St John Paul II College, NICHOLLS

Annual Improvement Plan

2017
School Context:

St John Paul II College is a Catholic systemic Co-educational College located in Nicholls.

In 2016, in its fourth year of operation, St John Paul II College caters for students in Years 7-10 and has an enrolment of 478 students. It opened the third and final stage of the building at the beginning of the year: the Courage Wing. This wing incorporates specialist facilities for Visual Arts and Design and Technology along with facilities specifically designed to meet the needs of the senior years.

The elements of the unique educational vision of the College continue to be the following: a focus on developing the individual through the philosophy of Self Directed Learning and the individual mentoring of students; one third of the week devoted to independent learning where students plan their own work and have one on one access to teachers for assistance; team teaching in large, open spaces; a vertical house system and a commitment to up-skill staff to enable them to work productively with students with additional needs in a truly inclusive environment. The College follows the Australian Curriculum for all subject areas and has done so since its inception.

Students attending this College come from a variety of backgrounds and nationalities and many speak a second language at home. There is a flourishing group of Aboriginal and Torres Strait Islander students, supported by an Aboriginal Contact Teacher and approximately 5% of the College population consists of students with a validated disability.

Along with its unique educational model, the school has a particular focus on sustainability and healthy life styles. All canteen food is cooked daily from fresh ingredients in the College commercial kitchen. The kitchen garden supplies produce to the canteen.

The school’s website can be found at www.jpc.act.edu.au

School Review Process

The School Improvement Framework seeks to integrate the statutory requirements for the Registration of Archdiocesan schools with a cyclical model for school development. The program operates within a cycle and has a focus on schools being engaged in a model of self-review, using the National School Improvement Tool.

Internal School Review (ISR) is an evaluative process for regular reflection and review of the school. The ISR process is coordinated by the School Leadership Team, with input from staff and members of the school community. It is underpinned by evidence and making judgments about the school’s capacity in 10 inter-related domains.


Verification of the self-review will be provided by personnel from the Catholic Education Office.
The Aboriginal and Torres Strait Islander Education Action Plan

The Aboriginal and Torres Strait Islander Education Action Plan is a national plan that commits all schools to a unified approach to close the gap in education outcomes between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students. The plan contains six principles and from, these principles the following outcomes are most significant for our school. The outcomes are achieved by implementing a school improvement plan that is based around the National School Improvement Tool.

• All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.
• Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.
• Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.
• Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.
• High performing principals and teachers are effective in supporting Aboriginal and Torres Strait Islander students to become successful learners, confident and creative individuals and active and informed citizens.
• Aboriginal and Torres Strait Islander students benefit from school leaders who have a strong understanding of their students’ cultural and linguistic backgrounds.

National Safe Schools Framework

The National Safe Schools Framework provides Australian schools with a vision and a set of guiding principles that assist school communities to develop positive and practical student safety and wellbeing policies.

The vision is supported by guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings.

Australian schools:

• commit to developing a safe school community through a whole-school and evidence-based approach
• affirm the rights of all members of the school community to feel safe and be safe at school
• acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
• accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school’s child protection responsibilities
• encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
• actively support young people to develop understanding and skills to keep themselves and others safe

These guiding principles are achieved by implementing a school improvement plan that is based around the National School Improvement Tool.
## Annual Improvement Plan 2017

<table>
<thead>
<tr>
<th>Improvement Area 1</th>
<th>Principles of Pedagogy</th>
<th>National Reform Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. An expert teaching team</td>
<td>2. A deep understanding of curriculum provides content and context for learning</td>
<td>☒ Quality Teaching</td>
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<td></td>
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<td>☒ Quality Learning</td>
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<td>☒ Empowered School Leadership</td>
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<td>☐ Transparency and Accountability</td>
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### Key Improvement Goal 1

**What do you want to achieve?**
Broaden repertoire of effective team teaching strategies, implement and evaluate these

**What change do you want to see?**

#### Focus Area: COSA
- School Improvement Project
- Wellbeing Project
- NSW State Literacy and Numeracy

<table>
<thead>
<tr>
<th>Success Measures/Targets</th>
<th>Evidence</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the specific, measurable target you want to meet?</td>
<td>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</td>
<td>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</td>
</tr>
<tr>
<td>A broad range of team teaching strategies have been implemented and evaluated for effectiveness.</td>
<td>Documented evaluations of lessons and team teaching strategies by teams Documented classroom observations Filming of strategies</td>
<td>Confident teaching teams develop a focus question for their team and faculty Teaching teams use formative assessment of their own teaching to inform the effectiveness of their strategies Professional learning focusses on the development of a shared language of visible learning and inquiry Observations from learning walks documented and information disseminated Observations occur</td>
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### Review
Dedicate one Coordinator Meeting per term to collate and evaluate the data
## Annual Improvement Plan 2017

### Improvement Area 2

<table>
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<th>Key Improvement Goal 1</th>
<th>Principles of Pedagogy</th>
<th>National Reform Directions</th>
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</thead>
</table>
| 1. An explicit improvement agenda | 6. Positive educational environments empower learning | ☐ Quality Teaching  
☒ Quality Learning  
☐ Empowered School Leadership  
☐ Meeting Student Needs  
☐ Transparency and Accountability |
| - Relevant elements of Positive School Wide Behaviours embedded into the Behaviour Management practices of the school.  
- Growth mindset theory and practice further embedded in the school. | | |

### Success Measures/Targets

<table>
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<th>Evidence</th>
<th>Strategies</th>
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</table>
| What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process) | What specific strategies will be used to achieve Improvement Goal 1?  
Who are the key personnel? |
| The school community uses the language and actions of Positive School Wide Behaviours and Growth Mindset | Training of key staff in PSWB  
Surveys of students, staff and parents developed, conducted and analysed  
Respect Awards System structured around PSWB  
Familiarise staff and students with PSWB language  
Align current behaviour management policy and practices with PSWB.  
Growth mindset project with Gold Creek and Holy Spirit is implemented with 7 joint staff meetings during the year |
| Surveys of students, staff and parents  
Fewer reported instances of poor student behaviour  
Staff are confidently using agreed practice in behaviour management  
Changed staff culture where positive behaviour is highlighted and celebrated.  
Growth mindset project records | |

### Focus Area:

COSA  ☐ School Improvement Project  ☐ Wellbeing Project  ☐ NSW State Literacy and Numeracy  ☐
## Annual Improvement Plan 2017

### Literacy/Numeracy Improvement

<table>
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<th>2. Analysis and discussion of data</th>
<th>Principles of Pedagogy</th>
<th>Key Focus</th>
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<tr>
<td>2. A deep understanding of curriculum provides content and context for learning</td>
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<td>☐ COSA+</td>
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<td>☐ Learning &amp; Teaching Facilitator</td>
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<td>☑ School Improvement Project</td>
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#### Inquiry Focus

- Sustained reading is embedded across the school
- Improved student skills and confidence with numeracy

#### Success Measures/Targets

- Students in all year levels increase the amount of time on sustained reading
- Student surveys show increased confidence with numeracy
- Improved growth in literacy and numeracy results for Year 9 students in 2018 and 2019

#### Evidence

- Sample student reading journals
- Pre and post student surveys
- Naplan results 2018 and 2019.
- Pre and post parent surveys
- Pre and post staff surveys
- Mentor Reports reflect targeted discussions around growth mindset, sustained reading and numeracy
- Key Messages reflect targeted discussions around growth mindset, sustained reading and numeracy

#### Strategies

- Students read regularly in the classroom
- Fiction books are accessible in all English/IH classrooms
- Lunch time book club created
- Literacy leaders identified and supported to work across the school on literacy strategies.
- Numeracy committee formed to work with both the Maths faculty and across the school to increase student skills and confidence.
- Targeted strategies developed to increase parental encouragement of and engagement with sustained reading and Mathspace practice for homework.
- Mentors engage in specific growth mindset discussion around sustained reading and numeracy skills
- Regular articles in Key Messages on growth mindset, tips for encouraging reading and recognising and using numeracy in the real wo

#### Review

Analysis of student and surveys
Evaluation of the year’s activities by the Literacy leaders and the Numeracy Committee.

**Focus Area:** COSA ☐ School Improvement Project ☐ Wellbeing Project ☐ NSW State Literacy and Numeracy ☐