The Future
2019-2023
PRINCIPAL’S ADDRESS

The Secondary College is committed to serving the community and providing an exceptional educational environment where academic success and student well-being are equally viewed as crucial elements of a student’s development.

Our passionate team of dedicated teachers and support staff are committed to serving the community, being supportive, striving for personal excellence and community focussed.

The future of QBC is exciting! The College has experienced unprecedented growth in recent years, following a change in fee structure and building a student focussed community. This growth has provided numerous opportunities for future development.

The next 5 years will focus on the following key areas:

- Ethos and Mission
- Academic Performance
- Infrastructure
- Staffing and Professional Development
- Community Growth

It is my honour to present our strategic plan for the future.

Tamara Saunders
Secondary Principal

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They will soar on wings like eagles; they will run and not grow weary,
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Isaiah 40: 31
ETHOS AND MISSION

Quinns Baptist College will continue to place our Christian values at the centre of our mission, sharing the gospel and biblical teachings within the educational setting. To foster this, all employees at the College must be walking in the Christian faith and modelling the Christian values in their lives and daily interactions with students, colleagues and parents. All employees are required to complete a Statement of Faith on an annual basis.

Students will continue to be participants in a Christian Education program on a weekly basis from year 7 to 12, where students will explore the biblical teachings and how they relate to the world the students are living in. Students will gain a deeper understanding of the Christian faith and of their own beliefs. To support this mission, the College will continue to invite guest speakers to witness to students to provide a variety of evangelical opportunities to the community.

The Chaplaincy service provided at the College will continue to support students and families with pastoral care. Teachers will continue to be influential in the administering of pastoral care to students and encourage students to pray and participate in devotions daily during form classes.

The College will continue to focus on providing an exceptional standard of education using a low fee paying structure. By attracting and retaining teachers who are experts in their field, supporting staff to continue to develop their professional practice and knowledge and to continue to provide an environment where students have the opportunity to learn, the College is determined to provide an exceptional education to students using resources efficiently and practically.

Our priority is to provide a schooling environment where student safety and care is paramount. Working within a child safe organisational framework, students have the right to learn free from disruption, be treated courteously, be free from any form of discrimination, have a clean, safe and healthy environment to work in and have their property respected and cared for. Duty of care is of utmost importance to staff members and as such will maintain supervision standards commensurate with the ages of the students.

Parents are an integral part of a child’s educational experience and as such, the College actively works with parents by keeping them informed of their child’s progress, working with parents to promote progress and supporting the well-being of the student. In the transitional years (years 7 and 8), parents will be kept informed of assessment approaching, learning activities and co-curricular activities to allow families to support their students with time management and a study regime. Throughout the middle years (years 9 and 10), this information to parents will be reduced to promote independence and by year 11 and 12 will be limited. Parents will still be contacted to discuss concerns about student progress.

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ACADEMIC PERFORMANCE

Academic success comes in many different forms and our strategy is to provide students a range of opportunities that will allow students to experience various success in the learning areas of Mathematics, English, Sciences, Humanities and Social Sciences, Arts (Performing and Visual), Technologies and Physical Education and Health.

Our aim is to encourage students to take ownership over their learning with the focus on personal excellence, preparing them for the adult learning environment at tertiary institutions, for further training or to enter the work force. This will be gradually increased where students will be guided and supported to develop ownership when entering the College in year 7 to having the ability to self-manage their studies in year 12.

The College is embarking on a long term research project where students taking ownership over their learning will be explored further to determine the tools, resources and teacher support required to achieve this aim. Certain initiatives will be implemented, tested and adjusted accordingly to maximise the support to students.

Academic performance does not necessarily refer to being at the top of ATAR league tables, yet it does focus on the students completion of secondary schooling an attaining their WACE. This requirement allows students to pursue post compulsory schooling education without the additional barriers of not graduating from secondary school. The College will continue to support students in years 11 and 12 that are at risk of not meeting WACE requirements by providing counselling and educational support to assist them working towards attaining WACE.

The ATAR results each year are an indication of the student’s efforts to meet the entrance requirements set by Universities combined with the delivery of a curriculum that has adequate breadth and depth in order to prepare students for the externally set ATAR Examinations. Recent years has seen our median ATAR results for the year 12 cohort improve significantly and we will continue to support students to achieve the best outcome possible.

In 2019, students in year 10 were streamed based on the abilities of students in the disciplines of Mathematics and Science. This has been implemented and will continue to be assessed and refined to provide students the opportunity to develop essential skills in preparation for advanced Mathematics and Sciences in years 11 and 12.

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All year 7 and 9 students annually participate in the NAPLAN standardised testing. As we see the shift to an online testing model in 2020, we will prepare students by exposing them to more NAPLAN resources and different modes of testing utilising online and paper based assessments. Students in year 10 who have not attained at least Band 8 in NAPLAN testing when in year 9, are required by SCSA to complete the Online Numeracy and Literacy Assessment (OLNA). Again this is an online test where students need to meet a benchmark standard of numeracy and literacy skills. This is a requirement of WACE attainment. We will continue to offer the students affected, intervention and support to meet these requirements before completion of secondary schooling.

Teaching and Learning is at the core of what we do. Our teachers will continue to explore ways that we can innovate within the learning environment, preparing students to integrate into the world with confidence and the necessary skills required. The use of technology will be balanced in the classroom and used appropriately to enhance the learning that traditional teaching provides.

INFRASTRUCTURE

Over the next 5 years, we plan to increase the College infrastructure to provide more facilities for students to utilise. This includes additional general classrooms and specialist classrooms, common areas, a gymnasium and additions to the Administration Office. These will be funded by the College and therefore will be prioritised according to the requirements at the time.

We are moving to a model where each classroom will have a class set of devices for student use. This will make the use of technology more readily accessible. This will be phased in over the next 5 years. The use of industry specific and standardised software and programs, will provide students the necessary skills to work in environments using these technologies. This will increase employability or assist students moving to further studies in their chosen field.

We will continue to improve our grounds to provide increased shade and recreational spaces. Parking facilities will be reviewed to provide allocated staff parking, student parking and community parking. The College will continue to work with stakeholders in the community to improve traffic flow and management to ensure the safety of our students and access to the College.

By 2021, we anticipate that all students within the College will have a designated locker to house their belongings during the day. The College is increasing CCTV on site to deter vandalism after hours.

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PROFESSIONAL DEVELOPMENT

All teachers are required to complete at least 20 hours of professional development each year. This ensures that they keep abreast of developments within the profession, improve professional practice and maintain the necessary skills and knowledge to provide an exceptional standard of education.

All staff must complete a comprehensive review of their practice each year and continually work together with students, parents and colleagues, to support student development. The AITSL Framework is used to support Teachers to assess and monitor their professional practice. By 2023, we aim to have all members of teaching staff, who have been at the College be highly accomplished or lead teachers.

Teachers are encouraged to participate in external development opportunities and share knowledge gained with colleagues through collegial development sessions. Teachers are encouraged to develop mentoring relationships as a part of their development and professional practice.

Partnerships with external schools, provides teachers the opportunity to have professional collegial relationships that brings new ideas and practices into the College enhancing innovation in teaching and learning. Teachers are encouraged to trial new practices that will enhance learning for the benefit of the students.

The College expects a level of professionalism that is beyond reproach. As such, all employees are required to abide by a Staff Code of Conduct. All staff will be required to participate in regular training to support their understanding and compliance with the Code.
All staff will participate in regular training in relation to providing a child safe organisation and complying with professional requirements.

Professional development largely relies on feedback. Teachers are encouraged to look at feedback as an opportunity for improvement. Feedback from parents will be taken seriously and every effort will be made to work through areas identified as requiring improvement. Feedback from colleagues will be viewed as an opportunity for development and as such, the staff member will be provided the necessary coaching and training required to improve practice.

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COMMUNITY GROWTH

The last 2 years has seen exponential growth within our community. The demand for enrolments in the lower years has been unprecedented resulting in the decision to move to a 5 class model in the lower years. This will continue into future years where we project that by 2022 there will be an estimated 640 students in years 7 to 10.

As students transition into upper school, the College has traditionally seen an attrition of students resulting in only 60 -70% of year 10 students completing years 11 and 12 at the College. By 2022, we anticipate this to be 80% resulting in larger numbers in the upper years which will flow on to increased subject offerings and facilities required.

Since the early days of the College, students have enjoyed showcasing their talents, engaging in sporting activities and getting involved in community based events. Providing students and their families opportunities to be connected together in a schooling environment is something we will be actively promoting into the future. In 2019, a Parent Representative Group is being established to coordinate and promote community based activities.

Enlisting parents to share their expertise is another aspect of community growth that we are moving towards. Clubs, sporting teams and curriculum based activities can benefit from the input of parents where industry experience can be shared to encourage and guide others.

Co-curricular activities will be evaluated each year to identify areas of interest within the community. Engaging with co-curricular activities provides students the opportunity to develop their personal abilities and to be connected with the community.

The College will continue to support local community fundraising initiatives where students and parents will be encouraged to participate together. An awareness of the world around us is crucial to promote active citizenship.

Over the next 5 years, further development of student leadership programs, workshops, guest speakers, in-class activities and pastoral care will assist student in developing a community oriented focus and caring for and supporting each other.

Upon leaving QBC, we hope that each student has a love for learning and searches for truth; shows initiative and personal discipline; has a deep sense of social responsibility; has a strong sense of self and; an awareness of their personal relationship with God.

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