



## St John's College 2026 Theme – Word of God: let actions and words reflect faith

Inspired by the Word of God, we will nurture an inclusive and high-achieving school culture built on professional care, shared expectations, and excellence in teaching.

### Learning and Teaching – Explicit Improvement Agenda

**Embed explicit teaching (GroR) and other HIPP strategies improve achievement in reading comprehension (Yrs. 7 – 9), numeracy (7-12).**

#### Success Criteria:

1. College Leaders refine and implement agreed school-based explicit teaching strategies aligned to curriculum areas, and the revised BCE Model of Pedagogy and utilising the HIPP framework.
2. Teachers embed strategies from the Year 8 Literacy Project to strengthen reading and comprehension across Years 7–9.
3. Mathematics teachers engage with AERO research to deepen their application of explicit teaching practices, including chunking to reduce cognitive load, explanation, demonstration, and modelling.
4. Teachers use diagnostic, formative, and summative assessment data to identify student learning needs, adapt instruction, and evaluate the impact of explicit teaching.
5. Teachers and leaders participate in structured cycles of observation, feedback, and evaluation each term to monitor progress and share effective evidence-based strategies.

### Annual Improvement Plan 2026 (Three Key Objectives to Support EIA)

#### 1) Promoting a Culture of Learning - Wellbeing and Engagement

In 2026, Staff clearly articulate and consistently and collectively implement school wide strategies to maintain an orderly College environment (classroom and extracurricular) that supports and encourages excellence in learning.

##### Success Criteria:

1. Implement the new Vertical Pastoral Care System, strengthening buddy relationships and refining the pastoral program focus.
2. Strengthen the Behaviour Support Process, enhancing understanding among staff and students for clarity and consistency.
3. Continue Culture of Learning Project and introduce Instructional Coaching to foster professional growth and a shared commitment to high-impact teaching practices.

#### 2) Strengthening Faith-Led Service - Identity and Formation

By the end of 2026, staff and students clearly understand their roles and responsibilities, actively contributing to our Catholic Identity while working together to enhance holistic student outcomes.

##### Success Criteria:

1. Bring to life the Good Samaritan Values and the of the Word of God at SJC
2. Reinforce the shared responsibility of all staff to model and uphold The Johnnies Way.
3. Align all staff Professional Development Plans (PDPs) with the College Goal and the 2026 Explicit Improvement Agenda.
4. Develop and mentor the Student Leadership Team through servant leadership and student faith formation.

#### 3) Financial Stewardship for Contemporary Learning Spaces and Professional Application

In 2026, staff demonstrate through application sound financial management and professional engagement to enhance learning environments that support innovation, engagement, and growth.

##### Success Criteria:

1. Apply prudent financial management to maximise resources for upgrading learning environments.
2. Regularly review budgets to ensure alignment with strategic facility and educational priorities.
3. Explore new and revitalised learning spaces that foster innovative and collaborative teaching practices.
4. Maintain and enhance campus facilities to provide a modern, purpose-built environment.
5. Sustain strong enrolment numbers by promoting a welcoming and supportive presence, faith-filled school culture and professional office environment.

<p>Yr 7 – Yr 10 Learning Area Achievement - Proportion of students who are meeting Standard, “C” and above in English and Mathematics and Religious Education</p> <p>Proportion of students achieving above standard, “A” or “B” in English and Mathematics and Religious Education</p> <p>*TLD Student Reporting Target - Targeted Review and Response – Based on Data</p> <ul style="list-style-type: none"> <li>Numeracy - Establish baseline numeracy data by having Mathematics teachers engage with BI for (Numeracy data for classes) for Years 7–10 and set individual student growth goals (Targeted Review and Response Process – Year 8)</li> <li><b>Literacy</b> Numeracy - Establish baseline literacy data by having English teachers engage with BI for (Literacy data for classes) for Years 7–10 and set individual student growth goals (Targeted Review and Response Process – Year 8)</li> <li><b>One other</b></li> </ul>	<table border="1"> <thead> <tr> <th>Learning Area</th> <th>Period</th> <th>% A, B standard</th> <th>% A, B, C standard</th> </tr> </thead> <tbody> <tr> <td>English</td> <td rowspan="3">Sem 2</td> <td>48.8%</td> <td>89.0%</td> </tr> <tr> <td>Mathematics</td> <td>51.3%</td> <td>90.0%</td> </tr> <tr> <td>Religious Education</td> <td>60.5% (Yr 8)</td> <td>96.4%</td> </tr> </tbody> </table>	Learning Area	Period	% A, B standard	% A, B, C standard	English	Sem 2	48.8%	89.0%	Mathematics	51.3%	90.0%	Religious Education	60.5% (Yr 8)	96.4%
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<p>NAPLAN Progress - At or above the similar student progress measure (% of students who make better than average relative gain) Years 7 – 9</p> <p>Proficiency Proportion of students proficient (exceeding or strong)</p> <p>Classroom Obs. / Professional Feedback: HIPP / Behaviour Support – PB4L.</p>	<p><b>&gt;50%</b> of students make better than average progress relative to students from similar background and same starting score</p> <table border="1"> <tr> <td>Reading Yr7 &gt;80%, Yr9 &gt;70%</td> <td>Writing Yr7 &gt;70%, Yr9 &gt;70%</td> <td>Numeracy Yr7 &gt;75%, Yr9 &gt;70%</td> </tr> </table> <p>One per week – Classroom Observation (Year Level Class (PSLP /BSP) &amp; PC Class)</p>	Reading Yr7 >80%, Yr9 >70%	Writing Yr7 >70%, Yr9 >70%	Numeracy Yr7 >75%, Yr9 >70%											
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<p>Year 12 Senior attainment and Qualifications</p> <p>Senior Schooling Pathways Aggregate Index (SSPAI)</p> <p>QCE; QCIA; VET; attainment</p> <p>Post-school outcomes – Next Steps post-school destination survey</p>	<p>&gt;98% QCE</p> <p>&gt;99% Exit Placement (Pathways)</p> <p><b>Attainment above</b> Qld State Average</p> <p>Not in Learning, Full-time Employment or Training (NILFET) &lt; 1.5%</p>														
<p>School Improvement Tool (SIT) Domain 1 and Domain 7</p> <p>Staff Engagement with TTFM Data: Share and discuss</p> <p>Attendance level and rate above benchmark</p> <p>*First Nations Attendance Data – growth on an individual basis: students experience to culture, understandings, perspective – SJC RAP</p> <p>Increased promotion and improved or equal participation in College events</p> <p>Word of God – Catholic Identity</p>	<p>Improvement based on qualitative analysis of review findings aligned to High and Outstanding indicators</p> <p>TTFM Wellbeing composite (currently 6.7) with staff to identify strengths and areas for growth</p> <p><b>2023 National attendance rate in years 1-10 = 88.6% SJC &lt;85%</b></p> <p><b>2023 National attendance level, % students with &gt;90% attendance = 61.6% BI=62%</b></p> <p>&gt;5% increase in participation in Sporting, Cultural, Religious and College Events</p> <p>100% staff participation in GS Ack. / Litany recited every PC, assembly and prayer at the start of meetings – Word of God theme spoken weekly at briefing</p>														