

St John's College, Nambour

2022 ANNUAL IMPROVEMENT PLAN



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 men and women who are committed to transforming the world through example, service and leadership.

"Unbind and set free" (John 11: 44).

Mission

St John's College, in collaboration with parents and carers:

- Provides a Christian based education in the Catholic tradition and develops a community of faith and learning that is open and inclusive of other faith and cultural traditions.
- Is committed to a holistic curriculum which promotes the integration of faith, life, and culture.
- Endeavours to provide a quality education that is equitable and strives to engender the creativity, initiative, and ability of each student.
- Aims to stimulate a culture of learning that is life - giving and life - long.
- Is willing to engage with social justice, moral, environmental, and political issues with a special concern for those on the margins of society.
- Cultivates right relationships through the hospitality of heart and place.

Values

Called to be neighbour to all.

- Hospitality
- Balance
- Community
- Listening
- Prayer
- Peace
- Healing
- Word of God
- Stewardship

Develop the whole student

- Mentally
- Physically
- Emotionally
- Spiritually

Relationships

- Respectful
- Responsible
- Resilient

First Nations custodians of this land, Gubbi Gubbi people.

- Memories
- Traditions
- Culture
- Hope

Strategic Priorities

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline	Responsibility
Catholic identity	<p>Support teachers to maintain and attain AR Accreditation</p> <p>Broaden the teacher capacity and percentage of those who are accredited to teach Religion</p>	<p>Outline and communicate PD opportunities throughout the year</p> <p>Provide internal professional development</p>	<p>Short Planning Cycle meeting invitations</p> <p>Seek staff voice on areas on interest and delivery structures</p> <p>Staff submit a term plan</p>	<p>Term focus and review</p> <p>By end of Semester One, half of hours completed</p> <p>By end of Term 3, hours must be obtained to minimise pressure in Term 4</p>	<p>Fiona Baker (APFI) and Chris Gold (Principal)</p> <p>EO – Peggy Roe, Colleagues</p>
Learning and teaching	<p>Continue embedded practice of FEARE with a specific target on Evaluate across whole school curriculum delivery</p>	<p>Embedding previous strategic focus areas of Focus, Establish, Activate and Respond.</p> <p>Discussion and collaboration around model of pedagogy with a precision strategy on Evaluate</p>	<p>Term reviews of Unit Plans</p> <p>Staff meeting focus groups</p> <p>Walks and talks</p> <p>CML formation with department groups</p> <p>Sharing of practice through agreed agenda/formation</p>	<p>Unit audit Term 1</p> <p>Staff meeting Term 1 and 2</p> <p>Collaborate with data gathering tool for collation of student voice.</p> <p>Embedded practices as focus for Sem 1 walks and talks</p> <p>Goals for Evaluate as focus for Sem 2 walks and talks</p>	<p>Curriculum Leadership Team.</p> <p>All staff</p>
Wellbeing	<p>To maximise student engagement through the continued implementation of the universal PB4L Framework, extending the work of 2021.</p>	<p>Increased % of attendance across all year levels</p> <p>Improved engagement in classroom pedagogy and language associated with PB4L</p> <p>Growth and support for whole school Pastoral Program</p>	<p>Continue to build capacity in the use of effective classroom practices.</p> <p>Supporting the development of the Pastoral Program through Enrichment and General-Purpose lessons</p>	<p>Term 1 PD Days: time allocated to PB4L</p> <p>End Term 1 and 2 monitoring attendance considering Covid and Floods</p> <p>Completion of PB4L Modules 1,2,3 by End of Year</p>	<p>Pastoral Team</p> <p>Wellbeing Team</p> <p>All staff</p>

Strategic Priorities

			Attendance improvements, especially to capitalise on success for Aboriginal students.		
Our people	Build capacity of teaching staff to in listening to student voice in regards feedback on their pedagogy.	Teachers responding to feedback from students to improve teaching and pedagogy. Evidence of increased student feedback on Forms	Faculty meetings to set up appropriate student feedback. CMLs are a source of action. Student feedback via Forms and open discussions Staff meeting to set parameters and break down barriers. Closely relating with EIA	End of Units Term 1 and Term 2 Review of progress end Term 2 Collaboration Day agenda item for Term 4	CMLs Teaching Staff Learning & Teaching ML with APs
Diversity and inclusion	Celebrate and respond to individual identity and cultural diversity	Improvements in attendance of Aboriginal students. Increased engagement of Aboriginal students in opportunities such as Didgeridoo playing, Dance and painting, and educational opportunities through scholarships. Improved widespread acceptance of students	Enhancing inclusion and diversity among students through Pastoral program Review and improvement of RAP Continued opportunities for Aboriginal student group to connect with culture, language, and identity.	Mid-Year review. Ongoing enquiry via Pastoral Leaders, GCs Surveys half year/ end year	ML Inclusion and Diversity ML Pastoral AP Welfare and Engagement Students +

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		transitioning or dealing with Gender issues.	Anecdotal observations from staff and GC Survey of attitudes and student voice		
Organisational effectiveness	Cement new structures, supportive of a contemporary learning environment i.e., New Timetable / Senior options	Satisfaction with new structure t/t Improved time efficiencies	Monitor and review new t/t and respond to gaps and issues. Survey of satisfaction. CML responses	Semester One review and response for 2023 i.e., rooming issues.	AP and Leadership MLs Staff and students