

# DESIGNED FOR Mpace

GREEN POINT CHRISTIAN COLLEGE FINAL REPORT & RECOMMENDATIONS



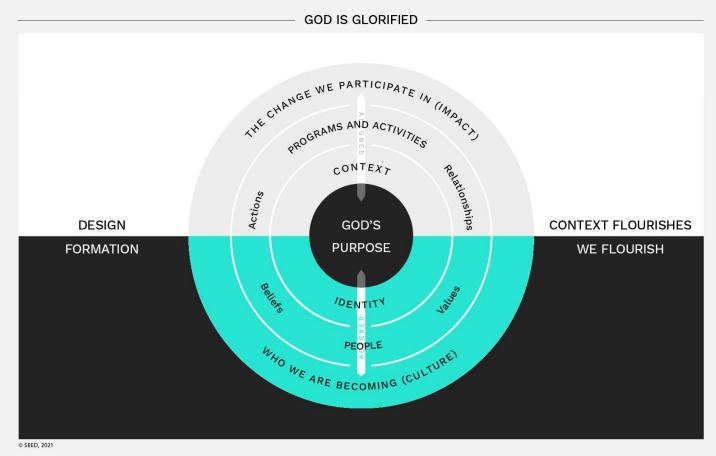
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# FOUNDATION OF OUR APPROACH

We believe that when Christian schools effectively align their strategy, culture, programs and activities with their foundational Christian identity & mission they will be agents for Redemptive Influence – they will flourish, their context will flourish, and God will be glorified as people encounter both the way of Jesus and the person of Jesus.









#### Green Point Christian College (GPCC) Project Scope

A review of the embeddedness of the College's purpose statement, graduate profile and motto

#### March-June 2022

The purpose of Green Point Christian College is to equip students for a life of redemptive action through a holistic education grounded in a Biblical perspective.

### STUDENTS

The formation of students who display the attributes of the Graduate Profile.

STAFF

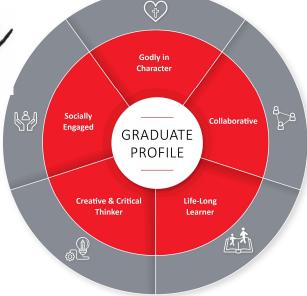
The development of quality staff who serve our students well.

Equipped for life

PARENTS

3

The support of families as the cornerstone of a flourishing society.



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# STAKEHOLDER ANALYSIS & REPORT



### Key Insights

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STAKEHOLDER GROUP	TOTAL#	SURVEY#	% response
Teacher	80	43	54%
Other staff	60	22	37%
Senior Students (Years 10, 11, 12)	280	45	16%
Parents / families	716	85	12%
Executive Leadership	7	6	86%
Board	4	2	50%
TOTAL	1147	203	18%

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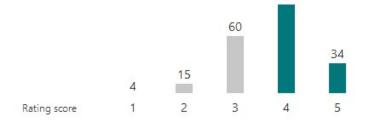




## **Reviewing embeddedness of the School Motto**



# Equipped for life



## On a scale of 1-5, based on your experience of the school, how well do you think GPCC is equipping students for life?

61% of the 203 respondents rated between '4-5'. The average response rating was 3.67 out of 5.

- 82% of parents rated between '4-5'
- 70% of staff rated between '4-5'.
- 41% of students rated between '4-5'

Parents are even more convinced than teachers that GPCC is equipping students for life. However, students are far from convinced. Why?

#### **KEY FINDING**

The motto is well known among the student body and is also very visible across the school. However, many students do not appear to connect school curriculum & activities with 'real-life' and have reduced the concept of 'life' to a single dimension, consisting of 'real-life' tasks. When viewed this way, the majority of students report feeling ill-equipped to undertake 'real-life' tasks.





## Reviewing embeddedness of the core GPCC Purpose

The purpose of Green Point Christian College is to equip students for a life of redemptive action through a holistic education grounded in a Biblical perspective.



## On a scale of 1-5, based on your experience of the school, how well do you think GPCC is equipping students for life?

77% of the 203 respondents rated between '4-5'. The average response rating was 3.67 out of 5.

- 96% of staff rated between '4-5'
- 75% of parents rated between '4-5'.
- 49% of students rated between '4-5'

#### **KEY FINDINGS**

- **Students** are mostly neutral (35%) about the school's purpose and tend to consider that the purpose is not inclusive enough and does not fit everyone's worldview.
- **Parents** largely positively support the school's purpose, yet many do not understand key elements, especially the phrase "redemptive action" and 18% are neutral/undecided
- **Staff** are strongly in favour of the school's purpose even though some confusion about "redemptive action" is evident, along with 'boundary concerns about how 'holistic education'.



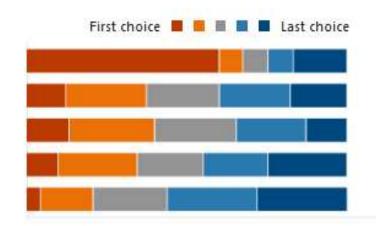
## **Reviewing embeddedness of GPCC Graduate Profile**

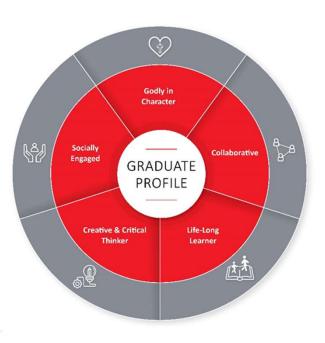


## Please rank these in order of what you feel is most important to see in GPCC Graduates

#### Rank Options

- 1 Godly in Character
- 2 Socially Engaged
- 3 Creative and Critical Thinker
- 4 Life-Long Learner
- 5 Collaborative





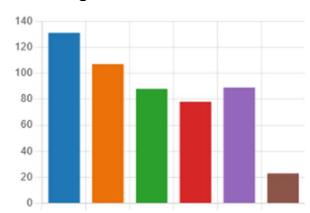


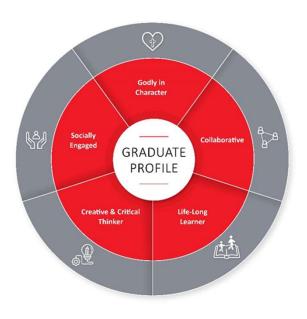




#### Select any 5 areas in which GPCC is doing well?

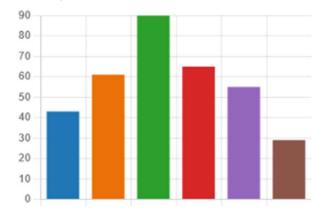
	Godly in Character	131
•	Socially Engaged	107
•	Creative and Critical Thinker	88
•	Life-Long Learner	78
	Collaborative	89
	None of the Above	23





#### Out of these 5 areas, which areas do you think GPCC can most improve?





#### **KEY FINDING**

 Students, Parents and Staff alike ALL ranked Creative and Critical thinker as the clear area GPCC can most improve, providing a clear strategic focus for the students and teacher development in coming year.



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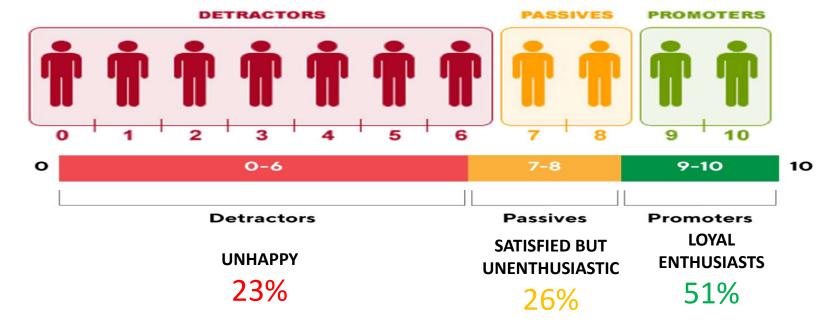




The Net Promoter Score®, or NPS®, measures customer experience and predicts business growth. It is a proven metric that is calculated using answers from the question, using a 0-10 scale, "How likely are you to recommend [brand] to a friend or colleague?" Promoters (score 9-10) are loyal enthusiasts, Passives (score 7-8) are satisfied but unenthusiastic and Detractors (score 0-6) are unhappy.

The final question on the stakeholder survey was:

On a scale of 1-10, how likely are you to recommend GPCC to friends and family?













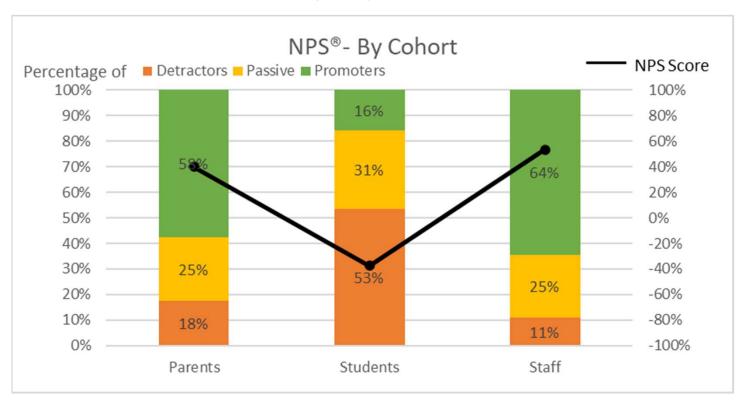




## **Reviewing Net Promoter Score**



#### On a scale of 1-10, how likely are you to recommend GPCC to friends and family?



<sup>\*</sup> See qualitative comments on reasons for NPS score for affirmation of what's working and practical recommendations of what could be improved

#### **NPS** categorises

- Promoters (score 9-10) are loyal enthusiasts
  - 64% of staff
  - 57% of parents
  - 16% of students
- Passives (score 7-8) are satisfied but unenthusiastic
  - 31% students
  - 25% of staff/ parents
- Detractors (score 0-6) are unhappy
  - 53% students
  - 18% parents
  - 11% staff







## CONTEXT SYSTEMS MAP

Understanding assets and barriers impacting the embeddedness of GPCC purpose, motto, mission goals and graduate profile

(6 x 1.5 hour Stakeholder Focus groups – Students, Parents, Staff, Executive, Board, Church)





#### CONTEXT SYSTEMS MAP (themes from focus groups)

#### **CONTEXT / SYSTEM**

#### Map the key forces that can be leveraged or could block your imaged future.

- \*Naplan push kills creative & critical thinking space (Staff) \*Coastie culture - 'she'll be right / job for life' - some staff stuck (Board, Exec)
- \*Sense of entitlement among some staff (has improved)
- \*Govt Regulations (sec 83) \*Compliance Pressures (Exec)
- \*NESA & hoop jumping (Exec)
- \*Award system seem now subjective/ opinion based popularity (Parents/Staff) \*Clearer descriptors are needed for Graduate profile (parents)
- \*Life Long OR Love learning? \*KPIs not linked to purpose, mission goals or Grad Profile \*Teachers must model GP
- \*PURPOSE 'Redemptive Action' needs explaining for diverse s/holders & theology - most don't get it (teachers, students, Exec, Board) \*GRAD PROFILE - Don't really know what each of these areas mean (parents). Can't remember many of them (student leaders)
- \* Difference between school organisational community and church community is becoming clearer and healthier (Board)
- \*New reward system just introduced this term in secondary tbc primary (Ex) \*Equip for life is marketing/feel good-zero impact on teaching'
- \*No Device policy +ve impact \*Increasingly efficient systems \*Not compromised Christian teachers (Exec) \*Clear purpose & Grad Profile risk mission drift if not (Exec) \*Mindset/initiatives of Productive Pedagogy (Exec)

\*Grad Profile informs teaching

(Equip for life promotes school

\* Financial health and sustainability of the school \*Reputation (and enrollments) improved a lot over last 2 years

\*Rich & layered meaning of

strongly resonates with all

\*Clearer statement of faith

(Exec)

'EQUIPPED FOR LIFE' - very

#### Structures \ Policies \ Mindsets

- \*Lack of coordination outward looking initiatives / events to increase SOCIALLY ENGAGED (Staff)
- \*Missing Director of Spiritual Development (no integration)\*Growth & outsourcing risks losing community feel & parental involvement (parents, staff)
- PD need to ask what is useful, practical and absolutely necessary learn more from team teaching(staff) \*Critical to have stronger sense of partnership with
- parents (Staff, Ex) \* Need to leverage house system more (Staff)
- \* Ongoing transition from Trustee Board (Cheer squad) to Goverance Board (Accountability) \*Coast Shelter
- (underutilised asset) \* Better utilise teacher exchanges, networks to lift eves and give fresh input (increase creative thinking)
- \* Huge challenge of recruiting more Christian staff across sector (Executive)
- \*Challenge of finding new members on multiple boards - with legal requirements for seperate entity (Board)
- \*Succession Planning for Kevin and Phillip (Church)'
- \* Physical facilities \*Melos Foundation & seeing fulfillment of strategic priorities (Church and Board) \*Genuine posture of partnership from Board (Exec)
- \*Increasingly strong connection with the church (Ex) - can be stronger if share specific needs (Church)
- Brewarrina connections & sharing resources (Students, Staff, Church & Board) \*Collaborative, supportive environment with high capacity and good self awareness of School and Church Leadership \*Nicole Mcdermott et al

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\*Mission Opportunities -

#### External stakeholders \ Potential partners

- \*Parental involvement blocked / discouraged since 4 years ago (parents /staff) \*Teachers tired & time poor things added to teacher load but nothing taken off \*Comms between teachers /parents are not strong need expectations (Staff. Parents, executive)
- \*Lack of clear boundaries on where draw the line for 'Holistic Education' pressure on staff when parents want school to 'do it all' (Staff, Exec) \*No P&C -although in pipeline (Staff, Exec) \*Misaligned expectations who does equipping parents with support of teachers or vice versa
- \* High year 7 intake negative impact on standards / behaviour/ culture (staff)
- \*Open enrollment & steadily declining Christian cohort affecting culture - not enough to have Christian teachers - 'culture not dictated it is swum in' (Parents, Church, Exec,
- \*Genuine sense of peace and engagement on site majority of kids want to be there (Exec)
- \*Community that want to be engaged & are craving sense of belonging (Exec) \*Church & legacy families that love to & are ready to reach into and help needs of school families (Church)
- \*Open enrollment opp for inclusive mission (Church) \* Pastoral care & strong bond, genuine love, care & respect for students (Parents, Staff, Students, Exec)
- \*Godly character is the distinctive (Board) \*Focus on students with additional needs (Exec)
- \*Strength of Executive Team & School leadership healthy & outward (Board, Exec) \*Equip Time is key (Students) \*High quality of Staff & Legacy staff(Students. Teachers, Parents, Exec) \*Prayer (Staff) \*High trust relationships \*Teachers are model (Staff)

Beneficiaries \ Immediate relationships (family, close networks)



ARRIERS







## ALIGNMENT AUDIT REPORT

A review of the embeddedness of the purpose, motto, mission goals through 9 key aspects of the school's life

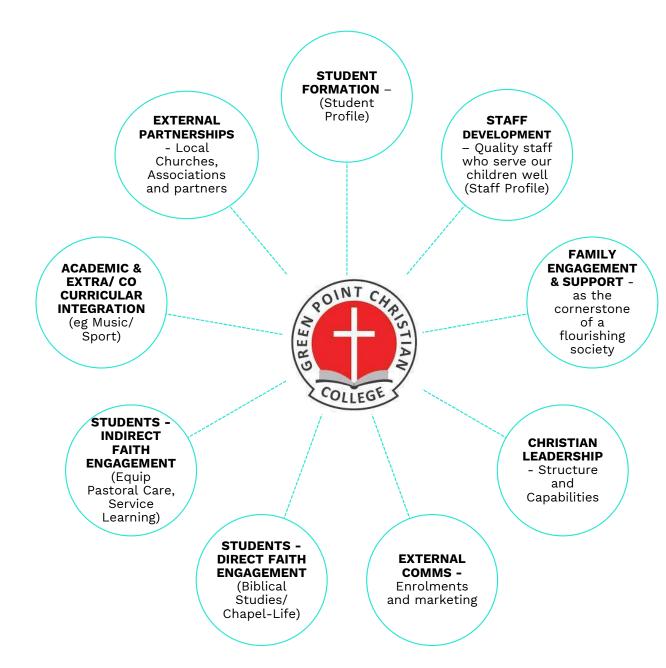
(1:1 interviews with 9 executive/ staff 'area experts' and desktop audit related to the focus area)





For each of the 9 areas, the alignment review focused on 5 key criteria:

- Is there currently integration of the Christian identity & story? (Purpose)
- Does it align with the imagined future? (Motto & Graduate Profile)
- Does it meet beneficiaries/ stakeholders at point of felt needs? (Goals)
- Does it effectively utilise existing assets & strengths?
- Do we have capacity to address identified barriers?





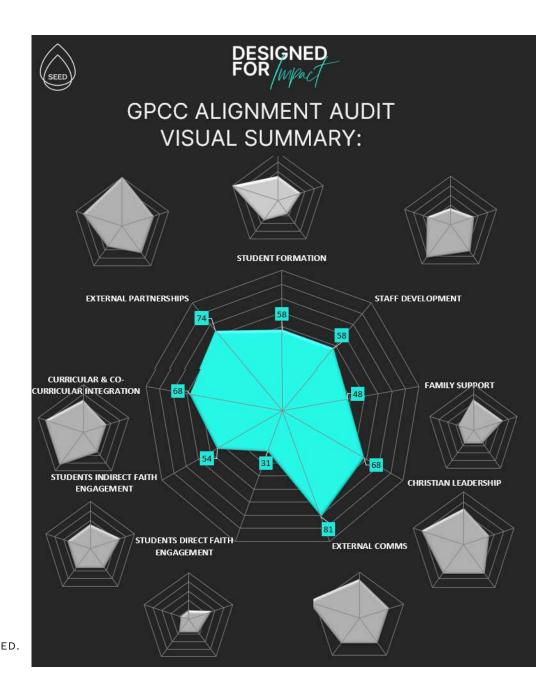
#### ALIGNMENT AUDIT REPORT

A full alignment audit has been provided to the Executive/Board detailing for each of the 9 areas:

- Rationale for scores for the 5 criteria
- important impressions and observations
- Summaries and conclusions
- Measures to be taken

The visual summary provides an insight into clear opportunities of what can be improved

The recommended measures to be taken are presented as priority steps of change to be integrated into the Strategic Planning process





# STORY & STEPS OF CHANGE

How do you believe you can move from the **Current Reality** toward the **Imagined Future** to fulfill the Purpose, Motto & achieve the mission goals of GPCC?

IMAGINED FUTURE

What would be the most important steps to take? What would be the first step to take towards change? Then what? Consider the order of the steps

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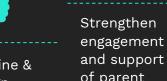
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# STEPS OF CHANGE

How do we move toward the Imagined Future? Outlined below are the high-level strategic elements that Seed recommends for the imagined future to become reality.







Develop practical 'how to' EQUIP FOR LIFE resources for staff & students



Develop
Leadership
decision making
and create PD
pathways for
spiritual
formation.



Practically define elements of Purpose & Graduate Profile to ensure common understanding for all stakeholders



Strengthen support of teachers in applying Graduate profile in class and in specifically developing creative & critical thinking



Re-imagine/
Re-align GPCC
and Green
Point Baptist
Church to
achieve
mutual
mission goals

Re-Imagine &
Re-design
Biblical Studies/
Chapel / Equip
as a more
integrated,
relational
student
experience of the
Christian faith

of parent community

FURTHER DETAILS OF SPECIFIC RECOMMENDATIONS (FROM ALIGNMENT AUDIT) THAT FLOW OUT OF THESE 7 STEPS ARE PROVIDED ON THE FOLLOWING PAGES



HELPING YOUR SCHOOL, STAFF & STUDENTS

BECOME A

INFLUENCE IN THE WORLD

