Abbotsford Convent, Collingwood Children's Farm and Yarra River.	Communication of events through Convent News

Parents	Parents work in their classes to support the teacher assisting with activities, including class carer duties and in the wider school with events and community	Satisfaction and support statements from teachers in satisfaction survey
	Parents support the teaching and learning modalities in the home life	Satisfaction and support statements from teachers in satisfaction survey
Board, Admin & Support services	Provide active support and services to children, teachers and parents in their daily work for the school	Satisfaction and support statements from teachers and parents in satisfaction survey
	Engaged, supported and continuously improving administrative staff	Development plan for every administration staff member with role descriptions, objective measures and professional development goals



Goal 2

The school is a stable and well run institution, where clearly defined structures and mechanisms of communication support all people, enabling them to excel in their capacities and to achieve expectations.

	What is the Action?	What is the measure of success?
Teachers	Teacher/parent information evenings	Well-planned and attended
Parents	Parents' College identifies needs in the parent body and offers activities that nurture parents and allow them to grow and develop	Increased number of referrals from families
	Active, connected and informed network of class carers	Individual teachers feel nurtured and supported
Board, Admin & Support services	Provide mechanisms for parents to be 'present' even though they cannot be physically present	Parent satisfaction survey/ Referrals from Parents for Enrolments
	Administration staff have clearly defined roles and responsibilities	Job descriptions for all administration roles
	Admin staff are offered professional development	Participate in suitable courses
	Administration and Board report to Parents at Whole School Meeting	Clear and transparent report
	Board meets with College twice per term	College well informed about Board's activities and priorities and College provides feedback to Board
	Parent Satisfaction Survey conducted and Published	Survey held and results published

	Principal Survey conducted - Board, College of Teachers, Management, Staff, Mentors and Parents	Survey Held
	Board continues to identify potential new members	6-7 Board members at all times, with appropriate mix of skills
	Board establishes support team, mentoring relationships, and appropriate professional development and training for Principal to deliver on the SIP	Support team, mentoring relationships and training all established and functioning, Principal consciously developing, Principal feels supported and connected and delivering on Strategic Goals.
	Strategic Plan - incorporated into single document with SIP. Reviewed annually.	Annual Review processes at same time as SIP review.
	Risk Management - develop and manage	Risk register developed and populated. Live document set. High level reporting at each board meeting.
	Develop short Handbook for New Board Members	Handbook for Board Members
	Filing Board documents	Dropbox for Board with all board documents filed
	Policy review / updating and sharing workload with other Steiner schools in VIC	Central resource with creates and updates policies (hence each school doesn't need to re-invent)
	Activities at Board meetings that engage the heart and hands - start of board meetings	Engaging collaborative activity at start of board meeting

Goal 3

The school delivers a comprehensive Kindergarten to Year 12 education, offering the unique combination of Steiner and International Baccalaureate (IB) supporting both tertiary and vocational pathways.

	What is the Action?	What is the measure of success?
Teachers	IB goals included in overall School Improvement Plan, reviewed and renewed	First full School Improvement Plan includes goals and actions currently identified in IB documentation and has review process
	Continue to develop the middle school structure to best meet the learning needs of the students as they transition from dependent to independent learning.	Enrolment transition Class 6 to 7 and Class 8 to 9
	Create a research-based study environment for senior students - library upgrade & mezzanine	Library upgrade & mezzanine project delivered
	IB goals aligned with strategic goals and integrated into Strategic Improvement Plan, reviewed and renewed	Strategic Improvement Plan includes goals and actions currently identified in IB documentation and has review process
	International Baccalaureate Career Programme (IBCP) to provide vocationally based curriculum choices.	International Baccalaureate Career Programme (IBCP) accreditation with VRQA
	Continue work on integrating the IB based Programme with the Steiner curriculum to smooth the transition from Middle to Senior School and Class 10 to Class 12.	Student survey
	Review student related policies for middle school and senior students to balance compliance and responsibility for students	Enrolment transition Class 6 to 7 and Class 8 to 9

Parents	Social activities with Little Sophia parents attending SMSS functions	At least one well-publicised and attended joint event
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Board, Admin & Support services	Create closer alliance with Little Sophia Kindergarten for integrated education	At least two joint meetings between Board and Committee members
	Work on strengthening existing pathways from Playgroup to Prep	Prep enrolments increases from 6% to 10% and an early child faculty is formed
	DET Children's Facilities Capital Programme Kindergarten Funding Application	Grant application successful if available from the Department Education
	Create an integrated Early Childhood Faculty (Playgroup, Kindergarten and Prep), which will deliver best educational practice and underpin enrolments to our Primary school.	Meetings held with Little Sophia staff on a termly basis.



Goal 4

The school is an educational leader, nationally and internationally.

	What is the Action?	What is the measure of success?
Teachers	Teachers represent and promote school at professional development events and conferences	Number of presentations and events
Board, Admin & Support services	Attracting more international students to unique Steiner and IB education combination (focus Class 8-II)	CRICOS International Students registration / development of foundation Programme (cultural, Steiner, parenting etc)
	Ensure SMSS attracts and develops highly skilled and capable staff and supports them with the educational, financial and infrastructure resources needed to deliver SMSS educational Programmes	High class numbers and retention
	Develop a plan for educational leadership	Plan presented to Management
	Make an active contribution and provide support to Steiner Education Australia	Meetings/reports/articles

Goal 5

The school successfully promotes its unique educational offering to prospective families and the wider education community in Australia.

	What is the Action?	What is the measure of success?
Teachers	Teachers present and promote school at professional development events and conferences	Number of presentations and events
Parents	Parents promote and recommend the school to friends and family	Increased number of referrals from families
Board, Admin & Support services	Develop strong connections with other schools, with priority on Steiner, IB and feeder schools	Agreed list of partner/target schools with contact status
	Make an active contribution and provide support to Steiner Education Australia	Meetings/reports/articles
	Work more closely particularly with Children's Garden & St Kilda Steiner Kinder and Melbourne University Kindergarten to increase enrolment ratios from these pre-schools	Increased enrolment ratio
	Celebrate the stories of SMSS Alumni	Articles in Newsletter and on website. Participation in Senior School and IB Presentations
	Celebrate the stories of SMSS Senior Students (Year 10 and IB)	Participation in Senior School and IB Presentations

Goal 6

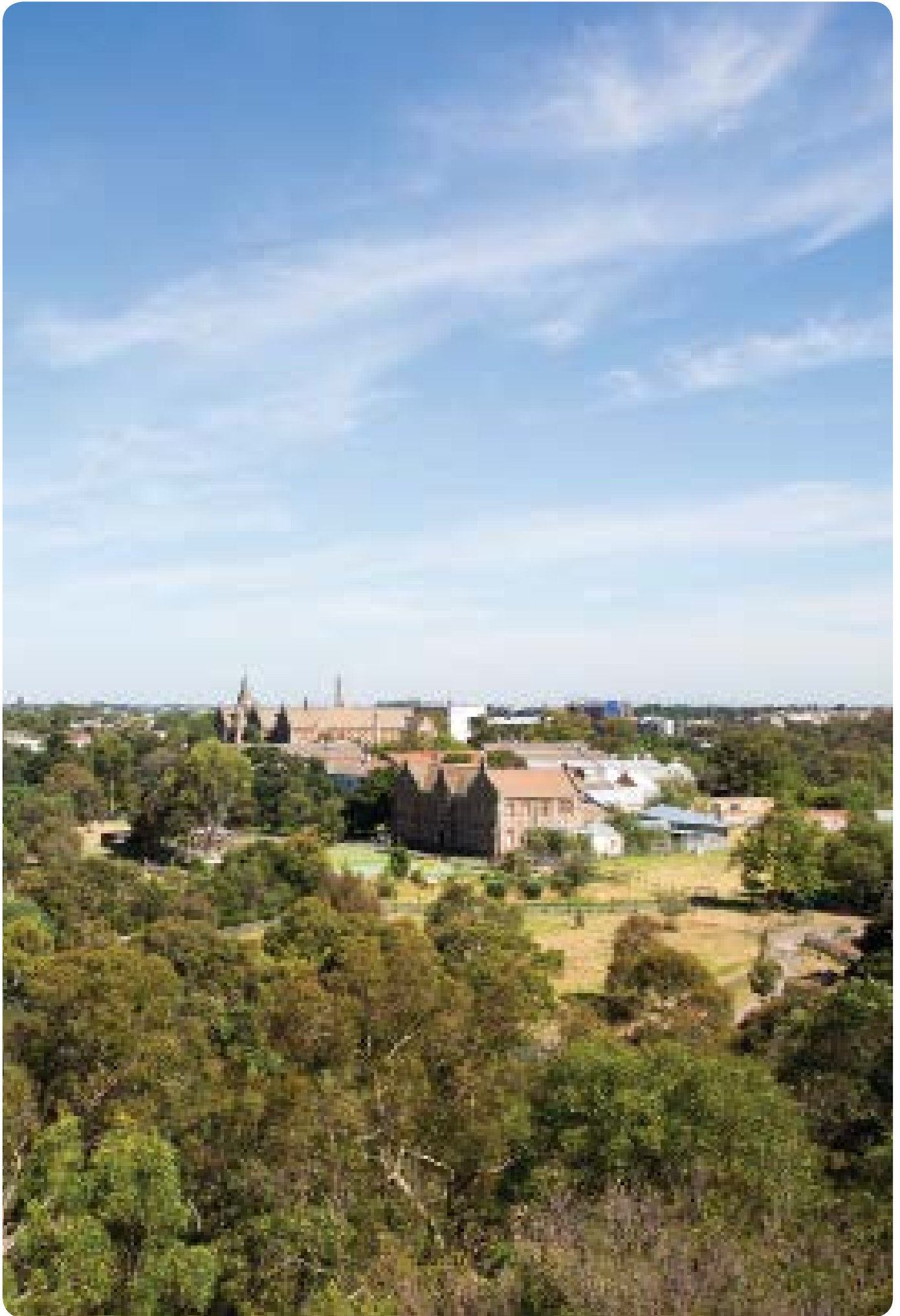
The School Community is warm and supportive, and fosters a rich social and cultural life, where families are regularly encouraged to participate in events, festivals, discussions and workshops.

	What is the Action?	What is the measure of success?
Teachers	Festivals at important times of the year planned and supported	Festivals Planned
	Re-imaging the role of the Parents and Friends Association	Parent involvement / engagement / student retention / word of mouth referrals
Parents	Festivals at important times of the year planned and supported	Festivals Planned
	At least two festivals at significant times of year that involve and connect with Convent community	Festivals well-communicated and attended by School community
Board, Admin & Support services	Create Alumni Committee (Board & Parents & Friends Association), better understand Alumni needs / desires. Create engagement with more Alumni.	Growing Database of Alumni - Touch Points (Facebook Group, Email List)
	Festivals at important times of the year planned and supported	Festivals Planned

Goal 7

The School is a supportive and valued member of its local neighbourhood and local communities.

	What is the Action?	What is the measure of success?
Teachers	Create and pursue education opportunities in the convent with events and work	Activities in the curriculum expressed in the convent
Parents	Patronise Convent businesses and Children's Farm events	Response in School Satisfaction Survey
	Run School stalls at Convent events	Attendance at events
Board, Admin & Support services	At least two festivals at significant times of year that involve and connect with Convent community	Festivals well-communicated and attended by School community
	Regular and positive activities held with Abbotsford Convent	Regular meeting forum with notes and actions arising
	Regular and positive activities held with Collingwood Children's Farm	Regular meeting forum with notes and actions arising



Goal 8

The school has a comprehensive and vibrant School Improvement Plan that properly reflects the priorities of its community.

	What is the Action?	What is the measure of success?
Teachers	Teachers engage consciously and effectively in facilitated review of the specific pedagogical goals and actions	Teachers review Plan and identify pedagogical goals and actions
Parents	Parents engage consciously and effectively in facilitated review of the current Plan and identify specific community Goals and Actions.	Parents review Plan and identify educational and community goals and actions
Board, Admin & Support services	Create Implementation Plan and allocate tasks and responsibilities to deliver on the priorities in School Improvement	Effective management control over priority activities and overall delivery
	Effective review and feedback process on delivery of SIP	Review process obtains objective information from entire school community, Review process empowers Principal to succeed
	Administration engages consciously and effectively in facilitated review of Plan and identifies specific administrative goals and actions	Administrative staff review Plan and identify administrative goals and actions
	Effective review and feedback process on delivery of SIP	Board reviews Plan and identifies goals and actions
	First full School Improvement Plan (Spring 2015) includes clear index linking each regulatory obligation to one or more actions in the plan that ensure the obligation is carried out effectively and with integrity	School Improvement Plan includes clear and comprehensive index of regulatory obligations

Appendix 1| Goals

1. The school nurtures and educates the whole child and, in partnership with teachers and parents, forms young adults who can think, judge and act freely and responsibly through their strength of individuality and intercultural understanding.
2. The school is stable and well-run institution, where clearly defined structures and mechanisms of communication to support all the children, teachers, parents/carers and administration, enabling them to excel in their capacities and to achieve expectations.
3. The school delivers a comprehensive Kindergarten to Year 12, offering the unique combination of Steiner and International Baccalaureate (IB) education supporting both tertiary and vocational pathways.
4. The school is an educational leader, nationally and internationally.
5. The school successfully promotes its unique educational offering to prospective families and the wider education community in Australia.
6. The School Community is warm and supportive, and fosters a rich social and cultural life, where families are regularly encouraged to participate in events, festivals, discussions and workshops.
7. The School is a supportive and valued member of its local neighbourhood and local communities.
8. The school has a comprehensive and vibrant School Improvement Plan that properly reflects the priorities of its community.

1. The school nurtures and educates the whole child and, in partnership with teachers and parents, unfolds young adults who can think, judge and act freely and responsibly through their strength of individuality and intercultural understanding.					
Objective	What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
High quality Teaching and Learning	Teachers work consciously and diligently to develop the content for the children in their class or classes	Individual teachers	High quality lesson content [as evidenced by peer review, parent feedback - possible measure from the School Satisfaction Survey]	Measured annually in School Satisfaction Survey	Faculties, College of Teachers and Principal
	Teachers teach to a high standard, delivering the content and working with each child	Individual teachers	High quality teaching [as evidenced by peer review, parent feedback - possible measure from the School Satisfaction Survey]	Measured annually in School Satisfaction Survey	Faculties, College of Teachers and Principal
	Teachers work collaboratively, supporting, reviewing and mentoring each other in teaching consciously to meet the needs of each child	College of Teachers and Faculty Heads	Trust, openness and communication between teachers [as evidenced by peer review - possible measure from the School Satisfaction Survey]	Measured annually in School Satisfaction Survey	College of Teachers and Principal
	Create Indigenous consciousness throughout the educational journey through - Welcome to country, teacher PD, share indigenous stories, story telling, Wurrundjeri connections and camp development	College of Teachers and Faculty Heads	School Satisfaction Survey - Parent & Student feedback	Sep-18	College of Teachers and Principal
	Professional Development in inclusive education strategies		Enrolment procedures and policies reflect inclusive education. Educational assistants employed.	Sep-18	College of Teachers and Principal
	College works to nurture and develop capacities of individual teachers to meet the whole child	College of Teachers	Attendance and active engagement with work of College	Measured annually in School Satisfaction Survey [Concept of a Survey for Teachers to complete and report]	Individual teachers
	Increase the number of celebrations/festivals from different cultures.	Festivals Committee, Management Team	There are an increasing number of festivals from non-European cultures.	2018	Faculty Heads, College of Teachers and Principal
Strengthen the Language Programme at SMSS and improve the community's understanding of the role of language at the school.	Review of the language programme every 2-3 years.	Management Team, Language Department	There is evidence of a language review taking place and changes to the policies and practices as necessary.	Ongoing	Faculty Heads and Principal
	Obtain CRICOS registration so the school can accept international students.	Management Team/ Board	There are international students at the school from 2018 onwards.	Feb-17	Principal
	Increase the number of community communications about language activities (via the Newsletter and Blog).	IB Coordinator, Language teachers, Management Team.	There are more newsletter entries about language activities and the community demonstrates a greater awareness of these activities (via the annual whole school survey).	Dec-17	Principal

Objective	What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Strengthen support education	Boat building	Individual teachers and Faculty Head	School Satisfaction Survey - Parent & Student feedback	Dec-17	Faculties, College of Teachers and Principal
	Individual learning plans for those receiving support education	Individual teachers and Faculty Head	Those receiving support education have individual learning plans	Apr-18	Faculties, College of Teachers and Principal
	Performing and visual arts – taking it out into the community and unifying it across the school. Perhaps school wide activities like a whole school play.	Arts and Playground coordinator	Arts events used for SMSS showcasing	Sep-18	Principal
	Develop a unified approach to student assessment and homework	College of Teachers	Student retention and community stakeholder involvement		Faculty Heads
Parent engagement - Explicitly for middle and senior school, make parent engagement integral for student learning.	Parent engagement - Explicitly for middle and senior school, make parent engagement integral for student learning.	College of Teachers and Faculty Heads	School Satisfaction Survey - Parent & Student feedback	Sep-18	Faculties, College of Teachers and Principal
	Parents involved in goal setting and review with their children and school guardian	College of Teachers and Faculty Heads	School Satisfaction Survey - Parent & Student feedback	Sep-18	Faculties, College of Teachers and Principal
	Develop and deliver educational workshops for secondary parents on assisting their children with their home study.	College of Teachers and Faculty Heads	School Satisfaction Survey - Parent & Student feedback	Sep-18	Faculties, College of Teachers and Principal
	Each unit plan will incorporate an IB learner profile attribute in at least one activity during the unit.	All IB Faculty	There will be references to IB learner profile attributes in each unit on Managebac and evidence of activities to facilitate this.	1/2/18	Principal
Written curriculum fosters the development of the IB Learner Profile attributes	Each unit plan will articulate how it is related to previous learning experiences (either in the IBDP or in middle school).	All IB Faculty		1/2/18	
Written curriculum has explicit links/ references to IB student's previous learning experiences					

Objective	What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Written curriculum allows for meaningful IB student action- i.e. there will be clear integration of CAS	All staff will make explicit reference to possible action or CAS possibilities in each unit plan on MB.	All IB Faculty CAS Coordinator IBDP Coordinator	Each unit plan will articulate CAS integration activities (see MB unit planner). CAS projects/activities (logged on Managebac) will make reference to the curriculum.	1/2/18	Principal
Increase the capacity of students to become increasingly responsible for their own learning.	Set aside a PD session to identify the types of study skills the students need and ways in which these can be taught. Teachers to incorporate the explicit teaching of study skills in their courses.	IBDP, Head of Middle School Principal	Unit planners on Managebac will reflect explicit teaching of study skills. Student response surveys will reflect that teachers are explicitly teaching study skills and that they (students) can identify which study technique works best for them.	ongoing ongoing	Principal Principal
Engage with local community	Deliver the richest curriculum possible utilising fully the benefits of the surrounding facilities including the Abbotsford Convent, Collingwood Childrens Farm and Yarra River.	Individual teachers	Communication of events through Convent News	Ongoing	Faculty Heads
Create consistency in the placement of students in pre Diploma courses and Diploma courses (particularly Maths and Languages).	Implement maths and literacy placement tests for all incoming students in the upper middle school and Year 11.	Heads of Faculties (MS & DP coordinator).	There will be a maths and literacy placement test which is standard for all incoming upper middle school students. There will be faculty meetings minutes which reflect that these are used to assist students and to place them in appropriate maths and literacy pathways.	Dec-18	Principal
Increase the availability of assessment data to IB teachers	IBDP will increase the budget for the exams to be purchased at the start of the year.	IBDP, Principal	There will be more exams purchased back from the IBO.	Sep-18	Principal
	Create comfortable spaces for relaxation for the senior students - within St Mary's and Outdoors	Senior Students / Senior School Faculty Heads	Suitable areas provided for relaxation (Indoor and outdoors) (Parent & Student Satisfaction survey).	Sep-18	Principal

	Parents work in their classes to support the teacher assisting with activities, including class carer duties and in the wider school with events and community	Individual parents	Satisfaction and support statements from teachers in Satisfaction Survey	Measured annually in School Satisfaction Survey [Concept of a Survey for Teachers to complete and report]	Self Review
Parent engagement - Explicitly for middle and senior school, make parent engagement integral for student learning.	Parents support the teaching and learning modalities in the home life (particular emphasis with secondary school parents)	Individual parents	Satisfaction and support statements from teachers in Satisfaction Survey	Measured annually in School Satisfaction Survey [Concept of a Survey for Teachers to complete and report]	Self Review

2. The school is dynamic and well-run institution, with clearly defined structures and mechanisms of communication to support all the children, teachers, parents/carers and administration, enabling them to excel in their capacities and to achieve expectations.					
Objective	What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Increase awareness of the school community about the assessment philosophy, policies and procedures	Teacher/parent information evenings	Faculties	Well-planned and attended	Ongoing	Management Team
	Active, connected and informed network of class carers	Parents and Friends Association	Individual teachers feel nurtured and supported	Ongoing	Management Team
	Standardize the feedback time among IB faculty with a 2 week turn-around time for formative assessments.	All IB faculty	Student feedback (survey results) will demonstrate more consistent feedback from teachers is being received (survey/ focus groups).	Ongoing	IBDPC / Principal
	IBDPC to continue to visit the Year 11 & 12 class meetings to explain the assessment policy.	IBDPC	Parents and students will demonstrate an awareness of the assessment policy and procedures (Parent & Student Satisfaction survey).	Ongoing	IBDPC / Principal
	All year 11 & 12 students and parents to receive a 'welcome pack' which contains various materials, including the assessment policy and procedures.	IBDPC/Administration/ Class teachers	Handbooks delivered, signed academic honesty forms returned, attendance at parent evenings	Mar-18	IBDPC / Principal
Parents' College identifies needs in the parent body and offers activities that nurture parents and allow them to grow and develop		College of Parents	Needs of parent body identified	Ongoing	Board

Objective	What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Engaged, supported and continuously improving administrative staff	Increase the consistency of the enrolment interview process by creating a set of guiding questions/topics for secondary school enrolment interviews.	Principal, IBDPC, Registrar, Head of Secondary.	Checklist of guiding questions/topics for secondary school enrolment interviews	1/2/18	Principal
	Increase the participation of all IB staff in the faculty meeting- e.g. a majority of staff to attend the meeting on Friday morning. - Administration will either schedule a majority of IB teachers on Friday OR change the time of the meeting so all staff can attend.	Admin & HR Manager, IBDPC & Principal	The timetable will reflect a majority of IB staff scheduled on Friday. The meeting minutes will record that a majority of IB staff are present at the meeting on Friday.	1/2/18	Principal
	Provide mechanisms for parents to be 'present', even though they cannot be physically present at school events	Parents and Friends Association / Management Team	Parent satisfaction survey / Referrals from Parents for Enrolments. Minutes taken of evenings and shared	1/12/18	Principal
	Administration staff have clearly defined roles and responsibilities	Principal & Management Team	Development plan for every administration staff member with role descriptions (clearly defined roles and responsibilities), objective measures and professional development goals	1/9/18	Board of Directors
	Admin staff are offered professional development	Management Team	Suitable courses participated in	Ongoing	Principal
	Administration and Board report to Parents at Whole School Meeting	Principal and Board	Clear and transparent report. Includes SIP review outcomes.	Annual in Sept / Oct	Self Review
	Board meets with College twice per term	Board	College well informed about Board's activities and priorities and College provides feedback to Board	Ongoing	Self Review
	Add a Board termly update to the newsletter	Board	Termly Board Update in Newsletter, Parents survey		Self Review
	Principal Survey conducted - Board, College of Teachers, Management, Staff, Mentors and Parents	Board	Survey held	Annual in Sept	Board
	Board continues to identify potential new members	Board	6-7 Board members at all times, with appropriate mix of skills	Ongoing	Members
	To articulate the ideal school at the Abbotsford Convent site and a vision of what this looks like (size, affordability, etc)	Principal and Board	Clearly articulated description of the shape and size of the school	1/11/18	Board
	Define affordability & model ways of making the school more affordable	Principal and Board	Agreed methodology and implementation plan for increasing affordability	1/12/18	Board
	Implement affordability changes in the fee policy	Business Manager	Reduction in proportion of parents at the top of the affordability spectrum		Board
	Reduce overdue fees (60-90days+) to x% of revenue	Business Manager	Less than \$100K / a percentage of revenue	11/7/19	Board
	Develop Dashboard of KPI's for Board Reporting - Enrolments, Risk, Financial, Staff, Students, Community, Marketing (Numbers and Traffic Lights)	Principal and Board	Full Dashboard used for Board Reporting	1/12/17	Board

3. The school delivers a comprehensive Kindergarten to Year 12, offering the unique combination of Steiner and International Baccalaureate (IB) education supporting both tertiary and vocational pathways.				
What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Continue to develop the middle school structure to best meet the learning needs of the students as they transition from dependent to independent learning.	College of Teachers	Enrolment transition Class 6 to 7 and Class 8 to 9	Ongoing	Principal
International Baccalaureate Career Program (IBCP) to provide vocationally based curriculum choices.	Principal	International Baccalaureate Career Program (IBCP) accreditation with VRQA	Ongoing review	Board
Implement International Baccalaureate Career Program (IBCP) once approved	Faculty - IB Coordinator	International Baccalaureate Career Program (IBCP) offered at SMSS	Ongoing review	Board
Continue work on integrating the IB based programme with the Steiner curriculum to smooth the transition from Middle to Senior School and Class 10 to Class 11.	Faculty - IB Coordinator	Student survey	Annually in Early June	Principal, Faculty & IB Coordinator
Review student related policies for middle school and senior students to balance compliance and responsibility for students	Students / Middle School / Senior School Faculty Heads	Enrolment transition Class 6 to 7 and Class 8 to 9	Sep-18	Principal
Create an integrated Early Childhood Faculty (Playgroup, Kindergarten and Prep), which will deliver best educational practice and underpin enrolments to our primary school.	Principal	Conversion ratio from Playgroup to Prep increased from X% to y%	1/12/18	Board

4. The school is an educational leader, nationally and internationally.				
What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Teachers present and promote school at professional development events and conferences	Individual teachers	Number of presentations and events	Continuous	Principal
Attracting more international students to unique Steiner and IB education combination (focus Class 8-11)	Management Team	CRICOS International Students registration / development of foundation program (cultural, Steiner, parenting etc)	1/12/18	Principal
Ensure SMSS attracts and develops highly skilled and capable staff and supports them with the educational, financial and infrastructure resources needed to deliver SMSS educational programs	Principal	High class numbers and retention	Continuous	Board
Make an active contribution and provide support to Steiner Education Australia	Principal	Attendance at SEA delegates meetings, Attendance at National Conferences	1/9/18	Board

Objective	What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Increase the school's participation in the IB World Community	Increase the number of staff members actively involved in local teacher networks.	All IB faculty	At least 50% of IB faculty members will attend at least one network meeting in their subject area by the end of 2018.	1/9/18	Principal
	Where appropriate, increase collaboration with other small IB schools in Victoria	Management team, IB Coordinator, Subject teachers.	There will be a record of at least 1 collaborative project or visit between SMSS and another small IB Diploma school by the end of 2018.	1/9/18	Principal
	Principal to actively support new IBO initiatives in Victoria and the Asia-Pacific region.	Principal and Board	Principal will attend one conference in the Asia-Pacific region and attend all IB Heads meetings in Victoria by 2018.	1/9/18	Board

5. The school successfully promotes its unique educational offering to prospective families and the wider education community in Australia.					
Objective	What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Ensure that the whole community demonstrates an understanding of the Diploma Programme.	Celebrate the stories of SMSS Senior Students (Year 10 and IB)		Participation in Senior School and IB Presentations	Ongoing	Principal
	Parents promote and recommend the school to friends and family	Parents and Friends Association	Increased number of referrals from families	Continuous	Principal
	Develop a marketing strategy (internal and external)	Principal	Completed document		Board
	Make resources available for implementation	Principal	Implementation Plan Activated		Board
	Develop strong connections with other schools, with priority on Steiner, IB and Feeder schools	Principal and Board	Agreed list of partner/target schools with contact status	9/1/2018	College
	Work more closely particularly with Children's Garden & St Kilda Steiner Kinder and Melbourne University Kindergarten to increase enrolment ratios from these pre-schools	Principal and Head of Primary Faculty	Visits to SMSS by Little Sophia, Melb Uni for story time or puppet presentations and or attendance at concerts	Ongoing	Principal
	Celebrate the stories of SMSS Alumni		Enrolment numbers & referrals from Alumni Participation in Senior School and IB Presentations	Ongoing	Principal
	Increase the participation of all staff in the in-house mentoring programme.	Management Team	All staff log visits to classrooms, including DP classes.	2/1/2018	Principal
	IBDPC to attend more class meetings from 8-10.	IBDPC & Class teachers	Increase in the number of school tours offered by IB staff.	9/1/2018	Principal
	Increase the communications in the school newsletter and on the blog re: conferences, network meetings and IB student activities.	IBDPC & DP subject teachers.	There is an increase in the number of class meetings the IBDPC attends.	9/1/2018	Principal
	Whole school community to be invited to major IB events, such as the Visual Art Exhibition.	Marketing / Arts Coordinator	Community demonstrates an increased awareness of the DP (via the whole school survey).	Ongoing	Principal
	Make an active contribution and provide support to Steiner Education Australia	Administration	Meetings/reports/articles	Ongoing	Principal

6. The School Community is warm and supportive, and fosters a rich social and cultural life, where families are regularly encouraged to participate in events, festivals, discussions and workshops.				
What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Festivals at important times of the year planned and supported	College of Teachers	Festivals planned, well attended by community and reflected in parent survey results	Ongoing	Principal
Festivals at important times of the year planned and supported	Parents and Friends Association	Festivals well attended by parents and discussed in Parent College	Apr-18	Principal
At least two festivals at significant times of year that involve and connect with Convent community	Parents and Friends Association	Festivals well-communicated and attended by School community, advertised in the Convent News	Sep-18	Board
Re-imaging the role of the Parents and Friends Association	Parents and Friends Association	Parent involvement / engagement / student retention / word of mouth referrals	Sep-18	PFA / Management Team
Create Alumni Committee (Board & Parents & Friends Association), better understand Alumni needs / desires. Create engagement with more Alumni.	Board	Growing Database of Alumni - Touch Points (Facebook Group, Email List), Communications personnel employed	9/1/2018	Board / PFA
Festivals at important times of the year planned and supported	Administration	Festivals planned	Ongoing	Principal
7. The School is a supportive and valued member of its local neighbourhood and local communities.				
What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Create and pursue education opportunities in the Convent with events and work	Individual Teachers	Activities in the curriculum expressed in the convent, reported in the SMSS newsletter and Convent news	Continuous	Principal
Patronise Convent businesses and Childrens' Farm events	Individual Parents	Response in School Satisfaction Survey	Continuous	Self Review
Run School stalls at Convent events	Parents and Friends Association	Attendance at events	Continuous	Parents and Friends Association
At least two festivals at significant times of year that involve and connect with Convent community	Administration	Festivals well-communicated and attended by School community	Ongoing	Board
Regular and positive activities held with Abbotsford Convent	Principal and Board	Regular meeting forum with notes and actions arising	Ongoing	Board of Directors
Regular and positive activities held Collingwood Children's farm	Principal and Board	Regular meeting forum with notes and actions arising	6/1/2018	Board of Directors

8. The school has a comprehensive and vibrant School Improvement Plan that properly reflects the priorities of its community.				
What is the Action?	Who is responsible?	What is the measure of success?	When will it be complete?	Who reviews the performance?
Teachers engage consciously and effectively in facilitated review of the specific pedagogical actions	College of Teachers	Teachers review SIP and identify pedagogical actions	Annual in Sept / Oct	Management Team
Parents engage consciously and effectively in facilitated review of the current Plan and identify specific community actions	Parents and Friends Association	Parents review SIP and identify Educational and Community actions	Annual in Sept / Oct	Board of Directors
Senior students engage consciously and effectively in facilitated review of the current SIP and identify specific actions	Senior Students / Senior School Faculty Heads	Senior Students review SIP and identify actions	Sep-18	Principal
Create Implementation Plan and allocate tasks and responsibilities to deliver on the priorities in the School Improvement Plan	Principal	Effective management control over priority activities and overall delivery	Annual in Sept / Oct	Board of Directors
Administration engages consciously and effectively in facilitated review of SIP and identify administrative actions	Principal	Administration review Plan and identify administrative actions	Annual in Sept / Oct	Board
Board engages consciously and effectively in facilitated review of Plan	Board	Board reviews SIP goals and actions. Review process obtains objective information from entire School community, Review process empowers Principal to succeed.	Annual in May at AGM	Members
School Improvement Plan (Spring) includes clear index linking each regulatory obligation to one or more actions in the Plan that ensure the obligation is carried out effectively and with integrity	Board	School Improvement Plan includes clear and comprehensive index of regulatory obligations	September 2018	Board
Ensure the clarity of SMSS vision and how it translation into practical reality	Board		Ongoing	Board

A: Philosophy:

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Strengthen the Language Programme at SMSS and improve the community's understanding of the role of language at the school.	Increase the number of celebrations/festivals from different cultures.	2018	Festivals Committee, Management Team.	\$2,000 (festivals)	There are an increasing number of festivals from non-European cultures.
	Review of the language programme every 2-3 years.	Ongoing	Management Team, Language Department.		There is evidence of a language review taking place and changes to the policies and practices as necessary.
	Obtain CRICOS registration so the school can accept international students.	Feb 2018	Management Team/Board.	\$10,000 (CRICOS Registration)	There are international students at the school from 2018 onwards.
	Increase the number of community communications about language activities (via the Newsletter and Blog).	Dec 2018	IB Coordinator, Language teachers, Management Team.		There are more newsletter entries about language activities and the community demonstrates a greater awareness of these activities (via the annual whole school survey).

B: Organization

B1: Leadership and structure: The school's leadership and administrative structures ensure the implementation of the Diploma Programme.

Objective:	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Create consistency in the placement of students in pre Diploma courses and Diploma courses (particularly Maths and Languages).	Implement maths and literacy placement tests for all incoming students in the upper middle school and Year 11.	Dec 2017	Heads of Faculties (MS & DP coordinator).		There will be a maths and literacy placement test which is standard for all incoming upper middle school students. There will be faculty meetings minutes which reflect that these are used to assist students and to place them in appropriate maths and literacy pathways.
Increase the consistency of the enrolment interview process.	Develop a set of guiding questions/topics for secondary school enrolment interviews.	Feb 2018	Principal, IBDP, Registrar, Head of Secondary.	N/A	Notes/minutes from interviews will demonstrate that a variety of staff are present at the interviews for incoming students.

B2: Resources and support

The school's resources and support structures ensure the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Library-Develop a dedicated Senior space for student study	Building of an IB-loft style study space to hold the IBDP's office and an area for IB Diploma students to study	March 2017	Board	Grant in place already	The loft is built and the students are using it as a study space.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Increase the level of ICT infrastructure available to staff and students.	School to provide software for staff in the cloud in order to access school material online.	2017	Management Team/Finance committee		Staff are using cloud materials.
	School to increase the staff and student uptake of Managebac at Year 10.	2017	Head of Middle School, IBDP, Subject teachers.	N/A	Year 10 Students and staff are using Managebac regularly for uploading homework and assessments.

C: CurriculumC1: Collaborative planning: Collaborative planning and reflection support the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Increase the participation of all IB staff in the faculty meeting-e.g. a majority of staff to attend the meeting on Friday morning.	Administration will either schedule a majority of IB teachers on Friday OR change the time of the meeting so all staff can attend.	February 2017	Administration-Dilys Hannafor, Ashley Dufty & Fiona Cock		The timetable will reflect a majority of IB staff scheduled on Friday. The meeting minutes will record that a majority of IB staff are present at the meeting on Friday.



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