

# **KERANG** Christian College **School Improvement Plan 2015-2020**



98 Wyndham Street  
Kerang, Victoria 3579  
P +61 3 5450 3894  
[www.kccs.vic.edu.au](http://www.kccs.vic.edu.au)



## Introduction

School improvement requires a targeted and focused approach on key areas within a school community. After careful consideration, Kerang Christian College has identified a manageable set of priorities to guide the College's improvement efforts over the next few years. These improvement areas have been carefully referenced with the College's Board approved 2015 – 2020 Strategic Plan. The School Improvement Plan is a valuable tool to assist in driving continued improvement in the quality of teaching and learning at Kerang Christian College.

Kerang Christian College has made use of the National School Improvement Tool to guide the development of the School Improvement Plan. The National School Improvement Tool brings together findings from international research into the practices of highly effective schools and school leaders. The National School Improvement Tool was endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) during 2012 and was made available to all Australian schools for use in their school improvement planning from 2013.

## About Us

Kerang Christian College is a friendly, small sized school set on a well-designed campus in Kerang catering for boys and girls from Prep to Year 12. The College is a non-denominational Christian College that commenced in 1983.

The College aims to challenge each student to achieve their best, while providing students with an opportunity to study a broad range of subjects. The College curriculum, while developed to meet the requirements of the Australian Curriculum Framework and government requirements, provides students with a great opportunity to study subjects across a wide range of learning areas. The College has developed the school curriculum to place a significant emphasis on Literacy and Numeracy.

Primary School students enjoy studying a range of specialist classes including Health and Physical Education, ICT, LOTE (Auslan), Performing Arts and Visual Art.

Students in the Secondary School have studied over twenty elective and specialist classes during the past two years. Some of the subjects that have been offered include: Advanced Mathematics, Advanced Science, Athlete Development, Business Studies, Horticulture, ICT Multimedia, Legal Studies, Passport to Asia, Psychology, Science Design and Engineering, Sports Performance, Survival 101, Textiles and more! The College is pleased to be able to offer a broad range of VCE studies to our Senior School students. Students are studying a wide range of VCE subjects, including: Accounting, Biology, Business Management, Chemistry, Computing, English, Health & Human Development, Legal Studies, General Mathematics, Mathematical Methods, Physical Education, Physics, Psychology, Systems Engineering and Theatre Studies.

During 2015, the College participated in an innovative video conference partnership with other Christian Schools in our region. This provided the College with greater flexibility to best meet the individual needs of each student undertaking the VCE. In 2016, we will once again look for the most appropriate way to deliver VCE studies to all of our VCE students.

Students are encouraged to participate in a wide variety of extra-curricular activities. Many of these activities have a community focus, but are also in place to make learning authentic. Students have an opportunity to participate in camps, excursions, sporting events, musicals, competitions, incursions, chapels, assemblies and much more.

Our beautiful school grounds include a mixture of original buildings and modern facilities such as our Visual Arts Wing, landscaped, eco-friendly gardens as well as specialist classrooms in the Secondary School. Our modern learning environments provide our students with a flexible learning space to learn in ways that best meet their needs.

The motto at Kerang Christian College is Integrity, Faith and Family. The College believes it is important for students to develop sound values and aims to develop Christian faith and character in students. Furthermore, the College aims to equip students for service and citizenship as an expression of their Christian faith.

It is our prayer and desire that every student will have a positive experience at school. A positive experience involves students developing healthy relationships, achieving their personal best, maintaining physical and emotional well-being and developing a greater understanding of Christian faith and character.



# Vision

Kerang Christian College aims to provide a solid foundation of academic excellence and spiritual growth towards authentic Christian living.

# Motto

Integrity, Faith, Family

# Our Mission

The school aims to see the following achieved:

- An integration of Christian faith and character in students.
- Excellence in Christian education from a Biblical Christian worldview.
- A Christian education community where every person is valued and nurtured in their faith and healthy relationships are promoted.
- Enhanced partnerships between parents, students and staff, strengthening the teaching and learning process.
- The provision of high quality facilities and resources.
- The effective stewardship of assets, both human and physical.
- Students equipped for service and citizenship as an expression of their Christian faith.
- Students achieving personal excellence in academic, social, physical, cultural and spiritual outcomes.
- A culture of continuous improvement, professional development and pastoral support among staff and the school community.
- Effective communication with parents and the wider community.
- Provision of a safe environment.



# Our Philosophy

We see our role as forming partnerships with parents to educate their children. The Bible clearly teaches that children should be brought up to base their lives on the commandments of God. Deuteronomy 6:5-7 records the greatest of all commandments: "You shall love the Lord your God with all your heart, with all your soul and with all your might".

Within a Christian context at Kerang Christian College, we aim to nurture the growth and development of the whole person – intellectually, physically, emotionally, spiritually and socially. We believe that this growth should be firmly based on the student's growing personal relationship with God and other people.

We believe growth should be nurtured in a supportive environment that has clear boundaries within mutual respect and a healthy working relationship between parents, teachers and students. Respect involves treating other people as you would like to be treated yourself, and a discipline program which aims for restoration of relationships.

Students at Kerang Christian College are challenged to become active participants in their own educational journey. Our students are encouraged to develop a love of learning and to embrace challenges as growth opportunities.

It is our prayer and desire that every student will have a positive experience at school. A positive experience involves students developing healthy relationships, achieving their personal best, maintaining physical and emotional wellbeing and developing a greater understanding of Christian faith and character.





# Our History

Born out of the vision of a team of Christians during the early 1980s, Kerang Christian College commenced as Kerang Christian Community School in simple buildings at the Kerang Baptist Church grounds. Kerang Christian Community School was established in 1983 as part of the ministry of the Kerang Baptist Church.

At the beginning of 1983, a small group of thirty-six Primary School students and two teachers gathered in the playground, about the size of a residential back yard, to witness the fulfillment of a vision – the opening of a Christian School to serve the community of Kerang and the district.

This Vision of the inaugural school Board has had a significant impact of what the school looks and feels like today.

In 1995, the school was relocated to 98 Wyndham Street. The new building provided a modern open plan classroom layout that fostered a community atmosphere within the school. This building remains the home of the Primary School students at the College today.

In 2010, the school opened two additional classrooms in the Primary School building and completed construction of the Library Complex with the assistance of BER funding. The new facilities provided new classrooms including Food Technology, the College Library and General Purpose Classrooms.

By 2010, the school Board and the school community were committed to expanding Kerang Christian Community School into a Secondary School with a vision of growing to a Prep – Year 12 school. The name of the school was changed to Kerang Christian College.

In 2011, we marked the expansion of Kerang Christian College into Secondary education. Twelve students started 2011 as pioneers of our Secondary School.

Between 2012 and 2015 the school has continued to expand one year level each year.

During 2013, the College completed construction of a Visual Arts Wing and a Year 9 Learning Centre. The facilities incorporate a new computer lab, a Primary and Secondary School Art Room, Textiles facilities, storage and staff offices.

The 2014 academic school year provided the College with an opportunity to implement three clear sub-schools. Our school incorporates a Prep to Year 6 Primary School, a Year 7 to 9 Middle School and the Year 10 students became our first ever Senior School students.

Students commenced studying the Victorian Certificate of Education (VCE) during the 2015 academic school year, with Year 12 studies commencing at the College in 2016.

Kerang Christian College is a Prep – Year 11 school in 2015, with over 100 students and 20 staff and is led by a highly capable Board of Directors. All our dedicated staff strive to provide excellence in Christian education from a Christian Biblical worldview.

The College has been blessed with modern facilities that meets the needs of 21st century learners and provides for rich curricular opportunities and a wonderful environment for students and staff. Technology is integrated in the curriculum, together with learning and teaching methods that are informed by the most recent research.

Christian perspectives and values form the basis of all activities and students are encouraged towards personal Christian faith and character. Students are taught in a caring environment that recognises their uniqueness, with individual gifts and talents that are to be encouraged for the good of the community. Kerang Christian College is a member of Christian Schools Australia, a National body with member schools in all states.

Kerang Christian College is committed to furthering the development of the facilities and improving learning and educational opportunities for all students.





# Self Assessment Process

A key resource used to develop this school improvement plan 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 Kerang Christian College Strategic Plan (2015 – 2020) has been developed as a result of consultation with a range of community stakeholders including parents, students, teachers, the College Leadership Team and the College Board. Underpinned by the College's vision and mission, the Strategic Plan provides the framework by which the College will voice key principles and directions, set specific objectives and outcomes and establish targets against which implementation and progress can be reported.

The Leadership Team has considered current research and best practices when developing strategic directions for the next five years. It is our intention that this plan will assist the College in best meeting the needs of the current generation of students and assist them in preparing for multiple pathway options in a global marketplace.

The Strategic Plan details contemporary education trends and expectations with a focus on meeting the individual needs of each student. The Strategic Plan outlines the need to understand how learning best occurs, the increasing use of Information Communication Technology both within and outside of the classroom, the increasing need to have an international focus on curriculum and the need for an effective and relevant pastoral care program in the context of rapid global social change.

The Strategic Plan and a range of other resources have been used to develop the School Improvement Plan. The focus areas and targets of the School are expressed in terms of improvements in measurable student outcomes.



# Self Assessment Tool

The National School Improvement Tool was developed by the Australian Council for Educational Research for the Commonwealth Department of Education, Employment and Workplace Relations based on a series of national consultations conducted during 2012.

This tool incorporates material developed by Professor Geoff Masters for the Australian Council for Educational Research in collaboration with the Queensland Department of Education, Training and Employment.

## Nine Strategic 'Domains' for School Improvement

According to the Australian Council for Educational Research, and as highlighted in the National School Improvement Tool, highly effective schools are ensuring that:

- There is a strong and explicit improvement agenda for the school which sets measurable improvements in outcomes for students
- Hard data on student outcomes is tracked, monitored, discussed and is the basis of planning.
- The school culture promotes learning – high expectations of every learner and a commitment to academic excellence permeates the entire school.
- Teachers are experts in the subjects they teach and have very high levels of pedagogical knowledge.
- There is systematic curriculum delivery and the Curriculum Plan makes explicit what (and when) teachers should teach and students should learn.
- Differentiated teaching used as a strategy for engaging every student in learning is promoted.
- There is a commitment by every teacher and every leader in the school to identify and implement better teaching methods.
- The school applies its resources in a targeted manner to meet the learning needs of all students.
- The school actively seeks partnerships with parents, families and other education institutes, businesses and community organisations to enhance student learning

Kerang Christian College is aiming to be a high performing school in each of the domains. We have our College community's support and commitment to achieve this.

# Five National Reform Directions

The Government has committed to ambitious goals for Australian children, aimed at ensuring every Australian child receives an excellent education. These are:

- Australia to be placed in the top five countries internationally in reading, mathematics and science by 2025; and
- Australia to be considered a high quality and high equity schooling system by international standards by 2025.

An updated version of the National Plan for School Improvement has been released.

The Government’s claim is that it will provide the foundation by which Australia will reach the goal of being ‘ranked, by 2025, as one of the top five highest performing countries based on the performance of Australian school students in reading, mathematics and science, and based on the quality and equity of Australian Schooling’.

The plan is underpinned by five reform directions:



The reform directions will be implemented over the period 2014 – 2019.

The National School Improvement Plan commits to the continuation of the implementation of a number of existing reforms.

These include, but are not limited to:

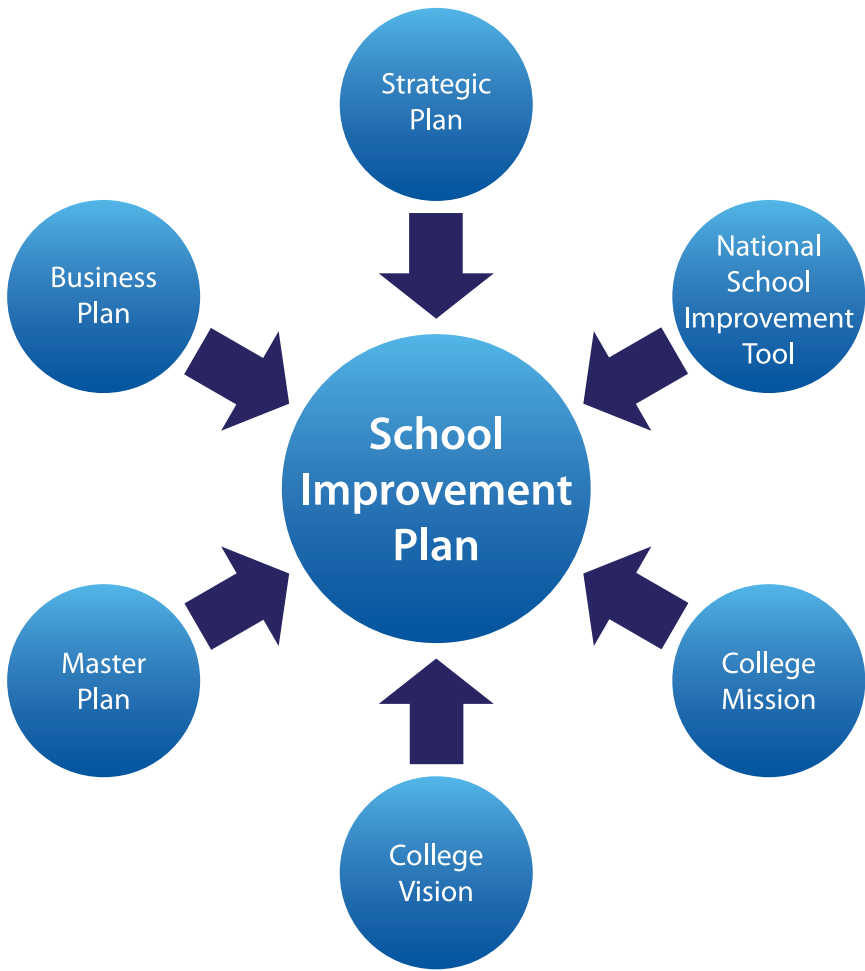
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| <ul style="list-style-type: none"><li>• Australian Professional Standards for Teaching</li><li>• Implementation of the Australian Curriculum</li><li>• National Assessment programs</li><li>• Implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010-14</li></ul> | <ul style="list-style-type: none"><li>• Implementing the 2005 Disability Standards for Education</li><li>• Implementing the National Safe Schools Framework</li><li>• National Reporting of Performance Data</li><li>• My School Website</li></ul> |
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# Annual Review Process

In order to achieve the goals of the Strategic Plan for Kerang Christian College and to be held accountable, the College is implementing a School Improvement Plan, which is reviewed annually. The School Improvement Plan is reviewed annually by the Leadership Team, to gauge the effectiveness of its planned strategies in terms of progress towards the achievement of objectives, and to identify any changed conditions, needs or priorities that require adjustments to the plan. It is an opportunity for Kerang Christian College to consult with the community, reflect on its data and review improvement planning processes.

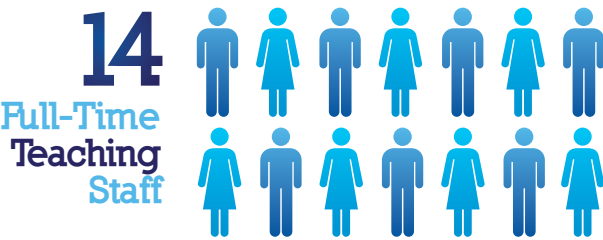
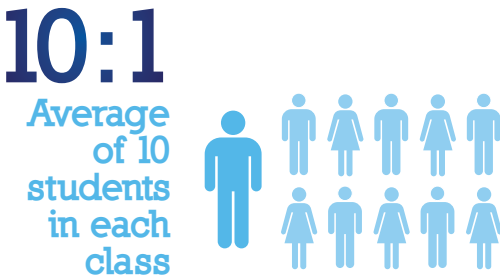
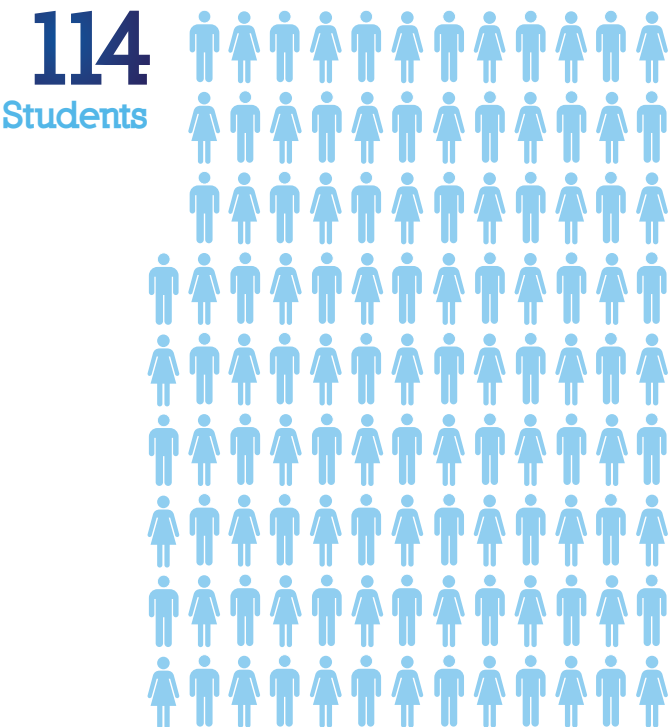
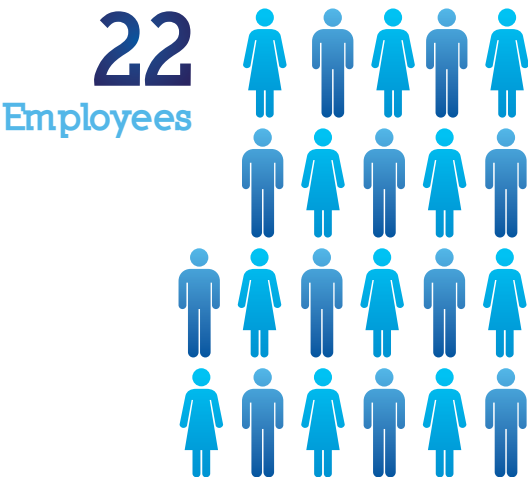
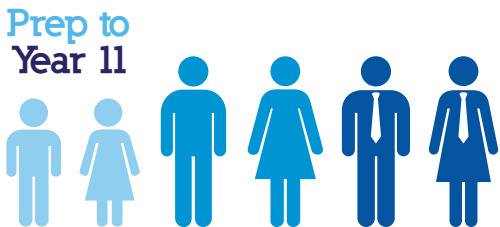
# Components of the School Improvement Plan

Our strategic goals, operational goals and implementation steps are outlined in the Kerang Christian College Strategic Plan 2015 – 2020. The College Master Plan, Business Plan, Vision and Mission all represent components of the School Improvement Plan, as indicated in the diagram below.





# Snapshot of Kerang Christian College Commencing 2015



## Strategic Plan

### Six Strategic Priorities for 2015 – 2020

Between 2015 and 2020, Kerang Christian College will undertake the following six strategic initiatives to assist in launching the College into Senior Secondary School. The implementation of these initiatives is phased over the five-year period of the plan. Implementation will occur through an annual planning and budget cycle. The strategic actions and business plans will be reviewed annually.



**1. Academic Excellence**  
“Develop a culture of passionate pursuit of academic excellence.”



**2. Technology As An Enhancer Of Teaching And Learning**  
“Create a culture where technology is seen as an enhancer of teaching and learning.”



**3. Further Developing The School Culture**  
“Further develop a caring, Christian environment that meets the needs of individual students.”



**4. Designing A Connected Learning Environment**  
“Design a learning environment that meets the needs of 21st century learners with consideration for local, state, national and global connectivity.”



**5. Effective Business Practices**  
“Implement effective business practices in relation to Finance, Marketing, Human Resources, Risk Management, Regulatory Compliance, Development and Planning, Facilities Planning and Management.”



**6. Good Governance**  
“The College Board will continue to oversee all aspects of Kerang Christian College, appoint the Principal, and ensure a strategic approach to the School’s future by setting major objectives, policy frameworks and strategy.”

# School Improvement Area 1

## Academic Excellence

<b>School Improvement Statement</b>	To improve student performance in literacy and numeracy as measured
<b>National School Improvement Tool Reference</b>	<ul style="list-style-type: none"> <li>• <b>Domain 1:</b> An Explicit improvement agenda</li> <li>• <b>Domain 2:</b> Analysis and discussion of data</li> <li>• <b>Domain 7:</b> Differentiated teaching and learning</li> <li>• <b>Domain 8:</b> Effective pedagogical practices</li> </ul>
<b>Strategic Plan Reference</b>	<ul style="list-style-type: none"> <li>• <b>Operational Goal 1.1:</b> Improve student learning outcomes.</li> </ul>
<b>Where are we now?</b>	<ul style="list-style-type: none"> <li>• NAPLAN data is available annually for students in Years 3, 5, 7 and 9. NAPLAN data is used as a piece of information in conjunction with a wide variety of other data to assist staff in addressing the learning needs of each student at Kerang Christian College.</li> <li>• Student progress and growth is monitored and documented throughout the school year. Pre-testing and post-testing are used in many classrooms throughout the school.</li> <li>• The College has implemented a standardised testing program throughout the Primary and Secondary School. Students complete a variety of standardised tests at the end of Term 2 and Term 4. This data allows the school to more accurately identify students who are at risk in different aspects of literacy and numeracy.</li> <li>• The College has hired a Learning Support Assistant (LSA) who works with students and staff across all levels, with an emphasis on remediation in literacy and numeracy. The LSA works closely with key staff and with classroom teachers in implementing relevant individual education programs.</li> <li>• Some students at the College have been provided with Individual Learning Plans (ILP) that have been developed in conjunction with parents. They are prepared for identified students, as well as those who are deemed at risk. These plans are reviewed each semester at a minimum.</li> </ul>
<b>Key Improvement Strategies</b>	<ul style="list-style-type: none"> <li>• Investigate the use of and type of data used to inform teaching strategies.</li> <li>• Explore other assessment instruments to improve learning and teaching.</li> <li>• Increase the use of data in assessing and addressing student needs of classes, groups and for individual students.</li> <li>• Use a range of data to inform teachers at each year level.</li> <li>• Provide training opportunities for staff to know how to analyse and effectively use data to inform teaching and learning.</li> <li>• Continue to develop revision and study skill guides to help increase student learning outcomes in the Secondary School.</li> <li>• Improve our support for students with learning difficulties by ensuring that we recognise any obstacles to success by focusing on developing differentiation within the classroom.</li> <li>• Implementing National Reform Directions – Quality Learning: <ul style="list-style-type: none"> <li>• Strengthen early years of education through regular assessment of literacy and numeracy.</li> </ul> </li> <li>• Implementing National Reform Directions - Quality Teaching: <ul style="list-style-type: none"> <li>• Further implement the Australian Professional Standards for Teachers;</li> <li>• Improvement through performance management, professional development and work towards Highly Accomplished and Lead Teacher status;</li> <li>• Develop a shared view of effective pedagogy</li> </ul> </li> </ul>

<b>Indicators (Success Criteria)</b>	<ul style="list-style-type: none"> <li>• Improvement in standardised testing results.</li> <li>• Student reports will show improved grades.</li> <li>• NAPLAN results to reveal steady and sustained improvement.</li> <li>• All teaching staff trained to understand and effectively use data / assessment to inform teaching and learning.</li> </ul>
<b>Implementation Actions</b>	<p>To achieve this objective, the College will:</p> <ul style="list-style-type: none"> <li>• Use data available from a variety of sources to drive curriculum planning and teaching practices.</li> <li>• Value, encourage and celebrate academic endeavour and success.</li> <li>• Ensure that the curriculum meets the needs of all students.</li> <li>• Promote an understanding of different learning styles and the importance of differentiated instruction.</li> <li>• Provide adequate training for all staff with particular emphasis on professional development of staff in teaching the Australian Curriculum, new technologies, differentiation, inquiry based learning and other innovative emerging pedagogies.</li> </ul>
<b>Staff Responsible</b>	<ul style="list-style-type: none"> <li>• Participation from all teaching staff will be important for overall student benefits.</li> <li>• Monitoring of progress by Curriculum Committee and Leadership Team.</li> </ul>
<b>2016 Implementation Plan</b>	<p>The annual implementation plan describes how the key improvement strategies will be put into operation during the year and how they will be monitored.</p> <p><b>Primary School</b></p> <ul style="list-style-type: none"> <li>• Increased tracking of progress of all students through running record data and STAR testing. Minimum two running records per term (for students up to Level 26) to be collected at the end of each term for analysis and planned intervention where necessary.</li> <li>• Careful analysis of PAT Reading and TORCH data from previous year, mid year and end of year. Data to be discussed at a scheduled data meeting.</li> <li>• Investigate and implement a Primary Mathematics diagnostic tool to monitor students. i.e. Nelson Numeracy Assessment.</li> <li>• Actively celebrate student growth and achievement.</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>• Year 7 students to fully participate in Accelerated Reader program and undertake STAR testing twice per term. Students to have documented AR goals (points) and actively encouraged to achieve their assigned goal.</li> <li>• Careful analysis of PAT Reading and TORCH data from previous year, mid year and end of year. Data to be discussed at a scheduled data meeting.</li> <li>• Careful analysis of PAT Maths results from previous year, midyear and end of year. Analysis of pre-test and end of unit test results of students.</li> </ul> <p><b>Senior School</b></p> <ul style="list-style-type: none"> <li>• Careful analysis of Year 10 PAT Reading and TORCH data from previous year, mid year and end of year. Data to be discussed at a scheduled data meeting.</li> <li>• Careful analysis of Year 10 PAT Maths results from previous year, midyear and end of year. Analysis of pre-test and end of unit test results of students.</li> <li>• Careful analysis of Senior School students' AGAT results.</li> </ul>



# School Improvement Area 2

## Technology as an enhancer of teaching and learning

<b>School Improvement Statement</b>	Further develop the integration of technology and pedagogy to maximise student learning outcomes.
<b>National School Improvement Tool Reference</b>	<ul style="list-style-type: none"> <li>• <b>Domain 4:</b> Targeted use of resources</li> <li>• <b>Domain 8:</b> Effective pedagogical practices</li> </ul>
<b>Strategic Plan Reference</b>	<ul style="list-style-type: none"> <li>• <b>Operational Goal 2.1:</b> Implement video conferencing and digital connectivity to break down geographical barriers and ensure richer educational opportunities for students and teachers.</li> <li>• <b>Operational Goal 2.2:</b> Develop a website that is the digital hub for teaching and learning at Kerang Christian College.</li> <li>• <b>Operational Goal 2.3:</b> Effectively integrate technology and pedagogy to maximise student learning.</li> <li>• <b>Operational Goal 2.4:</b> To implement a BYOD program that facilitates learning, breaks down traditional classroom barriers and empowers students as engaged learners.</li> </ul>
<b>Where are we now?</b>	<ul style="list-style-type: none"> <li>• The construction of a second video conference room is taking place during the 2015 academic school year.</li> <li>• Currently participating in a video conference partnership with three other Christian schools.</li> <li>• The Kerang Christian College website will be updated during the 2015 academic school year.</li> <li>• Kerang Christian College commenced implementing BYOD program throughout the Secondary School in 2015.</li> <li>• Some Year 8 and 9 students are still participating in a netbook leasing arrangement, which operated between 2011 and 2014.</li> <li>• Some VCE teaching and learning facilitated through the use of Edmodo, which is a learning management system.</li> <li>• Wireless connectivity is available in most classrooms with data projectors and interactive white boards installed throughout the College.</li> <li>• Students in the Primary School have access to 18 laptop computers that are stored on a laptop cart.</li> <li>• Students in Prep – Year 8 study ICT weekly in the computer lab.</li> </ul>
<b>Key Improvement Strategies</b>	<ul style="list-style-type: none"> <li>• Survey students regarding the use of electronic devices and their effectiveness in assisting learning.</li> <li>• Improve availability of technology in the College Library.</li> <li>• Ensure ongoing availability of technology for Primary School students.</li> <li>• Provision of a computer lab with a wide range of software programs available to assist in the delivery of Australian Curriculum.</li> <li>• Implementing National Reform Directions – Meeting Student Needs:</li> <li>• Further implement the Australian Professional Standards for Teachers;               <ul style="list-style-type: none"> <li>• Strengthen parent and community engagement;</li> <li>• Encourage excellence and meet the needs of high performing students.</li> </ul> </li> </ul>

<b>Indicators (Success Criteria)</b>	<ul style="list-style-type: none"> <li>• Students further develop skills for purposeful e-learning.</li> <li>• Increased student participation and engagement in Edmodo.</li> <li>• Increased staff use of Edmodo to support student learning and engagement.</li> <li>• Increased teaching and planning for appropriate integration of technology into lessons.</li> </ul>
<b>Implementation Actions</b>	<p>To achieve this objective, the College will:</p> <ul style="list-style-type: none"> <li>• Focus on further developing staff skills in relation to integrating ICT across the curriculum to improve student learning outcomes and engagement.</li> <li>• Integrate technology in ways to afford new opportunities for learning for students.</li> <li>• Recognise the important role of education in preparing responsible digital citizens.</li> <li>• Further develop partnerships with other Colleges to provide and participate in Video Conference courses.</li> <li>• Implement a Learning Management System to assist in engaging our students in learning.</li> <li>• Ensure that every Secondary School student has access to an electronic device.</li> <li>• Consider the implementation of flipped classrooms to enhance teaching and learning practices.</li> </ul>
<b>Staff Responsible</b>	<ul style="list-style-type: none"> <li>• Participation from all teaching staff will be important for overall student benefits.</li> <li>• Teaching staff will take responsibility for improvement in staff outcomes.</li> <li>• Monitoring of progress by Curriculum Committee and Leadership Team.</li> </ul>
<b>2016 Implementation Plan</b>	<p>The annual implementation plan describes how the key improvement strategies will be put into operation during the year and how they will be monitored.</p> <ul style="list-style-type: none"> <li>• Survey students regarding the use of electronic devices and their effectiveness in assisting learning.</li> <li>• Staff professional learning and development on further developing staff skills in relation to integrating ICT across the curriculum to improve student learning outcomes and engagement.</li> <li>• Set aside staff meeting time for staff to share details about the successful integration of technology and pedagogy to maximise student learning outcomes.</li> </ul>



# School Improvement Area 3

## Further developing the school culture

<b>School Improvement Statement</b>	To take active steps to improve the school culture at Kerang Christian College with a goal of further developing a strong, family-like atmosphere at the College.
<b>National School Improvement Tool Reference</b>	<ul style="list-style-type: none"> <li>• <b>Domain 1:</b> A culture that promotes learning</li> <li>• <b>Domain 9:</b> School community partnerships</li> </ul>
<b>Strategic Plan Reference</b>	<ul style="list-style-type: none"> <li>• <b>Operational Goal 3.1:</b> Implement a House system to assist in developing the College culture and strong sense of school community.</li> <li>• <b>Operational Goal 3.2:</b> Review, promote and implement student and staff wellbeing policies to ensure students feel safe and respected.</li> <li>• <b>Operational Goal 3.3:</b> Identify and commence implementing best practices that can set children and teenagers on a trajectory of lifelong faith and service.</li> <li>• <b>Operational Goal 3.4:</b> Research, plan and authentically implement a resiliency program to best meet the needs of our students.</li> <li>• <b>Operational Goal 3.5:</b> Continue to develop a strong sense of belonging within the school community.</li> <li>• <b>Operational Goal 3.6:</b> Recruit and retain the highest-quality staff.</li> </ul>
<b>Where are we now?</b>	<ul style="list-style-type: none"> <li>• The College has rapidly expanded from a Primary School (Prep – Year 6) in 2010 to a Prep – Year 12 Primary and Secondary School in 2016.</li> <li>• Student enrolments have grown from 59 in 2011 to an estimated 120 in 2016. The College will have a larger Secondary School in 2016 than the Primary School.</li> <li>• The number of staff working at the College has increased significantly during the past five years with many employees new to the school community.</li> </ul>
<b>Key Improvement Strategies</b>	<ul style="list-style-type: none"> <li>• Survey students and implement strategies to alleviate stress, frustration and tension.</li> <li>• Review of the communication tools that we use with parents, alumni and various community groups.</li> <li>• Implement more specific strategies to address students with poor attendance and punctuality records.</li> <li>• Review the school's policy and revisit community understandings of bullying and its effects.</li> <li>• Empower the Student Representative Council to be a student voice and take on a more active role in the school community.</li> <li>• Further integration and participation of parents and community members in learning programs.</li> <li>• Revamping of the staff social committee.</li> <li>• Review wellbeing policies and cross-reference policies with the National Safe Schools Framework and Aboriginal and Torres Strait Islander Education Action Plan 2010-2014.</li> </ul>

<b>Indicators (Success Criteria)</b>	<ul style="list-style-type: none"> <li>• School satisfaction surveys.</li> <li>• Increased attendance from 92.85% to 95% and a reduction in lateness.</li> <li>• Increased positive behaviours in the classroom through the use of a range of reward systems. Students feel safe at school and have necessary support measures in place to resolve issues.</li> <li>• Increased communication with parents / caregivers and their participation and attendance at school events.</li> <li>• Increased student involvement in school and community.</li> <li>• Active student leadership.</li> <li>• Retention of staff for longer periods of time.</li> <li>• Increased staff satisfaction levels.</li> </ul>
<b>Implementation Actions</b>	<p>To achieve this objective, the College will:</p> <ul style="list-style-type: none"> <li>• Equip and encourage parents to support and assist in the development of their child's learning.</li> <li>• Provide opportunities for parents to share feedback.</li> <li>• Provide opportunities for parents to become involved in the life of the College.</li> <li>• Enhance existing communication strategies and develop new ways to generate and promote support within the school.</li> <li>• Enhance communication to engage better the wider community.</li> <li>• Continue community partnerships with sporting, arts and cultural initiatives.</li> <li>• Develop a House System with the goal of further developing a family-like atmosphere in the school, where students feel connected and have a sense of pride and security in their school.</li> <li>• Investigate and implement appropriate resiliency programs for our Primary and Secondary School.</li> <li>• Cultivate a culture in which students, teachers and parents understand the importance of Digital Citizenship.</li> <li>• Continue to review employee entitlements to assist in recruiting and retaining the highest-quality staff.</li> </ul>
<b>Staff Responsible</b>	<ul style="list-style-type: none"> <li>• Participation from all teaching staff will be important for overall student benefits.</li> <li>• Monitoring of progress by Leadership Team.</li> </ul>
<b>2016 Implementation Plan</b>	<p>The annual implementation plan describes how the key improvement strategies will be put into operation during the year and how they will be monitored.</p> <ul style="list-style-type: none"> <li>• Launching House system.</li> <li>• Expand Occupational Health and Safety Committee.</li> <li>• Further develop Chapel programs.</li> <li>• Implement Career Development Program.</li> <li>• Implement Senior School Personal Development Program.</li> </ul>



# Acronyms and Glossary

<b>Australian Curriculum</b>	The national curriculum being developed for students in Prep – Year 12 covering subject areas outlined in the Melbourne Declaration (2008). (See: <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> )
<b>BYOD</b>	Bring Your Own Device i.e. laptop computer, tablet
<b>Coeducation</b>	The integrated education of men and women at the same school facilities; co-ed is a shortened adjectival form of co-educational.
<b>Digital Citizenship</b>	A digital citizen refers to a person using information technology in order to engage others.
<b>Differentiation</b>	The efforts of teachers to respond to variance among learners in the classroom.
<b>Distance Learning</b>	A method of studying in which lessons are conducted by correspondence.
<b>Electronic Device</b>	Refers to a computer, iPad, iPhone or any other computer type product.
<b>Extracurricular</b>	An activity at a school pursued in addition to the normal course of study.
<b>Flipped Classroom</b>	The flipped classroom is a pedagogical model in which the typical lesson and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.
<b>Global Marketplace</b>	A global market is not limited to specific geographic locations but rather involves the exchange of goods, services, and labor anywhere in the world.
<b>House System</b>	The house system is a traditional feature of many schools and originated in England. The school is divided into subunits called 'houses' and each student is allocated to one house upon enrolment.
<b>ICT</b>	Information and Communications Technology
<b>Inquiry-based Learning</b>	Inquiry-based learning is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others.
<b>Leadership Team</b>	The Principal, Head of Primary School, Head of Secondary School and Head of Senior School.
<b>Learning Management System</b>	A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of e-learning education courses or training programs.
<b>LOTE</b>	Languages Other Than English.

<b>Master Plan</b>	The Master Plan provides an appropriate and considered physical planning framework or blue-print to guide the future development of the College campus.
<b>Middle School</b>	Years 7 – 9 at Kerang Christian College.
<b>Pedagogy</b>	The method and practice of teaching.
<b>Performing Arts</b>	Forms of creative activity that are performed in front of an audience, such as drama, music, and dance.
<b>Prep</b>	Commonly used abbreviation for Preparatory Year. In Victoria, Queensland and Tasmania schools it is the year before Year 1.
<b>Primary School</b>	Prep – Year 6 at Kerang Christian College.
<b>Secondary School</b>	Years 7 – 12 at Kerang Christian College.
<b>Senior School</b>	Years 10 – 12 at Kerang Christian College.
<b>Strategic Plan</b>	The Strategic Plan articulates a series of strategic statements to guide the College over the next five years. The underlying aim is to progress the vision of Kerang Christian College as a provider of excellence in Christian education.
<b>VCE</b>	Victorian Certificate of Education.
<b>Video Conference</b>	A conference in which participants in different locations are able to communicate with each other in sound and vision.

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# Useful Links

Association for Supervision and Curriculum Development	<a href="http://www.ascd.org">www.ascd.org</a>
Australian Council for Educational Leaders	<a href="http://www.acel.org.au">www.acel.org.au</a>
Australian Curriculum	<a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a>
Australian Curriculum, Assessment and Reporting Authority	<a href="http://www.acara.edu.au">www.acara.edu.au</a>
Australian Institute for Teaching and School Leadership	<a href="http://www.aitsl.edu.au">www.aitsl.edu.au</a>
Christian Schools Australia	<a href="http://www.csa.edu.au">www.csa.edu.au</a>
Disability Standards for Education	<a href="http://www.education.gov.au/disability-standards-education">www.education.gov.au/disability-standards-education</a>
Independent Schools Victoria	<a href="http://www.is.vic.edu.au">www.is.vic.edu.au</a>
My School	<a href="http://www.myschool.edu.au">www.myschool.edu.au</a>
National Assessment Program	<a href="http://www.nap.edu.au">www.nap.edu.au</a>
National Safe Schools Framework	<a href="http://www.safeschoolshub.edu.au">www.safeschoolshub.edu.au</a>
Victorian Curriculum and Assessment Authority (VCAA)	<a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a>





**"Rejoice always, pray without ceasing,  
give thanks in all circumstances;  
for this is the will of God  
in Christ Jesus for you."**

**1 Thessalonians 5:16-18**



98 Wyndham Street  
Kerang, Victoria 3579  
P +61 3 5450 3894  
[www.kccs.vic.edu.au](http://www.kccs.vic.edu.au)