

STRATEGIC PLAN

2023 - 2026



PACIFIC
LUTHERAN
COLLEGE



PURPOSE, ENGAGEMENT, CO-AGENCY

DR BRONWYN DOLLING, PRINCIPAL

We are excited to share the Pacific Lutheran College 2023-2026 Strategic Plan. This plan has been developed through collaboration with students, staff, parents and College Council members. Student voice at our 2022 Strategic Planning day provided important insights. The plan incorporates consideration of global, national and local factors both present and future, the Alice Spring's (Mparntwe) Declaration, the resources of the OECD, Lutheran theology and research including that generated within Harvard's Project Zero team, positive psychology and wellbeing.

The need for all people to have agency to improve their own lives, the lives of other people and the environment is increasingly important as we negotiate a rapidly changing world. To have effective agency, people need to grow across all dimensions of life. Pacific captures this richness of growth within the Four Pillars of Learning; Learning to Be, Learning Together, Learning to Learn and Learning to Know and Do. In Learning to Be we grow in our understanding of ourselves, our relationships with people, God, the universe and the environment, through Learning Together we grow to live and work effectively with people, in Learning to Learn we are inspired to be curious and effective life-long learners and in Learning to Know and Do we become highly skilled knowledgeable confident contributors to community.

The attributes developed across each of the Four Pillars provide the grounding, flexibility and capacity to live with purpose, and engage with confidence to exert agency to make a difference for people and the environment. Pacific believes that all people are learners and schools provide a rich environment for students, staff and parents to act and grow together in enhancing the lives of people and the planet.

Principal Dr Bronwyn Dolling | Council Chair Mr Phill Thamm
April 2023



FOUR PILLARS OF LEARNING

COLLEGE AIMS

LEARNING TO BE

Knowledge of self in relation to God, universe and world as an interdependent, intellectual, social, moral, creative, ethical, physical and spiritual being.

A spiritual person knowing God as Creator, Saviour and Helper.

A valued, gifted and unique child of God who respects the human dignity of all and is environmentally aware and responsible.

Socially, emotionally, ethically, intellectually, physically, creatively, spiritually and morally equipped.

Filled with awe, wonder and curiosity. Critically aware of the construction and use of human knowledge.

Positively futures orientated.

Globally and culturally aware, respectful and valuing of diversity including indigenous cultures and history.

LEARNING TOGETHER

Growing, learning, working and living with people with increasing co-agency.

Respectful, empathetic and valuing of different perspectives.

Strengths orientated.

Collaborator.

Relational and restorative.

Leader and organiser.

Listener and communicator.

Advocator and supporter.

Mentor, coach and facilitator.

Mediator and negotiator.

LEARNING TO LEARN

Possessing dispositions and skills to be an effective life-long learner.

Confident, motivated growth mindset.

Knowledgeable, skilled and able to form connections within and across areas of learning.

Creative, critical and complex thinker.

Risk taker, flexible, resilient, adaptable, creative and generative.

Investigator, problem former and solver.

Innovator and designer.

Reflective and self-directed.

LEARNING TO KNOW AND DO

Becoming a highly skilled knowledgeable person who makes high quality contributions to community.

Knowledgeable, skilled and generative.

Quality producer.

Service orientated.

Productive and informed user of technology.

Enterprising.

A responsible, moral and ethical decision maker.

Positive, purposeful citizen who makes valuable contributions to family, local, national and global communities and the enhancement of the environment.

Maintain wellbeing of self and others.

STRATEGIC PILLARS OF LEARNING

STRATEGIC INTENTS

FOCUS AREAS

LEARNING TO BE

Knowledge of self in relation to God, universe and world as an interdependent, intellectual, social, moral, creative, ethical, physical and spiritual being.

LEARNING TOGETHER

Growing, learning, working and living with people with increasing co-agency.

LEARNING TO LEARN

Possessing dispositions and skills to be an effective life-long learner.

LEARNING TO KNOW AND DO

Becoming a highly skilled knowledgeable person who makes high quality contributions to community.

1. LEARNING AND WELLBEING

Enhance student and staff intellectual and cultural character and wellbeing through the promotion of a culture of thinking, positive psychology, Lutheran theology and related research to grow intellectual, personal, social-emotional, physical, cultural and spiritual understandings and capacities.

Enhance the knowledge and action of staff, students and parents in the care and connection with the environment and sustainability.



Enhancement of the P-12 Personal Development Program, focusing on growing the personal and social capabilities of students including respectful relationships, mental health and wellbeing. *(LTB1.1)*

Strengthening and deepening foundational faith-driven, Christ-centred engagement and opportunities. *(LTB1.2)*

Strengthening global and cultural awareness, and the respect for and valuing of diversity including indigenous cultures and history. *(LTB1.3)*

Enhancing an appreciation of and engagement with physical health and wellbeing and performing and visual arts. *(LTB1.4)*

Enhance co-agency of students and staff within pastoral care to support students to develop self-awareness, efficacy, purpose, belonging and meaning. *(LT1.1)*

Strengthening of student safety, wellbeing and reporting processes. *(LT1.2)*

Create a culture of learning that encourages and supports the co-agency between teachers and students. *(LT1.3)*

Providing STEM experiences across the College that allow for big ideas to be explored and investigated and develop ways of being and working important for the present and future, including connection to outside experts. *(LTL1.1)*

Growth and professional development of P-12 staff in pastoral care practices, positive psychology, restorative practices and relational pedagogy. *(LTL1.2)*

Support a culture of continual improvement through evidence-based research, data-informed action and reflection. *(LTL1.3)*

Provide, through contemporary pedagogies and practices, an environment that engages learners, supports the growth of intellectual character and the development of dispositions and skills for the future. *(LTL1.4)*

Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. *(LTKD1.1)*

Exploration of technologies to ensure all students and staff develop tech literacies, social competence and cyber security. *(LTKD1.2)*

Celebrating and enhancing capability of students across all dimensions of life as high-quality contributors. *(LTKD1.3)*

Increase knowledge and empower people to modify behaviours towards greater sustainability and care for the environment, including embracing citizen science opportunities. *(LTKD1.4)*

STRATEGIC PILLARS OF LEARNING

STRATEGIC INTENTS

FOCUS AREAS	LEARNING TO BE	LEARNING TOGETHER	LEARNING TO LEARN	LEARNING TO KNOW AND DO
<p>2. COMMUNITY BUILDING AND ENGAGEMENT</p> <p>Enhancing community care, connection, engagement and co-agency to enhance the growth of people within and beyond Pacific.</p> 		<p>Foster nurturing and deepening an environment that promotes connection, supportive relationships, and mentoring for staff and students. <i>(LT2.1)</i></p> <p>Create opportunities for purposeful parent engagement and local and global community partnerships to enhance learning and growth. <i>(LT 2.2)</i></p> <p>Enhance connection with and identity of the Pacific Lutheran Alumni. <i>(LT 2.3)</i></p>	<p>Enhance and increase student engagement with sport, including opportunities for the development of beginner through to high-performance athletes. <i>(LTL2.1)</i></p> <p>Enhance parent understanding and engagement with College practices, culture and activities. <i>(LTL2.2)</i></p>	<p>Develop an authentic approach to service, which increases student agency in community. <i>(LTKD2.1)</i></p> <p>Empower a greater diversity of people to be inspired and engaged in STEM by exposure to role models, its benefits and exploring social constructs. <i>(LTKD 2.2)</i></p> <p>Promote excellence in the performing and visual arts through community engagement. <i>(LTKD 2.3)</i></p>
<p>3. LEADERSHIP AND GOVERNANCE</p> <p>Enhance the governance and leadership of College Council, staff, students and parents consistent with the Lutheran Education Australia Growing Deep document with a focus on quality, purpose, co-agency and improvement and innovation.</p> 	<p>Review and implement structures and processes to enhance contextual wellbeing. <i>(LTB 3.1)</i></p> <p>Enhance leadership of staff through the embedding of the LEA Growing Deep document and support of staff through accreditation and development processes. <i>(LTB 3.2)</i></p>	<p>Enhancing student leadership and mentoring capacity. <i>(LT 3.1)</i></p> <p>Enhancing staff leadership, coaching and mentoring capacity. <i>(LT 3.2)</i></p> <p>Enhance culture of co-agency that facilitates student, staff, parent and College Council voice, decision-making and action that leads to improvement and innovation. <i>(LT 3.3)</i></p>	<p>Ongoing enhancement of College Council's understanding of contemporary practices and issues in education and society. <i>(LTL3.1)</i></p> <p>Enhanced use of data for evidence-based decision making, planning and setting priorities. <i>(LTL3.2)</i></p>	<p>Enhance feedback processes for staff, students, parents and College Council. <i>(LTKD 3.1)</i></p> <p>Enhance communication and knowledge management practices, storage and retention. <i>(LTKD 3.2)</i></p> <p>Enhance sustainability and reduce environmental impact of College activities. <i>(LTKD 3.3)</i></p>



STRATEGIC INTENTS AND ACTIONS

TEACHING AND LEARNING



Create a culture of learning that encourages and supports the co-agency between teachers and students.

Support a culture of continual improvement through evidence-based research, data-informed action and reflection.

Provide, through contemporary pedagogies and practices, an environment that engages learners, supports the growth of intellectual character and the development of dispositions and skills for the future.

Create opportunities for purposeful parent engagement and local and global community partnerships to enhance learning.

Increase student agency by implementing strategies that encourage students to play an active role in their learning.

Create opportunity for teachers and students to become co-creators in the learning process.

Explore the role of the Academic Pacific Action Group in empowering student voice.

Employ a range of measurement and assessment tools to benchmark student progress.

Support an effective and comprehensive use of Learning Analytics.

Refine and embed the use of external and internal data to inform targeted teaching and improve student learning.

Enhance the capacity of teachers and students to engage with, and promote, a culture of thinking in action.

Nurture a learning culture that promotes academic standards and celebrates academic excellence.

Embed targeted experiential pedagogies within the curriculum.

Explore innovative approaches to education delivery to maximise opportunities and engagement and enhance flexibility.

Foster a learning community that enables staff to collaborate, share, reflect on and grow practice.

Grow Pacific as a learning community by providing opportunities for parents, educators, and the broader community to engage with and enhance College initiatives.

Collaborate with partners locally, nationally, and internationally to foster best practice in learning.

Through curricular connections and opportunities inspire students to see themselves as responsible global citizens and stewards.

STRATEGIC INTENTS AND ACTIONS

STUDENT WELLBEING



Enhancement of the P-12 Personal Development Program, focusing on growing the personal and social capabilities of students including respectful relationships, mental health and wellbeing.

Enhance co-agency of students and staff within pastoral care to support students to develop self-awareness, efficacy, purpose, belonging and meaning.

Strengthening of student safety, wellbeing and reporting processes.

Enhancing student leadership and mentoring capacity.

Refine the Personal Development program to target key focus areas of respectful relationships, mental health, personal and cyber-safety, and study skills and habits to nurture student wellbeing.

Development of Pacific Way with specific attention across P-9 focusing on the personal and social development of students in partnership with staff, parents and community.

Development of Beyond Pacific with specific attention across Years 10-12 that focuses on career readiness of Senior College students.

Review the purpose, delivery and outcomes of the Rite Journey program as a means to equip young people as they mature through adolescence.

Priority focus on development and implementation of a 3-year Pacific Peer Mentoring Program, focusing on increasing leadership capacity of all Senior College students.

Nurture the community of pastoral collaboration to enhance resources and practices including circle time, positive psychology, restorative practices and devotions to grow staff capacity to enhance student wellbeing across the college.

Refine the process and purpose of Care Conversations to support academic success and enhance student wellbeing.

Growth and professional development of P-12 staff in pastoral care practices, positive psychology, restorative practices and relational pedagogy.

Strengthening of student wellbeing leadership and external support services to support, develop and grow the wellbeing and mental health of students across the College.

Exploring options for additional wellbeing and pastoral support across P-5.

Introduction of Professional Learning Teams with a student wellbeing and pastoral care focus.

Investigation of improved reporting and support processes to enhance student wellbeing.

Priority focus on development and implementation of a 3-year Pacific Peer Mentoring Program, focusing on increasing leadership capacity of all Senior College students.

Refine the selection and induction process of student leadership positions across the College to provide clarity surrounding the roles and responsibilities of each role, and enhance the opportunities which are available to students to grow their leadership across all dimensions of College life.

Intentional leadership development of all Year 9 students as leaders of the Middle College.

STRATEGIC INTENTS AND ACTIONS

LEADERSHIP AND GOVERNANCE



Review and implement structures and processes to enhance wellbeing of staff and students and their formation.

- Exploration of differentiated opportunities to deepen staff understanding of positive psychology and wellbeing in terms of positivity, engagement, relationships, meaning and accomplishment and its links to their ways of working within the Pacific community.

Enhancing staff leadership, coaching and mentoring capacity.

- Refine Professional Learning Teams – Learning Team/ Pastoral Team/Support Staff.
- Support teaching staff to proceed through HALT process or its equivalent.
- Incorporate attributes of Growing Deep into professional learning plans for all staff.
- Refine processes for leadership within support staff.

Enhance culture of co-agency that facilitates student, staff, parent and College Council voice, decision-making and action that leads to improvement and innovation.

- Enhanced use of data for evidence-based decision making, planning and setting professional learning priorities.
- Exploration of processes including digital tools that support staff, students and parents to effectively and efficiently engage in decision making.

Ongoing enhancement of College Council's understanding of contemporary practices and issues in education and society.

- Reflection around Contemporary Pedagogies Framework.
- Access to presentations, readings, and conferences.

Enhance feedback processes for staff, students, parents and College Council.

- Review and implement processes for feedback for staff.
- Implement ongoing feedback for students.
- Enhance the monitoring and communication of progress of strategic intents and actions.
- Review and enhance annual parent feedback process.

Enhance communication and knowledge management practices, storage and retention.

- Review data usage, storage and retention processes within Pacific and associated groups that provide services to the College to optimise security of data.
- Enhance synchronicity, efficiency and security of knowledge management processes to enable efficient and timely communication to staff, students and parents.

Enhance parent understanding and engagement with College practices, culture, and activities.

- Review ISQ EPIC report (November, 2022) and National Parent Engagement Framework.
- Review and support Volunteers engagement and programs.

Enhance sustainability and reduce environmental impact of College activities.

- Plan for increasingly sustainable operations.

STRATEGIC INTENTS AND ACTIONS

MISSION AND SERVICE



Strengthening and enhancing foundational faith-driven, Christ-centred engagement and opportunities.

- Develop an authentic approach to service, which increases student agency in community.
- Fostering and nurturing an environment that promotes deeper connection, supportive relationships and mentoring.

SCIENCE, TECHNOLOGY AND THE ENVIRONMENT



Enhance staff and student agency and external partnerships to increase knowledge and empower people to modify behaviours towards greater sustainability and care for the environment, including embracing citizen science opportunities.

Exploration of technologies to ensure all students and staff develop tech literacies, social competence and cyber security.

Providing STEM experiences across Foundation, Junior, Middle and Senior College that allows for big ideas to be explored and investigated and develops ways of being and working important for the present and future, including connection to outside experts.

Empower a greater diversity of people to be inspired and engaged in STEM by exposure to role models, its benefits and exploring social constructs.



STRATEGIC INTENTS AND ACTIONS

SPORT



Enhancing an appreciation of and engagement with physical health and wellbeing.

Enhance and increase student engagement with sport, including opportunities for the development of beginner through to high-performance athletes -

- Develop Philosophy of sport.
- Review of Competitive Sport at PLC and development of a clear structure that will offer students opportunity from grass roots development level to high performance.
- Review of Pillar Sport programs and resourcing with a focus on viability for future high performance programming.
- Review and adjustment of Compulsory Sport/ Timetable Sport structure to:
 - a) Meet PLC Sport Philosophy and strategic goals
 - b) allocate funding and resources more effectively to fit strategic goals
 - c) increase engagement and improve student accountability

Promoting, celebrating and supporting the growth of excellence in sport.

- Develop awards and recognition policy for sport.

VISUAL AND PERFORMING ARTS



Enhancing an appreciation of and engagement with Visual and Performing Arts.

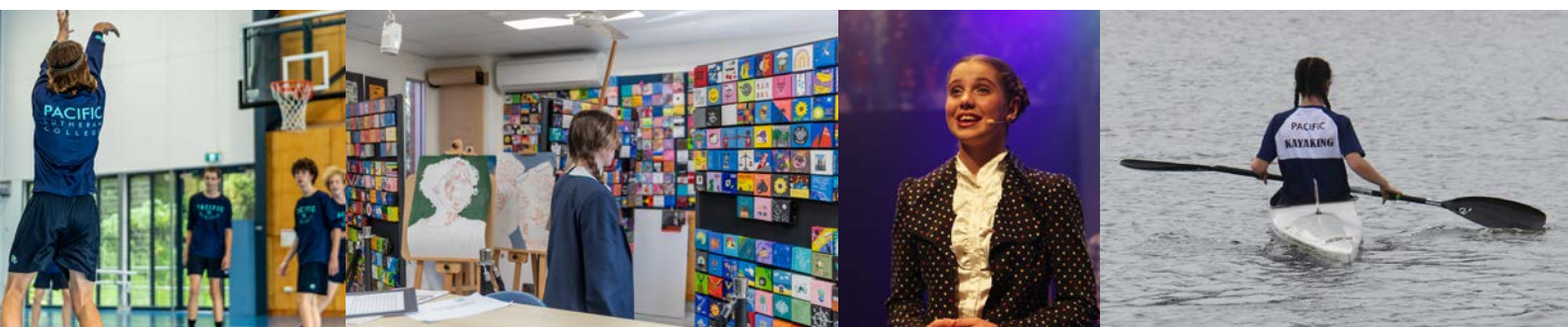
- Cultural Pacific Action Group, led by students, to encourage music/dance/drama within Junior College.
- Explore co-curricular options for student engagement in the Arts.

Promoting, celebrating and supporting the growth of excellence in Visual and Performing Arts.

- Explore opportunity to experience all the Arts through Foundation, Junior and Middle College years.

Promote excellence in the Visual and Performing Arts through community engagement, including links with external experts, community groups, service, and regular community performances.

- Opportunities for students to learn from professionals, to perform, produce and mentor others.
- Curriculum based projects that create possibility for collaboration of the Arts.
- Experiences within the wider community, performing for charity events and at aged care facilities.
- Real world experiences that provide insight into future pathways in the Arts.





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