

EXTERNAL SCHOOL REVIEW REPORT

St John's College, NAMBOUR



EXCELLENT
LEARNING
AND
TEACHING

STRONG
CATHOLIC
IDENTITY

BUILDING A
SUSTAINABLE
FUTURE

DOMAIN 1	An explicit improvement agenda
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Domain 1. An explicit improvement agenda

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Low	Medium	High	Outstanding
<p>There is no obvious plan for improving on current achievement levels. School leaders appear to be more focused on day-to-day operational matters than on analysing and understanding school data, setting targets for whole-school improvement or communicating an improvement agenda to the school community. Minimal attention is paid to data and there is very limited communication of school results or of intentions for improvement to parents, families and the wider school community. Expectations for significant school improvement are low and staff tend to 'explain' current achievement levels in terms of students' socioeconomic backgrounds and/or geographical location. There is little evidence that the staff of the school have a shared commitment to improving outcomes for every student, and this appears to be contributing to a culture of underperformance. There is little evidence that the school is looking to external sources to identify evidence-based strategies for improvement.</p>	<p>The principal and other school leaders articulate a shared commitment to improvement, but limited attention has been given to specifying detail or to developing a school-wide approach (eg, plans for improvement may lack coherence, be short term or without a whole-school focus). Plans for improvement do not appear to have been clearly communicated, widely implemented or to have impacted significantly on teachers' day-to-day work. Targets for improvement are not specific (eg, not accompanied by timelines). The school's focus on data is driven more by external requirements (e.g. NAPLAN, My School) than by an internal desire for good information to guide school decision making and to monitor progress. Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff. The communication of performance data to the school community tends to be sporadic and/or is limited only to information that the school is required to report.</p>	<p>The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs. The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines. The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements. There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.</p>	<p>The school leadership group, including, where appropriate, the governing council, has developed and is driving an explicit and detailed local school improvement agenda. This agenda is expressed in terms of specific improvements sought in student performances, is aligned with national and/or system-wide improvement priorities and includes clear targets with accompanying timelines which are rigorously actioned. The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities. There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.</p>

Findings

- There is a concerted effort, led by the Principal, to reconnect with the charism of the Good Samaritan order and the Benedictine tradition with the two gospel stories (the story of the Good Samaritan and the story of Lazarus) providing the foundation for building a shared understanding and lived experience of the charism.
- The panel notes that a significant proportion of teachers are currently on interim accreditation and many are not accredited to teach Religious Education. A further group of staff are yet to

apply for Accreditation. It has been noted as a concern that some teachers are resistant to further study in this area because of the significant demands on their time.

- Each year there is a dedicated focus on one of the twelve Good Samaritan values.
- Students are encouraged and empowered to take leadership in the religious life of the school, in prayer and service learning.
- The Administration team is clearly committed to finding ways to improve student outcomes and has developed an Annual Improvement Plan 2018 – 2019 which is documented with goals identified under the strategic directions of Strong Catholic Identity, Excellent Learning and Teaching and Building a Sustainable Future.
- The BCE improvement agenda has been embraced at St John's with an intentional St John's lens. For example, the implementation and analysis of the writing task.
- While teachers interviewed consistently identified literacy, particularly writing, as the focus of the College improvement agenda, there is not the same clarity about the strategies for achieving this improvement agenda among staff.
- The panel notes that there is not a consistent, common language to describe the implementation of the improvement agenda.
- Expectations of student behaviour and engagement in learning are clearly articulated and supported by staff.
- The Administration team and staff report a consistent and persistent focus on literacy across the curriculum.

Domain 2. Analysis and discussion of data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Low	Medium	High	Outstanding
<p>There is very little evidence of school leaders' practical use of school-wide student outcome data. There is either no annual data collection plan for the school or the plan is being implemented in a minimalist fashion. The school makes little or no use of tests beyond those that the school is required to use. Teachers do not systematically analyse test and other data for their classes and teachers make little use of data to reflect on their teaching. The school is unable to demonstrate how data have been used in meetings or with parents to analyse and discuss current achievement levels and strategies for improvement.</p>	<p>School leaders pay close attention to data provided to them about the performance of the school (e.g. NAPLAN results; Year 12 results) and identify areas in which the school is performing relatively poorly or well. Tests (e.g. commercially available reading tests) may be used by some teachers, but generally are not used as part of a whole-school assessment strategy. An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data. Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth. School data are presented to staff in meetings, but presentations tend to be 'for information' rather than a trigger for in-depth discussions of teaching practices and school processes. Information about the school's performance is communicated to the school community, but may lack explanation or analysis. There is limited engagement with parents and families around school data.</p>	<p>There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing. One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is available and that at least these assigned staff have been trained to undertake data analyses. Time is set aside (e.g. on pupil free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.</p>	<p>The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of a range of student achievement and wellbeing data. Test data in areas such as literacy, numeracy and science are key elements of this plan. Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of student assessment and data concepts (e.g. value-added; growth; improvement; statistical significance). Teachers are given test data for their classes electronically and are provided with, and use, software to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results. Teachers routinely use objective data on student achievement as evidence of successful teaching.</p>

Findings

- Parent, student and staff responses to the BCE Listens survey indicate high satisfaction among these groups with their experience as a member of the St John's community.

- The College is committed to exploring the Enhancing Catholic School Identity Project (ECSIP) in 2020.
- The College has developed a comprehensive data action plan. Absent from the action plan is a clearly stated purpose for each form of data and its intended impact.
- Student Study of Religion results are consistently strong.
- Staff are provided with opportunities to learn how to access and effectively utilise data to improve their teaching.
- While several staff have been tasked with providing leadership in the collection, analysis and dissemination of data, the process is not yet systematic in the delivery of this data for staff.
- The Administration team and many teachers interviewed indicate use of a range of data including the NEALE test, PAT R, PAT M, NAPLAN, the BCE Writing analysis tool and QCS to inform planning for learning and teaching.
- The Administration team access and utilise data in decision making about resource allocation, prioritising staff and, in recent times, to draft a new College master planning brief.
- The recent completion of NCCD using the Engage tool provides a mechanism for recording data around learning adjustments for students.
- The College has developed a Data Wall which is utilised for promoting conversations about student progress.
- The BI tool is used in Administration, teaching and learning teams and pastoral teams to inform responses to student and school needs.
- Time is set aside at whole staff meetings and in year 7 & 8 core meetings to explore, discuss and analyse data.
- The Administration team is cognisant that there is a plethora of data requiring careful discernment to determine what is purposeful for the improvement priorities.

Domain 3. A culture that promotes learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Low	Medium	High	Outstanding
<p>Behavioural problems, disengagement and non-attendance are issues for a significant proportion of students. In a number of classrooms students are clearly not engaged in productive learning activities. The school may have policies and agreed procedures relating to student behaviour but these appear to have had little impact in practice. Much of the time of school leaders and teachers is taken up dealing with inappropriate behaviour. Interactions between parents, staff and students are not always productive and respectful. Staff tend not to value or engage parents as partners in student learning. Some teachers appear to work in isolation from colleagues. Staff morale is low and staff turnover is high.</p>	<p>Classrooms are generally orderly, although some are more so than others. Non-attendance is an issue for a small minority of students. However, many other students appear to be minimally engaged in productive learning activities. The school effectively implements its policies, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful. Some staff time is taken up dealing with behaviour problems. Most parents take an obvious interest in their children's learning. Engagement is primarily through regularly scheduled parent-teacher interviews. Staff morale is satisfactory.</p>	<p>The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers. There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings. Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully. Staff morale is generally high.</p>	<p>The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems, very high rates of school attendance and engagement, and staff morale is sustained at a high level. There is a happy, optimistic feel to the school. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school. A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.</p>

Findings

- The panel notes that recommendations from the RE Validation Report of 2016 that have been actioned include the mapping of the years 7 to 10 RE curriculum using the achievement standards

broken into surface and deep learning, a process for assessment and moderation once per term, and the publication of a staff handbook for RE.

- Priority of place is given to religious education in the CTJ process.
- Students receive a clear induction on the College charism from the Induction Leaders. e.g. Induction Captains and buddy system.
- The College has a rich liturgical life which engages staff and students and provides opportunities to contribute e.g. Chapel band and student leadership rituals.
- The panel notes that a comprehensive staff and student formation plan contributes to the Catholic Identity and Religious life of the College.
- An RCIA program has been developed within the College with both students and staff taking up the opportunity to undertake this journey of faith.
- The Administration team, staff and the campus minister report an historically strong relationship with the parish and the two Catholic feeder schools. Initiatives to strengthen this relationship are continually sought and reviewed.
- The campus minister and some staff articulate a recontextualised approach to Catholic identity and mission.
- There is a strong focus identified by all staff about the priority placed on student wellbeing as the foundation for learning.
- The Administration team and staff exhibit enthusiasm and commitment to working with students based on a strong belief that all students can learn given the right opportunities and support.
- The Administration team and teachers convey a firm commitment to learning in a supportive respectful and relational community.
- There is wide support for and understanding of the PB4L process and its influence on engaging learners.
- The Administration team strategically managed the implementation of the NCCD to support staff through a process that was unfamiliar to most and bound by an external timeline.
- The participation in the NCCD process has many staff stating their understanding and capacity to differentiate learning has improved, as has their ability to document this.

Domain 4. Targeted use of school resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Low	Medium	High	Outstanding
<p>The improvement of student outcomes does not appear to be the driving consideration in the allocation of school resources (e.g. the use of discretionary school funds). There is very little, if any, systematic testing of students to identify individual learning needs. The school does not always make best use of available staff expertise. School leaders have developed very few, if any, school-wide policies or programs to address individual needs, which are left to classroom teachers. School learning spaces tend to be used traditionally, with limited flexibility to support different kinds of learners and learning.</p>	<p>The school uses its human and physical resources to address the needs of students, although this may not be preceded by a systematic analysis of those needs. Specialist diagnostic testing is organised for a small number of students with special needs, but teachers do not routinely administer tests to better understand specific learning difficulties (e.g. problems in learning to read) or individual learning needs (e.g. LBOTE, gifted). There are very few school-wide programs or policies designed to address the learning needs of particular student groups (e.g. gifted students, students with disabilities, students for whom English is a second language). School leaders encourage teachers to address individual learning needs in classrooms, but there are very few agreed school-wide strategies for doing this. Physical learning spaces are used creatively and technology is accessible to the majority of staff and students.</p>	<p>The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs. The school has developed processes (e.g. systematic testing and assessment) for identifying student learning needs, although there may not always be good school records of student achievement and progress. Programs to meet individual learning needs (e.g. programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, refugees) are prioritised, where possible, in the school budget. Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.</p>	<p>The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs. A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. School records of individual student needs, achievements and progress are maintained centrally and shared across year levels. A range of initiatives (e.g. across-class and across-grade groupings for literacy and numeracy; the sharing of specialist teachers with neighbouring schools, if they exist) is being implemented to make more effective use of available resources to enhance teaching and learning. The school deploys staff in ways that make best use of their expertise (e.g. specialist reading/science teachers).</p>

Findings

- Resources have been utilised to provide visible examples of Catholic Identity and the Good Samaritan charism and to provide a welcoming experience to those entering the College.
- Strategic renaming of new and existing facilities provides a visible link to Catholic Identity, College tradition, charism and history.
- Most teachers report they are well resourced in terms of human and resource capital to facilitate student learning.
- While the College is located on a challenging site for civil construction, the built environment at St John's is both aesthetically pleasing and functionally efficient.

- Careful consideration is given to the provision of College funded improvements to the grounds and learning facilities.
- Master planning is in progress with a comprehensive document entitled "School in Community (Education Brief Beyond 2019)" providing a platform for discussions and consideration of the provision of future facilities for the College.
- The Business Manager brings a knowledgeable background to the process of collaboratively developing an annual budget to support the College improvement agenda.
- Sound financial management, together with an effective fee collection process currently delivers a high (97%) fee collection rate which has enabled the College to better support learning and teaching.
- Contemporary furniture is being trialled in several learning spaces to enhance learning.
- The Administration team has a considered and strategic approach to the development of new roles within the college e.g. the new AP role for 2020.
- Professional learning is well resourced and supported.

Domain 5. An expert teaching team

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Low	Medium	High	Outstanding
<p>The development of a professional school-wide team does not appear to be a driving consideration of the principal or other school leaders (e.g. no reference is made to the National Professional Standards for Teachers, there are no mentoring arrangements in place, teachers work largely in isolation from one another 'behind closed doors'). There is little evidence that school leaders are proactive in the recruitment and retention of staff. There is little sense of a whole-school coordinated approach to professional learning and a low priority is given to enhancing staff performance.</p>	<p>The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan. The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers. Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place. The school is implementing a formal process for conducting professional discussions with staff. The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks. Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.</p>	<p>There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them. Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda. The school provides opportunities for teachers to take on leadership roles outside the classroom.</p>	<p>The teaching staff of the school are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies. Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice are common. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons. School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching. School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.</p>

Findings

- The College has supported staff who wish to complete the REAP program in order to better support the teaching of RE.
- Staff report satisfaction with, and appreciation for, the professional learning provided and the link to their goal setting.
- Staff express their appreciation of learning from each other at a recent twilight where teachers offered snapshots of pedagogical practices that were working in their classrooms.
- Some staff indicate they see benefit in expanding this to learning from each other by visiting classrooms using Learning Walks and Talks (LWTs) and analysing practice.

- Staff report the benefits of planning collaboratively.
- The Administration team encourages staff to engage in further study and explore leadership opportunities.
- Staff new to St John's comment that the culture is warm, welcoming, supportive and hospitable.
- Middle leaders report that they are consulted re the placement of teachers in terms of classes.
- Staff report significant investment in their professional learning in literacy.
- The Administration team states the next improvement step is to move from teachers collaborating primarily in subject or pastoral areas to cross curricula collaboration, in order to 'break down the silos'.

Domain 6. Systematic curriculum delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Low	Medium	High	Outstanding
<p>School leaders and teachers have limited familiarity with national or system-wide curriculum documents. The school may have a documented plan for curriculum delivery but there is little evidence that the whole-school plan drives the lesson plans of individual teachers. The enacted school curriculum is not seen as a central concern of all teachers (e.g. it is not a regular topic of conversation, a focus for assessment design or a framework against which student learning is reported).</p>	<p>The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification. School leaders talk about embedding fundamental cross-curricular skills such as literacy, numeracy and higher order thinking within all subjects, but there is little evidence that school-wide strategies are in place to drive a consistent approach. Literacy tends to be seen as the responsibility of English teachers and numeracy, the responsibility of mathematics teachers. Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole-school approach.</p>	<p>The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents. The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects. The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.</p>	<p>The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian or other approved curriculum and, where appropriate, system curriculum documents. The plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community. A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students. A high priority in curriculum planning is given to the progressive development of students' deep understandings of concepts, principles and big ideas within learning areas, as well as to the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, problem solving, and the</p>

			evaluation of information and evidence. The school places a priority on making the curriculum locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds.
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Findings

- Some teachers identify that a Catholic Perspective and RSE is being implemented in the planning phase of some curriculum areas but they were unable to identify consistency of planning expectations for staff.
- The Annual Report identifies the improvement of classroom teaching of RE as a priority objective in the 2018 – 2019 professional learning plan.
- The panel notes that there is evidence of a curriculum delivery plan in subject areas aligned to the Australian P-10 curriculum, Religious Education curriculum and QCAA Senior Syllabus.
- The panel notes that there is a lack of clarity regarding whole school learning and teaching priorities leading to inconsistent approaches to, and application of, a whole-school model of pedagogy which informs all learning and teaching.
- The Administration team reports that the middle school curriculum Years 7-9, and pedagogical approach, require further refinement to ensure continuity and progression of learning.
- The Vocational Education and Training (VET) courses accessed at the school and through other registered training providers, offer additional pathway options for students.
- The Administration team identifies that the culture of student learning is fostered through teachers knowing their students and the willingness of teachers to be available to support student learning e.g. face to face tutoring in a study room environment in 'Room 22'.
- Students comment that the online tutoring application through 'Studiosity' is a useful tool to access timely feedback in their learning.
- Core group meetings in years 7 and 8 use specific data to focus on students who may need extra support.
- The panel notes that the Writing Analysis process is managed by a team of literacy coaches who disseminate information to staff about student writing progress.

Domain 7. Differentiated teaching and learning

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Low	Medium	High	Outstanding
<p>School leaders do not place a high priority on teachers identifying and addressing individual learning needs, but are more focused on ensuring that all teachers are teaching the core year level curriculum. Little or no classroom use is made of assessment instruments to establish starting points for teaching. Assessments tend to be used only to establish summatively how much of the taught content students have learnt. Teachers tend to teach to the middle of the class, with the expectation that some students will not master the content, and finding ways to occupy more able students who finish work early. Reports to parents tend to be summative reports of how students have performed, with little guidance on what parents might do to assist in their children's learning.</p>	<p>School leaders are committed to success for all, but do not drive a strong classroom agenda to assess and identify individual learning needs or to differentiate teaching according to students' needs. Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school-wide expectation. Some use is made of differentiated teaching (e.g. differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support. Regular assessments of student learning are undertaken, but these often are summative and disconnected (e.g. relating to different topics) rather than exploring long-term progress in students' knowledge, skills and understandings over time. Reports to parents generally do not show progress or provide guidance to parents on actions they might take.</p>	<p>School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are in their learning and to identify skill gaps and misunderstandings. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression. Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided, including multiple pathways for transition to external studies (e.g. apprenticeships) for students in Years 10-12. Students' workbooks also illustrate differentiated tasks and feedback. Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.</p>	<p>The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students require significant adjustments to their learning programs (e.g. accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for those students requiring them. Differentiation is a priority of every teacher's practice. Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities. Reports to parents and carers include details of how learning opportunities have been tailored to individual needs and of the progress individuals have made.</p>

Findings

- The Religious Education program for senior students offers both Study of Religion and Religion and Ethics together with a variety of Social Justice opportunities as a way of catering for differences in the cohort.
- Teachers are aware of students who need adjustments to learning.
- The panel notes there is a widely understood student support process to access information on students who need adjustment to their learning. This information is regularly updated and communicated to staff.
- Differentiation and collection of evidence for the NCCD Engage process is being utilised by teachers.

- Participation in the NCCD process has increased staff awareness of, and skill with, differentiation strategies.
- Attention to differentiation is noted in lesson plans.
- Staff have a developing knowledge of differentiated learning and an emerging competency with a common language to discuss this.
- The core teachers report using the Data Wall informed by the writing task to develop strategies to assist students.
- The co-curricula program is extensive and provides opportunities to develop students' interests and talents and to develop general capabilities and the 'soft' skills.
- Students attribute the SET Planning process and Vocational Education/Careers program, as well as staff support, as being instrumental in their pathways selection and post school options.
- There is no formal process evident to identify high potential students.

Domain 8. Effective pedagogical practices

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Low	Medium	High	Outstanding
<p>School leaders do not appear to have strong views on the characteristics of highly effective teaching. There is little evidence that they are driving an agenda to change or enhance teaching practices across the school. The principal and other school leaders spend very little time on issues related to teaching. Questions of pedagogy appear to be viewed solely as the responsibility of teachers. There is little obvious school-wide discussion or consideration of highly effective teaching methods. There may be a lack of explicitness about what students are expected to know and be able to do as a result of classroom activities, very little explicit teaching, limited attention to individual learning needs, or low expectations on the part of teachers that all students in the room will master the content of lessons. Classroom activities frequently have the appearance of 'busy work'.</p>	<p>School leaders are explicit about their desire to see effective teaching occurring throughout the school, but are less clear about what this might look like. They do not appear to be driving a strong agenda to improve and/or enhance teaching practices across the school, except perhaps indirectly through a focus on school results and targets. School leaders take a close interest in the school's literacy and numeracy results, but generally do not engage in discussions with staff about effective teaching strategies. Discussions of specific teaching practices are rare and generally occur only in the context of concerns about a teacher's performance. There is some clarity about what students are expected to learn, but a lack of balance in teaching methods (e.g., overreliance on whole-group teaching or very little explicit teaching).</p>	<p>School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school or be 'hands on' in driving improved teaching practices. There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas. Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning.</p>	<p>The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to see occurring. All teachers and leaders are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective). School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.</p>

Findings

- The 2019 compliance report identifies that the College has developed a pedagogical framework known as TRICE (Transformational, Reflective, Inclusive, Collaborative and Engaged learners), informed by the Good Samaritan pedagogical framework. However, few teachers interviewed could articulate the application of this model or any other school-wide pedagogy in their learning and teaching.
- The panel notes that whilst teachers are working consistently to improve learning and teaching within year levels and departments, there is no clear, consistent vision for curriculum or framework to implement this vision as a whole school approach to curriculum and pedagogy.
- There is little evidence from conversations with teaching staff that BCE endorsed effective and expected practices or high yield strategies are being used consistently across all curriculum areas and year levels.
- Some teachers report using strategies like Gradual Release of Responsibility, and high yield strategies like Review and Response to progress learners.

- Teachers report that Review and Response is used to provide data about students.
- Teachers report that Review and Response meetings and student support meetings identify learning needs of identified and verified students.
- Teachers report that there is no whole school program or approach to identifying and supporting high potential students across the curriculum, as individual teachers are required to differentiate learning for students.
- The panel notes that teachers stated that the writing task tool and process had increased their awareness of teaching literacy.
- The moderation and feedback of the writing analysis tool is managed by the literacy team which is responsible for informing the work of teachers regarding literacy by providing timely data from the writing analysis tool.
- Students report the benefits of streaming year 9 and 10 classes in English, Maths and Science, to engage learners, modify behaviours, develop confidence, better support students and curriculum choices, as they transition from middle school to senior years of study.
- Students express confidence and gratitude for the highly dedicated staff who work with them to provide appropriate pathways e.g. securing apprenticeship and subject selection that supports a Vocational Education and Training pathway.
- Staff appreciate learning from each other in professional activities such as the recent twilight where teachers offered snapshots of pedagogical practices that were working in their classrooms.

Domain 9. Effective school-community partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children’s education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school’s partnerships.

Low	Medium	High	Outstanding
<p>There is no evidence of planned, deliberate partnerships with other institutions or organisations. Contacts with families, other education and training institutions, local businesses and community organisations, when they occur, are limited to isolated events. Although references may be made to ‘partnerships’, these partnerships are not based on collaboratively planned programs of activities with clear goals, roles and responsibilities.</p>	<p>The school has external ‘partnerships’, but rather than being built around a coherent, jointly planned program of activities to improve outcomes for students, these ‘partnerships’ tend to be mutually convenient arrangements (e.g. exchanges of expertise or the sharing of facilities between institutions or organisations). Such ‘partnerships’ often are established by individual members of staff and have limited whole-school support or engagement. The student needs that partnerships are designed to address may not be made explicit and, rather than being carefully planned, individual partnerships tend to be opportunistic in nature. Communications between partners are largely unplanned and infrequent. No plans exist to systematically review the effectiveness of partnerships, which typically are very dependent on the efforts of a small number of individuals and so have limited sustainability.</p>	<p>The school has established one or more partnerships with families, local businesses and/or community organisations with the express purpose of improving outcomes for students. Partnerships have generally been initiated by the senior leadership team and have their support. Each partnership brings staff and students of the school together with external partners such as families, other education or training institutions, local businesses and/or community organisations. All partners have a high level of understanding of, and commitment to, the purposes of the partnership and clear objectives have been set, expressed in terms of improved outcomes for students. Attention has been given to communication and to the sharing of experiences within the partnership; however, there may be no formal plan for reviewing the partnership’s outcomes and effectiveness. There is evidence that the school’s partnerships are being implemented as intended. However, there may be limited evidence of improved student outcomes as a result of partnership activities – possibly because there has been insufficient time for them to demonstrate an effect.</p>	<p>The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes. There is a range of currently operating partnerships, each carefully planned and designed to enhance student outcomes (e.g. to broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities for students, or facilitate successful transitions to work or further education or training). Each partnership has been established in response to an identified need. Considerable effort has been put into understanding students’ needs, identifying appropriate partners to address those needs, planning the details of partnership programs and clarifying partner roles and responsibilities. Careful consideration has been given to the benefits of the partnership to each participating partner. Explicit processes are in place to ensure ongoing and effective communication – sometimes across networks of partners – and there are documented plans for monitoring and reviewing the effectiveness of each partnership. The school’s partnerships are</p>

			being successfully implemented and appear to be adequately resourced and sustainable. There is clear evidence that partnerships are having their intended impact.
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Findings

- The College has a strong relationship with the Parish and Parish priest, with the RCIA and the College/Parish youth group providing continuing links.
- There is strong evidence of formal and informal community relationships for e.g. the Breakfast club, the Beach clean-up, the Daily Bread soup kitchen, the Retirement home "Sundale", sporting organisations, the SLS Club and the surfing program.
- Community partnerships also extend to local businesses sponsoring school awards and seeking out St John's students for employment opportunities.
- Formal community relationships are documented through memorandums of understanding as appropriate in the vocational education and training area, and with work experience and work placements.
- Participation in the "Daily Bread" program provides opportunities for students to utilise hospitality skills in the provision of meals, as well as serving this food for this program conducted for homeless people in the Nambour area.

EXECUTIVE SUMMARY

Affirmations

- St John's College is affirmed for:
- The recontextualised understanding of Church which is emerging in the actions, internal and external relationships, iconography and practices of the community.
- The progress towards introducing more contemporary iconography to enhance Catholic Identity and the Good Samaritan charism.
- The introduction of Relationships and Sexuality Education across the curriculum.
- Promoting the effective collection, analysis and explanation of student data for staff by appointing two members of staff to undertake this role.
- Developing teacher capacity in the use of student learning data to improve teaching.
- The use of learning intentions and success criteria to guide student learning and understanding of the learning process.
- The increasing use of the BCE BI tool by classroom teachers to access student performance data to inform planning.
- The development of a new College master plan to inform decision making about the provision of additional facilities to meet current and future needs.
- The commitment to an improvement priority in literacy that is bearing fruit in student writing progress.
- The renewed focus on restorative practices using the PB4L program as the foundation of the College behaviour management and pastoral care processes.
- The considered approach to building staff capacity and confidence in implementing the NCCD process.
- The way in which staff have embraced the use of Engage to collect and document NCCD evidence of learning adjustments.
- Trialling contemporary furniture in several learning spaces to enhance learning.
- The considered and strategic approach by the Administration team to developing new roles within the College e.g. the new AP role for 2020.
- Building staff capacity in pedagogical practices for e.g. the recent twilight where staff shared practice.
- The curriculum leadership team for supporting teaching staff as they pioneer the new QCE system for senior schooling.
- The initiation of student support meetings held twice per term to discuss the learning needs of targeted students, attendance and academic progress using SRS, Engage and BI data.
- The careful stewardship of College resources during a period of at least 5 years of refurbishment and renewal of facilities.
- The 15-minute digital bite sessions run by the IT Manager to build staff capacity in using technology, the office 365 suite, improving collaboration and enhanced learning and teaching.

Commendations

- St John's College is commended on:
- The Administration team articulating the Catholic identity and charism of the College through the creative use of story and prayer and evidenced by members of the community growing in capacity to embrace, tell and live the story.
- Providing opportunities for senior students to share a significant leadership responsibility with staff in developing creative approaches to prayer, liturgy and ritual of the College.

- Staff, students and parents identifying with the 'St John's way' of living respectfully and responsively to 'the call to be neighbour' and to act in ways which are firmly grounded in the Good Samaritan charism.
- The engagement of students in school community networks, providing opportunities for service, social justice ministry and a lived experience of the motto "unbind and set free" e.g. Daily Bread, Homeless Kitchen and Fifth Gospel.
- The generosity of staff in the way in which they volunteer and contribute to the life of the College, providing opportunities in service learning, social justice ministry, cultural and sporting events.
- The strong culture which unites parents, students and staff.
- The opportunities provided by the "Stuff It" film festival for College students and other students from around the world.
- Preserving the story and history of St John's College.
- The collegial and highly professional staff dedicated to improving the teaching, learning and wellbeing of students.
- The quality of student learning outcomes evidenced through longitudinal data.
- The leadership of the pastoral middle leaders for student learning and wellbeing as integral to the positive school community and highly established learning culture.
- The use of a variety of communication channels to inform parents about significant learning priorities e.g. Senior Years of Schooling processes.
- The comprehensive nature of the extra-curricular offerings across years 7-12 and the willingness of the staff to be involved in establishing and driving initiatives like the International Film Festival, Science and Engineering and DaVinci Decathlon.
- The development of a strong Catholic Identity evidenced by the richness of rituals such as the welcome for the Year 7s and the farewell for the year 12s.
- The strong, respectful relationships that are clearly evident between staff and students.
- The comprehensive sporting program for Years 7-12.
- The quality and presentation of the built and landscaped environment of the College.
- The approachability of the College Leadership Team and its genuine care for families, particularly those in crisis.
- The positive school-community partnerships and outreach opportunities that are evident within the school, local and wider community.
- The induction program for Year 7 students including the buddy welcome bbq.
- The excellent rate of debt collection and support of families on concessions.
- Supporting staff in programs such as REAP to gain RE qualifications.

- The close connection with the Parish.
- The students for their sense of respect, appreciation, pride in the school and their outstanding standard of behaviour and optimistic outlook.
- The IT support provided for staff and students to enable effective learning and teaching.
- The commitment of students, staff and parents to achieving good outcomes in student learning.
- The positive relationship between the Administration team and the staff shown in the great faith that the team expresses in the expertise and commitment of the teaching staff and their wellbeing.
- The confidence that the staff express about the leadership provided by the Administration Team.
- The strategic, efficient and creative planning for increased student enrolments to ensure the school is well resourced and the buildings and grounds are aesthetically inviting and comfortable.

Recommendations

- It is recommended that St John's College:
 - 1. Reinvigorates the whole school Curriculum Delivery Plan to make explicit:
 - the shared vision for learning at St John's College;
 - the whole school pedagogical approach which informs all learning and teaching;
 - clear expectations for curriculum planning;
 - approaches to teaching priorities and practices e.g. high yield strategies, effective and expected practices; and
 - a common language for learning and teaching.
 - 2. Establishes and embeds a systematic College performance development process inclusive of goal setting, growth coaching, observation and feedback using co-planning, co-teaching, co-debriefing and co-reflecting (4C's) to support College priorities and individual and team capability.
 - 3. Continues to build teacher capacity and secure collective responsibility for differentiation using evidence-based strategies for modifications to curriculum plans and assessments including the identification and support of high potential learners.
 - 4. Enhances the implementation of the Writing Analysis task as an improvement strategy for building teacher capacity in literacy across all areas of the curriculum.
 - 5. Reviews the College Data Plan to clearly identify the purpose of data and how it is used in a systematic way to inform learning, teaching and wellbeing.
 - 6. The panel endorses the intention of the College to engage in the Enhancing Catholic School Identity Project (ECSIP) in 2020.