

## Vision

St John's College is a Catholic learning community established by the Good Samaritan Sisters in the Benedictine Tradition.

In a spirit of faith, hope and love, we strive to develop confident, reflective and compassionate young people who are committed to transforming our world through example, service and leadership.

## 2024 Explicit Improvement Agenda

### Learning and Teaching

To collaboratively build and develop teacher professional practice, informed by the analysis of student data, to holistically engage students, optimise student growth and parent engagement.

#### Wellbeing

**Wellbeing**  
Nurture a safe and inclusive environment where students, staff and parents develop accountability for their personal wellbeing through partnerships and engagement in college life.

**Behaviour Support**  
Consistently implement and take ownership of behaviour support within our classrooms (knowing / following College process - increasing engagement by knowing our students as learners and young people)

#### Catholic Identity

Community members can clearly articulate the School Motto, Good Samaritan Charism / Values and College story.

Students, Staff and Community members become immersed with the theme of the year – Partnership.

**Charism:**  
Motto - Unbind and set free.  
Good Samaritan Story and Sisters Benedictine/Samaritan values

#### Our People

Champion a positive environment where staff feel valued and encouraged to grow and develop in their chosen professional fields whilst ensuring all our people can articulate how the Good Samaritan and St John's Gospel values are lived in their daily duties and interactions with colleagues, students and our community.

#### Diversity and Inclusion

Provide for a respectful, professional and inclusive work environment / College community where everyone feels a strong sense of welcome and belonging and where difference (individual and professional) is valued and respected - value, celebrate and respond to individual identity and cultural diversity.

#### Organisational Effectiveness

Provide clarity around roles and expectations so that staff know their key duties and responsibilities, can work on ways to develop their professional capacity and work together to maximise student growth – everyone has a role to play!

Professional learning is meeting the needs of staff, school goals and system directions; creating a planned and considered approach to staff formation. Professional growth is an outcome of this process.





## 2024 Annual Improvement Plan

### Catholic Identity

100% of students and staff are able to articulate our charism and theme for the year - Partnership.

All SJC community members will be invited to actively participate in religious celebrations connected to our College Charism and parish community.

Students and staff will formalise the end of prayer saying:  
 'Mary Mackillop, Pray for us.  
 St John the Evangelist,  
 Pray for us,  
 and always remember to,  
 Pray for one another.'

### Wellbeing

All staff (100%) can clearly articulate and enact college behaviour support processes which is seen through evidence of Student Support data and professional anecdotal observations.

Staff will communicate regularly with parents about student strengths and areas of development - 'No surprises'.

Key stakeholders (SLT, GC's, PML's, STIE's) will meet three times a term to discuss Student Support Data.

### Our People

100% of staff will celebrate community participation in Good Samaritan acknowledgments in Week 5 and Week 10 to reward and recognise the gift of each person.

Staff will participate in professional learning that develops a deeper understanding of their role and how the completion of duties relate to overall effectiveness of the Johnnies community - authority, process and reasonableness.

Staff will positively promote events, activities and achievements on Social Media as a way of continuing to build our quality reputation with the Sunshine Coast community.

### Organisation Effectiveness

Staff will clearly articulate their roles, key duties and look for / communicate ways to improve overall effectiveness - Reviewed in the PDP process.

100% of teaching staff will have written into their PDP clear strategies they are implementing, aligned to the EIA including conversations with their ML / SLT.

SLT and ML's will work with external providers to build staff capacity.

Staff engage termly in quality school based professional development related to the EIA.



## 2024 Annual Improvement Plan

### Learning and Teaching

As a College, we will witness ten percent positive student growth  
\*In a class of 30 students,  
3 students have measurable improvement)  
- 5 Faces (Faces data).

100% of teaching staff will have analysed previous student achievement data and developed class achievement targets with a relative gain of at least 10% or 3 students for one of their 2024 classes.

100% of teaching staff will utilise the RPC, led by their ML to monitor the progress of students in their targeted class.

Staff will develop and articulate a common / shared language specifically aligned to the explicit teaching of skills through gradual release of responsibility (GRoR/ Feedback and Effective Questioning).

100% of teaching staff will have identified at least three strategies they will utilise to help students in their class reach the targets they have set during RPC and will report back to ML's/ Collabs on progress.

Staff will engage in professional walks and talks and provide affirmation and feedback about practice of colleagues.

100% of teaching staff will have had two formal observations with explicit feedback provided to them by their ML/Collabs around the implementation of their identified evidence-based strategies.

Monitor Key performance outcomes - based data including SRS, NAPLAN, QCE, ATAR Attendance and Listen Survey.

At least one meeting between SLT and ML's every term, is devoted to monitoring of teacher / faculty targets.