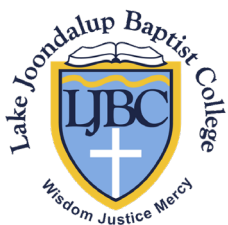


Lake Joondalup Baptist College

Improvement Plan



Lake Joondalup
Baptist College

Stronger Together

Part A - Overview of the Current Ethos and Context

Purpose, Vision and Values

Lake Joondalup Baptist College (LJBC) is committed to preparing and equipping students for life beyond school, by providing challenging and enriching learning opportunities while supporting students to achieve their personal best. Innovative, integrated learning subjects create the framework which provides outstanding opportunities for every student to engage, challenge and stretch themselves to achieve their goals.

The LJBC Community's learning relationships, interpersonal and family interactions are based on the values of Excellence, Opportunity and Creativity, which is underpinned by Respect, Perseverance, Equity and Diversity, expressed and evidenced through the virtues of Wisdom, Justice and Mercy. This ensures everyone is valued, working productively, striving to achieve their best while discovering what they are really capable of achieving together. The building of quality positive relationships with all members of LJBC is vital in reaffirming our College values in the context of a 21st century learning community, enhancing school culture, to support student's sense of family and belonging, 'Finding Your Place'.

Student Welfare and Personal Development

Teaching programs are designed to meet the full range of learners through targeted differentiation strategies informed by continuous feedback and student data. LJBC strives to cater for the needs of all its students in a caring, friendly, collaborative and success-oriented environment. In light of this objective, care has been taken in building the Pastoral Care programs at LJBC, replacing the Connect structure with a mentoring-focused 'House Care System'. The purpose of our House approach is to allow the development of exceptionally strong and respectful relationships between students and teachers, as this forms the essential foundation for high levels of engagement in learning through the development of a sense of belonging, safety, care and community. Our aim is for students to feel supported at all times. Their House and Connect Teachers are both a personal and academic ally who the students can turn to for guidance and/or understanding, regardless of the issue, problem or task they are dealing with. In addition to this mentoring role. House and Connect Teachers also monitor each of their students' progress, while being the first point of contact for the students' parents, being able to promptly resolve issues. The Heads of House are able to work through and support students as they face the challenges of adolescence. The House System and Wellbeing Program are underpinned by the College values of Wisdom, Justice and Mercy. Creativity, excellence and opportunity are supported through the appreciation, respect and value of all members of our student body which is evidenced through the enrichment and empowerment of students.

The House System is an integral part of College life. Heads of House are responsible for the pastoral care, behaviour management and welfare of the students in their House. Student voice and leadership development is encouraged throughout the College community. To facilitate the development of positive relationships, students are placed in House Connect groups of approximately 13 students in Years 7 and 8 and no more than 18 students in Years 9 – 12. Where possible students will remain with the same Connect Teacher throughout their secondary schooling.

The need to protect and strengthen the physical, emotional and psychological wellbeing of our students is considered with the utmost care and concern at LJBC. The House and Connect Groups play a valuable role, but is only part of the whole picture. The Student Services Team which includes our Chaplains, College Counsellor, Heads of House and Learning Support and Enhancement Centre as well as the Student Leadership team all play an important role in developing the wellbeing of all our students embracing their uniqueness.

Student Voice in Learning

At Lake Joondalup Baptist College we believe in developing strong leaders for the future. The Student Leadership Team known as the Student Council focuses on wellbeing and engagement while listening to student voice remains a key focus encouraging the inclusion of all students in the College community to become more involved in opportunities to expand students' values and perspective. Nominated Student Representatives, Year Level Student Councillors, Head Boy and Head Girl and Cultural Area Captains encourage communication with all students College wide while encouraging student voice.

At LJBC, we are passionate about capturing student voice related to effective teaching practice which ultimately delivers the best possible learning and development outcomes for each student. As the needs of students are changing, we need to ensure we deliver a curriculum which is meaningful, relevant and engaging ensuring learning design and teaching methodologies are contemporary and effective. Students have a significant role in working with staff and student leaders to provide feedback around how they learn and how they want to learn.

Innovative Learning

As part of the Master Plan STEM Centre Development, LJBC will be in a position to transform learning through open-plan spaces. These spaces are flexible and allow for group as well as individual-based learning, offering real-world problem solving and entrepreneurship in a contemporary environment. Learners will also have the opportunity to explore local and global issues which aim to develop empathy, compassion, awareness and problem solving while working with the Australian Curriculum. Students will be supported in developing critical and creative thinking skills necessary to flourish as successful 21st century learners by nurturing positive dispositions for learning while developing persistence and resilience. Additionally, students will develop a sense of enquiry through partnerships with industry and community. A focus on careers and pathways will be embedded to instil a passion for entrepreneurship, innovation and life-long learning.

LJBC places emphasis on student engagement and choice, with a wide range of highly flexible options made available to meet the increasingly broadening range of career-focused needs and interests of all students. By working in partnership with families, teachers and service providers the school ensures that all students gain a broad, balanced education which prepares them for effective and productive participation in our society.

Part B - Development of the LJBC Improvement Action Plan

Academic Innovation and Excellence

How can we provide an innovative academic program that allows our graduates to meet the challenges of the future?

PRIORITY 1

We will deliver an innovative curriculum which offers choice, balance and unique opportunities for learning.

Our curriculum must cater for the diverse needs of students as they engage with meaningful and exciting learning. By tailoring our programs to the individual needs of students, we can offer the very best learning environment and encourage, challenge and extend each student. With the use of emerging technologies and by supporting students to participate in a variety of engaging elective subjects – with a focus on Christian Living; Literacy; STEM (Science, Technology, Engineering and Mathematics); Elite Sport; and Music Performance - LJBC will lead the way in curriculum pathway development and delivery.

To achieve this, we will:

- develop and implement holistic programs which cater for the needs of all students, including the gifted and talented, high capacity and general pathway students through the provision of multimodal avenues for learning.
- inspire students to aim for elite sport thinking, discipline and performance through the employment of elite coaches and specific specialised sport program, producing elite standards and abilities on the sporting field and in character development.
- fully implement an Intensive Music Program which will provide benefits well beyond the traditional advantages of learning and performing music.
- improve the opportunities provided to our students in STEM creating a selective specialist pathway which fires imagination and self-belief in obtaining high career aspirations in the areas of engineering, medicine, business, innovation, science and technology.
- further enhance elective subjects provided to students based on futures-oriented curriculum and feedback to better prepare them for the 21st century workforce.
- respond to emerging ICT trends to provide excellence in eLearning and build confidence regarding safe, ethical and responsible use of essential and ubiquitous technologies
- be responsive and pro-active when it comes to state, national and international curriculum changes as determined by ACARA and SCSA.

PRIORITY 2

We will maintain excellence in classroom practice by applying the latest educational research.

To provide the best education experience for our students, our classroom management and pedagogy must maintain best-practice. Our Stages of Learning framework will be of particular focus, as we work to align our teaching and learning philosophy from our youngest to eldest learners. To engage our young problem-solvers and encourage cross-curricular learning, opportunities for entrepreneurial education (21st century skills) will also be introduced to the curriculum and explored for future learning initiatives.

To achieve this, we will:

- develop a learning framework for the Middle School which connects and aligns with the global-minded philosophy which underpins the Stages of Learning, transition and integration approach.
- investigate and trial entrepreneurial educational programs as part of the STEM and project based pedagogical approach.
- Imbed the Action Research Approach to Professional Development, program and pedagogical improvement and consistency.

PRIORITY 3

We will achieve distinction in educational outcomes by using an evidence-based approach to learning and teaching.

Our teaching practice must be reviewed and enhanced on a continuous cycle to ensure that our students are given the very best opportunities. By developing a learning analytics framework, we will be able to track and improve student outcomes for each individual. Simultaneously, we will collectively review the College's performance as a whole to seek improvement in the delivery of our first-class academic programs.

To achieve this, we will:

- investigate and implement a learning analytics framework to inform classroom practice and tailor learning to individualised needs.
- develop a plan for continuous improvement in learning and teaching using an evidence-based school improvement model, where optimised teaching leads to optimised learning.

Co-curricular Participation and Engagement

How can we instil our values, foster creativity and encourage innovation beyond the classroom?

PRIORITY 1

We will provide a challenging and engaging range of activities in our co-curricular program.

LJBC Students take pride in fostering a love of learning which extends beyond the classroom with co-curricular activities which offer something to each and every student, rounding out their skills, competencies and character alike. Rich and varied interests including the visual, performing and dramatic arts, as well as sport, fulfil and broaden students' developing social, physical and intellectual abilities and interests for a holistic approach to their education. By supporting key role models such as coaches and tutors, we will better enable them to support our students in their participation, facilitating the sense of discovery and personal reward that participation in co-curricular programs brings.

To achieve this, we will:

- duplicate skill standards produced through the Elite Sporting Program through generalist sport student access to elite sports coaches and principles.
- review and improve the activities on offer for optimum student engagement
- implement formal procedures for the appointment, training and appraisal of coaches and tutors to ensure quality standards.
- develop a system to monitor, encourage and analyse student participation rates within school programs so that every student feels able to participate fully.

PRIORITY 2

We will acknowledge and celebrate participation in co-curricular activities.

Students will have their dedicated efforts and contributions in co-curricular activities aptly recognised and rewarded. This will not only reinforce our core values of courage, creativity and compassion, but also positively affirm their initiative, commitment and teamwork.

To achieve this, we will:

- articulate and promote the house points award system and ensure it is transparent and accessible to all by implementing clear policies relating to points allocation and use.
- ensure student co-curricular achievements are formally acknowledged through the full range of communication channels available, broadening celebrations to include the whole School community, supported by a co-curricular committee and calendar.
- investigate innovative timetable solutions which enable sport and extra-curricular participation for students with minimal disruption to student academic program delivery.
- recruit teachers who embrace learning beyond the classroom and bring unique skillsets outside their core teaching skills.

Community Support, Voice and Engagement

How can we foster relationships from a local to a global scale to extend the opportunities available to our students?

PRIORITY 1

We will encourage our vibrant College community to flourish, with members who are proud, engaged and committed.

We will celebrate all that makes LJBC students and community unique in the lead up to our milestone 30th Birthday in 2020 - from our pioneering history, to the students whose distinct voices can inform our own pedagogy, to our network of Collegians, present and past families and staff, and other supporters.

To achieve this, we will:

- promote opportunities for the voice of students to be heard and to inspire change
- celebrate our proud history, leading to the College's 30th birthday.
- preserve and develop enduring relationships across our network of Collegians, community groups, present and past parents and staff.
- explore opportunities for further enhancement of our highly valued parent/College partnership and shared educational journey, being open to creative initiatives, new approaches and flexible accommodation of the changing dynamics within or Northern Suburbs communities.
- Be aware of the changing demands on the 21st Century family.

PRIORITY 2

We will develop strategic partnerships with businesses and universities to enhance our students' education.

We will serve our students well both during their tenure and long after they leave our classrooms. By sharing best practices with other pre-eminent schools and forging strong ties with universities and businesses, we will provide students with the best possible start following graduation thanks to a strong network of connections which they can build upon and leverage on throughout their lives.

To achieve this, we will:

- establish and leverage links with tertiary institutions and industry organisations to support and extend our educational offerings.
- investigate linking with leading Baptist/like schools across Australia and the globe to facilitate opportunities for staff to share best practice.
- establish and leverage links with tertiary institutions, industry organisations and members of the wider College community to support and extend our Careers education program.

PRIORITY 3

We will review and improve communication mechanisms across the College.

An informed and engaged community results from relevant and responsive two-way communication. This requires a coordinated and cohesive whole-of-College approach to ensure parents and students are provided with clarity regarding academic performance and processes as well as broader College activities, and that our diverse range of stakeholders have every opportunity to engage with an institution to which they are profoundly connected.

To achieve this, we will:

- provide relevant and engaging content across a variety of mediums to inform our diverse community.
- streamline communications processes and protocols for parents.

- establish and develop an online Parent Portal through existing and new software
- seek and report on feedback from our community.
- explore all opportunities of social media communication with our College community.

PRIORITY 4

We will foster a culture of philanthropy to encourage an investment in the future of Perth Northern Suburbs Education.

With our beginnings firmly entrenched in the notion of servant leadership, generosity and sacrifice, LJBC Students' would not be able to access the College as it is today without the generosity and goodwill of our benefactors and volunteers. It is supporters such as these who embolden us to plan ambitiously to continue to excel as a College and provide education which is second to none. Instilling this same spirit of philanthropy in our students is an important way in which we continue our Christian mission and tradition.

To achieve this, we will:

- implement creative and engaging fundraising strategies to provide for the future development of the College.
- encourage students to be compassionate citizens who give back to the community.
- explore possible sponsorship and strategic partnerships with like-minded companies and organisations that share the Baptist values.

Organisational Development and Sustainability

How can we continue to provide contemporary governance to build upon our proud history as a leading Baptist school?

PRIORITY 1

We will maintain and enhance appropriate corporate governance principles.

An effective governance framework which is tailored to the College's unique profile and requirements will help maintain a high standard of operations as well as performance overall. This will include clear articulation and distribution of internal policies as well as regulatory requirements.

To achieve this, we will:

- develop and implement a succession plan for the Board of Directors to ensure a wide-ranging set of skills are represented to best serve LJBC.
- implement Complispace software to ensure compliance targets are met.
- ensure that appropriate investment of time is given to aid Board members to understand how the ethos and values of the College permeate day to day activities.

PRIORITY 2

We will implement a system of continuous review to ensure a consistent and high level of performance across the College.

Continuous improvement requires continuous review. We have become a highly respected College because we believe continuous improvement requires continuous review. Our objective is to remove barriers to progress whilst having our past inform our future.

To achieve this, we will:

- establish service level agreements across the College so that expectations are clear.
- implement and manage standards of performance by the timely and effective roll-out of systems, information, feedback and evaluation.
- create a schedule for continuous review to ensure strategic aims and objectives are met.
- conduct a full review to ensure policies and procedures are understood and adopted.

PRIORITY 3

We will ensure the College is financially sustainable now and for generations.

As the current custodians of an institution with a unique and celebrated history, it is our duty to ensure the College continues on as a hub of learning and symbol of the generosity and ambition of its founding members. Many more generations of Northern Suburbs' students stand to benefit from our offering and we owe it to them as much as to past generations to continue this enduring legacy.

To achieve this, we will:

- achieve strategic enrolment targets to ensure the College's ongoing viability.
- ensure high levels of parent and student satisfaction by providing excellence in service delivery.
- ensure resources are secure for all College operations.
- ensure external audits, checks and balances, national benchmarks and educational standard benchmarks are used so that best possible practice and standards are reached.

Educational Atmosphere in Spaces and Places

How can we provide inspiring learning spaces that are future-proof for the next generations?

PRIORITY 1

We will upgrade existing facilities as detailed in our Master Plan, The Next Challenge: Building the STEM Centre of Tomorrow.

Our physical spaces must be inspiring for our students and teachers whilst delivering the best opportunities for teaching and learning. Though our major facilities will be upgraded in accordance with our strategic objectives, we must also seek to maintain our College and its grounds to foster a respect for community and our heritage. These facilities must be managed with sustainable and wise financial investment.

To achieve this, we will:

- develop appropriate modelling for capital projects and associated financing.
- implement a plan to maintain and refresh existing facilities through capital budgets.

PRIORITY 2

We will harness the power of our unique natural environment to provide rich learning experiences.

The College's location and surroundings are unique and the natural environment is an invaluable resource for many learning activities. Our Campus must build upon our natural assets with a variety of purpose-built spaces which provide opportunities for students to learn and grow.

To achieve this, we will:

- ensure all spaces within the College Campus are purposeful and conducive to learning.
- pursue sustainable practices in regard to waste management, maintenance of green spaces, recycling and soil management.
- continue to pursue energy efficiency opportunities through solar power and alternative energy sources.

Developing and Supporting Staff

How can we attract and retain outstanding staff who model and inspire lifelong learning?

PRIORITY 1

We will appoint, nurture and praise staff to foster a culture of creativity, innovation and excellence.

Each staff member, be they a teacher or member of the support staff team, is a role model for our students. Thus, all staff must lead by example to demonstrate desired integrity, attitudes, character traits, conduct and mindsets as they perform their roles. To this end we will support them by catering to their professional and pastoral needs, providing opportunities to give and receive meaningful feedback and introducing fresh thinking into the team when the opportunity arises.

To achieve this, we will:

- improve opportunities available for professional development and appraisal.
- develop formal ways to recognise and reward staff who achieve or perform at a high level.
- facilitate involvement from all staff to shape the strategic direction of the College.
- target staff recruitment to appoint highly accomplished teachers.
- establish strategies to monitor and support staff well-being.
- review and improve induction, appraisal and support processes for current and newly appointed teachers.

PRIORITY 2

We will encourage staff to participate in lifelong learning opportunities.

We will model life-long learning ourselves in order to instil this fundamental attribute in our students. A desire to continually build upon one's knowledge base and understanding of the world is a valuable asset in today's fast-changing world, requiring self-motivation, curiosity and high standards.

To achieve this, we will:

- provide leadership training for key staff through strategic associations.
- deliver genuine and strategic leadership opportunities for aspirational staff to encourage further development.
- explore ways to identify emerging leaders.
- facilitate a targeted Mutual Mentoring Program.

Well-being and Community

How can we deliver a holistic program for well-being that supports our students now and into the future?

PRIORITY 1

We will foster an inclusive culture which promotes our values of courage, creativity and compassion to build the social and emotional competencies of students.

The social and emotional development of each student is as critical as their academic development. We will review and improve our programs in this area to ensure children are given the support they need to perform at their best. Our focus will be on developing the whole child – where they can learn about themselves and how to work collaboratively. Opportunities for outdoor education, leadership and spiritual development, while ensuring the best possible behaviour management and character development outcomes for all students are obtained will be a central focus. We will continue to work in close partnership with parents in this area to ensure students are given the best foundation.

To achieve this, we will:

- review the College’s pastoral care and wellbeing programs, including counselling, chaplaincy programs and staffing; Christian Education curriculum and delivery; Connect teacher role, skill set and responsibilities; timetable structures and non-structured time activities. Following this a schedule will be developed to implement recommendations.
- maintain opportunities for experiential learning through the Outdoor Education program, Year Group camps and Interstate and Overseas tours.
- articulate the leadership opportunities available for students at all ages and ensure supportive training is provided at each stage.
- revise the College’s Relationship Management Policy and procedures ensuring effectiveness levels is clearly communicated to students, parents and staff.
- encourage a strong partnership between parents and the College by providing comprehensive parent information aligned with the student wellbeing program.
- foster an inclusive spiritual environment which extends beyond our Pastoral care, where each student is valued as a unique individual and recognised to discover their true self.

PRIORITY 2

We will progress with a whole College approach, Early Learning to Year 12.

Our College is a unique and vibrant community. To ensure students can easily move between each area of the College, and to build connections with students of all ages, we will continue to evolve our ‘One College, One Community, One Family, One Heart, Transforming Lives’ mindset. Building relationships and fostering smooth transitions will be the focus so that students can remain focused on their interests and goals while feeling supported in social and practical dimensions.

To achieve this, we will:

- evaluate and develop the transition programs that celebrate a student’s progression through the College as a symbol of their own personal growth.
- provide opportunities for students of all ages to build connections with each other through the House system, demonstrating leadership and being exposed to new role models in the process.

PRIORITY 3

We will inspire students to become active global citizens who seek to explore new horizons and impact their world, making it a better place.

Global citizenship involves a mindset ignited by international and intercultural perspectives in teaching and learning. To develop global mindsets, students need to understand their own cultures and beliefs and cultivate a respectful understanding of others. They need to engage with people of diverse cultures, recognise commonalities and differences, and develop a sense of connectedness and responsibility towards others. Our students will be given the opportunity to reach out and explore. By participating in service learning initiatives and helping those in need, our students will have real openings to connect with others.

Our national and global programs will help students to discover more about the diverse practices and cultures across the globe.

To achieve this, we will:

- explore the opportunities for student driven Community Service Initiatives Program, with supporting student leadership structure and forums.
- strengthen civic engagement by ensuring that all Middle and Senior School students participate in an aspect of the School's Mission and Tour Program.
- expand the Global Academy and program of international school tours to provide each student with an opportunity to experience a national and/or overseas adventure.
- explore the opportunities of incorporating overseas students into the College Community.
- explore sustainable exchange programs for interested students, both hosting overseas students in Joondalup and travelling as a student to be hosted internationally.

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