



St John Paul II College, NICHOLLS

Annual Improvement Plan

2018

School Context:

St John Paul II College is a welcoming and inclusive learning community, catering for students in Years 7-10 in 2016. By 2018 it will be a 7-12 College which, together with the local Catholic primary schools, will provide a K- 12 Catholic pathway for families in the Gungahlin region.

At the College diversity is embraced and learning outcomes are maximised for each individual. We are implementing a unique, innovative educational model, aimed at enabling each student to flourish through an enquiry approach, based on brain-based learning principles, in a technology rich, self-directed learning environment.

Each student is mentored individually using a coaching approach to provide pastoral and academic support and to foster holistic growth. Mentor teachers work in a close partnership with parents and carers and parental feedback and input is strongly sought.

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.

The 10 domains are 1. An explicit improvement agenda 2. Analysis and discussion of data 3. A culture that promotes learning 4. Targeted use of school resources 5. An expert teaching team 6. Systematic curriculum delivery 7. Differentiated teaching and learning 8. Effective pedagogical practices 9. School-community partnerships 10. Catholic identity and faith formation

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 2018

Improvement Area 1		Principles of Pedagogy	National Reform Directions	
8. Effective pedagogical practices		1. Everyone can learn	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To collaboratively improve pedagogy through targeted projects and focus areas			
Success Measures/Targets	Evidence	Strategies		
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>		
Staff identify improvements in their pedagogical practice	<ul style="list-style-type: none"> - staff surveys (Term 1 and Term 4) - data collected at staff meetings - regular collection of student feedback (eg exit tickets at the end of lessons, evaluation of pedagogy in units of work, student focus groups) - tracking of student performance - Professional Learning sessions attended by teachers both within the College and outside - documentation from teacher observations - teaching and learning plans 	<ul style="list-style-type: none"> - staff meetings focused on professional learning dialogue and sharing of individual initiatives in professional learning communities - Leaders meetings also focus on key pedagogical improvements - ensuring teachers have access to targeted professional reading and support to trial innovative strategies in their classrooms - focused classroom observations - trialling different teaching/learning strategies within a cohort and evaluating effectiveness - use of pre/diagnostic testing, formative and post testing - sharing, documenting and storing of effective strategies - use of common language - professional learning strategy to include TQI accredited sessions 		
Review <i>What processes will be used to review the results?</i>	The evidence collected will be used to review the results. The staff surveys in Term 4 will enable all teachers to provide input on the success of the goal, both with regard to their own teaching practice and as to success across the school.			

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning		6. Positive educational environments empower learning	<input type="checkbox"/> Quality Teaching <input type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>A</i> What do you want to achieve? <i>W</i> hat change do you want to see?	A successful implementation of the School-Wide Positive Behaviours program			

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
Interventions and supports as implemented by JPC are used by staff effectively and regularly in order to empower engagement and learning for all students	<ul style="list-style-type: none"> - Compass reports reflect the protocols of SWPB - Staff are familiar with and use the strategies regularly - Observational and other data reflects that the key focus areas of SWPB have improved. - Intervention data with Tier 2 & 3 students. - Community Improvement surveys reflect increased satisfaction with behaviour management in the College. - ongoing student wellbeing surveys - regular staff surveys 	<ul style="list-style-type: none"> - development of SWPB documentation for staff, students and parents. - development and implementation of new leadership role for each House to lead SWPB processes. - regular SWPB team meetings, including student participation. - Student House Leaders work with students in their House to encourage student ownership. - Leaders of Wellbeing work intensively with Tier 2 & 3 students to explicitly develop skills. - Intervention data with Tier 2 & 3 students collated and analysed. - investigate reward systems - explicit skills sessions for staff and students held throughout the year to ensure consistency - discussion in staff mentoring sessions - Visual representations of expectations - utilising community programs/resources/people more effectively - investigate and document links with General Capabilities
Review <i>What processes will be used to review the results?</i>	Regular review of evidence and a summative review at the end of the year.	

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

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
8. Effective pedagogical practices		2. A deep understanding of curriculum provides content and context for learning	<input type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	literacy and numeracy skills embedded in school wide curriculum			

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
- to achieve improvements in student growth in all areas of literacy and numeracy over the next 3 years	<ul style="list-style-type: none"> - Annual NAPLAN data - comparison of JPC data against ACT Catholic systemic data in co-ed schools. - literacy & numeracy skills embedded in curriculum documentation. - data collected at Leaders meetings and staff meetings regarding initiatives undertaken. - tracking of focus group students who, in 2017, underwent literacy and numeracy skill development to monitor their perception of their continued growth in numeracy and literacy skills. 	<ul style="list-style-type: none"> - Leader of Learning and Wellbeing designated as Literacy and Numeracy Facilitator - formation of a Literacy and Numeracy committee to review the data and research and to devise strategies to implement school wide to improve literacy and numeracy skills across all subject areas. - track growth and awareness of the focus group from 2017 throughout the year. - teachers in all subject areas will implement a small number of school-wide strategies in the course of the year. - raising awareness of reading in the community

Review <i>What processes will be used to review the results?</i>	Evaluate the evidence regularly to define future directions and strategies
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