

Radiant Life College

Strategy Plan

2026-2028



Drivers



School
Leadership



ISQ
Support



Health and
Wellbeing



Local Indigenous
Involvement and
Mamu Culture



Place-Based
Learning



Community
Engagement



Teaching
Quality



Successful
Learners



1 Close the Gap in literacy and numeracy achievements between Indigenous and non-Indigenous students

2 Academic excellence and holistic learning approach for every student

3 Inclusive education excellence

4 Indigenous students' attendance, retention and participation

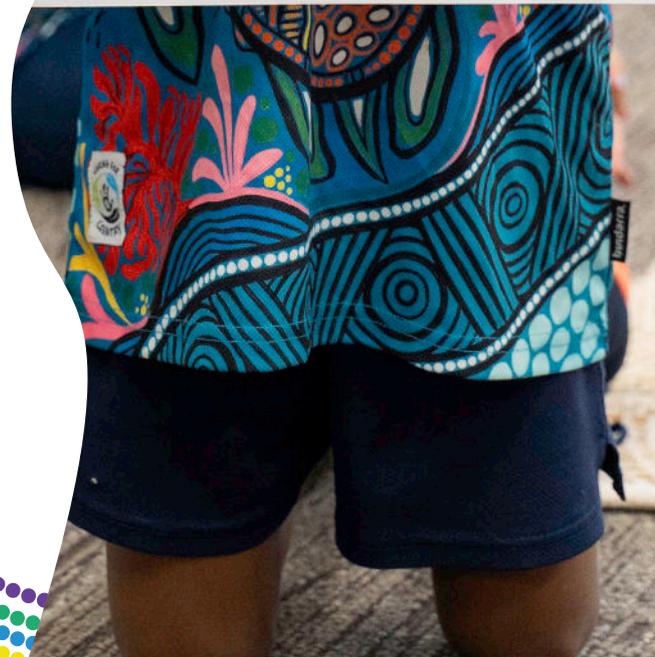
5 Social and emotional wellbeing development

6 Stronger school community development

Sowing the seeds of destiny.
To provide our students with opportunities to realise their full potential as citizens of the world so that they may stand tall, be proud of who they are and be able to contribute to enriching the future of their community.

We aim to do this by:

- Building, embedding, reviewing and refining our school programs and practices to support improved student learning outcomes
- Developing the skills of our school workforce to deliver quality teaching that is responsive to the needs of students and contemporary society
- Building the reputation of the school as a high performing school-benchmarked against other high performing schools in the region, state and nation
- Closing the Gap in literacy and numeracy achievements between Indigenous and non-Indigenous students
- Maintaining excellence in our Indigenous Cultural Programs



At Radiant Life College we believe in providing a holistic and integrated approach to education and other related activities where the aim is to educate and train the whole person by integrating intellectual, spiritual, emotional, physical and social aspects of education and training from a Biblical perspective.

We aim to do this by:

- Inclusive education, providing rigorous, challenging and engaging learning programs to all students
- Ensuring every student can learn and achieve in a safe, supportive, inclusive and disciplined environment
- Differentiated teaching to meet the learning styles of all students to ensure success
- Ensuring students have the right to learn in a safe, caring and supportive environment which is inspiring and flexible with a share commitment to student learning

physical

social

emotional

training

educational

spiritual

intellectual



Focus

Holistic learning approach

Explanation

The holistic education concept, the philosophy of educating the whole person beyond core academics, is gaining steam in learning circles as schools struggle to improve student outcomes. Many organisations are realising that students need more than just a strong foundation in a core curriculum, they also need to be supported by a community and to develop a compassionate understanding of the world around them.

School Implementation

Teachers seek to address the emotional, social, ethical, and academic needs of students in an integrated learning format. Emphasis is placed on positive school environments and providing whole child support services that support academic and non-academic needs to students.

Students are taught to reflect on their actions and how they impact the global and local community, as well as how to learn from the community around them. Teachers often engage students in projects that apply critical-thinking skills toward solving real-world problems.

Focus

Place-based learning

Explanation

Place-Based Education (PBE) is an approach to learning that takes advantage of geography to create authentic, meaningful, and engaging personalised learning for students. More specifically, Place-Based Education is an immersive learning experience that “places students in local heritage, cultures, landscapes, opportunities and experiences, and uses these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum.”

School Implementation

Place-based schools integrate many elements of learner-centred, experiential, deeper learning and project-based schools to leverage local places as a learning ecosystem for students. Through this approach, students develop an understanding of communities and their role in impacting and improving local places.

Focus

Successful learners and students engaging in learning and achievement

Explanation

Improvement in reading achievement for every student. Development of whole school curriculum plan in English and Mathematics aligned to Australian Curriculum.

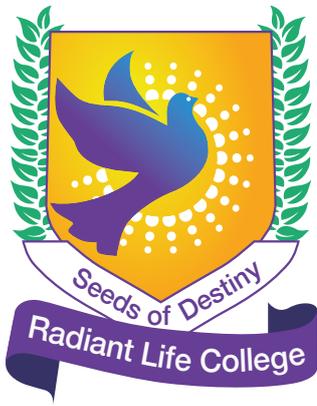
School Implementation

Differentiated teaching, targeted teaching and formative assessment data collection and analysis to monitor progress.

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Focus Areas
and Performance
Indicators

Focus	Explanation	School Improvement (Implementation)
Teaching Quality	High-quality, evidence-informed teaching focused on success for every learner, grounded in explicit instruction, cultural relevance, and relational practice.	Implementation of the RLC Pedagogical Framework through curriculum planning, assessment design, coaching, mentoring, and feedback cycles.
School Leadership and Performance	Strategic and instructional leadership driving continuous improvement, staff capability, and student achievement aligned to school vision and culture.	Clear leadership roles and accountability; benchmarking and professional learning through ISQ; monitoring impact on teaching, learning, and wellbeing.
Student Wellbeing and Social-Emotional Learning	Holistic, strengths-based approach supporting student wellbeing, identity, faith, and belonging as the foundation for learning.	Whole-school wellbeing and behaviour framework; chaplaincy and Indigenous cultural programs; trauma-aware and relational practices embedded school-wide.
Holistic Learning, Creativity and Innovation	Integrated, holistic learning that connects STEAM, creativity, problem-solving, and real-world application through cultural and environmental contexts.	STEAM programs integrated with On Country learning, environmental monitoring, and partnerships with local organisations; inquiry-based projects and exhibitions.
On Country Learning and Traditional Owner Leadership	Learning on and through Country, led by Traditional Owners, embedding local knowledge systems, culture, and place-based pedagogy across curriculum areas.	Co-designed learning experiences with Elders, Rangers, and community partners; regular On Country programs aligned to curriculum, wellbeing, and cultural priorities.
Use of Digital Technologies and AI	Purposeful use of digital technologies and AI to enhance teaching, learning, assessment, and staff efficiency across the school.	Integration of digital tools and AI to support curriculum delivery, differentiation, assessment, and planning; implemented across teaching staff from Prep to Year 10 with targeted professional learning.





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