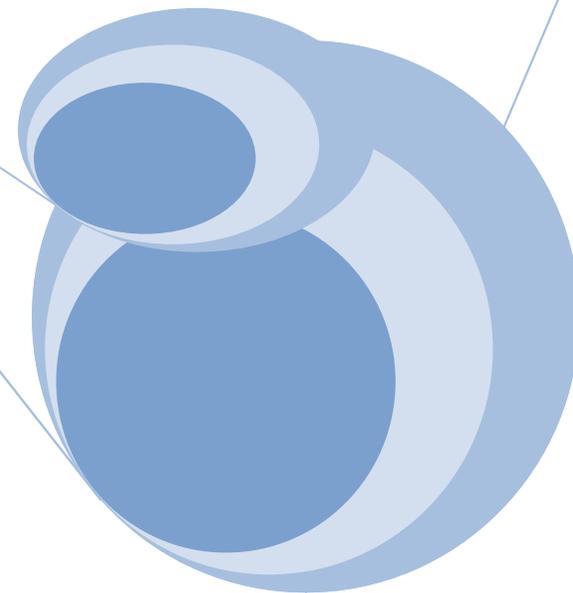
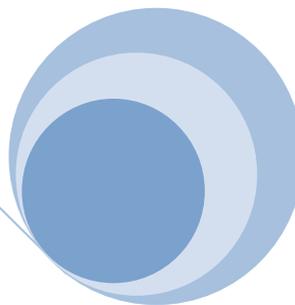


# School Improvement Plan



**GEELONG**  
**BAPTIST COLLEGE**  
• LIVE THE TRUTH •

**CARE**  
**CHALLENGE**  
**ACHIEVEMENT**



<b>GEELONG BAPTIST COLLEGE</b> <b>School Improvement Plan 2016 - 2018</b>		
<b>Adopted By:</b> Principals	<b>Review Date:</b> 09/2016	
To Be Reviewed: 2018		

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## Terminology/Abbreviations

Australian Institute for Teaching and School Leadership	<b>AITSL</b>	Positions of Responsibility (College Leadership Team)	<b>POR</b>
Evidence Based Observation Tool	<b>EBOT</b>	Parent Support Group	<b>PSG</b>
Geelong Baptist College	<b>GBC</b>	School Improvement Plan	<b>SIP</b>
Heads of Learning Areas	<b>HOLAS</b>	Student Representative Council	<b>SRC</b>
Individual Learning Plan	<b>ILP</b>	Teaching Handwriting Reading And Spelling Skills	<b>THRASS</b>
Independent Schools Victoria	<b>ISV</b>	Victorian Certificate of Applied Learning Victorian Certificate of Education	<b>VCAL</b> <b>VCE</b>
National Assessment Program for Literacy and Numeracy	<b>NAPLAN</b>	Victorian Curriculum	<b>VC</b>
Occupational Health and Safety	<b>OHS</b>	Victorian Institute of Teachers	<b>VIT</b>
Professional Development (courses, training etc.)	<b>PD</b>	Victorian registrations and Qualifications Authority	<b>VRQA</b>

## **Introduction**

In line with Commonwealth Government requirements and Independent Schools Victoria recommendations, Geelong Baptist College is committed to being a Child Safe School and aligning itself with the 2013 Education Act as well as the AITSL standards to ensure we:

- 1. Provide quality teaching and learning**
- 2. Meet student needs**
- 3. Empower school leadership**
- 4. Provide transparency and accountability**

The above four areas have become our main overarching goals.

## **Purpose of the School Improvement Plan (SIP)**

- Provide opportunity for all stakeholders (staff, parents and students) to give input about all areas of the College.
- Develop goals and specific targets grounded on stakeholders' input, as well as on evidence from research and practice.
- Outline strategies to help achieve the set goals and targets.
- Make the College's goals and strategies public (College website).
- Assess progress on targets and review goals and strategies every two years.

## **Codes and Explanations**

- The SIP has been written and developed by staff. It highlights the direction that the College has taken and will strive to achieve in the future.
- Upon review of the SIP, the extent to which goals have been met will be evaluated by staff using a scale of: Low, Medium, High or Outstanding.

## GBC Vision

To provide a positive and engaging learning experience that has been developed using Christian values and beliefs to maintain an inclusive, nurturing and challenging environment where students explore and develop their individual abilities, maximising their potential; personally and academically.

## GBC Mission

*To deliver to society young people who embody:-*

- **Discernment:** The ability to discern what is good and have the skills and desire to commit themselves to action for a better society.
- **Character:** The ability to demonstrate self-discipline, integrity, acceptance and compassion, and to respect and value themselves and others.
- **Success:** The ability to work hard, and to strive for success in their personal life, in further education and in employment.
- **Faith:** The opportunity to discover the liberating truth of the Gospel of Jesus Christ.

GBC seeks to uphold and instil values of **Respect, Integrity, Initiative, Resilience, Positive Work Ethic, Compassion, Teamwork and Community.**

We are committed to provide an environment where **Justice, Acceptance, Learning and Safety** are maintained.

## GBC History

- GBC commenced in 2002 and is governed by a Board in Perth, which has opened several successful schools. The College caters for students from Foundation through to Year 12.
- The College has a Primary Principal and Coordinator as well as a Secondary Principal and Curriculum Coordinator.
- The College is a contemporary co-educational day school located in a semi-rural setting at Lovely Banks, overlooking Geelong.
- It is envisaged that it will cater for 400 Primary students and 720 Secondary students when it is fully developed.
- Geelong Baptist College has an open enrolment policy. All enrolment applications are considered, regardless of religious affiliation.

## **GBC Seamless Curriculum**

- Staff strive to provide a positive environment, with varied opportunities and experiences, allowing students to achieve success and reach their potential.
- The College is committed to providing a seamless education from Foundation to Year 12 where students are in the same community from the start to the end of their schooling. All the key learning areas are addressed and the learning experiences offered are modern and relevant in today's society.
- Staff encourage students to take responsibility for their own learning, to develop independent and group learning skills and to take risks without fear of failure.
- In Primary levels, children will be nurtured in a stable environment of positive care where skills are taught in a safe and predictable environment.
- As students grow into maturity in Secondary levels, the College program is designed to challenge them to accept further responsibility for their own learning, to pursue excellence and to put into practice those things that they have learned in earlier years.
- Secondary courses aim to provide students with all the skills and experiences they need to make informed choices in life and to be fully prepared to make a positive contribution to society.
- At times, special programs are run to allow students of all ages to meet and learn from each other.

## **GBC Ongoing Goals:**

- High standards in education and a wide range of courses, with emphasis on the individual
- Strong pastoral care and discipline, including a commitment to being a Child Safe School
- Opportunities for parent participation in the College community
- Employ skilled teachers who are committed to student success
- Students contributing to and serving community needs through fundraising, social action and leadership

# 1. Provide Quality Teaching and Learning

**Focus Area 1:1 Curriculum** - To fully implement the Victorian Curriculum across the College ensuring that planning is progressive, consistent and reflects the new expectations.

Targets / Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To align all teaching staff with the implementation of the Victorian Curriculum.		<ul style="list-style-type: none"> <li>• Evidence in teacher planning and classroom practice</li> <li>• Central collation of planning on Staff Drive – accessible to all staff</li> <li>• Consistency of planning, utilising agreed and appropriate templates</li> <li>• Documentation meets deadlines</li> <li>• Documents reflect / align with GBC goals, visions (e.g. Christian Values)</li> <li>• Foundation level to Year 10 curriculum is totally planned via Scope and Sequences for all Key Learning Areas for VC</li> <li>• 7 – 12 a seamless progression through subject areas</li> <li>• No educational gaps in students’ learning opportunities</li> <li>• Well-articulated scaffolding of content descriptors</li> <li>• Whole school curriculum maps</li> <li>• Mapping of cross-curriculum and general capabilities</li> <li>• To provide a flexible subject choice for relevant year levels</li> <li>• Evidence from student learning outcomes</li> <li>• Assessment and reporting directly reflect the Victorian Curriculum. (A-E scale)</li> <li>• Ability to offer a range of pathway options from Year 10</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to work towards a consistent and unified approach to planning</li> <li>• Individual PD, according to need.</li> <li>• Curriculum coordinators monitor staff documents/advise staff</li> <li>• Staff Appraisal process considers all curriculum and teacher planning</li> <li>• Whole staff agreement of terminology relating to planning, i.e. Units of Inquiry, Overviews, Curriculum Maps etc.</li> <li>• Templates should be updated, easy to understand and available in a timely manner</li> <li>• Scope and Sequences updated to match VC</li> <li>• Annual review of curriculum</li> <li>• Collaboration (Internally and externally within the school community)</li> <li>• Greater collaboration between Secondary and Primary in learning areas.</li> <li>• HOLAS to take on curriculum monitoring for their own area.</li> <li>• More opportunities for team planning on PD days.</li> <li>• Improved resources</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Coordinators</li> <li>• All teaching staff</li> <li>• HOLAS</li> </ul>

**Focus Area 1:2 Student Progress and Differentiation** - To facilitate opportunities to better engage and support students by raising expectations in all areas of College life.

<b>Targets / Outcomes</b>	<b>Level</b>	<b>Key Performance Indicators (What will success look like?)</b>	<b>Strategies (How will we get there?)</b>	<b>Person/s Responsible</b>
To increase the use of data in assessing and addressing student needs both in classes, groups and for individual students.		<ul style="list-style-type: none"> <li>• Evidence will be in student outcomes.</li> <li>• Teachers using assessment and data to influence their teaching of individual students</li> <li>• Students offered and participate in tutoring</li> <li>• Students recognise the value of academic achievements and strive to improve grades/results, accessed via SMS</li> <li>• Parents will be kept informed through diaries, newsletters, parent/teacher interviews, SMS and conversations</li> <li>• Reports will show improved grades</li> <li>• NAPLAN/VCE/ATAR results will demonstrate improvement</li> <li>• Teachers reinforcing expectations in classes</li> <li>• Parents will be informed of their child's progress in relation to their peers at GBC</li> </ul>	<ul style="list-style-type: none"> <li>• Data from NAPLAN analysed and shared.</li> <li>• Embedding new initiatives, such as THRASS, NALP, e5 etc.</li> <li>• Tutoring for below average or extension groups at lunchtime or after school</li> <li>• Newsletters</li> <li>• Assemblies</li> <li>• Self Reflection</li> <li>• Student call-overs</li> <li>• Teacher hand-over meetings</li> <li>• Information Evenings, including Pathways Information</li> <li>• Parent/teacher interviews</li> <li>• Reports</li> <li>• SMS communication – including grades/results</li> <li>• Teacher reinforcing and setting high expectations</li> <li>• ILPs</li> <li>• Teacher communication in student diary</li> <li>• Facebook for celebrating student success</li> <li>• Relevant homework tasks</li> <li>• Data focused meetings</li> <li>• Professional conversations</li> <li>• Set individual learning goals for all students in English/Maths (Primary)</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff</li> <li>• Principals</li> <li>• HOLAS</li> </ul>
To submit funding applications for students who qualify for support under the Disability Act.		<ul style="list-style-type: none"> <li>• August deadline of 10 weeks of data submission will be met</li> <li>• Students who are of concern will be tracked and work modified for them</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will maintain 10 weeks of data on students that have been identified as requiring support</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinators</li> <li>• Integration Aid</li> <li>• Teachers</li> </ul>

**Focus Area 1:3 Teacher Development and Appraisal-** to adopt AITSL recommendations for Teacher Review Process, as outlined in 2013 Education Act.

Targets / Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To employ quality and qualified teachers.		<ul style="list-style-type: none"> <li>• Employment of teachers who have proficiently demonstrated AITSL standards</li> <li>• Ensure staff are inducted successfully at commencement of employment</li> <li>• Recruitment Policy updated</li> </ul>	<ul style="list-style-type: none"> <li>• In depth interview process using Child Safe Standards</li> <li>• Ensure VIT registration is current - linked to Child safety Standards</li> <li>• Set planned days aside for induction</li> <li>• Induction Policy and process</li> <li>• Greater support for graduate teachers</li> <li>• Mentor/graduate time to debrief and extra DOTT time for graduate teachers</li> <li>• Improved induction for non-teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Coordinators</li> <li>• All staff</li> </ul>
To implement the Australian Teacher Performance and Development Framework.		<ul style="list-style-type: none"> <li>• All teachers have a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress towards them</li> <li>• All teachers are supported in working towards their goals, including through access to professional learning</li> <li>• Evidence used to reflect on and evaluate teacher performance will be from multiple sources (as a minimum: data showing impact on student outcomes; direct observation of teaching; and evidence of collaboration with colleagues)</li> <li>• All teachers receive regular formal and informal feedback on performance</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise the framework to support and guide the process</li> <li>• Update the College's Appraisal documents</li> <li>• Plan for each year and notify staff if they will have a full appraisal or be reviewing their goals</li> <li>• Utilise other teachers in leadership positions to work with teachers through their appraisal processes</li> <li>• Train staff in their roles of doing appraisals for other staff to ensure consistent approach</li> <li>• Teachers receive a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the teacher</li> </ul>	
To provide staff with access to ongoing PD.		<ul style="list-style-type: none"> <li>• PDs are on offer consistent with the Australian Charter for the Professional Learning of Teachers and School Leaders (<a href="http://www.aitsl.edu.au">www.aitsl.edu.au</a>)</li> <li>• Staff feel equipped and confident in their subject areas</li> <li>• Staff seek opportunities for professional growth</li> <li>• Staff feedback</li> <li>• Evidence in classroom practices</li> <li>• Internal PDs that are relevant to latest research (eg; Guskys)</li> <li>• Primary teachers utilising TLN – Teacher Learning Network</li> </ul>	<ul style="list-style-type: none"> <li>• Staff PD, including GBC led for all staff</li> <li>• PD opportunities are shared</li> <li>• Staff encouraged to attend PDs that may benefit them</li> <li>• Partnership opportunities with ISV</li> <li>• Staff provision of time and monetary allowances</li> <li>• Staff expected to meet checklist requirements for any PD sessions that have been attended</li> <li>• Professional Learning Log: record of PDs staff have done</li> <li>• Tracking teaching standards to ensure that staff are regularly meeting AITSL standards</li> <li>• Use AITSL 360 degrees survey for what staff want / need so PDs are more directed / appropriate / purposeful</li> <li>• Staff to submit evidence on goals set by appraisal</li> <li>• More PD generally and especially on students with disabilities</li> <li>• Teachers to share good practice</li> </ul>	

**Focus Area 1:4 Resources** - To further develop the Information Communication Technology and other resources within the College.

<b>Targets / Outcomes</b>	<b>Level</b>	<b>Key Performance Indicators (What will success look like?)</b>	<b>Strategies (How will we get there?)</b>	<b>Person/s Responsible</b>
Add/modify SMS to suit College needs.		<ul style="list-style-type: none"> <li>All Staff use SMS for Homeroom and Class Attendance Rolls each lesson and record Pastoral Care or Academic notes on students</li> <li>Staff log communication with parents and students in student files</li> <li>Student assessment is recorded (Markbook) for student and parent access</li> <li>Today We Learned emailed to parents</li> <li>Reports to be done on SMS</li> </ul>	<ul style="list-style-type: none"> <li>Train staff that may need assistance using SMS program</li> <li>Regularly review accuracy of attendance records</li> <li>Parent workshops, info sessions and on-line tutorials to teach them how to access relevant information</li> <li>Report system incorporated</li> <li>Step by step manual for staff/parents</li> <li>Email of students who have 'left'</li> </ul>	<ul style="list-style-type: none"> <li>POR team</li> <li>ITC Manager</li> <li>Ian / Heather</li> </ul>
Enhance computer systems.		<ul style="list-style-type: none"> <li>Additional desktop computers in classrooms for student use during classes</li> <li>Laptop trolleys</li> <li>Faster/ more reliable internet</li> <li>Review usage and maintenance of all Computer Labs.</li> </ul>	<ul style="list-style-type: none"> <li>Log / monitor the use of computers in classrooms</li> <li>Establish needs / priorities</li> <li>To fundraise</li> <li>Logging issues on central system for IT staff to access</li> </ul>	<ul style="list-style-type: none"> <li>POR team</li> <li>ITC Manager</li> </ul>

**Focus Area 1:5 Buildings and Maintenance** - To continue to work on developing the school grounds and buildings to improve the school environment.

<b>Targets / Outcomes</b>	<b>Level</b>	<b>Key Performance Indicators (What will success look like?)</b>	<b>Strategies (How will we get there?)</b>	<b>Person/s Responsible</b>
To further develop and enhance the College grounds		<ul style="list-style-type: none"> <li>A safe environment where injuries are kept to the minimum</li> <li>Maintained and repaired physical resources</li> <li>Neat, attractive grounds</li> <li>Feedback from GBC community and visitors</li> <li>Scheduled revision of processes</li> </ul>	<ul style="list-style-type: none"> <li>Regular OHS checks and OHS Training</li> <li>Each year aim to focus and improve one area - so projects can be completed</li> <li>Affect repairs to cricket nets and netball courts</li> <li>Plan to enhance College entrance, beautify driveway – cut down trees/plant new ones</li> <li>Updated emergency signage</li> <li>Working Bees and parent helpers (garden club)</li> <li>Safer walkways</li> <li>Extra toilets</li> <li>Dirt mounds near Science Block to be landscaped</li> </ul> <p><b>Auditorium:</b></p> <ul style="list-style-type: none"> <li>Front of auditorium, car parking, stage floor, stage curtains, internal features</li> </ul> <p><b>P-Block</b></p> <ul style="list-style-type: none"> <li>Walls painted, bubble taps, shelter for bubbler taps, brick wall feature</li> </ul> <p><b>M-Block</b></p> <ul style="list-style-type: none"> <li>An extra photocopier to ensure easy access to resources</li> <li>Storage to assist in making staff offices more user friendly and less cluttered</li> <li>External appearance,</li> <li>Stage and heater in M1</li> </ul>	<ul style="list-style-type: none"> <li>OHS Officer</li> <li>Principals</li> <li>All Staff</li> <li>Ground staff</li> </ul>

## 2. Meet Student Needs

**Focus Area 2:1 Health and Wellbeing** - To promote health and wellbeing in the College community.

Targets / Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To empower Homeroom teachers to engage in student's wellbeing and develop purposeful relationships.		<ul style="list-style-type: none"> <li>• Cohesive homeroom groups</li> <li>• Reduced level of discipline issues and friendship problems</li> <li>• Students who need support are identified and assistance is provided</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary meetings outlining a Homeroom teacher's role</li> <li>• Empower Homeroom teachers by sharing ideas and strategies</li> <li>• Time spent in homeroom, i.e. Daily devotions, special lunches etc.</li> <li>• Support from School Chaplain</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Chaplain</li> </ul>
To ensure and exceed the commitments to the Child Safety School requirements as set by DEECD.		<ul style="list-style-type: none"> <li>• A defined Child Safety and Code of Conduct policy</li> <li>• Community and staff input</li> <li>• Acknowledgement of the Child Safety requirements in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Engage stakeholders in the drafting process of policies</li> <li>• PD involving policy and its enactment</li> <li>• Communicate to the community via Newsletter and website</li> <li>• Relating standards to student body</li> </ul>	<ul style="list-style-type: none"> <li>• POR</li> <li>• Board</li> <li>• Principals</li> <li>• All adults in school</li> </ul>
To improve student attendance and parent communication about absences.		<ul style="list-style-type: none"> <li>• Student attendance increases</li> <li>• Parents notify the College via phone call, note, email</li> <li>• Parents sign students in and out if students are late or leave the College during school time</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement a new Student Attendance Policy</li> <li>• Inform parents if students go below 90% attendance</li> <li>• Improve attendance recording on SMS</li> <li>• Parents request to take students on holiday during school time</li> <li>• Admin follow up any unexplained absences via text and absence note if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>
To build a stronger sense of pride, value and belonging for all GBC members.		<ul style="list-style-type: none"> <li>• GBC community engagement in the College</li> <li>• Good attendance at functions</li> <li>• Students take care of College resources</li> <li>• GBC community feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss relevant topics in devotions and assemblies</li> <li>• Acknowledge and celebrate achievements</li> <li>• Display student work around the College</li> <li>• Involve SRC and PSG with ideas for the College</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• SRC</li> <li>• PSG</li> <li>• Students</li> </ul>
To ensure the Discipline Policy is used effectively to promote positive behaviours and reduce inappropriate behaviours.		<ul style="list-style-type: none"> <li>• Discipline Policy is used consistently by all teachers</li> <li>• Reduced Discipline issues</li> <li>• Increased positive behaviours</li> <li>• Staff, parent, student feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Use Staff induction to go through the Policy in detail</li> <li>• Staff discussions and reminders in meetings</li> <li>• Regular discussions in Homeroom and assemblies</li> <li>• Celebrate student achievements and positive behaviours</li> <li>• Rewards for merits in Primary (non – food)</li> <li>• Powerpoint prizes each term in Secondary (non – food)</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• All staff</li> </ul>
College to outsource canteen.		<ul style="list-style-type: none"> <li>• Canteen will serve healthy foods</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy menu review</li> <li>• Publicise new menu</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Admin</li> </ul>

**Focus Area 2:2 OHS** - To work to ensure that the College is a safe environment for staff, students and visitors to enjoy.

<b>Targets / Outcomes</b>	<b>Level</b>	<b>Key Performance Indicators (What will success look like?)</b>	<b>Strategies (How will we get there?)</b>	<b>Person/s Responsible</b>
To make staff aware of OHS and relevant procedures to ensure the College is a safe environment.		<ul style="list-style-type: none"> <li>Evidence in staff actions regarding OHS issues that arise in the College</li> <li>Professional external OHS audit is completed on a regular basis</li> <li>OHS incidents will be reduced</li> </ul>	<ul style="list-style-type: none"> <li>OHS Professional Development during staff meetings</li> <li>Discuss OHS in staff meetings</li> <li>OHS concerns logged on SMS and promptly addressed</li> <li>OHS Officer checks entire school ground through weekly checks and ensures entire grounds are totally completed by every month</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>OHS Officer</li> </ul>

### 3. Empower School Leadership

**Focus Area 3:1 Leadership** - To further develop the leadership structures and processes.

<b>Targets / Outcomes</b>	<b>Level</b>	<b>Key Performance Indicators (What will success look like?)</b>	<b>Strategies (How will we get there?)</b>	<b>Person/s Responsible</b>
To train and develop staff in various leadership roles and plan for leadership succession.		<ul style="list-style-type: none"> <li>Staff receive PD and training for leadership</li> <li>Staff are in a range of leadership roles</li> <li>Staff outline in their appraisal, future aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Provide specific in school training for leadership roles</li> <li>Provide PD for staff relevant to their leadership roles</li> <li>Mentor, guide, coach new leaders</li> <li>Empower staff to take on leadership</li> <li>Encourage staff to show initiative</li> <li>Delegate tasks, events, activities, empowering staff to organise and lead</li> <li>Provide job descriptions to outline expectations</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>All staff</li> </ul>
To encourage and improve student leadership.		<ul style="list-style-type: none"> <li>Students aspiring to and stepping up to leadership and leadership positions</li> <li>Student led initiatives</li> <li>All students reflecting leadership characteristics</li> <li>Students see their ideas and efforts benefitting the College</li> </ul>	<ul style="list-style-type: none"> <li>Raise the profile of student leaders at the College</li> <li>Equip and train student leaders</li> <li>Student leaders attend relevant parent meetings to give their input</li> <li>Help students to see that their efforts can facilitate the College</li> <li>Employing passionate Christians to inspire students' faith journeys</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> <li>SRC and Student Leadership team</li> </ul>

## 4. Provide Transparency and Accountability

**Focus Area 4:1 Communication** - To work towards the College community and relevant external bodies being better informed of GBC's explicit workings.

Targets / Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To positively promote the College in the community.		<ul style="list-style-type: none"> <li>Regular adverts appear in a range of publications</li> <li>We receive positive feedback from the community</li> <li>Families who visit the College acknowledge where they heard about us</li> <li>More families attend Open Days and enrol their children</li> <li>Wider GBC community contributing to Facebook</li> </ul>	<ul style="list-style-type: none"> <li>Advertise through various avenues, Aim to be more innovative with the adverts</li> <li>Website, College newsletter, radio, local publications, Geelong Advertiser etc.</li> <li>Contract with McDonalds, Medical Centre and Harcourt's Real Estate for advertising</li> <li>Survey new parents on how they heard about GBC</li> <li>VCE Media promotional film</li> <li>Opportunities to promote College via special events, newspaper coverage etc.</li> <li>Continue to put photos of events on website</li> <li>Enter students in more competitions, More active in writing press releases</li> <li>Geelong business directories</li> <li>Social media – investigate what other schools are doing</li> <li>Wrapping bus, New signage at front – maybe an electronic one</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> </ul>
To ensure we have cohesive, strong, communicative and involved Governance.		<ul style="list-style-type: none"> <li>Evidence in Board Reports</li> <li>Evidence from staff, parent and student feedback</li> <li>Evidence in their presence and attendance of various College functions</li> <li>Evidence in Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Ensure Board members are appropriately appointed (according to VRQA requirements).</li> <li>The Board meets monthly or more often when pressing issues arise</li> <li>Principals present monthly reports to the Board</li> <li>Regular Board visits at the College and attending various College functions</li> <li>GBC community can directly contact the Board (outlined in Parent Handbook)</li> <li>Feedback from Board Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Principals</li> </ul>
To ensure the College plans well in regards to finances and ensures the College remains viable.		<ul style="list-style-type: none"> <li>Evidence in the running of the school</li> <li>Expenditure and Income is publicly displayed in Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>The College has a Central Finance Group that oversees the Finances</li> <li>External accountants audit the Financial Statements</li> <li>Financial Questionnaire is completed by the Central Finance Group annually and is sent to ISV</li> <li>We employ qualified staff to keep accounts</li> <li>The Board, in consultation with accountants, sets the overall College budget and Principals ensure all expenses adhere to the budget</li> <li>Principals set student fees/ consult with the Board</li> <li>Finance report to be shared along with 10 year plan</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Principals</li> <li>Central Finance Group</li> <li>Accountants</li> </ul>
To maintain networks with Educational bodies.		<ul style="list-style-type: none"> <li>GBC maintains partnerships with:</li> <li>ISV, VRQA, VIT, DEEWR, etc</li> <li>Evidence in the support sought and received from the various Educational bodies</li> <li>VRQA assessment will be positive</li> </ul>	<ul style="list-style-type: none"> <li>Attending ISV briefings and appropriate PDs</li> <li>Working with ISV advisors to improve practice in the College</li> <li>College will act on recommendations and mandates from ISV</li> <li>Restore better links with ISV advisors</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>
Introducing AITSL standards to working documents.		<ul style="list-style-type: none"> <li>Evidence in College planning, staff appraisal and other documents</li> <li>Evidence in teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>Staff PDs – external and internal</li> <li>Staff updating various documents</li> <li>AITSL standards added to relevant staff meetings</li> <li>More training for staff</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>Coordinators</li> <li>All staff</li> </ul>