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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 2020-21* is the second 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 community's 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. 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.

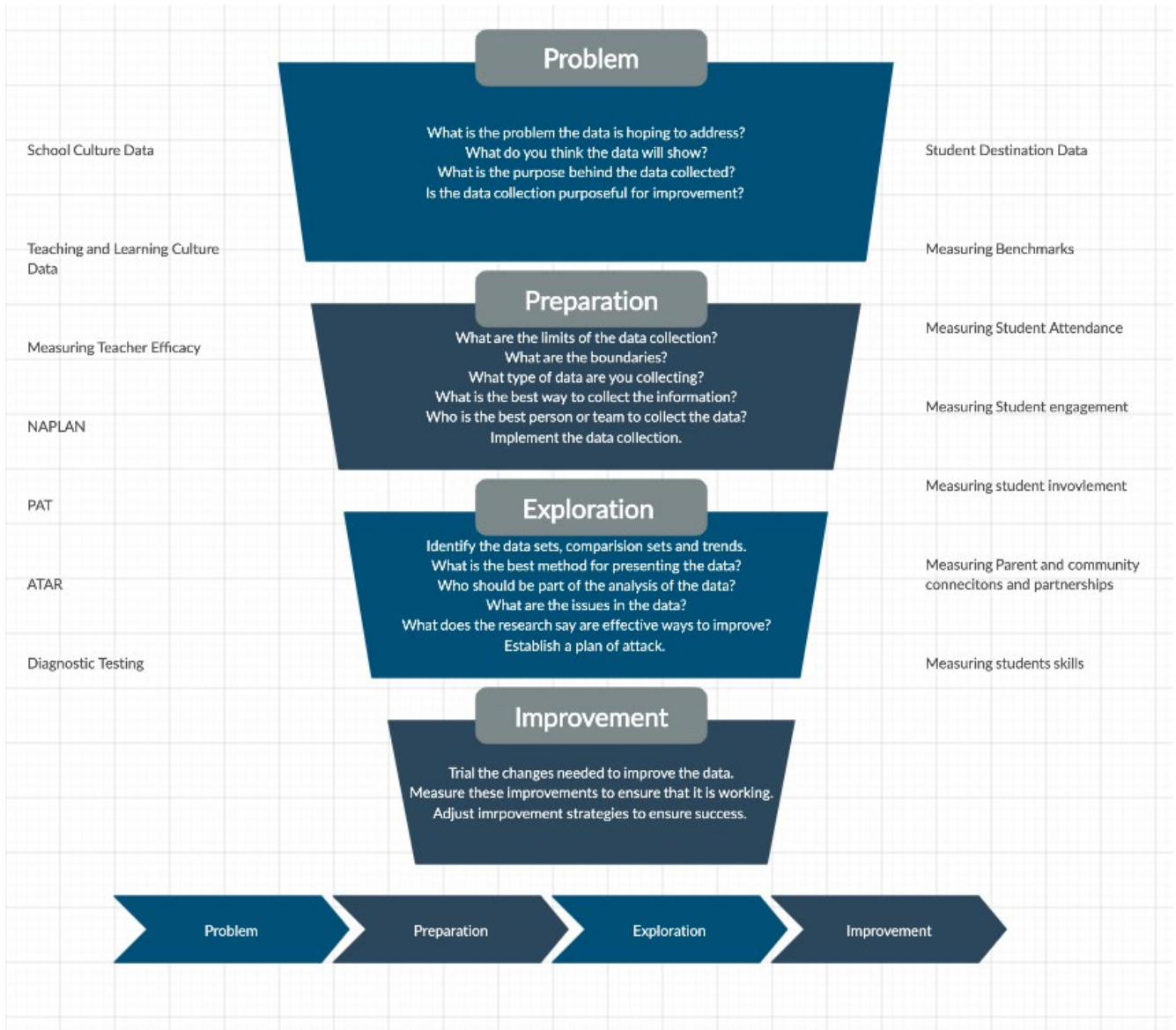
SEEING THE CHALLENGES AHEAD

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 2020-21*, 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.

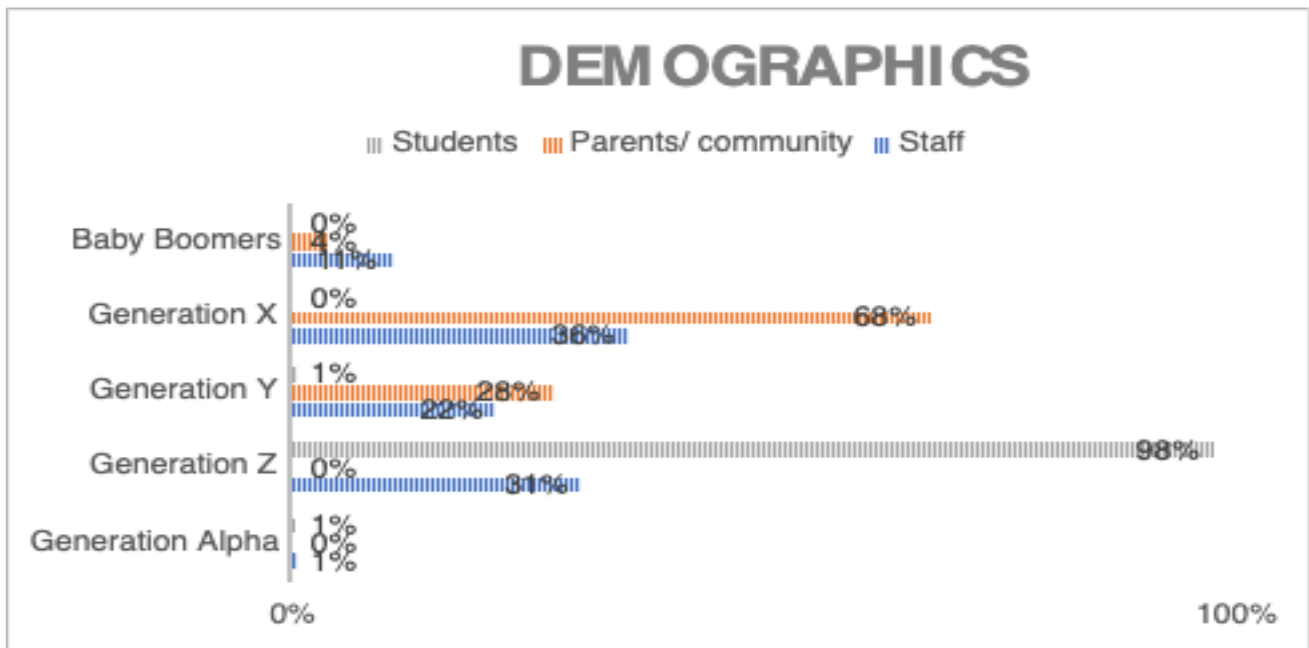
Trends in Australian education are changing and it is essential that the College keeps abreast of educational innovation and ensures that our staff are upskilled in how students learn best.

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 118 staff, 25 parents/carers/community members and 287 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 68% of Parents and community and 36% of Staff. However, it should also be noted that Parents/Community and Staff have a growing number from Generation Y (born 1980-1994) with 28% of Parents and community and 22% 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

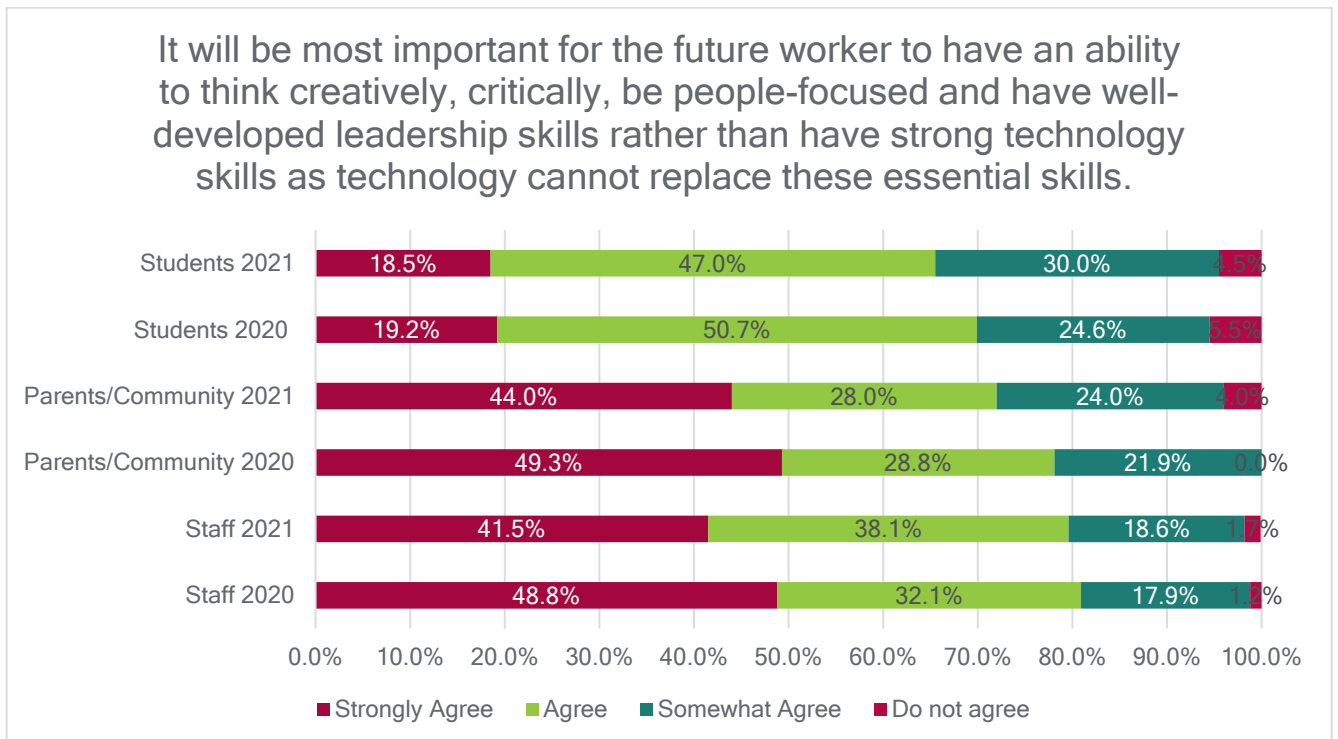
According to the Foundation for Young Australians, the jobs of the future will require workers to be flexible, possessing a wider range of transferable skills. (2017) These skills will require workers to be creative, critical, and people-focused. It is estimated that by 2030, workers will more frequently 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 2021, both staff (41.5%) and parents/community (44%) 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 is a slight decrease from data collected in 2020 with a staff decrease of 7.3% and parent/community decrease of 5.3%.

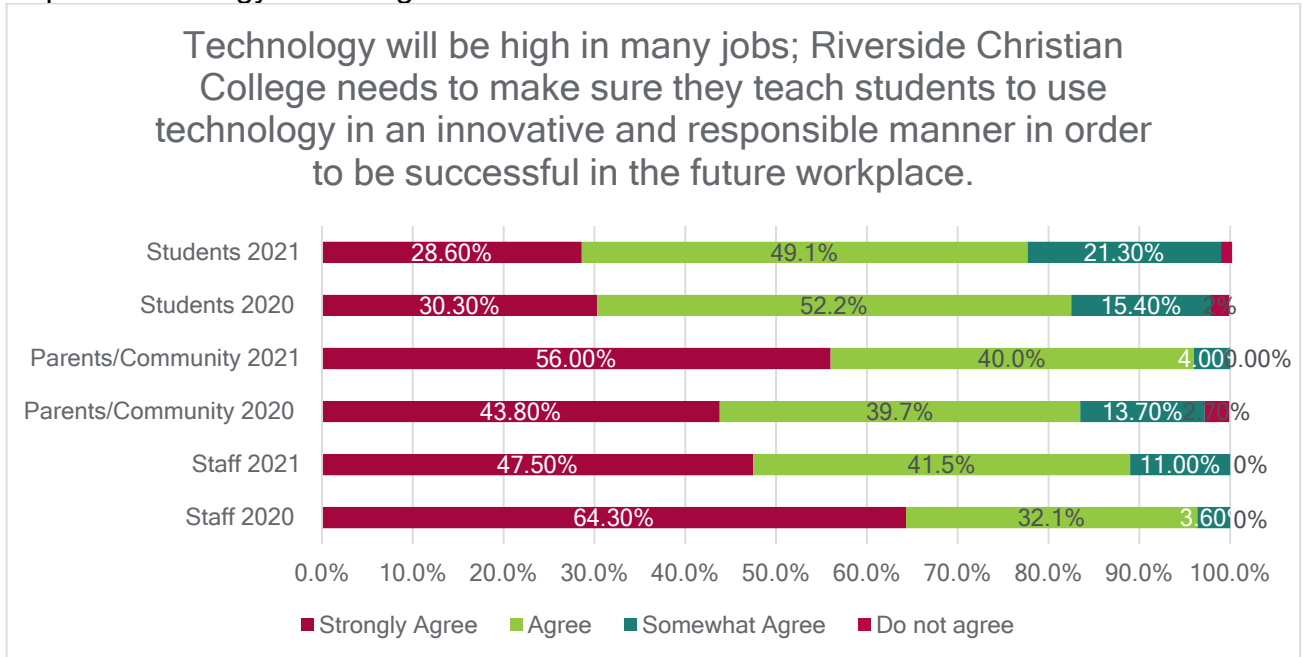
This data indicates a change in perception with staff and parents/community not placing as high a value on creative and critical thinking, people-focused skills and leadership skills than technology skills.

However, only 18.5% of students strongly agree that this is the case. While 47% of students do agree, 4.5% 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.



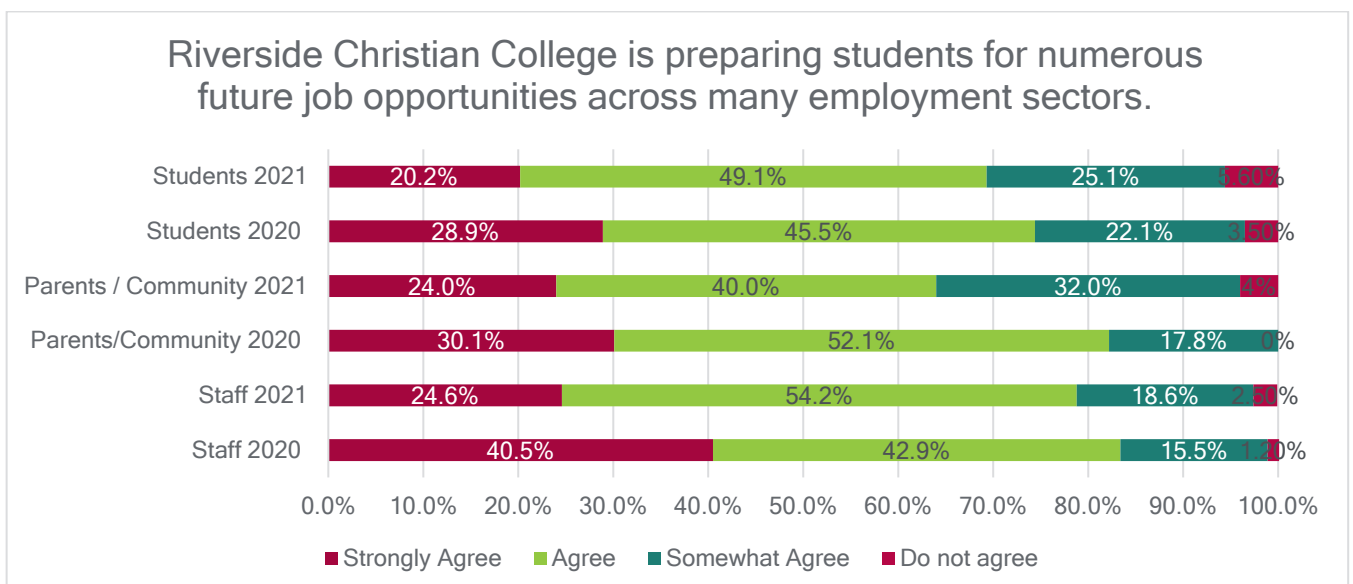
TEACH TECHNOLOGY IN AN INNOVATIVE AND RESPONSIBLE MANNER

Not surprisingly, in 2021 the Parents / Community (96%), Staff (89%) and Students (77.7%) 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. This is relatively consistent for Students, Parents/Community and Staff between 2020 and 2021. 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.



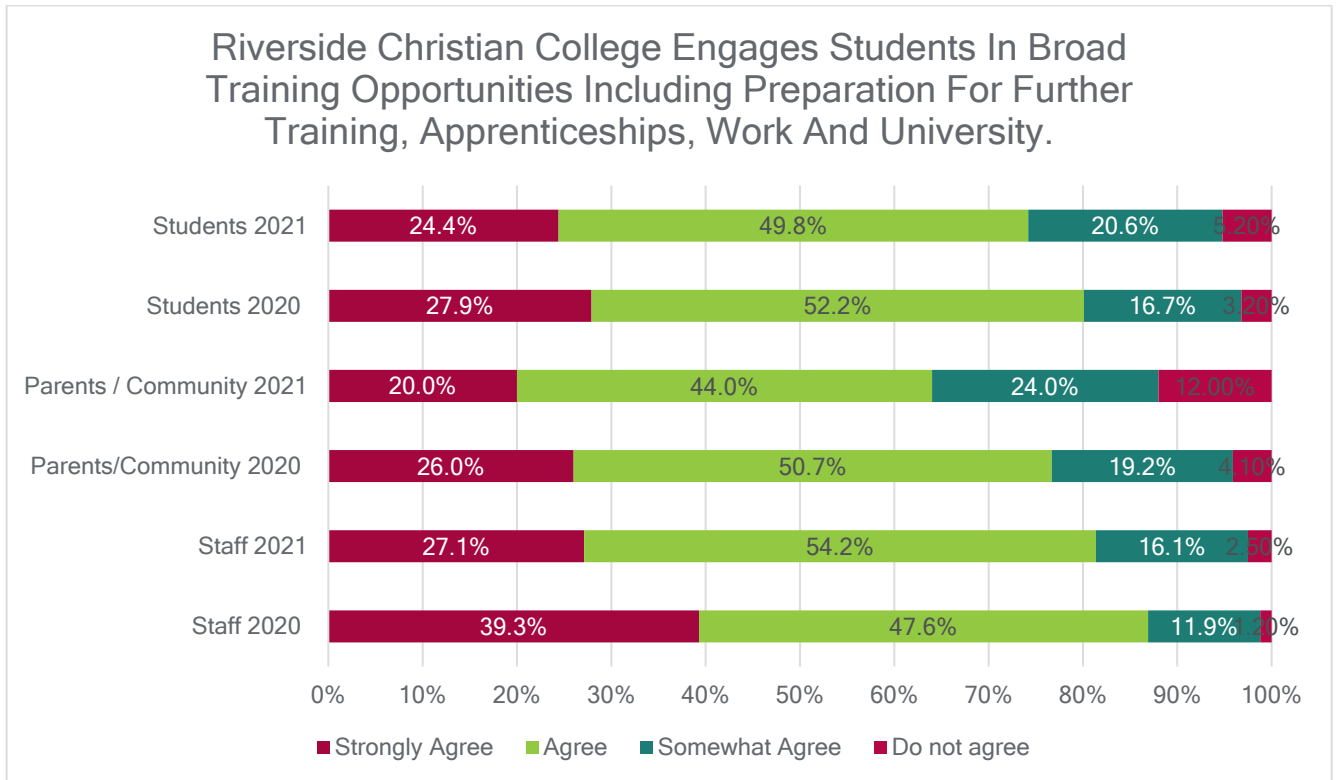
FUTURE JOB OPPORTUNITIES

According to the data collected in 2021, 24.6% of Staff, 24% of Parent / Community strongly agree that the College prepares students for numerous future job opportunities, only 20.2% of students strongly agree. This indicates a decrease from data collected in 2020 with staff stating that they strongly agree 40.5%, Parents and Community 30.1% and Students 28.9%. The data indicates that work needs to be done in this area to ensure that the College is meeting the needs of all students.



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 74.2%, Parents/Community 64% and Staff 81.3%), the somewhat agree to do not agree data (Students 25.8%, Parents/Community 36%, Staff 18.6%) needs to be investigated. This indicates a decrease in agree across all participants despite the increase in course types, subject offerings and a wider variety of certificate offerings for 2021.

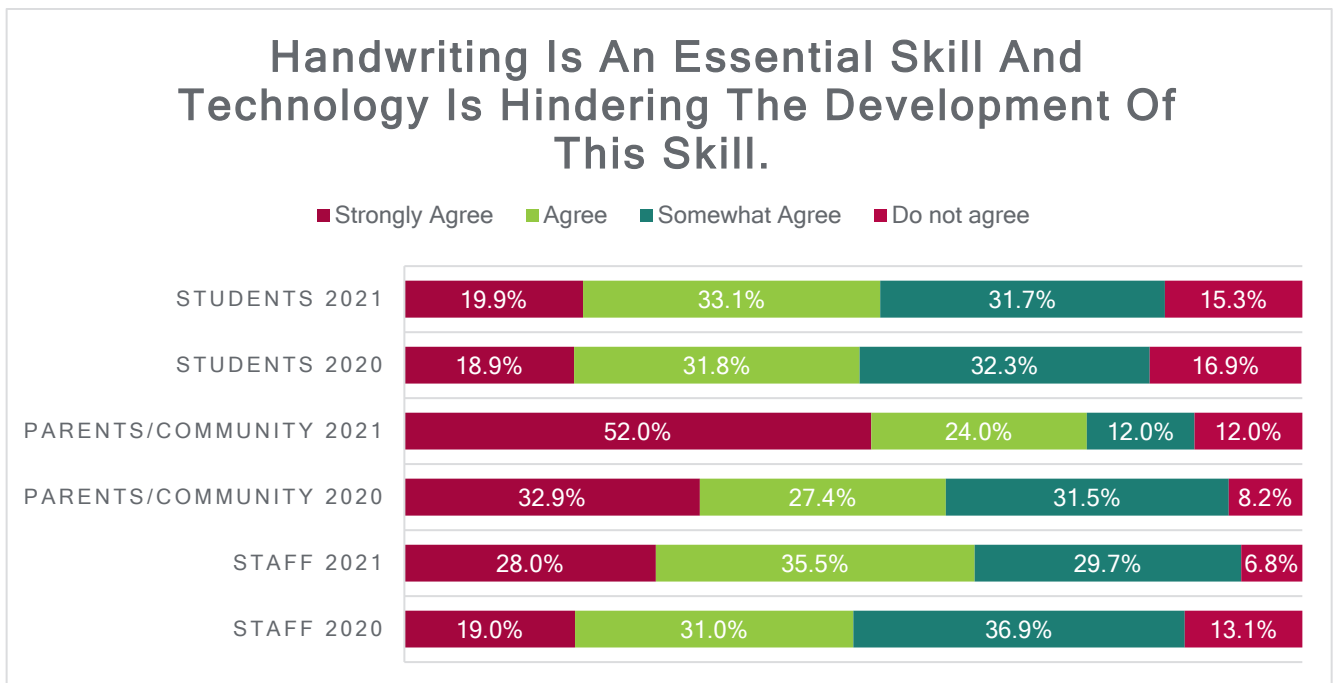


Impact of Technology

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. (McCordle, 2020; Raja & Nagasubramani, 2018)

HANDWRITING

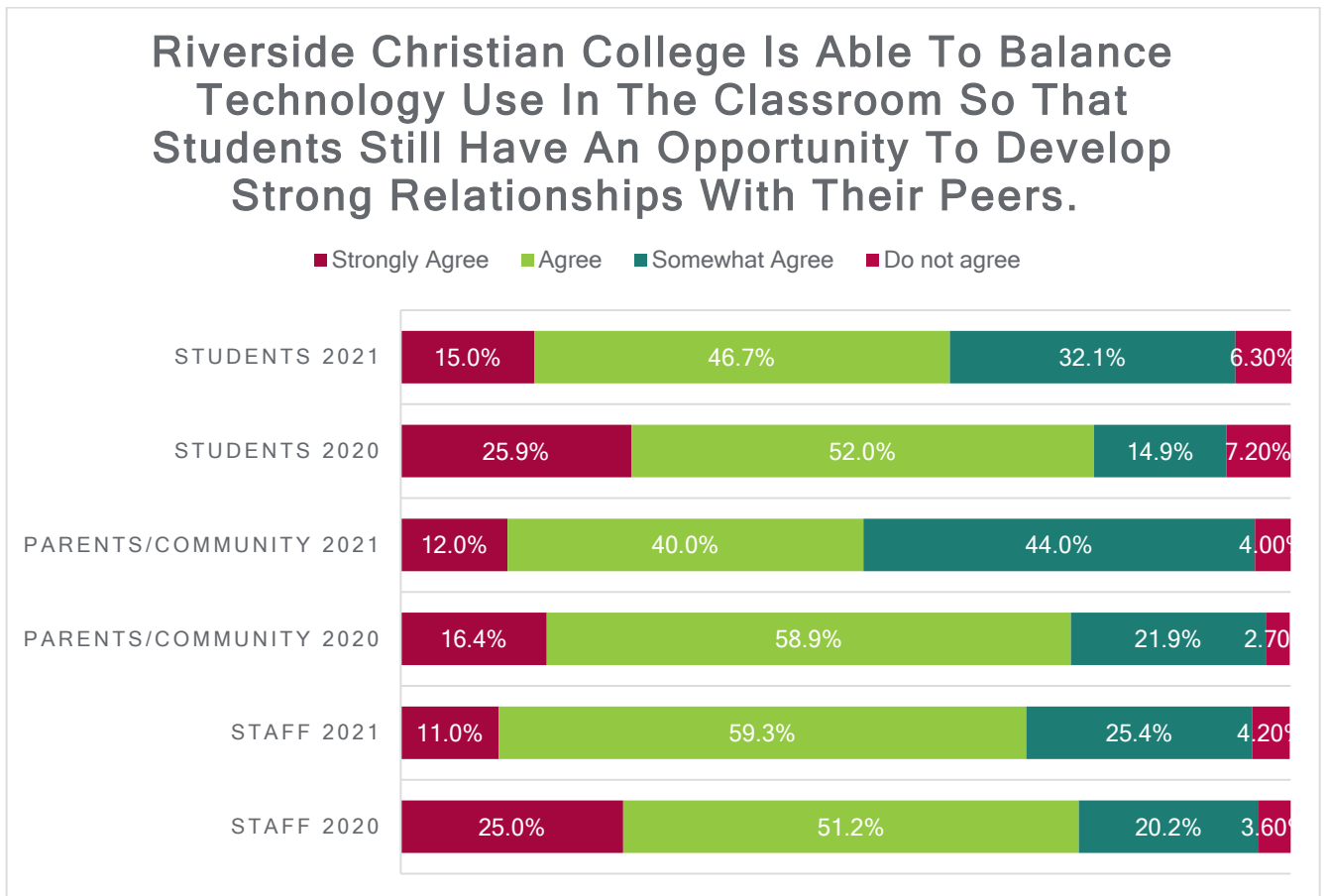
According to the Teaching and Learning Culture survey, Parents/Community strongly agrees (52%) that handwriting is being hindered by technology. While Staff (28%) and Students (19.9%) are not as concerned. For 2021 there has been an increase in believing that handwriting is an essential skill and technology is hindering it with an increase of 14% of Staff, 15.7% of Parents/Community and 2.3% of Students.



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 Riverside Christian College results between 2020 and 2021 has decreased in the amount of people who believe that the College is able to balance technology use in the classroom. 2021 results indicate that parents/community (48%), staff (29.6%) and students (38.4%) believe that the College is not able to balance technology use in the classroom so that students still have the opportunity to develop strong relationships with their peers (somewhat agree and do not agree).

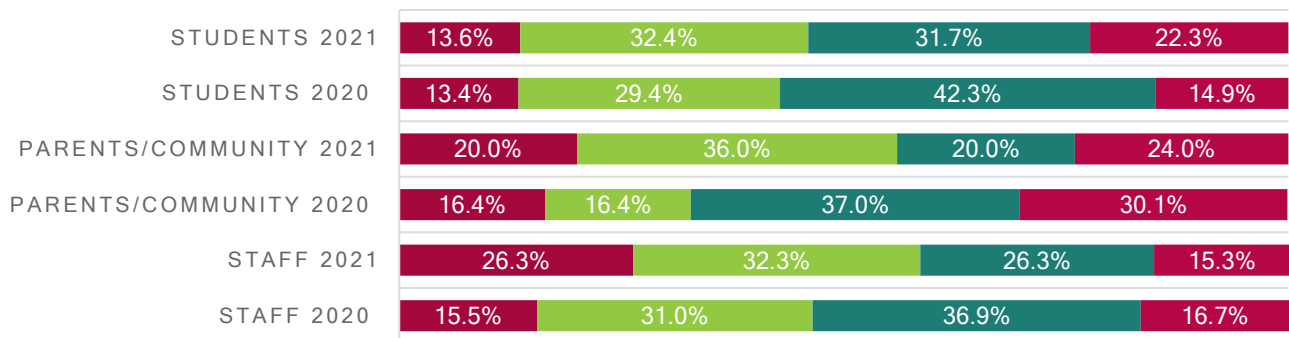


STUDENT DISTRACTION

According to the Teaching and Learning data in 2021, distraction due to technology is still a concern with 58.3% of Staff, 56% of Parents/Community and 46% of Students indicating that it is a concern, an increase from 2020. It should be noted that, 15.3% of Staff, 12% of Parents/Community and 18.5% of Students do not agree that the College has put in place excellent strategies to reduce distraction and off task behaviours when using technology.

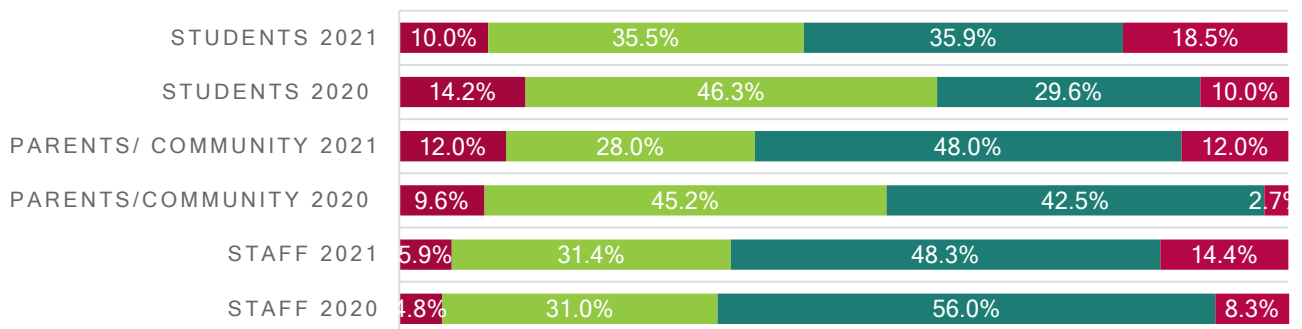
Technology Use In The Classroom Is Seeing A Rise In Students Being Distracted And Off Task.

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



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.

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

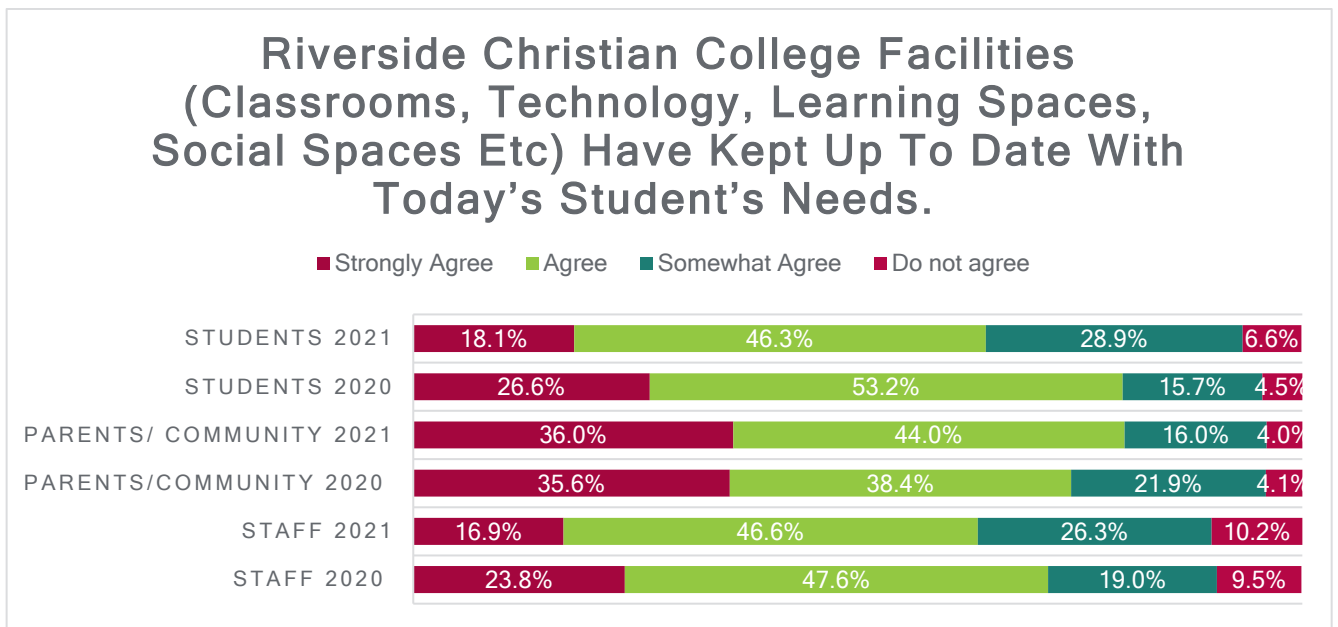


Learning Spaces

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

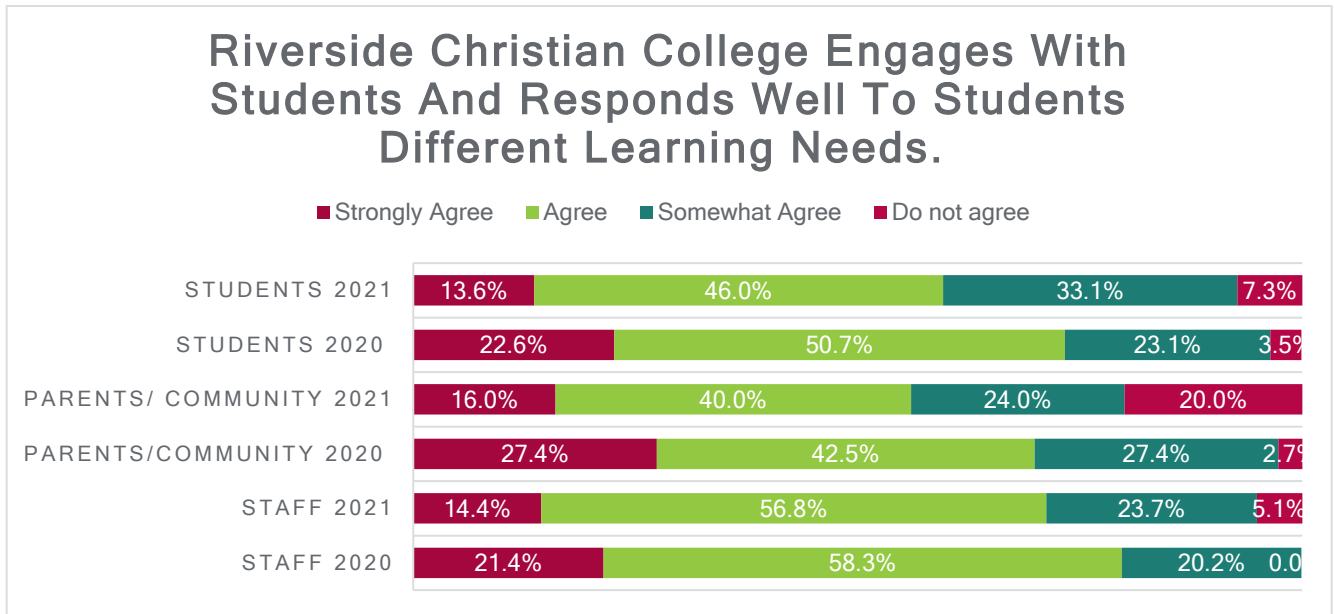
Riverside Christian College facilities shows that in 2021 63.5% of Staff, 80% of Parents/Community and 64.4% of Students feel that the College facilities have kept up to date with student needs. However, it should be noted that Staff (7.9%) and Students (15.4%) results have decreased in satisfaction between 2020 and 2021 while Parents and Community have increased (6%). 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.



Learning Focus

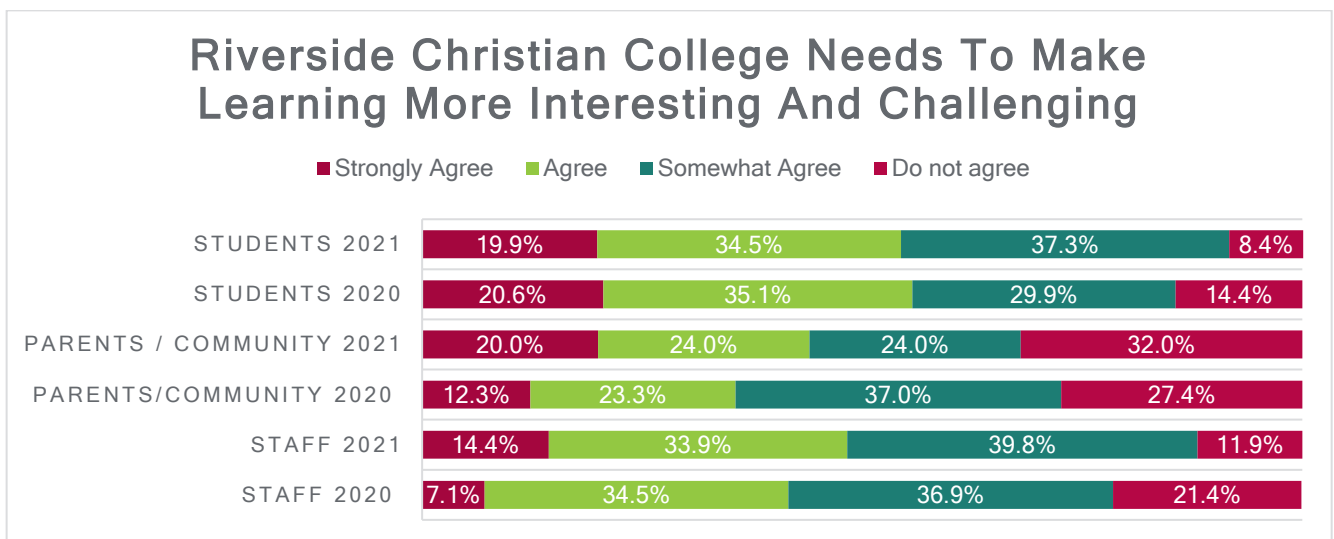
Modern education

In 2021 we see a decrease in staff, students and parents/ community believing that the College engages with students and responds well the students different learning needs. 71.2% of Staff (down 8.5%), 56% of Parents/ Community (down 13.9%) and 59.6% of Students (down 13.7%) believe that Riverside Christian College engages with students and responds well to students different learning needs.



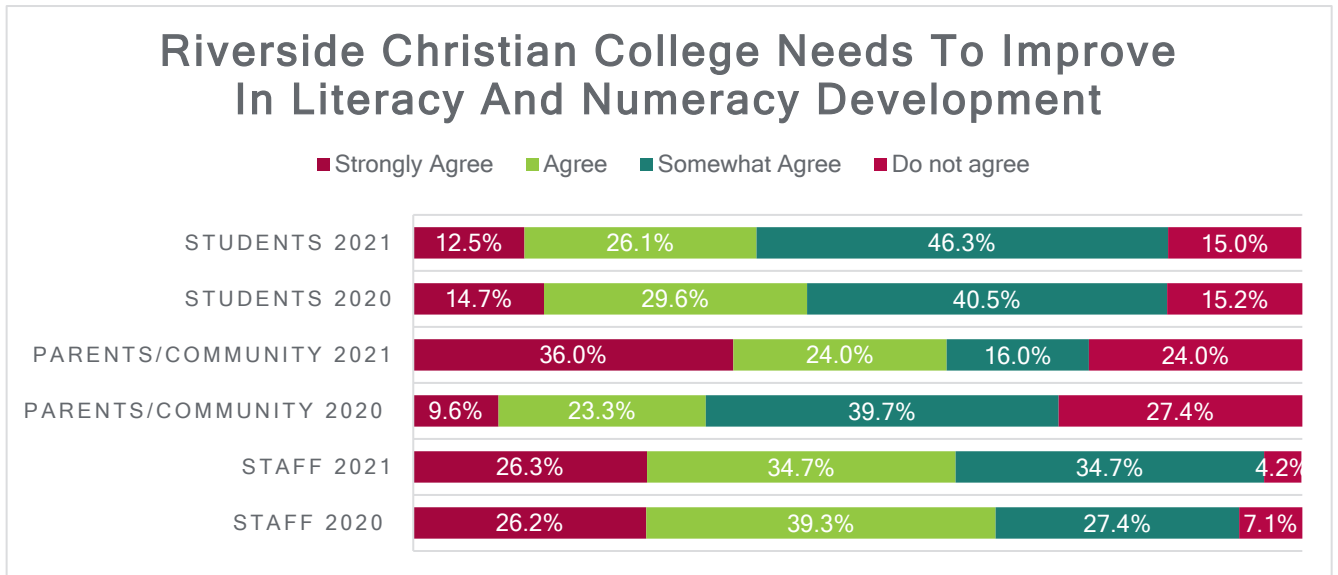
LEARNING IS INTERESTING AND CHALLENGING

What is interesting to note is that between 2020 and 2021 more staff selected strongly agree and agree with an increase of 6.7% indicating that staff believe that more work needs to be done to make learning more interesting and challenging. Student results have remained relatively consistent with 54.4% strongly agree and agree in 2021 in comparison to 55.7% in 2020 indicating that at least half the student population believes that learning needs to be more interesting and challenging. Parent /Community like staff have indicated that more needs to be done to make learning more interesting and challenging with an increase of 5.5% between 2021 (44%) and 2020 (35.6%).



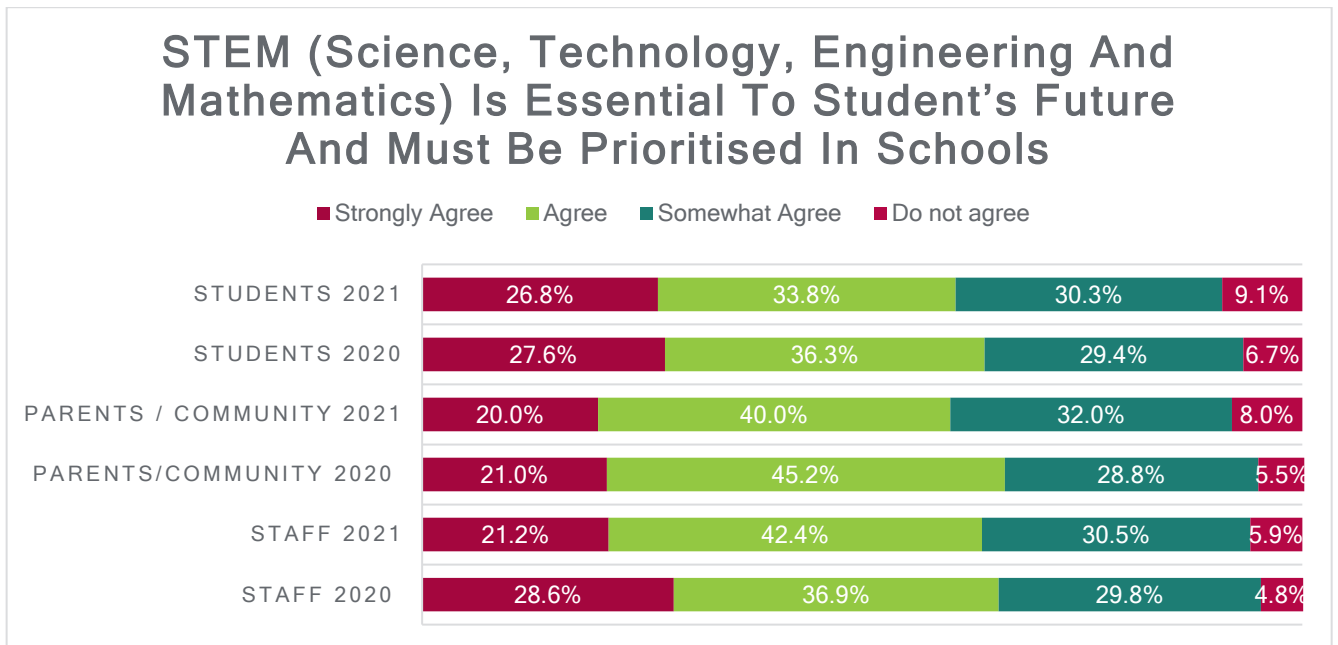
LITERACY AND NUMERACY

It needs to be noted that Parents/ Community in 2021 has seen a significant increase in the strongly agree and agree categories with an increase of 27.1% who believe that the College needs to improve in literacy and numeracy development with 60% of parents and community feeling like improvement is needed.



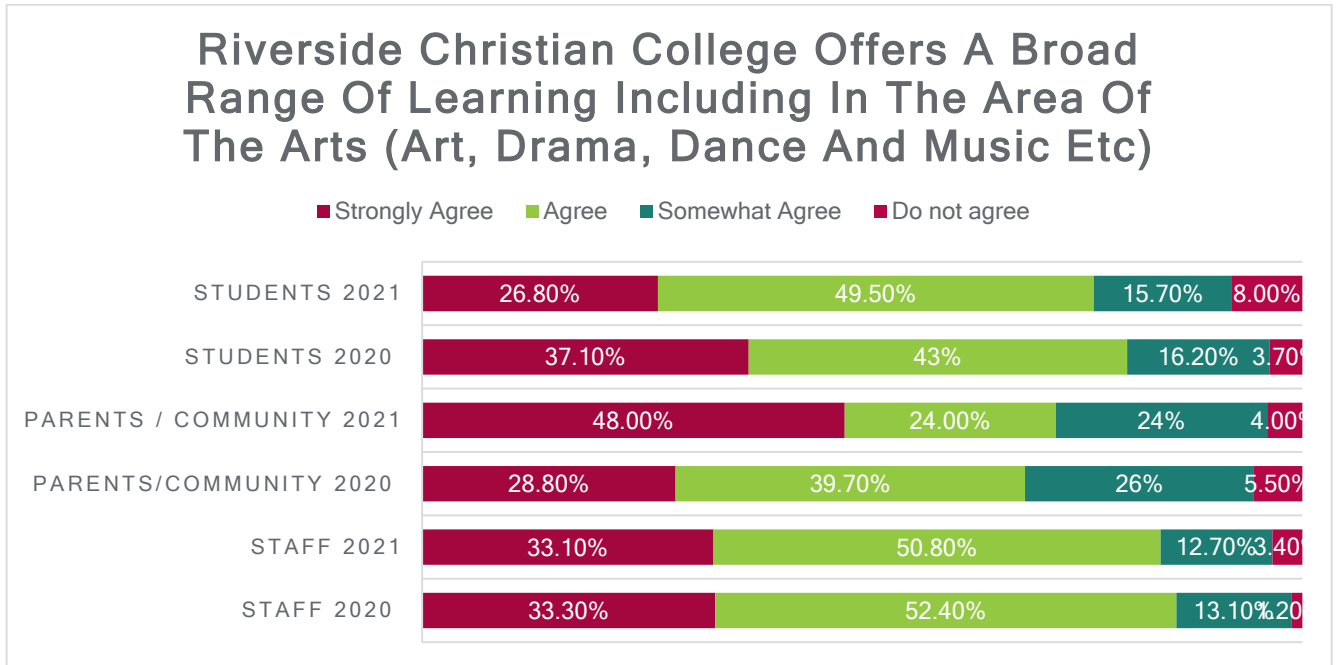
STEM

In 2021 63.6% of Staff, 60% of Parents / Community and 60.6% of Students believe that STEM is essential to students future and must be prioritised in schools. This is relatively consistent with 2020 results.



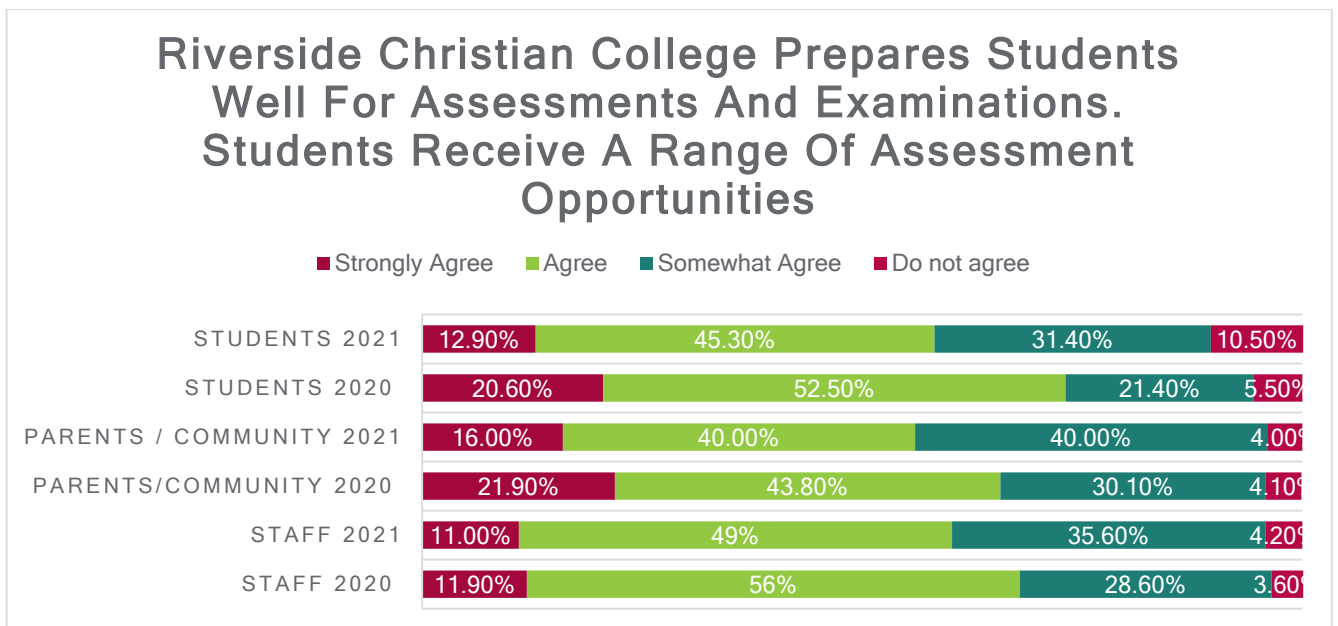
THE ARTS

The 2020 and 2021 results are relatively consistent with staff, parents/community and students believing that the College offers a broad range of learning. 83.9% of Staff, 72% of Parents / Community and 76.3% 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 lower (but has increased between 2020 and 2021 – 3.5%).



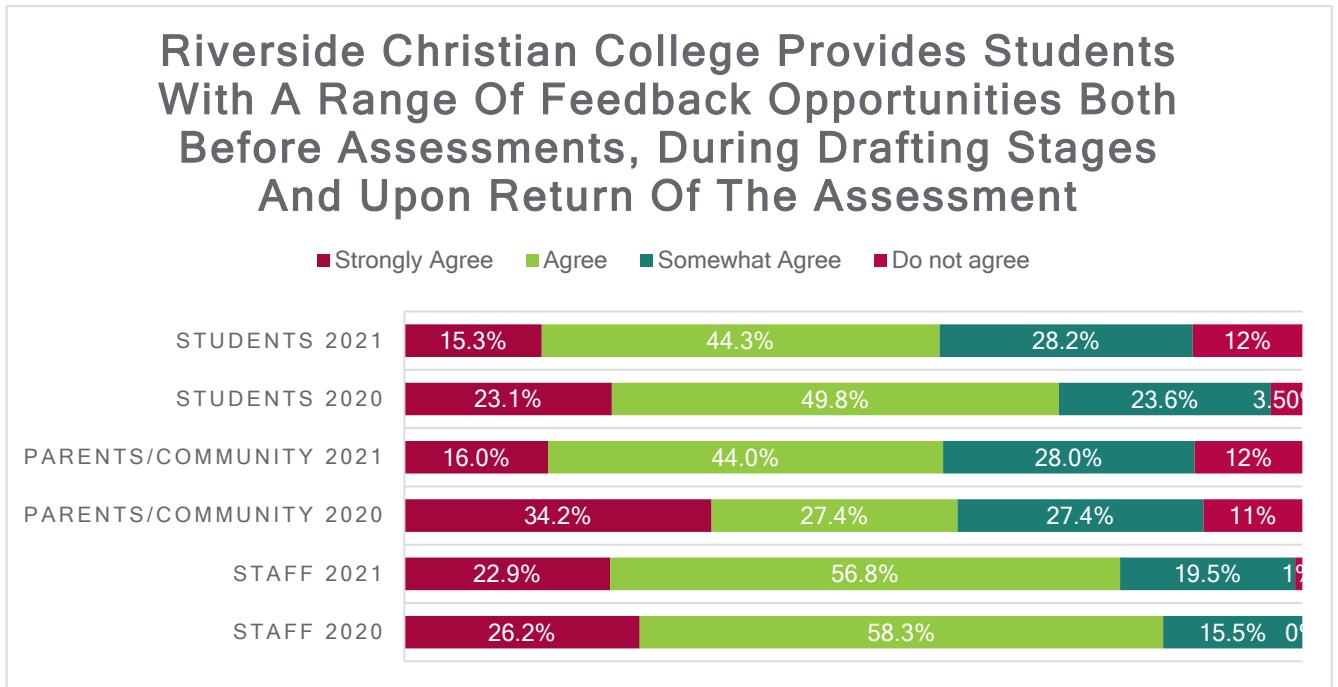
ASSESSMENT

In 2021 Parents/community, staff and students selecting strongly agree and agree has decreased with 60% of Staff, 56% of Parents / Community and 58.2% of Students believing that the College prepares students well for assessments and examination; this is a decrease of 14.9% for students, 9.7% of Parents/Community and 7.9% for staff.



FEEDBACK

In 2021 79.7% of Staff, 60% of Parents/Community and 59.6% 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, 12% of Parents/Community and 12% of Students do not agree that students are provided with a range of feedback.

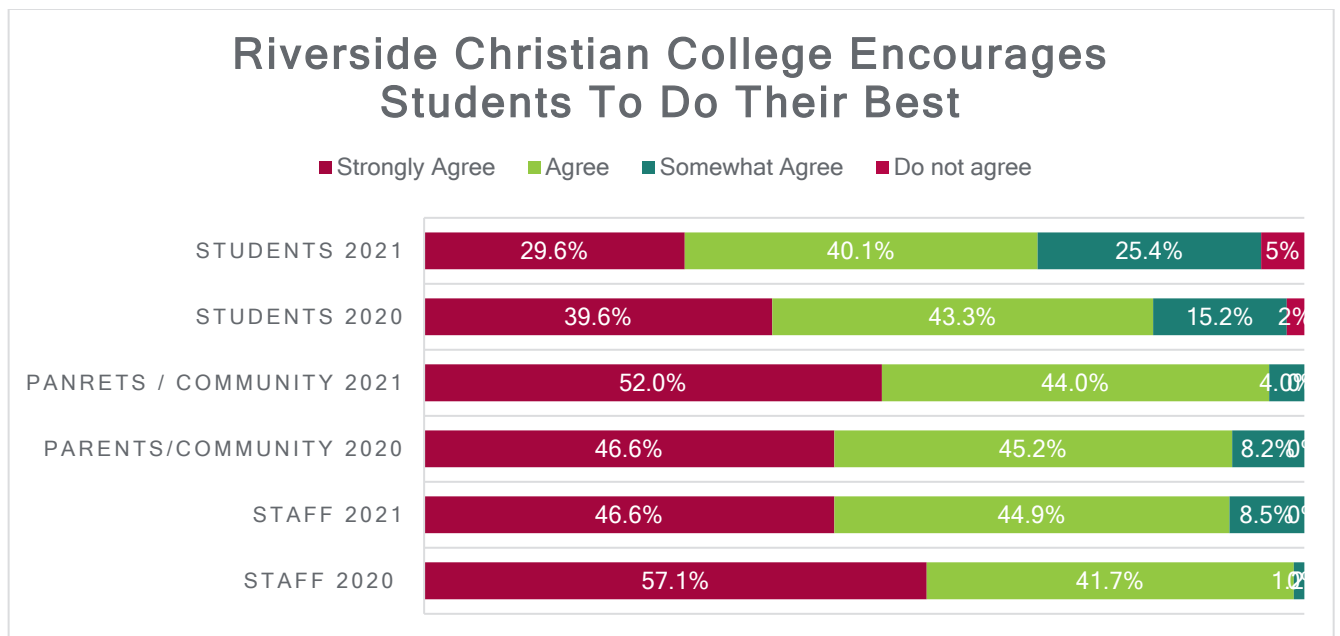


Student Performance, Engagement & Behaviour

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.

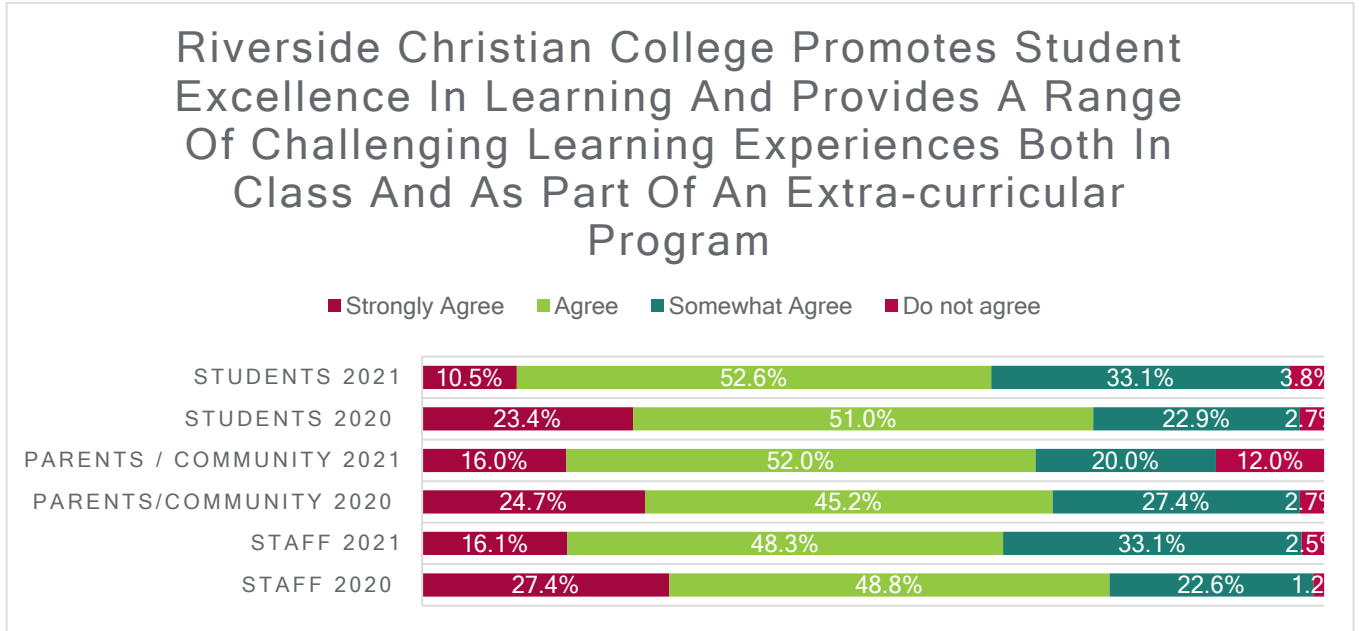
ENCOURAGEMENT

In 2021 91.5% of Staff, 96% of Parents/Community and 69.7% of Students believe that the College encourages students to do their best. While this response is strong for staff and parents/community, student results have decreased by 13.2% (2020-21).



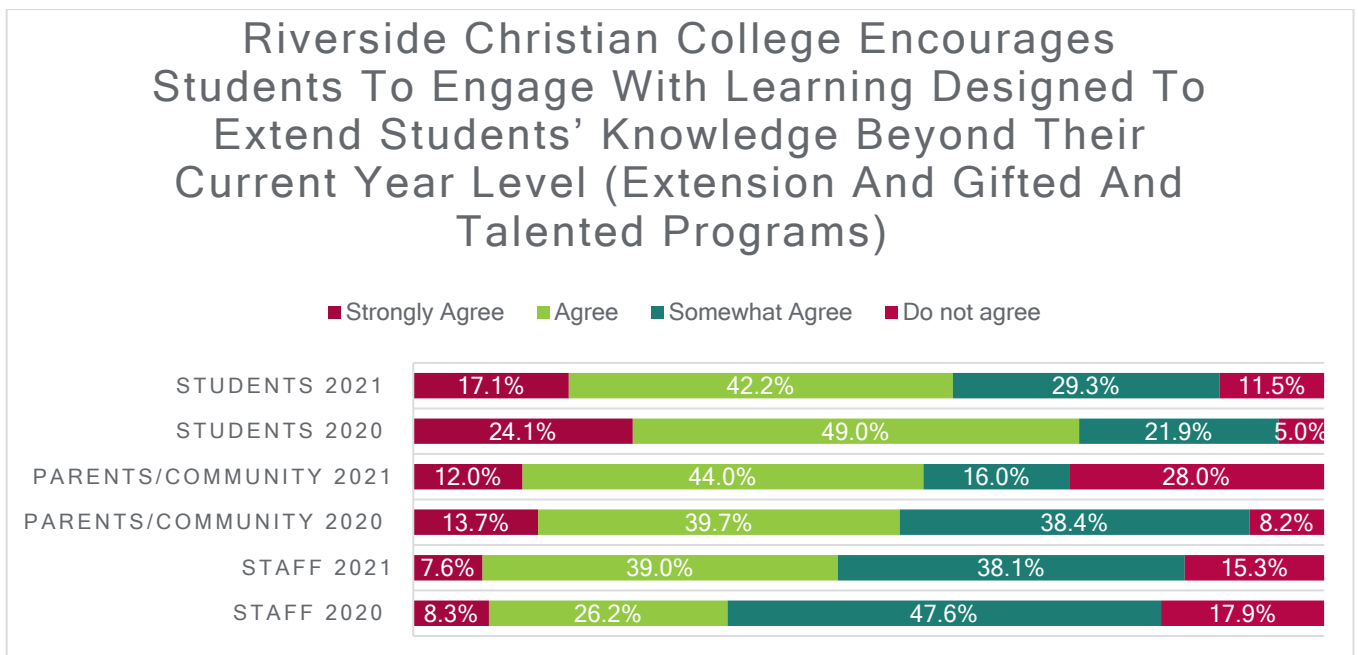
EXCELLENCE

64.4% of Staff, 68% of Parents/Community and 63.1% of Students strongly agree or 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 in 2020 the College did not offer extra-curricular or extension programs; but did offer extra-curricular programs and extension programs in 2021.



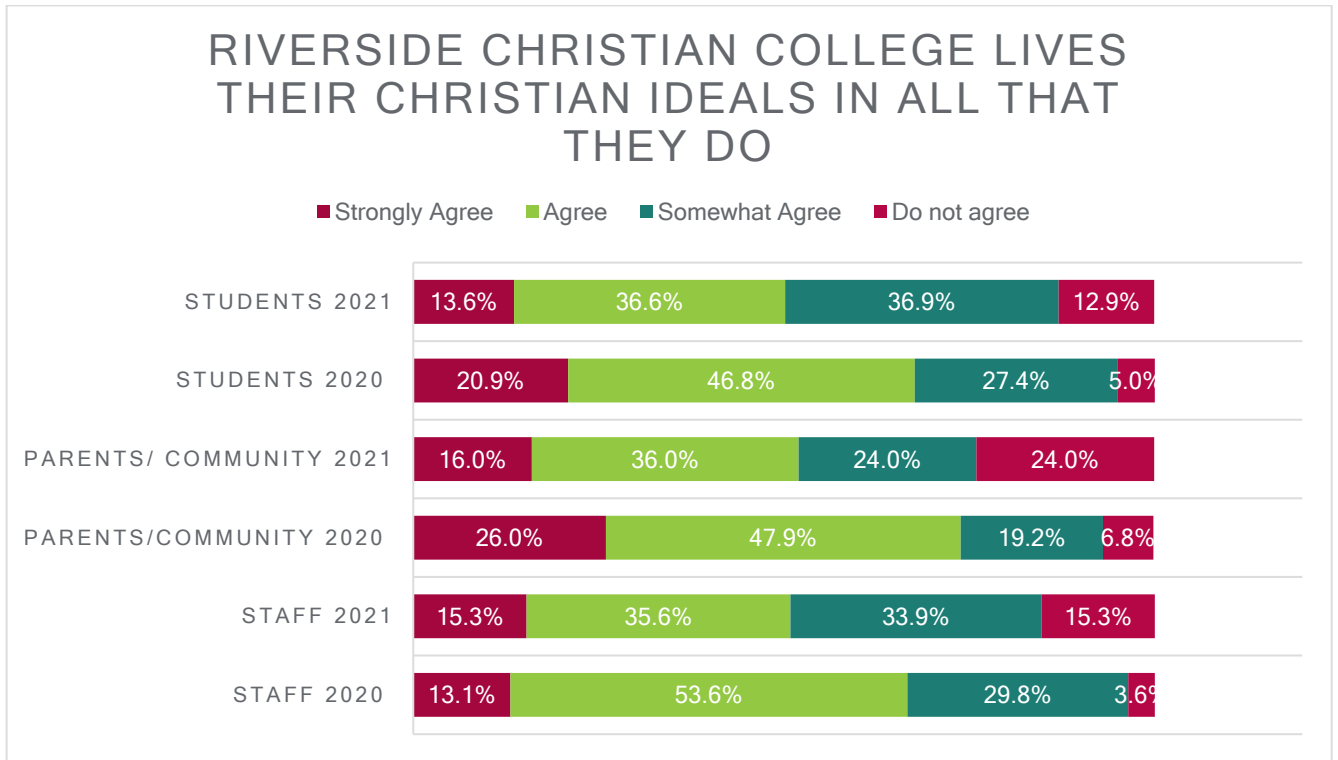
EXTENSION & GIFTED AND TALENTED

46.6% of Staff, 56% of Parents/Community and 59.3% 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.



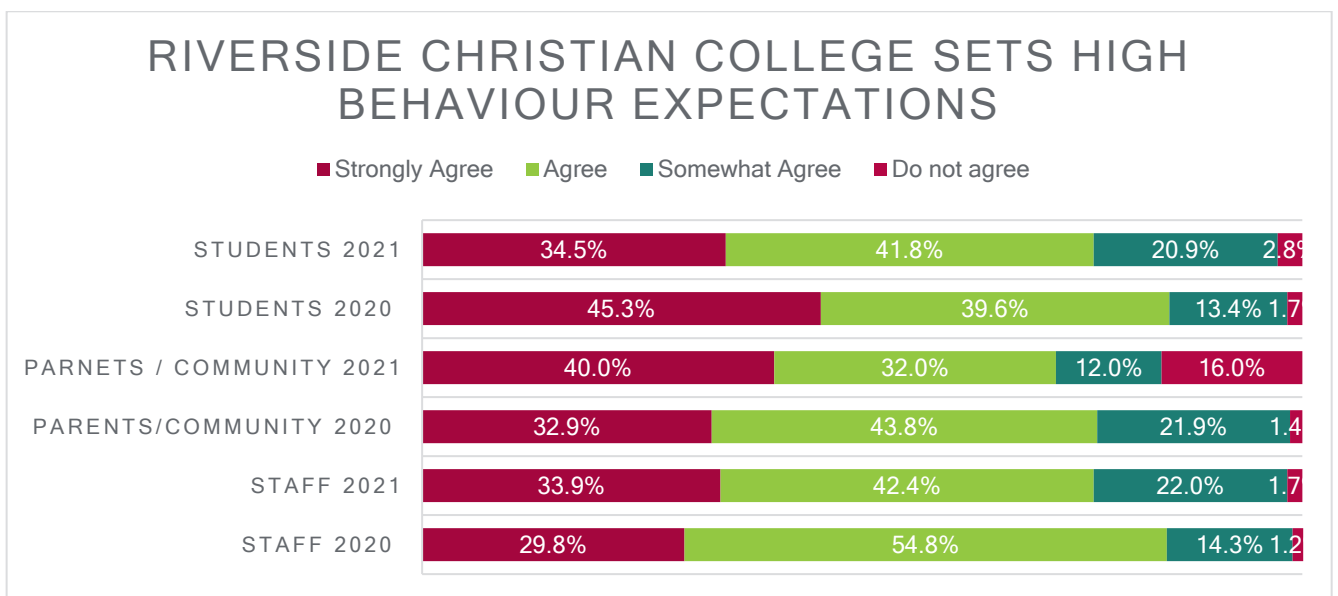
CHRISTIAN IDEALS AND VALUES

50.9% of Staff (decrease of 15.8%), 52% of Parents/Community (decrease of 21.9%) and 50.2% of Students (decrease of 17.5%) believe that the College lives their Christian Ideals.



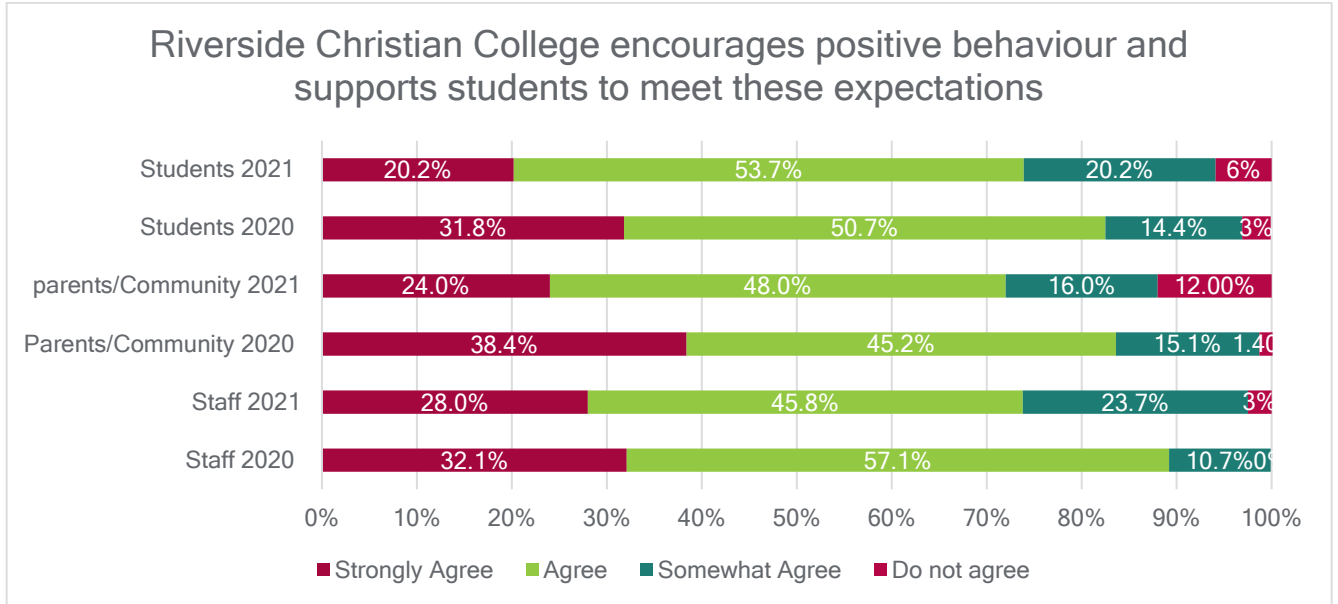
HIGH EXPECTATIONS

76.3% of Staff, 72% of Parents/Community and 76.3% of Students believe that the College sets high behaviour expectations. Parents and community and Staff both believe that the College has improved in this area with an increase of 7.1% for Parents and Community and 4.1% strongly agreeing. What is interesting to note is that students believe that the College has decreased in this area.



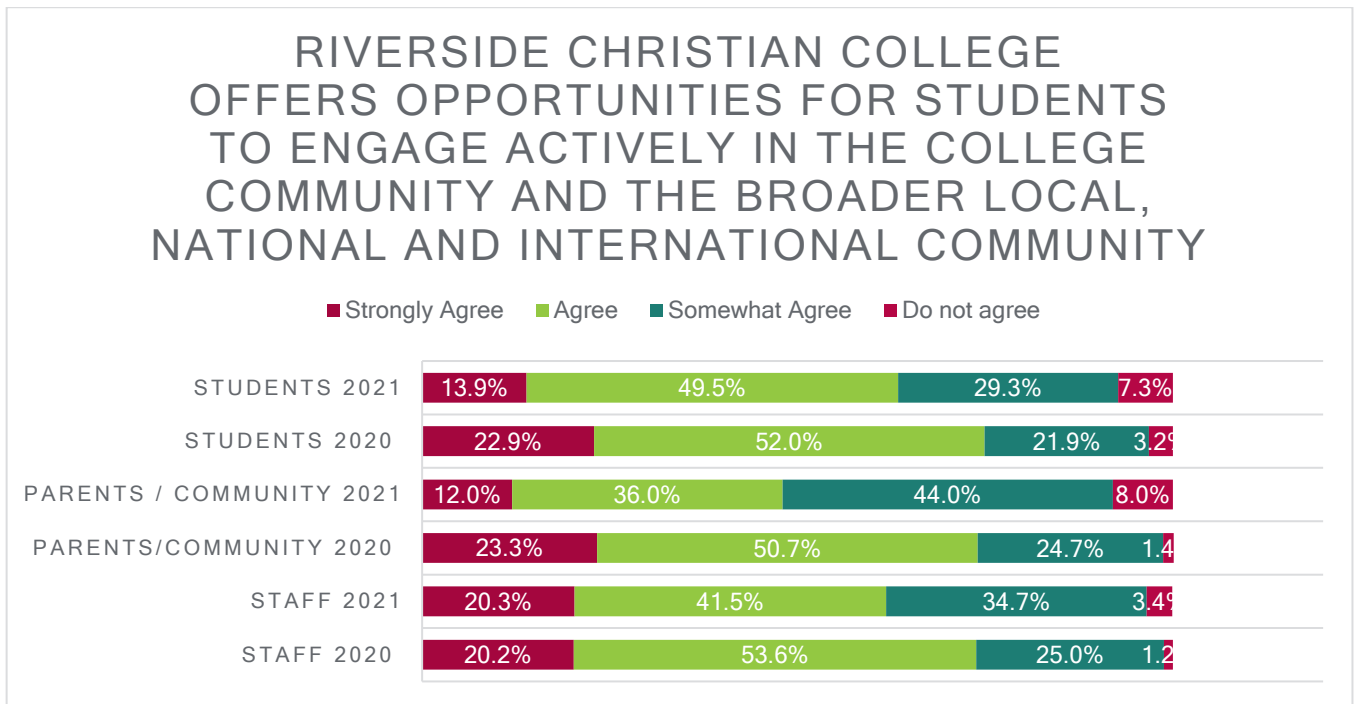
POSITIVE BEHAVIOUR

The data shows that 73.8% of Staff, 72% of Parents/Community and 73.9% of Students believe that the College encourages positive behaviour and supports students to meet these expectations. This data indicates a decrease in strongly agree and agree for Parents/Community (decrease 11.6%), Staff (decrease 15.4%) and Students (decrease 8.6%).



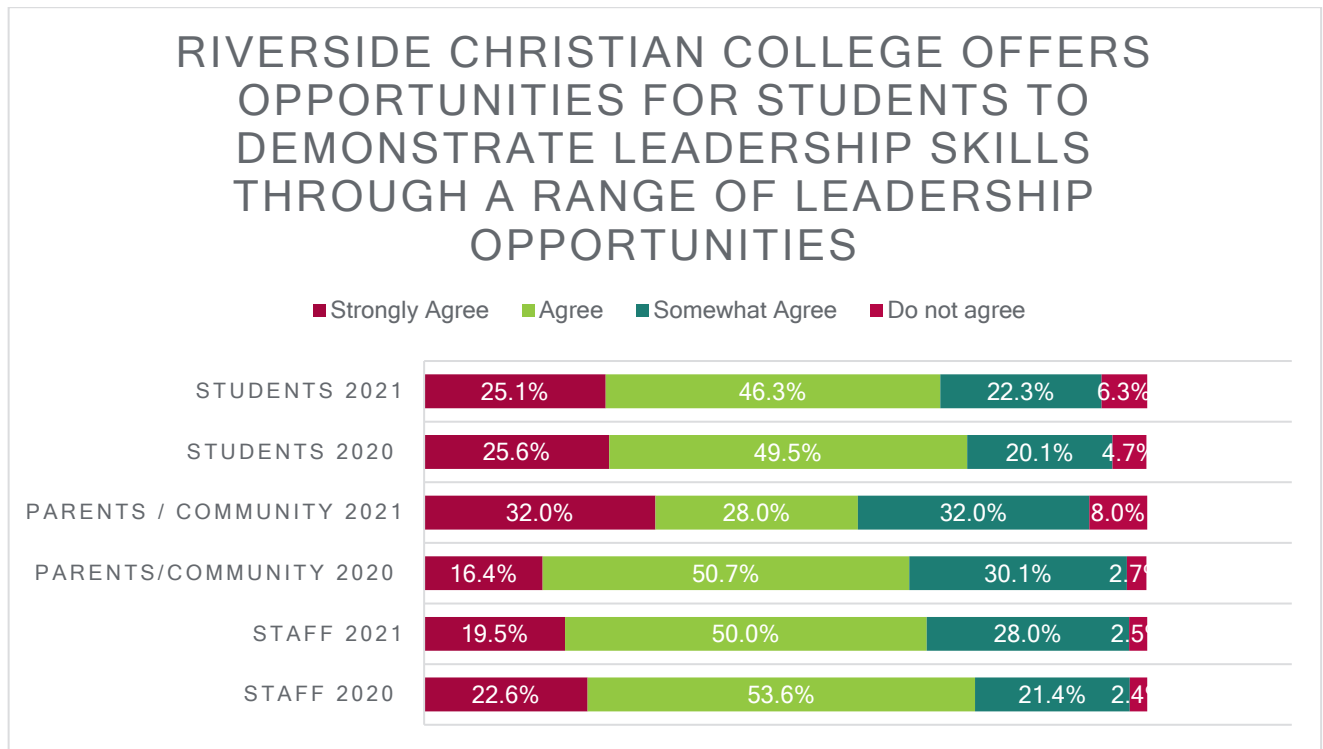
COMMUNITY

61.8% of Staff, 48% of Parents/Community and 63.4% 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

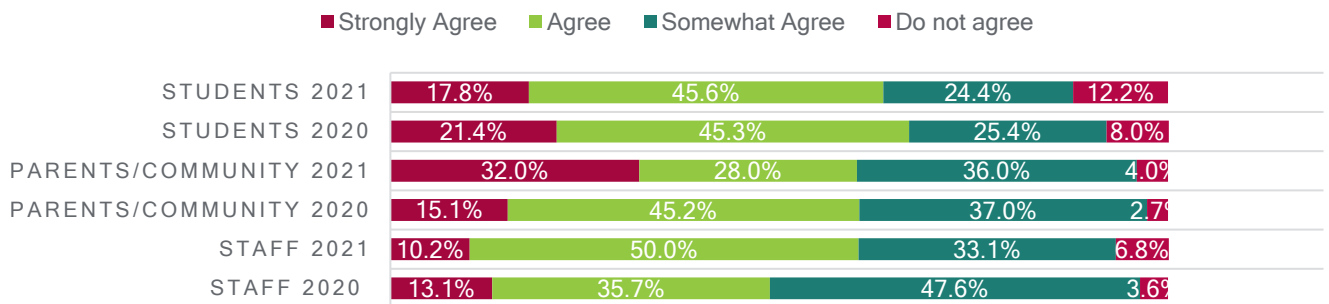
69.5% of Staff, 60% of Parents/Community and 71.4% of Students believe that the College offers opportunities for students to demonstrate leadership skills through a range of opportunities.



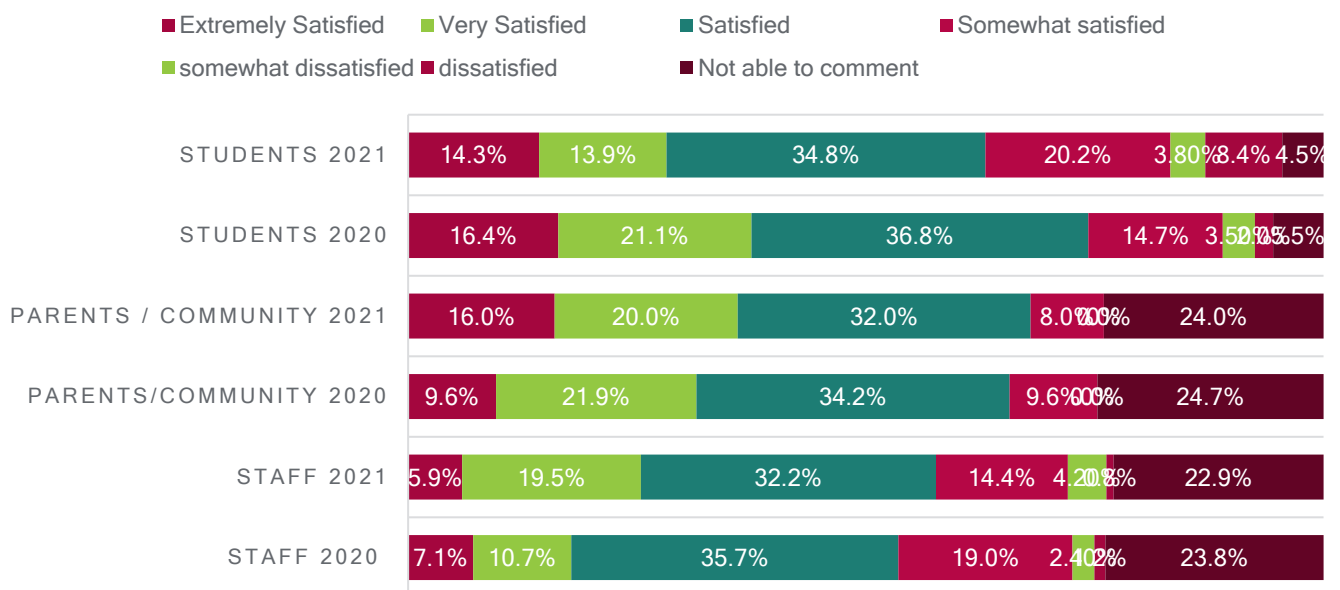
Technology in the Classroom

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. 60.2% of Staff, 60% of Parents/Community and 63.4% of Students somewhat agree or do not agree that the College has effective classroom management procedures in regard to technology in the classroom. 25.4% of Staff and 36% of Parents/Community selected strongly agree or agree 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,...



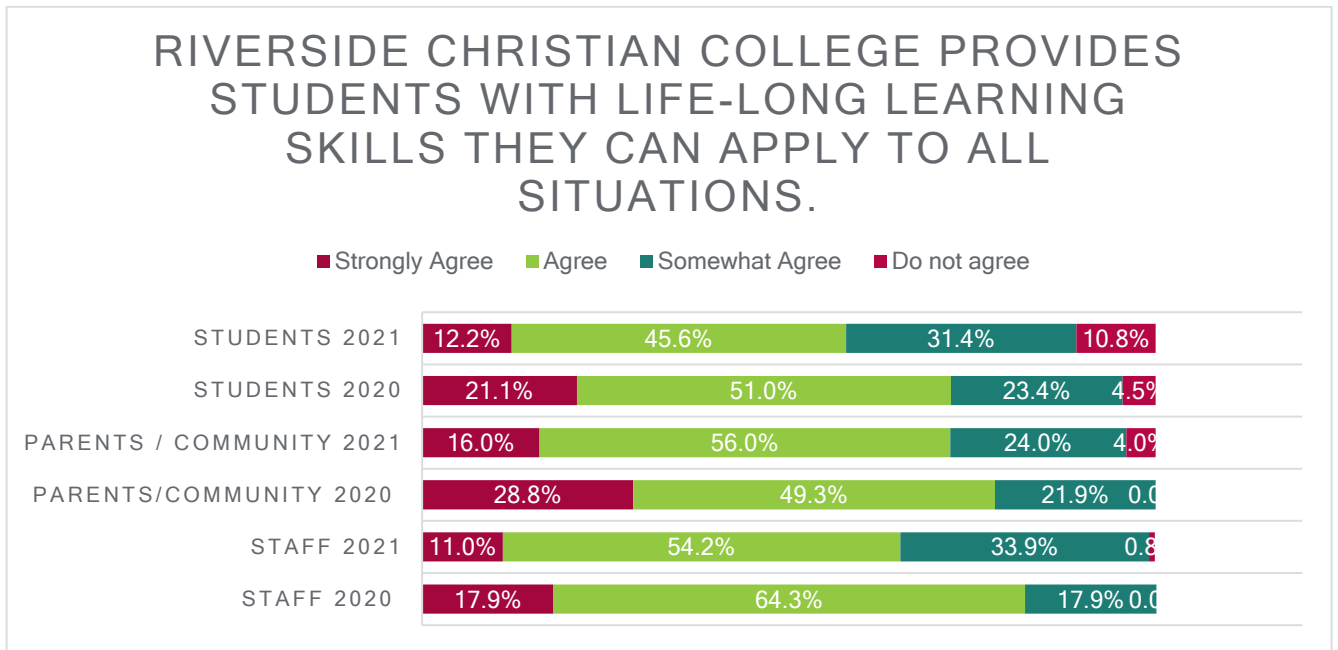
ONLINE BULLYING PROTECTION PROCEDURES



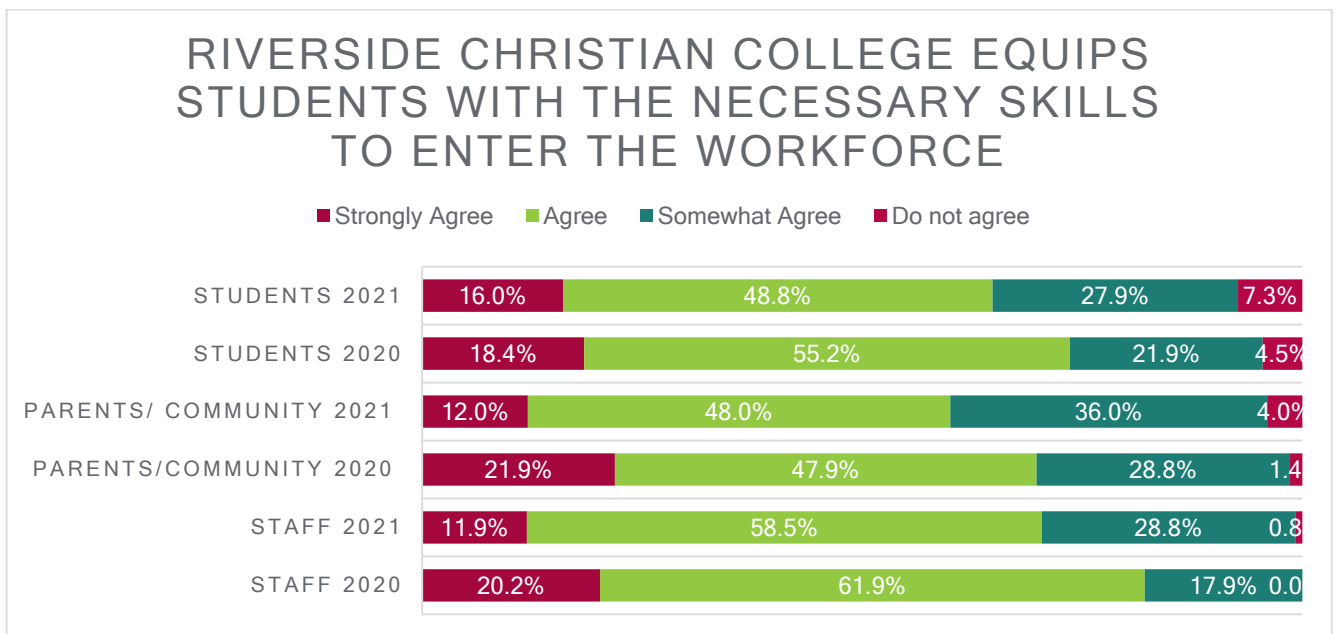
Life-long Learning

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.

65.2% of Staff, 72% of Parents/Community and 57.8% of Students agree that the College provides students with learning skills that they can use to apply to all situations.

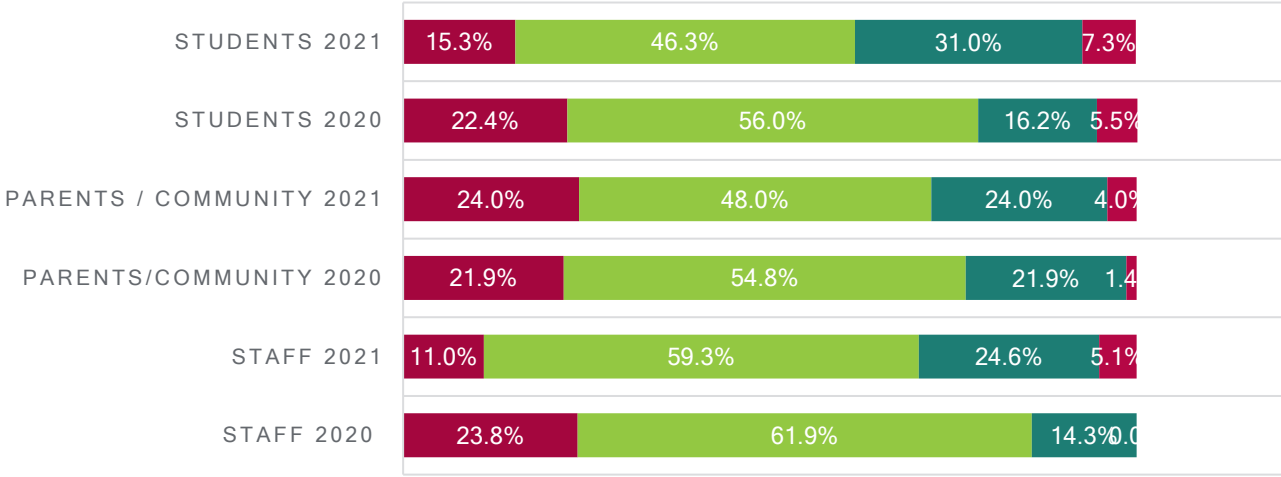


70.4% of Staff, 60% of Parents/Community and 64.8% of Students agree that the College equips students with the skills needed for the workforce. 70.3% of Staff, 72% of Parents/Community and 61.6% of Students agree that the College teaches students in a way that will allow them to successfully undertake university study.



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

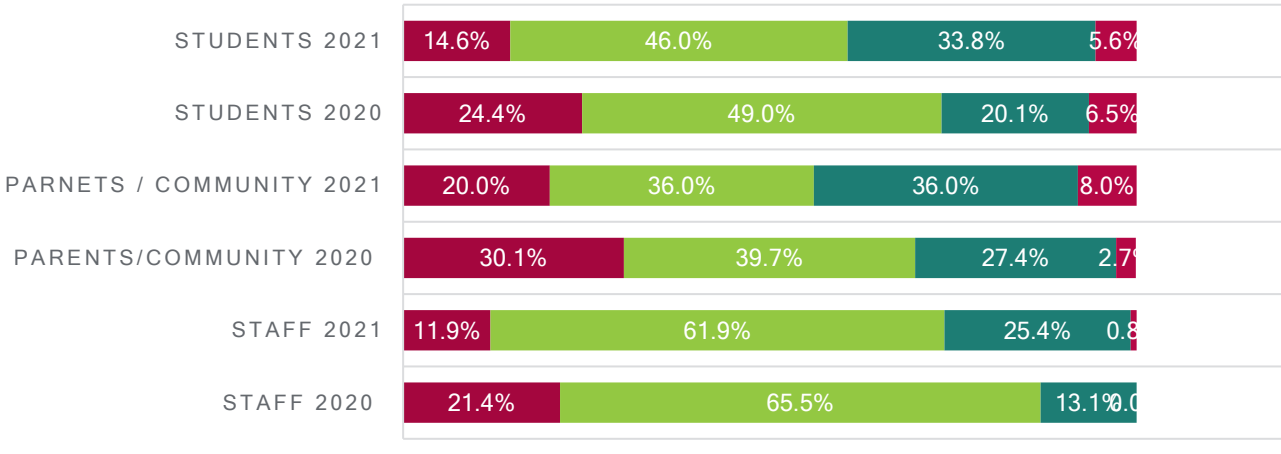
Strongly Agree Agree Somewhat Agree Do not agree



73.8% of Staff, 56% of Parents/Community and 60.6% of Students agree that the College teaches students in a way that will allow students to get the best results.

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

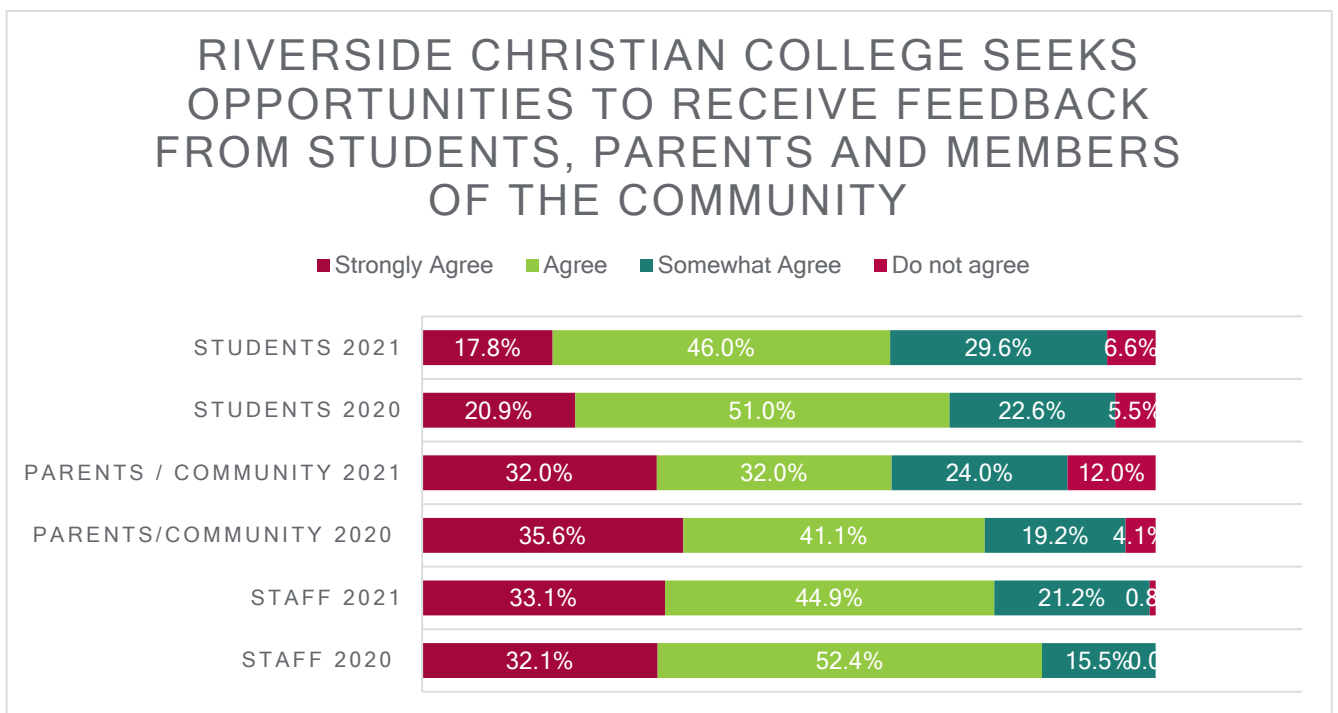
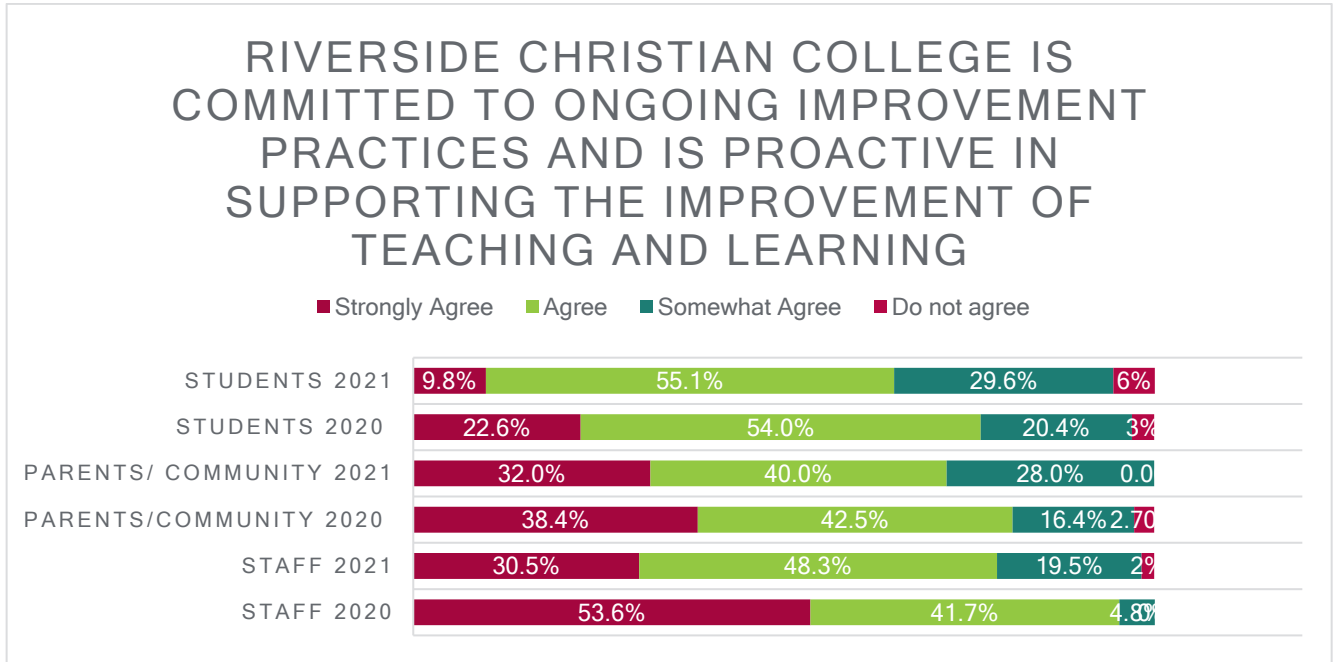
Strongly Agree Agree Somewhat Agree Do not agree



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.

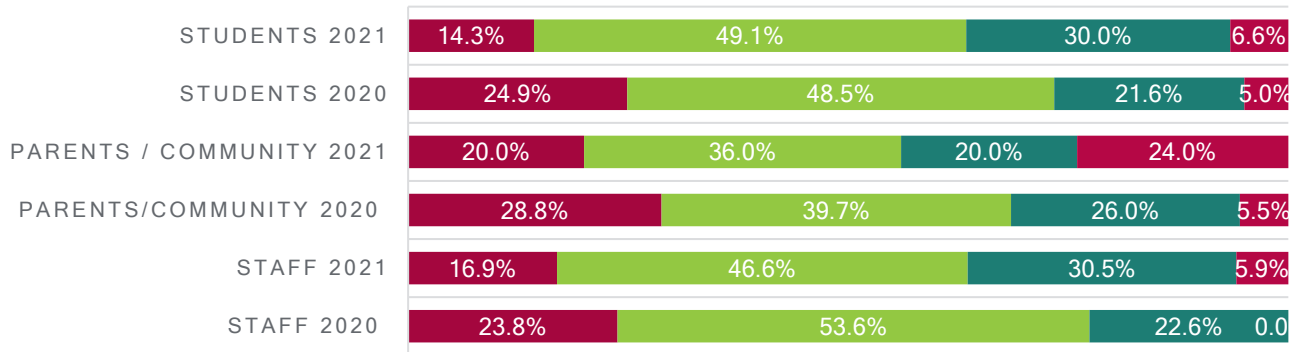
78.8% of Staff, 72% of Parents/Community and 64.9% of Students agree that the College is committed to improvement practices and is proactive in supporting the improvement of teaching and learning. 78% of Staff, 64% of Parents/Community and 63.8% of Students agree that the College seeks opportunities to receive feedback.



63.5% of Staff, 56% of Parents/Community and 63.4% of Students agree 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

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



Implementation of Recommendations

Riverside Christian College implemented the following in 2021:

RECOMMENDATION:

- 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.

RESPONSE:

- Teaching and Learning Culture data was collected from the whole community (staff, student, parents and other stakeholders) and compiled into the *Education Trends – Teaching and Learning Culture* publication. This focused on changing trends in education and perceptions about Riverside Christian College's performance on a range of key factors such as support, relationships, Christian Faith, future work skills, flexibility in learning and learning pathways, skills beyond school etc.
- For Middle College, opportunities were created focused on students showcasing their work to the community. The culmination event at the end of each unit also allowed for students to showcase to authentic audiences the work that they engaged with throughout the unit creating a sense of purpose and a higher level of engagement for students.
- The College website has been updated to include clear information and direction for teaching and learning across the College. This includes the digital publication of the College CARP, Education Trends, The Future of Education, extra-curricular and SOAR offerings and policy and procedures.
- The College has also printed a range of teaching and learning posters for classrooms and learning spaces for student and staff access.
- The College has developed the RCC Professional Development site for teaching staff at the College. This demonstrates a desire for teacher development.
- The College has nominated Parent representatives for DE who are included in the Curriculum Project feedback and messaging.

RECOMMENDATION:

- Work on improving the College website, and use this as a method for promoting educational excellence and informing the community about College practices.

RESPONSE:

- The College website has been updated to include clear information and direction for teaching and learning across the College. This includes the digital publication of the College CARP, Education Trends, The Future of Education, extra-curricular and SOAR offerings and policy and procedures.

RECOMMENDATION:

- 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.

RESPONSE:

- College Musical – This was held in 2021 as part of evening shows with food on offer. This was a popular event for the College and will be worked into future calendar of events in 2022.
- Equestrian Event – this was due to run in 2021 but had to be cancelled due to COVID-19.
- HPV – this event was cancelled in 2021 due to COVID-19 and reduced government funding.
- Awards Nights – the Creative Industries Night and Awards Night were showcases of student achievement for the College in 2021.
- Wakakirri – This event is held annually where students from the College compete in dance across Australia.
- Junior College end of year concert – This inaugural Junior College event saw a large turnout of parents who were entertained by Junior and Middle College students.
- Shopping Centre Pop-Up's – Riverside Christian College engaged with the community at Station Square (Maryborough), Stocklands (Hervey Bay) and the Fraser Coast Show.
- Fraser Coast Show - A display of schoolwork was housed at the Fraser Coast Show, a two-day community event. Riverside was awarded 1st in the secondary section.
- Station Square Spelling Bee – Four teams (twelve students from Year 3 to Year 6) competed against other Maryborough and Hervey Bay schools at this annual spelling bee.
- Kindergarten visits to the college farm – Local kindergarten providers were invited to 'Adventures on the Farm'. Eight kindergarten groups took part in a 3hour program which focused on kindergarten aligned outcomes.

RECOMMENDATION:

- Introduce programs that will allow students to develop strong peer relationships that focus on face-to-face interactions.

RESPONSE:

- DE Middle College Christian Living classes encourage more peer virtual interactions.
- DE Activity Day saw an increase in students attending to further build relationships with fellow students from a variety of contexts.

RECOMMENDATION:

- 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.

RESPONSE:

- DE sector investigating Elevate to support study skill building with our students and staff
- DE students invited to participate in external math, literacy and coding competitions as well as partnering with USC in the Creative Writing course.
- ICAS – Students were invited to participate in the Science, English and Mathematics 2021, ICAS assessments. 6 Distinctions, 23 Credits, 7 Merits and 47 Participation certificates were awarded.
- Middle Leaders Program - Key staff were involved in the Middle Leaders developmental program, delivered by QELi.
- Suicide Prevention – Key staff were involved in a 2-day workshop aimed at addressing suicide. Topic included, helping someone at risk of suicide and suicide prevention.
- Fraser Coast Business and Tourism Awards – Riverside Christian College was awarded as a Highly Commended Education Provider.
- Hoof and Hook cattle competition – Twelve students competed in the annual Wide Bay Interschool competition in Bundaberg.
- Queensland All School's State Athletic Championships – Riverside was represented and selected to be part of the Queensland Merit team.
- Interschool Chess Tournaments – The Riverside Chess Team competed in several chess tournaments.
- Optiminds – Riverside Christian College hosted over sixty students from the Wide Bay area for the Optiminds state finals.
- Maryborough Districts Schools Athletics Carnival – students represented Riverside Christian College, gaining places in long jump, shot put, discuss, 100m, 200m, 800 and 1500m races. Riverside Christian College was also awarded the age champion for the junior female category.
- OLD State Cross Country – Riverside placed 4th in the OLD State Cross Country trials and was selected to go through to the Nationals. Due to COVID, this was cancelled.
- Australian early Childhood Census: Riverside participated in the AEDC and will use the data to better assist our students, community and future practices.

RECOMMENDATION:

- 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.

RESPONSE:

- All staff are engaged in ongoing professional development focused on the Model for Teaching and Learning – The Riverside Way. This has a pedagogical model that is being introduced as a consistent method for pedagogical development across the College P-12 (day and DE).
- All staff are engaged in ongoing collaboratives focused on individual and collegial development of the College pedagogical model. This collaborative process focuses on quality improvement (QIC – Quality Improvement Cycle).
- All staff are engaged with walkthroughs focused on the 5C's (pedagogical model).
- The pedagogical model is embedded into all units P-12 (day and DE).
- QICs – are being undertaken in impact+ teaching strategies – feedback, and differentiation.
- All staff are engaged in data collection focused on teaching strategies and practices. This is used for ongoing professional development opportunities.

RECOMMENDATION:

- 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.

RESPONSE:

- A 5-year plan for classroom facility refurbishment has been created. This plan has been developed with the College Master Plan in mind.
- To date 23 classrooms have been updated across Junior, Middle and Senior.

RECOMMENDATION:

- Create effective moderation, and assessment procedures that will assist staff to improve assessment creation and implementation.

RESPONSE:

- The College introduced the Moderation Procedure, and Assessment Procedure focused on improving assessment, feedback and moderation practices.
- The College introduced the Teaching Analytics procedure focused on reflection practices for teaching and learning, curriculum and assessment.

RECOMMENDATION:

- Create a feedback procedure that includes a range of feedback practices that will improve feedback provided to students.

RESPONSE:

- The College introduced the Assessment Procedure and the Impact+ Strategies that make an impact. These documents focus on assessment practices, feedback practices and teaching strategies connected to ongoing feedback practices for the improvement of learning.
- All teachers engaged with ongoing professional development focused on effective feedback practices and how to embed these practices using the College pedagogical model (5Cs).

RECOMMENDATION:

- 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.”

RESPONSE:

- Leadership team participated in CSA Flourish modules to assist in moving forward in this area.

RECOMMENDATION:

- Investigate the perceptions around the College behaviour expectations and look at revising the current behaviour policy, including positive behaviours.

RESPONSE:

- Review of current Care and Conduct Policy
- Probation – The probation process was formally introduced into the enrolment process. Signed documentation ensures a ten-week probationary period is subject to the enrolment of any student.

RECOMMENDATION:

- Continue work on developing the College student leadership practices.

RESPONSE:

- DE sector is investigating incorporating student leadership into chapel services.
- Junior College Leadership – Junior College enlarged the job description of the Junior College Leaders to include the running of lunch time activities, peer supervision and coaching meetings.
- College student leadership practices included a rigorous selection process to help elect, train and refine student leaders.
- All College leaders are engaged with ongoing training and are involved in the College students leadership group.

RECOMMENDATION:

- 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.

RESPONSE:

- All staff are engaged in ongoing professional development focused on the Model for Teaching and Learning – The Riverside Way. This has a pedagogical model that is being introduced as a consistent method for pedagogical development across the College P-12 (day and DE).
- All staff are engaged in ongoing collaboratives focused on individual and collegial development of the College pedagogical model. This collaborative process focuses on quality improvement (QIC – Quality Improvement Cycle).
- All staff are engaged with walkthroughs focused on the 5C's (pedagogical model).
- The pedagogical model is embedded into all units P-12 (day and DE).
- QICs – are being undertaken in impact+ teaching strategies – feedback, and differentiation.
- All staff are engaged in data collection focused on teaching strategies and practices. This is used for ongoing professional development opportunities.
- The College has developed a College Professional Development site that allows staff to review, and engage in professional developments created by the College. These are recordings, readings and online discussion groups that support teachers in their development of teaching and learning.

RECOMMENDATION:

- 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.

RESPONSE:

- The LMS Acceptable use policy for students and the Audiovisual Media Policy was developed.
- Educational Programs for cyber safety were introduced to all junior and middle college students.

Recommendations

Riverside Christian College should focus on implementing the following in 2022:

- Technological innovation – design thinking, critical and creative thinking and the internet of things should be a large focus of curriculum development across the College.
- 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.
- It is recommended that the College investigates 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.
- A continued focus on Classroom and college facilities being updated with modern educational practices in mind. This should include promotion to the community of updates of all college facilities including upcoming and completed works.
- 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.
- Continue to focus on assessment practices and examination preparation processes and promote these to the community. This should include opportunities for Senior examination preparation courses and expert guest lecturers to help and support students with examination techniques and study skills.
- 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
- Create a whole college approach to extension, and gifted and talented education. This should focus on curriculum development, extra-curricular opportunities and leadership.
- Focus on developing high behaviour expectations and a positive behaviour culture at the College.
- The College has not been engaged in national and international community service opportunities recently due to covid-19. It is important for the College to reconnect and form a range of community service options.
- 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.”
- Wnsure 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 an action plan that responds to these recommendations.
- 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 2022 action plan 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 3 2022. This should be completed on an annual basis and be used to build longitudinal data for College improvement.

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