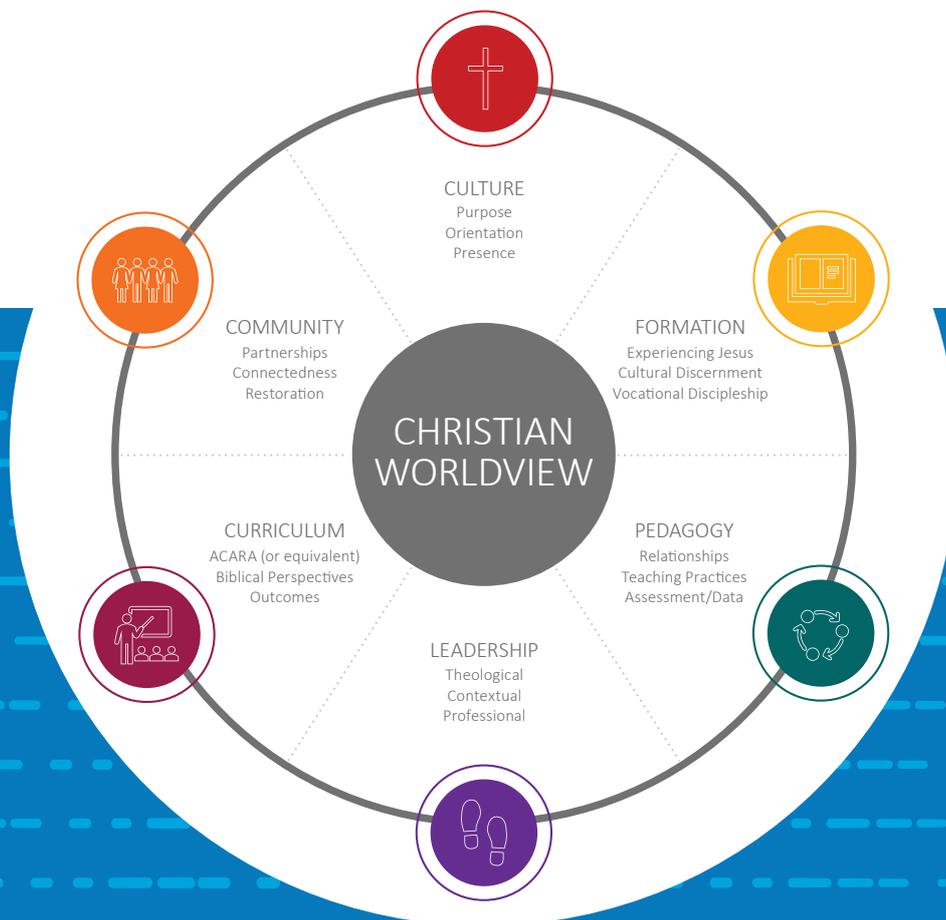


# Architecture School Improvement Tool



Special thanks to our project sponsor



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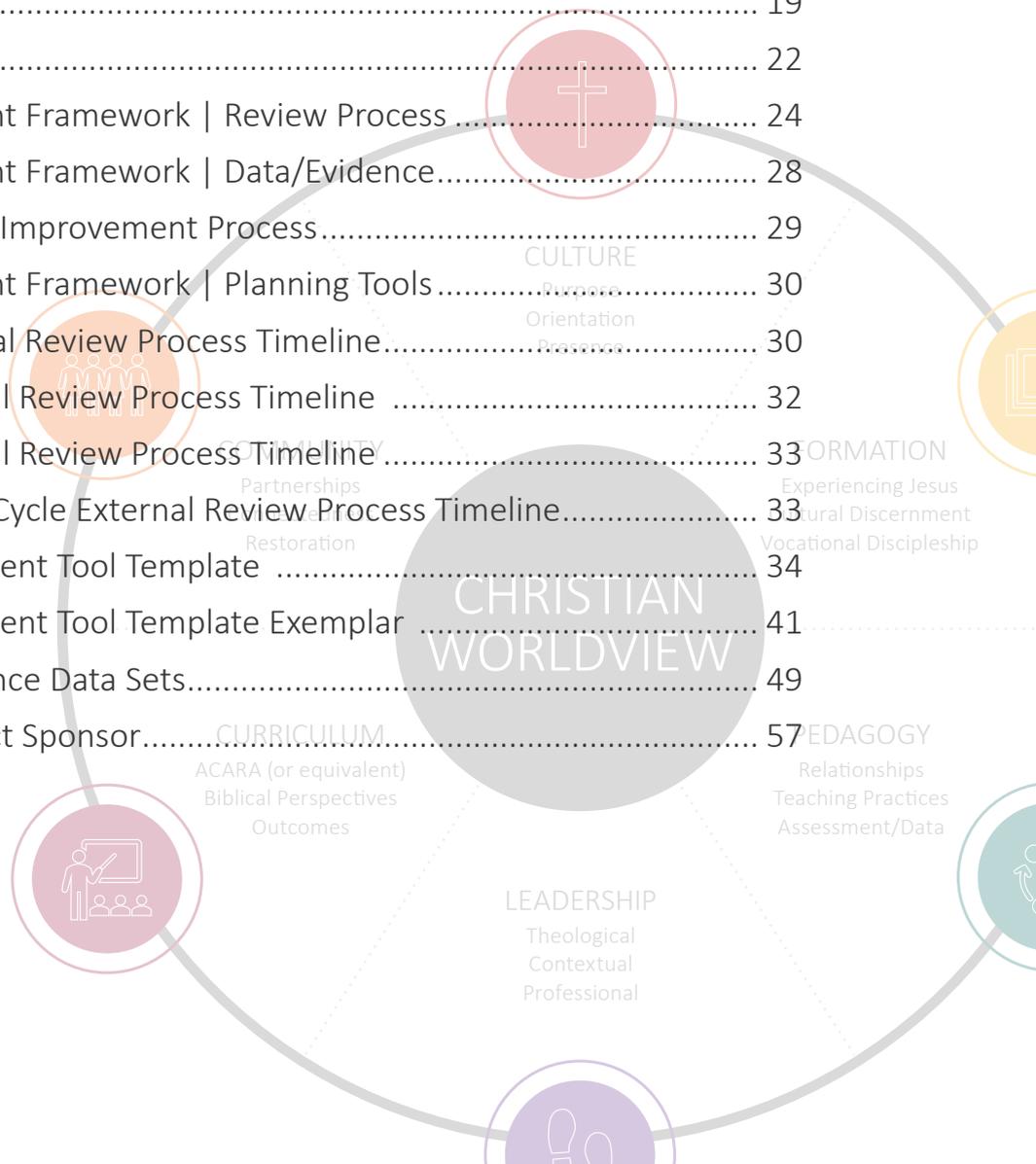
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# Rationale

Every student is made in the image of God. Therefore, the unique needs of every child are the primary concern of a Christian school. The Mparntwe (Alice Springs) Education Declaration (2019) emphasises that education plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians<sup>1</sup>. A Christian School education is well placed to meet these important objectives.

*“The mission of a Christian school is the spiritual, educational, emotional, social and physical development of every child in a holistic way”*

We are called to live as the people of God. The Christian life is a life lived in communion with God and others. The development of students in a Christian school takes place in community. They are places of belonging, built on shared values and beliefs, and committed to mutual care and respect. They are communities in which Biblical faith, values and beliefs are formative for the school community and integrated into curriculum, practice and culture.

*“Christian schools are communities of grace, belief and practice”*

As a direct response to Jesus’ example of servant leadership, Christian schools have a strong culture of mission and service both at home and overseas. They educate students to be locally and globally active citizens, concerned about the welfare of others and about using their gifts to serve.

*“Christian school students learn to find their purpose in following Jesus’ example, using their gifts to serve others”*

Many CSA members were commenced by and remain affiliated with a local church and draw their enrolments from church families. Others are associated with and supported by members from a number of churches in their local area. In addition, most CSA schools also attract significant enrolments from families who, while not currently attending a Christian church, nonetheless deliberately choose the school because they desire for their children an education that is based upon Christian beliefs and values.

*“CSA member schools are closely aligned with parents and churches in their communities. They are one of the expressions of the body of Christ, serving parents by partnering with them in the education of the children”*

In the first pages of the CSA text “Locating Learners in God’s Big Story 2.0”, teachers are asked, “What does it mean to educate in a distinctively Christian way?” The framework that follows to respond to this question through the lens of school improvement.

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<sup>1</sup> Educationcouncil.edu.au. 2020. Alice Springs (Mparntwe) Education Declaration. [online] Available at: <<http://www.education-council.edu.au/Alice-Springs--Mparntwe--Education-Declaration.aspx>>.

# School Improvement Framework

“I know all the things you do. I have seen your love, your faith, your service, and your patient endurance. And I can see your constant improvement in all these things.” Revelation 2:19 (NLT)

The vision of Christian Schools Australia is clear:

*“Schools are nurturing communities, and are excellent, radical, transforming, Christ-centred, service-focussed and a Christian community.*

In his letter to Timothy, the Apostle Paul states “Give your complete attention to these matters. Throw yourself into your tasks so that everyone will see your progress.”<sup>2</sup> Paul is encouraging Timothy, and by extension all Christ followers, to improve his skills and abilities leading the Church, encouraging the believers, and teaching. In the education context the paradigm of school or educational continuous improvement is a relatively new one and is even more so in the Christian schooling context.

With Timothy as a role model, Christian schools, leaders and teachers must seek to put in place a process for continuous reflection, review and improvement that leads to progress towards the relevant school vision.

The Australian Council of Educational Research states that “The ultimate goal of any school improvement process is to enhance and facilitate better learning for students, including levels of achievement and wellbeing.”<sup>3</sup> A rigorous school improvement process includes the following elements:

- A **school improvement framework** that identifies key elements that ultimately influence student learning outcomes.
- A **‘current reality’ review process**, gathering data and evidence of where the school is currently in relation to the school improvement framework. A range of data tools can be utilised in the process.
- A **school improvement plan**; a road map that systematically sets out the changes a school needs to make to improve student learning and outcomes.
- Collection and analysis of relevant **school data** and **evidence** sets.
- A **checking and review process** to monitor progress and make recommendations for modifications or refinement as required.

Additionally, the challenge is often sustaining change once it has been enacted. Sustaining change means building capacity within schools, ensuring that teachers and schools leaders are able to adapt and modify, committed to continuous learning, and can lead to change, particularly when roadblocks are encountered.<sup>4</sup>

<sup>2</sup> 1 Timothy 4:15

<sup>3</sup> <https://www.acer.org/au/school-improvement>

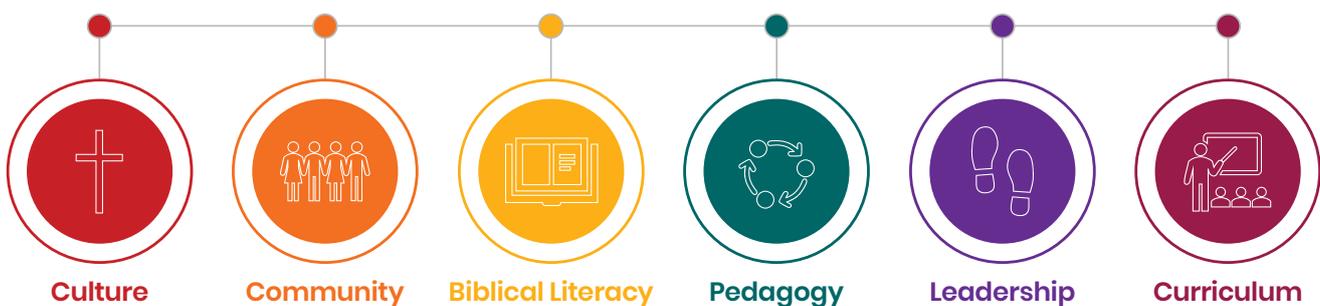
<sup>4</sup> L Stoll 2009, ‘Capacity building for school improvement or creating capacity for learning? A changing landscape’, Journal of Educational Change, vol.10, p.117.

# School Improvement Framework (cont...)

The school improvement framework that follows has been developed to enable Christian schools to answer three key questions:



It is informed by the CSA Architecture, with a particular emphasis on the architecture “Levers”:



The framework is designed to provide informed and evidence-based direction for schools on their continuous improvement journey. The framework has been designed as a cyclic process:

- an External Review facilitated by an external team, including a Principal colleague from another Christian school,
- development and implementation of an action plan based on the recommendations of the review team, and supported by an external critical friend, and
- an end of cycle external review in the third year to reflect, celebrate, and initiate a new improvement cycle.

# Framework Examples

In Australia, all state and territory education systems have developed and/or implemented school improvement processes, including school improvement frameworks. Additionally, the Australian Council of Educational Research have developed the National School Improvement Tool, which provides a rigorous school improvement process for school systems and individual schools. In the independent school sector, representative bodies, for example Independent Schools Queensland, have developed school improvement frameworks and processes to serve the needs of their constituents, many of whom are 'stand-alone' schools, and not part of a schooling system.

Jurisdiction	Process	Link
Western Australia Department of Education	School Improvement and Accountability Framework	<a href="https://det.wa.edu.au/accountability/detcms/education/evaluation-and-accountability/binary-files/school-improvement-and-accountability-framework.en?cat-id=13027342">https://det.wa.edu.au/accountability/detcms/education/evaluation-and-accountability/binary-files/school-improvement-and-accountability-framework.en?cat-id=13027342</a>
South Australia Department of Education	School and preschool improvement – building the momentum	<a href="https://www.education.sa.gov.au/teaching/school-improvement">https://www.education.sa.gov.au/teaching/school-improvement</a>
Victorian Department of Education	Framework for Improving Student Outcomes (FISO)	<a href="https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx">https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx</a>
NSW Department of Education	School Excellence Framework	<a href="https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability">https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability</a>
Education Queensland	School Reviews	<a href="https://schoolreviews.eq.edu.au">https://schoolreviews.eq.edu.au</a>
Education Tasmania	Uses a process based on a modified NSIT	
Australian Council of Educational Research	National School Improvement Tool	<a href="https://www.acer.org/au/school-improvement">https://www.acer.org/au/school-improvement</a>
Independent Schools Queensland	Supporting School Improvement School Reviews	<a href="https://www.isq.qld.edu.au/schools/principals-school-leaders/school-improvement/">https://www.isq.qld.edu.au/schools/principals-school-leaders/school-improvement/</a>
Association of Independent Schools NSW	School Improvement	<a href="https://www.aisnsw.edu.au/schoolimprovement">https://www.aisnsw.edu.au/schoolimprovement</a>
Lutheran Education Australia	Quality Schools	<a href="https://www.lutheran.edu.au/school-professionals-2/leadership/quality-schools/">https://www.lutheran.edu.au/school-professionals-2/leadership/quality-schools/</a>
Adventist Education Australia	Quality Adventist Schools Improvement Framework	<a href="https://www.adventist.edu.au/Professional-learning/QAS-Project">https://www.adventist.edu.au/Professional-learning/QAS-Project</a>
Brisbane Catholic Education	The School Improvement Framework	<a href="https://www.bne.catholic.edu.au/schools-curriculum/Pages/School-Improvement.aspx">https://www.bne.catholic.edu.au/schools-curriculum/Pages/School-Improvement.aspx</a>

# Literature Review Synthesis

While there is significant and abundant research in relation to school improvement, there are some common findings that can be utilised to frame any school improvement agenda. These include (in no particular order):

**The fundamental importance of school leadership, and the centrality of the Principal.** While the trend has been in education to move towards a more distributive leadership model, there is still a strong correlation between effective school operation and improvement and high capacity school leadership<sup>5</sup>.

**The fundamental importance of trust** – trust between and among all school stakeholders. In their book ‘Trust in Schools’ Bryk and Schneider present that those schools with a high level of relational trust are far more likely to initiate and sustain the types of changes that will improve student learning and outcomes<sup>6</sup>.

**An uncompromising focus on improvement in instructional practice.** The quality of teaching is critical to successful student outcomes, and that the most significant way to improve student learning outcomes is to improve the quality of instruction<sup>7</sup>.

**A strategic improvement cycle** is developed and implemented that is oriented towards research validated, evidence-based, sustainable and professional learning, informed by student learning and feedback<sup>8</sup>.

**High levels of parent and community engagement with the school.** There is strong empirical evidence about enhanced outcomes for young people when the school, parents & carers, and the community work collaboratively<sup>9</sup>.

The school improvement essentials described in school improvement research, and outlined above, are applicable to any school, whether state government, Catholic or Christian. However, there is less research available that considers if there are distinctives for a Christian school within a school improvement paradigm. In her 2011 Isaac Armitage lecture Dr Briony Scott identifies data sets that she collects at her K-12 independent school. She then goes on to make the following statement, “we can measure all those things and still not measure the success or failure of a school. And in particular, I can capture all of this information and be none the wiser about the Christian nature of the school in practice.”<sup>10</sup> It has been difficult to identify recent specific research in relation to school improvement processes that also capture the distinctive of a Christian school.

Internationally, the Association of Christian Schools International have developed the resource ‘Flourishing Schools: Research on Christian School Culture and Community’. (See link on next page)

<sup>5</sup> Leithwood, K., & Mascal, B. (2008) Collective Leadership Effects on Student Achievement. *Educational Administration Quarterly*, 44(4), pp. 529-561

<sup>6</sup> Bryk, A.S & Schneider, B (2002), *Trust in Schools: A Core Resource for Improvement*, New York, NY: Russel Sage Foundation

<sup>7</sup> [https://www.mckinsey.com/~media/McKinsey/Industries/Social%20Sector/Our%20Insights/How%20the%20worlds%20most%20improved%20school%20systems%20keep%20getting%20better/How\\_the\\_worlds\\_most\\_improved\\_school\\_systems\\_keep\\_getting\\_better.ashx](https://www.mckinsey.com/~media/McKinsey/Industries/Social%20Sector/Our%20Insights/How%20the%20worlds%20most%20improved%20school%20systems%20keep%20getting%20better/How_the_worlds_most_improved_school_systems_keep_getting_better.ashx)

<sup>8</sup> Jensen, B., Sonnemann, J., Roberts-Hull, K., Hunter, A. (2016) *Beyond PD: Teacher Professional Learning in High-Performing Systems Australian Edition*, Washington DC: National Center on Education and the Economy

<sup>9</sup> Epstein, J. (1995), *School/family/Community Partnerships*, Phi Delta Kappan

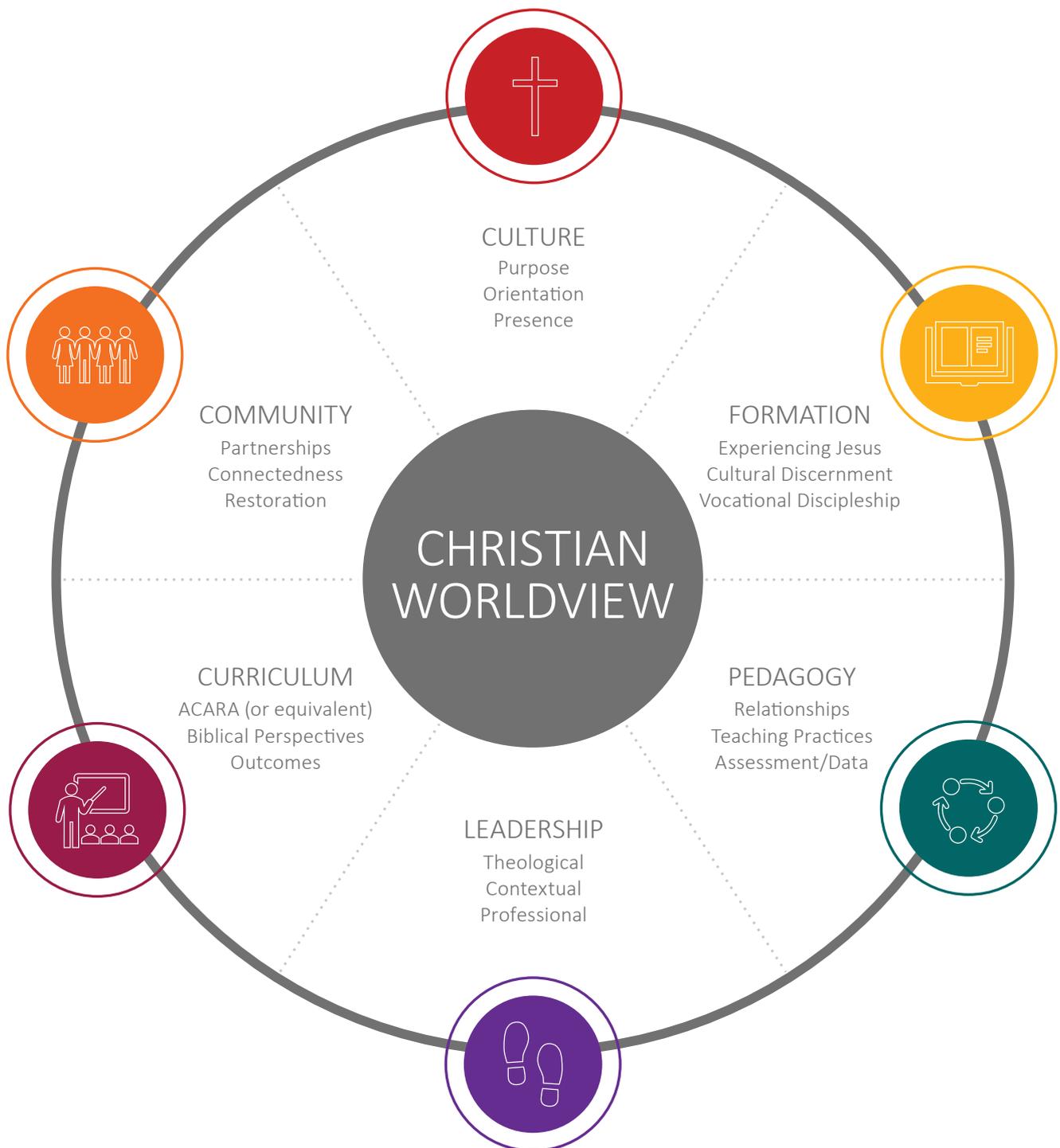
<sup>10</sup> Scott, B., (2012) What is the measure of a Christian school? *Journal of Christian Education*, 55(1), pp. 37-50

# Example School Improvement Literature Review Documents

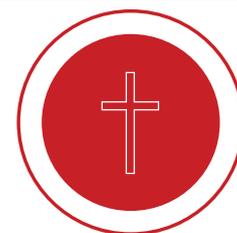
Research	Provider	Link
School improvement frameworks: The evidence base	NSW Office of Education	<a href="https://www.cese.nsw.gov.au/images/stories/PDF/School_improvement_frameworks-The_evidence_base.pdf">https://www.cese.nsw.gov.au/images/stories/PDF/School_improvement_frameworks-The_evidence_base.pdf</a>
School Performance Improvement Frameworks (SPIF) Project: Federal Department of Education	Smarter Schools National Partnerships	<a href="https://docs.education.gov.au/system/files/doc/other/school_performance_improvement_frameworks_report.pdf">https://docs.education.gov.au/system/files/doc/other/school_performance_improvement_frameworks_report.pdf</a>
Continuous School Improvement – What Matters Most	Anne McIntyre: The Vincent Fairfax Ethics in Leadership Foundation Churchill Fellowship	<a href="https://www.churchilltrust.com.au/media/fellows/2010_McIntyre_Ann_1.pdf">https://www.churchilltrust.com.au/media/fellows/2010_McIntyre_Ann_1.pdf</a>
Self-Improving Schools Background paper	Independent Schools Queensland	Only available to ISQ school members
Leading School Improvement: What Research Says	The Wallace Foundation	<a href="https://www.wallacefoundation.org/knowledge-center/Documents/Leading-School-Improvement-What-Research-Says.pdf">https://www.wallacefoundation.org/knowledge-center/Documents/Leading-School-Improvement-What-Research-Says.pdf</a>
Flourishing Schools: Research on Christian School Culture and Community	Association of Christian Schools International	<a href="https://community.acsi.org/flourishingschools/home?token=C18DDB1F-4964-4BD7-AC3A-04EF86355385">https://community.acsi.org/flourishingschools/home?token=C18DDB1F-4964-4BD7-AC3A-04EF86355385</a>

# School Improvement Framework | Visualisation

The visualisation, below, seeks to capture the essence of the framework in that all parts are reliant on each other. There is no element more important than the other and each relies on each other to enable a Christian school to be as effective as possible (1 Corinthians 12). That being said, a Christian Worldview is the underpinning lens of a Christian school. Additionally, the 5 levers (Pedagogy, Community, Formation, Curriculum and Leadership) are all directly influenced by, and influence, the **culture** of the school (the 6<sup>th</sup> lever).



Don't copy the behaviour and customs of this world, but let God transform you into a new person by changing the way you think. Then you will learn to know God's will for you, which is good and pleasing and perfect. Romans 12:2 (NLT)



## Theoretical Foundation

“Schools have their own tone, their own vibrations and soul that set them apart. This tone or culture or ethos or climate, as it has been variously called, is a result of the way in which the individuals in the school interact, how they behave towards each other and their expectations of one another.”<sup>11</sup>

Culture is shaped by five interwoven elements, each of which, leaders have the power to influence;

- Fundamental core beliefs and assumptions;
- Shared values;
- Norms – how members believe they should act and behave;
- Patterns and behaviours; and
- Tangible evidence – visual and symbolic objects and artefacts.

In the Christian school context, these core cultural elements and ethos are framed by distinctively biblical principles, grounded in grace and Christ-centred community. Such emphases form the foundation, the bedrock, for a Christian school culture. To that end commitment and fidelity to the school culture will lead to a climate where all operations of the school reflect a Christ-modelled culture.

## PURPOSE, ORIENTATION, PRESENCE

With organisational culture and climate providing the bedrock of school operation and improvement, this school improvement framework places culture as a cross-sectional component informing and shaping all 5 framework levels.

## Component Statements

OC1	School leaders are seen as supportive, have a caring approach, can be relied upon, understand the complexity of schools and teaching, and communicate effectively.
OC2	Staff know and understand the vision of the school, have role clarity through a strong sense of direction and purpose, and understand what is expected and required of them in the achievement of the vision.
OC3	School leadership teams are agile, responding quickly to changing environments by effectively designing and implementing evidence-informed strategies for improvement.
OC4	An effective induction process for all incoming staff is facilitated, both at the start of the year and when new staff join the school during the year.
OC5	Staff work collaboratively, learning from and with each other, and positively support one another to ensure school and student success
OC6	There is purposeful and ongoing opportunity for professional growth and development, providing opportunity for all staff to learn, grow, flourish, and be celebrated.
OC7	Staff have a strong sense of togetherness, with Christian shared values and goals, and are of common agreement to the core purposes of the school.
OC8	The college as a whole has a commitment to data-driven, evidence-based practices, in all decision making.

<sup>11</sup> Reid, K. et. al. (1990). Towards the effective school. Oxford: Basil Blackwell, p.3.



Just as our bodies have many parts and each part has a special function, so it is with Christ's body. We are many parts of one body, and we all belong to each other.

Romans 12:4-5

## Theoretical Foundation

We are called to live as the people of God. The Christian life is a life lived in communion with God and others. The development of students in a Christian school takes place in community. They are places of belonging, built on shared values and beliefs, and committed to mutual care and respect. They are communities in which Biblical faith, values and beliefs are formative for the school community and integrated into curriculum, practice and culture.<sup>12</sup> Research identifies that effective schools generally have consistently high levels of parental and community involvement. This involvement correlates to improved student learning, attendance and behaviour. It has been consistently demonstrated that family involvement has a major impact on student learning, regardless of the socio-economic status or cultural background of the family.<sup>13</sup>

## PARTNERSHIPS

Christian schools seek to be Salt & Light in the world, aspiring to work in partnership with home, church and the wider community to build a foundation, grounded in the Word of God, on which a child's faith-formation and education can take place. In the broader education setting, the desire to build strong and purposeful parent partnerships is not new, nor are they in the Christian schooling context. Research suggesting positive and practical parent partnership strategies have helped children effectively learn in the classroom have been published over the years.<sup>14</sup> The question often facing school leaders has been how to actually access and facilitate positive partnerships between home and school. Additionally, partnerships with the wider community, whether with the church universal, community groups, businesses or other community stakeholders can also add value to student learning and efficacy.

## Component Statements

- CP1 The school views parents and other family members as key partners in the education journey of students, and as such covenant with parents to positively influence their children.
- CP2 The school provides opportunities and resources for parents and other family members to positively impact on student learning at school and at home.
- CP3 The school partners with relevant local, state, national and global organisations to improve student learning opportunities and outcomes.
- CP4 The school plans learning opportunities that connect students to the local, national and global community, including with a strategic missional purposefulness.

<sup>12</sup> <https://csa.edu.au/about/about-csa/>

<sup>13</sup> <http://www.familyschool.org.au/files/9413/7955/4757/framework.pdf>

<sup>14</sup> Epstein, J. 2015. *School, family, and community partnerships. 2nd ed.* Boulder, CO: Westview Press.

## CONNECTEDNESS

“Connectedness, belongingness, and community all refer to students’ sense of being in close, respectful relationships with peers and adults at school. These terms are used interchangeably here since they all refer to students’ sense of being in close, respectful relationships with peers and adults in school or of being contributing and influential members of the school.”<sup>15</sup> It is quite clear that when a student has a sense of belonging, or connectedness to, and in, the school they will flourish at school.

### Component Statements

- CC1 The school ensures that every student has a constructive relationship with at least one caring adult.
- CC2 The school provides accessible opportunities for 'student voice' in school-related decision making.
- CC3 Teachers see it as their life calling to provide a learning environment that leads to students feeling connected at school, and to identify and care for those students who don't.
- CC4 Every student feels safe in every social interaction area of the school, both in and out of the classroom.

## RESTORATION

“Christian schools should be known as communities of grace—places where visitors clearly see God at work in the way relationships are conducted<sup>16</sup>” Christian schools, leaders and teachers are not immune, however, from challenging behaviours in and out of the classroom. The Christian school distinctive is in the way in which these challenges are handled. It is important to note that being ‘Christian’ and restoration-framed does not equate to being passive and excusing behavioural transgressions in the name of ‘grace’. It is imperative for a Christian school to consider how God’s word can be incorporated into its student management policy and practices through the lenses of Creation, Fall, Redemption and Restoration.

### Component Statements

- CR1 The school embraces a restorative paradigm as a way of thinking, being and doing, informing and framing all aspects of school life.
- CR2 The school has an established behaviour management policy and process that reflects the redemptive nature of God and focuses on future behaviour rather than past.

### Practice Exemplar

- CC3 When interviewed, the staff (teaching and non-teaching) at RFC Christian College see their role as not just educational but missional. They recognise that each student is both unique and created in the image of God. They constantly and consistently seek to integrate all students of all abilities, personalities, beliefs and cultures, purposefully providing opportunities for all students to feel valued and connected. They ensure that they are always watching for students who seem to be struggling or disconnected and ensure there is a gentle and appropriate response, either personally or through referral.

<sup>15</sup> Schaps, E., Knopf, H., Hanson, T., Muller, C. (2005). The role of supportive school environments in promoting academic success. Published in *Getting Results: Developing Safe and Healthy Kids, Update 5* (Chapter 3). Safe and Healthy Kids Program, California Department of Education. California Department of Education, Sacramento, CA.

<sup>16</sup> Drexler, J., (Ed.). (2007). *Schools as Communities: Educational Leadership, Relationships and the Eternal Value of Christian Schooling.* Colorado Springs, Co: Purposeful Design



Therefore, go and make disciples of all the nations, baptising them in the name of the Father and the Son and the Holy Spirit. Teach these new disciples to obey all the commands I have given you. And be sure of this: I am with you always, even to the end of the age.”

Matthew 28:19-20 (NLT)

## Theoretical Foundation

CSA schools work together with families, and the wider church, in the holistic formation of young people. The hope is that students will commit their lives to follow Jesus, and empowered by the Spirit, commit to serving others and the world. Thus, our CSA schools aim to prepare students to live purposeful lives, contributing to the wellbeing and blessing of their families, communities, and the wider world. Ultimately that students may learn to live and act as wise peacemakers, working towards shalom, for the flourishing of relationships with God, with others, and with all of God's creation. It is important to note that formation is not the role of particular staff or particular faculty areas within the school. It goes beyond “explicit” faith formation activities such as Christian Studies and Chapel services. Rather, it should be a whole of school approach, encompassing the spectrum of staff and faculty areas, school-based events, rites of passage programs, camps and excursions and mission emphases.

## EXPERIENCING JESUS

“Experiencing Jesus is found along a relational pathway with family, friends, and other people who love and experience Jesus. We are loved into loving Jesus<sup>17</sup>”. While the traditional discipleship strategies of Christian schools (chapel, worship times, prayer) are valid, it is apparent that it is the modelling of Jesus by significant adults in the school, the application of grace, and the key relationships between teachers and students, that carry the most influence in discipling students.

## Component Statements

- FE1 Staff approach all interactions with students, their parents, and staff with the example of Jesus at the forefront.
- FE2 Staff are always willing to ‘go the extra mile’, as Jesus commanded, to develop relationships and model the self-giving love of Jesus to the school community.
- FE3 Staff live out their faith, demonstrating a spirit of servanthood, love and grace in all interactions with students, including student welfare and behaviour matters.
- FE4 The school has strategic and purposeful programs and initiatives that seek to provide opportunity for students to be exposed to the gospel.
- FE5 The school provides regular and purposeful opportunity to experience and connect with Jesus through worship, in community and through acts of service.

<sup>17</sup> Kinnaman, D. (2019), Faith for Exiles. Baker Publishing Group. Kindle Edition. p.54

## CULTURAL DISCERNMENT

Today, young people have access to more information, opinion and knowledge than ever before through their easy and constant access to the digital world. Additionally, their world is increasingly becoming more volatile, uncertain, complex, and ambiguous and requires skills to navigate this ever-changing world<sup>18</sup>. “Exercising cultural discernment means taking part in a robust learning community under the authority of the Bible in order to wisely navigate an accelerated, complex culture<sup>19</sup>.”

### Component Statements

- FC1 The school provides learning opportunities that prepare students to think critically about culture and make biblically informed life decisions.
- FC2 The school provides learning opportunities that focus on how to live faithfully and engage well in our cultural moment, bringing life and restoration to a complex world.
- FC3 The school provides learning opportunities focused on how the Bible speaks to our contemporary culture, and how they can embody the Kingdom of God in their individual lives.

## VOCATIONAL DISCIPLESHIP

“Vocational discipleship means knowing and living God’s calling, especially in the arena of work, and right-sizing our ambitions to God’s purposes<sup>20</sup>. Indeed, preparing students for their future does not mean protecting them from the world but preparing them for life on mission. It also means preparing for failure as well as success.

### Component Statements

- FV1 The school provides a foundation for students to understand the Biblical story as a coherent narrative that speaks to all aspects of society and culture, and not just our individual lives.
- FV2 The school strategically provides opportunity, through purposeful biblical literacy instruction, for students to understand how vocation is central to God’s mission in the world.
- FV3 The school strategically provides opportunity for students to understand how their individual gifts, talents and passions are a part of God’s calling and can be used in God’s restorative mission.
- FV4 The school strategically provides a process and structure for students to be mentored and to mentor.
- FV5 The school provides strategic opportunity for students to undertake service learning, locally, nationally and internationally.

<sup>18</sup> Kutz, M., (2016), Contextual Intelligence: How Thinking in 3D Can Help Resolve Complexity, Uncertainty and Ambiguity, Palgrave Macmillan Limited

<sup>19</sup> Kinnaman, D. (2019) Faith for Exiles. 5 Ways for a New Generation to Follow Jesus in Digital Babylon, Baker Publishing Group. Kindle Edition. p.69

<sup>20</sup> Kinnaman, D. (2019) Faith for Exiles. 5 Ways for a New Generation to Follow Jesus in Digital Babylon, Baker Publishing Group. Kindle Edition. p.143

“Preach the word of God. Be prepared, whether the time is favourable or not. Patiently correct, rebuke, and encourage your people with good teaching.”  
2 Timothy 4:2 (NLT)



## Theoretical Foundation

Robert Marzano defines pedagogy simply as the art and science of teaching.<sup>21</sup> Pedagogy can be described as the link between the curriculum (what students should learn) and the assessment of learning (how well did the student learn). However, as Parker Palmer states in his book *The Courage to Teach*, “Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.” Jesus was often referred to as ‘Teacher’. Jesus’ teaching was relevant, instructive, logical, influential, original, used parables and stories and reinforced by references to the Old Testament. Matthew 7:28 states “When Jesus had finished saying these things, the crowds were amazed at his teaching”. Today, the broader community demands high quality teaching and learning from teachers. Teachers need to be continually growing in their knowledge and skills with regard to pedagogy in order to provide all students with high quality education. The ultimate purpose of excellent pedagogy is, of course, the flourishing of individual students, and society as a whole.

## RELATIONSHIPS

In his book, ‘Walking with God in the classroom’ Harro van Brummelen states, “The types of relationship the teacher nurtures and establishes has an immense impact on the success of his/her teaching. [Teachers] listen carefully; interact sensitively; praise genuinely; confront sensitively when needed and forgive freely. They treat students as images of God, expressing love and concern for all, without exception”<sup>22</sup>. Forging a positive and professional relationship with all school community members, but most importantly with students, is a fundamental pedagogical practice as it has a direct impact on students’ academic success, self-efficacy, engagement and behaviour<sup>23</sup>. A study by Edith Cowan University found that school students want structure, discipline and caring relationships from their teachers<sup>24</sup>. In her article ‘12 Things Kids Want From Their Teachers’, Angela Maiers describes how, when questioning students, she found that, overwhelmingly and consistently, building positive student-teacher relationships requires the teacher to show genuine care for their students – both as learners and as people<sup>25</sup>.

## Component Statements

The school is a place where visitors and stakeholders see God at work through:

- PR1 A safe, accepting, caring, respectful environment is evident across the school.
- PR2 Staff take responsibility for establishing and maintaining inclusive learning environments in which agape, mutual trust and respect, and acceptance are priorities.
- PR3 Students are valued and loved. When they go astray they are corrected, forgiven and restored.

<sup>21</sup> Marzano, R. (2007) *The Art and Science of Teaching*. 1st ed. Alexandria, Va.: Association for Supervision and Curriculum Development.

<sup>22</sup> Van Brummelen, H. (2009). *Walking with God in the Classroom*. Colorado Springs, CO: Purposeful Design Publications.

<sup>23</sup> Hattie, J. (2009). *Visible learning*. London: Routledge.

<sup>24</sup> What do students believe about effective classroom management? A mixed-methods investigation in Western Australian high schools. *The Australian Educational Researcher*, Helen Egeberg, Andrew McConney Pages 195-216

<sup>25</sup> (<https://www.angelamaiers.com/blog/12-things-kids-want-from-their-teachers.html>)

## TEACHING PRACTICES

Jesus was the perfect teacher, a master of knowing what teaching practice to use when and with what audience. He used illustrations, object lessons, current events, and stories. He utilised lectures and engaged His audience in dialogue, asked rhetorical questions, used metaphor, dispensed advice, and turned questions around to force His questioners to formulate a logical response. He preached and taught; He modelled, questioned and challenged. Jesus' example for teaching practices is simply to know and care about your students, know your content, be creative, and exemplify with compassion and integrity. At all times Jesus had the best interests of His 'students' as a priority and used teaching practices that were relevant to those He was addressing. The basis of His teaching was always Truth. Using Jesus' example, expert teachers do not limit themselves to familiar or routine teaching practices but instead focus regularly on evaluating the effects specific practices and strategies have on student learning, both individually and as a collective, and adjust teaching methods accordingly<sup>26</sup>. Swaner and Ackerman's work also confirms that students learn best when pedagogy is holistic, developmental, contextual and integrative<sup>27</sup>. This provides the opportunity for teachers to identify, and cater for, the God given uniqueness of each of His children. Interconnected with this is the practice of 'service-learning' as identified in the 'Formation' lever of this framework.

### Component Statements

- PT1 The school has a pedagogical framework that is framed by a biblical worldview, captures the specifics of effective teaching and learning, directly linked to improvement in student learning outcomes.
- PT2 Teachers engage in continuous reflection, using relevant data and feedback from students, in order to modify and improve teaching and learning practices.
- PT3 The learning environment engages the intellectual, emotional, relational and spiritual dimensions of learning.
- PT4 Teacher planning is collaborative and encompasses knowledge development and understanding, relevant skills, thinking processes, attitudes and behaviours, rather than just content delivery.

## ASSESSMENT

"Assessment is the body of information used to interpret students' understanding and learning in order to make future instructional decisions"<sup>28</sup>. Balanced assessment practices include quantitative-based (NAPLAN, Progressive Achievement Tests, A-E grades) or qualitative-based (observational records, reflective writing, concept maps) and a balanced use of both informs student progress and understanding. In the Christian school context, where the biblical concept of grace should be the key reference point, formative and summative assessment must be informative rather than punitive and comparative. It should be focussed on student gain or progress, and inform what teachers need to address so that the student(s) can continue to grow and learn in that subject or learning area.

### Component Statements

- PA1 The school has a clearly articulated philosophy and policy in relation to assessment.
- PA2 Assessments enable students to demonstrate what they know and can do, clarify student understanding of curriculum concepts and promote deeper understanding, providing evidence that current understanding is a suitable basis for future learning.

<sup>26</sup> Hattie, J. (2009). Visible learning. London: Routledge.

<sup>27</sup> Swaner, L.E., & Ackerman, B. Engaged Learning: Toward Excellence in 21st-Century Christian Education. Downloaded from <https://www.acsi.org/resources/cse/cse-magazine/engaged-learning-toward-excellence-in-21st-century-christian-education-212>

<sup>28</sup> Drexler, J., (Ed.). (2007). Schools as Communities: Educational Leadership, Relationships and the Eternal Value of Christian Schooling." Colorado Springs, Co: Purposeful Design

# Pedagogy (cont...)

- PA3 Planning is informed by a variety of assessment data, identifying and implementing personalised learning opportunities.
- PA4 Teachers adjust their teaching to take account of the results of assessment for individual and groups of students.
- PA5 Teachers provide timely and constructive feedback, providing direction for improvement in learning for all students.
- PA6 Teachers collaboratively moderate assessments with colleagues to ensure objectivity and validate evidence of student learning.
- PA7 A range of assessments, diagnostic, formative and summative, are utilised, and are explicitly linked to learning goals.

## Practice Exemplar

- PT1 At RFC Christian College the leadership team, in consultation with the teaching staff, made the decision to develop a pedagogical framework that reflects the uniqueness of the College, as well as the distinctives of a Christian school. A team of key school leaders, including the college Principal, and teaching staff developed a framework informed by current research on effective pedagogy, integrated with a Christian worldview, and reflective of the stated values of the school. The framework is used by teachers to inform decisions on curriculum, and teaching practices and strategies. The framework is also the key reflective tool for teachers in professional learning and development practices.

Just as each one of you has received a special gift [a spiritual talent, an ability graciously given by God], employ it in serving one another as [is appropriate for] good stewards of God's multi-faceted grace [faithfully using the diverse, varied gifts and abilities granted to Christians by God's unmerited favour]. 1 Peter 4:10 (AMP)



## Theoretical Foundation

In his research meta-analysis Ken Leithwood identifies that school leadership is second only to classroom practice in what influences student learning outcomes. Therefore, it is excellence in school leadership that makes a significant difference, not just teachers. Christian schools must be led by effective boards, principals and teacher leaders, who recognise that it is essential that they invest significantly into their teachers. For Christian school leaders, at all levels of the school, to flourish, they need to be equipped with a clear understanding of the types of practices that will enhance their leadership capacity within Christian schools. The CSA Leadership Framework provides an integrated and intentional model for leadership practice that incorporates a number of distinct yet intertwining narratives that interrelate to collectively contribute to highly effective leadership. Specifically, the framework matrix incorporates three key elements for leadership practice for school leaders into a coherent model that can be used by Christian schools to develop and enhance leadership capacity across their school community.

## THEOLOGICAL

The CSA Leadership Framework seeks to orientate Christian school leaders within their vocational call to consider and engage three interconnected and interdependent constructs required for effective Christian school leadership. These three constructs; Called, Connected and Committed; arise from key biblical principles for all leaders and are framed and anchored upon clear theological assumptions and principles regarding leadership.

## Component Statements

- LT1 School leaders use the leadership teaching and example of Jesus to frame and inform their leadership practices across the school.
- LT2 Leaders articulate a strong sense of personal vocation to their role, and demonstrate this through their words, actions and decision making.
- LT3 Leaders exemplify a strong moral purpose, confident vision, and ambitious trajectory of improvement.
- LT4 Leaders demonstrate integrity, honesty and a deep sense of resilience, underpinned by their personal sense of vocation as a leader.
- LT5 Leaders operate deliberately within communities of practice, positioning themselves within positive relationships that sustain and encourage all parties.
- LT6 Leaders demonstrate compassion and embody service to others humbly.
- LT7 Leaders create shared identity within their teams and draw colleagues around a common purpose.
- LT8 Leaders exude energy and passion in all they do, inspiring confidence and faithfulness in their teams.
- LT9 Leaders are clear about their purpose and resilient in the face of challenge.
- LT10 Leaders take long-term decisions and not easily swayed by short-term changes of policy or procedure.
- LT11 Leaders articulate a sense of mission in their approach to education to which they draw others and are committed to the flourishing of their pupils and colleagues.

# Leadership (cont...)

## CONTEXTUAL

Exemplary Christian school leadership considers the contextual priorities and principles that undergird Christian schools. The four CSA Leadership Framework key domains for educational leaders; vision, culture, faith and practice; can be applied at every level of leadership within a Christian school community and represent four distinct but interrelated facets of effective Christian school leadership.

### Component Statements

- LC1 The school defines, articulates and cultivates the Christian values, beliefs and culture that make the school unique.
- LC2 The school has a clearly defined vision and strategic plan that reflects the vision and culture of the school.
- LC3 The school has an explicit improvement agenda, informed by a biblical worldview and relevant data, identifying and implementing explicit, holistic and evidence-based improvement strategies grounded in national and international research..
- LC4 The school has a recruitment, selection and induction process that ensures recruitment of high-quality teachers who have a personal Christian faith and a strong commitment to the Christian beliefs and ethos of the school.
- LC5 Professional learning for all staff is informed by data and feedback, is aligned to school priorities and goals, and is consistently evaluated for student impact.

## PROFESSIONAL

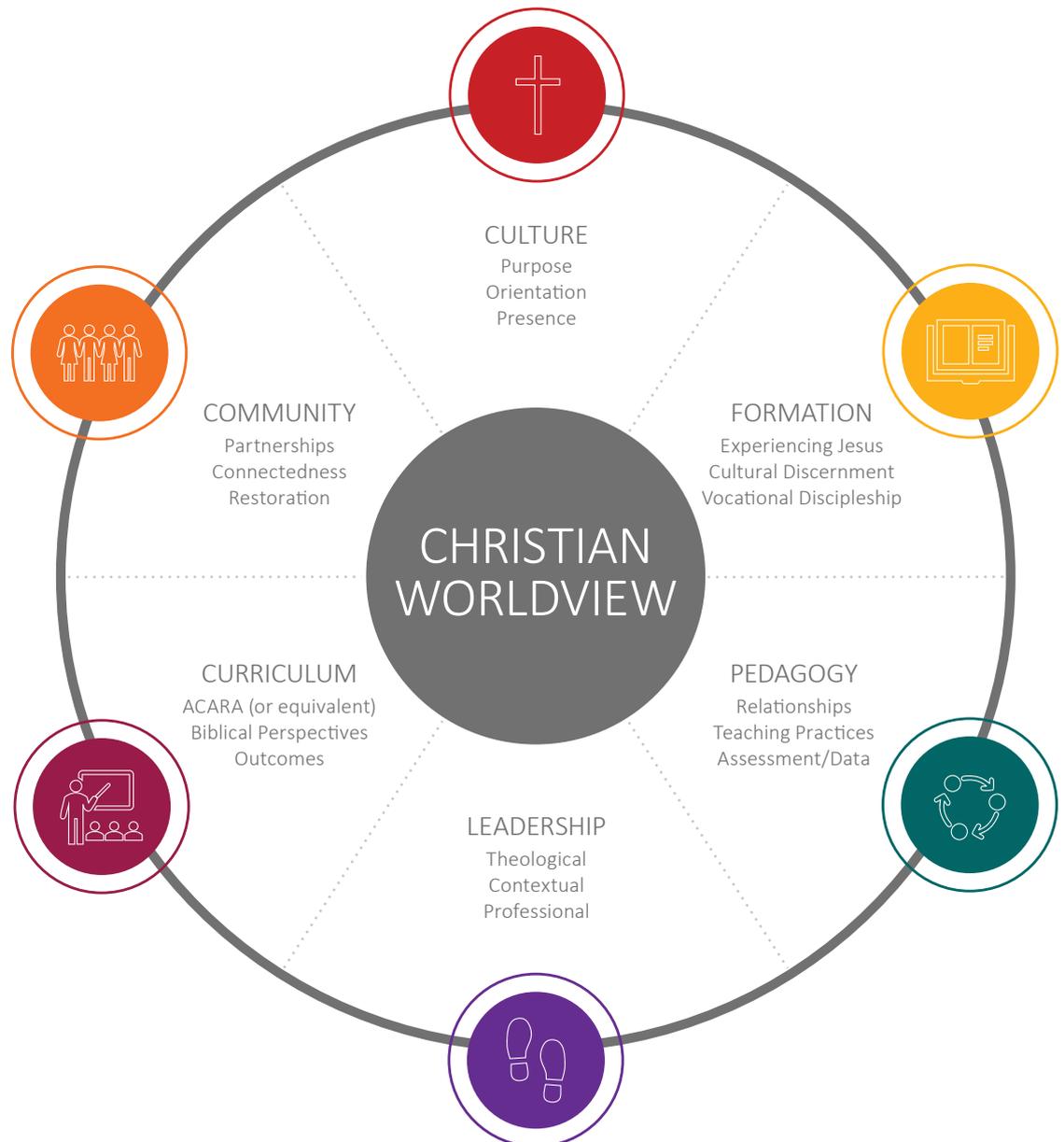
This third element, from the CSA Leadership Framework, demonstrates the importance that effective leadership aligns with widely accepted and recognised leadership benchmarks or standards. These could include the AITSL Principal Standard, the AICD Not-for-Profit Governance Principles or the ACNC's Governance Standards.

### Component Statements

- LP1 The school board is a model of best practice governance in constitution, structure, membership, and development and monitoring of policies and processes to guide its operations
- LP2 The school board has structures and processes in place to provide full and transparent accountability to stakeholders and is committed to a culture of continuous improvement
- LP3 The school has strategic policies and processes in place to guide and monitor finance, operations, human resources, risk and compliance, reputation and overall organisational safety across the school.
- LP4 School leaders demonstrate deep knowledge of current evidence-based teaching and learning theories, and support implementation across the school.
- LP5 Explicit targets, with clear and achievable timelines, for improvement are set, informed by relevant school-wide data.
- LP6 The school has a structured growth and development policy and process that is consistently and effectively implemented.
- LP7 The school has a transparent under-performance process, which is consistently applied, and focuses on building capacity in a collaborative and supportive environment.

## Practice Exemplar

LT1 The board of RFC Christian College provides strategic guidance for the school and effectively oversees and reviews the school's management. All board members have completed formal governance training (for example the CSA School Governance Program). Board members do not participate in the day-to-day management of the school; that is the role of the Principal and school leadership.



“Your duty is to teach them to embrace a lifestyle that is consistent with sound doctrine.”

Titus 2:1 (TPT)



## Theoretical Foundation

Curriculum is “the planned program that is delivered to students, developed, documented, reviewed, modified, and evaluated in light of the school’s mission, vision, and expected student outcomes”<sup>29</sup>. While curriculum must go beyond content, and be explicitly inclusive of pedagogy, the focus of this framework lens is on the context of the learning. The context is the ‘story’ that captures the heart and mind of students and orients them in the world.

## AUSTRALIAN CURRICULUM

In the Australian context, all schools are required to follow the Australian Curriculum, a state derivative or an ACARA recognised alternative curriculum. Curriculum provides teachers, parents, students and the community with a clear understanding of what students should learn, regardless of where in Australia they live or which school they attend<sup>30</sup>.

## Component Statements

- CA1 The school has a curriculum provision that reflects national and/or state curriculum requirements.
- CA2 The school has a scope and sequence that establishes expectations across the years of the school  
The school is able to demonstrate natural connections between the Australian Curriculum aims and content, and a Christian Worldview.
- CA3

## BIBLICAL PERSPECTIVES

Blomberg states that biblical perspectives “is not a separate educational ingredient compartmentalised into religious instruction and chapel services, like icing on top of a cake rather, it is leaven working its way through every aspect of teaching and learning.”<sup>31</sup> Christian schools should render the Australian Curriculum in such a way as to highlight, or reveal, evidence of God’s Big Story in every discipline and connect learners to their part in it. In doing so, they should be deliberate in planning for outcomes consistent with renewed lives and transformed perspectives.

In an illuminated approach, in addition to academic outcomes such as those measured in standardised tests, when planning curriculum Christian school teachers should plan to assess evidence of change in attitudes and behaviours. A Christian approach to curriculum illuminates what is already God’s and aligns with His purposes.

<sup>29</sup> Drexler, J., (Ed.). (2007). *Schools as Communities: Educational Leadership, Relationships and the Eternal Value of Christian Schooling*. Colorado Springs, Co: Purposeful Design

<sup>30</sup> <https://www.acara.edu.au/curriculum>

<sup>31</sup> Blomberg, D. (1980). If life is religion can schools be neutral? *Journal of Christian Education*, P(67), 5–20.

## Component Statements

- CB1 The school has a curriculum provision that is referenced to the biblical metanarrative.
- CB2 All stakeholders across the school have a shared understanding of, and commitment to, a biblical worldview inherent in curriculum delivery.
- CB3 The school utilises rich and relevant curriculum guides and resources (for example God’s Big Story curriculum resource) to educate students about, from and into Christian faith.

## OUTCOMES

God calls us to glorify him in all we do. This can be seen to be fundamental in a Christian school, to glorify God through our actions and outcomes. Inherent in this is the necessity to provide the best learning opportunities and outcomes for all students. Learning outcomes are the skills and knowledge we expect our students to acquire throughout their educational experience, whether academic, co-curricular or relational. What are the outcomes that a Christian school seeks for their students? School leaders and classroom teachers identify objectives — clearly articulating what a Christian school education should accomplish and then put in place strategies and programs aimed at achieving those objectives. Drexler identifies four schoolwide outcomes that are affected by an instructional program; academic thinking (Assessment Component), educational skills and dispositions, biblical worldview (Christian Worldview Lens), and spiritual formation (Formation Lever).

## Component Statements

- CO1 Learning outcomes focus on student achievement and use specific action verbs to describe what students are expected to exhibit.
- CO2 The school ensures that learning outcomes match the teaching and learning approaches and the assessment strategies relevant to each teaching area.
- CO3 The school ensures that learning outcomes are personalised, ensuring all students the opportunity to improve, grow and flourish.

## Practice Exemplar

- CB3 At RFC Christian College the curriculum is framed by the Australian Curriculum as required by the relevant state body. However, teachers and school leaders also make significant and strategic use of the Christian Schools Australia developed resources including God’s Big Story, the Christian Studies Program and Thriving in Community. These resources are used by teachers and school leaders to answer the questions of why, what and how to develop and deliver quality curriculum in a Christian school.

# School Improvement Framework | Review Process

As identified previously, all state education jurisdictions, and education organisations that support schools in the independent and Catholic education sectors have school improvement processes. Central to these processes is a form of review which seeks to provide data and evidence in relation to the following questions:

- What are we currently doing?
- How are we going?
- How do we know?

While the methodology of the review can vary between jurisdictions (and even schools), there are some common elements to all. These include:

- **A review team** that leads and facilitates the school improvement process.
- **A reference framework**, identifying and describing key influences on school effectiveness.
- **A process for data/evidence gathering**, to measure activity against the reference framework.
- **A strategic planning process** to identify, develop, implement and monitor key strategies to address foci identified for improvement in the review process.

With many Christian schools being 'stand-alone' schools, and therefore do not have 'systemic' processes to support and guide continuous school improvement, the following process is recommended to facilitate rigorous school improvement. The school improvement tool has been designed as a cyclic process, constructed as a staged implementation, facilitating continuous improvement underpinned by a rigorous and research-based methodology. This methodology requires the following commitment elements:

1. **Acknowledgement** of need for, and impact of, a methodical school improvement process. There must be an acknowledgement of, and commitment to, the need for continuous school improvement from the school board and senior leadership, including the Principal, for a school improvement process to be successful and sustainable.
2. **Formation** of a 'school improvement team' with representation from a cross section of the school community. It is recommended that, at the minimum, the composition of the school improvement team includes:
  - a. the school Principal,
  - b. key school leaders
  - c. at least one classroom teacher,
  - d. a non-teaching staff member.

The question of student representation is one that can only be addressed at the individual school level but is encouraged.

3. **Commitment** to the cyclic nature of the process, including:
  - a. Completion of previsit survey by school staff with leadership responsibilities.
  - b. 2-day external review facilitated by an External Review team
  - c. Development and implementation of a staged action plan
  - d. End of cycle external review in the third year to reflect and celebrate; and initiate a new improvement cycle.

# School Improvement Framework | Review Process (cont...)

1.

## STAGE 1

### School Improvement Review facilitated by External Review Team

The School Improvement Review facilitated by External Review Team stage is designed launch a rigorous school improvement review with an impartial and experienced team of school improvement professionals who facilitate a rigorous and objective review. The External Review Team will usually consist of 3-4 members and will consist of a Lead Reviewer, the relevant CSA Executive Officer, and a CSA Principal. The 'Lead Reviewer' will have extensive experience in school reviews and data gathering. One member of the External review team will always be a Principal colleague from a CSA school.

The External Review Team undertakes the following actions:

1. Collects relevant data and evidence of current reality framed by the elements of the framework. The External Review Team will collect this evidence via a range of means including interviews and focus groups.
2. Present an overview and analysis of this data to the School Improvement Team, including affirmations/commendations, and recommendations, and facilitate a discussion with the School Improvement Team as what this means to the school.

The State Executive Officer provides ongoing support for the School Improvement Team through the following actions:

1. Support the School Improvement Team in the decision as to the possible school improvement foci.
2. Support the School Improvement Team in the development of an action plan using the Action Research Cycle improvement methodology to identify, implement, monitor and modify improvement strategies that have high impact on student learning and outcomes.

2.

## STAGE 2

### Development and Implementation of an Action Plan, supported by an External Critical Friend

The Action Plan is designed as an annual check on progress and impact in the school improvement journey. The school improvement action plan is important because it provides a structured approach for setting goals associated with the review recommendations, and tracking progress towards achieving those goals. It helps the school improvement team to focus their resources, increase accountability, promote data-driven decision-making, and encourage collaboration among stakeholders. The external 'critical friend' is an essential element of the review process as the critical friend provides an objective lens to the process, as well as providing a level of collegiate accountability. It is strongly encouraged that the school will engage with a critical friend with extensive school improvement experience who can support, guide, challenge and facilitate the school improvement journey. The critical friend could be a CSA Executive Officer or a local Principal or other school leader.

# School Improvement Framework | Review Process (cont...)

Over the term of the school improvement action planning process, the School Improvement Team undertakes the following actions:

1. Development of an action plan informed by the review recommendations (an action plan template is provided on page 40).
2. The school improvement team collects data/evidence during implementation of the action plan.
3. Other relevant data (quantitative and/or qualitative) is collected.
4. The data is analysed and discussed by the School Improvement Team, supported by the External Critical Friend.
5. The School Improvement Team celebrates any 'wins', no matter how small, and identifies areas of concern.
6. School Improvement Team agree to any modifications/adjustments to action plan as indicated by data
7. Action plan adjusted and implementation continues.

## RECOMMENDED: STAGE 3

3.

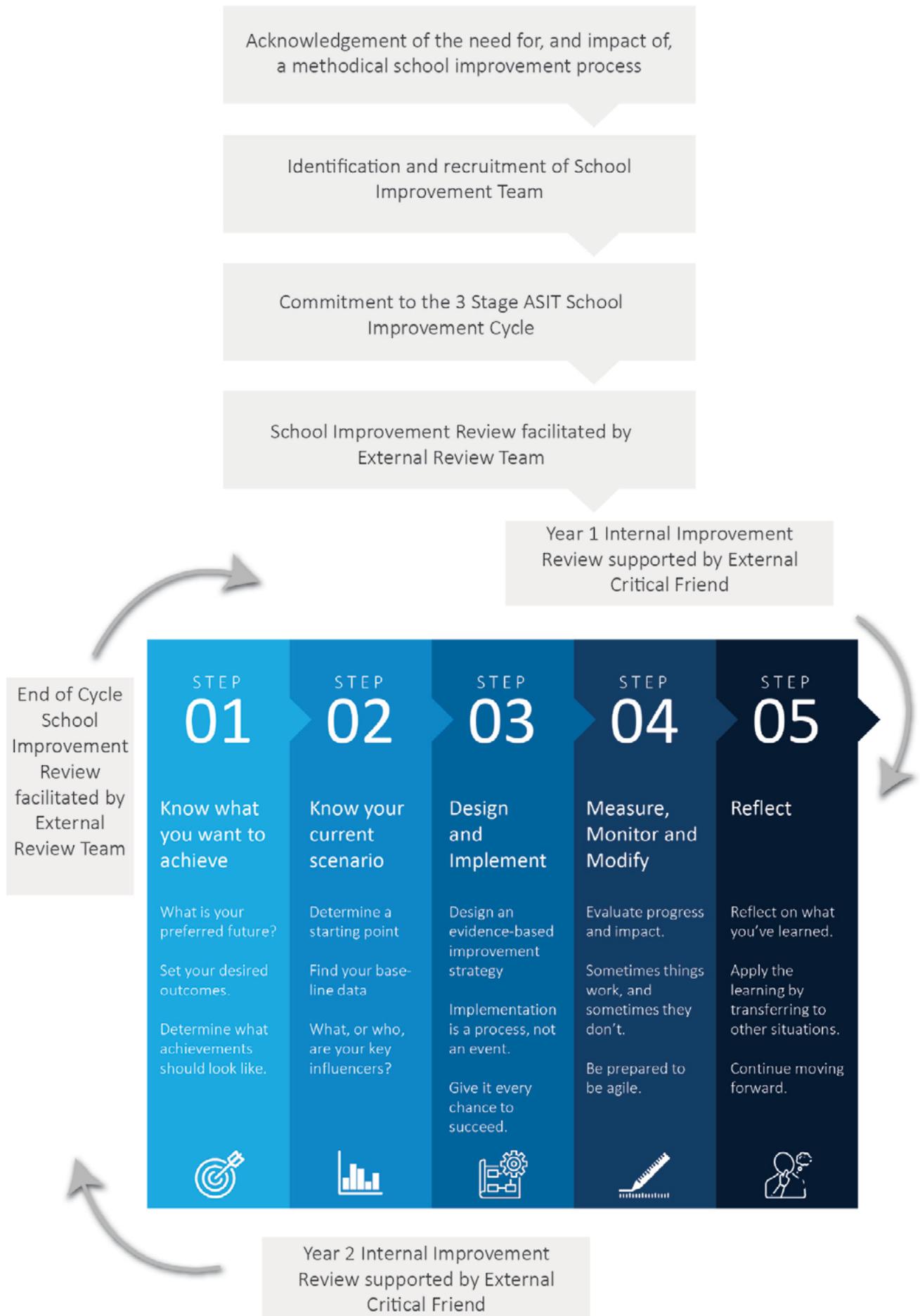
### End of Cycle School Improvement Review facilitated by External Review Team

At the end of the third year of the school improvement cycle an end of cycle external school improvement review may be undertaken. It would be recommended, but not essential, if the members of the original external review team returned to conduct this end of cycle review. The purpose of this review process is two-fold:

1. to reflect and celebrate, supporting the School Improvement Team in particular, and the broader school community in general, in recognising and celebrating progress on their school improvement journey, and
2. to initiate a new improvement cycle to support continuous school improvement.

The External School Improvement Review Team will follow the same process as the original external review, with a particular emphasis on identifying evidence of school improvement in the identified foci, and, if indicated, make recommendations as to a subsequent school improvement foci.

# School Improvement Framework | Review Process (cont...)



# School Improvement Framework | Data/Evidence

Schools already capture significant quantities and types of data. The table below identifies school-based data and logical links to the CSA architecture, with a particular emphasis on the 5 levers of the framework.

DATA TYPE - STUDENT	CSA LEVER
Student Attendance <ul style="list-style-type: none"> <li>• Sickness</li> <li>• Holidays</li> <li>• Unapproved</li> <li>• Other</li> </ul>	Leadership Community
Student Demographics <ul style="list-style-type: none"> <li>• Year of birth</li> <li>• Gender</li> <li>• Ethnicity or race</li> <li>• Language information</li> <li>• Contact Information</li> <li>• Low-income status</li> <li>• Student disability information</li> <li>• Specialized education services</li> <li>• Church/Faith connection</li> </ul>	Leadership Community
Student Wellbeing, including behaviour data <ul style="list-style-type: none"> <li>• Behaviour incidents</li> <li>• Internal referrals</li> <li>• External referrals</li> </ul>	Leadership Community
Student Assessment / Grades <ul style="list-style-type: none"> <li>• Term and semester grades</li> </ul>	Pedagogy Curriculum
Standardised Test Results <ul style="list-style-type: none"> <li>• NAPLAN</li> <li>• ACER</li> </ul>	Pedagogy Curriculum
Student Participation <ul style="list-style-type: none"> <li>• Co-curricular</li> <li>• Student leadership</li> <li>• Camps</li> </ul>	Leadership Community Formation
Student Survey <ul style="list-style-type: none"> <li>• Opinion Survey</li> <li>• Welfare survey</li> </ul>	Leadership Community
Student Subject Choice <ul style="list-style-type: none"> <li>• Languages</li> </ul>	Pedagogy Curriculum
Student Learning Outcomes <ul style="list-style-type: none"> <li>• QCAA Senior Secondary</li> <li>• Year 12 Outcome statistics</li> </ul>	Pedagogy
Staffing <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Turnover</li> <li>• Qualifications</li> <li>• Absences</li> </ul> Co-curricular	Culture
Staff <ul style="list-style-type: none"> <li>• Staff opinion survey</li> <li>• PD Participation</li> </ul> Classroom observation / walkthrough / feedback records	Culture Leadership Pedagogy
Compliance <ul style="list-style-type: none"> <li>• Workplace health and safety</li> </ul> School Registration	Culture Leadership
Financial <ul style="list-style-type: none"> <li>• Debtors</li> <li>• Creditors</li> </ul> Building	Culture Leadership

# Key Roles in School Improvement Process

While the numerical composition of a school improvement team will be somewhat governed by the size of the school, the following is a recommendation of the personnel composition of the school improvement team.

## School/College Principal

With significant research indicating the fundamental importance of the Principal in school improvement initiatives, it is an imperative that School/College Principal is a member of the school improvement team, and it is strongly recommended that s/he chair the team. While a Principal may want to distribute leadership and thus nominate another team member to chair the team, it is the authors experience that this provides opportunity for 'other things' to divert the attention (and often attendance) of the Principal, whereas if this key school leader is chairing the team, then there should be a resultant stronger commitment to leading the process.

## Classroom Teachers

To ensure that the review and school improvement process is not seen as simply a top down driven initiative, it is highly recommended that there is at least one classroom teacher representative on the team. For a P-12 school, it would be prudent to have a representative from each of the sub-schools, whether junior, middle and/or senior.

## Non-teaching Staff

One of the authors learnings from a number of years facilitating and guiding school reviews and school improvement processes is in the importance of including a non-teaching staff member on the team. These key support people are often overlooked when schools initiate these types of processes. However, they often bring a different 'lens' to the discussion, which has proven to be insightful and valuable on many occasions.

## **OPTIONAL**

### School Board Member

With the focus of the proposed review/school improvement process ranging from whole-school to individual classroom, the support of the school board is seen as vital. Actual participation of a board member in the process would be considered optional and a local school decision

### Parents

While it is considered optional that a parent representative be included in the process, the selection of the right person is a major consideration. It is recommended that the parent representative is not also a staff member of the school. The selected parent must be willing to have their own outlook, but not one with 'an axe to grind'.

### Students

The question of student representation is one that can only be addressed at the individual school level. The inclusion of student representation should not be seen as 'tokenism', and the careful selection of student representation can add value to the process.

### External Independent Critical Friend

One of the key influences on the ongoing success and positive impact of this process is in the inclusion of an independent external consultant who supports, guides and challenges the school as they journey through their review and school improvement journey. It is strongly recommended that any school engaging in the ASIT process engage with a critical friend who will provide honest perspective, targeted questions, accountability and encouragement throughout the school improvement journey.

# School Improvement Framework | Planning Tools

## STAGE 1

1.

### External Review Process Timeline

When a school selects to undertake the ASIT cyclic school improvement process, an External Review Team will be appointed.

It is strongly recommended that the School Improvement Team use the School Improvement Template to guide the review process.

NOTE: While this process can start at any time of the year, it is generally recommended that late Term 2 to early Term 3 would be most appropriate time to ensure validity in data collected. It is also recommended that the 'Lead Reviewer' have extensive experience in school reviews and data synthesis. The external review process could look something similar to the following timeline.



# School Improvement Framework | Planning Tools (cont...)

INITIATING PHASE	
<ul style="list-style-type: none"> <li>• Discussion of process between school Principal and relevant state CSA Executive Officer</li> <li>• Selection of School Improvement Team</li> <li>• Recruitment of External Review Team</li> </ul>	
ESTABLISHMENT PHASE	
Week 1	<ul style="list-style-type: none"> <li>• Initial meeting of School Improvement Team</li> <li>• Discussion of External Review Team &amp; School Improvement Processes</li> <li>• Individual team member commitment to process and attendance/participation</li> </ul>
RESEARCH PHASE ONE: EXTERNAL REVIEW TEAM RESEARCH	
Pre-School Visit	Negotiate days of school visit Establish timetable for staff interviews and student and parent focus groups Completion of pre-visit survey by staff in leadership roles/positions
School Visit Day 1	Initial meeting with Principal / Executive Leadership and school tour Undertake interviews/focus groups, framed around ASIT component
School Visit Day 2	Complete interviews / focus groups Final report development by ERT Final written report provided to SIT. Meeting with ERT & SIT
RESEARCH PHASE TWO	
Week 5	NOTE: Optional support provided by state Executive Officer <ul style="list-style-type: none"> <li>• School Improvement Team discussion of External Review Team Report using 'Discussing Initial Lever Findings and Next Step Data' element of the SIT Template</li> <li>• Identification of potential Lever 'lines of inquiry' to further research – Part 2a</li> <li>• Identification of data sets for each 'line of inquiry', and team members responsible for gathering and presenting data – Part 2a</li> </ul>
PLANNING PHASE	
Week 8	<ul style="list-style-type: none"> <li>• Presentation and discussion of data gathered in each 'line of inquiry', including discussion on orientation between perception data and 'line of inquiry' data.</li> <li>• Identification of school improvement project(s) to action as a result of data investigation</li> <li>• Selection of specific project teams, including recruitment of other staff members with specific skill sets and experience</li> </ul>
Week 10 onwards	Development of project action plans and presentation to School Improvement Team for ratification
IMPLEMENTATION PHASE	
Week 15	Project Implementation
Week 20, 25, 30	Periodic project team reporting to School Improvement Team to monitor progress, provide accountability, make adjustments as necessary and evaluate impact.

# School Improvement Framework | Planning Tools (cont...)

## STAGE 2

2.

### Internal Review Process Timeline

At the conclusion of 12 months post-external review, it is encouraged that there be an internal review process undertaken supported by the provision of data tools and the recruitment of an external critical friend (State Executive Officer). It is strongly recommended that the School Improvement Team use the School Improvement Template, following, to guide the review process.

As the process should be undertaken 12 months after the external review, this internal review process could look something similar to the timeline over-page.



# School Improvement Framework | Planning Tools (cont...)

INITIATING PHASE	
Recruitment of external 'Critical Friend'	
ESTABLISHMENT PHASE	
Week 1	<ul style="list-style-type: none"> <li>Meeting of School Improvement Team</li> <li>Identification of data tools to be utilised to collect relevant qualitative and quantitative data</li> </ul>
RESEARCH PHASE ONE	
Week 2	Application of data tools
Week 4	Check-in: progress of data collection
Week 5	Distribution of data sets to all members of School Improvement Team
RESEARCH PHASE TWO	
Week 6	<ul style="list-style-type: none"> <li>School Improvement Team discussion of data</li> <li>Identification of points of celebration</li> <li>Identification of points of concern for possible adjustment of strategy</li> </ul>
PLANNING PHASE	
Week 6	<ul style="list-style-type: none"> <li>Determination for continued implementation of current strategies as indicated by data</li> <li>Modification of action plan and strategies in response to data sets presented</li> </ul>
IMPLEMENTATION PHASE	
Week 8 onwards	Continued project Implementation
Week 15, 20, 25, 30, 35 & 40	Periodic project team reporting to School Improvement Team to monitor progress, provide accountability, make adjustments as necessary and evaluate impact.

3.

## STAGE 3

### Internal Review Process Timeline

At the conclusion of the second year in the School Improvement Cycle the School Improvement Team may undertake a further internal review, supported by their critical friend, utilising the same process as they followed in Stage 2 the previous 12 months.

4.

## STAGE 4

### End of Cycle External Review Process Timeline

At the conclusion of the third year in the School Improvement Cycle the school may re-engage in an External Review Process. The timeline followed will be similar to the original External Review process.

# School Improvement Tool Template

## School Information

Name of School	
Location	
Year levels	
Enrolment	
ICSEA	
Indigenous enrolment percentage	
Staff (FTE)	
Strategic Plan <ul style="list-style-type: none"><li>• Purpose Statement</li><li>• Vision</li></ul>	
Current School Priorities	
School Improvement Team	
Other information	

# School Improvement Tool Template

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## Relevant Background Information

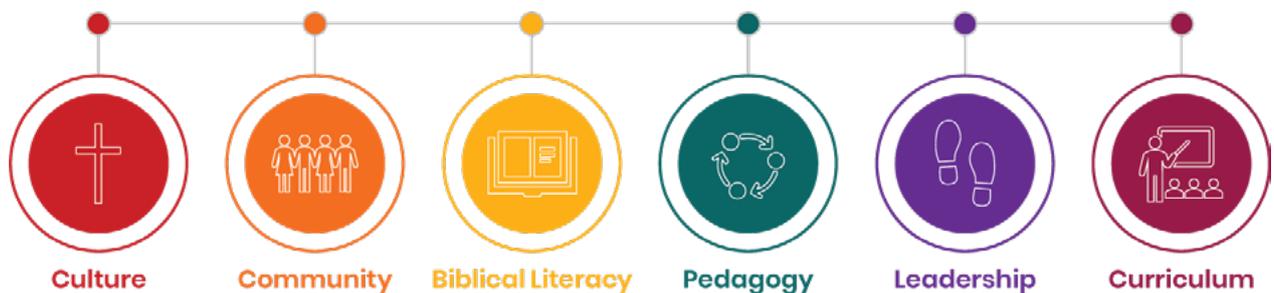
*Provide information you believe relevant to your school that will give better understanding of the school context, this may include priority development and improvement areas, unique school programs offered.*

# School Improvement Tool Template

## Current Realities | Part 1: External Review

Where do the External Review Team believe the school is currently positioned, in reference to the CSA Architecture Levers?

The External Review Team identified a number of areas which could become the focus of a targeted school improvement strategy. These include:



# School Improvement Tool Template

## Current Realities | Part 2

List the components or combination of components, that could become school improvement 'lines of inquiry' (maximum of 3).

What topic, issue or concern that impacts on student learning does the feedback data suggest we address?

### Line of Inquiry 1

#### Section A

Lever	Component(s) addressed
Rationale	
What are the perceived gaps between where the school is at now and where it wants to be?	
How do we know that it is an issue (i.e. what data do we need to gather to validate it as an issue that impacts on student learning)?	
Who will gather this data? When will it be gathered by? How will it be presented?	

#### Section B

What does the agreed data say? Does it align with the perception data?
What will we do – specifically – to improve teaching and students' learning outcomes as a result of this data?
What research and evidence support the proposed action or initiative?
What will we do to communicate with our colleagues about what we are doing?
How will we know the action has had the impact we aspire to?

# School Improvement Tool Template

What topic, issue or concern that impacts on student learning does the feedback data suggest we address?

## Line of Inquiry 2

### Section A

Lever		Component(s) addressed	
Rationale			
What are the perceived gaps between where the school is at now and where it wants to be?			
How do we know that it is an issue (i.e. what data do we need to gather to validate it as an issue that impacts on student learning)?			
Who will gather this data? When will it be gathered by? How will it be presented?			

### Section B

What does the agreed data say? Does it align with the perception data?
What will we do – specifically – to improve teaching and students’ learning outcomes as a result of this data?
What research and evidence support the proposed action or initiative?
What will we do to communicate with our colleagues about what we are doing?
How will we know the action has had the impact we aspire to?

# School Improvement Tool Template

What topic, issue or concern that impacts on student learning does the feedback data suggest we address?

## Line of Inquiry 3

### Section A

Lever		Component(s) addressed	
Rationale			
What are the perceived gaps between where the school is at now and where it wants to be?			
How do we know that it is an issue (i.e. what data do we need to gather to validate it as an issue that impacts on student learning)?			
Who will gather this data? When will it be gathered by? How will it be presented?			

### Section B

What does the agreed data say? Does it align with the perception data?
What will we do – specifically – to improve teaching and students' learning outcomes as a result of this data?
What research and evidence support the proposed action or initiative?
What will we do to communicate with our colleagues about what we are doing?
How will we know the action has had the impact we aspire to?

# School Improvement Tool Template

Line of Inquiry Title:		Component(s)			
Lever:					
Description:					
Desired Outcome/s:					
Impact on Students:					
ACTION	OUTCOME/S	RESOURCES	RESPONSIBLE PERSONNEL	TIMELINE	EVALUATION
<<Step-by-step actions in chronological order>>	<<Statement/s about what the actions will achieve – linked to Success Indicators>>	<<Resources you will use to achieve the outcomes>>	<<The person/s who will take responsibility for leading this action>>	<<Scaffold of key dates and actions>>	<<Insert indicators and evidence which will demonstrate achievement of the desired outcome/s>>

## School Information

Name of School	RFC Christian College
Location	Punt Road, Melbourne
Year levels	K-12
Enrolment	350
ICSEA	980
Indigenous enrolment percentage	8%
Staff (FTE)	25
Strategic Plan <ul style="list-style-type: none"> <li>• Purpose Statement</li> <li>• Vision</li> </ul>	Success through Christ – Success for All
Current School Priorities	<ul style="list-style-type: none"> <li>• Full implementation of the primary school into the college</li> <li>• Continuous improvement in pedagogy</li> <li>• Development and sustaining of a rigorous and positive feedback culture</li> <li>• Development of high-level leadership capability at all levels of college leadership</li> </ul>
School Improvement Team	<ul style="list-style-type: none"> <li>• Principal: Peggy O’Neil</li> <li>• Deputy Principal: Brendan Gale</li> <li>• Head of Secondary: Trent Cotchin</li> <li>• Head of Primary: Katie Brennan</li> <li>• Director of Teaching &amp; Learning (Secondary): Damien Hardwick</li> <li>• Director of Teaching &amp; Learning (Primary): Tom Hunter</li> <li>• Secondary Classroom Teacher: Jack Riewoldt</li> <li>• Primary Classroom Teacher: Katie Brennan</li> </ul>
Other information	

## Relevant Background Information

*Provide information you believe relevant to your school that will give better understanding of the school context, this may include priority development and improvement areas, unique school programs offered.*

Having originally been established as a 7-12 college, RFC this year have expanded to K-12. This has been driven by expanding enrolments, and significant support from the surrounding community to expand into the primary schooling sector. This significant change has provided the impetus to undertake a rigorous review of the current school, with the view to establishing a culture of continuous school improvement.

## Current Realities | Part 1: External Review

Where do the External Review Team believe the school is currently positioned, in reference to the CSA Architecture Levers?

The External Review Team identified a number of areas which could become the focus of a targeted school improvement strategy. These include:

*OC2: Staff have role clarity through a strong sense of direction and purpose, know what the vision of the school is, what the goals and strategies are to achieve the vision, what is expected and required of them in the achievement of the vision.*

The ERT identified that a number of staff were not able to easily articulate the college vision statement or knew what was expected of them as teachers. Another common feedback point was that they did not feel they were given 'space' to reflect and grow through professional learning activities.

*CC1: The school ensures that every student has a constructive relationship with at least one caring adult, who initiates personal contact at least a few times a week.*

The ERT reported that many students could not identify an adult in the school that they trusted to go to with problems or concerns

*FE5: The school provides regular and purposeful opportunity to experience and connect with Jesus through worship experiences*

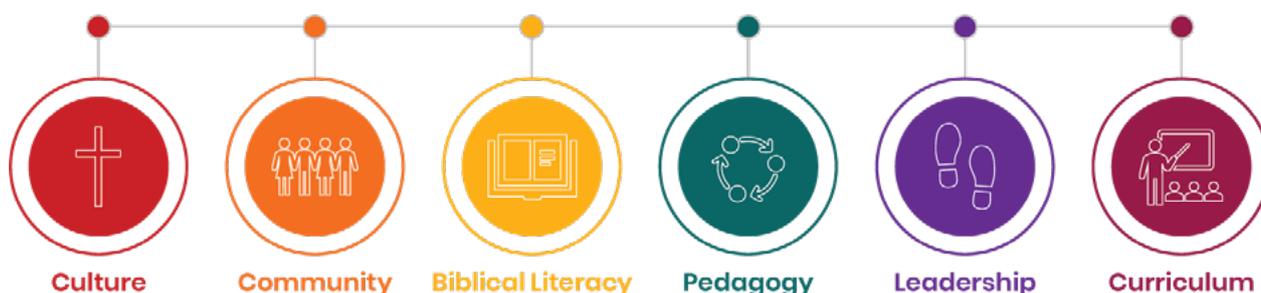
The ERT reported that many students and parents, particularly in the senior years, saw chapels as boring and a waste of time

*PA2: Assessment tasks enable students to demonstrate what they know and can do, clarify student understanding of curriculum concepts and promote deeper understanding, providing evidence that current understanding is a suitable basis for future learning.*

The ERT identified that they saw and heard of little evidence of differentiation in assessment, with most students reporting that most assessment was through tests and "boring" assignments, which took ages to mark.

*LE1: The school has an explicit improvement agenda, informed by a biblical worldview and relevant data, identifying and implementing explicit, holistic evidence-based improvement strategies grounded in national and international research.*

The ERT reported extremely poor awareness and/or understanding of the colleges strategic plan and future direction.



## Discussing Initial Lever Findings and Next Step Data



### ORGANISATIONAL CULTURE AND CLIMATE

#### Summary of Findings

What component(s) stand out? Why?

*OC2: Staff have role clarity through a strong sense of direction and purpose, know what the vision of the school is, what the goals and strategies are to achieve the vision, what is expected and required of them in the achievement of the vision.*

While the Board and Executive Leadership believe that we have a sound strategic plan, clearly there is some confusion across the college. As identified above, the development of a strategic, documented and purposeful school improvement plan addresses this and provide direction, commitment and accountability in seeking to improve all aspects of college operations, with the view to improving student learning and outcomes.

What component(s) could be a school improvement focus? Why?

This component will not be a focus at this stage.



### COMMUNITY

#### Summary of Findings

What component(s) stand out? Why?

*CC1: The school ensures that every student has a constructive relationship with at least one caring adult, who initiates personal contact at least a few times a week.*

Research is clear that all children require at least one significant adult in their life. The low feedback result in this component is concerning

*CP2: The school provides opportunities and resources for parents and other family members to positively impact on student learning at school and at home.*

The partnership between school and home is fundamental, particularly with our expansion into the primary school levels.

What component(s) could be a school improvement focus? Why?

*CC1:*

The research is clear that if students do not feel safe and included in school life they will not flourish. This is something we could and should address in our welfare and wellbeing strategies.



### FORMATION (BIBLICAL LITERACY)

<p>Summary of Findings.</p> <p>What component(s) stand out? Why?</p> <p><i>FE5: The school provides regular and purposeful opportunity to experience and connect with Jesus through worship experiences</i></p> <p>This is a curious result, as we have regular chapel sessions, life/home group classes, and regular prayer in class. Clearly there is a perception that they are not purposeful or meaningful.</p> <p><i>FV4: The school provides strategic opportunity for students to undertake service learning, locally, nationally and internationally.</i></p> <p>This is something that is already ‘on the radar’ and in planning for the college. We are planning on engaging our students in service-learning opportunities locally and internationally in the near future.</p>
<p>What component(s) could be a school improvement focus? Why?</p> <p><i>FE5:</i></p> <p>With this challenging result from the perception surveys, this area warrants more detailed research. The ability to provide encounters with Christ for our students is fundamental to the vision and purpose of the college.</p>



### PEDAGOGY

<p>Summary of Findings.</p> <p>What component(s) stand out? Why?</p> <p><i>PA2: Assessment tasks enable students to demonstrate what they know and can do, clarify student understanding of curriculum concepts and promote deeper understanding, providing evidence that current understanding is a suitable basis for future learning.</i></p> <p>This result does not surprise. There has been ongoing discussion at all levels of the college as to how to assess best to benefit students.</p>
<p>What component(s) could be a school improvement focus? Why?</p> <p><i>PA2:</i></p> <p>While there has been some work undertaken by our curriculum team on authentic assessment, it is clear that this could be a significant focus of any school improvement plan.</p>



## LEADERSHIP

### Summary of Findings.

What component(s) stand out? Why?

*LE1: The school has an explicit improvement agenda, informed by a biblical worldview and relevant data, identifying and implementing explicit, holistic evidence-based improvement strategies grounded in national and international research.*

While the school has a basic strategic plan, we do not have a documented and purposeful improvement agenda. This is timely, with the current expansion of the college into the primary years.

*LT2: The school board has structures and processes in place to provide full and transparent accountability to stakeholders and is committed to a practice of continuous improvement.*

While this feedback is concerning, this sits within the domain of the board and will be addressed at this level.

*LE4: The school leadership has processes in place to monitor, evaluate and modify selected school improvement strategies.*

This is an area that the college leadership are already aware of and addressing. Policies and processes are being put in place that monitor, evaluate and modify selected and implemented school improvement strategies at all levels of the college. This component is also directly influenced by the LE1 component.

What component(s) could be a school improvement focus? Why?

*LE1:*

The development of a strategic, documented and purposeful school improvement plan will provide direction, commitment and accountability in seeking to improve all aspects of college operations, with the view to improving student learning and outcomes.



## CURRICULUM

### Summary of Findings.

What component(s) stand out? Why?

*CO3: The school ensures that learning outcomes are personalised, ensuring all students the opportunity to improve and grow.*

Current educational research supports the notion that individual progress is an important component of student success and growth, with personalised learning outcomes an important element.

What component(s) could be a school improvement focus? Why?

*CO3:*

A strategic focus on personalised learning and the best assessment and teaching practices that support this would have a significant impact on student learning and outcomes.

## Current Realities | Part 2

List the components or combination of components, that could become school improvement 'lines of inquiry' (maximum of 3).

What topic, issue or concern that impacts on student learning does the perception data suggest we address?

### Line of Inquiry 1

#### Section A

Lever	Leadership	Component(s) addressed	<p><i>LE1</i></p> <p><i>The school has an explicit improvement agenda, informed by a biblical worldview and relevant data, identifying and implementing explicit, holistic evidence-based improvement strategies grounded in national and international research.</i></p>
Rationale	For purposeful school improvement a clear and shared school improvement plan is necessary		
<p>What are the perceived gaps between where the school is at now and where it wants to be?</p> <p>While the school has a documented and published strategic plan, there seems to be a perceived disconnect between the plan and the day to day of school improvement.</p>			
<p>How do we know that it is an issue (i.e. what data do we need to gather to validate it as an issue that impacts on student learning)?</p> <p>Key questions:</p> <p>What do stakeholders understand by school improvement? What do they think we should 'do' to improve the school?</p> <p>What key strategies do key stakeholders (particularly teaching staff) believe need to be addressed? This will be undertaken through a series of staff forum discussions in each sub-school staff meeting time over the next 4 weeks.</p>			
<p>Who will gather this data? When will it be gathered by? How will it be presented?</p> <p>Key school leaders in their relevant sub-schools will gather the responses to these questions. This data will need to be presented at the agreed leadership meeting.</p>			

#### Section B

<p><b>What does the agreed data say? Does it align with the perception data?</b></p> <p>There were some different views/opinions on what school improvement is. These included the following:</p> <ul style="list-style-type: none"> <li>• More professional development</li> <li>• Better classrooms</li> <li>• Leadership development</li> <li>• Better curriculum</li> </ul> <p>Some teachers believed that each teacher was responsible for their own improvement, and that of their students, and were not aware of a school-wide approach to school improvement.</p> <p>It has become apparent that we do not have an explicit improvement agenda that is identified with by all staff, relates to the entire school, and ensures that everyone is 'one the same page'.</p>
---

What will we do – specifically – to improve teaching and students’ learning outcomes as a result of this data?

The development of an explicit, shared and strategic school improvement plan with the following elements:

- Informed by the college strategic plan
- Informed by rigorous and relevant local data and evidence
- Is targeted, ambitious and achievable
- Has agreed clear and measurable outcomes
- Complements and extends what is already happening across the college
- Identified action strategies are evidence/research based
- Regular collection of data to enable tracking of progress, evaluation and modification if necessary.

What research and evidence support the proposed action or initiative?

Fullan; Elmore; Leithwood; Hattie; Timperley

What will we do to communicate with our colleagues about what we are doing?

Regular progress will be reported by project teams, using a variety of communication channels.

How will we know the action has had the impact we aspire to?

As part of the implementation of the identified and selected action strategies, base-line data will be collected, that will provide the basis for regular measuring of progress. With clear and measurable outcomes identified, strategies will be regularly assessed to ensure progress towards agreed outcomes, and opportunity for modification if required.

Developing and implementing an explicit school improvement plan										
<b>Line of Inquiry Title:</b>										
<b>Lever:</b>	<p>Leadership</p> <p>LE1 The school has an explicit improvement agenda, informed by a biblical worldview and relevant data, identifying and implementing explicit, holistic evidence-based improvement strategies grounded in national and international research</p>									
<b>Description:</b>	The development of an explicit school improvement plan that will provide direction and accountability for the continuous improvement in student learning and outcomes across the college									
<b>Desired Outcome/s:</b>	The identification and successful implementation of up to 3 key research-based improvement strategies that will lead to improvement in student learning and, ultimately, student outcomes.									
<b>Impact on Students:</b>	The research is conclusive; improvement in pedagogy and school leadership leads to improvement in student learning and outcomes.									
<b>ACTION</b>	<b>OUTCOME/S</b>	<i>&lt;&lt;Statement/s about what the actions will achieve – linked to Success Indicators&gt;&gt;</i>	<b>RESOURCES</b>	<i>&lt;&lt;Resources you will use to achieve the outcomes&gt;&gt;</i>	<b>RESPONSIBLE PERSONNEL</b>	<i>&lt;&lt;The person/s who will take responsibility for leading this action&gt;&gt;</i>	<b>TIMELINE</b>	<i>&lt;&lt;Scaffold of key dates and actions&gt;&gt;</i>	<b>EVALUATION</b>	<b>Success Indicators / Evidence</b>
	Constitution of a School Improvement Project Team with representation from leadership, teaching staff, non-teaching staff, and student leadership	Ensure that there is a wide representation of relevant stakeholders to guide the project	Identification of appropriate project team members	Peggy O'Neill and Brendan Gale	End of March 2020	Establishment of School Improvement Team with wide representation from all school stakeholders. Meeting minutes record regular attendance at, and contribution to, SIT meetings by all team members.				

# Appendix 1 | Evidence Data Sets

The following pages provide a list, by no means exhaustive, of possible data sources that could be accessed to validate or invalidate the perception data, and provide evidence for discussions on school improvement foci.



## Organisational Culture & Climate

### PURPOSE, ORIENTATION, PRESENCE

Code	Component	Data/Evidence
OC1	School leaders are seen as supportive, have a caring approach, can be relied upon, understand the complexity of schools and teaching, and communicate effectively.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> </ul>
OC2	Staff know and understand the vision of the school, have role clarity through a strong sense of direction and purpose, and understand what is expected and required of them in the achievement of the vision.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> </ul>
OC3	School leadership teams are agile, responding quickly to changing environments by effectively designing and implementing evidence-informed strategies for improvement.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> </ul>
OC4	An effective induction process for all incoming staff is facilitated, both at the start of the year, and when new staff join the school during the year.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• Induction Feedback</li> </ul>
OC5	Staff work collaboratively, learning from and with each other, and positively support one another to ensure school and student success	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> </ul>
OC6	There is purposeful and ongoing provision for professional growth and development, providing opportunity for all staff to learn, grow, flourish, and be celebrated.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• Classroom observation / walkthrough / feedback records</li> </ul>
OC7	Staff have a strong sense of togetherness, with Christian shared values and goals, and are of common agreement to the core purpose of the school.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> </ul>
OC8	The college as a whole has a commitment to data-driven, evidence-based practices, in all decision making.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> </ul>

# Appendix 1 | Evidence Data Sets (cont...)

## Community



### PARTNERSHIPS

Code	Component	Data/Evidence
CP1	The school views parents and other family members as key partners in the education journey of students, and as such covenant with parents to positively influence their children.	<ul style="list-style-type: none"> <li>• Parent Portal</li> <li>• Parent information communications</li> <li>• Parent satisfaction survey</li> </ul>
CP2	The school provides opportunities and resources for parents and other family members to positively impact on student learning at school and at home.	<ul style="list-style-type: none"> <li>• Evidence of learning opportunities provided for parents</li> </ul>
CP3	The school partners with relevant local, state, national and global organisations to improve student learning opportunities and outcomes.	<ul style="list-style-type: none"> <li>• Evidence of established and effective partnerships</li> <li>• Referrals to outside agencies</li> </ul>
CP4	The school plans learning opportunities that connect students to the local, national and global community.	<ul style="list-style-type: none"> <li>• MOU's</li> <li>• School communications (Facebook, website, news stories)</li> </ul>

### CONNECTEDNESS

Code	Component	Data/Evidence
CC1	The school ensures that every student has a constructive relationship with at least one caring adult.	<ul style="list-style-type: none"> <li>• Wellbeing surveys</li> <li>• Incident reports</li> <li>• Student wellbeing policies</li> </ul>
CC2	The school provide accessible opportunities for 'student voice' in school related decision making.	<ul style="list-style-type: none"> <li>• SRC / Student Leadership programs</li> <li>• Student surveys</li> </ul>
CC3	Teachers see it as their life calling to provide a learning environment that leads to students feeling connected at school, and to identify and care for those who don't	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Incident reports</li> </ul>
CC4	Every student feels safe in every social interaction area of the school, both in and out of the classroom.	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Parent surveys</li> <li>• Incident reports</li> </ul>

### RESTORATION

Code	Component	Data/Evidence
CR1	The school embraces a restorative paradigm as a way of thinking, being and doing, informing and framing all aspects of school life.	<ul style="list-style-type: none"> <li>• Student behaviour policies</li> <li>• Student surveys</li> <li>• Incident reports</li> </ul>
CR2	The school has an established behaviour management policy and process that reflects the redemptive nature of God and focuses on future behaviour rather than past.	<ul style="list-style-type: none"> <li>• Student behaviour policies</li> <li>• Student surveys</li> <li>• Incident reports</li> </ul>

# Appendix 1 | Evidence Data Sets (cont...)



## Formation (Biblical Literacy)

### EXPERIENCING JESUS

Code	Component	Data/Evidence
FE1	Staff approach all interactions with students, their parents, and staff with the example of Jesus at the forefront.	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Parent surveys</li> <li>• Anecdotal records</li> </ul>
FE2	Staff are always willing to 'go the extra mile', as Jesus commanded, to develop relationships and model the self-giving love of Jesus to the school community.	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Parent surveys</li> <li>• Anecdotal records</li> </ul>
FE3	Staff live out their faith, demonstrating a spirit of servanthood, love and grace in all interactions with students, including student welfare and behaviour matters.	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Parent surveys</li> <li>• Anecdotal records</li> </ul>
FE4	The school has strategic and purposefully programs and initiatives that seek to provide opportunity for students to be exposed to the gospel.	<ul style="list-style-type: none"> <li>• School calendar</li> <li>• Program descriptors</li> <li>• Program evaluations</li> </ul>
FE5	The school provides regular and purposeful opportunity to experience and connect with Jesus through worship, in community and through acts of service.	<ul style="list-style-type: none"> <li>• School calendar</li> <li>• Program descriptors</li> <li>• Program evaluations</li> </ul>

### CULTURAL DISCERNMENT

Code	Component	Data/Evidence
FC1	The school provides learning opportunities that prepare students to think critically about culture and make biblically informed life decisions.	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Parent surveys</li> <li>• Incident reports</li> <li>• External surveys (Cardus, next step post-school destination survey)</li> </ul>
FC2	The school provides learning opportunities that focus on how to live faithfully and engage well in our cultural moment, bringing life and restoration to a complex world.	<ul style="list-style-type: none"> <li>• Program descriptors</li> <li>• Program evaluations</li> <li>• Student surveys</li> <li>• Parent surveys</li> </ul>
FC3	The school provides learning opportunities focused on how the Bible speaks to our contemporary culture, and how they can embody the Kingdom of God in their individual lives.	<ul style="list-style-type: none"> <li>• Program descriptors</li> <li>• Program evaluations</li> <li>• Student surveys</li> <li>• Parent surveys</li> </ul>

### VOCATIONAL DISCIPLESHIP

Code	Component	Data/Evidence
FV1	The school provides a foundation for students to understand the Biblical story as a coherent narrative that speaks to all aspects of society and culture, and not just our individual lives.	<ul style="list-style-type: none"> <li>• Curriculum descriptors</li> <li>• Program descriptors</li> </ul>

# Appendix 1 | Evidence Data Sets (cont...)

Code	Component	Data/Evidence
FV2	The school strategically provides opportunity, through purposeful biblical literacy instruction, for students to understand how vocation is central to God’s mission in the world.	<ul style="list-style-type: none"> <li>• Program descriptors</li> <li>• Program evaluations</li> <li>• Student surveys</li> <li>• Parent surveys</li> </ul>
FV3	The school strategically provides opportunity for students to understand how their individual gifts, talents and passions are a part of God’s calling and can be used in God’s restorative mission	<ul style="list-style-type: none"> <li>• Program descriptors</li> <li>• Program evaluations</li> <li>• Student surveys</li> <li>• Parent surveys</li> </ul>
FV4	The school strategically provides a process and structure for students to be mentored and to mentor.	<ul style="list-style-type: none"> <li>• Program descriptors</li> <li>• Program evaluations</li> <li>• Student surveys</li> <li>• Parent surveys</li> </ul>
FV5	The school provides strategic opportunity for students to undertake service learning, locally, nationally and internationally.	<ul style="list-style-type: none"> <li>• Program descriptors</li> <li>• Program evaluations</li> <li>• School calendar</li> </ul>

## Pedagogy



## RELATIONSHIPS

The school is a place where visitors and stakeholders see God at work through:

Code	Component	Data/Evidence
PR1	A safe, accepting, caring, respectful environment is evident across the school..	<ul style="list-style-type: none"> <li>• Anecdotal feedback from school visitors</li> <li>• Parent Opinion Surveys</li> <li>• Student Surveys</li> </ul>
PR2	Staff take responsibility for establishing and maintaining inclusive learning environments in which agape, mutual trust and respect, and acceptance are priorities.	<ul style="list-style-type: none"> <li>• Parental/Student Complaints</li> <li>• Behavioural records</li> <li>• Student surveys</li> <li>• Parent Surveys</li> </ul>
PR3	Students are valued and loved. When they go astray they are corrected, forgiven and restored.	<ul style="list-style-type: none"> <li>• Policy documents</li> <li>• Student surveys</li> <li>• Parent surveys</li> <li>• Incident reports</li> </ul>

## TEACHING PRACTICES

Code	Component	Data/Evidence
PT1	The school has a pedagogical framework that is framed by a biblical worldview, captures the specifics of effective teaching and learning, directly linked to improvement in student learning outcomes.	<ul style="list-style-type: none"> <li>• Evidence of framework visible around school</li> <li>• Evidence of framework used to inform classroom planning</li> </ul>
PT2	Teachers engage in continuous reflection, using relevant data and feedback from students, in order to modify and improve teaching and learning practices.	<ul style="list-style-type: none"> <li>• Professional Learning Teams (or similar) are evident in the school.</li> <li>• Feedback/reflection records</li> </ul>

# Appendix 1 | Evidence Data Sets (cont...)

Code	Component	Data/Evidence
PT3	The learning environment engages the intellectual, emotional, relational and spiritual dimensions of learning.	<ul style="list-style-type: none"> <li>School and classroom planning documents</li> </ul>
PT4	Teacher planning is collaborative and encompasses knowledge development and understanding, relevant skills, thinking processes, attitudes and behaviours, rather than just content delivery.	<ul style="list-style-type: none"> <li>Collaborative planning time evident in timetable</li> <li>Agendas of relevant planning meetings</li> </ul>

## ASSESSMENT

Code	Component	Data/Evidence
PA1	The school has a clearly articulated philosophy and policy in relation to assessment.	<ul style="list-style-type: none"> <li>Assessment philosophy statement</li> <li>Assessment policy</li> </ul>
PA2	Assessment tasks enable students to demonstrate what they know and can do, clarify student understanding of curriculum concepts and promote deeper understanding, providing evidence that current understanding is a suitable basis for future learning.	<ul style="list-style-type: none"> <li>Assessment tasks</li> <li>Assessment rubrics, or like</li> <li>Planning documents</li> </ul>
PA3	Planning is informed by a variety of assessment data, identifying and implementing personalised learning opportunities.	<ul style="list-style-type: none"> <li>Planning documentation</li> </ul>
PA4	Teachers adjust their teaching to take account of the results of assessment for individual, and groups of, students.	<ul style="list-style-type: none"> <li>Assessment records</li> <li>Planning documents</li> </ul>
PA5	Teachers provide timely and constructive feedback, providing direction for improvement in learning for all students.	<ul style="list-style-type: none"> <li>Planning &amp; assessment documents</li> <li>Student work samples, with feedback</li> </ul>
PA6	Teachers collaboratively moderate assessments with colleagues to ensure objectivity and validate evidence of student learning.	<ul style="list-style-type: none"> <li>Planning &amp; assessment documents</li> <li>Student work samples, with feedback</li> <li>Records of moderation meetings</li> </ul>
PA7	A range of assessments; diagnostic, formative and summative; are utilised and are explicitly linked to learning goals	<ul style="list-style-type: none"> <li>Assessment tasks</li> <li>Planning documents</li> </ul>



## Leadership

## THEOLOGICAL

Code	Component	Data/Evidence
LT1	School leaders use the leadership teaching and example of Jesus to frame and inform their leadership practices across the school.	<ul style="list-style-type: none"> <li>Records of participation in leadership development programs with a biblical basis</li> <li>Staff Opinion Survey</li> <li>CSA Leadership Framework 360</li> </ul>
LT2	Leaders articulate a strong sense of personal vocation to their role, and demonstrate this through their words, actions and decision making.	<ul style="list-style-type: none"> <li>Staff Opinion Survey</li> <li>CSA Leadership Framework 360</li> </ul>
LT3	Leaders exemplify a strong moral purpose, confident vision, and ambitious trajectory of improvement.	<ul style="list-style-type: none"> <li>Staff Opinion Survey</li> <li>CSA Leadership Framework 360</li> </ul>

# Appendix 1 | Evidence Data Sets (cont...)

Code	Component	Data/Evidence
LT4	Leaders demonstrate integrity, honesty and a deep sense of resilience, underpinned by their personal sense of vocation as a leader.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• CSA Leadership Framework 360</li> </ul>
LT5	Leaders operate deliberately within communities of practice, positioning themselves within positive relationships that sustain and encourage all parties.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• CSA Leadership Framework 360</li> </ul>
LT6	Leaders demonstrate compassion and embody service to others humbly.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• CSA Leadership Framework 360</li> </ul>
LT7	Leaders create shared identity within their teams and draw colleagues around a common purpose.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• CSA Leadership Framework 360</li> </ul>
LT8	Leaders exude energy and passion in all they do, inspiring confidence and faithfulness in their teams.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• CSA Leadership Framework 360</li> </ul>
LT9	Leaders are clear about their purpose and resilient in the face of challenge.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• CSA Leadership Framework 360</li> </ul>
LT10	Leaders take long-term decisions and not easily swayed by short-term changes of policy or procedure.	<ul style="list-style-type: none"> <li>• Strategic Plan / Operational Plan</li> <li>• Staff Opinion Survey</li> <li>• CSA Leadership Framework 360</li> </ul>
LT11	Leaders articulate a sense of mission in their approach to education to which they draw others and are committed to the flourishing of their pupils and colleagues.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• CSA Leadership Framework 360</li> </ul>

## CONTEXTUAL

Code	Component	Data/Evidence
LC1	The school defines, articulates and cultivates the Christian values, beliefs and culture that make the school unique.	<ul style="list-style-type: none"> <li>• Strategic Plan</li> </ul>
LC2	The school has a clearly defined vision and strategic plan that reflects the vision and culture of the school.	<ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Artefacts that articulate vision, values and ethos of the school</li> </ul>
LC3	The school has an explicit improvement agenda, informed by a biblical worldview and relevant data, identifying and implementing explicit, holistic and evidence-based improvement strategies grounded in national and international research.	<ul style="list-style-type: none"> <li>• Documentation (including links to relevant research) with clear identification of a regular review process</li> </ul>
LC4	The school has a recruitment, selection and induction process that ensures recruitment of high-quality teachers who have a personal Christian faith and a strong commitment to the Christian beliefs and ethos of the school.	<ul style="list-style-type: none"> <li>• Staff qualifications</li> <li>• Staff / Church Connections</li> <li>• Documented processes for evaluation and appointment of staff, including evidence of application</li> <li>• Clear, systematic induction process, including evidence of application</li> <li>• New staff survey data providing feedback on selection and induction processes</li> </ul>

# Appendix 1 | Evidence Data Sets (cont...)

Code	Component	Data/Evidence
LC5	Professional learning for all staff is informed by data and feedback, is aligned to school priorities and goals, and is consistently evaluated for student impact.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• PD Participation Data, with links to school priorities and whole school data</li> <li>• Classroom Observation data</li> <li>• Teacher Reflection Records</li> </ul>

## PROFESSIONAL

Code	Component	Data/Evidence
LP1	The school board is a model of best practice governance in constitution, structure, membership, and development and monitoring of policies and processes to guide its operations	<ul style="list-style-type: none"> <li>• Records of participation in leadership development programs with a biblical basis</li> <li>• Staff Opinion Survey</li> </ul>
LP2	The school board has structures and processes in place to provide full and transparent accountability to stakeholders and is committed to a culture of continuous improvement	<ul style="list-style-type: none"> <li>• Staff qualifications</li> <li>• Staff / Church Connections</li> <li>• Documented processes for evaluation and appointment of staff – evidence of application</li> <li>• Clear, systematic induction process documentation – evidence of implementation</li> <li>• New staff survey data providing feedback on selection and induction processes</li> </ul>
LP3	The school has strategic policies and processes in place to guide and monitor finance, operations, human resources, risk and compliance, reputation and overall organisational safety across the school.	<ul style="list-style-type: none"> <li>• Documented processes of teacher performance and development, incl. addressing performance of underperforming teachers</li> <li>• Records of individual staff</li> <li>• Staff opinion survey</li> </ul>
LP4	School leaders demonstrate deep knowledge of current evidence-based teaching and learning theories, and support implementation across the school.	<ul style="list-style-type: none"> <li>• Staff Opinion Survey</li> <li>• PD Participation Data, with links to school priorities and whole school data</li> <li>• Classroom Observation Data</li> <li>• Teacher Reflection Records</li> </ul>
LP5	Explicit targets, with clear and achievable timelines, for improvement are set, informed by relevant school-wide data.	<ul style="list-style-type: none"> <li>• Numbers of staff promoted within the school</li> <li>• Numbers of staff leaving for promotion positions in other schools</li> <li>• Numbers and details of staff undertaking post-graduate studies</li> <li>• Numbers of staff participating in local, system and/or national leadership development programs</li> </ul>
LP6	The school has a structured growth and development policy and process that is consistently and effectively implemented.	<ul style="list-style-type: none"> <li>• Documented processes of teacher growth and development, including records of implementation</li> </ul>
LP7	The school has a transparent under-performance process, which is consistently applied, and focuses on building capacity in a collaborative and supportive environment.	<ul style="list-style-type: none"> <li>• Documented processes of addressing performance of underperforming teachers</li> </ul>

# Appendix 1 | Evidence Data Sets (cont...)

## Curriculum



### AUSTRALIAN CURRICULUM

Code	Component	Data/Evidence
CA1	The school has a curriculum provision that reflects national and/or state curriculum requirements.	<ul style="list-style-type: none"> <li>Curriculum documentation</li> </ul>
CA2	The school has a scope and sequence that establishes expectations across the years of school	<ul style="list-style-type: none"> <li>Scope and sequence documentation aligned to curriculum documentation</li> <li>Curriculum plans, unit plans</li> <li>Student work samples</li> <li>Evidence of monitoring process</li> </ul>
CA3	The school clearly identifies what teachers should teach and students should learn, and this guides instructional planning within the classroom.	<ul style="list-style-type: none"> <li>Scope and sequence documentation aligned to curriculum documentation</li> <li>Curriculum plans, unit plans</li> <li>Student work samples</li> <li>Evidence of monitoring process</li> </ul>
CA4	The school is able to demonstrate natural connections between the Australian Curriculum aims and content, and a Christian Worldview.	<ul style="list-style-type: none"> <li>Scope and sequence documentation aligned to curriculum documentation</li> <li>Curriculum plans, unit plans</li> <li>Student work samples</li> </ul>

### BIBLICAL PERSPECTIVES

Code	Component	Data/Evidence
CB1	The school has a curriculum provision that is referenced to the biblical metanarrative.	<ul style="list-style-type: none"> <li>Curriculum documentation</li> <li>Planning documentation</li> </ul>
CB2	All stakeholders across the school have a shared understanding of, and commitment to, a biblical worldview inherent in curriculum delivery.	<ul style="list-style-type: none"> <li>Curriculum documentation</li> <li>Planning documentation</li> <li>Individual teacher planning documentation</li> </ul>
CB3	The school utilises rich and relevant curriculum guides and resources (for example, God's Bog Story curriculum resource) to educate students about, from and even into Christian faith.	<ul style="list-style-type: none"> <li>Curriculum documentation</li> <li>Planning documentation</li> </ul>

### OUTCOMES

Code	Component	Data/Evidence
CO1	Learning outcomes focus on student behaviour and use specific action verbs to describe what students are expected to exhibit.	<ul style="list-style-type: none"> <li>Assessment documentation</li> <li>Learning outcomes evident in classrooms</li> </ul>
CO2	The school ensures that learning outcomes match the teaching and learning approaches and the assessment strategies relevant to each teaching area.	<ul style="list-style-type: none"> <li>Assessment task criteria sheets</li> </ul>
CO3	The school ensures that learning outcomes are personalised, ensuring all students the opportunity to improve, grow and flourish.	<ul style="list-style-type: none"> <li>Learning outcomes evident in classrooms</li> <li>Assessment task criteria sheets</li> <li>Band scale progress</li> <li>NAPLAN, and other data sets</li> </ul>



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