

An education to **believe** in

Annual Improvement Plan & Explicit Improvement Agenda 2025



St John's College, Nambour.

Goal: Explicit Improvement Agenda (EIA)

As a staff, in 2025, we will enhance student engagement, wellbeing and holistic growth by fostering purposeful collaboration, providing clarity in roles, and strengthening community partnerships to cultivate a dynamic, inclusive, and high-performing school culture that drives excellence by embedding clear expectations and evidence-based teaching practices.

What data and information was utilised to inform choosing this goal? BI Tool, Staff Feedback, Student Voice, Power BI, Parent Feedback, TTFM Survey, Pastoral Board Student Voice Collaborative

Our EIA aims to:

1. Promoting a culture of learning - In 2025, staff can clearly articulate and consistently and collectively implement school wide strategies to maintain an orderly College environment that supports and encourages excellence in learning and provides conditions for students to meet expectations.
2. Implementing effective pedagogical practices – in 2025, all staff purposefully collaborate in discussing, modelling, observing and providing constructive feedback on teaching practice using a range of, agreed evidence informed teaching strategies and high impact strategies.
3. Building school-community partnership- In 2025, staff have clarity about roles and responsibilities and their part in contributing to improved student learning, engagement and wellbeing within both the school and wider community, particularly partnering with Feeder Schools BCE / Coast Secondary Colleges / State Schools.



Success Criteria:

Clearly define 6-8 success criteria that describe the expectations of what leaders, teachers and students will be doing once the improvement agenda has been embedded. Ensure that the school/college leaders consider strategies for measuring and monitoring the progress of the success criteria.

Focus Area One – This goal aims to foster a collaborative culture where staff are actively engaged in maintaining a positive and orderly learning environment, supporting student learning, and contributing to the successful implementation of college-wide processes. Additionally, create a supportive and dynamic learning environment where staff continuously improve their pedagogical practices, ultimately benefiting student learning outcomes.

1. All staff are implementing school wide strategies to establish and maintain orderly learning environment. Staff will collectively promote and implement a school-wide culture of learning by practicing collective responsibility in establishing high expectations, celebrating success by communicating student success via email at least once per term.
2. Staff engage in appropriate professional development to effectively implement PLSPs and BSPs.
3. AP W&E and GC's host one parent night per semester about adolescent development and being supportive of the educational journey.

Focus Area Two –This goal emphasises continuous improvement and collaboration among teachers, which can significantly enhance the learning experience for students.

1. Staff will be provided with opportunities to measure outcomes data through SRS data, Pathways Outcomes, QCE attainment and student growth and plan for targeted teaching responses.
2. Evidence of the implementation of evidence based pedagogical practices through professional conversations using shared common language, classroom observations and curriculum planning documents.
3. Communicate with parents, each newsletter, about what works best in supporting their child's/ren educational journey.

Focus Area Three - aim to ensure that staff have a clear understanding of their roles and responsibilities, actively engage with the school and wider community, and contribute to the overall improvement of student learning, engagement, and wellbeing.

1. All staff will engage in the PDP process, outlined in the AITSL Professional Standards for Teachers and use the AITSL Classroom Practice continuum to reflect on their professional performance and adjust their PDP and professional practice as needed.
2. Engage with new staff and students, utilising the induction/onboarding process, to emphasise the significance of their roles in upholding high expectations, integrating the Johnnies Way, and ensuring that collective autonomy and faith life are central to our mission as Catholic educators.
3. Ensure that staff, students and the wider community have a thorough understanding of the College's theme of "Community" and its significance in sustaining the Jesus mission and the rich history of Good Samaritan values.

Guided by the BCE Education Strategy: (highlight one or two outcomes below that are targeted outcomes for this explicit improvement agenda)



Learning and Wellbeing

Elevating students, staff and schools through voice and agency informed by our living Catholic tradition, beliefs and values.

- High potential progress and achievement for all learners
- Students engaged for excellence in learning
- Students feel a sense of belonging and safe at school



Leading Learning and Wellbeing

Empowering students, staff and schools through inspirational leadership to foster inquiry and discernment.

- Staff empowered through inspiring contemporary leadership for excellence in learning and engagement



Structures and Systems for Learning and Wellbeing

Enabling our students, staff, and schools to be passionate and purposeful in a collaboration that creates collective efficacy.

- Students engaged in purposeful learning
- Equity and excellence in teaching and learning practices
- School pilots influence innovation for equity and excellence

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St John's College

Goal	Strategic Priority	Justification	Targets	Key Risks	Actions	Timeline	Responsibilities & Accountability
Goals that inspire and set your school's direction.	Alignment of goal to Strategic Plan 2025-2027 priorities.	Evidence to support the goal and strategic alignment.	Measurable targets to track progress towards your school's goal.	Consider what could happen that could help or hinder your efforts.	Actions required to drive progress of targets or manage risks identified.	Timeline for action.	Key stakeholders for actions.
<i>Where do we need to go?</i>	<i>Where does it align?</i>	<i>Why do we need to go there? What will be the benefits and how does it align to the priorities?</i>	<i>How do we know we are getting there?</i>	<i>What could happen that will impact our goals or targets?</i>	<i>What will we do to get there?</i>	<i>When do we want to get there by?</i>	<i>Who is responsible for ensuring it happens?</i>
Goal 1 Promoting a culture of learning - In 2025, staff are able to clearly articulate and consistently and collectively implement school wide strategies to maintain an orderly College environment that supports and encourages excellence in learning and providing conditions for students meet expectations.	<input type="checkbox"/> Connecting communities <input type="checkbox"/> Delivering thriving Catholic schools <input checked="" type="checkbox"/> Maximising potential <input checked="" type="checkbox"/> Optimising conditions for success	This goal aims to ensure that staff have a clear understanding of their roles and responsibilities and AITSL teacher standards, actively engage with the school and wider community, and contribute to the overall improvement of student learning, engagement, and wellbeing. Additionally, aims to create a supportive and dynamic learning environment where staff continuously improve their behaviour support strategies and pedagogical practices, ultimately benefiting student learning outcomes.	All staff are implementing school wide strategies to establish and maintain orderly learning environments. Staff will promote and implement a school-wide culture of learning by practicing collective responsibility in establishing high expectations, celebrating success by communicating student success via email at least once per term. Staff engage in appropriate Professional Development to effectively implement PLSPs and BSPs AP W&E and GC's host one parent night per semester about adolescent development and being supportive of the educational journey. Student Support Meetings – 2 Times per term	Staff not engaging in the process and clearly defined timelines not established. Communication expectations not clearly established. Staff not able to implement key documents because of a lack of clarity and connection Not clearly defining when communication will take place. Clear communication that parents are key partners in the learning process.	1a. 100% of staff receive training on the PB4L framework and the Engage system by the end of Term 1, with at least 90% of classrooms demonstrating adherence to PB4L strategies during termly observations conducted by peers, CML, PML or member of SLT. Staff will review AITSL standards and measure progress accordingly, reflected in PDPs. Staff promote positive student behaviour, success or improvement via email to parents at least once per term. 1b. 100% of staff engage in PD focussed on the DSA/DDA and Levels of Teaching response. PLSPs. PLSP round table teacher/STIE GCPML/AP meeting regularly scheduled to ensure quality assurance of PLSPs 1d. Communicating with parent in each newsletter and at the beginning of each term about the importance of high expectations and how parents are key partners in helping to achieve holistic growth for their child. Schedule parent evenings to support adolescent development	1a. At start of the year PML team lead staff PD outlining our Behaviour support plan and expectations. Classroom observation via SLT, MML, CML also target pB4L practices. This is followed up at a staff meeting each term. 1b. Ongoing PD throughout the year in relation to meeting DSA/DDA, effective first teaching PD at start up days 1c. Start of the year and throughout the year Pastoral events and programs are communicated to staff and parents. Emails sent to parents at the start of each term and at key moments during the term to celebrate success and areas for improvement.	1a. AP/DP/PMLs/CML's All teaching staff Supported by non-teaching staff 1b. STIE, ML, DP, AP 1c. AP Wellbeing and Engagement, PMLs, PPL Reading Coach.

Goal 2 Implementing effective pedagogical practices - All staff purposefully collaborate in discussing, modelling, observing and providing constructive feedback on teaching practice using a range of evidence informed teaching strategies and high impact strategies.	<input type="checkbox"/>	Connecting communities	This goal aims to ensure that staff implement effective pedagogical practices by integrating evidence-based teaching strategies and engaging in continuous professional development for teachers for the ultimate goal of improved student engagement, performance and attainment.	Staff will be with provided opportunities to measure outcomes through SRS data, Pathways Outcomes, QCE attainment and student growth and plan for targeted teaching responses.	Staff rotation/turnover. Staff not engaging in the process. Fragmented messaging – need to have consistency of messaging.	1a. Use term and semester Review and Response session to: measure student progress; to regularly review and adjust teaching methods based on data-driven insights. For example, pre- and post-test formative testing scores, SRS Data, NAPL AN data, QCE attainment, Pathways attainment 1b. Teachers to have access to professional development resources and training on pedagogical process to focus on receiving and providing effective feedback and questioning 1c. Front ending and differentiated assessment and sharing of best practice: Time is devoted at every professional learning day, once a term, to the front ending of assessment 1d. Participate biannual PLC discussions in workshops and follow-up focusing on the implementation of evidence-based practices and the application of differentiated instruction strategies in their classrooms. 1e. Timetabling Literacy coaches to Year 8 English classes – specifically reading - to provide targeted responses to SRS and NAPLAN Data	1a. Completed by the end or beginning of each term. 1b. By the end of the academic year, 100% of teachers will collect and analyse student feedback at least one per term (one class), using surveys or focus groups. The feedback will be used to implement at least three specific improvements in teaching practices, reviewed during professional development sessions – form basis of PLC conversation and sharing of professional dialogue (focussed on evidence-based practice). 1c. Completed each term 1d. Completed on PAC Days 1e. Timetabled – review allocation each term (responsive to data)	1a. All Staff – Teaching (regardless of title) 1b. All Staff – Teaching (regardless of title) CML CML/PML to formulate student voice data form. 1c. All Staff – Teaching (regardless of title) 1d. All Staff – Teaching (regardless of title) 1e. Year 8 English Teachers MB – Eng Teacher ST:IE
	<input checked="" type="checkbox"/>	Delivering thriving Catholic schools						
	<input checked="" type="checkbox"/>	Maximising potential						
	<input type="checkbox"/>	Optimising conditions for success						
Goal 3 Building school-community partnership- Staff have clarity about roles and responsibilities and their part in contributing to improved student learning, engagement and wellbeing within the both the school and	<input checked="" type="checkbox"/>	Connecting communities	This goal aims to ensure that staff have a clear understanding of their roles and responsibilities, actively engage with the school and wider community, and contribute to the overall improvement of student learning, engagement, and wellbeing.	All staff will engage in the PDP process, outlined in the AITSL Professional Standards for Teachers and use the AITSL Classroom Practice continuum to reflect on their professional performance and adjust their PDP and professional practice as needed.	Staff rotation/turnover. Staff not engaging in the process.	1a. 100% of staff demonstrate a deep understanding of their roles and responsibilities and monitor accordingly. 1b.. New students morning tea Staff onboarding (individually and afternoon sessions)	1a. PDP By the end of Term 1 and review at Term 3 Professional Learning Day 1b. Students - Once a term (Week 4) Staff – Twice a term (Terms 1, 2 and 3)	1a. College Leadership Team (MLs and SLT) Link to AITSL Standards 1b. Students – PPWL and Pastoral Captains Staff - AP Formation and Identity
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wider context/community.				<p>and ensuring that collective autonomy and faith life are central to our mission as Catholic educators.</p> <p>We will ensure that staff, students and the wider community have a thorough understanding of the College's theme of "Community" and its significance in sustaining the Jesus mission and the rich history of Good Samaritan values.</p>	Lack of coordination and clear lines of responsibility.	<p>1c. Create an 85th year working party to ensure celebrations are coordinated and held (e.g. Mass, Dinner, College Tour, Staff PD)</p> <p>Via our College communications, ensure that all community members are aware of our Johnnies story and our high expectations (social media, induction interviews)</p> <p>Utilising key staff, student leaders and SRC</p>	<p>1c. During Term 1</p> <p>Regular weekly communications via social media platforms. Twice a term newsletters During enrolment interviews</p> <p>Consistently during the year</p>	<p>1c. Principal, Business Manager, AP Formation and Identity, Principal's EA</p> <p>Business Manager with Communications Team.</p> <p>AP Formation and Identity with PPWL</p>
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