



Sapphire Coast Anglican College Strategic Plan 2015-2019 and beyond



# Sapphire Coast Anglican College Strategic Plan 2015-2019

**Mission Statement:** To inspire excellence in life and education within a caring environment through Godly wisdom, faith, knowledge and service.

**School Vision:** To be a caring ,dynamic and leading educational community in the Bega Valley (2015), the Far South Coast (2017), and beyond (2018).

**Business Goal:** To grow to 500 students by 2022, with a growth of at least 25 students per year.

## **History:**

In September 1992, a group of Christian parents held a public meeting in Bega to gauge community interest in starting a Christian school. The goal was to establish a school in which every aspect of philosophy, policy and practice would reflect a Christian worldview, and create a learning community in which students would have the opportunity to explore how Christian faith permeates throughout one's life. Within fourteen months, Bega Valley Christian College opened in 1994 as a Christian Parent-Controlled School on premises, which were originally built to be an export abattoir in the early 1970s. The school was managed by an Association of parents and governed by a College Board of local Christian parents committed to building a College that would both nurture and challenge young men and women in the Bega Valley.

The motto of the College at that time was 'Knowledge – Wisdom – Service'. This encapsulated the idea that the knowledge students acquire would develop wisdom that would lead to constructive service in the community.

The founding principal was Mr Geoff Bowser, and founding teachers were Mr Ron Mackenzie and Ms Kim Sinclair. In its first year, 1994, the College had 36 primary students in two classes. By 1995 there were 80 students including 25 Year 7 students who launched the secondary school. For several years from 1995 there were an additional 100 students annually, reaching a maximum of over 600 students. The first Year 12 class at the College was in 2000. A second primary campus was opened in Pambula and served that community from 1996 – 2011. Mr Geoff Bowser was followed by Mr Stephen Webb (2003-2004) as principal before Mr Campbell Stewart (2005-2008) oversaw the transition from BVCC to Sapphire Coast Anglican College.

The governance of Bega Valley Christian College was transferred to the Anglican Diocesan Schools Council of Canberra-Goulburn in 2007. During this period of change the majority of staff remained at the school, providing a sense of continuity with the heritage of Bega Valley Christian College. In 2009 the South Coast Anglican Schools Group was created to allow the Anglican Diocesan Schools Council to manage two Colleges simultaneously under one governing board - Sapphire Coast Anglican College at Bega and St Peter's Anglican College at Broulee. Mr Tony Horsley (2009-2013) was appointed Executive Principal over the two Colleges. The Colleges have continued to establish themselves in their respective communities on the far

south coast of NSW. Mr Andrew Duchesne, who has been a staff member since 2003, was appointed Head of College in 2011 and was then appointed Principal in 2013.

**Current context:**

The Bega Valley is at the cusp of significant regional development, with a new regional hospital due to open in 2016 and planned expansion of Bega Cheese. These changes mean that a 5- 10 year plan is most appropriate to allow us flexibility to respond to events as they occur.

Government requirements for registration of teaching staff will mean all teachers are accredited against the AITSL Professional Standards for Teachers by 2017 (with all Primary teacher being accredited by 2016). This will include requirements for teachers to collect evidence of the standards in their practice, as well as 100 hours of Professional Development linked to the standards.

The College currently has a reputation for its caring culture. Many of the teaching staff have been at the College for 10 years or more and bring considerable knowledge of the community, of families and students, and of curriculum. All staff are Christians or sympathetic to the Christian ethos of the College. All heads of faculty are Christians. The staff are the major force behind the culture of the College. Currently we have a Counsellor three days per week, a Chaplain two days per week, and a teacher who is pursuing a Masters degree in Positive Psychology applied to education.

We have a dynamic and active Educational Support Unit, which attracts enrolments of students with special needs. The Pre-Kinder program, which began in 2012, also draws significant enrolments to the Junior School; this builds on research about the importance of pre-school education to later academic achievement, our own data on the advantages children who have attended the pre-kinder class have, and parents' testimony about the benefits they have seen for their own children.

Partnerships with the AIS (Association of Independent Schools), AHISA (Association of Heads of Independent Schools Australia) and UOW (University of Wollongong) have delivered significant technology hardware and connectivity in 2014. We have the technology assets in place to make technology central in learning and teaching at Sapphire Coast Anglican College.

We are in the midst of a major project with the AIS, to embed excellence in the College at all levels. This project is anticipated to run for a number of years

**Development of the strategic plan:**

***2012 survey of parents and staff***

The development of the Strategic Plan began with meetings of members of Sapphire Coast Anglican College community: the principal, faculty, staff, board members, students and parents, in 2012.

The results of surveys completed by parents, staff and students were reviewed and developed into a picture of what a Year 6 and a Year 12 student should look like when they leave the College. (See Appendix A)

### ***2014 surveys of parents, staff and students***

Two online surveys were undertaken:

The College Board sought feedback on a number of topics to enable them to develop a strategic plan that included input from parents, staff and students.

Key issues identified included:

- A top strength of the College is the safe caring environment
- Communication with parents can be improved
- Parents value the caring nature of the school and development of skills for learning. They are keen for academic achievement to be a goal alongside these.

As part of the Embedding Excellence project, the second survey was designed to target the areas needed for improvement at Sapphire and work on strategies and plans to resolve them. This was also intended to inform our strategic planning process. Additional areas for focus included:

- adequacy of classroom resources, particularly computers
- depth and challenge of learning
- students setting learning goals
- family involvement in the Senior school



# Sapphire Coast Anglican College Strategic Plan 2015-2019

## Goal 1

Inspire  
Educational  
Excellence

## Goal 2

Continue to  
build our  
capacity for  
pastoral care

## Goal 3

Develop the  
standard of  
facilities to  
match the  
quality of  
learning and  
teaching

## Goal 4

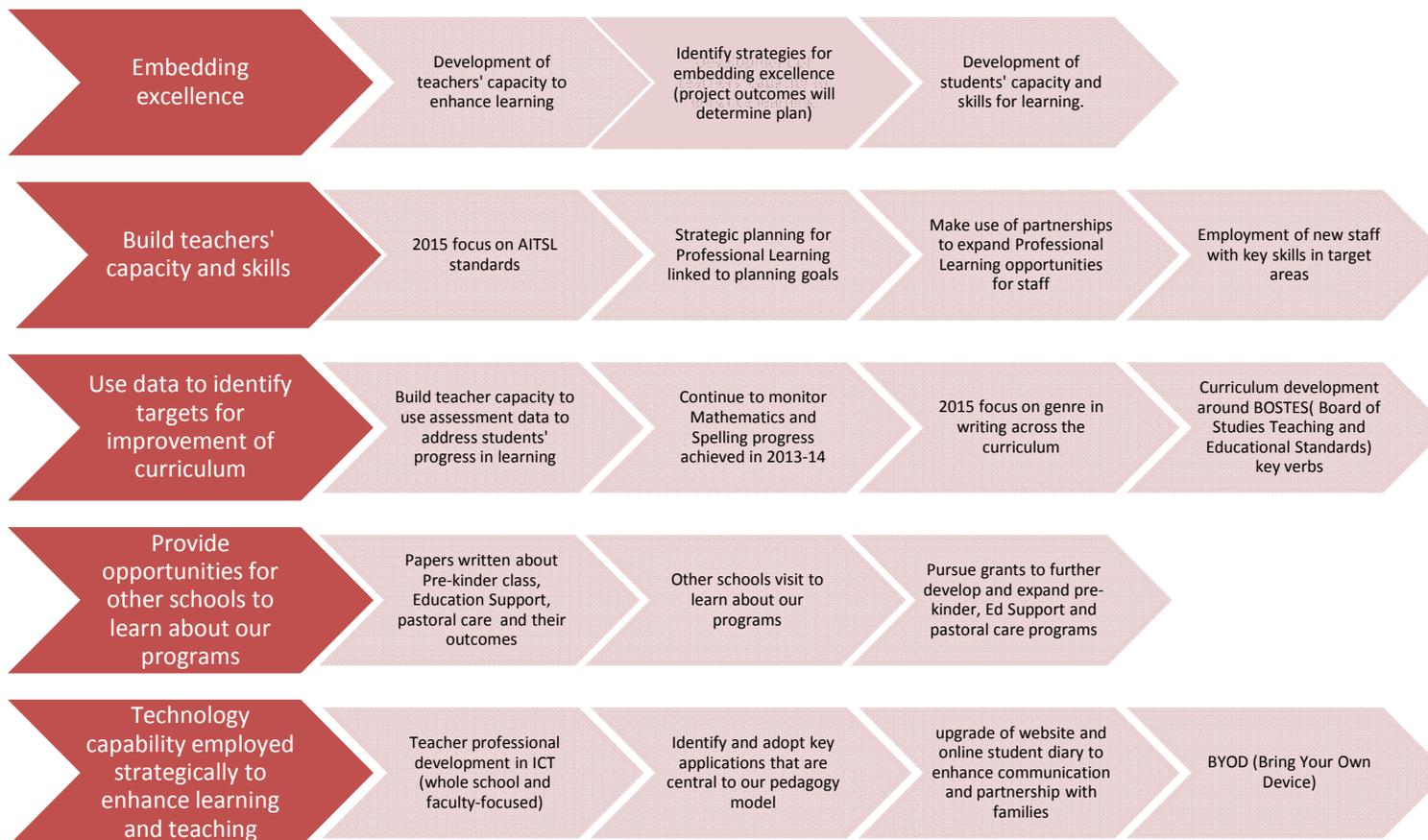
Financial  
growth to  
support College  
programs and  
ensure  
affordability for  
parents



# Goal 1: Inspire Educational Excellence

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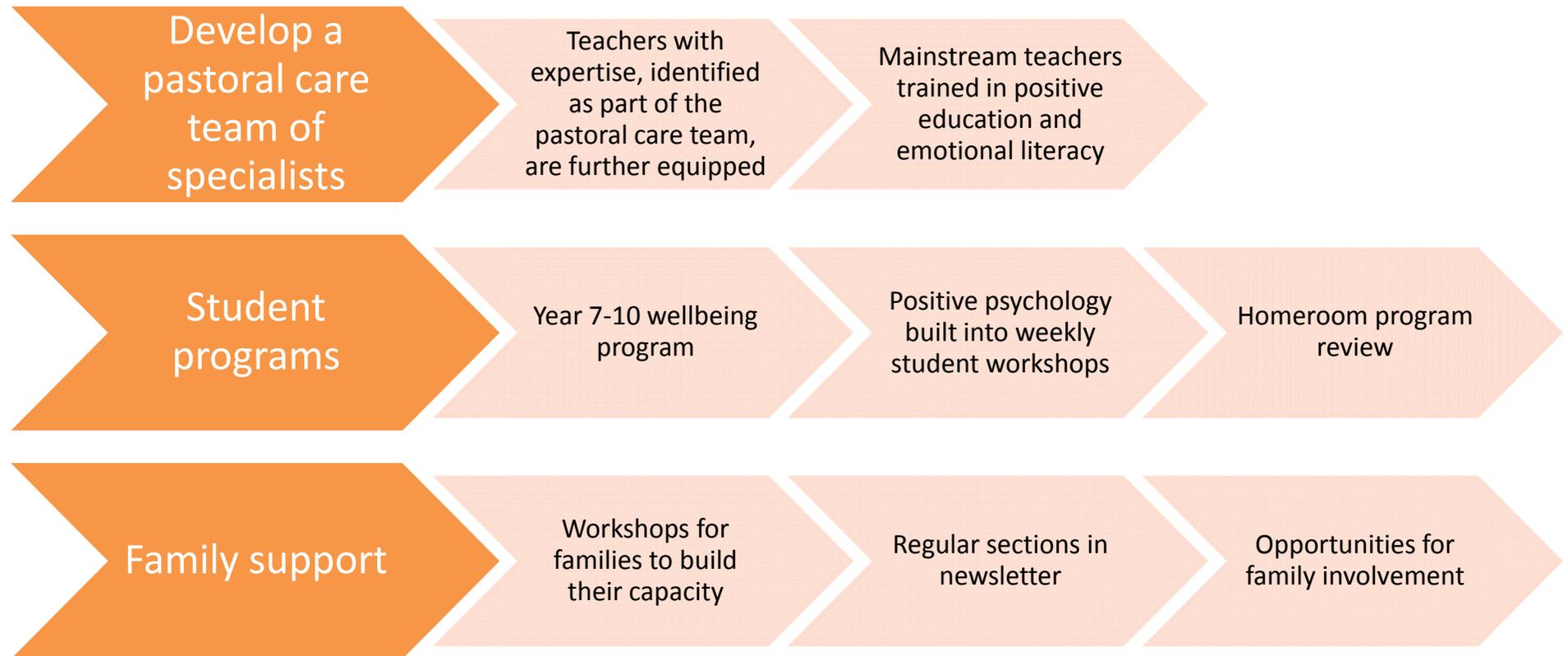
Education is our core business. Quality education is key to our reputation in the community and with our families. We measure our success by our students' individual improvements in learning.



## Goal 2: Continue to build our capacity for pastoral care

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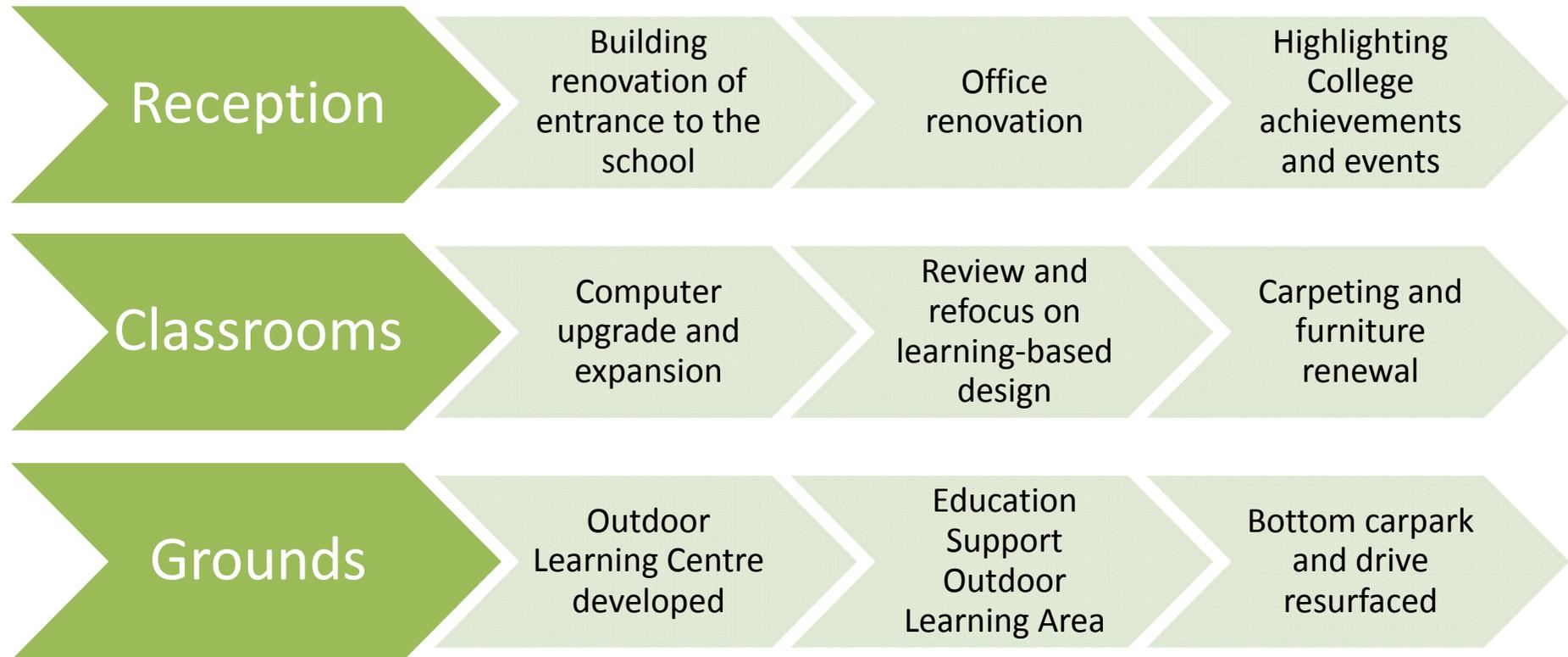
Pastoral care is an important distinction of our College. It is identified by parents, students and staff as one of the key strengths of the College. As a Christian school, we are called to care for one another as Christ cares for us. We have a team of people with expertise in this area that we can draw on.



# Goal 3: Develop the standard of facilities to match the quality of learning and teaching

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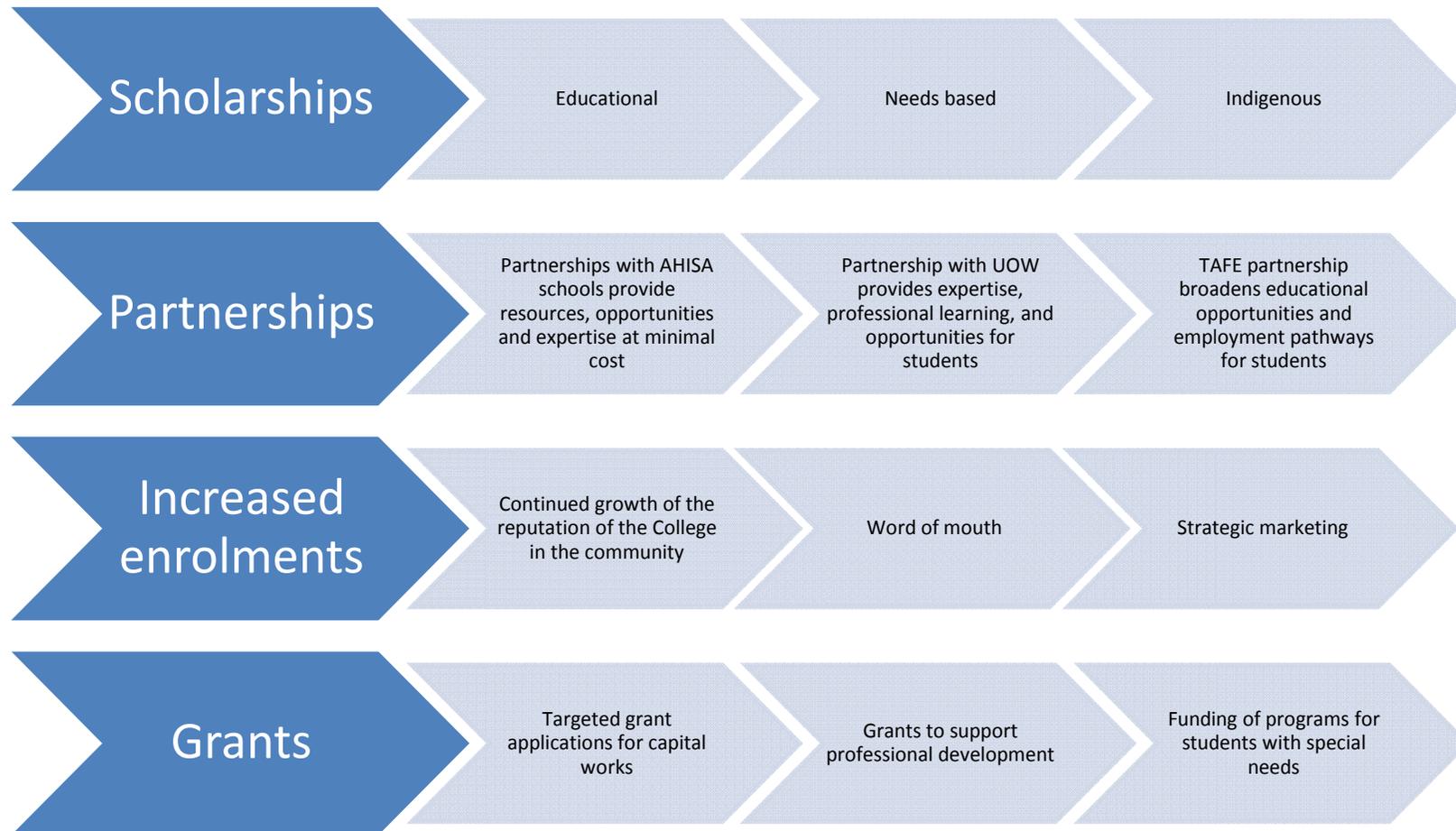
The College is now 21 years old. Facilities are extensive, and can be further upgraded and enhanced to reflect the quality of learning and teaching taking place. This may also provide further learning opportunities.



# Goal 4: Financial growth to support College programs and ensure financial affordability for parents

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Feedback from parents and marketing analysis tell us that affordability is a key factor for parents. At the same time, financial growth is essential for the College to meet its educational goals over the short and longer term.



# Goal 1: Inspire Educational Excellence

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Strategies to achieve the goal:

## Embedding Excellence

1. Identify strategies for embedding excellence
  - Guidance from Fullan's 2005 report on leading educational change
  - Activities from the Embedding Excellence program instil a change mindset in staff
  - Use of National School Improvement Tool to audit the school and identify 2 focus areas per year for action.
2. Development of teachers' capacity to enhance learning
  - New scheme teachers attend PD (Professional Development) supporting their growing skills
  - Fortnightly sharing of practice within staff meetings
3. Development of students' capacity and skills for learning
  - goals for Year 6 and Year 12 students – see Appendix A
  - Encourage and guide goal setting and monitoring by students K-12
  - Teach key literacy and numeracy skills across the curriculum
  - Develop critical thinking through explicit focus in lesson and unit planning
  - Creativity is encouraged and supported in all curriculum areas
  - Research and study skills are explicitly taught and employed throughout the Senior School



## **Build Teachers' Capacity and Skills**

1. 2015 focus on AITSL ( Australian Institute for Teaching and School Leadership)standards
  - Unpack AITSL standards and reflect on strengths and weaknesses
  - Staff use AITSL evidence guides and illustrations of practice to identify, with the guidance of their supervisors, appropriate starting point for accreditation and areas for focus
  - Mentoring program for new scheme teachers and others identified with needs
2. Strategic planning for Professional Learning linked to planning goals
  - Professional development for all academic staff targeting the focus areas identified for the year
  - Individual teachers attend PD targeting areas for growth, based on professional goals set. They share their learning with peers in staff meetings
3. Make use of partnerships to expand Professional Learning opportunities for staff
  - Head teachers visit partner schools to observe pedagogy, systems and processes
  - UOW professional learning opportunities
4. Employment of new staff with key skills in target areas
  - As Heads of Department retire, seek replacements with key attributes of: Christian education, strengths in curriculum and instruction
  - New teaching staff employed when required with strong teaching and relationship skills
  - As funds become available, additional support and paraprofessional staff positions created

## **Use data to identify targets for improvement of curriculum**

1. Build teacher capacity to use assessment data to address students' progress in learning
  - Focus on assessment information to identify where students are in their learning, and where they need to go next
  - K-10 literacy and numeracy frameworks used to map student learning
  - Frameworks in Science, History and Geography developed with reference to National Curriculum and research literature
  - Professional development in differentiation to build capacity to address a range of learning needs
2. Continue to monitor Mathematics and Spelling progress achieved in 2013-14
  - K-10 literacy and numeracy frameworks and support materials target areas of weakness for individual students
3. 2015 focus on genre in writing across the curriculum
  - Intensive coverage of all Genre areas in Primary

4. Curriculum development around BOSTES key verbs
  - Development of a scope and sequence with specific verbs linked to each curriculum area, and year level
  - Explicit teaching of BOSTES key verbs and how to respond to them in assessment

### **Provide opportunities for other schools to learn about our programs**

1. Papers written about Pre-kinder class, Education Support, pastoral care and their outcomes
  - identification of key journals
2. Other schools visit to learn about our programs
  - invitations sent to partner schools
  - sharing at meetings of AHISA, ( Australian Heads of Independent Schools Association)AIS( Association of Independent schools)
3. Pursue grants to further develop and expand pre-kinder, Ed Support and pastoral care programs
  - grant writing workshop

### **Technology capability employed strategically to enhance learning and teaching**

1. Teacher professional development in ICT (whole school and faculty-focused)
  - SAMR model
2. Identify and adopt key applications that are central to our pedagogy model
  - IWB applications
3. upgrade of website and online student diary to enhance communication and partnership with families
  - website developed 2014, with built in flexibility to enable ongoing refinement and ease of access by teachers, parents and community
  - Online home lesson diary accessible by students, parents and teachers
4. BYOD ( bring your own device)
  - Provision of devices for students who are unable to supply them
  - learning and teaching strategies to make best use of BYOD
  - IT Policy updated to protect students and keep them on task



# Goal 2: Continue to build our capacity for pastoral care

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Strategies to achieve the goal:

## Develop a pastoral care team of specialists

1. Teachers with expertise, identified as part of the pastoral care team, are further equipped
  - A current teacher and Head of Faculty undertaking M Ed in Positive Psychology in 2015-2016
  - College Chaplain undertakes further training in pastoral care through the Diocese
2. Mainstream teachers trained in positive education and emotional literacy
  - Positive education seminar for teachers (Justin Poulson) in 2016
  - Emotional literacy seminar for teachers in 2017

## Student programs

1. Wellbeing program
  - Year 7-10 program developed by House Patrons in 2014-15
  - implemented in 2015-16
  - extended and adapted for K-6 in 2016-17
2. Positive psychology built into weekly/fortnightly student workshops 2016
  - program developed following Justin Poulson staff seminar in 2016
  - led by a current teacher from 2016 once they have finished their M.Ed
3. Emotional literacy built into weekly/fortnightly student workshops 2017-18
  - program developed based on kidsmatter (K-6) and mindmatters (7-12) materials
4. Homeroom program review annually, 2015-2020
  - led by Head of Senior School



## Family support

1. Workshops for families to build their capacity
  - positive education parent seminar in 2015 (linked to staff and student workshops)
  - Michael Gross workshop in 2016
  - evening seminars for parents each term led by teachers
2. Regular sections in newsletter
  - drawn from current research and practice in parent education
3. Opportunities for family involvement
  - via P&F( Parents and Friends) activities
  - mobilisation and training of class parents for peer support
  - parent roles in student workshops identified from seminars



# Goal 3: Develop the standard of facilities to match the quality of learning and teaching

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Strategies to achieve the goal:

## Reception

1. Building renovation of entrance to the school
  - replace front wall with double glass doors
  - recarpet reception and entrance to library
  - add new Ken Duncan prints
2. Office renovation
  - recarpet Principal's office, hallway from reception to staffroom 2015
  - repaint computer room in library 2015
  - refurbish reception area 2015
3. Highlighting College achievements and events
  - rolling slideshow of College events on TV screen in reception and library 2014
  - new board acknowledging Rotary exchange students

## Classrooms

1. Computer upgrade and expansion
  - utilising generous gifts of hardware from partner schools
2. Review and refocus on learning-based design
  - staff member to undertake research and write report on classroom design
  - existing classrooms redesigned where possible
  - Kinder/ Year 1 new wall, wet area constructed between Kinder and Year 1 rooms 2015

- review and renewal of Science equipment and design 2016
3. Carpeting and furniture renewal, renovations
- Junior School precinct - Kinder and Stage 1 2015
  - K Block in 2016
  - L Block in 2017
  - C Block in 2018
  - A block and F block in 2019
  - Library in 2020 (with major overhaul of library collection)
  - D block in 2021
  - Pre-kinder in 2022



## Grounds

1. Outdoor Learning Centre developed
  - Grant application in 2014
  - Stage 1 completed Summer 2015
  - Stage 2 (Historic Cottage) developed 2016
  - Stage 3 verandah to Junior School 2017
2. Education Support Outdoor Learning Area
  - landscape 2016
3. Bottom carpark and drive resurfaced
  - 2016, using funds from P&F major fundraising focus in 2015-2016
4. Oval steps
  - tiled 2015
  - landscaping completed 2015
5. Parkour course
  - designed by Primary Stage 3 as HSIE project 2014
  - built in D block grassed area 2015



# Goal 4: Financial growth to support College programs and ensure financial affordability for parents

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Strategies to achieve the goal:

## Scholarships

1. Educational
  - pursuing gifted and talented students from other schools
2. Needs based
  - bursaries for students with financial difficulties
3. Indigenous
  - sport, academic, and creative opportunities
  - hardship

## Partnerships

1. Partnerships with AHISA schools provide resources, opportunities and expertise at minimal cost
  - annual gift of computer assets
  - professional development opportunities for staff through exchange visits
  - mentoring of executive
2. Partnership with UOW provides expertise, professional learning, and opportunities for students
  - In2Uni program provides workshops for Stage 3, 5 and 6 students
  - study skills seminar offered annually to Year 11
  - professional learning opportunities for staff offered regularly
  - guidance in applying educational research to our strategic directions
3. TAFE partnership broadens educational opportunities and employment pathways for students
  - VET subjects in Construction, Hospitality and Tourism

## Increased enrolments

1. Continued growth of the reputation of the College in the community
  - academic results
  - achievements of alumni and staff
  - College programs such as Positive education, Pre-kinder, Education Support
2. Strategic marketing
  - see marketing plan from Director of Development
  - online presence through new website (launched 2015)
3. word of mouth
  - College events such as Country fair, carol service
  - parent endorsement
  - Principal's presence at key community events and involvement in organisations such as Bega Valley Advocates for Timor Leste, Rotary, Aboriginal Education Consultative Group, Bega Community Training Partnerships, ...

## Grants

1. Targeted grant applications for capital works
  - Training of staff in writing successful grant applications
  - Identification of grants available with the assistance of Anglicare
2. Grants to support professional development
  - AIS applications
3. Funding of programs for students with special needs
  - annual cycle of application and reporting through AIS

## ***Appendix A: Where are we taking our students?***

# What a Year 12 student should look like when they leave Sapphire Coast Anglican College

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### **Overarching organising principles: learning, character, contentment**

#### **Skills:**

- Literacy: Students are competent thinkers, listeners, speakers, readers and writers. Students have strong literacy skills for learning across all subject areas.
- Numeracy: Students use mathematics skills and knowledge with confidence to undertake practical and learning activities at or above their year level. Students with special learning needs can apply mathematics skills for life at an appropriate level.
- Social skills: Students have the abilities necessary to work with others and to create and maintain satisfying relationships.
- Emotional literacy: Students possess the skills they need to manage themselves and their relationships, and work effectively and ethically.
- Students are critical and creative thinkers.
- Students have skills for successful lifelong learning. This includes research, ICT and study skills



## **Knowledge**

- Students have foundational knowledge for future learning – whether that is in the workforce or in further education.
- Students have a clear understanding of the Christian message and God’s love.
- Students have intercultural understanding, which helps them to value their own cultures, languages and beliefs, and those of others.

## **Attitudes**

- Students are true and faithful to their own sense of personal integrity while being other-centred - caring, considerate and co-operative with others.
- Students have self-esteem, self-confidence, self-discipline and well-developed qualities of leadership.
- Students value their independence and self-determination in setting personal goals and achieving them.
- Students are open to ideas and opinions from others.
- Students have a global outlook.
- Students are enthusiastic learners with a strong work ethic, who are confident that they can achieve.
- Students are respectful of peers, adults, older and younger students.
- Students are honest and trustworthy, and behave ethically.
- Students are content with themselves (have life satisfaction) and have resilience to persevere in all circumstances.
- Students feel a sense of satisfaction and pride in having belonged to Sapphire Coast Anglican College.

**Behaviours** are indicators of the above skills, attitudes and knowledge.

Some examples:

- managing their own learning to be self-sufficient learners
- working harmoniously with others
- a role model to younger students
- organised
- responsible
- willing to contribute to College activities

# What a Year 6 student should look like when they leave Year 6

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## Overarching organising principles: learning, character, contentment

### Skills

- Literacy: Students are competent thinkers, listeners, speakers, readers and writers. Students have the literacy skills to learn across all subject areas.
- Numeracy: Students use mathematics skills and knowledge with confidence to undertake practical and learning activities at a Year 6 level or above. Children with special learning needs can apply mathematics skills for life at an appropriate level.
- Social skills: Students have the abilities necessary to get along with others and to create and maintain satisfying relationships.
- Emotional literacy: Students possess the skills they need to manage themselves and their relationships, and work effectively and ethically.
- Students are critical and creative thinkers.
- Students have skills for successful lifelong learning. This includes research, ICT and study skills.



### Knowledge

- Students achieve Stage 3 syllabus outcomes at a sound level, or better, as a foundation for Stage 4-6 work.
- Students have a basic understanding of the Christian message and God's love.

### Attitudes

- Students are true and faithful to their own sense of personal integrity while being caring, considerate, and co-operative with others.
- Students have self-esteem, self-confidence, self-discipline and well-developed qualities of leadership.
- Students value their independence and self-determination in setting personal goals and achieving them.
- Students are open to ideas and opinions from others.
- Students are enthusiastic learners who are confident that they can achieve.

- Students are respectful of peers, adults, older and younger students.
- Students feel safe and enjoy being at school.
- Students feel a sense of belonging at Sapphire Coast Anglican College that leads to satisfaction and pride in the College.

**Behaviours** are indicators of the above skills, attitudes and knowledge.

Some examples:

- managing their own learning to be self-sufficient learners
- working harmoniously with others
- a role model to younger students
- organised
- willing to contribute to College activities