

GOOD SHEPHERD  
LUTHERAN COLLEGE



*Identity Service Respect*



## School Improvement Plan 2017 - 2019

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# College Profile

Good Shepherd Lutheran College is a co-educational College with campuses in Leanyer, Palmerston and Howard Springs. The College has grown from a single campus established in 1998 with an initial enrolment of 18 students. In 2009 the College commenced Senior Schooling with eleven students completing Year 12 in 2011. St Andrew Lutheran Primary School officially merged with Good Shepherd Lutheran College in 2015 to become St Andrew Campus, Leanyer. It was the pioneer Lutheran School in the Northern Territory, established as a T-7 school in 1983 by the St Andrew Congregation, Nightcliff. Today Good Shepherd provides educational opportunities from ELC to Year 12 for approximately 1300 students.

Good Shepherd provides an educational pathway for each student that empowers them to develop as successful learners and valuable members of the wider community. We ensure that students aspire and strive to achieve the greatest possible choice of futures through an experience of excellence in pedagogy and pastoral care. We do this through nurturing an environment where each individual is valued as a unique and special child of God, and is treated with Christian love and respect; encouraged to challenge themselves to aspire and strive to be their best academically, socially and spiritually. We emphasize the importance of caring, personal relationships built on mutual respect in all aspects of life.

Service is a core value that underpins the ethos of the College and students at all year levels are provided with opportunities to use and develop their abilities for personal growth and service to others, and are encouraged to reflect on their own spiritual development. Students are empowered to be caring, resilient individuals who value social justice and who seek to create a better world.



Today **Good Shepherd** provides educational opportunities from **ELC to Year 12 for approx.**

**13000**  
students

# Mission Statement

*With Christ at our centre we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart.*



# Strategic Goals

## The College's Strategic Goals are to //

- Nurture student identity, engagement and motivation, by empowering them through challenging, concept driven learning experiences that reflect real-life contexts, so that learning is valued and seen as meaningful and relevant.
- Challenge students through open-ended and self-selected learning tasks to become inquiring, independent learners who are globally aware and empowered to confidently contribute to their wider community.
- Foster individual passions, skills, interests and knowledge through experiences both within and beyond the classroom so that students develop their strengths and gain skills that benefit their future career and life.
- Develop ethical, responsible learners with intuitive problem solving skills who are prepared for a digital world and are equipped to contribute to the creation and design of technology.
- Create a sense of connectedness, belonging and security by encouraging high quality relationships founded on mutual trust.
- Strengthen student culture by creating opportunities for peer-connections and positive relationships.
- Nurture students' interpersonal skills and confidence to enable them to embrace their environment and world and be known for their caring, empathetic and serving attitudes.
- Develop highly motivated, creative, collaborative and effective staff members, working in partnership with parents to provide high quality, engaging and meaningful learning experiences for students.
- Support a culture and environment that facilitates staff motivation and engagement in ongoing learning, through processes which promote both autonomy and collaboration, seeking to develop and harness individual strengths in the pursuit of common goals.
- Cultivate continual and effective improvement by staff initiating personal and professional goals, seeking external development opportunities and establishing relationships with colleagues to share expertise and improve pedagogy.
- Develop our College as a hub for parents, families and the community to learn and work together on shared dreams and projects.
- Strengthen positive relationships with families and recognise their important role in enhancing the wellbeing of all College community members.
- Implement effective communication which enhances engagement with all in the College community.
- Empower all stakeholders to apply their individual strengths to pursue the continuous improvement of the College's positive core.
- Grow and enhance a culture of leadership through fostering an environment which is safe and encouraging of the diverse range of individual strengths and experiences of College community members.
- Take a holistic and empathetic view of change processes to promote engagement and meaning as we collectively work towards our common purpose.

# College Values

*The Lord is my shepherd; I have everything I need. He lets me rest in fields of green grass and leads me to quiet pools of fresh water. He gives me new strength. He guides me in the right paths, as he has promised. Psalm 23:1-3*

## Identity //

Lutheran schools are strongly linked by a common ethos, aiming to provide quality education in which the gospel of Jesus Christ informs all learning and teaching, all human relationships and all activities. Support of this ethos by all members of the College community is what keeps our Identity strong. We believe the best student learning occurs with a strong focus on their holistic wellbeing. Strength-based approaches to work and life provide the environment and encouragement for all our students to thrive and flourish.

## Service //

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. 1 Peter 4:10

Service is a fundamental pillar of the College. We believe that service is our response to the gift of grace offered to us by Christ. It involves selfless giving and loving of others, and is about making a difference in the lives of others.

## Respect //

The following tenets provide the College with a framework for decision making and agreements about how we interact with each other:

- Build positive relationships
- Create a community where all feel they belong
- Collaborate to utilise our strengths
- Respect self and others
- Be inclusive and open-minded
- Pursue growth and learning
- Be passionate and seize opportunities

*The Lord is my shepherd; I have everything I need.* Psalm 23:1



# Demographics

Students at the College reflect the multicultural diversity of Darwin with 26 Languages other than English being spoken by students at the College, and students coming from 28 different countries. In 2015 there was an increase of 21% in the enrolment at the College with the amalgamation of the St Andrew Campus in Leanyer as well as an increase in many year levels within the College.

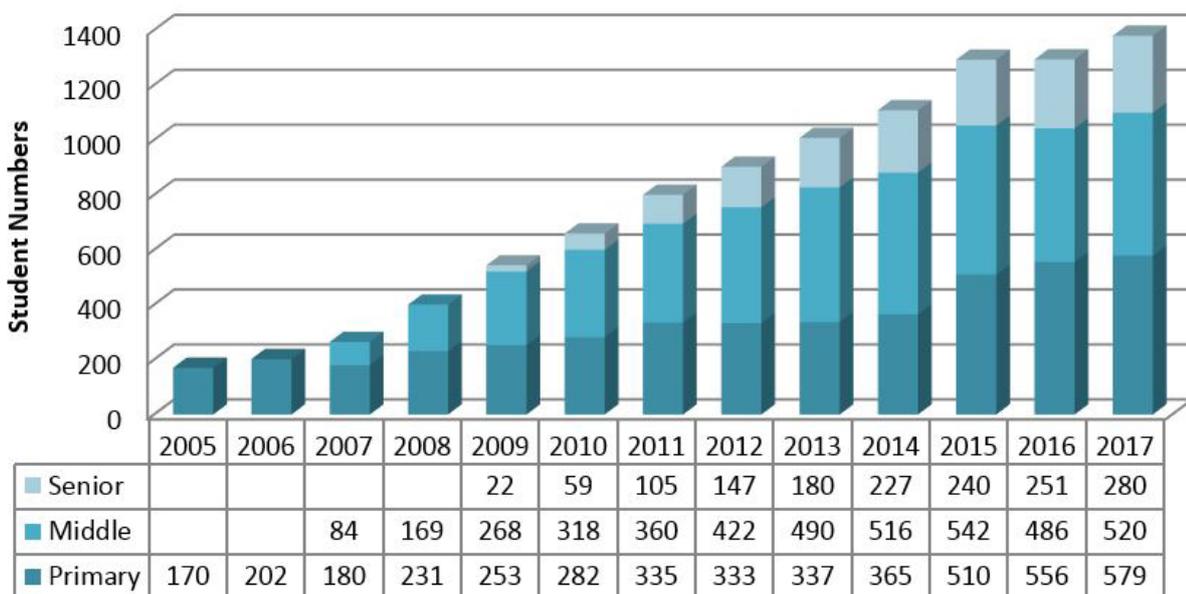
Spanning across all campuses the College has a diverse staff, with a College Principal, Deputy Principal, five Heads of School (3 Junior, 1 Middle and 1 Senior Head of School), Head of Positive Education, College Pastor and six other supportive senior leadership positions. In total, the College has 92.6 full time equivalent teachers and 44.2 full time equivalent administrative and support positions.

# Enrolment Trends

The table below illustrates the growth in enrolments at the College for the last twelve years with a predictive enrolment for 2017.

Prior to 2007 the College was a stand-alone Primary School, after this date the Middle School was opened with the Senior School opening its doors for the first time in 2009. At the start of 2015 the College amalgamated with a smaller Lutheran School and opened a third Junior School campus.

## Enrolment Trends 2005 - 2017



# College Priorities

The College Board, Principal and staff have worked together to determine the College's areas of strength, where levels of performance need to be maintained and reviewed; and those areas to be given priority for development or improvement.

## In deciding on priorities for improvement, the College has taken into account //

- Previously identified strengths and areas for improvement;
- Areas for improvement identified from the Lutheran Education Australia (LEA) Quality Schools Survey data;
- Areas relating to National and local data such as NAPLAN and ACER testing
- Areas of particular interest to College families as evidenced in parent surveys

The College has implemented a cyclic approach to School Improvement which occurs continuously over four years and is underpinned by careful monitoring and rigorous inquiry.

## The cycle consists of the following components //

1. School Strategic Plan: 2016-2019
2. Annual School Improvement Plan (ASIP) – three key areas selected each year for specific focus
3. College self-assessment and other monitoring (Table 1)
4. College Annual Report
5. External Validation through the Quality Schools data coordinated by Lutheran Education Australia

Classification	Example
Perception Data	College surveys <ul style="list-style-type: none"> <li>• Student well-being</li> <li>• Staff well-being</li> </ul>
Achievement Data	NAPLAN ACER- PAT data Student Assessment data Student Reports
Demographic Data	Enrolment Information Student Exit data
College Practices	Policies Procedures Student Awards Student Led Conferences and Parent teacher Information evenings Learning Enrichment and Support meetings Attendance data Behavioural data

(Table 1: College Self-Assessment and monitoring)

The Diagram illustrates the four year school - improvement cycle and an example of an annual cycle, within the four year cycle.



Annual goals set will be informed by the College Strategic Plan and will largely be drawn from the College Operational plan and the LEA Quality School Survey data.

Targets will be set using the SMART (Specific, Measureable, Agreed upon, Realistic, Time-Based) goal setting acronym and supported through the following questions:

- What standards are our students achieving?
- Are our standards high enough?
- What is the level of school performance in other target areas?
- What evidence do we have about our College identity and performance?
- What are the quality indicators that assist us in making judgments about our school identity and performance?
- How will our strengths be celebrated and built on?
- What should we prioritise in our Annual School Improvement Plan?

In monitoring the standards of student achievement the College routinely reviews student assessment achievements.

Through the LEA Quality Schools Data, the College also monitors and evaluates the learning, teaching, and other processes that help the students to achieve on a broad range of fronts.

### The data collates evidence in the following areas //

- Teaching Quality
- Curriculum
- Wellbeing
- School connectedness
- School improvement focus
- Religious identity, culture and ethos
- Christian Practices
- Supporting leaning
- Recognising student diversity
- Identity
- Overall satisfaction

The College practises a distributed leadership model of school leadership in order to increase academic rigor and improve academic achievement for all students. We believe that the development and growth of our students and College is a community endeavour. As such, we welcome and encourage engagement by parents and community members to further enrich the diversity of talents and experiences which contribute to the learning opportunities of students and staff.

The College's Senior Leadership Team works collaboratively with the School Improvement Steering Group (SISG) to continually monitor progress on College goals, strategies, and actions outlined in the current year ASIP to optimise the future successes of the students at the College.



# School Improvement Steering Group

The School Improvement Steering Group (SISG) has the task of monitoring the progress of the ASIPs and overseeing the analysis of data and information about the level of student achievement in the College, the effectiveness of the College environment in regard to both staff and student culture and well-being; and the level of involvement of parents in their children's education. Feedback from this group will be communicated to Heads of School through the Deputy Principal of the College regarding ongoing priorities and implementation actions for the Annual School Improvement Plan.

<b>Name</b>	<b>Position</b>	<b>Responsibility/Representation</b>
<b>Mrs Maja van Bruggen</b>	Chair of College Board	Oversight of College Strategic Plan and College Policies
	Chair of Education sub-committee for College Board	Keeping abreast of the goals, strategies, curriculum development and education outcomes at the College
<b>Mrs Rachel Boyce</b>	Principal	Oversight of the implementation of the Australian Professional Standards for Teachers
		Oversight of the implementation of elements of the LEA Growing Deep Leadership and formation framework and the National Safe Schools Framework
		Communication of the ASIP to College stakeholders
<b>Ms Elsabe Bott</b>	Deputy Principal	Implementation of curriculum review, revisions, and improvements in line with the ASIP
		Implementation of revision, improvement of assessment procedures and tasks
		Oversight of the development and review of Individual Learning Plans for students
		Alignment of staff development to ensure that the College ASIP is being fully and effectively implemented
<b>Mr Darren Boyce</b>	Head of Positive Education	Management of data analysis for the ASIP
		Coordination with the Principal for the ongoing development of the ASIP
<b>Board Members</b>	Education sub-committee members	Keeping abreast of the goals, strategies, of the College

## School Improvement Plans

# Junior Schools (3 campuses)

Year: 2017

### School Priority Area //

To improve student performance in literacy as measured by school-based assessments, NAPLAN, and other standardised tests.

### Descriptor //

To actively further students who are confident and 'at or above' a developmentally appropriate level in all areas of communication including spoken, written and aural forms.

#### Growing Deep alignment

Vocational Practices: Excellence in Learning

Improving student outcomes through systematic curriculum delivery

#### Quality School reference

QSD: 1.1 Teaching Quality

#### Current Situation

- NAPLAN and PAT data is available for Years 3 and above
- Data walls (reading and spelling) are in each Junior School to track progress
- Rubrics are created and moderated to assess student learning across campuses using ACARA and IBPYP scope and sequences
- Resources currently used to support student literacy include PM Benchmarks Tests, Literacy Pro, Soundwaves, ABC Reading Eggs, Jolly Phonics, SPELD readers, Big Universe, Daily Five, Literacy Planet, Mini-Lit and Multi-Lit as well as a wide range of classroom based resources
- Some use of literacy teaching and learning throughout Unit Of Inquiry (UOI) planning

#### Key Improvement Strategies

- Utilise baseline data to inform needs based teaching and learning programmes
- Embed literacy teaching and learning into transdisciplinary themes (UOI) more intentionally
- Upskill parents/caregivers to assist in literacy development
- Identify students requiring intervention in literacy development
- Develop effective uses of ICT in literacy
- Use formative and summative assessment strategies to inform further teaching and learning

#### Success Criteria

From 2018 onwards an established upward trend in NAPLAN literacy data

<b>Implementation Actions</b>	<ul style="list-style-type: none"> <li>• Provide targeted PD opportunities for staff to upskill current literacy teaching and learning practices and assessment strategies</li> <li>• Develop exemplars of student work to assist with grade allocations and consistent standards</li> <li>• Ensure the PYP Programme of Inquiry contains specific literacy skills and appropriate ICT</li> <li>• Provide workshop opportunities for parents and caregivers</li> </ul>
<b>Staff Responsible</b>	Heads of Junior School
<b>Milestone Timeframe</b>	<p><b>2017</b></p> <ul style="list-style-type: none"> <li>• Embed literacy teaching and learning in at least three UOI</li> <li>• PD opportunities to develop shared understandings around current literacy teaching and learning</li> <li>• Provide one parent workshop per term with a literacy focus</li> <li>• Two UOI will also utilise ICT to enhance literacy</li> </ul> <p><b>2018</b></p> <ul style="list-style-type: none"> <li>• Ongoing development of 2017 milestones</li> <li>• Embed literacy teaching and learning in at least five UOI</li> </ul>
<b>Targeted Outcomes</b>	<ul style="list-style-type: none"> <li>• All students who are 'below' the expected level in literacy will receive extra support either through teacher differentiated lessons, LSO support or the Learning Support Teacher.</li> <li>• That students' results in semester reports, NAPLAN and PAT tests show an upward trend.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Learning Support Teachers</li> <li>• PYP Coordinators</li> <li>• Data analysis from external and internal tests</li> <li>• Scope and Sequence Documents</li> <li>• Explore high quality, up-to-date resources</li> <li>• ICT to help in literacy skills</li> </ul>

## Proficiency Standards //

Students who are 'at or above' the standard have achieved the learning outcomes expected for their year level.

Students who are 'below' the standard have not achieved the learning outcomes expected for their year level. They are at risk of being unable to progress satisfactorily at school without targeted intervention.

# Year: 2018

## School Priority Area //

To improve student performance in numeracy as measured by school-based assessments, NAPLAN, and other standardised tests

## Descriptor //

To develop students who are confident and 'at or above' a developmentally appropriate level in all sub-strands of numeracy

### Growing Deep alignment

Vocational Practices: Excellence in Learning

Improving student outcomes through systematic curriculum delivery

### Quality School reference

QSD: 1.1 Teaching Quality

### Current Situation

- NAPLAN and PAT data available for Years 3 and above
- Rubrics are created and moderated to assess student learning across campuses using ACARA and IBPYP scope and sequences
- Resources currently used to support student numeracy development include Natural Maths, Prime Maths, Back-to-Front Maths, First Steps Numeracy, MLATS, Mathletics and various hands-on materials to support Maths lessons.
- Some use of numeracy teaching and learning throughout UOI planning specifically to do with data representation

### Key Improvement Strategies

- Utilise baseline data to inform needs based teaching and learning programmes
- Embed numeracy teaching and learning into transdisciplinary themes (UOI) more intentionally
- Upskill parents/caregivers to assist in numeracy development
- Identify students requiring intervention in numeracy development
- Develop effective uses of ICT in numeracy
- Use formative and summative assessment strategies to inform further teaching and learning

### Success Criteria

From 2019 onwards an established upward trend in NAPLAN literacy data

### Implementation Actions

- Provide targeted PD opportunities for staff to upskill current numeracy teaching and learning practices and assessment strategies
- Develop exemplars of student work to assist with grade allocations and consistent standards
- Ensure the PYP Programme of Inquiry contains specific numeracy skills and appropriate ICT
- Provide workshop opportunities for parents and caregivers

**Staff Responsible**

Heads of Junior School

**Milestone Timeframe**

**2018**

- Embed numeracy teaching and learning in at least three UOI
- PD opportunities to develop shared understandings around current numeracy teaching and learning
- Provide one parent workshop per term with a numeracy focus
- Two UOI will utilise ICT to enhance numeracy

**2019**

- Ongoing development of 2018 milestones
- Embed numeracy teaching and learning in at least two more UOI
- Improvement in student performance in numeracy as measured by school-based assessments, NAPLAN, and other standardised tests
- Inclusion of Numeracy skills in student presentations
- Problem-solving skills articulated throughout the scope and sequence

**Targeted Outcomes**

**Resources**

- Learning Support Teachers
- PYP Coordinators
- Data analysis from external and internal tests
- Scope and Sequence Documents
- Explore high quality, up-to-date resources
- Further physical resourcing for hands-on development of numeracy skills
- ICT to help in numeracy skills



# Year: 2019

## School Priority Area //

To improve student engagement in Science Technology Engineering Arts Mathematics (STEAM) as measured by inclusion of STEAM in assessments, and participation in performance

## Descriptor //

To develop students who are confident performers, problem solvers and users of technology to enhance their learning at or above a developmentally appropriate level.

<b>Growing Deep alignment</b>	Vocational Practices: Excellence in Learning Improving student outcomes through systematic curriculum delivery
<b>Quality School reference</b>	QSD: 1.1 Teaching Quality
<b>Current Situation</b>	<ul style="list-style-type: none"><li>• Some use of technology as tutor and limited use as contributor</li><li>• Class music lessons</li><li>• Some Drama and Art included in UOI</li><li>• Practical problem solving – design test modify at some levels</li></ul>
<b>Key Improvement Strategies</b>	<ul style="list-style-type: none"><li>• Embed STEAM teaching and learning into transdisciplinary themes (UOI) more intentionally</li><li>• Upskill parents/caregivers and using their skills to assist in STEAM development</li><li>• Identify students requiring enhancement of their skills in STEAM</li><li>• Encourage risk taking</li></ul>
<b>Success Criteria</b>	STEAM becomes an identified main stream inclusion in transdisciplinary themes
<b>Implementation Actions</b>	<ul style="list-style-type: none"><li>• Provide targeted PD opportunities for staff to upskill current STEAM teaching and learning practices and assessment strategies</li><li>• Develop contributors to the online world</li><li>• Ensure the PYP Programme of Inquiry contains specific STEAM skills and ICT as an appropriate tool</li><li>• Provide workshop opportunities for parents and caregivers</li></ul>
<b>Staff Responsible</b>	Heads of Junior School

## Milestone Timeframe

### 2019

- Embed STEAM in at least two UOI
- PD opportunities to develop shared understandings around current STEAM implementations in other institutions
- Provide a parent workshop with a STEAM focus
- Two UOI will also utilise ICT as an appropriate enhancing tool

### 2020

- Ongoing development of 2017 milestones
- Exhibitions, Student-led Conferences and presentation nights feature STEAM demonstrations/performances as a routine part of the program

## Targeted Outcomes

## Resources

- Practical problem solving activities
- Coding/robotics resources
- Dance, drama, visual art and music resources
- Enhances area to perform (stage blocks at each campus)
- Appropriate student connectivity
- Access to a range of IT platforms



## School Improvement Plans

# Middle School

Year: 2017

### School Priority Area//

To improve student wellbeing as measured by school-based surveys, and student reflections.

### Descriptor //

To develop students who are confident and resilient problem solvers to enhance their learning and student culture and togetherness.

#### Growing Deep alignment

Vocational Practices: Excellence in Learning

Quality pedagogical practices

#### Quality School reference

QSD: 1.3 Wellbeing

#### Current situation

- Some students in the Middle School have indicated the school does not care about their wellbeing, this is at odds with the perception of teaching staff
- There is perception from students that some teachers are inconsistent in their implementation of the College Behaviour Management policies within the Middle School, this is also the perception of some teachers
- Some Middle School students believe their teachers do not care about them, however most of the teaching staff state that they care about all students in their classes
- Most students believe they have a good network of friends at school and that they are physically and emotionally safe at school
- A large majority of students feel they are encouraged to recognise and respect the views of all students and how to behave well at school.

<b>Key Improvement Strategies</b>	<ul style="list-style-type: none"> <li>• Social Emotional Learning curriculum implemented in 2017</li> <li>• Implement Conduct and Relationships policy and procedures consistently within the Middle School</li> <li>• Year level goals implemented by staff to ensure improvement in student behaviour and consistency in the implementation of the Conduct and Relationships policy.</li> <li>• Increase opportunities for support networks between year levels and classes, including buddy classes and wellbeing activities.</li> <li>• Research the benefits of a vertical house system at a Middle School level</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• 90 % of students believe the school cares about their wellbeing</li> <li>• 75 % of students believe behaviour management systems are applied consistently</li> <li>• 90% believe their teachers care about them</li> <li>• Students reflect positively on the buddy system implemented within the sub schools</li> </ul>
<b>Implementation Actions</b>	<ul style="list-style-type: none"> <li>• Buddy groups implemented in Year 6 and 12 and Year 9 and 2</li> <li>• Survey staff on their ideas and goals for the Middle School in the next 3 years</li> <li>• Stronger student voice in generating ideas for developing the Middle School</li> <li>• Middle School SRC class representatives rotate every term to ensure greater student involvement.</li> <li>• Explore opportunities for greater student leadership involvement within the Middle School</li> <li>• Middle School behaviour expectations targeted in a variety of ways to ensure consistency is achieved (staff meetings/YLA meetings, student assemblies)</li> </ul>
<b>Staff responsible</b>	Head of Middle School, Year Level Coordinators
<b>Milestones Time frame</b>	<ul style="list-style-type: none"> <li>• End of Term 1: Student survey on how student buddy system is going</li> <li>• End of Term 2: Staff reflections on implementation of Conduct and Relationships procedures</li> <li>• End of Term 3: Comparative report on Staff and Student wellbeing data (March/Oct)</li> </ul>
<b>Targeted outcomes</b>	<ul style="list-style-type: none"> <li>• Conduct and Relationships procedures consistently implemented</li> <li>• Improvement in student behaviour</li> <li>• Improvement in student perception of their value and connectedness to the College.</li> </ul>
<b>Resources</b>	Teaching staff, Learning support staff, Year level coordinators

# Year: 2018

## School Priority Area //

To improve student performance in literacy as measured by school-based assessments, NAPLAN, and other standardised tests.

## Descriptor //

To develop students who are confident and at or above a developmentally appropriate level in all areas of communication including spoken, written and aural forms.

### Growing Deep alignment

Vocational Practices: Excellence in Learning

Improving student outcomes through systematic curriculum delivery

### Quality School reference

QSD: 1.1 Teaching Quality

### Current Situation

- NAPLAN and PAT data is available for Years 6 and above
- Student Academic Tracking process not in place
- Internal assessment scores moderated to assess student learning (using IBMYP achievement levels)
- Some use of literacy teaching and learning throughout Language and Literature subject planning

### Key Improvement Strategies

- Utilise baseline data to inform needs based teaching and learning programmes
- Investigate the use of single sex classes Language and Literature/Mathematics classes (Year 8/9) to enhance student outcomes
- Embed literacy teaching and learning into interdisciplinary themes more intentionally
- Identify students requiring intervention in literacy development
- Develop effective uses of ICT in literacy
- Use formative and summative assessment strategies to inform further teaching and learning

### Success Criteria

From 2019 onwards an established upward trend in NAPLAN literacy data

### Implementation Actions

- Where possible male teachers used to teaching boys classes
- Data walls created for reading and writing levels to track student progress
- Provide Professional Learning opportunities for staff to increase their knowledge of boys and the environments needed to facilitate learning
- Provide targeted Professional Development opportunities for staff to upskill current literacy teaching and learning practices and assessment strategies
- Provide workshop opportunities for parents and caregivers in the merits of single sex classes

<b>Staff Responsible</b>	<p>Head of Middle School</p> <p>MYP Coordinator</p> <p>English LAC</p> <p>Deputy Principal</p>
<b>Milestone Timeframe</b>	<ul style="list-style-type: none"> <li>• Start of term 1: Baseline Literacy data collected (PAT-R) for comparative data</li> <li>• Semester one: Report data used for initial comparisons in student outcomes and improvements</li> <li>• Term 3: NAPLAN/PAT-R/Report data used to triangulate student improvements</li> </ul>
<b>Targeted Outcomes</b>	<ul style="list-style-type: none"> <li>• Students' results in semester reports, NAPLAN and PAT tests show an upward trend.</li> <li>• Students respond positively to Quality School Survey section 1.1 in reference to teachers catering for diversity within a classroom</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Current research into boys education and best practice pedagogy</li> <li>• MYP Coordinator/Learning Area Coordinators/Learning Support team</li> <li>• Data analysis from external and internal tests</li> <li>• Scope and Sequence Documents</li> <li>• ICT to help develop literacy skills</li> </ul>



# Year 2019

## School Priority Area //

To enhance the implementation of the Approaches to Learning (ATL's) as techniques for students to use to develop greater autonomy in their learning.

## Descriptor //

Approaches to Learning taught specifically and purposefully across the Middle School according to the developed Scope and Sequence.

### Growing Deep alignment

Vocational Practices: Excellence in Learning  
Quality pedagogical practices

### Quality School reference

QSD: 1.1 Teaching Quality

### Current situation

- ATL's currently mapped across the curriculum for Years 6-10
- Different levels of implementation across subjects and year levels
- Explicit teaching of ATL's is limited
- Limited professional development for new teachers to the College (since 2014) in the ATL model and reasons for its use

### Key Improvement Strategies

- Increased awareness and use of ATL's by all teaching staff
- Opportunities for staff to develop understanding of ATL's scheduled throughout the year
- Assessment tasks developed with ATL's embedded within them, with specific reference made to the ATL's within the Task Specific Clarifications of the achievement levels

### Success Criteria

- All classrooms have subject specific ATL's displayed
- Majority of students at each year level can articulate the ATL's they use within their subjects
- Teachers believe students have developed a greater autonomy in their learning
- Students believe that the school is helping them to learn at their best

### Implementation Actions

- Development of visual aids/displays of various ATL's in classrooms
- Workshops scheduled throughout the year for staff to improve their understanding of how to embed the ATL's within their teaching
- Time allocated within in Learning Area Meetings to plan and develop the use of ATL's within assessment tasks

<b>Staff responsible</b>	<p>Head of Middle School</p> <p>MYP Coordinator</p> <p>Learning Area Coordinators</p> <p>Deputy Principal</p>
<b>Milestones Time frame</b>	<ul style="list-style-type: none"> <li>• One staff meeting allocated each term for the development of the ATL model</li> <li>• Student reflections for reports (Semester 1 and 2) include a reference for an ATL skill developed</li> </ul>
<b>Targeted outcomes</b>	<ul style="list-style-type: none"> <li>• Increase to 90% response rate in QSD 1.1 (independent learner) and QSD 2.1 (learn my best)</li> <li>• A minimum of one assessment tasks for each subject at each year level has an ATL embedded within it</li> </ul>
<b>Resources</b>	<p>ATL models</p> <p>ATL Scope and Sequence</p>



## School Improvement Plans

# Senior School

Year: 2017

### School Priority Area //

To improve student capacity, empowerment and accountability in the Senior School.

### Descriptor //

To enhance student tracking, graduate empowerment and further develop and strengthen the implementation of the College Academic Progression policy.

#### Growing Deep alignment

Vocational Practices: Excellence in Learning

Quality pedagogical practices

#### Quality School reference

QSD: 1.1 Teaching Quality

#### Current situation

- Strong tracking process in place with an emphasis on communication, support and streamlined interventions to improve student outcomes and support for teachers
- Lack of real student accountability for their education therefore students may be leaving without capacity to be successful in the challenges that lie ahead in life after school
- Strong process around students meeting their commitments including drafting and final assessment deadlines
- Strong process around internal communication of student performance, albeit underutilised by general teaching staff

#### Key Improvement Strategies

**Capacity** – Continued focus and committed approach to tracking students over capabilities in key areas of assessment performance including use of drafting process, understanding of the performance standards, meeting final deadlines, study skills, class work, organisation and other meta-capabilities.

**Empowerment** – Draw a distinct line on the expectations and responsibilities of students in the College's Senior School and what consequences will be enforced as a result of students not meeting those expectations.

**Accountability** - Stronger and earlier student promotions policy at Year 10 – 12 including a 90% attendance and C/4 grade average in all subjects.

**Success Criteria**

- High performing students in expectations and adherence to their key responsibilities as Senior School students
- Increased understanding of what it takes to be successful in Senior School and life beyond
- Students possess or are working towards obtaining the meta-capabilities to ensure a smooth transition to life after school. That is, they have graduate empowerment.
- All Senior School students achieve 90% attendance and a C/4 grade average by end of 2017 school year

**Implementation Actions**

- Strong and more rigid promotions policy with strict consequences and alternate pathways for individual students identified
- Continued refinement of tracking process
- Review with students, parents and teachers on roles and responsibilities

**Staff responsible**

Head of Senior School

Curriculum and Career Pathways Coordinators - operational responsibility

House Coordinators with interventional responsibilities

**Milestones Time frame**

End of 2017, but road sign targets by end of Terms 1, 2 and 3

**Targeted outcomes**

- 90% attendance
- C/4 grade average across Years 10-12 by end of Term 3 and if not their pathway has been altered to accommodate their situation and needs
- 50% decrease in the total students missing draft and final deadlines
- 50% decrease in the total students of concern for low grades

**Resources**

- Human resources of Curriculum and House/Wellbeing Coordinators
- Spreadsheet of student assessment results and performance in meta-capabilities
- SEQTA reports and database



# Year: 2018

## School Priority Area //

To improve teacher capacity in the Senior School.

## Descriptor //

Further strengthen effective:

- teacher communication with parents and students
- teacher accountability and performance reviews
- each teacher's capacity to improve through the school providing guidance

### Growing Deep alignment

Vocational Practices: Excellence in Learning

Culture which values excellence and creativity and promotes learning

### Quality School reference

QSD: 1.1 Teaching Quality

### Current situation

- Some teachers take personal responsibility for student outcomes, however, there is some disconnection with students in some classrooms
- Some teachers communicate with parents on a regular basis, however, this is inconsistent across the year levels

### Key Improvement Strategies

**Teacher Communication** - Relationships with students, guidance through College Conduct and Relationships policy, greater understanding of requirements of communication.

**Teacher Accountability** - Review of Stage 2 (Year 12) results from previous cohort.

**Teacher Capacity** - Teachers' professional development through networking and in-school mentoring/coaching developed through Growth Coaching model. Ensure the highest level of resourcing and planning opportunities are given to staff. NTCET focus in Years 10-12.

### Success Criteria

- Improved classroom climate
- Improved and consistent communication between parents, students and classroom teacher
- Improvement in student grade average and attendance
- Decrease in student behavioural issues
- Decrease in parent and student complaints

<b>Implementation Actions</b>	<ul style="list-style-type: none"> <li>• Stage 2 review grades meeting with teacher, curriculum coordinator and Head of Senior School</li> <li>• Growth Coaching the Profession Learning Group implementations across the college. This will eventually include coaching, lesson observations and greater in-school professional development</li> <li>• Process review on communication to parents using SEQTA and personal phones calls</li> <li>• Professional learning workshops scheduled to provide teachers with opportunities to develop student centred pedagogies and positive behaviour strategies</li> </ul>
<b>Staff responsible</b>	<p>Head of Senior School</p> <p>Curriculum Coordinators (MS/SS)</p>
<b>Milestones Time frame</b>	Improvements in targeted outcomes (implementation and communication stages), are met by end of 2018
<b>Targeted outcomes</b>	<ul style="list-style-type: none"> <li>• Decrease in parent and student complaints regarding staff and lack of communication</li> <li>• 70% reduction in behavioural issues referred by class teachers (as noted on SEQTA)</li> <li>• Increased teacher wellbeing survey results (internal audit)</li> <li>• All Stage 2 teachers are interviewed in Term 1 of each year reviewing results, Learning Assessment Plans (LAP's) and improvements that can be made. Focus on targeted improvements upon reflection of the last year</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Human resources of teachers, Curriculum and House/Wellbeing Coordinators</li> <li>• Spreadsheet of Stage 2 results</li> <li>• SEQTA reports and database</li> </ul>



# Year: 2019

## School Priority Area //

Continue to improve student engagement in the Senior School.

## Descriptor //

- Enhance student co-curricular involvement
- Increase opportunities for students to be involved in experiential activities
- Strengthen Sub-school and House culture
- Build greater involvement in sStudent Leadership Program

### Growing Deep alignment

Vocational Practices: Excellence in Learning

Culture which values excellence and creativity and promotes learning

### Quality School reference

QSD: 2.1 Improvement Focus

QSD: 4.2 Developing Strategic Partnerships

### Current situation

- Engagement in co-curricular activities
- Engagement in leadership both formal roles and informal situations
- A sense we are building School and House culture of inclusivity and positive relationships
- Lack of experiential experiences in the Senior School, particularly at Year 10

### Key Improvement Strategies

**Co-curricular** – Continue to promote and increase co-curricular activities, however, not at the expense of curriculum time.

**Experiential Activities** - Increase student exposure in experiential activities with particular emphasis at Year 10, focussing on cultural experiences, getting students outside their comfort zones, improving peer and adult relationships, leadership opportunities.

**Sub-School & House Culture** - Increased student involvement in House Carnivals and external activities with fellow schools in the local area.

**Student Leadership** – Continue to improve the student leadership agenda through the Senior School by focussing on Year 10 and Year 11 involvement. Continue to expose students by extending the Senior School activities that they can lead.

### Success Criteria

90% of students are involved with three or more co-curricular activities per year

Increase the range of activities offered, including sports, the arts and cultural pursuits

**Implementation Actions**

- Implement a two week block in Term 2 for students called Week Without Walls where students can choose between a number of different experiential activities
- Increased student attendance and involvement in House Carnivals
- Increased number of activities completed with neighbouring schools
- Greater promotion of co-curricular activities in assemblies and use of marketing/on line tools
- Greater promotion of service opportunities for students
- Review Senior School Student Leadership program to incorporate Year 10 and 11 students

**Staff responsible**

Head of Senior School

House Coordinators

**Milestones Time frame**

The purpose is if students have greater exposure to a range of activities they feel connected to their education and its outcomes

**Targeted outcomes**

- End of 2019 90% involvement in three or more activities across the Senior School
- New Senior School Student Leadership Program
- 20% increase in number of activities on offer
- New Year 10 Experiential Program up and running with 90% attendance

**Resources**

- Human resources of Curriculum and House/Wellbeing Coordinators
- SEQTA reports and database of student involvement in various activities offered



# Annual Operating Plan

Central to the success of the School Improvement Plan is the development of an Action Plan which supports the key implementation strategies and sets out clearly the actions required to achieve them. The Action Plans written for each Sub-school of the College outline the strategies to be implemented for improvement.

## **The Action Plan includes //**

- clear statements of the intended improvements in learning
- the aspects which have been identified for development;
- the action to be taken to effect the improvement;
- the staff who will be responsible for implementing the strategies;
- the resources required, including those for staff development needs;
- the time the process will take;
- the success criteria to be used to evaluate improvement; and
- the strategies for monitoring and evaluating the progress made

## **At the end of each year the reflection completed on the Action Plan will include a section on //**

- staff performance enhancement
- staff development
- an overview assessment of the progress across the annual plan over the previous year.

# Evaluation of Strategies

The School Improvement Plan is reviewed annually by the SISG, to gauge the effectiveness of its planned strategies in terms of progress towards the achievement of objectives, and to identify any changed conditions, needs or priorities that require adjustments to the plan.

It is also an opportunity for the College to consult with the College community, reflect on its data, and review improvement planning processes.

The strategies selected in the ASIP will strengthen the College's core academic program and will increase the amount and quality of learning time whilst addressing the wellbeing needs of the students at the College.



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