



THE KING'S
COLLEGE

School Improvement Plan 2016-2020



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A continuous improvement strategic plan that communicates the approach we will use to ensure all our students are career and college ready.

Vision: We strive to teach our students to be responsible, productive, independent and globally minded by training students to lead a life of significance where they impact their wider community.

Mission: *Inspiring hearts, educating minds, equipping lives.* TKC's mission is to enable personal growth and facilitate significant moments for all its students.

- Inspiring hearts with Christian values, a community spirit and collaboration. We want our students to dream big, act locally and impact globally.
- Educating minds with academic excellence and creative learning opportunities.
- Equipping lives through life skills, other's awareness, and connecting them with the wider world awaiting them.

The King's College will rigorously challenge all students to achieve their academic potential and to lead productive and rewarding lives. We will achieve this mission with the support of parents, staff, and the community.

PREAMBLE

"As a nation, Australia values the central role of education in building a democratic, equitable and just society – a society that is prosperous, cohesive and culturally diverse and that values Australia's Indigenous cultures as a key part of the nation's history, present and future." (Melbourne Declaration)

The Melbourne Declaration articulates, "schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians." With these in mind, we believe learning should be exciting and inspirational. Above all, learning should be a relational activity that inspired us to explore our place in the world. We believe that life has meaning and purpose and therefore we are inspired to learn about God, one another and the world in which we live.

The partnership between parents and teachers is important in setting the relational context in which our children may learn and grow. Learning is a natural, life-long human activity - and so life-long learning and growing is valued, encouraged and modelled at The King's College.

As a Christian community and part of the Freeway Church ministry, The King's College educational philosophy reflects the principles and guidelines of the Bible.

In the context and guiding principles of the School Improvement Plan, reference has been made to the Melbourne Declaration, the Christian Schools Australia Christian Distinctive Teacher Standards, the National School Improvement Tool and The King's College six pillars of practice.

The School Improvement Plan is a three-year educational development plan that embodies the vision and mission of the school. It contains the overall School Community Partnerships problems and needs assessments, goals, objectives and targets. The implementation plan is a matrix form, monitoring and evaluating plan, communication, and documentation and reporting plan.

VALUES / CODE OF CONDUCT

Students, staff and parents strive to excellence for others, the community and ourselves by following Christ's examples:

- Character – We show character by:
 - Displaying integrity generosity and excellence in everything we do.
 - Taking time to plan before we act or speak.
 - Being aware of situations and how others might feel.
 - Taking time to consider our actions and their impact.
- Leadership – We show leadership by:
 - Developing transformational leaders who live lives of significance.
 - Taking advantage of opportunities to become involved.
 - Including others in all we do.
 - Being friendly and caring for others.
- Compassion – We show compassion by:
 - Accepting our own gifts
 - Helping, giving, comforting and encouraging.
 - Showing care for our school both inside and out.
- Honour – We show honour by:
 - Respecting one another, God, family and the community.
 - Treating others as we would like to be treated.
 - Maintaining a clean, safe and healthy environment.
- Equity – We show equity by:
 - Accepting the values and equality of every person from every nation.
- Community – We show community by:
 - Partnering to create a vibrant community of Christian education.

SCHOOL INFORMATION

The King's College is a biblically based evangelical co-educational school offering Christian values and progressive curriculum for approximately 400 students, for Three Year Old (Pre Kindergarten) to Year 12.

Totally enrolments	401
Girls	217
Boys	184

Workforce (as of 2016)

All teaching staff at The King's College are registered teachers according to the guidelines of the Teachers Registration Board of Western Australia.

All staff regularly update credential for the Mandatory Reporting on sexual abuse.

The College employs a total of 41 staff.

Workforce:	Teachers – 29	Non-teaching - 15
Workforce Composition:	Males –13	Females – 31

Teacher Qualifications

The King's College employs 29 teaching staff. Collectively the qualifications held by teacher and the numbers who hold these qualifications are:

- Certificates – 12
- Diplomas – 2
- Bachelors – 33
- Graduate Diplomas – 11
- Masters – 8
- Doctorates – 2

Religious Education

The focus of The King's College is to provide quality Christian education to all students. The school is catered on Gospel Values whereby all members treat each other with honour, character, compassion, honesty, respect, inclusivity, and self-control. The school community works together to nurture the whole development of each child and to provide pastoral care for each person. Christian education is an integral part of our school life and this is apparent in the liturgical life of the school and our commitment to 'Learning through Christ'. There is a strong relationship between the school and Freeway Church.

Curriculum

The King's College has a strong emphasis on catering to the students' needs and talents, offering a variety of experiences and learning opportunities and well established programmes to develop the whole person. Our staff provides stimulating focusing on literacy, numeracy and Christian Education. Early Intervention programs are a feature of the school's education strategy, through the use of Performance Indicators in School (PIS), Observation Surveys, Reading Recovery, Leveled Literacy Intervention and the establishment of an Intervention Team within the school. The King's College implements the specialist programs in the areas of The Arts, Science, Asian Languages (LOTE), Physical Education, and Library. The integration of ICT within the school and classroom is a strong component of the learning experiences within the school. The King's College is implementing the WA endorsed Australian curriculum.

OUR SCHOOL HISTORY

The King's College's roots date back to 1986 when it was established by Dr Gerry and Ps Maureen McCoy. The original location was Sloan's Cottage, a National Trust building in Leda.

The college then moved locations to a building in Medina in 1987, where facilities were shared with Freeway Church. In 1991 The King's College moved to its present facilities on Bertram Road, Wellard. The property the college is on spans twenty six acres, giving ample room for school growth.

Part of The King's College's core identity is its partnership with Freeway Church. It's original leadership and values come from Freeway Church. The spiritual oversight from Dr Gerry McCoy continues to give inspiration and direction for growth to The King's College board and college managements.

The King's College now offers education from Pre-Kindergarten (Age 3) to Year 12.

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 King's College Strategic Plan (2016 – 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.

PILLARS OF PRACTICE

Six important aspects of professional practice underpin the philosophical and professional framework that is the School Improvement Plan. These draw on the vision and mission of the School's Triennial Strategic Plans.

PILLAR	EXPLANATION
Culture	Culture is an observable, powerful force in any organisation. Made up of its members' shared values, beliefs, symbols and behaviours, culture guides individual decisions and actions at the unconscious level. As a result, it can have a potent effect on The King's College well-being and success.
Pedagogy	The art, science and craft of a staff member's work practices. Whether staff are a teacher, work in IT, or on the grounds, or in admin, pedagogy refers to how you do what you do.
Curriculum	The knowledge and content which enables staff to perform their work role.
Leading	At The King's College distributed leadership recognises that ALL leaders within the school act to improve teaching and learning in every classroom. Leadership is the right decisions made by the right people at the right time.
Growth	Growth is the process of improving and increasing the capabilities of staff. It is a professional responsibility to be a lifelong learner.
Community Engagement	Community is the third side of the teaching and learning triangle (the other two sides being the student and the school). Parents form part of a staff member's professional network.

THE SCHOOL IMPROVEMENT PLAN

The table below incorporates the nine guideline of the National School Improvement Tool (NSIT) and the seven guidelines of Christian Schools Australia (CSA) Christian Distinctive Teacher Standards, and the six Pillars of Practice (POP) used by The King’s College, and their points of intersection. These tools, along with the Australian Institute and School Leadership (AITSL) Standards, underpin these elements across sub schools.

NSIT	CSA	POPs			
Explicit Improvement Agenda	<ul style="list-style-type: none"> Know student and how they learn. Plan for an implement effective teaching and a learning. Assess, provide feedback and report on student learning. 	Culture	Pedagogy	Leadership	Growth
Analysis and Discussion of Data	<ul style="list-style-type: none"> Assess, provide feedback and report on student learning. Engage professionally with colleagues. 	Curriculum	Leadership	Community	
Culture that Promotes Learning	<ul style="list-style-type: none"> Plan for an implement effective teaching and a learning. Create and maintain supportive learning environment. 	Culture	Pedagogy	Leadership	
Targeted use of School Resources	<ul style="list-style-type: none"> Plan for an implement effective teaching and a learning. Engage professionally with colleagues and the community. 	Curriculum	Pedagogy	Community	
Expert Teaching Team	<ul style="list-style-type: none"> Engage in professional learning. Create and maintain supportive learning environment. Know student and how they learn. 	Culture	Curriculum	Leadership	
Systematic Curriculum Development	<ul style="list-style-type: none"> Know student and how they learn. Plan for and implement effective teaching and learning. Assess, provide feedback and report on student learning. 	Curriculum	Community		
Differentiated Teaching and Learning	<ul style="list-style-type: none"> Know student and how they learn. Know the content and how to teach it. Plan for and implement effective teaching and learning. 	Culture	Curriculum		
Effective Pedagogical Practices	<ul style="list-style-type: none"> Know the content and how to teach it. Plan for and implement effective teaching and learning. 	Culture	Pedagogy	Growth	
School Community Partnerships	<ul style="list-style-type: none"> Engage in professional learning. Engage professionally with colleagues, parent/carers and the community. 	Culture	Growth	Community	

The School Improvement Plan is the translation of strategy into operation at The King’s College. It facilitates improvement in teaching and learning at The King’s College, as reflected in this document. The core of the College is to work collaboratively with the board, to drive the agenda for improving teaching and learning. The Melbourne declaration, the Christian Schools Australia Christian Distinctive Teacher Standards, the National School Improvement Tool and The King’s College Pillars of Practice provide the framework for The King’s College School Improvement Plan.

During their time at The King's College, our children are transformed into adults and empowered to transform others and the world in which we live through lives of service. Our children are encouraged to achieve excellence for the sake of others.

OPERATION OF THE PLAN

Engendering a passion for teaching and learning is central to what we do at The King's College. This purpose lies at the heart of The King's College. The college works to provide staff with the skills to better equip them to improve the culture, practice and leadership of teaching and learning based on research and evidence with the contemporary Christian educational environment of The King's College.

Below are some of the operations within the ongoing school improvement. These are exemplars only and not an exhaustive list.

Explicit Improvement Agenda (NSIT)

Recognition of our Rights and Responsibilities

Values Teaching and Research

- Targets and timelines for staff and students.
- Explicit lesson structures
 - With a Biblical content aspect.
- Explicit use of contemporary research to engage with the requirements of the 21st century education
 - E.g. Elevate parent, teacher and student seminars.
- Understand that space and place are major drivers in reframing how teaching and learning takes place.
- Local, national and international service learning opportunities
 - E.g. Biblical Worldview conference, CSA conference, Career Expo.

Analysis and Discussion of Data (NSIT)

Valuing Teaching and Research

- Use of testing to dovetail in with NAPLAN
 - Waddington Reading Test
 - Australian Spelling Test
 - Diagnostic Testing: Diana Rig Literacy Screening Test, PASM and PAST
- Use of testing to dovetail in with OLNA and WACE
 - C grade average analysis Year 9-12
 - WACE Examination Analysis
- Compilation of data for all students
- Collection and analysis of data and feedback for the opportunity to continually improve our teaching and enhance student-learning outcomes.
 - Development of PAT testing into English, Mathematics and Science.
 - Reports
 - SchoolPro
- Classroom observation, and action research to improve teaching practices.
 - Parent Communication log.
 - AITSL Questionnaire
 - Collegial observation

Culture that promotes learning (NSIT)

Provision for pastoral care and chaplaincy

A commitment to life long learning

- Ensuring that teacher standards are met and enhanced through ongoing engagement in professional learning.
- Evaluation and goal setting for staff
- Social and emotional wellbeing for staff and students.
- Worship and devotions
- A whole school approach to coaching conversations and culture
- Biblical literacy as a critical component of people of faith

Targeted use of School Resources (NSIT)

Access to equitable and quality education

- Providing a coordinated approach to The King's College for professional development
- Improvement of the use of virtual and physical spaces
- Parent involvement in providing VET placement and as guest speakers.
- Stewardship of resources
- Services to develop learning enrichment
- Local church involvement – Freeway Church

Expert Teaching Team (NSIT)

- Working collaboratively with our staff in a team environment.
- Classroom observations (collegial observation)
- Communities in practice
- Coaching and team teaching
- Publications
- Staff delivery at conferences
- Leadership development programs.

Systematic Curriculum Development (NSIT)

Valuing the diversity of educational expression

- Alignment with external requirements
- Review of academic year
- Review of management systems
- Cross collegial planning and implementation of school improvement plan

Differentiated Teaching and Learning (NSIT)

- Mentoring
- Collaboration with enrichment team
- The redefining of traditional learning environments to enhance learning outcomes.

Effective Pedagogical Practices (NSIT)

- Fostering further studies
- Evidence based practice
- Teacher self-reflection
- Leadership audits

School Community Partnerships (NSIT)

- Parent wellbeing and coaching
- Parent symposiums
- Learner voice (students)
- Affirmation action regarding employment of people with disabilities
- Volunteer programmes
- Living out what we learn as responsible citizens within the wider community and society.

DETERMINING PRIORITIES

The generally accepted mnemonic for objective and target-setting is **SMART**, i.e. targets should be:

- **Specific** – clearly expressed;
- **Measureable** – delivering an outcome which is quantifiable;
- **Achievable** – reasonable and realistic yet challenging;
- **Relevant** to the School's values and priorities within its improvement plan; and
- **Time-bound** – aimed at a date by which the target should be achieved.

It is also essential that objectives and targets be:

- informed by an accurate evaluation of what is currently being achieved; and,
- affordable, in terms of human and other resources.

Student learning is intended to be personalised to engender motivation, ownership and responsibility.

Consideration of welfare care for students includes:

- general support provided for students such as guidance, counselling and mentoring schemes;
- the review of the TKC's Safe School Plan that includes child protection procedures, with regular updates to all parents; and
- the reporting to parents on the progress of their child, and the work of the School (Parent-Teacher-Student Meeting, Elevate Parent Seminars and Open Night once each term).

The arrangements for managing attendance and promotion of health and well-being of staff and students, include:

- implementing the course progress policy with intervention strategies;
- work-life balance issues for staff clarified; and
- the contribution made by the School to promoting healthy lifestyles, including health education initiatives, physical education, School meals and links with the statutory and voluntary sectors.

TKC encourages the students and their parents to provide insights and information on important aspects of the School's work, e.g. via Individual Learning Plan interviews. Their opinions on such issues as learning, teaching, standards, reflection (homework), extra-curricula activities and wider aspects of provision can provide an evidence base of the School's strengths and areas for improvement.

In monitoring the standards of students' work, TKC routinely reviews examination outcomes. TKC also monitors and evaluates the learning, teaching, and other processes that help the students to achieve on a broad range of fronts. A review of such processes includes a consideration of:

- the College's effectiveness in promoting the students' personal and social development, including their self-esteem and self-confidence;
- the use made of reflection (homework) as a means of reinforcing learning;

- the effectiveness with which independent learning is promoted in the School;
- the effectiveness of the teaching of literacy and numeracy across the curriculum;
- the use made of ICT to enhance learning and teaching across the curriculum;
- the extent to which the College is successful in engaging the parents in supporting their children’s learning; and
- the College’s staff development policy and the extent to which it ensures that teachers’ professional expertise is kept up-to-date.

The College may measure value-added in qualitative terms which relate to personal and social development such as self-esteem, confidence or the ability to use initiative.

The TKC Team will continue to implement its ambitious SIP with one overarching purpose: —Increased academic achievement for all students, with every student learning every day.

TKC practises a distributed leadership model of College leadership in order to increase academic rigor and improve academic achievement for all students.

TKC's Principal works collaboratively with this team to continually monitor progress on School goals, strategies, and actions outlined in the current year SIP. The SIP team conducted a comprehensive data analysis of TKC’s assessments, as well as behaviour and attendance data. The SIP team completed a root cause analysis on the data to begin to create SMART goals for the areas for improvement. From that, the Team created the goals for the 2016-2018 SIP following the guiding questions from surveys.

STRATEGIC PLAN

Six Strategic Priorities for 2016 – 2020

Between 2016 and 2020, The King’s College will undertake the following six strategic initiatives to assist in launching the College into the 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 The King’s 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

School Improvement Statement	To improve student performance in literacy and numeracy as measured.
National School Improvement Tool Reference	<ul style="list-style-type: none">• Domain 1: An Explicit improvement agenda• Domain 2: Analysis and discussion of data• Domain 6: Systematic Curriculum Development• Domain 7: Differentiated teaching and learning• Domain 8: Effective pedagogical practices
Strategic Plan Reference	Operational Goal 1.1: Improve student-learning outcomes.
Where are we now?	<ul style="list-style-type: none">• 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 The King's College.• 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.• The College has implemented a standardised testing program throughout the Primary and Secondary School. Students complete a variety of standardised tests at the start of Term 1 and Term 3. This data allows the school to more accurately identify students who are at risk in different aspects of literacy and numeracy.• The College has hired a Learning Support Teacher (LST) who works with students and staff across all levels, with an emphasis on remediation in literacy. The LST works closely with key staff and with classroom teachers in implementing relevant individual education programs.• 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.• The College has strong links to the TAFE as part of the VET programs.
Key Improvement Strategies	<ul style="list-style-type: none">• Investigate the use of and type of data used to inform teaching strategies.• Explore other assessment instruments to improve learning and teaching.• Increase the use of data in assessing and addressing student needs of classes, groups and for individual students.• Use a range of data to inform teachers at each year level.• Provide training opportunities for staff to know how to analyse and effectively use data to inform teaching and learning.• Continue to expand the Learning Support Program through the expansion to include Mathematics and Science.• Continue to develop revision and study skill guides to help increase student-learning outcomes in the Secondary School.• 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.• Implementing National Reform Directions – Quality Learning:<ul style="list-style-type: none">○ Strengthen early years of education through regular assessment of literacy and numeracy.

	<ul style="list-style-type: none"> • Implementing National Reform Directions - Quality Teaching: <ul style="list-style-type: none"> ○ Further implement the Australian Professional Standards for Teachers; ○ Improvement through performance management, professional development and work towards Highly Accomplished and Lead Teacher status; ○ Develop a shared view of effective pedagogy.
Indicators (Success Criteria)	<ul style="list-style-type: none"> • Improvement in standardised testing results. • Student reports will show improved grades. • NAPLAN results to reveal steady and sustained improvement. • All teaching staff trained to understand and effectively use data / assessment to inform teaching and learning.
Implementation Actions	<p>To achieve this objective, the College will:</p> <ul style="list-style-type: none"> • Use data available from a variety of sources to drive curriculum planning and teaching practices. • Value, encourage and celebrate academic endeavour and success. • Ensure that the curriculum meets the needs of all students. • Promote an understanding of different learning styles and the importance of differentiated instruction. • 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.
Staff Responsible	<ul style="list-style-type: none"> • Participation from all teaching staff will be important for overall student benefits. • Monitoring of progress by the Head of Curriculum, Learning Support Teacher and the Leadership Team.
<p>2016 Implementation Plan</p> <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"> • Time will be set-aside during staff meetings to discuss student data. • Expand the testing to include PAT Mathematics and Science. • Careful analysis of NAPLAN from previous years and current year. <p>Primary School</p> <ul style="list-style-type: none"> • Increased tracking of progress of all students through running record data and testing. • Minimum two running records per term (Reading A-Z) to be collected at the end of each term for analysis and planned intervention where necessary. • Careful analysis of Waddington, Diana Rig, Australian Spelling Test, PAT Reading and data from previous year, mid year and end of year. • Data to be discussed at a scheduled data meeting. • Investigate and implement a Primary Mathematics diagnostic tool to monitor students. i.e. PAT Mathematics. • Actively celebrate student growth and achievement. <p>Secondary School</p> <ul style="list-style-type: none"> • Careful analysis of PAT Reading, Australian Spelling Test, in conjunction with NAPLAN and C grade average data from previous year, mid year and end of year. • Data to be discussed at a scheduled data meeting. • Investigate and implement a Secondary Mathematics diagnostic tool to monitor students. i.e. PAT Mathematics. • Careful analysis of Year 10 English and Mathematics results over 2 years as indicators for eligibility for subject selection. Data to be discussed at a scheduled data meeting.

- Careful analysis of NAPLAN and OLNA results from previous year, midyear and end of year.
- Careful analysis of Exam results from previous year, midyear and end of year.
- Analysis of pre-test and end of unit test results of students.
- Careful analysis of Senior School students' WACE results.
- Careful placement of students in the VET program that satisfies both interest and ability.

Area 2

Technology As An Enhancer Of Teaching And Learning

School Improvement Statement	Further develop the integration of technology and pedagogy to maximise student learning outcomes.
National School Improvement Tool Reference	<ul style="list-style-type: none">• Domain 4: Targeted use of resources• Domain 8: Effective pedagogical practices
Strategic Plan Reference	<p>Operational Goal 2.1: Implement video conferencing and digital connectivity to break down geographical barriers and ensure richer educational opportunities for students and teachers.</p> <p>Operational Goal 2.2: Develop a website that is the digital hub for teaching and learning at The King’s College.</p> <p>Operational Goal 2.3: Effectively integrate technology and pedagogy to maximise student learning.</p> <p>Operational Goal 2.4: To implement a BYOD program that facilitates learning, breaks down traditional classroom barriers and empowers students as engaged learners</p>
Where are we now?	<ul style="list-style-type: none">• The King’s College website will be updated during the 2016 academic school year.• The King’s College commenced implementing BYOD program throughout the Secondary School in 2011.• Year 7 and 8 students are still participating in a notebook leasing arrangement, which operated between 2015 and 2018.• Some AISWA teaching and learning facilitated through the use of Google Classroom, which is a learning management system.• Wireless connectivity is available in most classrooms with data projectors, TVs, and interactive white boards installed throughout the College.• Students in the Primary School have access to 30 iPad computers that are stored on a laptop cart.• Students in Pre Primary – Year 10 study ICT weekly in the computer lab.
Key Improvement Strategies	<ul style="list-style-type: none">• Survey Teachers, parents and students regarding the use of electronic devices and their effectiveness in assisting learning.• Improve availability of technology in the College Library.• Ensure ongoing availability of technology for Primary School students.• Provision of a computer lab with a wide range of software programs available to assist in the delivery of Australian Curriculum.• Implementing National Reform Directions – Meeting Student Needs.• Further implement the Australian Professional Standards for Teachers;<ul style="list-style-type: none">○ Strengthen parent and community engagement;○ Encourage excellence and meet the needs of high performing students.
Indicators (Success Criteria)	<ul style="list-style-type: none">• Students further develop skills for purposeful e-learning.• Increased student participation and engagement in Google Classroom and Moodle.• Increased staff use of Google Classroom, Dojo, and Moodle to support student learning and engagement.• Increased staff use of Dojo to expand staff communication with parents/guardians.• Increased teaching and planning for appropriate integration of technology into lessons

<p>Implementation Actions</p>	<p>To achieve this objective, the College will:</p> <ul style="list-style-type: none"> • Focus on further developing staff skills in relation to integrating ICT across the curriculum to improve student learning outcomes and engagement. • Integrate technology in ways to afford new opportunities for learning for students. • Recognise the important role of education in preparing responsible digital citizens. • Create a direct line of accountability through increased parent/guardian contact through the use of devices such as Dojo and emails. • Develop and maintain an effect accountability scheme for students. • Create and maintain safe places for teacher, student and parent communication. • Implement a Learning Management System to assist in engaging our students in learning. • Ensure that every Secondary School student has access to an electronic device. • Consider the implementation of flipped classrooms to enhance teaching and learning practices.
<p>Staff Responsible</p>	<ul style="list-style-type: none"> • Participation from all teaching staff will be important for overall student benefits. • Teaching staff will take responsibility for improvement in staff outcomes. • Monitoring of progress by the Head of Curriculum and Leadership Team.
<p>2016 Implementation Plan 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"> • Survey students regarding the use of electronic devices and their effectiveness in assisting learning. • 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. • Set aside staff meeting time for staff to share details about the successful integration of technology and pedagogy to maximise student-learning outcome.

Area 3

Further Developing The School Culture

School Improvement Statement	To take active steps to improve the school culture at The King's College with a goal of further developing a strong, Christian, family-like atmosphere at the College.
National School Improvement Tool Reference	<ul style="list-style-type: none"> • Domain 1: An Explicit improvement agenda • Domain 9: School community partnerships
Strategic Plan Reference	<ul style="list-style-type: none"> • Operational Goal 3.1: Expand the House system to assist in developing the College culture and strong sense of school community. • Operational Goal 3.2: Review, promote and implement student and staff wellbeing polices to ensure students feel safe and respected. • Operational Goal 3.3: Identify and commence implementing best practices that can set children and teenagers on a trajectory of lifelong faith and service. • Operational Goal 3.4: Research, plan and authentically implement a resiliency program to best meet the needs of our students. • Operational Goal 3.5: Continue to develop a strong sense of belonging within the school community. • Operational Goal 3.6: Recruit and retain the highest-quality staff. • Operational Goal 3.7: Implement a focus to develop a School of the Arts assisting in developing the College culture and strong sense of school community.
Where are we now?	<ul style="list-style-type: none"> • The College has rapidly expanded from a Pre-Kindergarten to Year 12 in 2016. • Student enrolments have grown from 70 in 2007 to an estimated 400 in 2016. • The number of staff working at the College has increased significantly during the past five years with many employees new to the school community.
Key Improvement Strategies	<ul style="list-style-type: none"> • Survey students and implement strategies to alleviate stress, frustration and tension. • Review of the communication tools that we use with parents, alumni and various community groups. • Implement more specific strategies to address students with poor attendance and punctuality records. • Review the school's policy and revisit community understandings of bullying and its effects. • Empower the Student Prefects to be a student voice and take on a more active role in the school community. • Further integration and participation of parents and community members in learning programs. • Revamping of the staff social committee. • Review wellbeing policies.
Indicators (Success Criteria)	<ul style="list-style-type: none"> • School satisfaction surveys. • Increased attendance from 91.71% in 2015 to 95%, and a reduction in lateness. • 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.

- Increased communication with parents / caregivers and their participation and attendance at school events.
- Increased student involvement in school and community.
- Active student leadership.
- Retention of staff for longer periods of time.
- Increased staff satisfaction levels.
- Expand the focus on the Music program through the upper secondary school.
- Continue to develop the secondary school production program as a biannual event open to the public.
- Increase the type of arts areas offered throughout the school.

**Implementation
Actions**

To achieve this objective, the College will:

- Equip and encourage parents to support and assist in the development of their child's learning.
- Provide opportunities for parents to share feedback (P and F, Dojo and Facebook).
- Provide opportunities for parents to become involved in the life of the College.
- Provide opportunities for the alumni to become involved in the life of the College.
- Enhance existing communication strategies and develop new ways to generate and promote support within the school.
- Enhance communication to engage better the wider community.
- Continue community partnerships with sporting, arts and cultural initiatives.
- Expand the use of the House System, including an interschool link, 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.
- Expand the use of the Prefects through leadership training and portfolio of role with the goal of further developing a SRC role in the school, where students feel connected and have a sense of pride and security in their school.
- Investigate and implement appropriate resiliency programs for our Primary and Secondary School.
- Cultivate a culture in which students, teachers and parents understand the importance of Digital Citizenship.
- Continue to review employee entitlements to assist in recruiting and retaining the highest-quality Staff.

Staff Responsible

- Participation from all teaching staff will be important for overall student benefits.
- Monitoring of progress by the Leadership Team.

**2016 Implementation
Plan**

The annual implementation plan describes how the key improvement strategies will be put into operation during the year and how they will be monitored.

- Expand the arts in the Primary School to include a Drama specialist teacher.
- Expand the use of the House system.
- Expand Occupational Health and Safety Committee.
- Expand the staff wellness program to include external social aspects.
- Further develop the school alumni to have a voice at the school.
- Further develop the New Family Buddy System.
- Further develop Chapel/Devotions programs.
- Further develop the Prefect system through creation of an SRC that works with the school Executive on building the school community.

- Implement Senior School Personal Development Program.

Area 4

Designing A Connected Learning Environment

School Improvement Statement	To design a learning environment that meets the needs of 21st century learners with consideration for local, state, national and global connectivity.
National School Improvement Tool Reference	<ul style="list-style-type: none"> • Domain 1: Explicit Improvement Agenda • Domain 6: Systematic Curriculum Development • Domain 9: School community partnerships
Strategic Plan Reference	<ul style="list-style-type: none"> • Operational Goal 3.1: Expand the College culture through strong community involvement at local, state, nation and international levels. • Operational Goal 3.2: Review, promote and implement great access for parents, teachers and students to attend symposiums across a broad spectrum. • Operational Goal 3.3: Expand the implementation of civics and citizenship for the 21st century.
Where are we now?	<ul style="list-style-type: none"> • The King's College continues to be in active partnership with CSA: including a whole staff attendance at the yearly CSA Conference in July; Principal and Chair of the Board attendance at the national conference in Canberra yearly. • The King's College commenced the Elevate program throughout the Secondary School in 2015, including staff, parents and students training. • Continued participation in the SCSA moderation of Year 12 ATAR subjects. • Continued participation in the SCSA CACs providing sector representation. • Guest speakers from leading international institutes speaking to staff and Board members on issues such as Biblical Worldview, Constitutional law and ethics. • Whole school Devotions/Chapel and assemblies. • The King's College implemented a communication program through PeaceWise aimed at training staff in conflict resolution. • The College continues to develop the Parents and Friends committee. • Direct contact with parents and the community through Newsletters, Flyers, Duke of Edinburgh, Career Expo, and College Open Nights. • Direct contact the community through students' involvement in local, state and national competitions. • The King's College continues to expand the Emergency Service Cadet Corp. • The King's College has a sister school in Indonesia, founded by this school, where we train teachers, provide mentoring, and develop mission links. • The College currently takes Year 10-12 students on a international trip biannually. • The King's College works with universities to mentor student-teachers.
Key Improvement Strategies	<ul style="list-style-type: none"> • Expanding regular feedback to and from parents. • Expanding teacher involvement in the CACs. • Increasing community involvement through local and state competition. • Increase the community involvement through more participation with Freeway Church. • Increase opportunities for parents to participate in symposiums that enhance student learning and wellbeing. • Increase opportunities for guest speakers to train parents, staff and community through leading research. • Expand the link between El Shaddai, Indonesia, and The King's College. • Increase mission fundraising and community outreach at the College to

	involve the broader community.
Indicators (Success Criteria)	<ul style="list-style-type: none"> • Make the next international trip a History and Arts tour to Europe in 2018. • Student and parent surveys concerning Europe Tour. • Provide opportunities for the student to become involved a variety of competitions, such as iMen/iWomen, WACSSA, Cadets, Lyrik Award, Arts exhibitions, SciTech Award, national storybook, and STEM. • Provide opportunities for the student to become involved a variety of community outreach, such as 40 hour Famine, Shoebox Appeal, Bethel Children’s Home (India), and P and F driven agendas.
Implementation Actions	<p>To achieve this objective, the College will:</p> <ul style="list-style-type: none"> • Yearly staff dedication service as part of The College being a ministry of Freeway Church. • Provide yearly opportunities for international tours either in academics, sport or missions. • Continued expansion of the Cadets program. • Encourage staff to be presenters at the CSA Conference.
Staff Responsible	<ul style="list-style-type: none"> • Participation from all teaching staff will be important for overall student benefits. • Monitoring of progress by the Leadership Team, College Board, and P and F.
<p>2016 Implementation Plan</p> <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"> • Start the planning for the next History/ Arts tour to Europe. • Implement a yearly art exhibition that is open to the public, at both internal and external venues. • Develop the Cadets program into an accredited course as part of the Endorsed Program. • Implement a leadership training course for those wanting to increase rank in the Cadets. • Introduce a Teacher Buddy System between staff at El Shaddai School Indonesia and The King’s College. • Expand the pen pal scheme between Indonesia and Australia in Indonesian. • Encourage great involvement with Freeway Church mentoring and working alongside the College devotions worship team.

Area 5

Effective Business Practices

School Improvement Statement	To develop sustainable business and marketing practices that cater for the growth of the College.
National School Improvement Tool Reference	<ul style="list-style-type: none"> • Domain 3: Culture that Promotes Learning • Domain 4: Targeted use of resources • Domain 5: Expert Teaching Team
Strategic Plan Reference	<ul style="list-style-type: none"> • Operational Goal 5.1: Expand the Building Program • Operational Goal 5.2: Expand the College's Marketing strategies • Operational Goal 5.3: Upgrade and increase the IT of the school.
Where are we now?	<ul style="list-style-type: none"> • A new playground for the Primary and Secondary College was built last year. • An expansion to the ELC play area was developed over the 2015 /2016 Christmas holidays. • A new Marketing plan was started in 2014 through Endeavour Consultancy. • Increase the Administration staff through the appointment of the PR consultant. • Most classrooms have either a interactive whiteboard, Apple TV connection, TVs and/or projectors catering to the demands of an IT driven culture.
Key Improvement Strategies	<ul style="list-style-type: none"> • Increase school facilities through the Building program. • Increase IT efficiency to reach a 21st century. • Develop and expand the Marketing plan and strategy for the school.
Indicators (Success Criteria)	<ul style="list-style-type: none"> • School satisfaction surveys. • Continue to develop the College's facilities. • Increased numbers to the College reflection the effective Marketing plan.
Implementation Actions	<p>To achieve this objective, the College will:</p> <ul style="list-style-type: none"> • Extend the building program to include new Administration Centre, revamp of the ELC, and expand classrooms through prefabricated building (focus aspects include Music/Drama areas, Resource Centre, Physical Education Facilities and increased Science laboratory).
Staff Responsible	<ul style="list-style-type: none"> • Participation from all teaching staff will be important for overall student benefits. • Monitoring of progress by the College Board and Leadership Team.
2016 Implementation Plan The annual implementation plan describes how the key improvement strategies will be put into operation during the year and how they will be monitored.	<ul style="list-style-type: none"> • Build a new Administration building to cater to the growing needs of the College. • Revamp the old Administration area into a new ELC classroom. • Expand the school classroom facilities by purchasing a new d prefabricated buildings to cater to the growing Arts program and the increasing number in the lower primary. • Expand the new Marketing strategies through Cinema Advertising, etc... • Upgrade the College's IT system (Cyberhound – filter) to cater for the increasing IT demands of the school.

ANNUAL REVIEW PROCESS

In order to achieve the goals of the Strategic Plan for The King's 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 The King's College to consult with the community, reflect on its data and review improvement planning processes.

ACRONYMS AND GLOSSARY

ATAR	Australian Tertiary Admissions Rank – subjects that are aimed at university and used to create the ATAR score for university entrance.
Australian Curriculum	The national curriculum being developed for students in Prep – Year 12 covering subject areas outlined in the Melbourne Declaration (2008). (See: www.australiancurriculum.edu.au)
BYOD	Bring Your Own Device with a leasing system. i.e. laptop computer, tablet
CAC	Curriculum Advisory Council – Teachers that are asked to work directly with the SCSA in establishing courses of study. Current teacher involved is the Head of Curriculum.
Coeducational	The integrated education of men and women at the same school facilities; co-ed is a shortened adjectival form of co-educational
CSA	Christian Schools Australia
Digital Citizenship	A digital citizen refers to a person using information technology in order to engage others.
Differentiation	The efforts of teachers to respond to variance among learners in the classroom.
Electronic Device	Refers to a computer, iPad, laptop or any other computer type product.
Elevate	Elevate is an organization that targets effective study skills. They work with over 1450 schools in the UK, USA, Australia, South Africa and Singapore.
Extra Curricular	An activity at a school pursued in addition to the normal course of study.
Global Marketplace	A global market is not limited to specific geographic locations but rather involves the exchange of goods, services, and labour anywhere in the world.
House System	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.
Inquiry-based Learning	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 learning to others.
Leadership Team	The Principal, Head of Primary School, Head of Secondary School and Head of Curriculum, Bursar, and Careers Coordinator.
Learning Management System	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.
New Family Buddy System	The New Family Buddy System is a program that families who have been part of the school for more than 2 years are pair with a new family to introduce them to the school culture and build community through the parent body.
Pedagogy	The method and practice of teaching.
Reading A-Z	Reading scheme with leveled readers, lesson plans and worksheets to teach guided reading, reading proficiency and comprehension.
SCSA	Schools Curriculum and Standards Authority
SRC	Student Representative Council
STEM	Science, technology, engineering and mathematics
Strategic Plan	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 The King’s College as a provider of excellence in Christian education.
WACE	Western Australian Certificate of Education.
WACSSA	Western Australian Christian Schools Sporting Association

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Useful Links

Association for Supervision and Curriculum Development	www.ascd.org
Australian Council for Educational Leaders	www.ancel.org.au
Australian Curriculum	www.australiancurriculum.edu.au
Australian Independent Schools of Western Australian	www.ais.wa.edu.au
Australian Institute for Teaching and School Leadership	www.aitsl.edu.au
Christian Schools Australia	www.csa.edu.au
Disability Standards for Education	www.education.gov.au/disability-standardseducation
My School	www.myschool.edu.au
National Assessment Program	www.nap.edu.au
National Safe Schools Framework	www.safeschoolshub.edu.au
Reporting Authority	www.acara.edu.au
Schools Curriculum and Standards Authority (SCSA)	www.scsa.wa.edu.au/