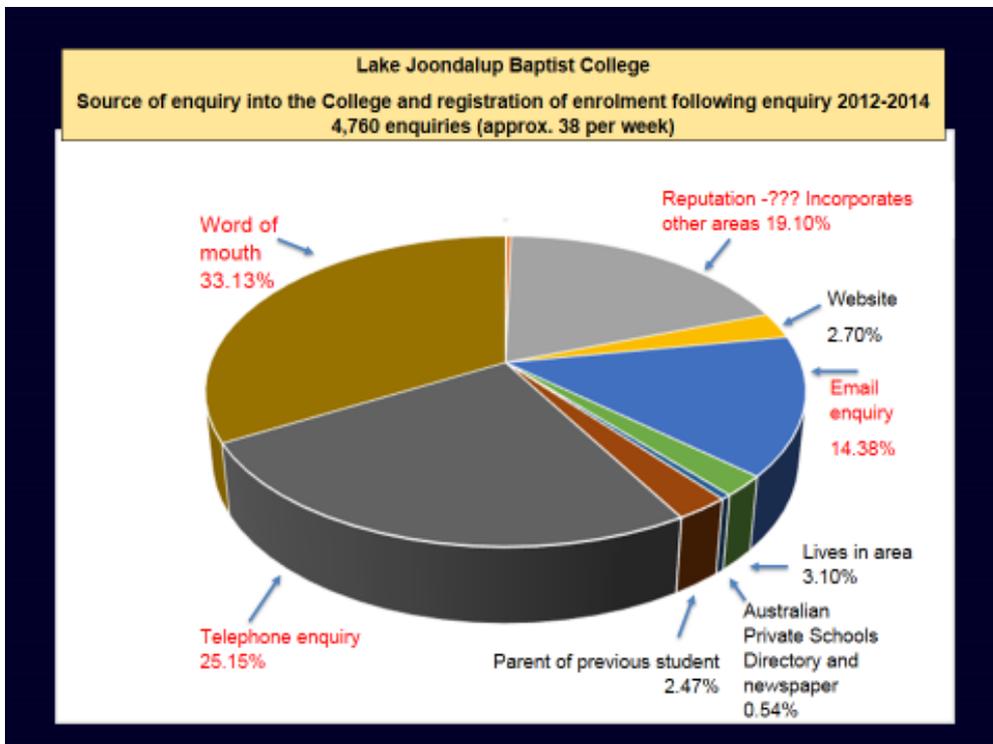




Lake Joondalup Baptist College School Improvement Planning

Dawn Clements College Principal

The interest for student enrolment in the College is now strong as is the interest in staff recruitment. We attribute the growth in our College profile to several factors. Our academic achievement into the top band of excellence over the last two years has doubled student registration of interest and staff recruitment interest. The new vision of our Strategic Plan which outlines in detail our College context, ethos and goals has also provided a framework for outcomes which has brought contextual direction and success and we will measure our performance indicators in 2017. The established and trusted history of the College and the current innovation in projects that are part of our school improvement have all contributed to the current growth of interest in the College. Changes in structures and operational practice and staff development have also enhanced our performance and community relations. Our professional networks with educational leading organisations have increased. We are in a time of Capacity building. Below is a pie graph showing sources of interest in the College over the two years 2012-2014.



In Term 4 of 2012 we conducted a whole community survey which led to the development of the Strategic Plan and its goals written by the College Principal in consultation with

Leadership and the Board and launched in 2013. The community version of the plan is found on the College website and a staff version which details in fine grain, the strategies and performance indicators is found in College documents on our portal for staff.

We appreciate the data that our parents, students, staff and the Board provided for the development of our Strategic Plan and we will honour and work towards achieving the goals and strategies our community consultation has endorsed and expected. Early in 2017 we intend to conduct a full community survey to measure our success rate.

In addition to the Strategic Plan, and as a result of the strategies in the Strategic Plan, we have conducted a full leadership survey on our progress in the nine domains of the National Schools Improvement tool and the Students First Key Reform Areas. As a College we have ascertained from data provided by College Leadership that we are currently tracking in the medium to high band – we are specifically ‘high’ for our performance in the nine domains of the National Schools Improvement tool and specifically ‘medium to high’ in processes to meet student needs under the Students First Reform Areas. This is because we still have work to do on empowering student voice and engagement.

Curriculum

As part of our work towards meeting student needs the Dean of Studies, Deans of Primary and Principal, have created a substantial School Curriculum Plan for Primary and Secondary students and we have created review and evaluation plans for curriculum together with policies for assessment and reporting. We review and analyse student learning through our mapping of the curriculum and the tracking of student performance data. Our Curriculum Improvement Plan is built on the tenets of understanding the needs of the whole child and identifying the areas that we seek to address in order to support the key points identified in the College Strategic Plan, most specifically under the key goal and initiative of Achievement. Our Curriculum team collectively endeavours to build ‘a whole college culture of achievement’ by ‘moving students forward’. Achievement for us is simply to provide opportunities for our students to achieve their best.

Our curriculum plan is informed by the following documents:

- The College Strategic Plan
- The Key drivers of the Australian Curriculum and the Melbourne Declaration on Educational Goals for Young People
- The National School Improvement Tool

Additionally, the theories and work of Richard Allen, Andy Hargreaves, Dennis Shirley, John Hattie, Douglas Fischer, Nancy Frey and Michael Fullan play a significant role in the thinking behind Curriculum Improvement in the College. The drive towards creating a campus and learning community with an education philosophy that espouses all that is pertinent in 21st Century learning has been identified as key to our way forward. Our teachers generally adopt a constructivist approach to teaching that being that “as the teacher speaks, they believe students are processing the information and constructing meaning from it based on a wide range of factors” (Allen, R.H 2010 p.7) and this thinking will provide the springboard for the College Learning Philosophy and the Learning Framework. As a result of this focus area our teachers seek to build from a platform of enquiry based learning and explicit teaching practice.

Our Curriculum improvement Plan document responds to three distinct areas:

1. National Imperatives (systemic)
2. State Imperatives (systemic)
3. School Imperatives

We also recognise that the areas of Primary teaching and Learning and Secondary teaching in the College are at times somewhat different in their approach and that this difference must be acknowledged.

Our Early Learning Programs are working with the practices of EYLF (Early Years Learning Framework) and we have created a National Quality Schools Quality Improvement document to assess performance. We have a K-12 curriculum scope and our staff collaborate for every stage of development in learning. We have appointed a Dean of Primary for the early years JK-2 and a Dean of Primary for the upper primary years 3-6.

We have engaged software to assist our processes such as Atlas Rubicon and we use available data from PAT testing, NAPLAN, MYAT and other forms of testing. We implemented in 2015 an enhanced Learning Technologies platform for improved student curriculum access through SEQTA.

Please see the appendix at the end of this document to view the details of our curriculum improvement plan.

Pastoral Care

We have, in preparing for our student growth in enrolments and in meeting the needs of 21st century students, announced the expansion of our Care Department during 2015. This initiative presented an increase to six Houses, the appointment of Secondary Heads of House for the two new Houses, two new Chaplains, a new appointment to the Head of Christian Education, two Mentors for the Year bands of 7/8/9, 10/11/12, Primary Team Leaders and Primary House Leaders. We have developed together with our external consultants from the CIRCLE team, a new framework for Pastoral Care which we call our 'Wings' project. Our framework for Care is based on the Positive Education model. We have recently improved and updated our student safety policies and procedures and we have been active on gathering data and analysing data from student wellbeing surveys. With an ever changing world around us the Pastoral care needs of students have considerably changed over the last few years. There has been an increase in anxiety and a lack of coping mechanisms amongst students in Australian schools. Research has found students with poor mental health experience substantial challenges with their learning and school performance. Evidence suggests that up to 14% of adolescents experience a mental illness, with depression and anxiety being the most prevalent conditions. The relationships amongst students have altered too, a factor could be the increased use of technology and the lack of interpersonal interactions with each other. Our goal is to provide a student focused support model.

Positive Education

Our vision implemented by the Dean of Students and Deans of Primary, for the pastoral care team at the College is to allow our staff and students to develop by building a positive culture that places wellbeing at the core of education. As a College we aim to implement the Positive Education Model as an ongoing journey encouraging the whole school approach to support individual students to 'Grow with Confidence'

The model is made up of six domains, those being

- positive relationships
- positive emotions
- positive health
- positive engagement
- positive accomplishment, and
- positive purpose, which are integral to student wellbeing and flourishing.

The positive relationships focus on helping students develop social and emotional wellbeing skills in order to create and promote strong, nourishing relationships with self and others. Research has found that students who find school a positive social experience also demonstrate strong academic performance.

In the Primary school under the “Kids Matter” umbrella, the team sought the most effective Social and Emotional Learning programs, and after consultation with Kids Matter, the PATHS (Promoting Alternative Thinking Strategies) programs have been adopted and embraced. This has been made possible through AISWA. The school has acquired a set of PATHS kits for each year level. An implementation plan was devised to have all of the staff trained and using the PATHS program by 2015, including incorporating this into General Capabilities and the Health Curriculum as well as whole school implementation points such as Assembly, the School Radio Program, physical reminders in the school playground and daily devotions.

We have accessed programs such as Friendly Schools Plus, in the Primary school and the material for Secondary schools has just been released which we will consider within the whole scheme.

We are currently using some of the Mind Matters Material in Health Education and Christian Education and it is used as one of a number of resources for Secondary Connect Groups. As we move further into using the whole school Health Framework, we will be recommending that a team of staff complete a two day Mind Matters training course which will give a solid understanding of the framework. We are investigating workshop dates.

Our School Improvement Plan also embraces a Protective Learning Behaviours Curriculum which is also included under the General Capabilities of the Australian Curriculum. The Personal and Social capability learning continuum is organised into four interrelated elements of:

- Self-awareness
- Self-management
- Social-awareness
- Social-management

At the College we are currently teaching a considerable proportion of a protective behaviours curriculum through a number of learning areas, those being Health & Physical Education programs and through the Connect program and House Assemblies in the Secondary College.

The Connect group structure was initiated in 2014. Each Connect class has 18-24 students who are grouped according to their year level. The intention is for students to remain with the same teacher for their entire time at the College. This gives the teacher and the students the ability to develop relationships with both parents and students in their care.

In addition to our 'Wings' project, our Heads of House attended a four day program at Geelong Grammar which provided for our staff, a thorough insight into the science of Positive Psychology to experience first-hand, many of the concepts taught in Positive Education classes, bringing the philosophy alive to our school context.

Participants understood skills which model Positive Education

- Nurture and sustain positive relationships
- Promote and prolong positive emotion
- Foster mindfulness and build resilience
- Enable and encourage the state of flow
- Cultivate a growth mindset
- Promote a deeper understanding of one's meaning and purpose
- Increase awareness of character strengths in self and others

Pastoral care staff continually undergo Professional Development in order to support the wellbeing of students at the College. Two Heads of House have completed the One Life Gatekeeper: Suicide Prevention Training offered by AISWA

Certain staff in the Primary have completed the PART: Predict, Assess and Respond to Challenging/Aggressive Behaviour course. This is an accredited course, designed to train staff to manage difficult and aggressive situations while maintaining Duty of Care obligations.

The Department of Education and Children's Services in South Australia have developed a Preschool to Year 12 curriculum entitled: Keeping Safe: Child Protection Curriculum. It deals with Child Protection, Bullying, Violence and Child Protection which we will use to supplement our Protective Behaviours Connect program.

We complete our annual risk assessment for Care practices and student safety which is submitted to the Board every June. This audit provides our Board with updated yearly information regarding our safety programs and policies for our duty of care to our students.

Staff Development program

Our staff participate in a Quality Teacher Development Program (QTDP) under the 2015 creation of a specific Managerial portfolio at the College within the Strategic Plan.

The QTDP calls for the support of a performance and development culture at the College. A performance and development culture is characterised by a clear focus on improving teaching as a powerful means of improving student outcomes. The principles of our QTDP is a National requirement and reflects the underlying philosophies and fundamental principles of Lake Joondalup Baptist College and is articulated in the Strategic Plan.

The Quality Teacher Development process is designed to provide all teachers with frequent, constructive feedback on their teaching and access high quality support to improve their practice.

The purpose of the Quality Teacher Development process is:

- To motivate teacher and school improvement
- To identify teacher development needs
- To align teachers' work with the College strategic plan and other priorities
- To build the professional capacity of teachers to improve their teaching practice so that they are better able to fulfil the requirements of the College improvement plan and hence the needs of the students.

- To build a culture of professional learning and reflective practice marked by a shared pedagogical language, increased professional discussion/ collegial trust
- To build a culture of teamwork in which teachers help each other to improve their professional practice and demonstrate a willingness to take on leadership responsibilities
- To recognise and celebrate teachers' work
- To improve outcomes for students. The Framework defines student outcomes broadly to include student learning, engagement in learning and wellbeing, and acknowledges that these can be measured in a variety of ways.
- To occur in a cycle which provides a focus for developing and refining teaching and recognising the entitlements of teachers to receive feedback and support.
- To encourage all teachers to have a set of documented and regularly reviewed goals related to both performance and development, ensuring teacher and College accountability

Quality Teacher Development Cycle

Individualised Development Plans

At the beginning of the year, all teachers craft an individualised development plan that identifies specific areas of development that are tied directly to the AITSL domains of teaching. This plan gives teachers and school leaders a clear roadmap for professional development based on individual experience, prior knowledge, content area, and individual career goals.

Class Observations

Teachers will receive at least two classroom observations over the course of the school year. Additional observations of any length are at the discretion of the Professional Peer. Each of the two required observations shall be at least 30 minutes in length. Additional observations may be longer in length if required. Classroom visits of less than 30 minutes are deemed walkthroughs

After each of the two **required** 30-minute observations, Professional peers provide written feedback using the Professional Peer Observation Feedback Form **and** hold a post-conference with teachers within 10 instructional days from the date of the observation. A post observation conference must occur after each of the two required 30-minute observations, but is discretionary following any additional observations.

Annual Conferences

Goal Setting Conference

All teachers with the results of the AITSL Self-Assessment Tool and their Professional Peer set three annual professional learning goals, one from each domain, for improving their teaching according to the National Professional Standards for Teachers and student achievement for each class. Teachers are to establish a minimum of one to a maximum of three goals relating to their instructional setting. At least one of the goals must directly address student achievement and be measured by an appropriate assessment.

Progress Conference

- Professional Peers will provide teachers with comprehensive, constructive feedback on the chosen area of development to date.

- Professional Peers and teachers will adjust professional learning goals and update the development plan as necessary.
- Professional Peers and teachers will discuss the teacher's performance rating according to the AITSL Professional Standards for Teachers and what may be required to move to the next level.

End of Year Conference

- Professional Peers provide teachers with constructive comprehensive feedback on performance to date.
- Professional Peers will provide teachers with performance ratings according to the Observation Feedback Form for the selected goals.
- Professional Peers and teachers will discuss preliminary professional learning goals for the next year and update the development plan as necessary.
- Conferences cannot be waived.

The AITSL Professional Standards for Teachers comprise seven standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping

The Standards are grouped into three domains of teaching:

1. Professional Knowledge

Know content and how to teach it
Know students and how they learn

2. Professional Practice

Plan for and implement effective teaching and learning
Create and maintain supportive and safe learning environments
Assess, provide feedback and report on student learning

3. Professional Engagement

Engage in professional learning
Engage professionally with colleagues, parents/carers and the community

Within each Standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead.

We are excited by the developing culture for attaining high professional standards amongst our staff and our QTDP is our College program and response to another objective of our Strategic Plan and school improvement plan.

Business

We have created a school business plan based on projected numbers of enrolments and projects for which we have strategized. Our progressing building plans are part of the current landscape that is changing to meet our growing needs as a result of increased student numbers and improved facilities.

Our Directors of the Board, Chairman, Executive Director Business & Finance and College Principal meet regularly to discuss the progress and needs of the College which is also discussed at regular building and finance meetings of the same personnel.

Supporting Documents

Our Strategic goals, strategies and performance indicators are outlined in our Community and Staff working documents of our Strategic Plan 2013-2016 which can be accessed through the College website.

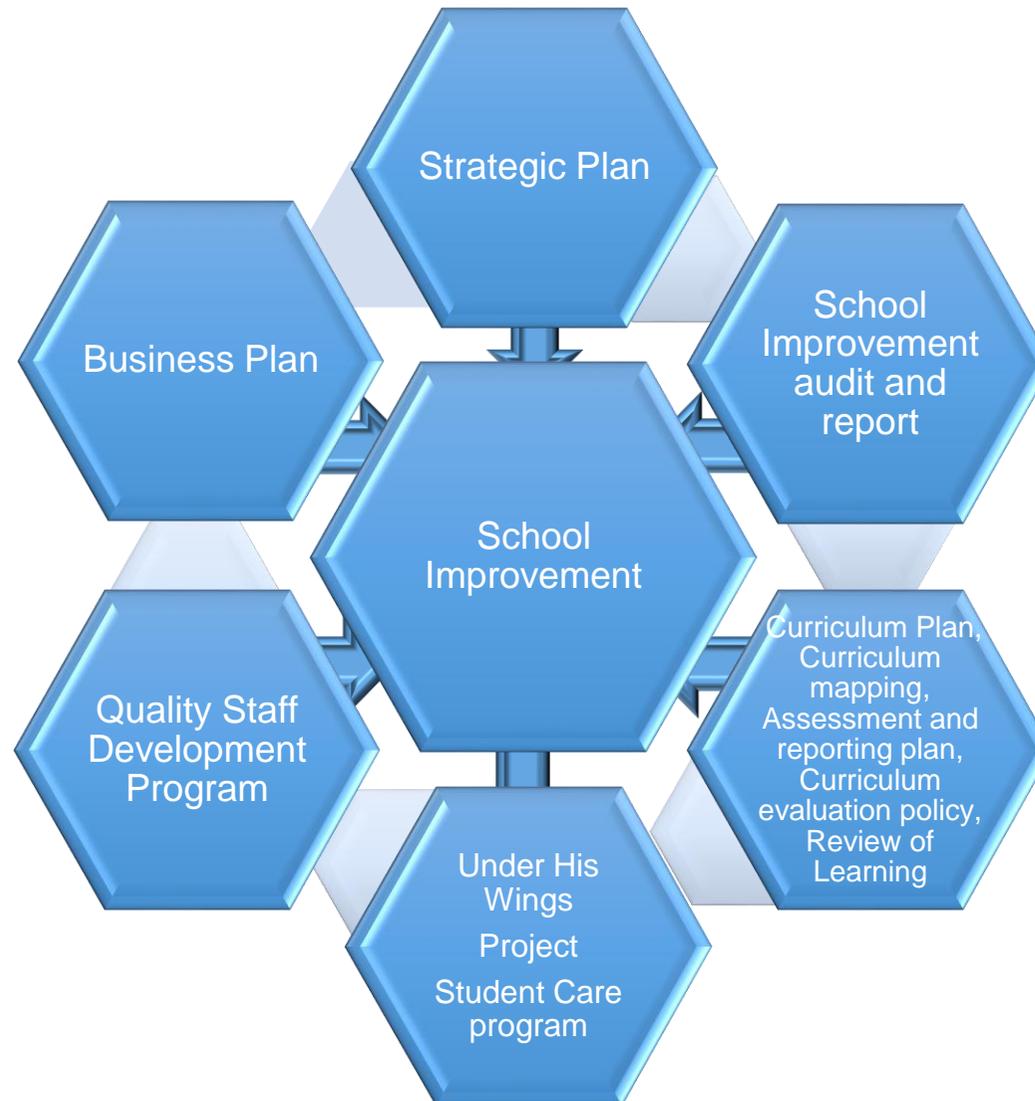
Please read our Strategic Plan document in relation to this School improvement planning document to gain an understanding of the whole school plan. Supportive documents such as the Curriculum Plan, Business Plan, Quality Teacher Development Program, the Under His Wings Project are all incorporated in our school improvement planning as indicated by the diagram overleaf.

The following diagram represents the components of our school improvement planning. The table following presents the results of our school improvement audit, recommendations and outcomes from our school audit for school improvement with respect to the National Schools Improvement tool and the nine Domain areas and the Students First Reform Areas.

The Appendix following presents an overview of our Curriculum Improvement plans.

Lake Joondalup Baptist College is a vibrant education organisation offering quality education and standards. We are proud of the work we do for our students and we are consistently engaging in ways to improve our outcomes. Our Strategic Plan has launched several initiatives which have been central to our school's improvement.

Components of School Improvement



The following table indicates the calculated overall ratings for school improvement criteria at the College (2014/5)

Summary of Data with reference to National Students First agenda in the 5 Reform areas for schools: Lake Joondalup Baptist College K-12

National School Improvement Tool	Domain 1 rating An explicit improvement agenda	Domain 2 rating Analysis and discussion of data	Domain 3 Rating A culture that promotes learning	Domain 4 Rating Targeted use of school resources	Domain 5 Rating An expert teaching team	Domain 6 Rating Systematic curriculum delivery	Domain 7 Rating Differentiated teaching and learning	Domain 8 Rating Effective pedagogical practices	Domain 9 Rating School-community partnership	Total: Students First
Quality Teaching					High		High but inconsistent			High but inconsistent
Quality Learning			High			High	High but inconsistent			High but inconsistent
Empowered School Leadership								Medium	Medium to High	Medium to High
Meeting Student Needs		Medium		Medium					Medium to High	Medium to High
Transparency	High								Medium to High	Medium to High
Total: National School Improvement Tool	High	Medium	High	Medium	High	High	High but inconsistent	Medium	Medium to High	H / M

Students First

Conclusions from the school improvement audit: Reform Area - Transparency

- Lake Joondalup Baptist College (LJBC) is tracking very well as a provider of education. The College, as evidenced through the school improvement audit is [rated on the perimeter of High performing](#) at this point in time
- Several [cultural changes](#) lead by leadership, together with staff contribution to team work, have empowered the school to move towards high functioning, through *encouraging quality teaching as a priority, targeting improvement agendas in culture, raising academic achievement, targeting PD opportunities, establishing professional partnerships, enhancing relationships with College families and driving and articulating clearly, an improvement agenda for better student outcomes.*
- The *increasing transparency and accountability* for school performance has also created more opportunities for the *exposure of weaknesses* within the school service, identifying the need for response plans to improve less effective areas. Such areas include, more intentional practices to support student centred programs and student well-being, and staff also need more training to know how to analyse and use data effectively
- There is inconsistency in the effectiveness of implementations for College objectives, between sectors and Departments
- Some Department areas and sectors are more effective than others and are operating at 'high' moving to 'outstanding' while others are operating at medium to high and others are operating at medium
- [Community surveys and the strategic plan, together with overarching curriculum plans and Primary school plans, are effectively producing good outcomes in the 'Domain' areas](#)
- The College has been more successful in the 'Domain' areas (High rating) than in the 'Students First' (Medium to High rating) areas of reform
- The 'Students First' areas of reform that are lower on the scale than the others also indicate there is a cultural shifting towards improvement in the areas of weakness and that this has been a work in progress for the College – this area is mainly in the more authentic student centred approach that the College is embracing
- Articulating the objectives of the College agendas is stronger than the implementation of those agendas by sectors and Departments – this indicates that there is work in progress to achieve the College Strategic Plan outcomes for school improvement
- [Networks with professional educational bodies and service providers has become a purposeful and constructive part of recent culture](#)
- [Using data to drive improvement has become a constructive part of recent culture](#) though not all staff know how to analyse and use data well to inform practice
- Staff need professional development in various quality teaching and professional skills – this is an area of investment to be considered

Recommendations for the College to attain a consistent high rating for school improvement:

Target areas: Students First Reform Areas

- Work needs to be done to allow more student voice to be part of review, planning and direction to improve teacher quality and student wellbeing programs.
Outcome 1: develop more student surveys to assess student wellbeing, safety and student perspectives on teacher quality ([Meeting Student Needs](#))
- Work needs to be done in areas that qualify how student wellbeing is being addressed by the school through positive behaviour programs that need to specify what exactly is supporting student wellbeing.
Outcome 2: Develop an enhanced positive behaviours curriculum that is systematically implemented by all teachers ([Meeting Student Needs](#))
Outcome 3: Provide training for teachers in cluster groups to know how to effectively implement the positive behaviours curriculum ([Quality Teaching & Learning](#))
Training opportunities for staff to know how to analyse and effectively use data will be important for ownership of the agenda being driven by leadership.
Outcome 4: Staff need to experience school training on how to effectively use data available to them to enhance their teaching practice and provide for differentiation of individual students ([Quality Teaching & Learning](#))
- PD opportunities will need to be increased by allocating more funds in the budget to support more professional development opportunities
Outcome 5: Allocate more funds where possible to professional development in order to allow individuals to have more access to opportunities to enhance their skills within the reform agendas of the school for quality teaching and learning of students. This will obviously compete with other resourcing demands (in a mid-fee school) but is to be considered to improve quality teaching. ([Quality Teaching](#))
- Consistency amongst staff within Departments to achieve the school reform agendas will be important for overall student benefit
Outcome 6: Middle managers/leadership to develop skills to ensure all staff in their teams are achieving the outcomes and know how to achieve the outcomes. Implementation of the articulated reforms must occur within sub teams and be led by sub team leaders and the schools Quality Teacher Development Program ([Empowered School Leadership](#))
Outcome 7: Management to provide more opportunities for training and more mentoring to middle managers to assist/support middle managers in the task of bringing consistency to the various departments and sectors in the school ([Empowered School Leadership](#))

Indicators of Success:

- Increased numbers of students achieving higher results
- Decreasing numbers in lower band of achievement
- Increased identification (exposure) of problem areas/issues with student well-being issues, requiring researched and effective response plans to reduce problem behaviours and attitudes
- Increase in student perspective of feeling safe socially and emotionally (measured through student well-being surveys)
- Increased staff contributions to student well-being and community building programs
- Increased skill amongst middle management to lead the implementation of effective programs within departments for better student outcomes
- Culture of positive, engaged and enthusiastic staff, students and families sharing in the community building agendas for the school
- Increasing student registrations of interest in the school (enrolments)
- Increased activity towards innovative practice as cultural norm (need to monitor burn out and stress and support mechanisms)
- Increased staff desire for opportunities to drive innovative and creative programs for better student outcomes academically and in pastoral care.

**Please see below for Appendix
– Curriculum Improvement Plan**

Curriculum improvement Plan 2014-2016

Appendix to School Improvement Planning document:

Systemic Priorities (National and State)

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
<i>Creation of a documented College Learning and teaching philosophy statement and learning framework document</i>	Dean of Studies and Dean of Primary in conjunction with Secondary Curriculum Leadership and Primary Curriculum Leadership	<ul style="list-style-type: none"> • Research from leading thinkers in education • Surveys to leadership • Surveys to community on Survey Monkey (How do we see our learners?) • Draft followed by review process 	Term 4, 2014 through to 2015	<ul style="list-style-type: none"> • Survey monkey • College Strategic Plan • Resources to research on the work of John Hattie (Formative and Summative Assessment), Michael Fullan (21st Century Learning), Douglas Fisher and Richard Allen (Explicit teaching), • Andy Hargreaves (21st Century Learning) • Learning Management System 	The College has a documented learning and teaching philosophy statement that is supported by an agreed upon, documented Learning Framework by March 2016
<i>Implementation of Phase 1 of Australian Curriculum (PP-10 WA Curriculum and Assessment Outline) and report using new standards of letter grades A to E</i>	<ul style="list-style-type: none"> • Dean of Studies and Dean of Primary in conjunction with Secondary curriculum team, subject/course teachers, Head of Primary Curriculum, Curriculum Leader and class teachers 	<ul style="list-style-type: none"> • Attend PD and updates • Trial, adopt and write new programs based on ACARA documents • Adopt new support material from SCSA • Select teachers partner with SCSA 	<ul style="list-style-type: none"> • Fully implemented PP-10 in 2014 (status- achieved) 	<ul style="list-style-type: none"> • PP – 10 is currently implemented for Phase 1 • Senior Secondary and Lower Secondary reporting Policies • Adopting material as it is made available on SCSA website 	<ul style="list-style-type: none"> • All programs reflect the requirements of the Western Australian Curriculum and Assessment Outline • All academic reporting and assessment policies reflect the reporting

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
		to write assessment tasks and participate in moderation activities		<ul style="list-style-type: none"> Work samples to be accessed from SCSA for assuring standardised grade assignment New texts 	standards of A – E as required by the authority
<i>Preparation and implementation of Phase 2 and 3 of Australian Curriculum (implement the K-10 WA Curriculum and Assessment Outline as opposed to the Curriculum Framework)</i>	Dean of Studies in conjunction with the Secondary Curriculum Team and teachers of Phase 2 and 3 subjects Dean of Primary and Head of Primary Curriculum	<ul style="list-style-type: none"> Adopt and adapt Phase 2 and 3 subjects as they are made available and as the core material is refined for Western Australia. Trial material and attempt to align where possible with the existing Curriculum Frame Work 	<ul style="list-style-type: none"> Review new subject content as it becomes available through 2014/15 Adopt core concepts, adding additional content as it is provided by the SCSA through 2015/16 for full implementation in 2017 	<ul style="list-style-type: none"> Adopt some existing content from ACARA with consultation Make use of materials from SCSA as it becomes available See also: work samples as they become available for grading purposes And the syllabi as they are made available Textbooks and electronic material available to support Australian Curriculum 	<ul style="list-style-type: none"> Phase 2 and 3 is fully implemented in 2017 (possibly excluding languages) All reporting is against the Australian Curriculum reporting standards
<i>All programs at the College are mapped and audited for scope and sequence as flagged by SCSA and as required by the structure of the Australian Curriculum and Western Australian Curriculum and Assessment Outline</i>	Dean of Studies, Secondary Curriculum Manager in association with Heads of Learning and classroom teachers Head of Primary Curriculum	<ul style="list-style-type: none"> <u>Secondary</u>-All teaching and learning Programs are mapped on Atlas Rubicon by 2015 –<u>Current status</u> Phase 1 is fully mapped and audited for Scope and Sequence in 	<ul style="list-style-type: none"> 2013/2014 – Initial mapping process completed by Secondary Curriculum Manager (Atlas Rubicon) in association with Dean of Studies 2012 / 2013 Primary Teachers complete Curriculum 	<ul style="list-style-type: none"> Australian Curriculum documents from ACARA and SCSA website Atlas Rubicon Software (Secondary) Templates for 'snapshots' of Curriculum content 	<ul style="list-style-type: none"> In 2015/16 all Heads of Learning in the Secondary College are confidently making use of Rubicon software to map and audit their learning Area Programs. They are able to guide their own teams in the

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
<p><i>(College Priority- This process should be done on a central data base e.g. Atlas Rubicon)</i></p>		<p>Secondary on Rubicon</p> <ul style="list-style-type: none"> • <u>Primary</u> – Familiarise with Rubicon. Create program templates to support transition into Rubicon. Commence mapping Mathematics, Cross Curricula and General capabilities prior to using Rubicon • <u>Secondary</u> – Curriculum framework documents are covered in the ‘snapshot’ overview and in progress as they are subsumed by Phase 2 and 3 of Australian Curriculum 	<p>Overview for families</p> <ul style="list-style-type: none"> • 2014 –Teachers complete ‘snapshot’ curriculum content overview documents K to 12 to map all concepts and content taught in the College • 2013/2014 – Secondary Curriculum is audited and reviewed in a twice yearly cycle (Dean of Studies and Heads of Learning) and on a needs to basis (teachers and Heads of Learning) as per the “Curriculum Review Policy” • 2013/2014 Primary Curriculum is audited and reviewed each term as required (Head of Primary Curriculum) 	<ul style="list-style-type: none"> • Curriculum Review Policy 	<p>use of the software to implement change or strengthen aspects of teaching and learning outlines where required.</p> <p>2015 Primary staff commence using Rubicon 2016 Primary staff competently use Rubicon to map and audit learning programs within each cohort.</p>
<p><i>Review of Individual Education Plans and Curriculum Adjustment Plans for Gifted and Talented Students and students with a Learning Disability</i></p>	<p>Secondary – Head of Learning Enhancement in association with the Dean of Studies Primary - Head of Primary Curriculum and</p>	<p>Specific review of how funding is noted on Individual Education Plans – Add notes on how funding will be used to IEPS</p>	<p>By December 2014</p>	<p>Reference to State Government documents on disability funding</p>	<p>Individual Education Plans and Curriculum Adjustment Plans meet the requirements of State Government’s Special Education funding for students with</p>

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
	Learning Enhancement teachers	Primary and Secondary work collaboratively to establish common language			disability in WA Independent Schools.
<i>Implementation of changes to Year 11 and Year 12 courses by 2016</i>	Dean of Studies in association with Heads of Learning and Teaching team	In March 2014 teachers receive the new documents for Phase 1 Courses for Year 11, 2015. Teachers program and prepare during the second half of 2014 for the changes Community stake holders are informed of changes (in particular year 10 students) through staff meetings, HOLA, Information Nights and PD's	Preparation for implementation occurs through 2014 Implementation occurs in 2015	<ul style="list-style-type: none"> Course documents and support material are provided by Schools Curriculum and Standards Authority for Phase 1 subjects and Geography Course documents for rebadged and refined additional existing courses provided by SCSA 	<ul style="list-style-type: none"> All 51 courses (existing and new) are fully implemented for Year 11 in 2015 New Course Handbook available for year 11 students Separate Year 12 handbook available for students graduating in 2015
<i>Preparation for all changes and State initiatives linked to WACE 2016 – OLNAs and VET requirements</i>	Dean of Studies and Dean of Administration in Association with Head of Careers	<ul style="list-style-type: none"> Advise all stakeholders of changes to WACE College Principal, Dean of Administration and Dean of Studies to organise OLNAs Head of Careers and Dean of Studies to assist students to meet the VET requirements for a General Study pathway – <i>Cert 2 in Work Skills offered generically in addition to a wide</i> 	<ul style="list-style-type: none"> OLNA trial in 2013 – Complete Implementation of OLNAs in 2014 Generic Cert 2 Course in Work Skills offered from 2015 embedded in Maths and English to provide access for students in General pathway courses. 	<ul style="list-style-type: none"> OLNA material as provided by SCSA Maths and English teachers trained in Cert 4 for delivery of generic courses- Complete 	<ul style="list-style-type: none"> First OLNAs tests completed Students graduating in 2016 have achieved VET Cert 11 to support achievement of a WACE

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
		<i>range of other Cert 2 Courses on offer through Career Link and internally</i>			
<i>Cross-Curricular Priorities and General Capabilities (the Curriculum is accessed through these lenses) Focus on Asia and Australia's Engagement with Asia, Sustainability and Aboriginal and Torres Strait Islander histories and cultures</i>	Dean of Studies in conjunction with Secondary Curriculum Manager Head of Primary Curriculum	Map Cross-curricular Priorities (CCP) and General Capabilities (GC)	Commence Semester 2, 2014	<ul style="list-style-type: none"> • Learning Management System <ul style="list-style-type: none"> • Atlas Rubicon Software Primary programs	All CCP and GC mapped across K-6
<i>Enhance our existing Care Curriculum to ensure that a key focus is placed on "Protective Behaviours" for all students in the College</i>	<u>Secondary</u> - Dean of Students in association with Dean of Studies, Heads of House, Secondary Curriculum Coordinator, Connect Teachers and Health and Physical Education Staff	<u>Secondary Care curriculum</u> Care curriculum is delivered by Connect teachers during daily Connect Group under the direction of the Heads of House and the Dean of Students.	<u>Secondary Connect Group</u> Delivery of a staged Care curriculum through Connect Group. Stage 1, 2014 – a common theme will be delivered to all year groups with age appropriate adjustments for Year 7, 8&9 and senior students. Stage 2, 2015 – Focussed lesson planning for each year group in response to feedback from Stage 1 and in alignment with the –	Social Media Policy Social Media Policy Survey Monkey Friendly Schools Plus program ACMA resources Safe School Hub resources Mindmatters Beyond Blue Headspace Budd-e Scootle NSW digital citizenship	<u>Secondary Connect Group program</u> Heads of House are fully conversant with the Care curriculum resources and are confident in preparing material for Connect Group teachers. Connect Group teachers' survey results indicate a positive trend to being fully conversant with, and confident to deliver the program. Survey results from students across all year groups indicates a positive trend in responses to key categories.

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
<i>Review and Update Primary Care Curriculum</i>	Dean of Primary, Head of Primary Curriculum, Head of Primary Students	Professional Development followed by workshop to review and update care curriculum Presented in Health, Christian Education, Worship assemblies and morning devotions Mapping of General Capabilities – ‘Personal and Social Competence’ and ‘Intercultural Understanding’	<ul style="list-style-type: none"> College Strategic plan and care philosophy National Safe Schools Framework Australian Curriculum – social and emotional learning components. Stage 3, 2016 Refinement of all documents 2014 Start semester 2, 2013 and semester 1 2014 to give a year overview. Based on results to review with staff to have a very clear and intentional link to General Capabilities	Paths program Protective Behaviours program Health curriculum	Quality comments written by Connect Group teachers on student reports (2016) and Year 12 references. Annual review strategy with evidence of adjustments to the program as required. Survey of students All year groups implementing program from K-6. Teachers and Educational Assistance fully trained in programs and are able to outline what our care curriculum is and how it is implemented. Primary Curriculum Handbook
<i>Implementation of National Quality Standards (NQS)</i>	Head of Primary Curriculum K-6, Cluster Leader K-2 Dean of Primary	Training and professional development around NQS and implementation	Commence 2013 First Quality Improvement Plan (QIP) and Audit by College Principal in 2014 Full implementation 2015	AISWA NQS	

School Based Priorities- Based on the key goal under achievement: articulating and creating a learning philosophy and learning framework and informed by the *College Strategic Plan* and the *School National Improvement Tool*

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
<i>Differentiation is enhanced by teachers across the College, with specific emphasis on providing for Gifted and Talented students and students requiring support for learning challenges and disabilities</i>	Dean of Studies, Dean of Staff Development and Co-Curricular and Head of Learning Enhancement in association with Heads of Learning and Teachers Head of Primary Curriculum 2014-2015 Deans of Primary 2016 Learning Enhancement Educators	<ul style="list-style-type: none"> Intensive PD workshops both externally through AISWA and other providers Internal training through Head of Learning Enhancement, Head of Primary Curriculum Research by teachers and Heads of Learning, Cluster Leader and Curriculum Leader Targeted PD, peer mentoring as part of the Quality Teacher Program and support through Senior Teachers Support from Staff Development Team 	Through 2014 and continuing into 2015 to be fully implemented by December 2016	<ul style="list-style-type: none"> Research documents Quality Teacher Program and peer mentoring and observation Targeted Personal Development Programs Enrichment of curriculum with interactive content on LMS 	<ul style="list-style-type: none"> All teachers are either developing successful differentiation strategies or are already practicing this as the norm Visible evidence that students are catered for individually both in teaching programs and in the classroom All teachers can recognise what differentiation looks like as per AITSL "Lead teacher" standards
<i>Implement Academic Scholarships for year 7 and Year 10 students in the Secondary College</i>	Dean of Studies in Association with the Awards Committee	<ul style="list-style-type: none"> Scholarships offered to Year 10 students in 2013 – awarded Scholarships offered to Year 7 and Year 10 students in 2014 - current offer underway 	Scholarships in by 2015 – achieved	<ul style="list-style-type: none"> College website Scholarship Application Form Extra Funding 	<ul style="list-style-type: none"> Scholarships are available to students for entry into Year 7 and Year 10 - achieved

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
<i>Students are correctly placed through counselling and are reviewed for academic progress on a regular basis and at all levels in accordance with the stipulated</i>	As a team: Dean of Studies, Secondary Curriculum Manager, Secondary Curriculum Coordinator and the Head of Careers	<ul style="list-style-type: none"> • Student progress is reviewed on an ongoing basis as per the 'student academic review policy' • At risk students are noted at Secondary Curriculum meetings and Learning Area Meetings – appropriate intervention is then taken • Students also approach the Careers Office and the Curriculum Office for support and intervention on a needs basis 	Ongoing refinement of counselling process and also monitoring of stakeholder requirements in terms of counselling and intervention through 2015/2016 going forward	<ul style="list-style-type: none"> • Counselling Team • Handbooks • Liaison with the various Universities and Polytech 	<ul style="list-style-type: none"> • Reduced movement of students after they enter courses for Senior Secondary due to an inability to access the Curriculum Content in a course • Reduced number of low ATARS as students are accessing university entry through more appropriate alternate pathways
<i>Ensure quality learning and teaching programs designed to meet the needs of the 21st Century learner for all subjects and courses- within this teachers adopt a whole college approach to using formative and summative assessment</i>	Dean of Studies and Secondary Curriculum Manager in association with Dean of Staff and Co-curricular and Heads of Learning Head of Primary Curriculum, Dean of Primary <ul style="list-style-type: none"> • And the Hattie research team 	The Formative and Summative Assessment Team work with champions in each Learning Area in late 2014. The team is currently researching, reading and enacting information from a series of PD's run by John Hattie Learning and teaching Programs are reviewed annually and if necessary by outside consultants – process	Summative and Formative Assessment is gradually adopted by December 2015	<ul style="list-style-type: none"> • Research based on work of John Hattie and Michael Fullan • Targeted PD on Formative and Summative Assessment including PD through John Hattie directly and Hawker Brownlow (including conference) • AISWA support with Kylie Bice (2014) 	In 2016 teachers use Formative and Summative Assessment Practice as a matter of Course (as per Michael Fullan) Learning and teaching incorporates ICT, Collaborative Learning and Formative and Summative Assessment as well as a focus on "value added" Teachers and school leaders see themselves as evaluators of their own work: constantly

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
		<p>has already been enacted</p> <p>Support from Staff Development Team</p> <p>Primary Curriculum Leader to work collaboratively with Head of Primary Curriculum to review teaching programs</p> <p>Primary teachers working with School Curriculum Standards Authority to write assessment tasks to be used across Western Australia</p>		<ul style="list-style-type: none"> • Learning Management System • AISWA professional learning seminars for K-10 teaching staff on assessment 2014 	<p>reviewing the impact that they are having on learners</p>
<p><i>Ensure that student performance is tracked over time (with a view to eventually exploring effect sizes of student performance over time)</i></p>	<p>Dean of Studies, Dean of Staff Development and Co-Curricular, Secondary Curriculum Manager, and Head of learning Enhancement, Secondary Curriculum Team and teachers</p> <p>Head of Primary Curriculum, Cluster leaders, Curriculum Leader, Learning Enhancement teachers</p>	<p>Students are tested on a regular basis to check growth in Literacy, Numeracy and Reading through PAT testing (annually), NAPLAN (biannually) and MYAT (entry testing) as well as additional testing when required</p> <p>Student performance is also tracked through Semester results and examinations</p> <p>Teacher access to student academic reports provided (enacted)</p> <p>Additional training to assist with analysis and</p>	<p>Process begins in 2013 and 2014 with specific training in Semester 2 of 2014 and in 2015</p>	<p>Through an analysis and review of student results at the end of each Semester</p> <p>Use of Student Performance Analyser software to track PAT testing (summative analysis)</p> <p>Use of Ping Jia to track student performance in NAPLAN over time and as one of a range of intervention tools</p> <p>PAT, NAPLAN and year 12 performance data reports and presentations to leadership and staff</p>	<p>By December 2015 teachers and heads of Learning actively use a range data to track student performance in conjunction with Semester grades</p> <p>Teachers understand the concept of effect sizes to enhance learning at a macro level (micro may take until 2016)</p>

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
		use of data initially through small groups (already under way for Hattie, Fullan and 21 st Century Learning) as a way of disseminating information			
<i>All teachers in the College have access to student data and testing results to inform their learning and teaching</i>	Dean of Studies, Head of Learning Enhancement, Secondary Learning Technologies Manager Head of Primary Curriculum, Learning Enhancement teachers, Technologies Mentor	Teachers given access to SPA (Student Performance Analyser), Ping Jia and Academic reports OARS advanced reporting – Professional Learning for staff to understand and effectively use data to inform teaching and learning	Access in 2013/2014. Access to SPA completed December 2014 OARS advanced reporting commence Term 2 2014 and is ongoing	All associated software	Teacher access is currently provided to academic reports, Ping Jia and PAT testing. Results through SPA to follow by December 2014
<i>Teachers have enhanced communication skills when interacting with stake holders; particularly parents/guardians and students</i>	Dean of Staff and Co-Curricular Dean of Primary, Head of Primary Students, Head of Primary Curriculum	Targeted PD on the importance of families and students as clients?	By December 2015	Policy on communication home (existing) Senior Secondary Assessment Policy Lower Secondary Assessment Policy Primary Teaching, Learning and Assessment Policy Targeted PD	There has been continued improvement in terms of communication home regarding student progress- Highly infrequent complaints on this front
<i>Ensure that the learning environment, both physical (resources) and conceptual, is conducive to encouraging the basic tenets aligned with the concept of learning for the 21st Century</i>	Dean of Studies in conjunction with Dean of Staff and Co-curricular, Dean of Primary, Head of Primary Curriculum and appropriate reference group The newly formed Design	Sustained release of updated classroom furniture and hardware Laptop roll out for all students from Year 10 to Year 12 – at this point all Secondary on laptop program	Ongoing however pulse for progress at end of 2015	Research relating to collaborative teaching based on the work of John Hattie, Douglas Fisher and Michael Fullan Research based on Sustainable	In December 2017 the College learning Spaces will reflect Collaborative Learning and an environment well on its way to supporting 21 st Century Learning

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
	futures team in conjunction with Leadership	Launch of Learning Platform in latter half of 2014 Update of Primary computer lab to 6 Computer On Wheel (COW's) laptop labs Creation of 3 Shared Learning spaces within Primary. New Cupboards, desks and chairs New Year 4 classrooms. Purpose built learning environments linking K-6		environments in schools - Design Futures investigation	In December 2015 all students and teachers use Learning Platform as a matter of course
<i>Professional Development is offered to teachers with strategic intent as part of an overall plan in the support of both the systemic initiatives and the school initiatives- They are encouraged to continuously improve their skills in terms of learning styles, explicit teaching and collaborative learning</i>	Dean of Staff and Co-Curricular, Dean of Administration and Dean of Studies in association with Heads of Learning Dean of Primary, Head of Primary Curriculum(2015)	PD is targeted and aligned with Curriculum Improvement Plan and Strategic Plan	Pulsed on an ongoing basis	PD is accessed through AISWA and external providers	Reviewed in 2015 to check alignment with strategic plan
<i>Students and teachers are given training in technologies appropriate for 21st Century Learning skills, including enhanced research and collaborative learning skills with a particular</i>	Secondary Technologies Manager in consultation with Dean of Administration, Secondary Curriculum Manager and Dean of Studies	Core skills required identified by the Secondary Learning Technologies Manager in 2014 including training for the Learning Platform and use of SPA (Student Performance Analyser)	Pulsed in 2015 2014 - 2015	External PD Internal Training and support in the POD environment Research on ways to incorporate IT skills in the classroom	By December 2015 teachers are comfortably using the Learning Platform as a learning Tool, are accessing a range of data, are incorporating use of IT

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
<i>focus on the College Learning Platform</i>	Primary Technologies Mentor, Dean of Primary, Head of Primary Curriculum	Primary Technologies Mentor Primary – K-12 liaison liaising with AISWA for analysis of current Technologies programming and creation of Primary overview		Survey to determine staff ability to integrate Learning Technologies in every day teaching LMS Teaching and Learning Philosophy	on a daily basis in the classroom.
<i>Continued improvement of Year 12 results In WACE examinations</i>	Dean of Studies in conjunction with Secondary Curriculum Team and Course Teachers	Year 12 mentor intervention Study skills through the Elevate Program and other study skills resources Correct placing of students in courses Expert teachers	The results should continue to improve and see best practice by December 2016 going forward Stake holder surveys	Pulse end of 2015	Even taking into account the variance in Year 12 cohorts, the results should stabilise into a steady pattern of achievement Courses which are consistently underperforming in the WACE should reflect a steady gain
Improved handwriting and general skills for specialist areas such as the Arts and Technology and Enterprise Handwriting K-6	To be enhanced and considered in Term 3. 2014 by Secondary Curriculum Team Head of Primary Curriculum	Review handwriting text 2013. Review what year groups are teaching what. 2014 new handbook Year 1 to Year 6 Introduction of pencil grips for all students Year 1-6 Change booklist pencils to support pencil grip Kindergarten and Pre Primary review approach in 2013 / 2014 Purchase school site licence for creation of	2013 review 2014 implement 2015 review	Occupational Therapist	

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
		worksheets to support appropriate font School site licence for teaching of handwriting PP-6			
Early Learning Years K-2 Implementation of National Quality Standards (NQS) and Early Years Learning Framework (EYLF)	Deans of Primary, Curriculum Leaders	External Professional Learning K-2 staff for NQS and EYLF Training for Leadership in implementation of NQS, Quality and EYLF Workshops and ongoing professional learning Completion of internal audit as a whole staff Internal assessment Edith Cowan University strategic partnership-research in the implementation and change process Edith Cowan University Professional Learning Community K-2 Mathematics 2015 AISWA Early Childhood Scotland Tour attended by Primary Leaders and Early Years Team Leader	NQS Commenced in 2013 First self-audit in 2014 First Audit by Principal of LJBC Term 3 2014 then annually 2015 Audit completed	Early Years Learning Framework National Quality Standards AISWA Research on best practice	Initially successful completion of first audit and writing of Quality Improvement Plan following first internal assessment Ongoing improvement – audit, self-reflection and survey Research Paper Evidence of growth in QIP

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
		<p>QIP to be finalised in format during 2016</p> <p>2016 Appointment of Dean of Early Years to provide leadership and clear focus to the Early Learning Years, keep abreast of the latest developments and standards changes, including EYLF, NQS and Kindergarten Guidelines and encourage ongoing professional learning opportunities for Early Years staff and finalise the LJBC QIP.</p> <p>2016 Appointment of K/PP Team Leader to further support the Early Learning Years in providing support and managing procedures in Kindergarten and Pre Primary and working with Dean of Early Years to finalise LJBC QIP in 2016.</p>	<p>2016 Dean of Early Years appointed</p> <p>2016 K/PP Team Leader appointed</p> <p>QIP finalised 2016 by Dean of Primary (Early Years)</p>		<p>Audit tool is used successfully to recognise areas of success and areas of concern</p> <p>School survey identifies positive improvements to Early Years program</p>

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
School Educational Philosophy created K-12	Principal, Deans of Primary, Dean of Studies, Curriculum Team	Workshop with CIRCLE with curriculum team Identify main components Meeting with Principal, Deans to establish criteria and objectives of the educational philosophy Creation of College document revealed to College Leadership Document pulsed with College teaching Staff Document presented to students	2016	Curriculum plan Research on best practice Fisher and Frey Other practitioners	Implementation provides goals for measurement end of 2016 and 2017