

FOUR YEAR STRATEGIC SCHOOL PLAN

NAME OF SCHOOL: Shalom Christian College

NAME OF PRINCIPAL: Steve Thomson

ADDRESS OF SCHOOL 190 Hervey Range Road Condon (Townsville) 4815

SCHOOL CONTEXTUAL BACKGROUND & KEY PRIORITIES TO BE ADDRESSED

Briefly outline the key issues the school is facing including evidence that would support the rationale for the strategies that will be implemented through this plan.

COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN

Describe briefly the process used to consult with staff, parents, students and other key stakeholders including Indigenous in developing the plan.

OUTCOMES

- All students are successfully engaged in learning.
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.
- Australian students excel by international standards.
- Young people make a successful transition from school to work and further study.
- Community confidence in the capability of schools.

PERFORMANCE INDICATORS	OUTCOMES	Data 2008			Data 2009			Data 2010			Data 2011			Data 2012			Targets 2013			
		All	Indig.	Non-Indig	All	Indig.	Non-Indig	All	Indig.	Non-Indig	All	Indig.	Non-Indig	All	Indig.	Non-Indig	All	Indig.	Non-Indig	
	Increase the proportion of young people participating in post-school education or training six months after leaving school ¹																			
Community confidence in the capacity of schools	Parents – percentage of parents satisfied with the proposition "... that this is a good school". ^{1 & 6}																			
	Students - percentage of students satisfied with the proposition "... that you are getting a good education at this school". ^{1 & 6}																			

Note 1) Statistical results to be reported in November.

Note 2) NAPLAN Results to include report on all students as well as breakdown by Indigenous, refugees, English as a second language and Disability

Note 3) Statistical results to be reported in May.

Note 4) Apparent Retention Rate The apparent retention rate is defined as the number of full-time students in (for example) Year 10 for any given year expressed as the percentage of the number of full-time students in Year 8 (for example) at the same school three years previously.

Note 5) Statistical results to be reported in November. Student wellbeing at school. To inform this indicator two measures are derived: one from the student survey the other from the parent survey.

i) **Students.** The related questions of the school opinion survey seeks responses to the level of student satisfaction with the following:

That teachers help you do your best? That you are treated fairly? That you are safe at school? That you are happy to go to school?

ii) **Parents.** The related questions of the school opinion survey seeks responses to the level of parent satisfaction with the following:

With the encouragement given to your child? Your child is treated fairly at this school? Your child is safe at this school? Your child is happy to go to school?

Note 6) Statistical results to be reported in November. Satisfaction. Responses from the School Opinion Survey in relation to the following

i) **Students.** Percentage of students satisfied with the proposition, "... that you are getting a good education at this school."

ii) **Parents.** Percentage of parents satisfied with the proposition, "... that this is a good school." (Survey questions may be different for schools in the Independent and Catholic Sectors)

LOW SES NP KEY REFORM AREAS:

1. Incentives to attract high-performing principals and teachers
2. Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals
3. School operational arrangements which encourage innovation and flexibility
4. Provision of innovative and tailored learning opportunities
5. Strengthened school accountability
6. External partnerships with parents, other schools, businesses and communities and provision of access to extended services

SCHOOL PLAN

Outcomes	Strategies	Processes, Milestones & Timeframe	School Funding Contribution	Low SES NP Funding Contribution	Total Budget Allocation
<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.</p> <p>Australian students excel by international standards</p>	<p>Shalom has adopted a new school structure that reflects both the ACARA National Framework model, and also our status as an ESL school. We believe that with careful planning and targeted delivery we can improve our literacy and numeracy outcomes. NAPLAN results are important to us as an indicator of current performance. We are also using other testing and profiling techniques to determine and design improving outcomes for our students and improving performance levels for our teachers.</p> <p>Here are some key strategies in dot point form;</p> <ul style="list-style-type: none"> • Special Literacy classes streamed to ascertained learning abilities, and using ESL bandscale levels for threshold placement. We have employed a National best practices model and teacher in this strategy • Community links with parents from remote traditional communities on campus in learning advocacy and real time learning support. We are nurturing and growing a rotating reversing orbits parent roster for this work. • We are using current best practice 'Teacher Profiling' to help develop skills and strategies more / most suitable for delivery to our client base of student intake. • A lower ratio of teacher to students and a greater deployment and better ratio of Teacher Assistants. TA's travel through the weekly timetable with students in the role of leaning support and as 'Learning Advocates'. • Building Cultural pride, celebration and resilience within our students and across our school campuses and encouraging the use of traditional languages. • Develop a learning support unit to assist and grow our teachers as professionals helping them to understand the learning needs of and to deliver improved outcomes to our students. Helping the Teachers help the students. 	<p>We have adopted a model that operates across P-12 structured according to the ACARA National Framework of Early YEARS, Junior School, Middle School and Senior Schools. We have also established an opportunity for recently graduated but not yet qualified Yr 12's to return and finish / continue studies.</p> <ul style="list-style-type: none"> • National best practice ESL Bandscaling already underway. An interface of ESL Bandscaling and AL is being developed, Ongoing. • We have established a role of 'Parent Liaison Officers' who act as 'learning advocates' for students from their communities. This is a paid position fixed term. Ongoing • Our teacher profiling is being done by a trained teacher. This will be ongoing. • We are actively capping classes around a maximum of 20 and applying a TA ratio of 1:15 (students). Initiated and ongoing. • Cultural pride, celebration and resilience will be underpinned by a language capture and teaching program. 2010/11 • We are developing a learning support unit that works on both sides of the Teaching / Learning equation – 2010/11 	<p>\$36,325.00</p> <p>\$38,769.20</p> <p>\$7,000.00</p> <p>\$114,425.60</p> <p>\$31,663.20</p> <p>\$15,000.00</p>	<p>\$36,325.00</p> <p>\$38,769.20</p> <p>\$7,000.00</p> <p>\$114,425.60</p> <p>\$31,663.20</p> <p>\$15,000.00</p>	<p>\$72,650.00</p> <p>\$77,538.40</p> <p>\$14,000.00</p> <p>\$228,851.20</p> <p>\$63,326.40</p> <p>\$30,000.00</p>

Outcomes	Strategies	Processes, Milestones & Timeframe	School Funding Contribution	Low SES NP Funding Contribution	Total Budget Allocation
All students are successfully engaged in learning. Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.	<ul style="list-style-type: none"> Our timetable structure is a function of student need in literacy and numeracy delivery rather than a product of the type of curriculum ambition the school may have. Students are more productively engaged and we are achieving higher retention rates. 	<ul style="list-style-type: none"> We have developed a timetable model that protects important learning time and allows flexibility to grow a more culturally based and culturally appropriate matrix of delivery. This is started, evolving and will continue being refined. Ongoing 	\$19,746.00	\$19,746.00	\$39,492.00
	<ul style="list-style-type: none"> As an Australian Indigenous school we are about inclusion and reducing educational disadvantage. We practice social inclusiveness amongst our own student population since our student intake is across diverse cultures within Australian Indigenous society.. We have taken into account our students deprived educational background and the eroded opportunities that have existed for many Australian Indigenous learners. We also recognise the language barriers that many of our students face, this begins with understanding each other. This strategy is actively working toward a greater cultural awareness, knowledge, celebration, and resilience across the diversity of our many cultures. 	<ul style="list-style-type: none"> The new curriculum delivery and pastoral care structures across the College are designed to help deliver growth in inclusiveness and nurture a sense of belonging and ownership that the students feel about the school being 'their place too'. We have been busy promoting the College as a type of 'homelands' for all of our students and their families and our family of communities. Current and ongoing 	\$19,746.00	\$19,746.00	\$39,492.00
Young people make a successful transition from school to work and further study	<ul style="list-style-type: none"> This is being targeted by a high quality VET and transition to work program. These aspects of our students learning pathways are being brought into a much sharper focus with the recent genesis of a Yr 13 Centre and work toward the submission for approval of and funding for a Trade Training Centre. 	<ul style="list-style-type: none"> We have commenced and are growing and refining a transition to work program that will include multiple pathways and Certificate courses that deliver real life opportunities. Ongoing 	\$36,325.00	\$36,325.00	\$72,650.00
Community confidence in the capability of schools	<ul style="list-style-type: none"> We have a community visitation strategy and are involved in actively listening to what our community leaders and elders, and parents and family are saying to us about the education of their children / our students. 	<ul style="list-style-type: none"> The visitation program is designed to grow the function of relationship in delivering real outcomes for real life. Ongoing 	\$19,000.00	\$19,000.00	\$38,000.00

CERTIFICATION

This Plan (with Budget and Annual Financial Return) was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.

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Print Name and sign

Principal

/ / 2009

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Print Name and sign

Board Chair

/ / 2009

