

Strand Guiding

Intent

Focus Areas

Principles

GROWING IN BALANCE (2021-2023)



Teaching & Learning

Teaching as an art and science

To inform practices and to develop skills that improve teaching and learning.

TL1 Supporting personal and professional growth in all members of our community to develop capacity, not dependency.

- TL2 Enhancing the learning environment through research, data analysis and reflection.
- TL3 Exploring models of curriculum delivery.
- **TL4** Developing a framework that responds to the current and future professional development needs of staff.
- TL5 Integrating emerging and creative technologies into the curriculum.
- **TL6** Developing feedback and reporting practices to enrich and extend learning.
- TL7 Developing learning spaces to support innovation.
- TL8 Embedding experiential learning



Adolescence

"There's a place for me here"

To embrace equity, inclusion and fairness to enable all students to be the best they can be.

- A1 Ensuring the teaching and learning environment, strategies and curriculum engage students and foster an integrated approach to personal, spiritual, intellectual and physical growth.
- A2 Strengthening support for students so they feel safe, valued and emotionally supported.
- **A3** Demonstrating high expectations of all members of the school community.
- **A4** Appreciating diversity, building positive relationships and valuing the individual for who they are.
- A5 Developing resilient young people.
- A6 Enabling student contribution to decision making



Curriculum Strand Community

Good things happen here

To develop meaningful partnerships and to provide experimental learning in support of our learning community.



- C2 Supporting and enriching a positive school culture.
- **C3** Facilitating parent's professional involvement and collaboration in the learning community.
- C4 Fostering and utilising partnerships to enhance learning
- C5 Supporting social justice and cultural awareness.
- **C6** Embedding the concept of circular economy in the curriculum.
- C7 Developing activities that support considered risk-taking, trust and self-empowerment.
- C8 Exploring faith and spirituality.
- C9 Developing service learning and philanthropic endeavours.
- C10 Supporting the wellbeing of all community members.



Thinking

Thinking matters

To embed a culture of innovation creativity and critical thinking.

- T1 Continuing to review and embed current and future knowledge capabilities and skills in the curriculum.
- **T2** Supporting the opportunities for students to engage in critical thinking.
- T3 Enhancing a creative and innovative culture.
- T4 Developing reflective skills and metacognitive abilities.
- T5 Incorporating philosophical inquiry skills and ethical decisionmaking into the learning environment.
- T6 Promoting the development of emotional intelligence.

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Governance Strand

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Strategy & Planning

"We can all make a positive difference"

Maintain an effective planning and strategic cycle that gives us clear direction.

- F Ensure the Hillbrook vision, mission and core beliefs are enacted throughout the curriculum.
- F Strengthen our strategic planning and thinking.
- **F** Ensure a proactive system of risk oversight and management to support our culture and programs.
- F Deepen the understanding of significant elements of the school
- **F** Ensure compliance with government legislation and statutory regulations.



Sustainability

"Enough for everyone"

Ensure we maintain a high quality reputation and healthy level of future enrolments.

- S1 Position and market Hillbrook through positive relationships and effective communication with parents, students, key stakeholders and the wider community.
- **S2** Ensure financial and administrative practices that provide timely and meaningful information.
- **S3** Long term planning and modelling to effectively allocate resources.
- **S4** A long term vision for campus development to accommodate future needs, trends and structures.
- **S5** Maintain an inclusive and moderate fee.
- **S6** Lead sustainable practices and develop a circular economy.



Engagement & Growth

"I am because we are"

Develop and maintain positive relationships with external stakeholders and the wider community.

- Governance Strand
 - Guiding Principles
 - Intent
- E1 Develop a strategic marketing plan.
- E2 Seek best possible outcomes from Commonwealth and State Government funding.
- E3 Maintain a Memorandum of Understanding with the Anglican Schools Commission.
- E4 Maintain positive relationships with significant partners and peak
- E5 Improve engagement with and contribution by past parents and students.



Organisation Capabilities

"Leading from where you are"

Maintain Hillbrook as a preferred employer.

- O1 Ensure the highest possible expectations of teaching, learning and administrative support practices that support a distributive model of leadership.
- O2 Develop and maintain staff recruitment and retention strategies that ensure the highest possible standard of staffing.
- O3 Develop a succession plan policy and procedures for staff and Board
- Provide formal and informal professional learning opportunities for teachers.
- O5 Provide professional learning opportunities for administration staff.
- O6 Develop flexible work options
 - Reflection and feedback as part of the improvement cycle.



FUTURE THINKING COMMITTEES

Being a learning community – Strategic Initiatives 2021 – 2023

Campus Development

CHAIR:

Brent Durham

MISSION: Promoting

MISSION: Promoting and planning for future development of the School's campus, which enhances community learning, social spaces and engagement with sustainable practices.

Community Engagement

CHAIR:

Mike Gillard/ Annie Pappalardo

MISSION: Schools are the hub of communities. Community collaboration within an education context is most effective when external sources (parents, industry leaders etc.) complement our curriculum.

Curriculum Innovation CATYLS

CHAIR:

Mark Herriman

MISSION: To bring together teachers across a range of year levels to discuss curriculum initiatives and innovations.

Data Analytics

CHAIR:

Mark Herriman/ Linda Petitt

MISSION: To encourage and steer the use of data to produce meaningful and useful information to the end user (students, parents and teachers).

eLearning

CHAIR:

Miriam Scott

MISSION: Hillbrook's ongoing commitment to preparing our students for leadership in an increasingly complex digital world ensures learning is underpinned by engagement and efficient use of technology.

Giving Tree

CHAIR:

David Adams

MISSION: The
Hillbrook Giving Tree
is designed to draw
together Hillbrook's
resources and focus on
compassionate outreach
to ensure we empower
young people to make a
positive difference.

Philosophy Matters

CHAIR:

Stephanie Munday-Lake

MISSION: To form a community of thinkers and practitioners keen to continue and extend the quality and influence of Hillbrook's Philosophical Inquiry Years 7–10 course, within and beyond Hillbrook.

Student Learning & Wellbeing

CHAIR:

Stephanie Munday-Lake

MISSION: To lead the whole school response to the Student Wellbeing Framework by nurturing a culture of shared concern, collective responsibility and consistent response.

Sustainability

CHAIR:

Damian Larkin

MISSION: "Local solutions to global issues" and "from little things, big things grow" guide our approach to sustainability.

Teaching and Learning

CHAIR:

Jason Sharland

MISSION: Our mission is to advocate, participate in and lead strategies to support high-quality professional learning opportunities.