


School Improvement Plan



GEELONG
BAPTIST COLLEGE

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GEELONG BAPTIST COLLEGE School Improvement Plan 2013-15 	
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Codes and Explanations

The Geelong Baptist College School Improvement Plan has been written and levelled by staff. It highlights the direction that the College has taken and will strive to achieve in the future. As a guide, the levels below are indications of how well the goals are currently being met:

- Low
- Medium
- High
- Outstanding

Terminology/Abbreviations

The following details abbreviations that will henceforth be used in the document:

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

Introduction

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

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

The above four areas have become our main overarching goals.

Purpose of the School Improvement Plan (SIP)

- In order to achieve this and for the College to be held accountable, the College implements a School Improvement Plan which is reviewed annually.
- The school leadership team, guided by staff, parent and student input drive a strong improvement agenda for the school, which is also grounded on evidence from research and practice.
- The focus areas and targets are expressed in terms of improvements in measurable student outcomes. Clear and explicit school wide targets are set and negotiated in relationship with parents and families, teachers and students annually.
- A key document used to inform the four overarching goals and the specific Focus Areas for our College has been the *National School Improvement TOOL* (developed by the Australian Council for Educational Research 2012), which has developed nine inter-related 'domains' designed to assist in making evaluation and actions more effective.
- The Improvement Plan is made available to the College community and the general public via the College website.

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.

The College seeks to uphold and instil values of **Respect, Integrity, Initiative, Resilience, Positive work ethic, Compassion, Teamwork and Community**.

We are committed to provide a learning environment where **Justice, Acceptance and Safety** are maintained.

GBC History:

- Geelong Baptist College commenced in 2002 and is governed by a Board in Perth, which has opened several very successful schools. The College caters for students from Foundation through to Year 12.
- In 2014, the College enhanced its leadership structure. The Primary school now has a Primary Principal and Coordinator whilst the Secondary school also has its own Principal and 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 are committed to providing students the best environment with varied opportunities and experiences for achieving success and they will endeavour to make sure students achieve their potential.
- Geelong Baptist College is committed to providing a seamless education from Foundation to Year Twelve 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 basic skills are taught thoroughly 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. The best of traditional and modern methods will be chosen.
- 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 ensure that students of all ages meet and learn from each other.

GBC Goals:

- High standards in education and a wide range of courses, with emphasis on the individual
- Strong pastoral care and discipline
- Opportunities for parent participation in the College community
- Skilled Christian teachers 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 Australian Curriculum across the College ensuring that planning reflects the new expectations.

Targets and 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 Australian Curriculum.	H	<ul style="list-style-type: none"> • Evidence in teacher planning and classroom practice • Central collation of planning on Staff Drive – accessible to all staff • Evidence from student learning outcomes • Assessment and reporting directly reflect the Australian Curriculum. (A-E scale) 	<ul style="list-style-type: none"> • Unified approach to planning • Policy for Curriculum • Scope and Sequences reflecting AC • Appoint and utilise Primary and Secondary Curriculum Coordinators • Introduction of HOLAs • Whole Staff PD • Individual PD, according to need. • Curriculum coordinators monitor staff documents/advise staff • Staff Appraisal process considers all curriculum and teacher planning 	<ul style="list-style-type: none"> • Curriculum Coordinators • All teaching staff
To unify planning documents across the College.	H	<ul style="list-style-type: none"> • All staff presenting their planning on agreed and appropriate templates • Documentation meets deadlines • Documents reflect / align with GBC goals, visions (e.g.; Christian Values) 	<ul style="list-style-type: none"> • Whole staff agreement of terminology relating to planning, i.e. Units of Inquiry, Overviews, Curriculum Maps etc. • Whole Staff presentation of Curriculum Policy and pack • Timeline for using new formats agreed upon 	<ul style="list-style-type: none"> • All teaching staff • Curriculum Team
Streamline curriculum both in Primary and Secondary levels.	H	<ul style="list-style-type: none"> • Foundation level to Year 6 curriculum is totally planned via Scope and Sequences for all Key Learning Areas • 7 – 12 a seamless progression through subject areas • No overlapping of coursework • No educational gaps in students' learning opportunities • Well-articulated scaffolding of content descriptors • Whole school curriculum maps • Mapping of cross-curriculum and general capabilities • To provide a flexible subject choice for relevant year levels 	<ul style="list-style-type: none"> • Implementation of HOLAs • Scope AND Sequencing • Unit Outlines • Use of AC • Team planning • Whole school curriculum maps • Mapping student learning (Differentiation) • Annual review of curriculum • Collaboration (Internally and externally within the school community) • IT – Increased availability of data projectors 	<ul style="list-style-type: none"> • Curriculum Coordinator • HOLAs • Subject teachers

1. Provide Quality Teaching and Learning

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

Targets and Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To increase the use of data in assessing and addressing student needs both in classes, groups and for individual students.	M	<ul style="list-style-type: none"> Evidence will be in student outcomes. Teachers using assessment and data to influence their teaching of individual students 	<ul style="list-style-type: none"> Data from NAPLAN analysed and shared. PDs/Staff Meetings/Policies/ISV Follow VRQA mandates HOLAs Embedding new initiatives, such as THRASS, NALP, e5 etc. 	<ul style="list-style-type: none"> All teaching staff
To raise the awareness of academic performance in the stakeholder groups.	M	<ul style="list-style-type: none"> Students recognise the value of academic achievements and strive to improve grades/results Parents will be kept informed through diaries, newsletters, parent/teacher interviews and conversations Reports will show improved grades NAPLAN/VCE/ATAR results will demonstrate improvement Teachers reinforcing expectations in classes Parents will be informed of their child's progress in relation to their peers at GBC 	<ul style="list-style-type: none"> Newsletters Assemblies Self Reflection Student call-overs Teacher hand-over meetings Information Evenings, including Pathways Information Parent/teacher interviews Reports SMS communication Teacher reinforcing and setting high expectations IEPs Teacher communication in student diary 	<ul style="list-style-type: none"> Principals All teaching staff
To increase student engagement.	M	<ul style="list-style-type: none"> Higher student attendance Student engagement in classes will be higher Planning will reflect opportunities for higher order learning experiences Building a culture of self-evaluation and reflection across the school Differentiated teaching will provide opportunities for students to learn at their level 	<ul style="list-style-type: none"> EBOT Staff Appraisal Investigating automatic student promotion to next level of learning Planning Awareness of student wellbeing and how this impacts their academic learning. (Please see Focus Area 3:2) 	<ul style="list-style-type: none"> Principals Coordinators All teaching staff

1. Provide Quality Teaching and Learning

Focus Area 1:3 Differentiation - To work towards developing successful processes for students requiring IEPs including Gifted and Talented enrichment.

Targets and Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To have IEPs for students who have been identified as the top and bottom students in each class/cohort.	H	<ul style="list-style-type: none"> Students in the bottom and top 5 – 25% of each class will have been identified as requiring modified or alternative work IEPs will be in place for these students and will have been written in collaboration with parents and/or other outside agencies Integration Aid works alongside classroom teachers to support students in class and lead appropriately modified work, as directed by the teacher in the IEP Student Enrichment opportunities 	<ul style="list-style-type: none"> IEP template to be drafted in consultation with ISV advisors IEP template presented to staff and timelines set Staff to consult with necessary colleagues/outside agencies and parents IEP review timeline established and adhered to Excellent communication between staff and parents Accountability from teachers, including evidence of modified planning, IEPs, anecdotal notes etc. Provide opportunities of enrichment to students Provide relevant cultural experiences for our multicultural / Wathawarong / indigenous students Staff Professional Development on Differentiation (eg; Positive Psychology; Behavioural management) 	<ul style="list-style-type: none"> Principals, POR Team Curriculum Coordinators HOLAs Primary teachers Integration Aid/Chaplain Parents Other outside organisations where appropriate
To keep a centrally accessible and maintained register of students for whom work is being modified, either Gifted or Talented or for those struggling to meet age appropriate benchmarks.	H	<ul style="list-style-type: none"> Staff will have access to a centrally stored register that indicates students in need of a modified curriculum and student report Students in Out of Home care as well as those of an Indigenous background will have an IEP, in accordance with the Disability Act 	<ul style="list-style-type: none"> Curriculum coordinators to facilitate a central list of students identifying briefly the reason for their IEP, i.e. Gifted and Talents, Out of Home Care etc. 	<ul style="list-style-type: none"> Curriculum Coordinators Integration Aid
To have funding applications in place for students who qualify for support under the Disability Act.	H	<ul style="list-style-type: none"> August deadline of 10 weeks of data submission will be met Students who are of concern will be tracked and work modified for them 	<ul style="list-style-type: none"> Teachers will maintain 10 weeks of data on students that have been identified as requiring support 	<ul style="list-style-type: none"> Coordinators Integration Aid Teachers

1. Provide Quality Teaching and Learning

Focus Area 1:4 Teacher Development and Appraisal- to adopt AITSL recommendations for Teacher Review Process, as outlined in 2013 Education Act.

Targets and 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.	H	<ul style="list-style-type: none"> • Employment of teachers who have proficiently demonstrated AITSL standards • Ensure staff are inducted successfully at commencement of employment 	<ul style="list-style-type: none"> • Application form reflects AITSL standards • In depth interview process • Ensure VIT registration is current • Set planned days aside for induction • Induction Policy and process 	<ul style="list-style-type: none"> • Principals and Coordinators
To endeavour to include new AITSL standards in the Staff Review Process and promote a collaborative series of conversations aimed at identifying strengths and areas for development in staff.	H	<ul style="list-style-type: none"> • Staff have demonstrated AITSL Professional Standards through planning, teaching, engaging in professional learning and conversations 	<ul style="list-style-type: none"> • Coaching and collaborating with teachers to ensure AITSL standards are achieved • Individual teacher review and reflection • Teachers setting personal goals and receiving support to achieve them • Schedule staff reviews to ensure all staff are regularly included in a review 	<ul style="list-style-type: none"> • Whole staff • POR
To enhance staff morale	H	<ul style="list-style-type: none"> • Staff are cohesive with good relationships • Staff attendance is high • Staff supporting each other • Staff participation in extra events • Staff feedback 	<ul style="list-style-type: none"> • Staff devotions • Staff Retreat and other outings • Debrief times • Staff satisfaction surveys • Provide induction and a buddy for new staff • Reflective conversations • Staff Appraisal • To provide additional teacher aids and support for teachers in their classes • Maintain open and regular communication • College and staff achievements are acknowledged and celebrated • Focus on this in staff meetings on a regular basis • Make staff aware of the Complaints Policy 	<ul style="list-style-type: none"> • All Staff

<p>To provide staff with access to ongoing PD.</p>	<p>M</p>	<ul style="list-style-type: none"> • Staff feel equipped and confident in their subject areas • Staff seek opportunities for professional growth • Staff feedback • Evidence in classroom practices • Internal PDs that are relevant to latest research (eg; Guskys) 	<ul style="list-style-type: none"> • Staff PD, including GBC led for all staff • PD opportunities are shared • Staff encouraged to attend PDs that may benefit them • Partnership Opportunities with ISV • Staff provision of time and monetary allowances • Staff expected to meet checklist requirements for any PD sessions that have been attended • Professional Learning Log: recorded information on which PDs staff have done • Tracking teaching standards to ensure that staff are regularly meeting AITSL standards • Staff survey (AITSL 360 degrees survey) for what staff want / need, so that PDs are more critical / directed / appropriate 	<ul style="list-style-type: none"> • Principals • Coordinators • All staff
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1. Provide Quality Teaching and Learning

Focus Area 1:5 Resources - To further develop the Information Communication Technology and other resources within the College.

Targets and Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To establish regular use of the School Management System (SMS) to record data and keep records of communication.	M	<ul style="list-style-type: none"> All Staff use SMS for Homeroom and Class Attendance Rolls each lesson and record Pastoral Care or Academic notes on students Staff log communication with parents and students in student files Student assessment is also recorded (markbook) for student and parent access 	<ul style="list-style-type: none"> Train / equip / mentor staff that may need assistance using SMS program Regularly review accuracy of attendance records Parent workshops, Info sessions and on-line tutorials to teach them how to access relevant information 	<ul style="list-style-type: none"> POR team ITC Manager Ian / Heather
To increase the number of computers in classrooms.	L	<ul style="list-style-type: none"> Additional desktop computers added to classrooms for student use during classes 	<ul style="list-style-type: none"> Log / monitor the use of computers in classrooms Establish needs / priorities To incorporate the cost into the College budget To fundraise 	<ul style="list-style-type: none"> POR team ITC Manager
To install an IWB (Interactive Whiteboard) in each Primary classroom and in other specified areas for Secondary.	M	<ul style="list-style-type: none"> IWBs would be available for staff to use in each building block throughout the school – according to need 	<ul style="list-style-type: none"> Train staff in use of IWBs and / or data projectors PDs To incorporate the cost into the College budget To fundraise 	<ul style="list-style-type: none"> Principals All Staff
To review usage and maintenance of all Computer Labs.	H	<ul style="list-style-type: none"> All classes have weekly access to computer labs Computer Labs are regularly booked 	<ul style="list-style-type: none"> Review current use of timetabled classes Identify needs / priorities 	<ul style="list-style-type: none"> POR All teaching staff
To upgrade the M-Block Theatre (M1).	On going	<ul style="list-style-type: none"> Data Projector and speakers are assembled in Theatre for class bookings / lessons 	<ul style="list-style-type: none"> Revamp M1 as a suitable functioning classroom that meets OHS standards Provide required ICT equipment 	<ul style="list-style-type: none"> POR Tech support
Staff training and PD workshops in using programs (MAZE / Timetabler, etc.)	M	<ul style="list-style-type: none"> Staff are confidently embracing new programs and supporting each other with technical assistance. Students are engaged in ICT programs during lessons to assist in learning. Admin work by POR staff are aligned with Board requirements (Baptist Colleges) 	<ul style="list-style-type: none"> Staff training / Professional Development workshops Allocated time given to POR / Staff to apply and develop new ICT skills for such programs 	<ul style="list-style-type: none"> All Staff Tech support
To continue to enhance the general resources in the College.	M	<ul style="list-style-type: none"> Evidence in improved resources Feedback from staff, students and parents 	<ul style="list-style-type: none"> Discuss needs with staff To incorporate the cost into the College budget To fundraise (air cons in 2013, music and drama equipment in 2014) 	<ul style="list-style-type: none"> All staff

1. Provide Quality Teaching and Learning

Focus Area 1:6 Buildings and Maintenance - To continue to work on developing the school grounds and buildings to improve the school environment.

Targets and Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To further develop and enhance the College grounds	M	<ul style="list-style-type: none"> A safe environment where injuries are kept to the minimum, including OHS Maintained and repaired physical resources Neat, attractive grounds Feedback from GBC community and visitors 	<ul style="list-style-type: none"> Regular OHS checks and OHS Training Each year aim to focus and improve one area Affect repairs to cricket nets and netball courts Plan to enhance College entrance Scheduled revision of processes Updated emergency signage Working Bees and parent helpers (garden club) 	<ul style="list-style-type: none"> OHS Officer Principals All Staff Ground staff
To complete the Auditorium and maximise its usage both in the College and in the general community.	Ongoing	<ul style="list-style-type: none"> Suitable equipment (sound, heat and lighting) is installed in the Auditorium for assemblies, performances, musicals and community events. The auditorium in use as a venue on a regular basis for the College External bodies hire the auditorium 	<ul style="list-style-type: none"> Assist the board in obtaining quotes to progress the development Assist contractors on site to quote and complete tasks GBC Board to approve suitable quotes Equipment to be purchased and installed 	<ul style="list-style-type: none"> College Board Principals Contractors
To continue to improve P-Block specifically for the Primary students.	M	<ul style="list-style-type: none"> A bright inviting environment for Primary children 	<ul style="list-style-type: none"> Additional seats Train – play equipment, Plant boxes Display boards on pillars 	<ul style="list-style-type: none"> Principals All Staff Ground staff Community involvement
To further develop M- Block to be an effective innovative learning space.	M	<ul style="list-style-type: none"> Unutilised areas made over to make the best use of them Neater and more functional learning and working areas Happier staff and students More regular use and functionality in the lower M-Block 	<ul style="list-style-type: none"> An extra photocopier to ensure easy access to resources Storage to assist in making staff offices more user friendly and less cluttered work environments Create a Primary Art Room in M Block Transform unused spaces and keep them tidy 	<ul style="list-style-type: none"> Principals All Staff Ground staff Community involvement
To ensure Play Areas are safe, shaded and allow for active play.	M	<ul style="list-style-type: none"> Play areas are safe, inviting and well utilised Play ground is regularly checked GBC community feedback 	<ul style="list-style-type: none"> Primary Playground - shade and make area safe Primary sand pit with shade cover Primary play train and soft fall area Asphalt area painted for down ball 	<ul style="list-style-type: none"> Principals All Staff Ground staff Community involvement

2. Empower School Leadership

Focus Area 2:1 Leadership - To further develop the leadership structures and processes.

Targets and Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To instil 'two schools, one College' perspective.	H	<ul style="list-style-type: none"> • Shared responsibility • Regular corporate meetings/interaction • Harmony within the staff 	<ul style="list-style-type: none"> • Separating roles yet retaining relationship • Devotions • Social interactions • Ongoing POR meetings • Regular communication 	<ul style="list-style-type: none"> • Principals • POR Team • All staff
To successfully integrate two Principals into the College.	H	<ul style="list-style-type: none"> • Principals share responsibility and jobs • Regular meetings • The College runs smoothly • Distributed Leadership (Principals not too overloaded) • GBC community feedback 	<ul style="list-style-type: none"> • Principals share responsibility and jobs • Regular meetings and open communication • Principals pray and plan together • New Secondary Principal receives support, guidance and is 'coached' as needed by existing Principal 	<ul style="list-style-type: none"> • Principals
To further develop and prepare Coordinators, HOLAs and staff for leadership.	M	<ul style="list-style-type: none"> • HOLAs, coordinators and teachers assuming leadership and developing their respective learning areas • Motivated staff who share the vision and passion for a dynamic learning area 	<ul style="list-style-type: none"> • Train, guide, coach new leaders • Encourage HOLA team to introduce and focus their learning areas • HOLAs/Coordinators collaborate to develop innovative programs within their learning areas 	<ul style="list-style-type: none"> • Curriculum Coordinators • HOLAs • All staff
To plan for succession.	M	<ul style="list-style-type: none"> • Staff will seek positions of leadership, responsibility and development allowing them to exercise and grow their leadership skills and subject skill set 	<ul style="list-style-type: none"> • Assist interested persons to develop their leadership and management skill sets • Create opportunities for people to be engaged in areas of interest 	<ul style="list-style-type: none"> • POR Team • Principals • Curriculum Coordinators
To encourage and improve student leadership.	M	<ul style="list-style-type: none"> • Students aspiring to and stepping up to leadership and leadership positions • Student led initiatives • All students reflecting leadership characteristics • Students see their ideas and efforts benefitting the College 	<ul style="list-style-type: none"> • Raise the profile of student leaders at the College • Equip and train student leaders • Student leaders attend relevant parent meetings to give their input • Help students to see that their efforts can facilitate the College 	<ul style="list-style-type: none"> • All staff • SRC and Student Leadership team

3. Meet Student Needs

Focus Area 3:1 Health and Wellbeing - To promote health and wellbeing in the College community.

Targets and Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To become part of Healthy Together Geelong accreditation.	M	<ul style="list-style-type: none"> College will be accredited with Healthy Together Geelong status Policies will be in place to support the Healthy Schools application College canteen will supply Green and Amber foods only Food will not be used as a reward 	<ul style="list-style-type: none"> SunSmart accreditation H2Only implemented in Primary school Action Plan completed in line with Healthy together Geelong guidelines Merit system updated to avoid using food as a reward Secondary "Healthy Schools" promotion by student ambassadors 	<ul style="list-style-type: none"> Primary Team VCAL staff / students Canteen Coordinator
To ensure the Christian message and values are incorporated / embedded into the College.	H	<ul style="list-style-type: none"> Reflected in College documents Biblical perspective is included in curriculum planning Scope and Sequences for Christian Living across College Planning in place for year groups Staff devotions are well attended GBC community feedback 	<ul style="list-style-type: none"> Employing passionate Christians to inspire students' faith journeys Staff devotions Run daily devotions and Christian Living classes in all year groups Incorporate Biblical perspective in all school documents including curriculum planning. Assemblies and guest speakers Staff role modelling and sharing their faith journeys Newsletter devotions Special events and always opening in prayer Uphold our motto – "To Live the Truth" 	<ul style="list-style-type: none"> Homeroom teachers Primary teachers Christian Living teachers
To support the Chaplaincy Program for 2013/14 and beyond.	M	<ul style="list-style-type: none"> Students will be able to access services of the Chaplain More time allocated to Chaplain Chaplain will become a resource for students and families 	<ul style="list-style-type: none"> Board to support chaplaincy for 2014 College to adhere to set specifications for Chaplaincy funding in 2015 	<ul style="list-style-type: none"> Leadership Board Chaplain
To use Resilience Funding to target year groups and build resilience whilst also addressing the topic of bullying.	M	<ul style="list-style-type: none"> Reduced incidences of bullying GBC community feedback 	<ul style="list-style-type: none"> Implementation of resilience funding in target year groups Small group sessions with identified groups Utilise guest speakers 	<ul style="list-style-type: none"> Leadership Team Chaplain
To empower Homeroom teachers to engage in student's wellbeing and develop purposeful relationships.	H	<ul style="list-style-type: none"> Cohesive homeroom groups. Reduced level of discipline issues and friendship problems Students who need support are identified and assistance is provided 	<ul style="list-style-type: none"> Secondary meetings outlining a Homeroom teacher's role Empower Homeroom teachers by sharing ideas and strategies Time spent in homeroom, i.e. Daily devotions, special lunches etc. 	<ul style="list-style-type: none"> All staff

3. Meet Student Needs (continued)

Focus Area 3:1 Health and Wellbeing - To promote health and wellbeing in the College community.

Targets and Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To ensure the College creates a well balanced curriculum that addresses 'development of the whole child'.	M	<ul style="list-style-type: none"> Evidence in curriculum planning Feedback from GBC community 	<ul style="list-style-type: none"> Scope and Sequencing to avoid gaps in learning Unit planning incorporates Biblical perspectives Team planning Staff PD 	<ul style="list-style-type: none"> All staff
To build a stronger sense of pride, value and belonging for all GBC members.	H	<ul style="list-style-type: none"> GBC community engagement in the College Good attendance at functions Students take care of College resources GBC community feedback 	<ul style="list-style-type: none"> Discuss relevant topics in devotions and assemblies Acknowledge and celebrate achievements Display student work around the College Involve SRC and PSG with ideas for the College 	<ul style="list-style-type: none"> All staff SRC PSG Students
To ensure we adopt the National Safe Schools Framework and that students feel safe, valued and loved.	H	<ul style="list-style-type: none"> Evidence in College documentation and teacher practice Staff providing regular pastoral care Student and parent feedback Evidence in student behaviour and rapport with teachers Evident in how students treat and relate to each other 	<ul style="list-style-type: none"> PD staff on the National Safe Schools Framework Teachers building relationships and connections with their students Staff devotions where students are prayed for Praying for students in class Staff providing regular pastoral care Giving students a voice and listening to them 	<ul style="list-style-type: none"> All staff Students
To enhance the College's appearance – add some 'colour' for the students to brighten up their day.	M-L	<ul style="list-style-type: none"> College buildings and grounds are safe and look inviting and colourful Student work is on display Litter is reduced Additional playground equipment is added 	<ul style="list-style-type: none"> Ideas are discussed and prioritised in meetings Teachers display student work Teachers diligently remove litter with student help More time for Maintenance Man to do jobs Primary train installed, down ball squares painted, pin boards up to display student work. Additional signage 	<ul style="list-style-type: none"> All staff Students
To ensure the Discipline Policy is used effectively to promote positive behaviours and reduce inappropriate behaviours.	H	<ul style="list-style-type: none"> Discipline Policy is used consistently by all teachers Reduced Discipline issues Increased positive behaviours Staff, parent, student feedback 	<ul style="list-style-type: none"> Use Staff induction to go through the Policy in detail Staff discussions and reminders in meetings Regular discussions in Homeroom and assemblies Celebrate student achievements and positive behaviours Rewards for merits (non – food) 	<ul style="list-style-type: none"> Principals All staff
To ensure teachers are using good classroom management skills to maintain a safe and positive learning environment.	H	<ul style="list-style-type: none"> More time is spent on learning than on discipline issues Discipline issues are reduced Students feel safe and valued 	<ul style="list-style-type: none"> Regular staff PD Staff supporting and coaching one another Staff visiting each other's classrooms 	<ul style="list-style-type: none"> All staff

3. Meet Student Needs

Focus Area 3:2 OHS - To work to ensure that the College is a safe environment for staff, students and visitors to enjoy.

Targets and Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To make staff aware of OHS and relevant procedures to ensure the College is a safe environment.	H	<ul style="list-style-type: none"> Evidence in staff actions regarding OHS issues that arise in the College 	<ul style="list-style-type: none"> OHS Professional Development during staff meetings Discuss OHS in staff meetings 	<ul style="list-style-type: none"> Principals OHS Officer
To appoint an OHS Officer who will oversee OHS.	H	<ul style="list-style-type: none"> Officer oversees OHS issues, reminds staff of safety behaviours The Officer checks allocated areas in the school and ensures action is followed up for any issues raised 	<ul style="list-style-type: none"> Officer is trained for OHS – attend PD. Officer has regular discussions in staff meetings and represents the staff. Officer consults with Principals and organises works to be done to address OHS issues. 	<ul style="list-style-type: none"> OH&S Officer
For staff to take responsibility for a designated area in the school and report any OHS issues.	M - H	<ul style="list-style-type: none"> Staff feedback Reports completed in timely manner All classrooms are regularly checked. 	<ul style="list-style-type: none"> Monthly OHS checks completed by all staff OH&S Officer checks entire school ground through weekly checks and ensures entire grounds are totally completed by every month More time allocated to Maintenance Man 	<ul style="list-style-type: none"> OHS Officer All staff
To ensure we meet VRQA requirements.	M	<ul style="list-style-type: none"> OH&S issues are minimised, identified and addressed Evidence in the lack of persons being injured. Staff feedback, community feedback 	<ul style="list-style-type: none"> Principals know the current VRQA standards Ensure OHS Officer is aware of VRQA standards 	<ul style="list-style-type: none"> Principals OHS Officer
To ensure staff are familiar with the Emergency Procedures and Policy.	M - H	<ul style="list-style-type: none"> Staff carry out their delegated responsibilities well during emergency drills Evidence from staff and student actions during emergency drills. 	<ul style="list-style-type: none"> Go through the Emergency Procedures and Policy in staff meeting Practise various emergency drills 	<ul style="list-style-type: none"> Principals All staff
To ensure a professional external OHS audit is completed on a regular basis.	M	<ul style="list-style-type: none"> Evidence in audits and reports provided 	<ul style="list-style-type: none"> Undertake Professional External OHS Audits 	<ul style="list-style-type: none"> Principals
To maintain thorough records of issues and works completed.	H	<ul style="list-style-type: none"> Evidence in the records kept 	<ul style="list-style-type: none"> Staff complete OHS requests OHS requests are collated and stored in a central accessible folder in the staff room 	<ul style="list-style-type: none"> OHS Officer
To ensure excursions and camps are well planned and include a completed Risk Assessment	M	<ul style="list-style-type: none"> Evidence in excursion and camp planning documents Excursions and camps are logged on the Student Activity Locator as needed 	<ul style="list-style-type: none"> Appropriate completion of camp and excursion documents is explained to staff. All camp and excursion requests are approved by the Principals 	<ul style="list-style-type: none"> Principals All staff

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 and 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.	M	<ul style="list-style-type: none"> • Regular adverts appear in a range of publications • We receive positive feedback from the community • Families who visit the College acknowledge where they heard about us • More families attend Open Days and enrol their children 	<ul style="list-style-type: none"> • Advertise through various avenues: Website, College newsletter, radio, local publications, Geelong Advertiser etc. • Contract with McDonalds, Medical Centre and Harcourt's Real Estate for advertising • Survey new parents on how they heard about GBC • VCE Media promotional film • Opportunities to promote College via special events, newspaper coverage etc. • Aim to be more innovative with the adverts • Continue to put photos of events on website • Enter students in more competitions • More active in writing press releases • Geelong business directories • Social media – investigate what other schools are doing 	<ul style="list-style-type: none"> • Principals
To provide a detailed Annual Report to the public in a timely manner.	H	<ul style="list-style-type: none"> • Annual Report available on website by June 15 • Annual Report meets all VRQA requirements and incorporates all expected detail 	<ul style="list-style-type: none"> • Commence Annual Report in a timely manner • Use other staff to contribute in areas of their expertise 	<ul style="list-style-type: none"> • Principals • Coordinators • Relevant staff
To develop a School Improvement Plan that will focus on the College's 2013 - 2014 priorities and identify areas to further improve the College.	H - M	<ul style="list-style-type: none"> • Evidence in the School Improvement Plan 	<ul style="list-style-type: none"> • Survey all stakeholders – LEAD (Listen, Evaluate, Act, Deliver) survey completed in 2013 by all staff and students. Parents participated as well • Aim for greater participation of parents in survey by emailing it to them directly and /or random prizes for participating 	<ul style="list-style-type: none"> • Principals • Coordinators • All staff • Students and parents
To uphold VRQA Mandated Standards	H - M	<ul style="list-style-type: none"> • Evidence in how the school is run • VRQA audit is passed • Policies are current and VRQA compliant 	<ul style="list-style-type: none"> • Staff/Board to work on aspects of VRQA report and submit the final report according to VRQA deadlines • Policies and procedures are regularly updated • Relevant VRQA policies more available and made explicit to staff 	<ul style="list-style-type: none"> • Principals • Coordinators • College Board
To incorporate all requirements of the 2013 Education Act	H - M	<ul style="list-style-type: none"> • Evidence in school planning, policies, teacher practice, general documents and how the school is run • The Annual Report and the School Improvement Plan are available to the public via the College website 	<ul style="list-style-type: none"> • Use staff meetings to ensure all staff are aware of The Act and what it means. • Ensure staff understand how to incorporate the different aspects of The Act into their teaching practice and into the running of the school 	<ul style="list-style-type: none"> • Principals • Coordinators • All staff

4. Provide Transparency and Accountability (continued)

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

Targets and Outcomes	Level	Key Performance Indicators (What will success look like?)	Strategies (How will we get there?)	Person/s Responsible
To ensure that Student Reports include AC outcomes and comply with the 2013 Education Act.	M	<ul style="list-style-type: none"> Evidence in Student Reports On request, parents can see their child's results "in relation to their peers" at GBC 	<ul style="list-style-type: none"> Teachers are informed about these expectations. Report templates are modified Teachers record student results and collate data as required for the reports and parents 	<ul style="list-style-type: none"> Principals Coordinators All staff
To ensure we have cohesive, strong, communicative and involved Governance.	M	<ul style="list-style-type: none"> Evidence in Board Reports Evidence from staff, parent and student feedback Evidence in their presence and attendance of various College functions Evidence in Annual Report 	<ul style="list-style-type: none"> Ensure Board members are appropriately appointed (according to VRQA requirements). The Board meets monthly or more often when pressing issues arise Principals present monthly reports to the Board Regular Board visits at the College Board members attending various College functions GBC community can directly contact the Board (outlined in Parent Handbook) 	<ul style="list-style-type: none"> Board Principals
To ensure the College plans well in regards to finances and ensures the College remains viable.	H - M	<ul style="list-style-type: none"> Evidence in the running of the school Expenditure and Income is publicly displayed in Annual Report 	<ul style="list-style-type: none"> The College has a Central Finance Group that oversees the Finances External accountants audit the Financial Statements Financial Questionnaire is completed by the Central Finance Group annually and is sent to ISV We employ qualified staff to keep accounts The Board in consultation with accountants sets the overall College budget and Principals ensure all expenses adhere to the budget Principals set student fees/ consult with the Board 	<ul style="list-style-type: none"> Board Principals Central Finance Group Accountants
To maintain networks with Educational bodies.	M	<ul style="list-style-type: none"> GBC maintains partnerships with: ISV, VRQA, VIT, DEEWR, etc Evidence in the support sought and received from the various Educational bodies 	<ul style="list-style-type: none"> Attending ISV briefings and appropriate PDs Working with ISV advisors to improve practice in the College College will act on recommendations and mandates from ISV. 	<ul style="list-style-type: none"> All staff
Introducing AITSL standards to working documents.	On going	<ul style="list-style-type: none"> Evidence in College planning, staff appraisal and other documents Evidence in teaching practice 	<ul style="list-style-type: none"> Staff PDs – external and internal Staff updating various documents AITSL standards added to relevant staff meetings 	<ul style="list-style-type: none"> Principals Coordinators All staff