



Kardinia International College

Annual Plan

2017

“Honour the past, relentlessly design for the future”

OUR VISION

Our Vision is to be a symbol of hope for the world by being a place of quality and exceptional personal development, where people from every corner of the earth feel welcome and at home.

OUR MISSION

Our Mission is to make this world a better place by developing students grounded in exceptional skills and wholesome values enabling them to make a difference in improving our world.

OUR CORE VALUES

WISDOM

RESPECT

FRIENDSHIP

ACCEPTANCE

APPRECIATION

RELATIONSHIPS

EXCELLENCE

1. LIVING THE MOTTO

| Strategic Priority Area/Cornerstone | Goal | Strategy | Timeline | KPI | Lead | |
|-------------------------------------|------|--|---|---------|--|----------------------|
| 1. LIVING THE MOTTO | 1.2 | Ensure the respectful and appreciative nature of our relationships extends to individuals, groups and organisations beyond the College Community; | a. Offer additional opportunities for student involvement in the wider community. | 2017-18 | Number of students involved in community involvement (use baseline data) Formal partnerships with community groups increased | Geoff G and Nathan M |
| | 1.3 | Ensure the development and implementation of College policies, processes and procedures reflects and is consistent with the respectful and appreciative nature of our relationships; | b. Fully implement the VRQA Child Safe standards. | 2017 | Policy and procedures meet VRQA guidelines | David David |
| | 1.4 | Ensure the College wide pedagogical framework recognises the significance of student/teacher relationships and values every child as an individual. | a. Fully exploit relevant, available data | 2017-18 | House Leaders report high levels of satisfaction with Y6 transition data Data teams established NAPLAN data trends analysed and acted upon All teachers familiar with relevant student data | Paul Paul |

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|-------------------------------------|---|---|----------|---|--|
| 2. International Mindedness | 2.1 Establish a world class internationally minded K-12 curriculum. | a. Develop a K-12 definition, understanding and language of International Mindedness | 2017 | Explicit links to international mindedness across the POI and in all A-E Units | Matt |
| | | b. Create a balanced, Internationally Minded curriculum from K-12 | 2017-18 | | Geoff G and Nathan M Geoff G and Nathan M |
| | | e. Establish exemplary local, national and international programmes and partnerships for staff and students | 2017-20 | Sister School Partnerships increased to at least 5 by 2020 Formal partnerships established with at least 3 Victorian schools | David |

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|---|--|--|----------|---|----------------------|
| 3. Individuals as life-long learners | 3.1 Create a collaborative professional culture of learning where all teachers are part of an expert team. | a. Create a framework for PLC which includes collaborative planning across the College. | 2017 | Revised Teacher Performance and Development Framework established by 2018 for all staff | Paul |
| | | c. Continue to build teacher knowledge and effectiveness via a range of informed sources and targeted feedback. | 2017-20 | | Paul |
| | 3.2 Embed processes and practices that maximise and inspire achievement and wellbeing in our students and staff. | a. Develop a shared understanding of what wellbeing means within the KIC context and develop an effective program delivered by trained teachers. | 2017 | Wellbeing policy reviewed and enacted | Matt |
| | | b. Build and support student capacity to become proactive, self-reflective learners both within and beyond the classroom. | 2017-18 | Goal setting and feedback for all students occurs at least 3 times a year | Nathan M and Geoff G |
| | | c. Use the Restorative Practice Model to further enhance the building of positive relationships in the KIC community. | 2017-18 | Bullying incidents decreased from 2016-2018 | Geoff W and Matt |
| | | d. Engage in diverse approaches to learning that meet and complement the identified skills, attributes and competences of a 21st century learner | 2017-18 | Pedagogical framework established Student satisfaction results regarding engagement increased from 2016-2018 | Paul |

3. Individuals as life-long learners cont.

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| 3.3 | Ensure approaches to teaching and learning are informed by evidence driven practice. | b. Construct a College wide system for the collection, communication and analysis of data that is shared with the KIC community. | 2017-18 | Data Team established as a PLT Data Coaches working across the College | Paul |
| | | c. Provide support for leaders and teachers to use data to identify gaps in student learning for the purposes of differentiated teaching and personalised learning. | 2017-18 | | Paul |
| | Informed by best practice, develop a K-12 pedagogical framework that underpins all teaching and learning. | d. Convene a K-12 PLT charged with the responsibility of administering the development, implementation and change management of a pedagogical framework. | 2017 | Pedagogical Framework endorsed by Board by 2017 | Paul |
| | | e. Develop a realistic timeline to address the research, the formulation and the implementation of the pedagogical framework. | 2017 | | Paul |

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| 4. Technological Advancement | 4.1 Develop a dynamic social media framework reflective of the values and sense of purpose of Kardinia | a. Minimise risk through the creation of appropriate policies and procedures | 2017 | Social media policy endorsed | Diana |
| | | b. Form a dedicated representative social media team | 2017 | | Diana |
| | | c. Complete online inventory of social media usage across the community | 2017 | | Diana |
| | | d. Establish a planning process to define, implement and improve our online presence | 2017 | | Diana |
| | 4.2 Create a digitally agile/flexible teaching and learning environment | a. Audit of subject/phase needs | 2017-18 | | Nathan M and Geoff G |
| | | c. Implement the most effective Learning Management system in each sub-school | 2017-2018 | | Diana |

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| | 4.3 Create digitally literate and responsible learners equipped for the 21st century | b. Fully Implement Digital Technology curriculum (P-10) with a focus on innovative technology such as robotics and programming. | 2017 | | Nathan M and Geoff G |
| | | d. Audit of current coverage | 2017 | | Diana |
| | | g. Instigate a maker movement | 2017-20 | | Nathan M and Geoff G |

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| 5 . Facilities | 5.1 The inherent structure and aesthetics of Kardinia International College's environment will be characterised by physical spaces that are safe and nurturing, with facilities that promote a respect towards diversity, are age appropriate and provide opportunities to gather as a community. | a. Conduct a staged Asbestos Removal Program | 2017-20 | | Vasko |
| | | b. Refurbish & build toilet/change room facilities | 2017-18 | | |
| | | c. Develop external gathering places for students throughout Senior & Junior Schools | 2017-20 | | |
| | | d. Review sporting / activity spaces including the development of COLA (Covered Outdoor Learning Area) spaces | 2017 | | |
| | | e. Upgrade security systems and processes throughout the campus | 2017-20 | | |
| | | f. Provide facilities friendly to those with specials needs | 2017-20 | | |
| | | g. Review, repair and develop sealed and safe pathways and walkways | 2017-20 | | |
| | | i. Audit every classroom on the campus using a prescribed minimum standard for basic necessities and educational resources. | 2017-18 | | |

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| 5. Facilities cont. | 5.3 Property governance is proactive in the management of facilities and grounds, with particular attention given to aged building stock, through a consistent approach towards repair and replacement schedules. | a. Create a dedicated property manager position to proactively monitor and assess the facilities, safety and grounds of the college | 2017 | | Vasko |
| | | b. Review existing Cleaning Program including enhancements such as mid-day cleaning of student toilet facilities, cleaning of outside items and mechanisms for feedback from staff on cleaning issues | 2017 | | |
| | | c. Improve the College's maintenance alert systems including feedback to staff reporting concerns. | 2017 | | |
| | | d. Audit outdoor playground areas | 2017 | | |

5. Facilities cont.

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| <p>5.3 Continued.</p> | <p>e. Review guttering and downpipes, storm water drains and water flow through College grounds</p> | <p>2017</p> | | |
| <p>5.4 Ongoing grounds development, refurbishments and new building projects are recognised for their adherence to their ecologically sustainable planning, energy efficiency and promotion of biodiversity while implemented with green procurement principles</p> | <p>a. Ensure building and maintenance developments follow ecologically sustainable planning and energy efficiency principles</p> | <p>2017-20</p> | | <p>Vasko</p> |
| | <p>c. Ensure green procurement assessments are utilised in purchasing and design planning</p> | <p>2017-20</p> | | |

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| 6 . Governance | 6.1 Successfully gain VRQ reregistration in 2018 | a. Compliance audit using ISV Compliance Framework | 2017 | Compliance Audit completed | David |
| | | b. Address any issues to be addressed from audit | 2017 | VRQA reregistration 2018 | |
| | | c. Renew Board policies and procedures | 2017 | VRQA reregistration 2018 | David |
| | 6.2 Successfully complete IB evaluations (PYP and DP) in 2020 | a. Implement PYP Action plan b. Implement DP Action plan | Ongoing Ongoing | Successful IB Evaluations with no matters to be addressed | Geoff G and Nathan M |