



moment. As part of our continuous assessment process, teachers are developing new rubrics to design and implement good formative assessment. We are also implementing the use of the Student Performance Analyser to obtain useful data, which teachers can use to adapt and inform their teaching practice.

The College is busy planning for the future and our strategic plan is focused on improving the academic outcomes for, not only our current students, but also those who are yet to begin school. There is plenty of work to do; we now are developing skills for the middle of the 21st century, not the start of it.

### **ENGAGING STUDENTS SO THEY CAN EMBRACE THE FUTURE**

Student engagement with school is a result of a variety of factors – their friends, their teachers, their classes and the activities they engage in. Student engagement is measured in many ways, but one simple statistic that demonstrates this can be provided by our attendance data, which showed an attendance rate in excess of 90% at Keilor Campus.

To be effectively engaged in the future, students must become team players with skills that support that team. They role model this at school by completing schoolwork in groups, playing sport, performing in music ensembles or the musical, participating in the Be Heard program, engaging in community service, or taking part in outdoor education or overseas tours.

**The following three examples outline how we can engage students so that they can embrace the future.**

#### **1. In the curriculum**

I was very impressed by a group of Year 4 students that booked a time with me to present their proposal about how to restore the earth wall on the south side of the soccer field. They demonstrated detailed knowledge of soil

erosion, the biology of plants needed to prevent it, the products that could be used to stabilise the soil, the dimensions and costs of the project. They had investigated the products of various suppliers and combined science, economics and mathematics in a well written document which they confidently presented to me in person. This was a great example of using teamwork and cross-curricular learning to solve real-world problems. There are many such examples of this occurring across the College.

#### **2. In the co-curriculum**

Every year, one of the greatest examples of teamwork is seen at the College musical. In 2017, *'How to succeed in business without really trying'*, was superbly acted by a strong cast of students whose maturity belied their youth. Our senior students were outstanding in the lead roles, while there were many other significant parts played by emerging performers that demonstrated that we will have strong casts in future performances for many years to come. The production crew did an outstanding job giving students the confidence and skills to make their mark on the world when they leave school.

#### **3. In our community**

The Colour Run has been a great initiative of the College P&F and took place in Term 4 with hundreds of student participants. The goal was to have maximum participation right across the school community, to celebrate school life and create lasting memories together. We raised an enormous amount of money for the College and it demonstrated to the participants that being part of a community is important now and will be in the future. The world needs community spirit more than ever before – we need it now, and we will in 2050 and 2100.

*Rob Huntington*