

School Improvement Review Report

School: St John's College, Nambour

Date of review: 26 – 28 October 2021

Contents

Introduction.....	2
Review team.....	2
School context.....	2
Contributing stakeholders	3
Supporting documentation.....	3
Key findings.....	4
Key recommendations	8
Performance summary	9

Introduction

This report is a product of a review carried out by a review team from Brisbane Catholic Education St John's College, Nambour from 26 to 28 October 2021.

The report presents an evaluation of the college's performance against the nine domains of the National School Improvement Tool (NSIT). It outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

The college's Principal will meet with their Senior Leader School Progress and Performance to discuss the review findings and improvement strategies.

Review team

Panel Chair	Kathy Fuller
External Panel Member	Russell Pollock
Peer Principal	Chris Noonan

School context

Principal (year appointment)	Christopher Gold (2011)
Location	123 Perwillowen Road, Nambour QLD 4560
Cluster	7
Year opened	1940
Year levels	Years 7 – 12
Enrolment	867
First Nations enrolment percentage	2.4%
EAL/D percentage	2.6%
SWD enrolment percentage	13.3%
ICSEA value/DMI	1061.0
Day 8 Staff FTE & Headcount	FTE 98.81 / Headcount 114

Contributing stakeholders

The following stakeholders contributed to the review:

College community:

- Principal
- Assistant Principal Religious Education (APRE)
- Deputy Principal
- Assistant Principal – Pastoral
- Assistant Principal - Administration
- 2 Support Teacher: Inclusive Education (ST:IE)
- 8 Curriculum Middle Leaders
- Speech Language Pathologist (SLP)
- 45 teachers
- 5 school officers
- 16 students
- Guidance Counsellor (GC)
- Teaching and Learning Programs Leader
- Inclusion and Diversity Program Leader
- Pastoral Programs Leader
- Campus Minister.

Supporting documentation

College operational and performance data including:

- HealthCheck reports
- BCE Listens Survey reports – parents, students and staff
- BI learning, teaching and well-being data
- Year 12 2020 QCAA subject reports.

College strategy and planning documents:

- College Vision and Mission statements
- strategic plan
- vision for learning at St John's College curriculum overview)
- annual improvement plan
- annual report
- 2020 and 2021 meeting structures.

Operational resources:

- staff handbook
- data plan
- 2020 and 2021 professional learning plan
- curriculum delivery plan
- The Johnnies Way Framework
- 2021 curriculum compliance Self-Review
- Hyperlinks to all Unit Plans for each subject
- Individual Learning Plan
- college timetable
- newsletter items
- college website
- data wall.

Key findings

The college Leadership Team (LT) and staff articulate a focus on improvement.

The College's Annual Plan identifies goals in 6 priority areas: Catholic Identity, Learning and Teaching, Wellbeing, Our People, Diversity and Inclusion, and Organisational Effectiveness. In Learning and Teaching, the goal of "Continue the systematic implementation of Australian Curriculum (AC) and BCE Model of Pedagogy" is noted. This goal has various strategies and qualitative success measures listed. The LT, which includes the Principal, Deputy Principal (DP), Assistant Principal-Pastoral (APP), Assistant Principal-Administration (APA) and Assistant Principal Religious Education (APRE), discuss the development of a learning framework referred to as Johnnies Way. This framework is used as a focus to inform a consistent language of learning over the past few years. The use of standardised planning templates is recognised as a priority by the LT and some teachers. Teachers in different faculties name various goals as a focus for their departments during 2021. Discussions with teachers provide evidence that clarity of college-wide strategies and success measures are not understood. There is an opportunity to sharpen the focus for the College's improvement agenda to provide greater clarity, understanding and direction for all staff. This Explicit Improvement Agenda (EIA) will include co-constructed goals or outcomes sought, accompanied by clearly defined strategies, targets, and monitoring timelines shared with the broader community.

The College has developed a systematic plan for collecting data that identifies a range of student achievement and wellbeing data.

The College has a documented data plan that outlines where to access data and provides a table of annual data sources for monitoring, staff preparation, analysis, student implementation and the responsible monitoring person. There is evidence that the College is monitoring college-wide achievement data. College leaders take time at regular intervals to share and display this data with staff and other school community members. There is also evidence that Curriculum Middle Leaders (CMLs) use data to inform and guide practices within their areas of responsibility. However, while data analysis practices are becoming more proficient in identifying areas of need, there is little evidence of in-depth data analysis to improve the learning of high potential students. There is an opportunity for whole college and cohort data to be continually analysed to identify student progress, including a focus on high potential students and gifted underachievement, and respond with targeted teaching interventions to improve A-E achievement against the AC.

Data is available and presented to teachers for information and to initiate discussions for unit planning, starting points for teaching and monitoring student progress.

A Writing Analysis Task (WAT) data wall identifies targeted students and tracks their current progress. The College has a Review and Response process where core class teachers and Middle Leader literacy view various data sources each term to determine student intervention strategies. Some teachers can describe how they use data from the Business Intelligence (BI) tool as a starting point to identify students requiring learning adjustments and use this information for unit planning. There is evidence that the college leaders use a range of data sources to ensure differentiated teaching practices for students with learning needs and support students with behavioural and social-emotional needs. While there is consistent evidence of data awareness and identification of areas needing improvement, there is limited evidence of analysing trend data over time and identifying gaps to achieve progress and targets within agreed timelines. There is an opportunity to continually build teachers' data literacy skills so that staff conversations and language reflect a more advanced understanding of data concepts looking for trends and monitoring progress for improvement within timeframes.

A strong sense of belonging and care exists in the College community.

The LT, staff, parents and students express their appreciation for the strong sense of belonging, inclusivity and community in the College. The College, established by the Good Samaritan Sisters in the Benedictine Tradition, still lives the charism in many ways, including many outreach programs in the community. Daily Bread (soup kitchen), aged care visitations and social action committees are examples of these programs. Students recognise the College's high-quality teachers and relationships and believe that teachers can assist and support them in their learning. Many examples of respectful and caring staff and student relationships are shared with the Panel to demonstrate the collegial and collaborative way staff work together for the greater good of the students in their care. 99% of staff on the 2020 BCE Listens Survey said they have good working relationships with the LT, and 100% of staff said they enjoy working at this school. The Panel hear of different opportunities for the teachers to give feedback or decision-making for future college

agendas. These opportunities include such strategies as surveys, cooperative learning processes and staff meeting conversations. Teachers express a desire for increased opportunity to participate in the process of strategy development. By leveraging the staff's commitment to the College, there is an opportunity to harvest staff ideas and energy for ongoing college-wide agendas and improvements.

The College has emerging structures to ensure the consistent delivery of the AC Personal and Social Capabilities.

The Panel witness the College's comprehensive pastoral support structure, designed to ensure a responsive pastoral care (PC) program for students across the campus. The APP and APRE work closely with the Pastoral Programs Leader (PPL) to oversee the delivery of the program through the Pastoral Middle Leaders (PMLs) for each year level. Teachers and MLs confirm that fortnightly extended PC time provides time for content in the personal and social capabilities of the AC to be delivered. The collection of information supports PC delivery through a wellbeing survey given to all students at the beginning of each year. Currently, with 32 teachers providing this program, there are inconsistencies in teacher knowledge and expertise with the scope and depth of the curriculum content. The APP and PPL confirm that in 2022 that there will be dedicated personal development lesson time built into the timetable. The goal for this time is to ensure that there will be greater consistency in the delivery of the Personal and Social Capabilities across the College. With this dedicated personal development time, there is an opportunity to ensure that a whole college pastoral plan is implemented for Years 7 to 10 and empowers all students to be socially self-aware and manage themselves personally and socially. The newly developed college pastoral plan could include a further possibility to establish this as an assessable subject.

The College recognises student behaviour and engagement as a priority for learning.

The Panel observes positive student behaviour as a high priority for staff, students and parents. Expectations of behaviour are communicated to students and reinforced by some staff utilising the Johnnies Way Framework and the call to be neighbour to all by being respectful, responsible and resilient. The wellbeing team, comprising the DP, APP and PPL, meets regularly (every few weeks) with the DP and Guidance Counsellors to coordinate wellbeing and pastoral support for all learners. This group is responsive to attendance, behaviour and curriculum data and its trends to support students in accessing the college learning programs. Tier 2 and 3 structures help relevant students, including Check and Connect, Check in Check out, and individualised support plans. Some staff and students articulate behaviour of students in some incidences across the College does cause disruptions to learning. Some teachers confirm that Pastoral Leaders are very involved in supporting staff and students but that their workload would reduce if all teachers implemented clear procedures and learning behaviours. The LT and wellbeing team identify that implementing the universal classroom Positive Behaviour for Learning (PB4L) strategies is the next step to ensuring effective learning behaviours exist throughout the College. This consistency is recognised as an essential requirement as the College's enrolments continue to increase. Whilst the LT articulate that the College is on a journey of implementing PB4L, there is no clear plan, beyond the processes that are already embedded, that includes details of expected teacher practices and expected student behaviour. There is an opportunity to formalise an implementation plan for PB4L that is collaboratively developed, understood and consistently enacted by all staff and students within agreed timelines.

The allocation of physical and human resources is centred on meeting student learning needs and curriculum requirements.

St John's College presents as a welcoming, engaging, inclusive learning environment where resources and programs are centred on meeting the needs of students. The LT, teachers and parents speak of how structures for support of students learning and wellbeing drive the allocation of resources. The student support team coordinate the identification, strategies, monitoring and recording of adjustments to ensure students with specific learning difficulties or diagnosed disabilities are best supported to access the curriculum. Some teachers and school officers indicate that to cater for all learners, specific information about students needs and ways to support learners with a particular diagnosis, for example, Autistic Spectrum Disorder, would enhance them in their roles. There is an opportunity to provide relevant staff with more information about students and their particular learning needs and the best ways to support them towards their learning goals, including tailoring professional development (PD) for all staff about specific disabilities and learning difficulties.

Positive staff morale reflects the shared responsibility for student engagement, learning and success.

There is evidence of good student outcomes in 2021 NAPLAN data and similarly comparing data from like schools comparisons across Year 7 and Year 9 NAPLAN test results from 2015 to 2019. Across the College, there is conclusive evidence of teachers who are experts in the fields they teach and are working collaboratively within their subject areas

to expand their knowledge to improve their current teaching practices. Pedagogical practices in Science are discussed by teachers as developing from collaborative practices in this department. There is also evidence that Religion teachers are encouraged by collaborative processes, including the CML, to adjust the program content to lift learner activation for increased engagement and learner success. School-wide structures and formal opportunities for sharing of practices is less evident. There is an opportunity to support all teaching staff further to be involved in more formal collaborative processes for conducting professional discussions that improves their practices and students' learning success.

College leaders encourage a college-wide shared responsibility for continual professional learning.

The College has implemented a one-to-one computer program since 2015, with OneNote being the predominant platform for student learning. Since 2020, and the accelerated online learning requirements for students learning from home due to COVID-19, MS Teams and other additional platforms have had higher usage. The Panel observe that there is a widening gap of technological expertise across the College. Some staff indicate that technology is at times a disruption to the smooth flow of a lesson. At the same time, on other occasions, the Panel observe the seamless use of technology and its enhancement of student learning. Parents new to the College with younger students express views and confirm there are different expectations from teachers for online student learning, particularly the variety of online communication options with teachers. There is an opportunity to evaluate how technology is used in classrooms across the College and how staff and student skills are developed. This review will allow for more explicit consistency of practices and communication with teachers, particularly in the junior school.

The College is currently developing a coherent, sequenced plan for curriculum delivery.

Curriculum leaders, year level teams and teachers can access curriculum planning documents on SharePoint. An overall curriculum plan is in stages of development, and there is a focus on unit plans using a common template starting in 2020 for Year 7, 2021 for Year 8 and continuing to Year 10 over the following years. Early indicators of uniformity for vertical alignment are apparent in the Years 7 and 8 unit plans. The LT and CML for Learning speak to their roles in monitoring curriculum development and recent successes with the College's focus on literacy and numeracy. However, college leaders do not speak to a pattern of regular engagement with the horizontal alignment with elements of AC to understand overall student learning and development. Similarly, there are no established protocols for in-depth cross-curricular mapping, agreements for common assessment templates and quality assurance processes. The LT, in consultation with MLs, is yet to identify where the responsibility lies to monitor the consistent enactment of curriculum planning and delivery. There is the opportunity to develop a whole college learning journey that aligns all elements of the AC with clear processes and strategies to monitor and quality assure the authentic implementation of all aspects of the curriculum with sequenced delivery.

Teachers recognise the need to cater for students' current levels of learning and to document relevant adjustments to facilitate student improvement.

College curriculum planning documentation shows adjustments for individual learners. Teachers speak of the assistance they get to support students with learning needs and the workload associated with the documentation requirements of NCCD compliance. LT and teachers confirm that Review and Response meetings are held for teachers to meet with their colleagues in other departments to talk about specific cohort information. Various strategies utilised for students who have difficulty accessing the curriculum are discussed at these meetings. However, it is unclear which strategies are used purposely, in the classroom, to assist higher ability students who would benefit from being stretched in their learning. Activities such as Da Vinci Decathlon, International Film Festival and Science and Engineering challenges give students extension opportunities. There is limited evidence of widespread continuous practices of adequate responsive planning cycles for higher ability students in classroom learning. This practice will enable teachers to respond to student learning data and change their instructional strategies accordingly. There are opportunities for a college-wide collaborative approach to tracking student learning data and responding to it to ensure all learners, including high potential students, are stretched in their learning. This collaborative approach includes teachers receiving additional PD on applying the Levels of Teaching Response, especially for high potential students.

College leaders have outlined the teaching they would like to see occurring throughout the College.

The College documents and publishes a learning framework locally known and referred to as 'Johnnie's Way'. The framework embraces the fundamentals of learning and teaching, including the BCE Pedagogical Model, 'FEARE' embodied by the elements of 'TRICE' Transforming, Reflective, Inclusive, Collaborative and Engage. The college leaders refer to 'Johnnies Way' as their language of learning to guide teachers' understanding of highly effective teaching strategies and influence classroom practices. The Panel and the LT agree on a broad range of knowledge and a wider interpretation of how the frameworks are used across the College. Many teachers indicate that they choose elements

from the frameworks and self-review the effectiveness and impact on student learning at times. Other teachers indicate knowledge of some terms but are not confident in describing how the framework's elements have influenced their teaching practices. There is an opportunity to review, clarify and simplify the learning framework to ensure a shared understanding and knowledge of elements and consistent implementation across the College that is quality assured through collaborative planning, sharing, modelling, walkthroughs and observations.

College leaders recognise that highly effective teaching is the key to improving student learning.

The Panel observe many effective teaching practices across the College. Classroom environments are welcoming, and students are engaged in their learning. Students confirm that they feel safe to take risks with their interactions with teachers, technology, learning equipment and peers. From viewing planning documents and observing classroom interactions, it is obvious how learning is being monitored, and adjustments are being made to assist and support student learning. An area of emerging 'best practice' is being implemented in the Science department. Science teachers are using a range of strategies, including feedback and constantly monitoring student learning progress. Contrariwise, each term, science teachers receive detailed feedback from all their classes via an online student survey consisting of 20 questions. The feedback is in the form of graphical representations and written comments indicating how students are reacting and feeling about their learning and suggesting ways for teaching to improve. There is an opportunity for this process of 'student voice' to be further expanded across the College to provide more teachers with ongoing feedback on their classroom practices.

The College builds community partnerships with many providers.

The College has built extensive partnerships with employers, businesses and education and training providers to enhance students' pathways and co-curricular opportunities. These include partnerships with Busy at Work – Apprenticeship Support Network, TAFE QLD, Registered Training Organisations (RTOs) including local high schools, childcare providers and businesses such as Australian Quality Framework Certificate (AQFC), Caldwell Concrete, KFC, BCC Cinemas, Sunshine Coast Council, University of the Sunshine Coast and not for profit charities. These partnerships provide a diverse range of school-based apprenticeships, AQFC II-IV training and access to Diploma studies in Business, Paramedics and Nursing and access to work experience. The Panel notes that there are no formal processes to ensure that the desired outcomes of these relationships are being met. There is an opportunity to establish ongoing review processes to ensure that these partnerships continue to have the intended positive impact on student learning outcomes.

The College is highly regarded in the local community for its outreach programs.

St John's has a strong heritage associated with the local Parish and the Good Samaritan Sisters. There are many opportunities that the College provides for students to be of service to others in the community. These include assisting the Parish with sacramental programs, social justice and outreach works (St Vincent de Paul and Centacare), other organisations such as Suncoast Church Daily Bread (Year 10 Helping Hands Cooking Group and Soup Kitchen), Urban Depot Recycling, Service Clubs (Apex, Rotary and Lions), First Nations (Murri Court) and Buddies Refugees and Migrants Depot connections. Students also can attend the Ignite Conference - Ignite Youth, PoTENTIAL and Be A 5th Gospel. Relationships are also cultivated with the Sisters of the Good Samaritan and the Pomona and Lourdes Hill communities to enrich the Good Samaritan Way in the College. The initiatives to engage with the community are confirmed by staff as an important feature of what the College stands for. Ensuring that these projects continue to exist in the College will need ongoing monitoring and support. There is an opportunity for the College to continue to explore the links that these positive partnerships have on further developing and enhancing student learning and wellbeing.

Key recommendations

Develop an EIA responsive to school data and include specific strategies understood by all staff. Ensure the EIA is aligned with the College's annual plan and includes measurable student outcomes, college-wide targets, dates, and details on how the plan's progress is monitored. This strategy should be shared and enlivened with all community stakeholders including staff, parents and students.

Collaboratively develop various structures and strategies to enable staff to work together across faculty areas to learn from each other's practices, harvest staff ideas and utilise this energy for ongoing college-wide agendas and improvements.

Build upon teachers' data literacy skills to develop more precise knowledge and analysis to identify whole college performance, cohort characteristics, high potential students and areas for targeted interventions that aim to improve student outcomes against the AC's A-E achievement standards.

Continue the College's learning journey by monitoring and quality assuring curriculum planning documents that include all aspects of the AC, ensuring horizontal and vertical alignment so that there is continuity and progression of learning across the years of schooling.

Collaboratively review the current pedagogical learning framework to ensure it is contextualised to the College and the current capabilities of teachers. Co-construct an agreed implementation plan for the new version of the framework that is quality assured by co-planning, modelling and providing teacher feedback.

Leverage the culture of "called to be neighbour to all – respectful, responsible and resilient" to formalise the personal development and PB4L processes and programs across the College. The formalisation of these processes will help to ensure that they become part of the expected practices and programs in the daily life of all students and staff.

