

the educator

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INNOVATIVE SCHOOLS

40 future-focused schools that are breaking the mould

AUSTRALIAN EDUCATION AWARDS

A behind-the-scenes look at all the winners from the inaugural awards gala

IS THIS THE FUTURE OF LEARNING?

How Templestowe College found success by rejecting traditional models

FUNDING IN THE SPOTLIGHT

What the SES review could mean for private school funding

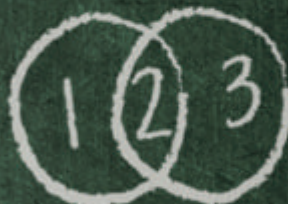
INNOVATIVE SCHOOLS 2018

Unfavorable Mutations
Selected against

Reproduction and
mutation occur

Favorable mutations
more likely to survive

...and reproduce



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INNOVATIVE SCHOOLS

The Educator profiles 40 Australian schools that are leading the way in their efforts to prepare students for tomorrow's world

WELCOME TO *The Educator's* fourth annual Innovative Schools report. Once again this year, a plethora of submissions poured in from schools in all corners of the country, bringing to our attention some truly inspiring work being undertaken to equip students with the tools that will help them to face a world vastly different to the one we currently know.

The volume and quality of entries received made

selecting 40 schools to profile an arduous task and spoke to the depth of innovation currently being undertaken in Australian schools. But after a difficult assessment, *The Educator* has narrowed down the field to 40 schools that are worthy of special recognition. It must be emphasised, however, that the outstanding work detailed on the following pages is only a snapshot of the pioneering efforts being made in schools across the country.

INNOVATIVE SCHOOLS 2018 INDEX

NAME	PAGE	STATE	TYPE
Ambarvale High School	20	NSW	Public
Australian Industry Trade College	20	QLD	Independent
Blackwood High School	20	SA	Public
Brighton Grammar School	21	VIC	Independent
Canterbury College	22	QLD	Independent
Good News Lutheran School	27	QLD	Independent
Grace Lutheran College	22	QLD	Independent
Granville Public School	26	NSW	Public
Iona Presentation College	22	WA	Catholic
Kiama Public School	24	NSW	Public
Knox Grammar School	24	NSW	Independent
Living Faith Lutheran Primary School	24	QLD	Independent
Loreto Kirribilli	24	NSW	Catholic
Melbourne Girls Grammar School	26	VIC	Independent
Mount Brown Primary School	27	NSW	Public
Mount Eliza Secondary College	26	VIC	Public
Mount Ousley Public School	27	NSW	Public
Newling Public School	27	NSW	Public
Oakleigh State School	19	QLD	Public
Ormiston College	22	QLD	Independent
Pallara State School	28	QLD	Public
Parkmore Primary School	23	VIC	Public
Perth College Anglican School for Girls	23	WA	Independent
Pulteney Grammar School	25	SA	Independent
Ravenswood School for Girls	25	NSW	Independent
Saint Stephen's College	27	QLD	Independent
Scotch Oakburn	26	TAS	Independent
Seymour College	26	SA	Independent
St Columban's College	20	QLD	Catholic
St Leonard's College	24	VIC	Independent
St Luke's Catholic College	19	NSW	Catholic
St Margaret's Anglican Girls School	28	QLD	Independent
St Mel's Catholic Primary School	19	NSW	Catholic
St Paul's School	22	QLD	Independent
St Rita's College	28	QLD	Catholic
Sunnybank State High School	28	QLD	Public
Templestowe College	28	VIC	Public
Trinity Lutheran College (Mildura)	23	VIC	Independent
Wesley College	20	WA	Independent
Whitsunday Anglican School	28	QLD	Independent

ST MEL'S CATHOLIC PRIMARY SCHOOL

Campsie, NSW

St Mel's Catholic Primary School has taken the concept of visible learning to an unprecedented level by embedding its school-designed competency rubric into the learning spaces of primary classrooms. The students, along with the teacher, critique individual and collective learning, as well as the evidence. Based on Martin Broadwell's research, the competency rubric helps learners articulate their thinking about learning and learning growth, and to build a collaborative learning culture. Through the accompanying critiquing protocol, students learn how to give and receive growth-promoting critique whilst maintaining each person's dignity.

OAKLEIGH STATE SCHOOL

Brisbane, QLD

Oakleigh State School has a vision of innovation for its students, one central facet of which is the extra-curricular Young Innovator Program, which relies on the school's partners in industry.

Catering for 130 students each round, the program supports students to design, create and solve problems in an innovative fashion. Central to the initiation of this program was a community think-tank evening, to which the school invited the surrounding community, industry representatives and others to design strategies to answer the question of how young innovators of the future can best be supported.



ST LUKE'S CATHOLIC COLLEGE

Marsden Park, NSW

Now in its second year as a next-generation learning community, St Luke's Catholic College is designing and establishing the 'new normal' for preschool to

post-school learning in an environment characterised by a flexible, stage-based curriculum that nurtures children to become creative contributors and innovative problem solvers for a changing world. From day one, the school has been staffed from 6am to 6pm with learning-focused activities as part of an extended school day. Looking to the future, St Luke's aims to become a 'global school' and plans to complement and connect the mandated core curriculum with each student's personalised curriculum.

INNOVATIVE SCHOOLS 2018

AMBARVALE HIGH SCHOOL

Rosemeadow, NSW

All Year 7 students at Ambarvale High School engage in a full-year program of embedded project-based learning, focused on the explicit development of student feedback and drafting skills. From there, students move into a STEM Design Thinking program in Year 8 that builds on that innovative practice and learner skill set. In Year 9, students are immersed in an integrated curriculum project, seamlessly combining the curriculum of English, geography and history into highly engaging, hands-on, immersive learning opportunities. Finally, in Year 10, young adults co-create a program to explore the limitless possibilities their passions will offer them as they move into the adult world.

ST COLUMBAN'S COLLEGE

Caboolture, QLD

St Columban's College's integrative and strategic approach to combining academic and vocational education has earned it several Australian Training Awards, including a 2014 win in the School Pathways to VET category and recognition as a national finalist in 2016–17 and as the state winner in the Small Training Provider category in 2017. Embracing the tagline 'real skills for real careers', the college delivers training in 19 national qualifications in 11 industry areas, supports more than 80 school-based apprentices/trainees annually and employs 21 trainees. In 2017, 91% of graduating students gained a vocational qualification, and 100% completed work experience.

BLACKWOOD HIGH SCHOOL

Eden Hills, SA

The forces of digital disruption and globalisation will have a major impact on work over the next 15 years, making it a necessity for today's students to have highly developed skills and a strong knowledge base in STEM disciplines.

In an effort to address this challenge, Blackwood High School introduced a two-year scientific studies program in 2017 as one of its first initiatives in a broader whole-school STEM strategy. The program is focused on helping students develop key skills via a project-based learning approach to analyse and solve problems, which will aid their capacity to acquire new knowledge through their own investigations.



AUSTRALIAN INDUSTRY TRADE COLLEGE

Gold Coast, QLD

Australian Industry Trade College [AITC] has established a compelling business model that works in partnership with industry and local communities. AITC delivers a flexible blend of core and technical education for young people in the senior years of schooling to transition them to sustainable employment. The model of education is flexible and accommodates school-based apprenticeships, part time employment and work experience with variable attendance patterns. And AITC's results speak for themselves: in 2017, more than 93% of students graduated with full-time apprenticeships and 95% with their senior Queensland Certificate of Education, which is well above any Australian state average.

WESLEY COLLEGE

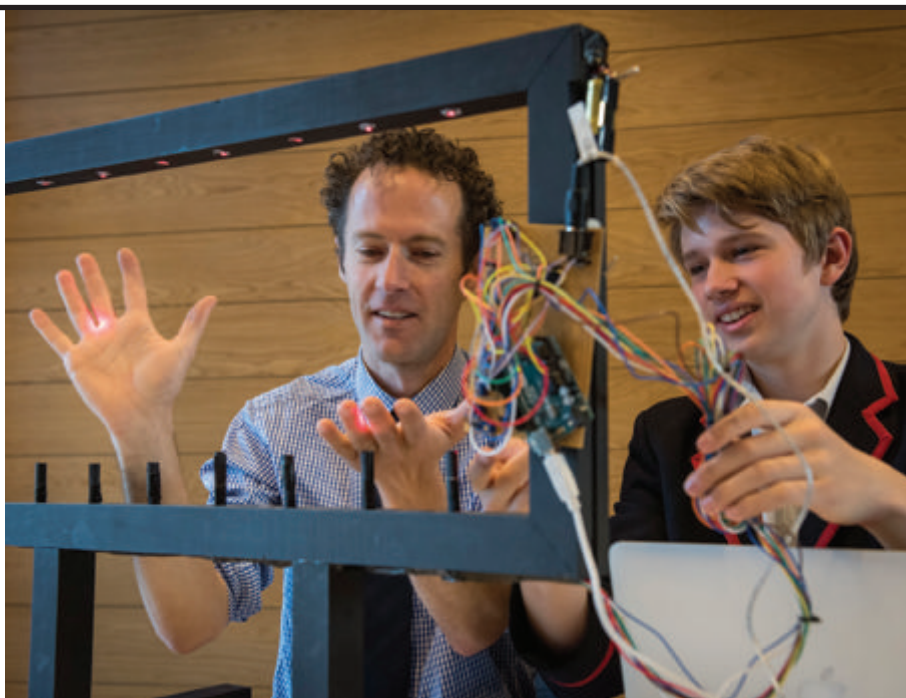
South Perth, WA

Driven by the belief that every child should become a strong thinker, purposeful doer, positive connector and powerful self-activator, Wesley College empowers its students to lead purposeful lives. Students are encouraged to develop and nurture an understanding of self and leadership skills, developing an outward-looking focus through experiences linked to community service and a real-life context. Wesley also offers Katitjin, a unique, term-long experiential education program in Year 8, where students leave the classroom to experience a range of challenging and inspirational environments within the Perth CBD to explore self-awareness, team dynamics and community.

BRIGHTON GRAMMAR SCHOOL

Berwick, VIC

For eight years, Brighton Grammar's Year 8 students have participated in iDesign, an initiative that involves critical and creative thinking, innovation, sustainability, and entrepreneurship. It provides students with an opportunity to demonstrate independence and originality, to plan and organise a significant project over a relatively long period, to experience working with a mentor, and to practise some of the skills they learn from that mentor. No matter what their level of academic achievement, through iDesign, students can highlight their individuality and inspiration. Finalists present their projects to a panel of judges, in the style of *Shark Tank*, and visitors to the iDesign exhibition vote for the People's Choice Award.



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INNOVATIVE SCHOOLS 2018

CANTERBURY COLLEGE

Waterford, QLD

Canterbury College is a forward-thinking school that's focused on ensuring students are future-ready. Canterbury was the first school in Australia to invest in an EON i-Bench for 3D stereoscopic augmented reality. The school's Research and Next Centre [RaNC] optimises learning opportunities for students from kindergarten to Year 12. The RaNC is regularly visited by university and TechEd professionals interested in the school's education-based applications, which are purposefully spread throughout the college.

The college was also recently awarded the Exemplary STEM Teaching Innovation Award at the International Adolescent Success Conference in recognition of its STEM curriculum from kindergarten, which progresses to coding, robotics and laser technology in junior school, through to 3D printing and virtual reality in senior school.



ORMISTON COLLEGE

Ormiston, QLD

In 2018, Ormiston College created a mixed-reality pathway for junior and secondary school students, which focuses on how the technology is revolutionising teaching and learning by making it more adaptive, personalised and authentic. Using the college's newly developed teaching and learning framework, teachers have been designing authentic mixed-reality learning experiences across the college. Starting as early as Year 4, students are creating their own 3D models across a variety of different programs, and students of all ages have been working across innovative projects relevant to their school year and curriculum.

IONA PRESENTATION COLLEGE

Mosman Park, WA

Iona Presentation College believes that each student needs to be provided with opportunities to delve further into a topic, including collaboration opportunities, extension reading, practical advanced activities and discussion with industry experts.

In line with Australia's national focus on STEM education, the college's staff have been engaged in creating an innovative STEM curriculum that seamlessly integrates Year 7 science, mathematics and digital technology standards. The S.M.A.R.T. [Science, Mathematics and Real-world Technology] program uses driving questions to tie the three components together and provides a direction for lesson creation. The lessons are based on the 6E lesson model: Engaging, Exploration, Explain, Elaborate, Evaluate and Extend.



GRACE LUTHERAN COLLEGE

Rothwell and Caboolture, QLD

Grace Innovation & Enterprise [GI&E] is a new model being adopted by Grace Lutheran College

to promote community engagement through highly innovative educational programs delivered in a flexible model by current staff, parents or third-party providers. All members of the wider community are welcome to participate within a structured leadership model developed and supported by a management committee. In the short time GI&E has been in operation, the college has seen considerable growth in community programs in technology (virtual reality and drones), equestrian, sporting programs, academic enrichment and the arts. Grace Lutheran College was also named an Innovative School by *The Educator* in 2016 and made the list of *The Courier Mail's* Top 10 Most Innovative Schools in 2017.



ST PAUL'S SCHOOL

Bald Hills, QLD

In early 2018, St Paul's was named by Cambridge University as one of the 100 most innovative learning organisations in the world. The school's Realms of Thinking program

is an approach to teaching and learning where staff foster students' grasp of the basics while also growing their capacity to be innovative and to solve complex problems – to think like entrepreneurs and even create their own business opportunities. As a result, students from the age of 5 have the opportunity to discuss concepts such as change and sustainability, and to apply their creative thinking to solving difficult problems and learning how to work together to achieve their aims.

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PARKMORE PRIMARY SCHOOL

Forest Hill, VIC

Parkmore Primary School is leading the way with its work in positive education and its partnership with Forest Hill College as a Visible Wellbeing Partner. The first government primary/secondary partnership of its kind, it provides opportunities for the two sectors to

share their knowledge and expertise and, most importantly, assist students with their transition between sectors. This year, two of Parkmore's staff members presented at the Positive Education School Association's national conference, detailing their work on student voice and agency. Students' suggestions and ideas are paramount to the school's programs, but particularly its leadership model, which is now completely student-led. Students also plan and run the school's fortnightly assemblies, canteen, fundraising and special days.

TRINITY LUTHERAN COLLEGE (MILDURA)

Mildura, VIC

Six students from Trinity Lutheran College, supported by teachers Stephanie Kriewaldt and Sara Holman, have combined cutting-edge technology with the ancient Mallee landscape to create a ground-breaking collaborative project. Aimed at sharing the issues their local River Murray faces within Australia and the wider world, students engaged eight community agencies, interviewing them about river problems and how the river can be supported. The students also used a 360° camera to record footage at six locations within the Mallee and then embedded the interviews to create interactive, 3D 360° videos. Now people worldwide can learn about the Australian bush through the power of VR – a fantastic example of students taking real action and making a difference.



PERTH COLLEGE ANGLICAN SCHOOL FOR GIRLS

Mount Lawley, WA

Perth College's Imaginarium is an initiative unique to the school, catering specifically for gifted girls of very high ability. It is a place where innovation, curiosity and

creativity are encouraged and where rigorous intellectual development occurs. The Imaginarium is a challenging and motivating environment that enhances the holistic development of gifted girls through after-school and holiday courses. Each course employs a holistic approach, developing the girls' cognitive, social, emotional and vocational domains. Positive psychology underpins the course content, supporting the positive development of girls' self-efficacy and self-concept and enhancing their overall state of wellbeing.



INNOVATIVE SCHOOLS 2018



KIAMA PUBLIC SCHOOL

Kiama, NSW

Kiama Public School has been passionate about revolutionising and expanding innovative student learning experiences in 2018. This year, the school has rolled out new, innovative experiences for students, including introducing drones in

coding lessons and integrating virtual reality into STEM lessons. Kiama has also invested in new robotics equipment to expand upon the school's STEM program, and students who are learning to code have been successfully using a variety of robots. Additionally, two combined Stage 2/3 teams are currently training for a National Robotics Competition later in the year.



LIVING FAITH LUTHERAN PRIMARY SCHOOL

Murrumba Downs, QLD

Living Faith is regarded as a leader in the education industry by futurists around the globe. The school's state-of-the-art learning plazas inspire young people to learn and work in a digitally spectacular environment with design features common to 21st-century workplaces. Flexible furniture, flexible use of space and fluid groupings of students all work together to create independent learners. Students also embark on six-month projects that incorporate a range of curriculum and skill development areas. Showcase evenings held twice a year allow students to present their work to real audiences.



ST LEONARD'S COLLEGE

Brighton East, VIC

St Leonard's College offers pedagogy and programs that are years beyond most schools. Recognising the need for progressive change in the model of teaching for Years 5 and 6, the school introduced a new framework to support student learning and agency.

Specialist teachers across Years 5 and 6 now provide a dedicated learning zone for these students. Previously, students spent the majority of their learning time in the same classroom with the same teacher. Now the school's Year 5 and 6 students move around the college for specialist classes, such as a science class taught by a specialist teacher in a science lab.

KNOX GRAMMAR SCHOOL

Wahroonga, NSW

Knox Grammar School values its strong traditions and heritage, its close relationship with parents and the local and global community, and its exceptionally high educational standards. A NESA-endorsed provider since 2018, Knox provides a plethora of professional learning courses and has developed a research partnership with the University of Newcastle whereby teachers can complete a master's or doctorate degree in philosophy.

In concert with the OECD 2030 Learning Framework, which stresses the importance of schools fostering learner agency and wellbeing, Knox's internationally recognised Total Fitness model is focused on the wellbeing of staff, students and the community. A mentoring program for all students focuses on fostering their spiritual, academic, social and emotional fitness.

LORETO KIRRIBILLI

Sydney, NSW

Loreto Kirribilli continually evaluates its approach to teaching and learning. In light of government initiatives and industry needs, the school has spent the past three years carefully redeveloping its approach to engaging young women in science, technology, engineering and mathematics from kindergarten to Year 12.

The resulting 100-hour course for Loreto Kirribilli's Year 9 students embraces the school's core values of justice and felicity, teaching students to look outward and engage with STEM-based projects that have changed the lives of marginalised, displaced and desperately poor people. Students used these examples to understand how simple technologies like chlorine lights, terracotta air conditioning units, simple electrical projects and biometric sensors can improve living conditions and help people deal with personal loss or hardship.

RAVENSWOOD SCHOOL FOR GIRLS

Gordon, NSW

Ravenswood School for Girls is a lighthouse for applying the principles of positive psychology to the school context. The school is the first in NSW to be selected to partner with Dr Lea Waters, professor and founding director of the Positive Psychology Centre at the University of Melbourne, as a foundation school for her Visible Wellbeing Instructional Model. The junior school has also begun an evidence-based mindfulness program in consultation with Professor Jean Watson, a mindfulness instructor from Oxford University. The pilot program, which involves careful measurement and data collection, is being rolled out from kindergarten to Year 6.



PULTENEY GRAMMAR SCHOOL

Adelaide, SA

In Term 3 of 2018, Pulteney Grammar School will open the doors of its new purpose-built middle school, which will aid the school in challenging tightly held beliefs about what learning and learning environments should look like. The furniture and AV equipment are flexible, able to be relocated or stored away to suit whatever activity is being undertaken. Staff workspaces are collaborative, fostering

connections across learning areas. A middle school conference is planned for the October term break to not only highlight the innovative facility design of the new middle school, but also to provide an opportunity for professional sharing and acknowledgement of the excellent work of the school's staff.

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MELBOURNE GIRLS GRAMMAR SCHOOL

South Yarra, VIC

To address today's world of accelerating technological integration with human activities, drone technology has been introduced into the STEM learning at Melbourne Girls Grammar School. Students in Years 3 and 4 undertake a drone program called The Queen Bee Flying Program.

By participating in the program, students are exposed to problem-based learning across a range of different disciplines. Students are required to predict, plan, analyse and evaluate their way through a short course, which concludes with their own drone licence. Drones are also used to teach electronics and computer programming whilst developing skills such as computational thinking and curiosity.



SCOTCH OAKBURN COLLEGE

Newstead, TAS

In 2018, Scotch Oakburn College implemented SOC2City #Y7, an innovative, interdisciplinary learning program for its Year 7 curriculum. SOC2City #Y7 is a practical, real-life learning experience that also addresses compulsory aspects of the Year 7 curriculum. Fifteen sites were identified around the Launceston CBD for redevelopment, and each group of students was allocated one site for renewal. Students had to decide how they could influence and improve the livability of their particular site and thus shape the perception of Launceston as a city of the future. A central idea was that their designated urban renewal site should provide rate-payers with the services and facilities needed to support and enhance their lives.



SEYMOUR COLLEGE

Glen Osmond, SA

In 2017, Seymour College decided to completely rethink the traditional school structure, starting at the middle school level. Today, the core curriculum is centred around two integrated 'super subjects': STEM and GEM.

GEM (global studies, English and media) incorporates the Australian Curriculum subjects of English, drama, and humanities and social sciences, with elements of media arts included. Wherever possible, learning in GEM centres around large, integrated projects with real-world application or relevance, using what has been called the '3 PBL approach' (project-, problem- and phenomenon-based learning) to develop skills in collaboration, communication, critical thinking, problem-solving and creativity.



MOUNT ELIZA SECONDARY COLLEGE

Mount Eliza, VIC

Students in Mount Eliza Secondary College's IDEEA Lab – a classroom designed to allow students to Imagine, Discover, Engage, Empower and Act – devote an entire school day once a week to undertaking real-world projects that are solely developed to engage them and prepare them for life after school. Students are marked not on the regular

Australian Curriculum, but only on the capabilities, which creates learning opportunities for students of all levels. Students learn how to work collaboratively and manage individual projects from day one. They also undertake a community placement in Year 8 where they attend a local not-for-profit organisation for several days to experience workplace culture.

GRANVILLE PUBLIC SCHOOL

Granville, NSW

Over the past 10 years, Granville Public School has had a plethora of students enrolling in kindergarten whose birthdays fall in May, June and July. After researching how best to cater for these younger students and ensure their learning progression is not impeded, the school decided to introduce a two-year kindergarten programme. The programme will enrol a maximum of 20 students and also incorporate an early education teacher and a school learning support officer.

NEWLING PUBLIC SCHOOL

Armidale, NSW

Newling Public School's innovative team of teachers helps to ensure that every student is given all possible opportunities to succeed. The school's collaborative teaching structure has created a new culture of learning and teaching innovation. Having two teachers in every classroom has increased the focus on each child's needs, as identified through achievement data analysis between teachers and the instructional leader. Team teachers share the workload, providing more time to develop higher-quality learning experiences. In addition, the students receive more feedback on achievements, affirmation and recognition of successes.

GOOD NEWS LUTHERAN SCHOOL

Middle Park, QLD

Good News has always been forward-thinking in its approach to education, but it recently adopted agile learning spaces and project-based learning to cater for different learning styles and needs. A variety of desk arrangements, including standing desks, 'coffee table' work spaces and outdoor learning areas, allows students to choose where they sit for different learning opportunities. The more active students have found great benefit from standing to work, leading to higher engagement and deeper learning. The spaces also provide greater opportunity for students to develop collaborative skills such as communication and tolerance.



SAINT STEPHEN'S COLLEGE

Upper Coomera, QLD

Saint Stephen's College [SSC] is leading the way in developing a personalised learning environment. A typical day at SSC involves technology-enhanced learning of an innovative curriculum, delivered through multiple pedagogies, with personalised support from dedicated learning instructors in contemporary learning spaces. SSC's physical environment caters for multi-modal learning, where technology works seamlessly with human interaction. While many schools have one amazing learning space, SSC has many refurbished and new settings. SSC is also one of only 13 Microsoft Showcase Schools in Australia, a recognition that allows students access to education leaders from across the world.

MOUNT BROWN PRIMARY SCHOOL

Dapto, NSW

Connecting to, engaging in and committing to school is at the core of Mount Brown Primary School's drive to improve social, emotional and academic outcomes for all Aboriginal students and their families. The school's dynamic new Aboriginal Education team has forged great enthusiasm and made significant inroads to better connect Aboriginal and Torres Strait Island families to all aspects of school life. School learning support officers [SLSOs] aid both students and teachers by working on student personal development pathways.

The team has also introduced innovative new 'YARNING' sessions to promote more in-school contact for Aboriginal parents and children. An Indigenous SLSO also engages with students during playtimes, boosting students' social capabilities.



MOUNT OUSLEY PUBLIC SCHOOL

Fairy Meadow, NSW

Mount Ousley Public School [MOPS] is widely regarded as a school of excellence and innovation. Creative and imaginative thinking are promoted both inside and outside the classroom.

MOPS' outdoor learning area is an authentic classroom, with purpose-built device storage, a range of flexible seating and strong WiFi infrastructure. MOPS' butterfly garden, a project-based learning initiative, is a quiet area for students as well as a space for observations of the natural world. Another dedicated part of MOPS' playground is the 'stick area', where students are encouraged to build cubby houses and imaginary settings with sticks and fallen branches.

INNOVATIVE SCHOOLS 2018



SUNNYBANK STATE HIGH SCHOOL

Sunnybank, QLD

Sunnybank SHS is a dynamic, future-focused learning community, committed to empowering its students to succeed. In its STEM classes, run by the technologies faculty, all Year 7 and 8 students experience a programme that has been tailored to develop the 21st-century soft skills they will need. Almost half of the school's Year 9 and 10 students continue to undertake STEM classes, and their enthusiasm has been contagious throughout the surrounding community. Students have improved not only their STEM-related skills and knowledge, but also numerous soft skills through their involvement with the Griffith STEM Ambassadors Program.

PALLARA STATE SCHOOL

Pallara, QLD

Based on a belief in education evolution, rather than revolution, Pallara State School became the first state school in Queensland to offer a 'bring your own device' laptop program across Years 1 through 6. Computers are such a major part of the world and of student's lives that it became obvious to staff that it was necessary to bring learning and computer use together. The students' laptops are used to accelerate learning in all areas of the curriculum. Accordingly, this technology has tapped into student interests, and both teachers and parents are seeing improvements.



WHITSUNDAY ANGLICAN SCHOOL

Mackay, QLD

Whitsunday Anglican School promotes a culture of excellence in the STEM field, aiming to provide students with cutting-edge and industry-ready skills. In 2018, the school established a STEM elective and developed some exciting educational experiences. Currently, the STEM elective is being taught from Years 5 to 8; it will be expanded to Year 9 in 2019 and Year 10 in 2020. As part of the elective, students participate in the CoDrone Educational Program, which was built in-house. Students plan and code a search-and-rescue mission using the CoDrone unmanned aerial vehicle. The CoDrone Rescue Challenge has been featured on 7 News Mackay.



ST RITA'S COLLEGE

Clayfield, QLD

In 2017, St Rita's College formed a collaborative partnership with Mt Alvernia College and Riverbend Books to launch Read Like a Girl. The program is an Australian first, featuring a calendar of regular reading-based events aimed at reinvigorating a love of reading and literature among students and girls in the wider community. Students and adults attending a Read Like a Girl event can meet authors and other girls who love reading and have discussions about stories, ideas, books and literature. This allows them to develop their own networks of peers who share their love of reading.



ST MARGARET'S ANGLICAN GIRLS SCHOOL

Ascot, QLD

Twice a week at St Margaret's Anglican Girls School, students participate in academic advising sessions, a 2018 innovation that replaces the traditional classroom structure. Advisors assist students to set goals based on their results and teacher feedback, guiding them to self-manage their learning. Through continuous reporting, data is gathered to identify steps to improvement, set meaningful goals and evaluate students' progress. This process allows students take responsibility and ownership of their learning.

TEMPLESTOWE COLLEGE

Templestowe, VIC

Templestowe College has a vision to "co-create high quality learning experiences within an inclusive and supportive community". This ambition drives every aspect of what the school does and has led to a growth in enrolment from just 286 students to more than 1,150 in nine years. With input from parents, each student develops an individualised learning plan with a five-year time planning horizon. Students are supported in modifying and adapting this plan as their interests change. Additionally, TC has no year levels, so students are free to study subjects at a level that suits them – and only in areas that they see as relevant and important. 