

Education Trends - Teaching and Learning Culture 2020

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Research Objectives

Education Trends: Teaching and Learning Culture study aims to assist Riverside Christian College to make informed strategic decisions regarding the future of education for the College.

The key objective of this research series is to explore the current and future trends that are impacting upon education at the College. These trends include pedagogy, teaching strategies, learning attitudes and values, future trends in education, community perspectives on education and 21st Century Skills.

This report, *Education Trends: Teaching and Learning Culture 2020* is the first in the series that examines teaching and learning practice at the College on an annual basis. This report is specifically designed to create an understanding of the communities perspectives and values of education and educational trends.

The aim of this series of reports is to examine current trends, initiate change planning based upon data conclusions and then map the impact of change practices across the College.

Research Methodology

Education Trends: Teaching and Learning Culture series is a collation of quantitative data collected through online surveys focused on community opinion, values and perspectives on education and educational trends both now and into the future.

ONLINE SURVEYS

online-survey data, was focused on teaching and learning values, perspectives and opinion of education and educational trends. This data was collected from staff, students, leadership, parents and other invited members of the College community.

This survey was focused on collecting evidence on their own values, opinions and perceptions of teaching and learning for the College.

The evidence from these surveys have been compiled into sub-groups (staff/leadership, students, parents/community).

GRAPHS AND ROUNDING

Data presented in this report has been converted into a percentage. All percentages are worked out based on the number of responders for each individual question. All data has been graphed rather than using raw data or tables for this report.

Executive Summary

THE RIVERSIDE WAY

Riverside Christian College prides itself on a holistic education for all young people. Many teachers and leaders have a deep connection to the local community of Maryborough (and other connected communities nearby) and they have a deep interest in developing the local young people in a supportive environment that fosters strong relationships and a strong sense of community.

Students at Riverside Christian College are engaged in social and emotional learning that focuses on both a strong Christian foundation and developing the characteristics of a strong member of society. Riverside Christian College has a supportive system for students that assists with their social development and responds sensitively and proactively to student needs.

The College is made up of junior, middle, senior and distance education. While these are at the current time distinct from each other there is a strong desire to create a “one-school” approach to learning at Riverside Christian College. Currently work is underway that is designed to ensure a seamless approach to teaching and learning across the College.

HOPE FOR THE FUTURE

Riverside Christian College is committed to improvement in educational practice. As such, all staff have been engaged in regular improvement strategies including surveys, data analysis, self-reflection, observation, and training.

While this is a long-term project, the College recognises the importance of improvement practices and the essential role that data plays in establishing and mapping sustainable improvement.

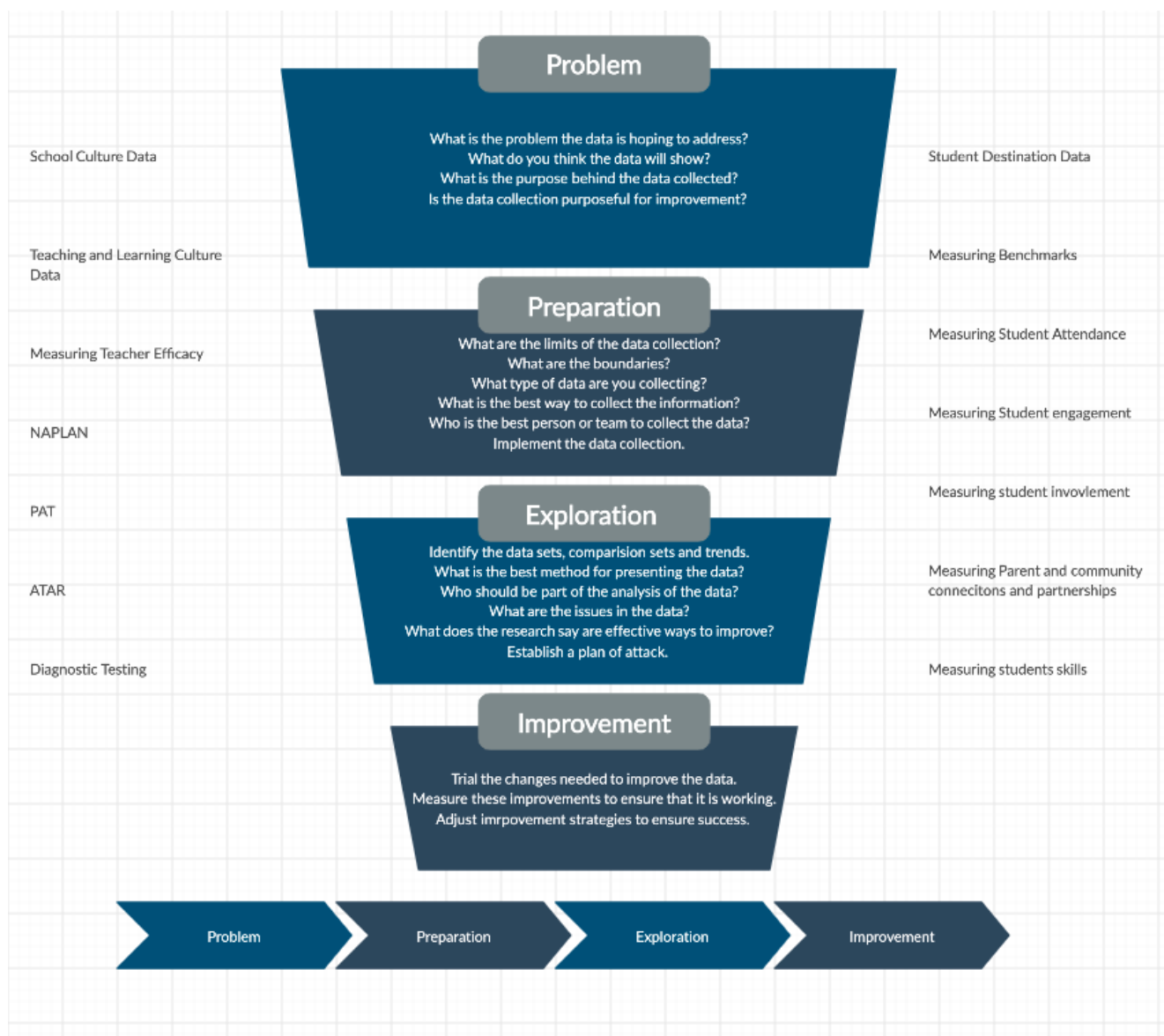
SEEING THE CHALLENGES AHEAD

These reports are focused on mapping educational trends for Riverside Christian College. The focus of these reports will be on teaching and learning practices including pedagogy, teaching strategies, learning attitudes and values, future trends in education, community perspectives on education and 21st Century Skills.

This is an opportunity for Riverside Christian College to future proof students’ careers and learning opportunities.

EVIDENCE-BASED PRACTICES

Riverside Christian College is committed to establishing strong evidence-focused improvement practices. The model being used for evidence collection and analysis follows the Riverside Christian College Evidence-based Practices Model or PPEI (Problem, Preparation, Exploration, Improvement). This is designed as a cyclical model that assists staff to identify the problem, prepare for data collection, explore data sets and trends and then make improvements. This sequence of data reports follow the improvement model with a specific focus on measurable evidence.



Introduction

TRENDS IN EDUCATION – TEACHING & LEARNING CULTURE

This report, *Education Trends: Teaching and Learning Culture 2020*, is designed to examine Riverside Christian College community decisions around education trends.

This study included staff, leadership, students, parents and invited members of the College community.

Riverside Christian College is a coeducational college with 1507 students, 784 onsite learners and 723 distance learners.

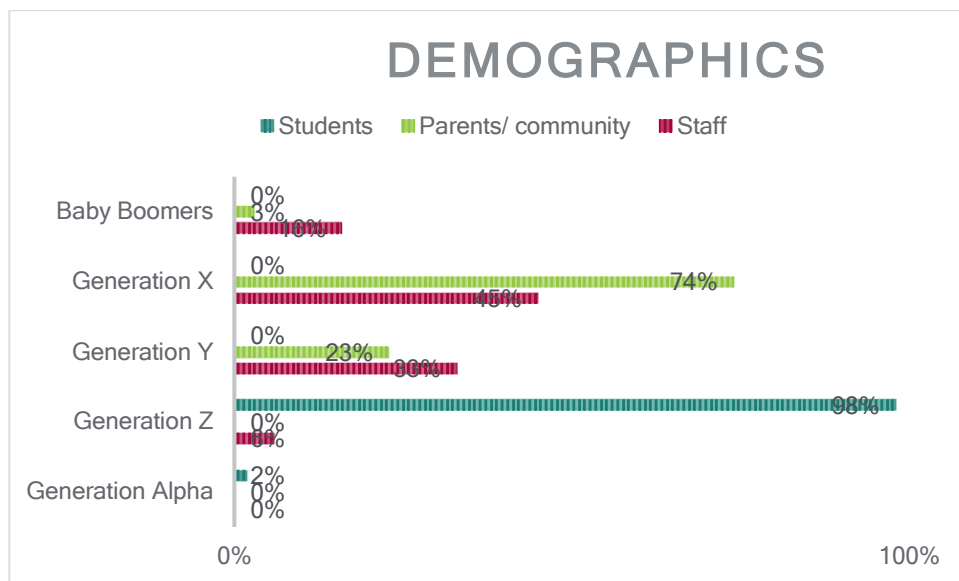
Trends in Australian education are changing and it is essential that the College keeps abreast of educational innovation and ensures that our staff are upskilled in how students learn best.

But more than that, as a College we need to be responsive to the needs and culture of the community. In undertaking this research, it is essential to look not only at educational innovation and perceived changes in society but to also examine the needs of the local community and ensure that the College is responsive to both changes in the wider community as well as the local community.

The data collected for this study focuses on McCrindle and Renton (2018) study on the future of education with a particular focus on key educational trends, and OECD's study on Trends Shaping Education (2019). This study also includes Australian information from the Education Council, Looking to the Future (2020).

Demographics

This study included 84-teaching staff, 73-parents/carers/community and 402-students from all sectors of the College including junior, middle, senior and distance education.



The survey data reveals that the majority of the Parents/Community and Staff are part of Generation X (born 1965-1979) with 74% of Parents and community and 45% of Staff. However, it should also be noted that Parents/Community and Staff have a growing number from Generation Y (born 1980-1994) with 23% of Parents and community and 33% of Staff coming from this generation. Having staff and parents/community coming from both Generation X and Y can lead schools to conclude that technology use in the classroom will be valued more than previous generations (Baby Boomers). Both Generation X and Y were born within a technology driven world where technology from TV's, satellite, mobile telephones and computer gaming and coding were a part of their world. (Wiley, 2020) While Generation Xers adapted to changing technology throughout their education and work life, this adaption has led to an assumption that schools are going to teach children how to adapt and readapt to changing technologies. This same assumption can be said of Generation Yers who extend on this perception to assume that schools are teaching children not only how to adapt but how to manipulate and create with technology in ever increasing complex ways. Generation Yers are more likely to expect schools to teach students to not only create with technology but to create new technologies and use creative and constructive technologies.

Another important aspect to consider is the views and expectations of the students who are part of Generation Z and Generation Alpha. What is interesting to note is that while teachers and parents preferred learning style may in fact be participative and interactive, Generation Z and Alpha prefer multi-modal and virtual styles of learning. (McCrindle, 2019) This information is essential as it may identify a mismatch between parent and staff expectations of learning

and meeting student's needs.

For Riverside Christian College, it will be essential to establish a strong response to community perceptions as well as creating a strong student voice. The College needs to work on promoting College decisions using methods appropriate to Generation X and Y parents and community members. According to McCrindle (2019), this includes direct communication as well as online and social media communications.

Community engagement is an essential component for developing a strong teaching and learning culture. When learning is valued by all participants in a learning community the community is able to move forward effectively with community understanding and support. Riverside Christian College will need to work on ways to engage the community in order to see genuine improvement across the College community.

Future workers

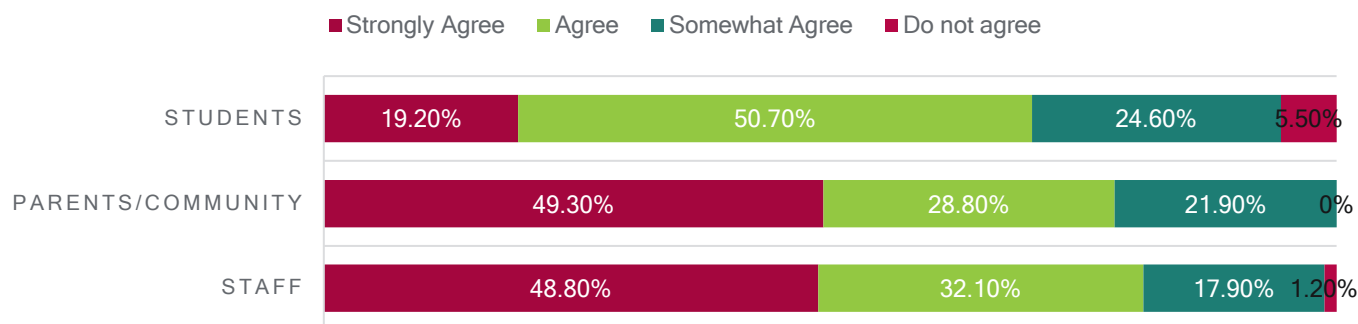
According to the Foundation for Young Australians, the jobs of the future will require workers to be flexible, possessing a wider range of transferable skills. (2017) These skills will require workers to be creative, critical, and people-focused. It is estimated that by 2030, workers will more frequently change their employment, not only from workplace to workplace, but will shift from industry to industry. (Busteed, 2020) In preparing students for this future, it is essential that schools prepare students to be flexible and adaptive. (PWC, 2020)

Technology Skills or Creative and Critical Thinking

According to the Teaching and Learning Culture survey, both staff (48.8%) and parents/community (49.3%) strongly agree that it is most important that the future worker needs to have the ability to think creatively, critically, be people-focused and have well-developed leadership skills rather than have strong technology skills. This data supports typical answers from Generation X and Yers who value participative, relational skills above technology.

However, only 19.2% of students strongly agree that this is the case. While 50.7% of students do agree, 5.5% of students do not agree that these skills are more important than technology skills. This result is fairly typical of Generation Z and Alpha who value both technology based skills as well as creative, critical and people-focused skills and well-developed leadership skills. It is important to note that many of this Generation do not separate technology skills from other transferable skills, instead they use all of these skills seamlessly within a technology focused environment.

IT WILL BE MOST IMPORTANT FOR THE FUTURE WORKER TO HAVE AN ABILITY TO THINK CREATIVELY, CRITICALLY, BE PEOPLE-FOCUSED AND HAVE WELL-DEVELOPED LEADERSHIP SKILLS RATHER THAN HAVE STRONG TECHNOLOGY SKILLS AS TECHNOLOGY CANNOT REPLACE THESE ESSENTIAL SKILLS.

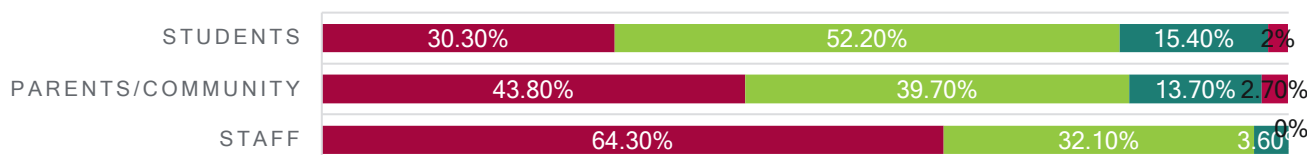


Teach technology in an innovative and responsible manner

Not surprisingly, the Parents / Community (83.5%), Staff (96.4%) and Students (82.5%) agree that technology will be high in many jobs and the College needs to make sure that staff teach students to use technologies in innovative and responsible ways. However, the College needs to recognise that in the local community there are still members of the community who do not believe that this is the case. This may be due to parent/community employment or employment in the local area that may at this point not require technology knowledge.

TECHNOLOGY WILL BE HIGH IN MANY JOBS; RIVERSIDE CHRISTIAN COLLEGE NEEDS TO MAKE SURE THEY TEACH STUDENTS TO USE TECHNOLOGY IN AN INNOVATIVE AND RESPONSIBLE MANNER IN ORDER TO BE SUCCESSFUL IN THE FUTURE WORKPLACE.

■ Strongly Agree ■ Agree ■ Somewhat Agree ■ Do not agree

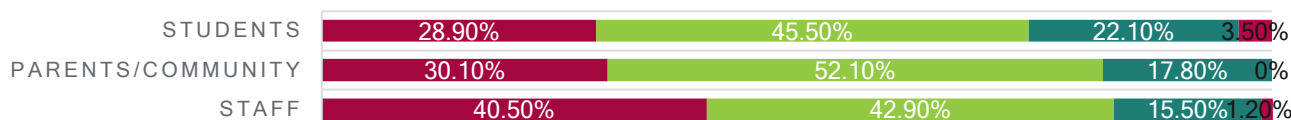


Future job opportunities

According to the data collected, 40.5% of Staff, 30.1% of Parent / Community strongly agree that the College prepares students for numerous future job opportunities, only 28.9% of students strongly agree. What is important to note is that while the data is mostly on the agree side, what needs to be considered is the somewhat agree (22.1% of Students, 17.8% of Parents/Community and 15.5% of Staff) to do not agree (3.5% of Students and 1.2% of Staff) data indicates that work needs to be done in this area to ensure that the College is meeting the needs of all students.

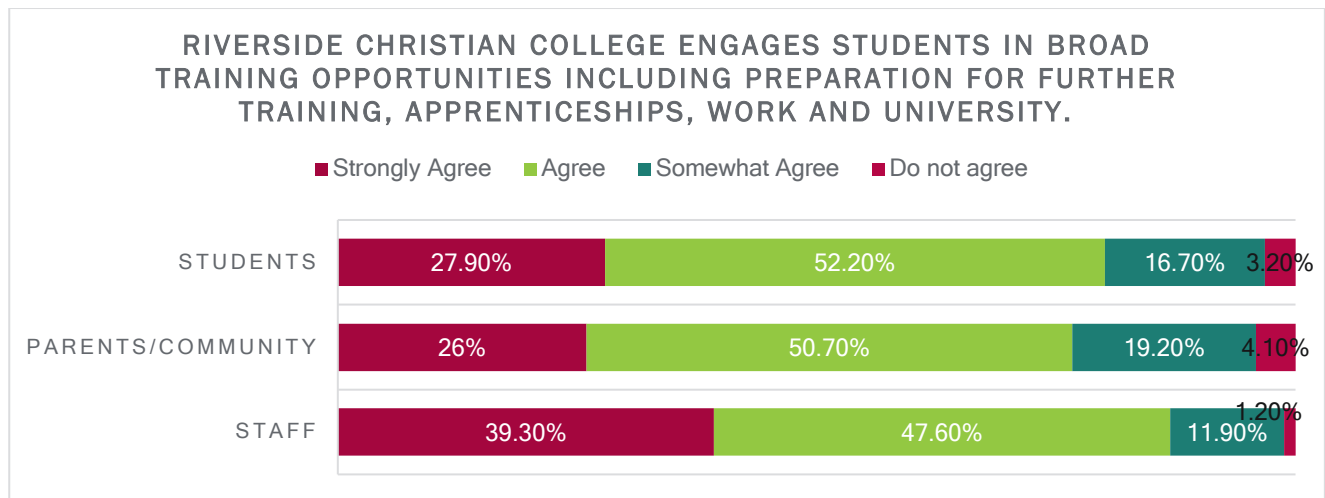
RIVERSIDE CHRISTIAN COLLEGE IS PREPARING STUDENTS FOR NUMEROUS FUTURE JOB OPPORTUNITIES ACROSS MANY EMPLOYMENT SECTORS.

■ Strongly Agree ■ Agree ■ Somewhat Agree ■ Do not agree



Offers broad training opportunities

It is clear that this data is very similar to the previous data set that focused on preparing students for the future. This data set focuses on engaging students in broad training opportunities. While the data is mostly in favour of agree to strongly agree (Students 80.1%, Parents/Community 76.7% and Staff 86.9%), the somewhat agree to do not agree data (Students 19.9%, Parents/Community 23.3%, Staff 13.1%) needs to be investigated.

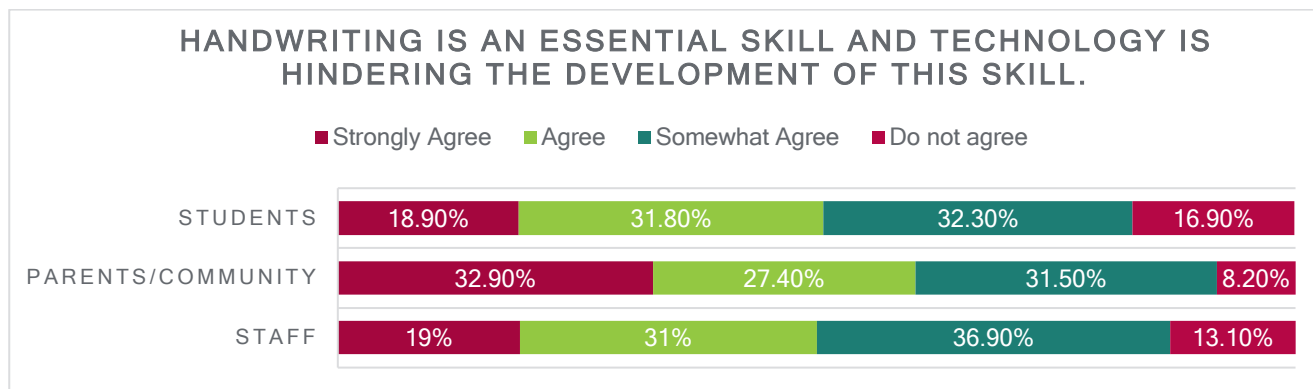


Impact of Technology

While the increasing use of technology in the classroom has seen many positive changes to education, it must be noted that it has also given rise to concerns over the impact of technology on student skill development. Many of these concerns include a shift away from handwriting towards technology skills, students losing the ability to develop relationships with their peers, and technology focused distraction in the classroom. (McCrindle, 2020; Raja & Nagasubramani, 2018)

Handwriting

According to the Teaching and Learning Culture survey, Parents/Community strongly agrees (32.9%) that handwriting is being hindered by technology. While Staff (19%) and Students (18.9%) are not as concerned there is still a significant amount of Staff (50%), Parents/Community (60.3%) and Students (50.7%) who agree that handwriting is being hindered by technology.

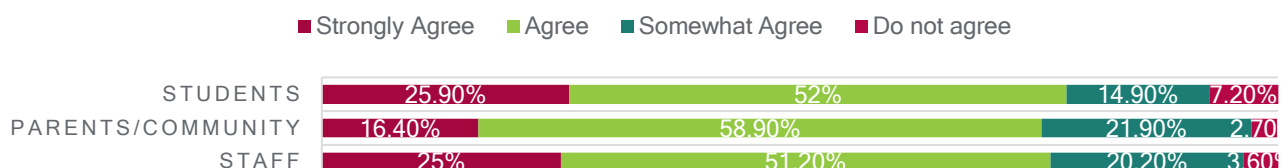


Peer relationships

Another central concern is that students are not able to develop strong relationships with their peers in a technology focused environment. Generation X and Yers often perceive social interactions as being face-to-face whereas Generation Z and Alpha do not see social interaction in this way; to them social relationships can be created and sustained within an online and/or virtual environment in the same way as in person.

It is worth noting that all three groups believe that Riverside Christian College is able to balance technology use in the classroom so that students still have the opportunity to develop strong relationships with their peers. However, it is worth noting that some Parents / Community (24.6%), Staff (23.8%) and Students (22.1%) only somewhat agree or do not agree.

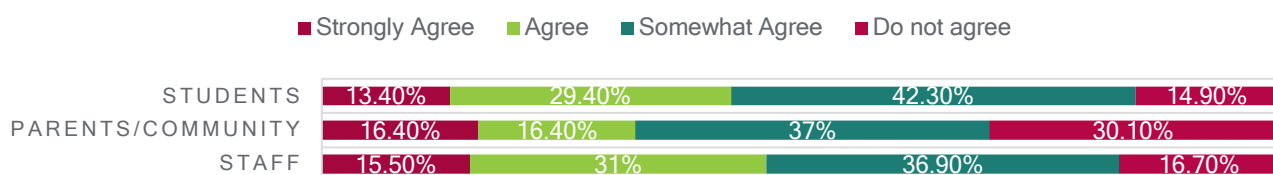
RIVERSIDE CHRISTIAN COLLEGE IS ABLE TO BALANCE TECHNOLOGY USE IN THE CLASSROOM SO THAT STUDENTS STILL HAVE AN OPPORTUNITY TO DEVELOP STRONG RELATIONSHIPS WITH THEIR PEERS.



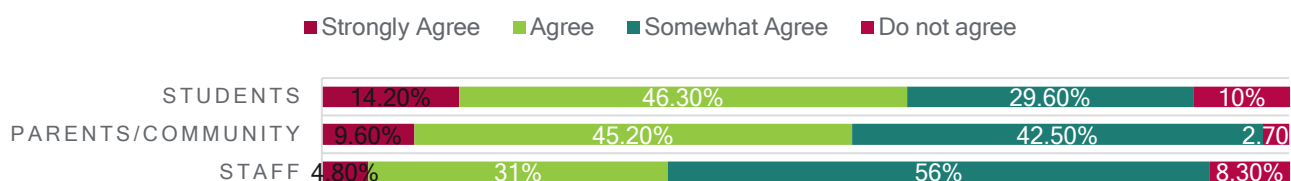
Student distraction

According to the Teaching and Learning data, distraction due to technology is recognised as a concern with 46.5% of Staff, 32.8% of Parents/Community and 42.8% of Students. However, 8.3% of Staff, 2.7% of Parents/Community and 10% of Students do not agree that the College has put in place excellent strategies to reduce distraction and off task behaviours when using technology.

TECHNOLOGY USE IN THE CLASSROOM IS SEEING A RISE IN STUDENTS BEING DISTRACTED AND OFF TASK.



RIVERSIDE CHRISTIAN COLLEGE HAS PUT IN PLACE EXCELLENT STRATEGIES TO REDUCE THE LEVEL OF DISTRACTION AND OFF TASK BEHAVIOURS WHEN USING TECHNOLOGY IN THE CLASSROOM.

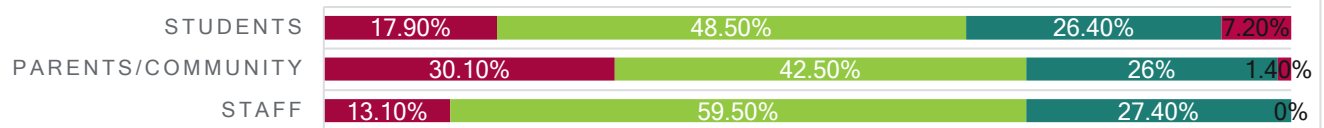


Responsive to changing needs of young people

According to the survey, Riverside Christian College, has kept up to date with students of today and are responsive to the changing needs of young people. 72.6% of Staff, 72.6% of Parents/Community and 66.4% of Students believe that the College is responsive. What needs to be noted as a concern, is that 7.2% of Students and 1.4% of Parents/Community do not agree that the College has kept up to date with students and are responsive to their needs.

RIVERSIDE CHRISTIAN COLLEGE HAS KEPT UP TO DATE
WITH STUDENTS OF TODAY AND ARE RESPONSIVE TO THE
CHANGING NEEDS OF YOUNG PEOPLE.

■ Strongly Agree ■ Agree ■ Somewhat Agree ■ Do not agree



Learning Spaces

With the increasing changes to education, one of the largest concerns for schools is the ability for school facilities and technology to keep up with these demands. Modern schooling requires modernised classroom spaces that are flexible and able to adapt and adjust to educational changes.

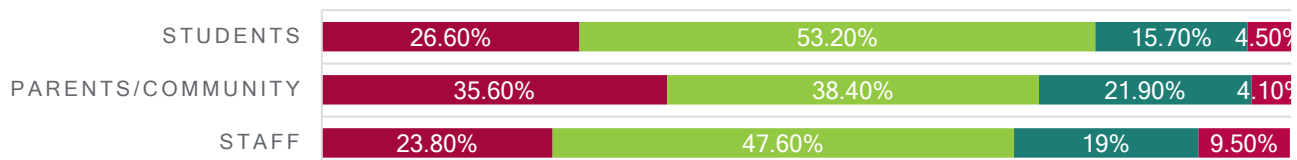
Facilities

Riverside Christian College facilities shows that 71.4% of Staff, 74% of Parents/ Community and 79.8% of Students feel that the College facilities have kept up to date with student needs. However, it should be noted that 9.5% of Staff, 4.1% of parents / Community and 4.5% of Students do not agree that the College facilities meet student needs. It would be interesting to assess Student, Staff and Parent/Community perceptions based upon Junior, Middle and Senior facility use and access to see if this is based upon general perceptions or the recent update of Middle College facilities.

What is interesting to note about classroom learning space flexibility, was that when a separate classroom assessment was conducted 89% of classrooms were assessed as not being able to be used for a range of flexible purposes. In this survey, the data identified that 25% of staff, 26.1% of Parents / Community and 21.6% of Students believe that the learning spaces are not flexible. This shows a mismatch between modern educational purposes and perceived purposes from the community.

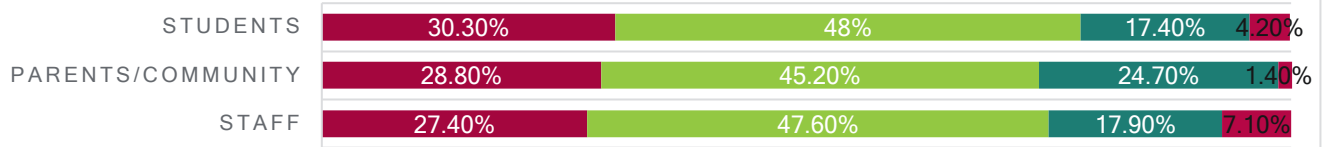
RIVERSIDE CHRISTIAN COLLEGE FACILITIES (CLASSROOMS, TECHNOLOGY, LEARNING SPACES, SOCIAL SPACES ETC) HAVE KEPT UP TO DATE WITH TODAY'S STUDENT'S NEEDS.

■ Strongly Agree ■ Agree ■ Somewhat Agree ■ Do not agree



RIVERSIDE CHRISTIAN COLLEGE CLASSROOMS / LEARNING SPACES ARE FLEXIBLE AND CAN BE USED FOR ANY LEARNING PURPOSE.

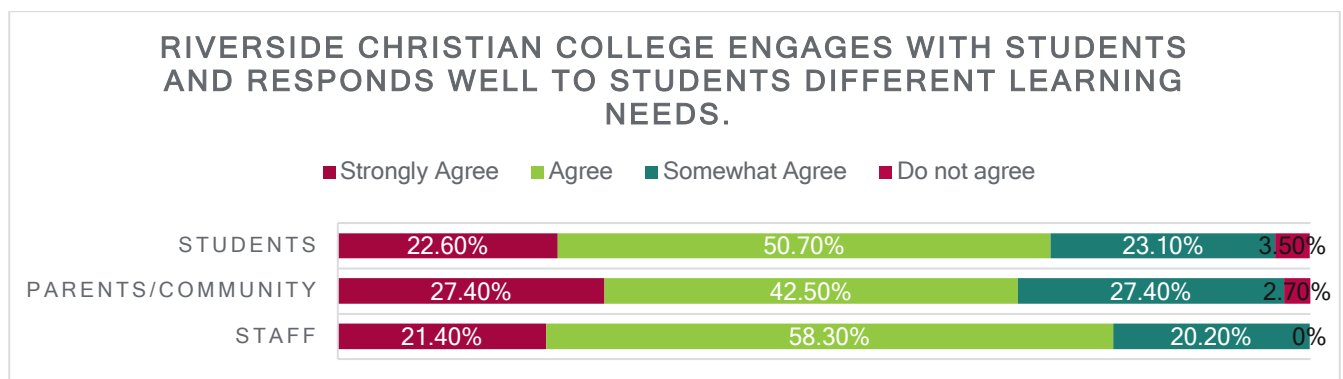
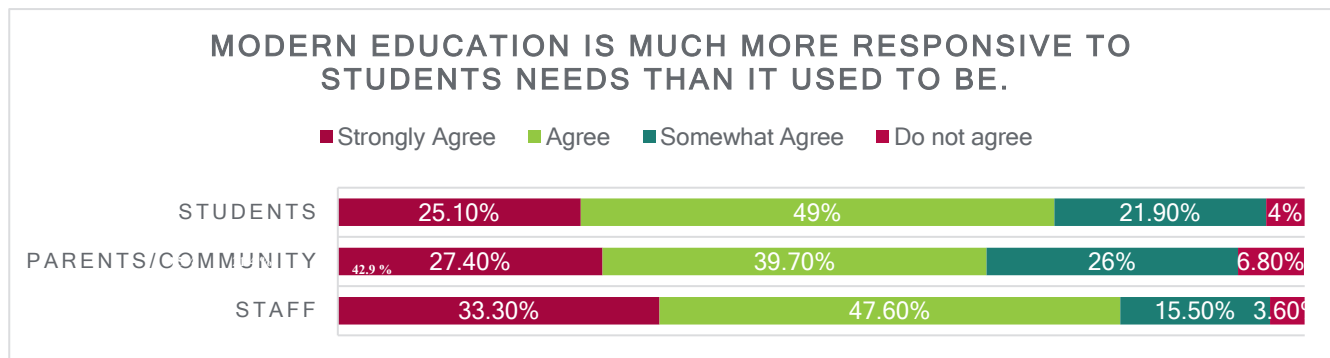
■ Strongly Agree ■ Agree ■ Somewhat Agree ■ Do not agree



Learning Focus

Modern education

80.9% of Staff, 67.1% of Parents/Community and 74.1% of Students believe that modern education is more responsive to student needs. 79.7% of Staff, 69.9% of Parents/Community and 73.3% of Students believe that Riverside Christian College engages with students and responds well to students different learning needs. What should be of concern though is that 2.7% of Parents/Community and 3.5% of Students do not agree that the College engages with students and responds to students different learning needs.

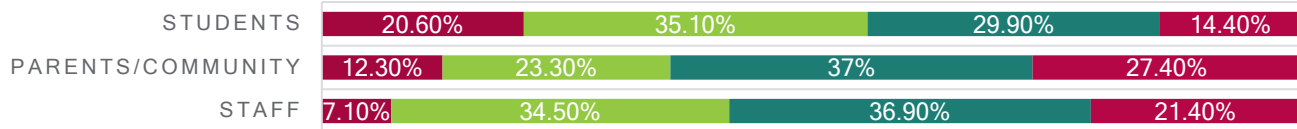


Learning is interesting and Challenging

What is interesting to note is that when examining the data for interesting and challenging learning, only 7.10% of Staff felt that learning needed to be more interesting and challenging, whereas, Students stated that 20.6% strongly agreed that learning needs to be more interesting and challenging. This disparity in results means that students feel that more needs to be done.

RIVERSIDE CHRISTIAN COLLEGE NEEDS TO MAKE LEARNING MORE INTERESTING AND CHALLENGING

Strongly Agree Agree Somewhat Agree Do not agree

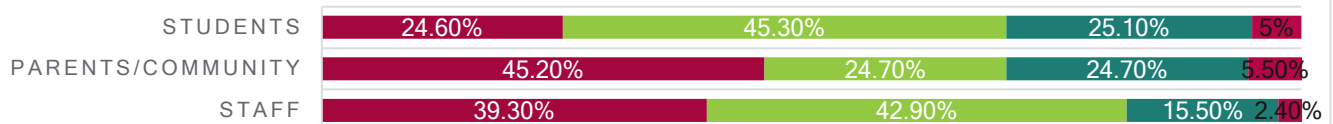


Literacy and Numeracy

82.2% of Staff, 69.9% of Parents / Community and 69.9% of Students believe that the most important learning for young people is to develop literacy and numeracy skills. 65.5% of Staff, 32.9% of Parents/ Community and 44.3% of Students believe that Riverside Christian College needs to improve literacy and numeracy development across the College.

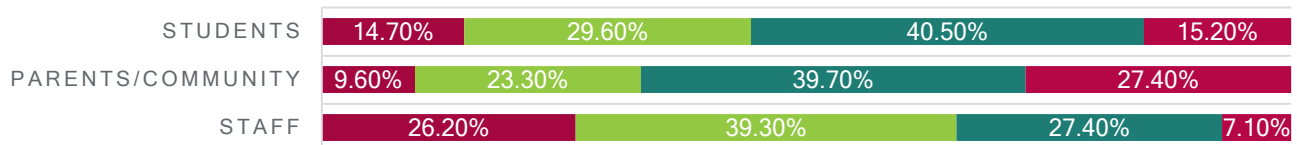
THE MOST IMPORTANT LEARNING FOR YOUNG PEOPLE IS TO DEVELOP STRONG LITERACY AND NUMERACY SKILLS

Strongly Agree Agree Somewhat Agree Do not agree



RIVERSIDE CHRISTIAN COLLEGE NEEDS TO IMPROVE IN LITERACY AND NUMERACY DEVELOPMENT

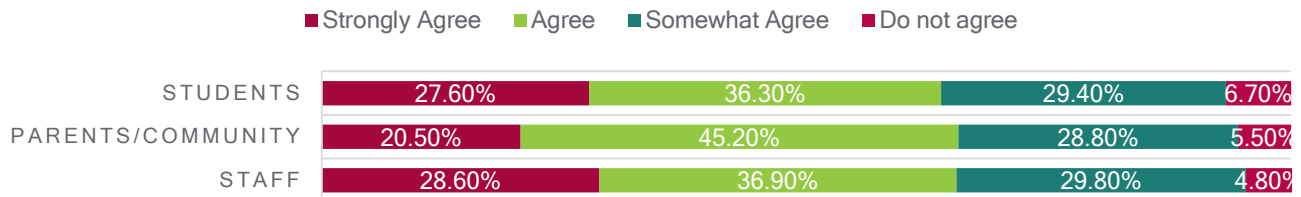
Strongly Agree Agree Somewhat Agree Do not agree



STEM

65.5% of Staff, 65.7% of Parents / Community and 63.9% of Students believe that STEM is essential to students future and must be prioritised in schools.

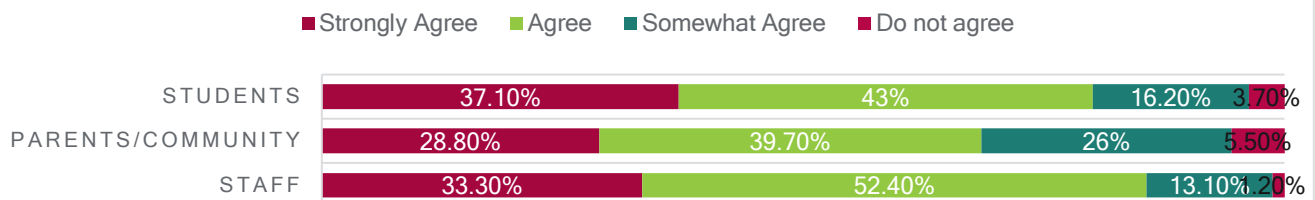
STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS) IS ESSENTIAL TO STUDENT'S FUTURE AND MUST BE PRIORITISED IN SCHOOLS



The Arts

85.7% of Staff, 68.5% of Parents / Community and 80.1% of Students believe that Riverside Christian College offers a broad range of learning. What needs to be noted is that the perceptions of Staff and Students are similar but Parents/Community perception is much lower.

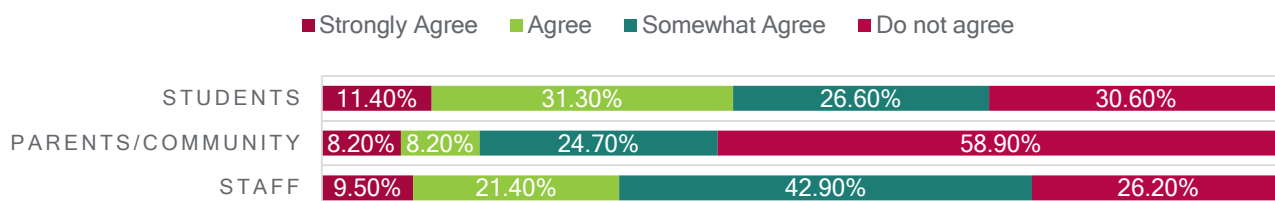
RIVERSIDE CHRISTIAN COLLEGE OFFERS A BROAD RANGE OF LEARNING INCLUDING IN THE AREA OF THE ARTS (ART, DRAMA, DANCE AND MUSIC ETC)



NAPLAN

30.9% of Staff, 16.4% of Parents/Community and 42.7% of Students value the data that NAPLAN provides. It is interesting to note that students perceive this data as being more worthwhile than Staff whereas Parents / Community indicated that 58.9% of Parents/Community do not value the data that NAPLAN provides. The question for the School is how can the College promote their use of data to influence change in student results? Why do Parents/Community see such little value in NAPLAN but rate literacy and numeracy development so highly (69.9%)? It should be noted that this trend may be based upon recent media perceptions about NAPLAN and its potential cancellation rather than about the College specifically. Recent polls from The Chronicle stated that 46% of people believe that there is too much emphasis placed on NAPLAN (Kuchel, 2019).

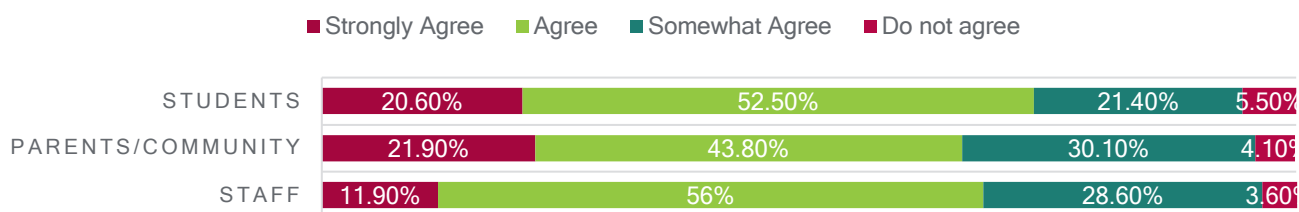
I VALUE THE DATA THAT NAPLAN PROVIDES AND SUPPORT NAPLAN TESTING IN SCHOOL



Assessment

67.9% of Staff, 65.7% of Parents / Community and 73.1% of Students believe that the College prepares students well for assessments and examination; however, 3.6% of Staff, 4.1% of Parents/Community and 5.5% of Students do not agree that students are prepared for assessment.

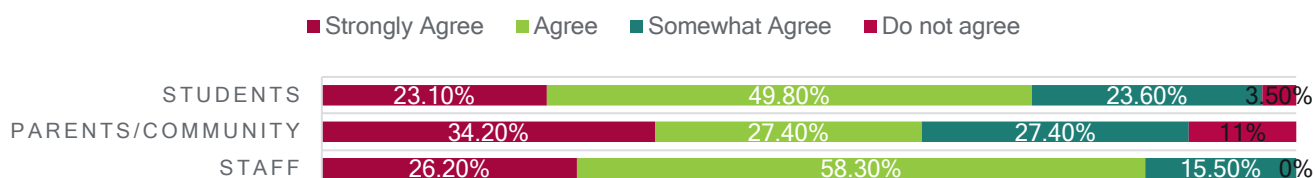
RIVERSIDE CHRISTIAN COLLEGE PREPARES STUDENTS WELL FOR ASSESSMENTS AND EXAMINATIONS. STUDENTS RECEIVE A RANGE OF ASSESSMENT OPPORTUNITIES



Feedback

84.5% of Staff, 61.6% of Parents/Community and 72.9% of Students, believe that the College provides students with a range of feedback opportunities both before assessments, during drafting and upon return of the assessment; however, 11% of Parents/Community and 3.5% of Students do not agree that students are provided with a range of feedback.

RIVERSIDE CHRISTIAN COLLEGE PROVIDES STUDENTS WITH A RANGE OF FEEDBACK OPPORTUNITIES BOTH BEFORE ASSESSMENTS, DURING DRAFTING STAGES AND UPON RETURN OF THE ASSESSMENT

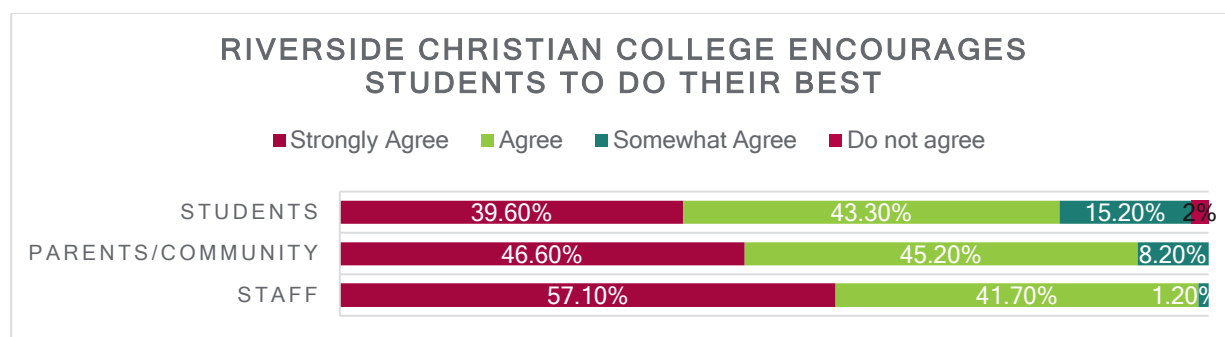


Student Performance, Engagement & Behaviour

According to the OECD and AIHW Australian education has been in sharp decline since 2000. (AIHW, 2019) It is therefore essential for schools to examine their educational practices and identify areas for improvement in student performance, engagement and behaviour. These three key factors have been identified by the OECD as being the central contributing factors for students overcoming poverty, work limitations and needing long term access to welfare.

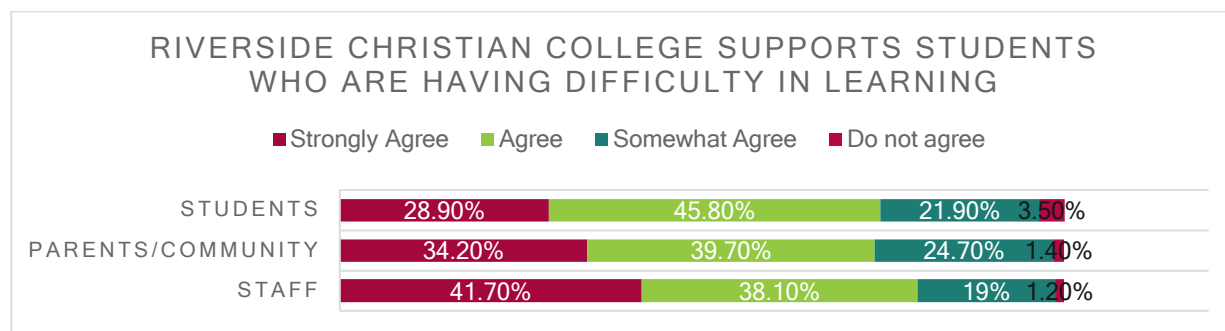
Encouragement

98.8% of Staff, 91.8% of Parents/Community and 82.9% of Students believe that the College encourages students to do their best. While this response is strong, 2% of students from the College do not agree with this perception.



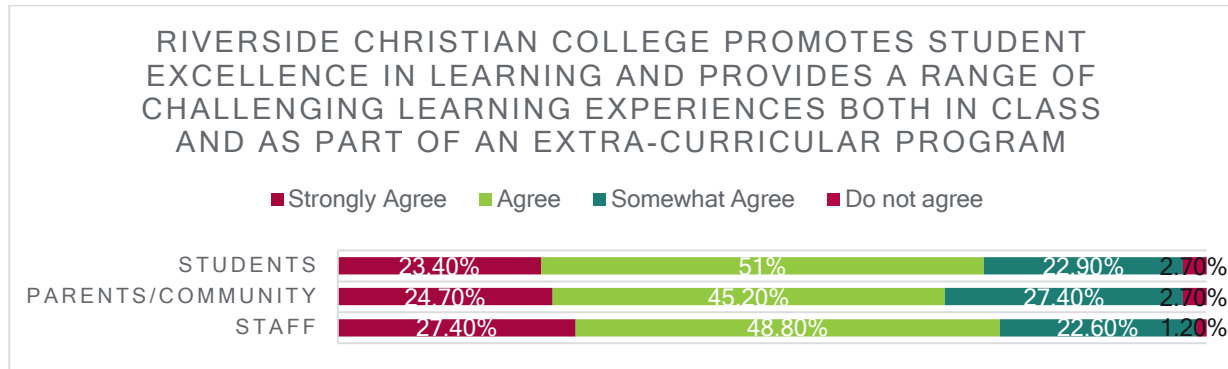
Learning difficulty

79.8% of Staff, 73.9% of Parents/Community and 74.7% of Students agree that the College supports students who are having difficulty in learning. 20.2% of Staff, 26.1% of Parents/Community and 25.4% of Students either somewhat agree or do not agree that the College supports students who are having difficulty in learning.



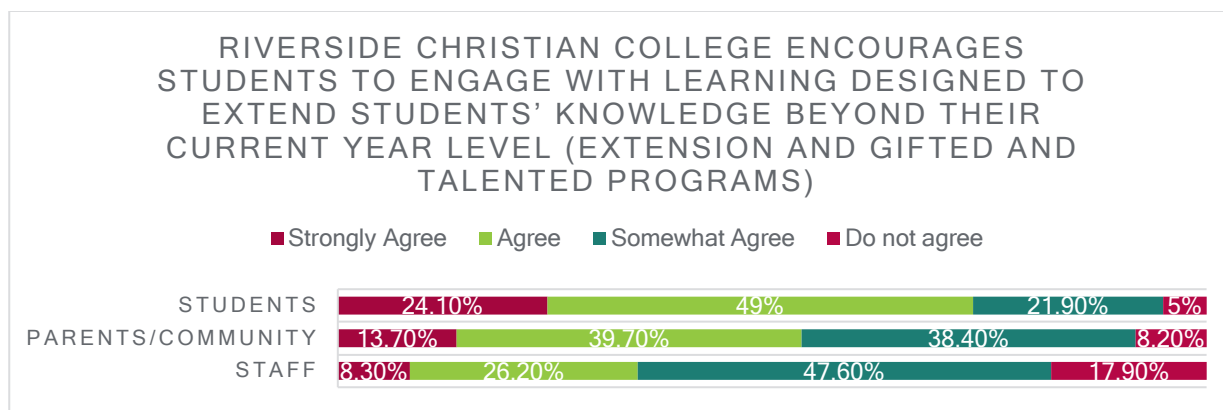
Excellence

27.4% of Staff, 24.7% of Parents/Community and 23.4% of Students strongly agree that the College promotes student excellence in learning and provides a range of challenging learning experiences both in class and as part of extra-curricular programs. It should be noted that the College does not currently offer extra-curricular programs that meet this need; however, the data can be looked at in relation to classroom experiences. It should be noted though that 25.7% of Students and 30.1% of Parents/Community and 23.8% of Staff either somewhat agree or do not agree.



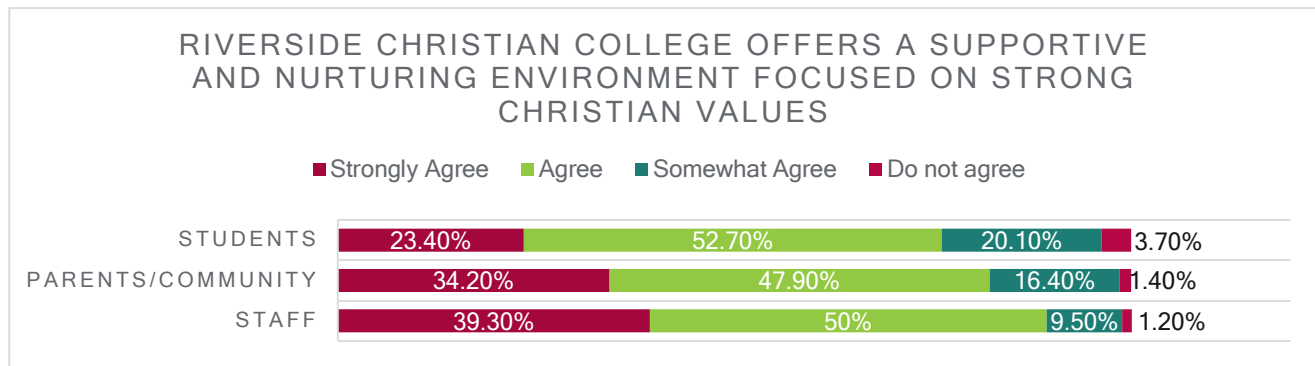
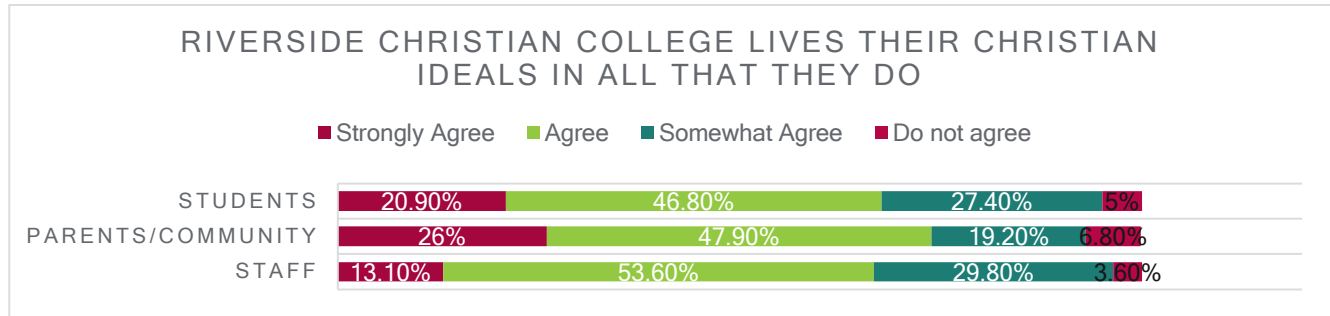
Extension & gifted and talented

8.3% of Staff, 13.7% of Parents/Community and 24.10% of Students believe that students are engaged in extension and gifted and talented programs. This perception is interesting as the College does not currently offer either extension or Gifted and Talented Programs to students. Further research is needed into this perception as it may be more indicative of students and parents/community misunderstanding the difference between challenging at level expected knowledge and extension beyond the current year level expectations.



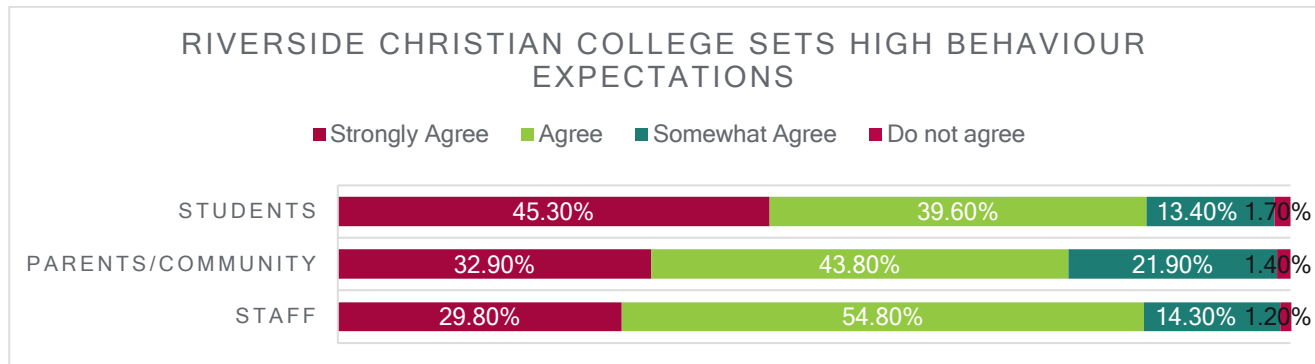
Christian ideals and values

66.7% of Staff, 73.9% of Parents/Community and 67.7% of Students believe that the College lives their Christian Ideals. 89.3% of Staff, 82.1% of Parents/Community and 76.1% of Students believe that the College offers a supportive and nurturing environment focused on strong Christian values.



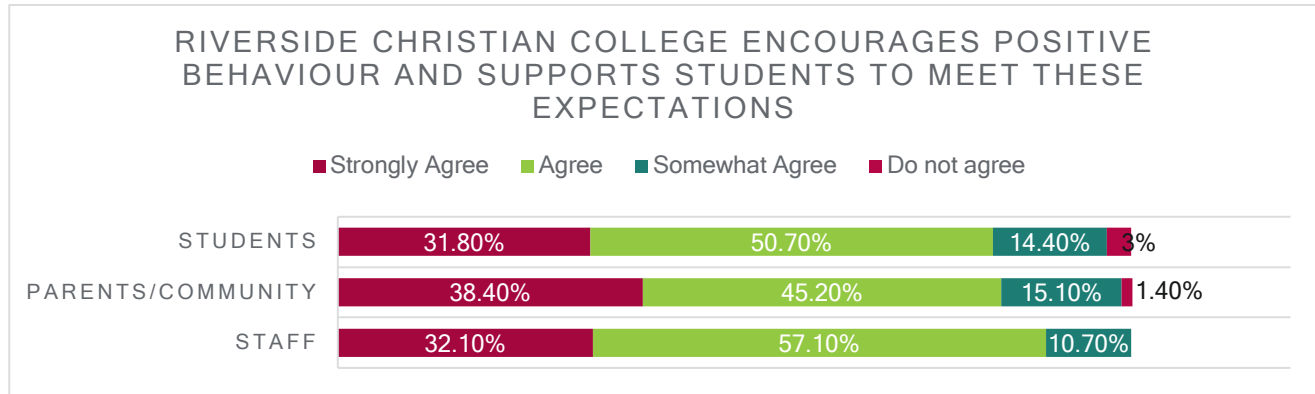
High expectations

29.8% of Staff, 32.9% of Parents/Community and 45.3% of Students believe that the College sets high behaviour expectations. 15.5% of Staff, 23.3% of Parents/Community and 15.1% of Students either somewhat agree or do not agree that the College sets high behaviour expectations.



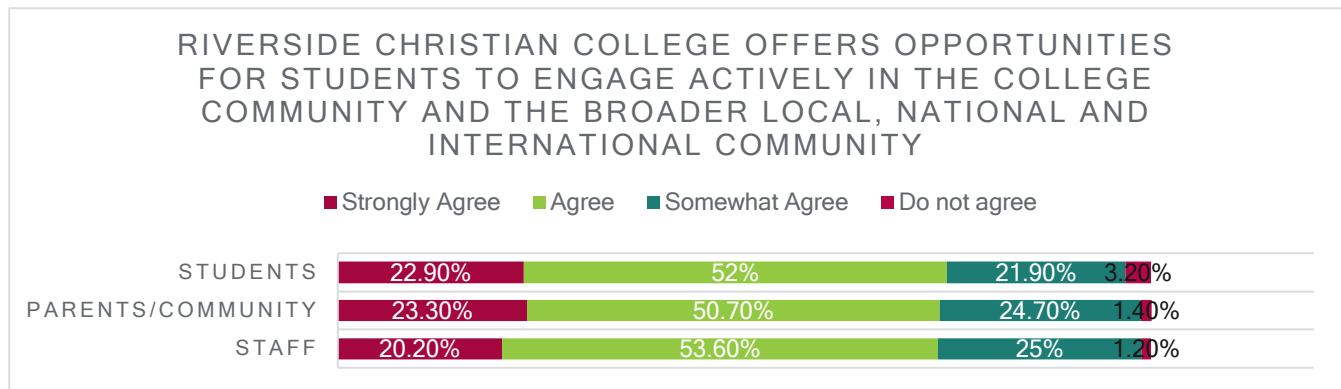
Positive behaviour

The data shows that 89.2% of Staff, 83.6% of Parents/Community and 82.5% of Students believe that the College encourages positive behaviour and supports students to meet these expectations. While this is strong data, 3% of Students and 1.4% of Parents/Community do not agree.



Community

73.8% of Staff, 74% of Parents/Community and 74.9% of Students believe that the College offers opportunities for students to engage actively in the College and broader community. It needs to be noted that Covid-19 has cancelled some of the College initiatives in this area.

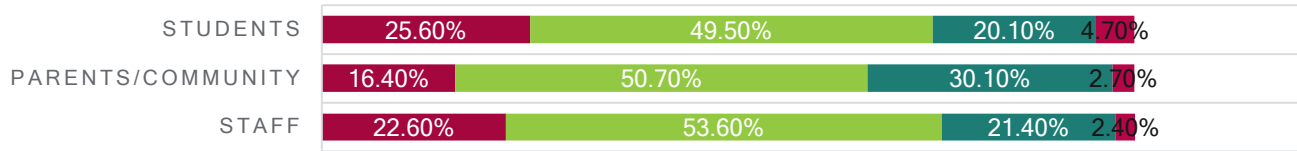


Leadership

76.2% of Staff, 67.1% of Parents/Community and 75.1% of Students believe that the College offers opportunities for students to demonstrate leadership skills through a range of opportunities. 23.8% of Staff, 32.8% of Parents/Community and 24.8% of Students either somewhat agree or do not agree that the College offers opportunities for students to demonstrate leadership.

RIVERSIDE CHRISTIAN COLLEGE OFFERS OPPORTUNITIES
FOR STUDENTS TO DEMONSTRATE LEADERSHIP SKILLS
THROUGH A RANGE OF LEADERSHIP OPPORTUNITIES

■ Strongly Agree ■ Agree ■ Somewhat Agree ■ Do not agree

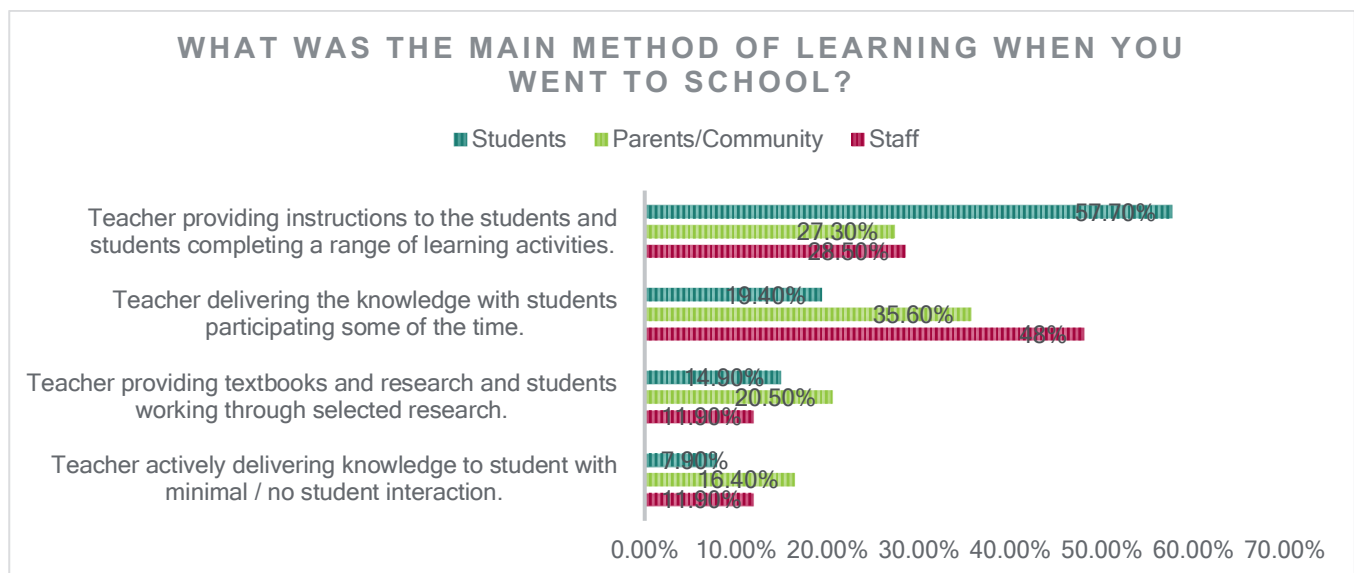


Preferred Learning and Teaching Styles

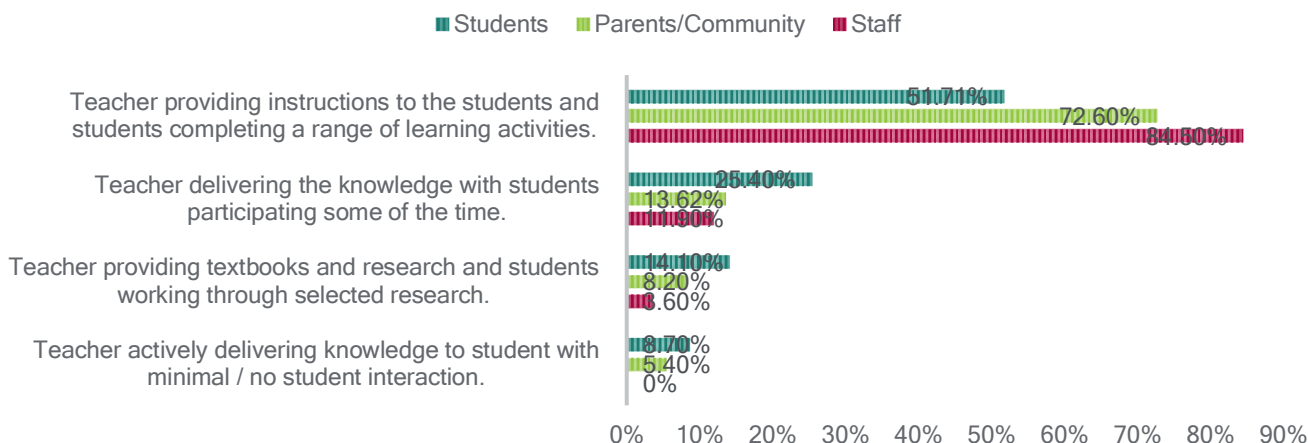
Classroom teaching and learning styles are changing to include collaboration, technology and higher levels of interaction. Generation Z and Alpha prefer learning styles that are technologically focused – multimodal and virtual learning is a preference. Students of today enjoy collaboration and co-creation opportunities. (McCrindle, 2020)

When parents/community (35.6%) and staff (48%) went to school the teacher delivered the knowledge with students participating some of the time or where teachers provided textbooks and research and students worked through the research (Parents/Community 20.5% and Staff 11.9%).

84.5% of Staff, 72.6% of Parents/Community and 51.7% of students believe that teachers at Riverside Christian College, provide instructions to the students and students complete a range of learning activities. However, some students do claim that some teachers are still delivering the knowledge with students participating some of the time (25.4%).

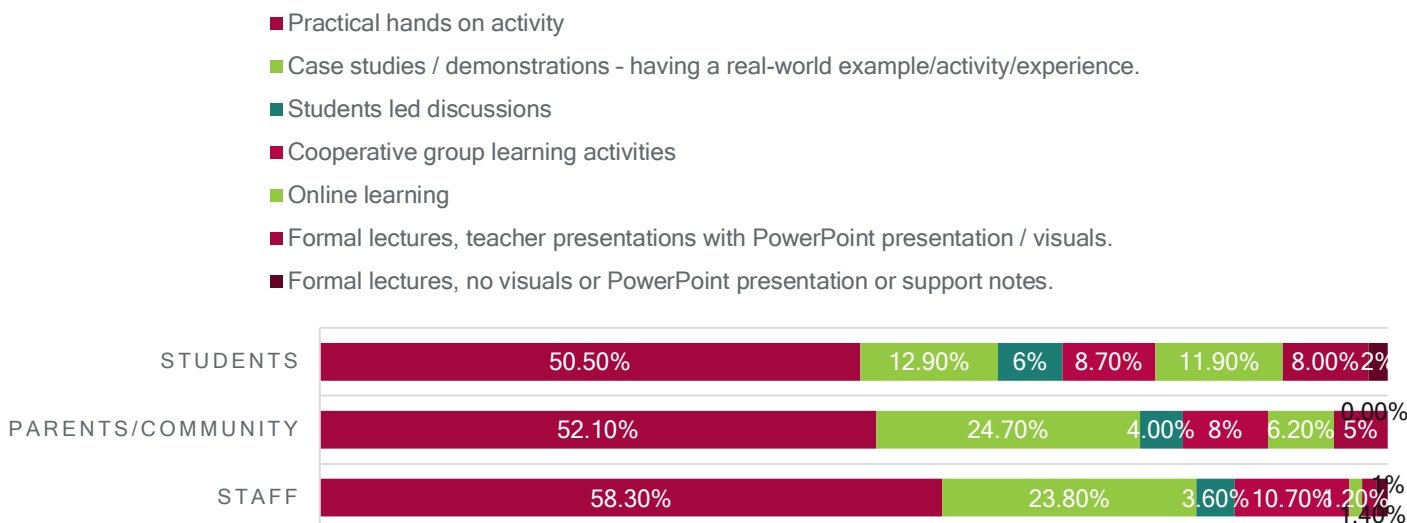


WHAT TYPES OF LEARNING DO RIVERSIDE CHRISTIAN COLLEGE LEARNERS EXPERIENCE?



According to researcher Dr Arlene Nicholas (2020), Generation Z prefer practical hands on activity (51%), cooperative learning (48%) and online learning (38%) whereas lecturing of any kind rated the lowest at 12%. (Nicholas, 2020) This perception mirrored Riverside Christian College data with Staff (58.3%), Parents/Community (52.1%) and Students (50.5%) agreeing that practical hands on activity is the most engaging. The difference in the data from the Nicholas (2020) study is that all three groups rated cooperative learning and online learning much lower than the study with cooperative learning for Staff at 10.7%, Parents/Community 8% and Students 8.7% and online learning at 1.2% for Staff, 6.2% for Parents/Community and 11.9% for Students.

SELECT THE FORMS OF DELIVERY YOU BELIEVE ENGAGE TODAY'S STUDENTS.

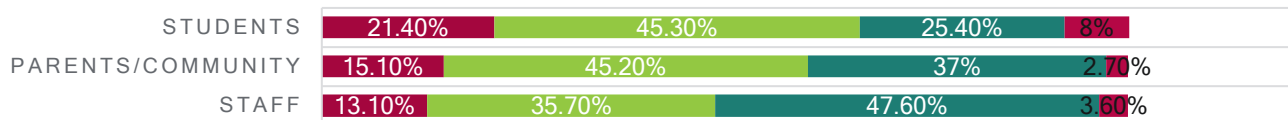


Technology in the Classroom

Technology is an expected part of the modern classroom environment. In the classroom, technology offers many benefits but also has risks to student safety, behaviour and focus. 51.2% of Staff, 39.7% of Parents/Community and 33.4% of Students somewhat agree or do not agree that the College has effective classroom management procedures in regard to technology in the classroom. 23.8% of Staff and 24.7% of Parents/Community selected unable to comment when it comes to online bullying protection procedures. 25% of Staff, 26% of Parents/Community and 4% of Students were not able to comment on the College identity security procedures. This indicates that all three groups have little knowledge and understanding of the College procedures for online bullying and identity security.

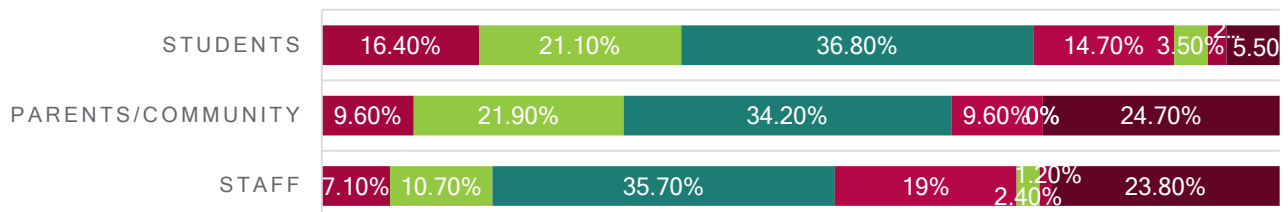
RIVERSIDE CHRISTIAN COLLEGE HAS EFFECTIVE CLASSROOM MANAGEMENT PROCEDURES IN REGARD TO TECHNOLOGY INTEGRATION IN THE CLASSROOM (SUCH AS LIMITING TECHNOLOGY DISTRACTION AND OFF TASK BEHAVIOURS, TECHNOLOGY BREAKS, MOBILE PHONE USAGE, HEADPHONES ETC)

Strongly Agree Agree Somewhat Agree Do not agree



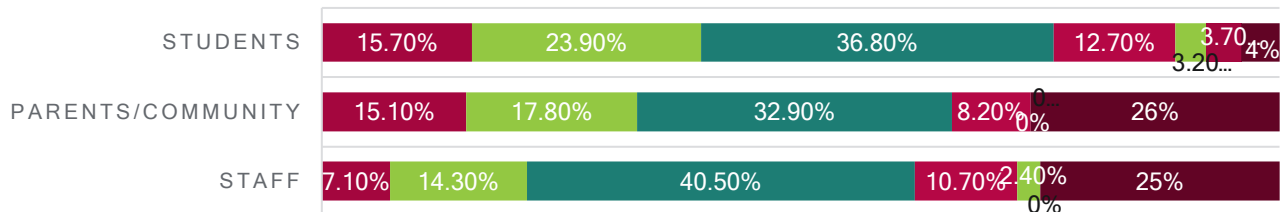
ONLINE BULLYING PROTECTION PROCEDURES

Extremely Satisfied Very Satisfied Satisfied Somewhat satisfied
somewhat dissatisfied dissatisfied Not able to comment



IDENTITY SECURITY (ONLINE FRAUD/THEFT, SHARING PERSONAL INFORMATION ETC)

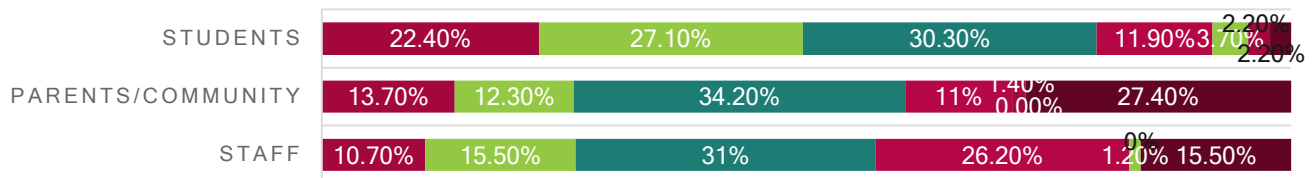
Extremely Satisfied Very Satisfied Satisfied Somewhat satisfied
somewhat dissatisfied dissatisfied Not able to comment



57.2% of Staff, 60.2% of Parents/Community and 79.8% of Students believe that the College warns young people about online predators and keeping safe online. 36.9% of Staff, 45.2% of Parents/Community and 60.1% of Students are satisfied that the College addresses addictive technology behaviours.

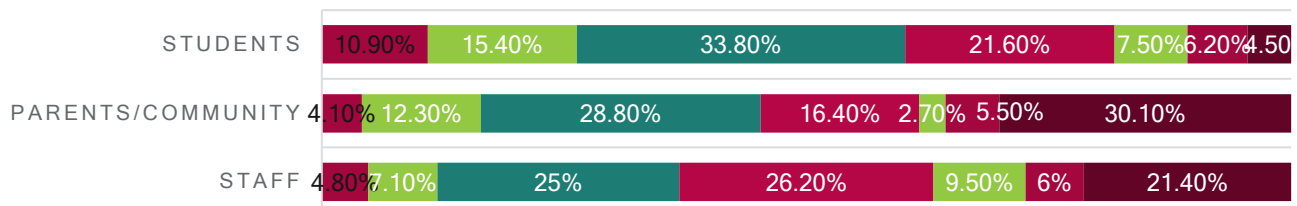
WARNING YOUNG PEOPLE ABOUT ONLINE PREDATORS AND KEEPING YOURSELF SAFE ONLINE.

Extremely Satisfied Very Satisfied Satisfied Somewhat satisfied
somewhat dissatisfied dissatisfied Not able to comment



ADDRESSING ADDICTIVE BEHAVIOURS (SCREEN TIME, GAMING ETC)

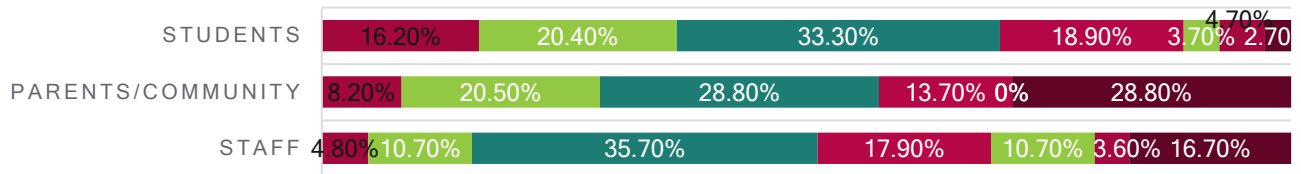
Extremely Satisfied Very Satisfied Satisfied Somewhat satisfied
somewhat dissatisfied dissatisfied Not able to comment



31% of Staff, 42.5% of Parents/Community and 30% of Students are either dissatisfied or unable to comment on College procedures and staff responsiveness regarding technology use.

ARE YOU SATISFIED THAT STAFF ARE AWARE OF THESE PROCEDURES AND RESPONSIVE TO STUDENT CONCERNS REGARDING TECHNOLOGY USE?

Extremely Satisfied Very Satisfied Satisfied Somewhat satisfied
 somewhat dissatisfied dissatisfied Not able to comment

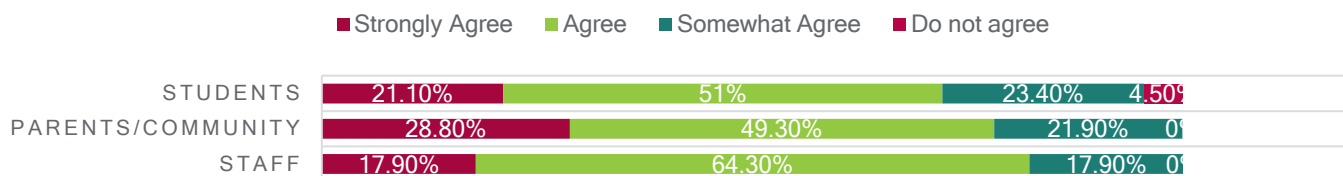


Life-long Learning

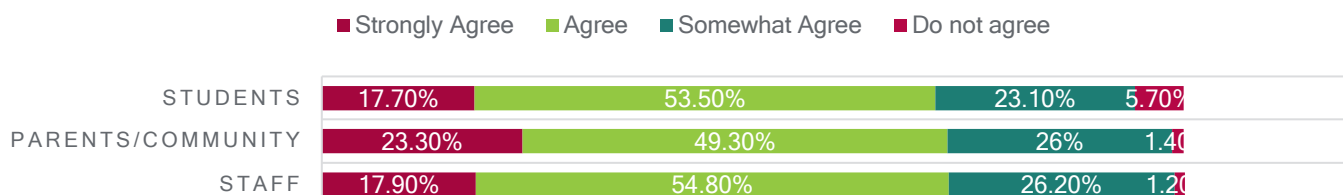
According to IBM (Busteed, 2020) people will have as many as 15 jobs in their working life and that the knowledge and skills students are learning today may no longer be relevant in the workplace in 2 to 3 years-time. (Busteed, 2020) This places more and more emphasis on teaching students the learning and thinking skills that they will require in the ever changing workplace of both today and the future.

82.2% of Staff, 78.1% of Parents/Community and 72.1% of Students agree that the College provides students with learning skills that they can use to apply to all situations. 72.7% of Staff, 72.6% of Parents/Community and 71.2% of Students believe that the College provides students with the social and ethical knowledge and understanding to approach all stages of life. However, it needs to be noted that 17.9% of Staff, 21.9% of Parents/Community and 27.9% of Students somewhat agree or do not agree.

RIVERSIDE CHRISTIAN COLLEGE PROVIDES STUDENTS WITH LIFE-LONG LEARNING SKILLS THEY CAN APPLY TO ALL SITUATIONS.

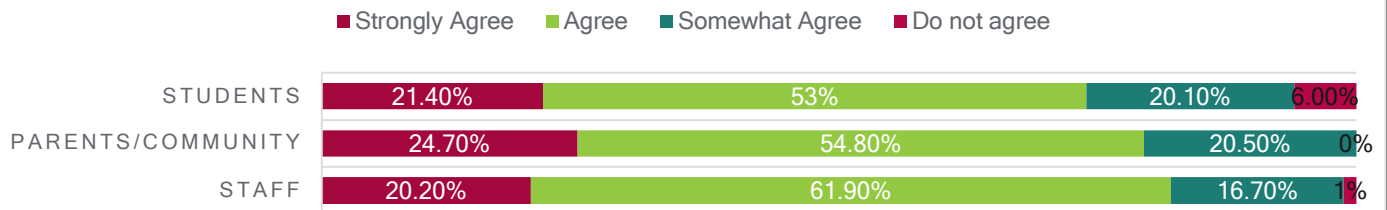


RIVERSIDE CHRISTIAN COLLEGE PROVIDES STUDENTS WITH THE SOCIAL AND ETHICAL KNOWLEDGE AND UNDERSTANDING TO APPROACH ALL STAGES OF LIFE



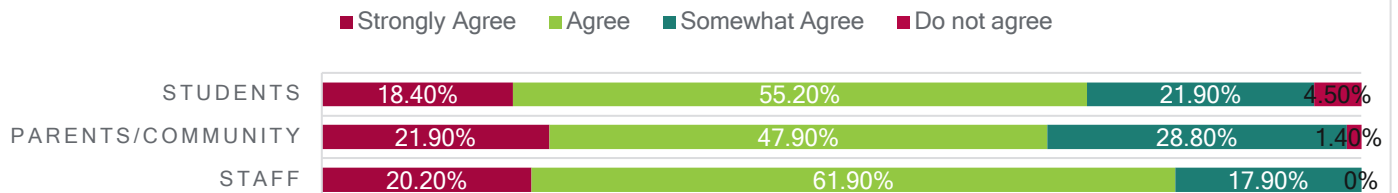
82.1% of Staff, 79.5% of Parents/Community and 74.4% of Students agree that the College provides students with the basic skills and general knowledge they will need for life. However, 6% of Students and 1% of Staff disagree with this assessment.

RIVERSIDE CHRISTIAN COLLEGE PROVIDES STUDENTS WITH THE BASIC SKILLS AND GENERAL KNOWLEDGE THEY WILL NEED FOR LIFE

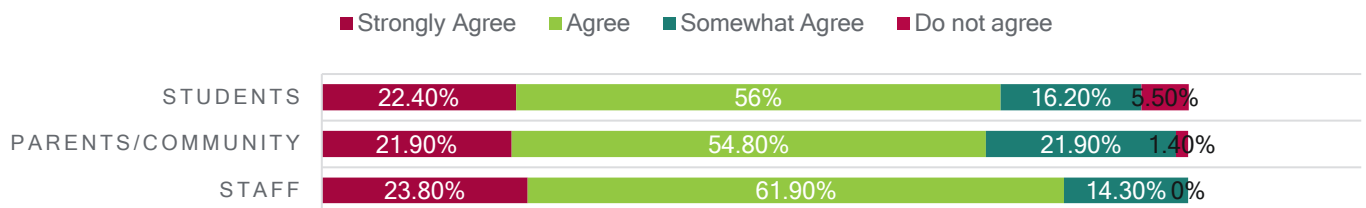


82.1% of Staff, 69.8% of Parents/Community and 73.6% of Students agree that the College equips students with the skills needed for the workforce. However, 4.5% of Students and 1.4% of Parents/Community do not agree that the College equips students with the skills for the workforce. 85.7% of Staff, 76.7% of Parents/Community and 78.4% of Students agree that the College teaches students in a way that will allow them to successfully undertake university study. 5.5% of Students and 1.4% of Parents/Community do not agree that the College prepares students for university.

RIVERSIDE CHRISTIAN COLLEGE EQUIPS STUDENTS WITH THE NECESSARY SKILLS TO ENTER THE WORKFORCE

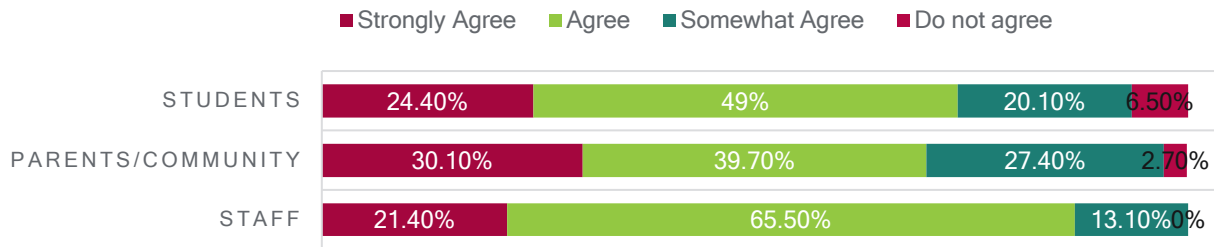


RIVERSIDE CHRISTIAN COLLEGE TEACHES STUDENTS IN A WAY THAT WILL ALLOW STUDENTS TO SUCCESSFULLY UNDERTAKE UNIVERSITY STUDY



86.9% of Staff, 69.8% of Parents/Community and 73.4% of Students agree that the College teaches students in a way that will allow students to get the best results. It should be noted that 13.1% of Staff, 30.1% of Parents/Community and 26.6% of Students somewhat agree or disagree that the College allows students to get their best results.

RIVERSIDE CHRISTIAN COLLEGE TEACHES STUDENTS IN A WAY THAT WILL ALLOW STUDENTS TO GET THEIR BEST RESULTS



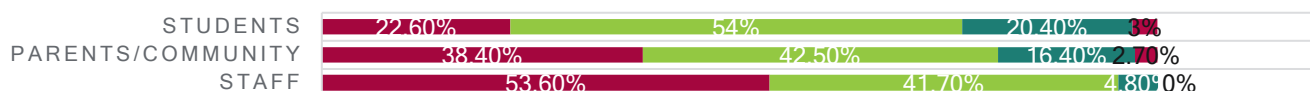
Improvement for Learning

Modern education is focused on schools adapting and readapting to the constant changes to modern life. Schools reflect both life and work and are designed to prepare students for both. The concept of continuous improvement is important to schools meeting the needs of their clientele. (Park et al., 2013) Improvement focuses on being proactive, seeking feedback, and being responsive to student needs.

95.3% of Staff, 80.9% of Parents/Community and 76.6% of Students agree that the College is committed to improvement practices and is proactive in supporting the improvement of teaching and learning. 84.5% of Staff, 80.9% of Parents/Community and 71.9% of Students agree that the College seeks opportunities to receive feedback.

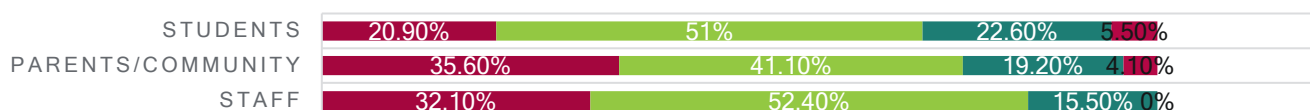
RIVERSIDE CHRISTIAN COLLEGE IS COMMITTED TO ONGOING IMPROVEMENT PRACTICES AND IS PROACTIVE IN SUPPORTING THE IMPROVEMENT OF TEACHING AND LEARNING

■ Strongly Agree ■ Agree ■ Somewhat Agree ■ Do not agree



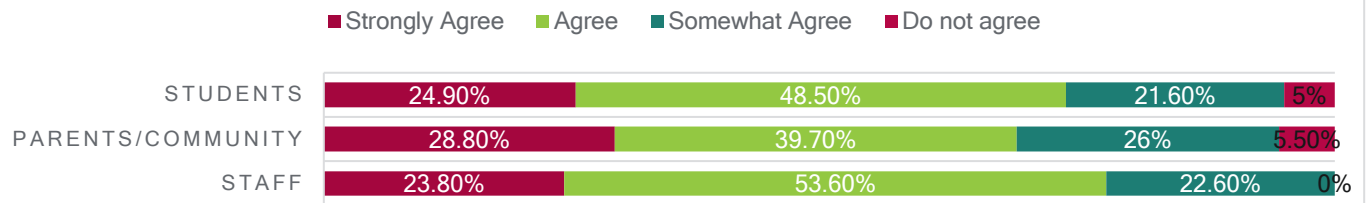
RIVERSIDE CHRISTIAN COLLEGE SEEKS OPPORTUNITIES TO RECEIVE FEEDBACK FROM STUDENTS, PARENTS AND MEMBERS OF THE COMMUNITY

■ Strongly Agree ■ Agree ■ Somewhat Agree ■ Do not agree



77.4% of Staff, 68.5% of Parents/Community and 73.4% of Students agree that the College is responsive to the learning needs of students, parents and staff. 22.6% of Staff, 31.5% of Parents/Community and 26.6% of Students either somewhat agree or disagree that the College is responsive to the learning needs of students, parents and staff.

RIVERSIDE CHRISTIAN COLLEGE IS RESPONSIVE TO THE LEARNING NEEDS OF STUDENTS, PARENTS AND STAFF MEMBERS



Summary

The Teaching and Learning Culture data for Riverside Christian College, includes the following highlights:

- 40.5% of Staff, 30.1% of Parent / Community strongly agree that the College prepares students for numerous future job opportunities, only 28.9% of students strongly agree.
- engaging students in broad training opportunities is mostly in favour of agree to strongly agree (Students 80.1%, Parents/Community 76.7% and Staff 86.9%), but focus needs to be on the reasons behind the somewhat agree to do not agree data (Students 19.9%, Parents/Community 23.3%, Staff 13.1%).
- Parents/Community strongly agree (32.9%) that handwriting is being hindered by technology. While Staff (19%) and Students (18.9%) are not as concerned there is still a significant amount of Staff (50%), Parents/Community (60.3%) and Students (50.7%) who agree that handwriting is being hindered by technology.
- It is worth noting that all three groups believe that Riverside Christian College is able to balance technology use in the classroom so that students still have the opportunity to develop strong relationships with their peers. However, it is worth noting that some Parents / Community (24.6%), Staff (23.8%) and Students (22.1) only somewhat agree or do not agree.
- distraction due to technology is recognised as a concern with 46.5% of Staff, 32.8% of Parents/Community and 42.8% of Students recognising and agreeing that this is a concern.
- 8.3% of Staff, 2.7% of Parents/Community and 10% of Students do not agree that the College has put in place excellent strategies to reduce distraction and off task behaviours when using technology.
- Riverside Christian College, has kept up to date with students of today and are responsive to the changing needs of young people. 72.6% of Staff, 72.6% of Parents/Community and 66.4% of Students believe that the College is responsive.
- Riverside Christian College facilities shows that 71.4% of Staff, 74% of Parents/Community and 79.8% of Students feel that the College facilities have kept up to date with student needs.
- 25% of staff, 26.1% of Parents / Community and 21.6% of Students, agree that the classroom learning spaces are flexible.
- 79.7% of Staff, 69.9% of Parents/ Community and 73.3% of Students believe that Riverside Christian College engages with students and responds well to students different learning needs.
- the data for interesting and challenging learning, only 7.10% of Staff felt that learning needed to be more interesting and challenging whereas Students stated that 20.6% strongly agreed that learning needs to be more interesting and challenging.
- 82.2% of Staff, 69.9% of Parents / Community and 69.9% of Students believe that the most important learning for young people is to develop literacy and numeracy skills.
- 65.5% of Staff, 32.9% of Parents/ Community and 44.3% of Students believe that Riverside Christian College needs to improve literacy and numeracy development across the College.

- 65.5% of Staff, 65.7% of Parents / Community and 63.9% of Students believe that STEM is essential to students future and must be prioritised in schools.
- 85.7% of Staff, 68.5% of Parents / Community and 80.1% of Students believe that Riverside Christian College offers a broad range of learning.
- 30.9% of Staff, 16.4% of Parents/Community and 42.7% of Students value the data that NAPLAN provides.
- 67.9% of Staff, 65.7% of Parents / Community and 73.1% of Students believe that the College prepares students well for assessments and examination.
- 84.5% of Staff, 61.6% of Parents/Community and 72.9% of Students, believe that the College provides students with a range of feedback opportunities both before assessments, during drafting and upon return of the assessment.
- 98.8% of Staff, 91.8% of Parents/Community and 82.9% of Students believe that the College encourages students to do their best.
- 79.8% of Staff, 73.9% of Parents/Community and 74.7% of Students agree that the College supports students who are having difficulty in learning.
- 27.4% of Staff, 24.7% of Parents/Community and 23.4% of Students strongly agree that the College promotes student excellence in learning and provides a range of challenging learning experiences both in class and as part of extra-curricular programs.
- 8.3% of Staff, 13.7% of Parents/Community and 24.10% of Students believe that students are engaged in extension and gifted and talented programs.
- 66.7% of Staff, 73.9% of Parents/Community and 67.7% of Students believe that the College lives their Christian Ideals.
- 89.3% of Staff, 82.1% of Parents/Community and 76.1% of Students believe that the College offers a supportive and nurturing environment focused on strong Christian values.
- 29.8% of Staff, 32.9% of Parents/Community and 45.3% of Students believe that the College sets high behaviour expectations.
- The data shows that 89.2% of Staff, 83.6% of Parents/Community and 82.5% of Students believe that the College encourages positive behaviour and supports students to meet these expectations.
- 73.8% of Staff, 74% of Parents/Community and 74.9% of Students believe that the College offers opportunities for students to engage actively in the College and broader community.
- 76.2% of Staff, 67.1% of Parents/Community and 75.1% of Students believe that the College offers opportunities for students to demonstrate leadership skills through a range of opportunities.
- 84.5% of Staff, 72.6% of Parents/Community and 51.7% of students believe that teachers at Riverside Christian College, provide instructions to the students and students complete a range of learning activities.
- Staff (58.3%), Parents/Community (52.1%) and Students (50.5%) agree that practical hands on activity is the most engaging.
- 51.2% of Staff, 39.7% of Parents/Community and 33.4% of Students somewhat agree or do not agree that the College has effective classroom management procedures in regard to technology in the classroom.
- 23.8% of Staff and 24.7% of Parents/Community selected unable to comment when it comes to online bullying protection procedures.

- 25% of Staff, 26% of Parents/Community and 4% of Students were not able to comment on the College identity security procedures.
- 57.2% of Staff, 60.2% of Parents/Community and 79.8% of Students believe that the College warns young people about online predators and keeping safe online.
- 36.9% of Staff, 45.2% of Parents/Community and 60.1% of Students are satisfied that the College addresses addictive technology behaviours.
- 31% of Staff, 42.5% of Parents/Community and 30% of Students are either dissatisfied or unable to comment on College procedures and staff responsiveness regarding technology use.
- 82.2% of Staff, 78.1% of Parents/Community and 72.1% of Students agree that the College provides students with learning skills that they can use to apply to all situations.
- 72.7% of Staff, 72.6% of Parents/Community and 71.2% of Students believe that the College provides students with the social and ethical knowledge and understanding to approach all stages of life.
- 82.1% of Staff, 79.5% of Parents/Community and 74.4% of Students agree that the College provides students with the basic skills and general knowledge they will need for life.
- 82.1% of Staff, 69.8% of Parents/Community and 73.6% of Students agree that the College equips students with the skills needed for the workforce.
- 85.7% of Staff, 76.7% of Parents/Community and 78.4% of Students agree that the College teaches students in a way that will allow them to successfully undertake university study.
- 86.9% of Staff, 69.8% of Parents/Community and 73.4% of Students agree that the College teaches students in a way that will allow students to get the best results.
- 95.3% of Staff, 80.9% of Parents/Community and 76.6% of Students agree that the College is committed to improvement practices and is proactive in supporting the improvement of teaching and learning.
- 84.5% of Staff, 80.9% of Parents/Community and 71.9% of Students agree that the College seeks opportunities to receive feedback.
- 77.4% of Staff, 68.5% of Parents/Community and 73.4% of Students agree that the College is responsive to the learning needs of students, parents and staff.

Recommendations

Riverside Christian College would be advised to consider the following:

- it will be essential for the College to establish a strong response to community perceptions with a particular focus on College marketing that is directed to improvement practices and acknowledging excellent teaching and learning.
- work on promoting College decisions using methods appropriate to Generation X and Y parents and community members. This includes direct communication as well as online and social media communications.
- work on improving the College website, and use this as a method for promoting educational excellence and informing the community about College practices.
- work on improving community engagement. This should involve providing information to the community as well as increasing open projects such as sporting events, facility usage, after hours events and celebrations. Time should also be invested to develop strong relationships with community groups and employment / potential employers within the community.
- parent support and training should also be considered with parent focused events being considered e.g.: Supporting Year 12 Parents, Year 12 Parent Support Groups, Encouraging reading at home, Mental health information sessions etc.
- work towards increasing the College presence in the educational field by engaging educators in professional development offerings, inter-school competitions and involve students in external competitions focused on educational excellence.
- it is recommended that the College investigate employment skills and needs and ensure that teaching and learning utilises these skills and ensure that training is being offered that will allow students to access these employment opportunities.
- further investigation needs to be undertaken to ensure that the College is accessing a broad range of training opportunities that will allow students to access further training, apprenticeships, traineeships, work and university.
- investigate how much handwriting is being done in all classes and consider placing limitations and expectations around handwriting from P-12.
- introduce programs that will allow students to develop strong peer relationships that focus on face-to-face interactions.
- create technology procedures and policies that reduce distraction and off task behaviours in students.
- introduce a pedagogy and teaching strategies that allow staff to be responsive to student needs. This should include a particular focus on evidence-based learning, feedback, goal setting and differentiation strategies.
- further research needs to be done on the teaching and learning needs in each of the areas of the College (Junior, Middle and Senior). Classroom facilities then need to be assessed with this focus in mind. Classroom modernisation needs to be a focus of the College 5 year planning with classroom facilities being refurbished across the College.
- examine the curriculum with student engagement in mind. This should also include a focus on extension, differentiation and gifted and talented learning opportunities across all sectors and subjects.
- introduce programs that improve literacy and numeracy across the College. Further

work on Read to Learn, Write that Essay and Practical Math should be considered alongside detailed evidence-based strategies that focus on improving individual student literacy and numeracy.

- look at introducing e-STEAM into extra-curricular programs, VIP and extension programs (SOAR).
- look at how the area of the Arts is marketed inside and outside the College. Parent and Community perception is that the College does not offer the full range of Arts programs.
- look at how NAPLAN fits into teaching and learning as part of the evidence-based practice strategies for the College and strategize how the negative perception of NAPLAN can be shifted with Staff, Students and Parents/Community.
- create effective moderation, and assessment procedures that will assist staff to improve assessment creation and implementation.
- create a feedback procedure that includes a range of feedback practices that will improve feedback provided to students.
- create a whole college approach to extension, and gifted and talented education. This should focus on curriculum development, extra-curricular opportunities and leadership.
- work on developing a curriculum that adheres to Christian values and ideals. All College, curriculum, policies and procedures should refer to the college values and the College should develop strategies that reflect “Quality Christian Education.”
- investigate the perceptions around the College behaviour expectations and look at revising the current behaviour policy, including positive behaviours.
- continue work on developing the College student leadership practices.
- continue to invest time and energy into developing the Model for Teaching and Learning, Pedagogical Model and Impact+ strategies in order to improve teaching and learning.
- create procedures and policies that focus on technology management, online bullying, identity security, online safety and addictive behaviours. This should be combined with educational programs that support students in developing online safety skills.
- ensure that all curriculum across the College has a focus on developing essential thinking and learning skills. This should form an essential part of the Pedagogical Model.

Next Steps

In response to this report, Riverside Christian College should:

- Review the findings from this report and discuss the recommendations. Executive and Student Leadership Team should examine each data set and connected recommendation and create a list of actions. From the list of actions teachers should create a problem solution matrixes, or goal setting process focused on improvement strategies, timeline for actions and evidence.
- Each set of data should be examined in detail and a PPEI (Problem, Preparation, Exploration and Improvement Cycle) with a focus on Exploration should be completed to look for opportunities for development. Key questions for focus include:
 - What are the issues in the data?
 - What does the research say are effective ways to improve?
 - Establish a plan of attack.
- Once both reviews have been completed the data should be used to create the 2021 strategic goals for the College. All implemented strategies should follow an improvement cycle (research, develop, implement, evaluate).
- The next Teaching and Learning Culture survey should be completed Term 2 2021. This should be completed on an annual basis and be used to build longitudinal data for College improvement.

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