

St James College

A Catholic School
in the Edmund Rice Tradition



School Improvement Plan

INTRODUCTION

The Charter for Catholic Schools in the Edmund Rice Tradition provides an authentic framework for Edmund Rice Education expressed in the life and work at St James College. The Four Touchstones of the Charter – Liberating Education, Gospel Spirituality, Justice and Solidarity and Inclusive Community – are witnessed to in the day-to-day operations of the College as well as in enrolment procedures, teaching and learning programs, marketing, service learning, etc.

As a Catholic School in the Edmund Rice Tradition, St James College is committed to providing a quality of excellence in its teaching and learning programs, underpinned by sound pastoral support structures and practices.

School improvement is a whole-school endeavour involving collaborative investigation and decision-making, addressing on-going change and improvement in current practice.

WHERE WE ARE AS A SCHOOL

1. Current School Practices

The College's Mission Statement bears testimony to the aims and philosophy contained in the Charter:

Challenged by the Gospel and inspired by Edmund Rice, St James College, as a Catholic School in the Edmund Rice Tradition, engages and nurtures the heart and mind of each person. We honour the dignity of each member of our diverse community through our lived pastoral environment inspired by a living spirit of community and compassion. Our holistic curriculum promotes relevant pathways for the growth of each person. We are called to live and promote justice to all through service in the spirit of Jesus and in the tradition of Edmund.

The National Education Reform Agreement (2013) formulated by the Council of Australian Governments sets out five National Reform Directions:

- 1. Quality teaching**
- 2. Quality Learning**
- 3. Empowered School Leadership**
- 4. Meeting Student Need**
- 5. Transparency and Accountability**

These five directions are addressed in the following interrelated areas in relation to secondary education at St James College:

1. Developing stronger partnerships:

SJC maintains strong partnerships with Queensland Catholic Education Commission, parents through the Parents & Friends Assn, Queensland Curriculum and Assessment Authority for the authentic delivery of curriculum, Salvation Army through the Youth Outreach Service, the Beacon Foundation, employer organisations, individual employers and the local community in accessing opportunities for our students.

2. Supporting quality teaching and school leadership:

SJC supports quality teaching through providing regular in-servicing opportunities and professional development, collaborative practices, strong leadership through Heads of Department and Pastoral Team, staff membership of professional organisations as well as QSA Panels, etc.

3. Enhancing middle years development:

SJC commences in Year 7. Students entering Year 7 engage in a broad foundational program of courses as an introduction to secondary education. A modular curriculum structure in Years 9 and 10 provides for a wide range of courses that address student need and interest. Transitioning between primary and secondary (for students with learning differences) occurs in the term prior to commencement at SJC with school visits by Learning Support staff to the student's primary school and also the arranging of periodic orientation-style visits to St James for both students and parents. The introduction of a one-to-one laptop program and Learning Fields platform has enabled students to engage with technology in the educational development, ensuring academic opportunities are available across all levels and abilities.

4. Supporting senior years of schooling and youth transitions:

SJC runs full academic (OP courses) in Years 11 and 12. As a Registered Training Organisation (RTO), a broad range of Vocational Education and Training certificate courses are made available for students. School-based traineeships/apprenticeships are available, together with Work Placements and school-to-work programs such as the BEACON program.

5. Promoting world-class curriculum and assessment:

SJC aligns with the reporting and assessment structures of the Queensland Curriculum and Assessment Authority. The College is also a Registered Training Organisation and is periodically audited to ensure quality practice. The College enjoys a significant reputation in the quality of support programs offered for students with learning differences. Also, as a registered provider of education for international students (CRICOS No. 00715J), the College is able to provide places for over 20 international students on study visas.

6. Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socio-economic backgrounds:

SJC typically attracts students from low socio-economic and refugee/migrant/asylum-seeker and Indigenous backgrounds because of its centrality and proximity to public transport, together with the wide range of programs and support opportunities offered at the College. The employment of an Indigenous Education Officer, ESL teachers and the provision of specialised programs both cultural (dance, art) and sport contribute to improving education outcomes for Indigenous youth. In regards to this, the College is committed to the directions outlined in the Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014: ..\..\Indigenous Students\ATSI Education Action Plan 2010-2014\ATSIEAP_web_version_final.pdf

7. Strengthening accountability and transparency:

SJC publishes its Annual Report each year which is available on the College website and in hard copy at the College Office. In addition, NAPLAN results and are posted on the MySchool website. Both the College Board and the Parents & Friends Association receive a monthly report from the Principal detailing the College's progress in most areas across the school. Parent/Teacher meetings are provided as a means of improving home-school communication on a child's progress as well as educational and pastoral accountability for staff.

2. Current School Outcomes

NAPLAN RESULTS (2014 – 2016):

<\\dc1\Groups\Staff\Learning outcomes\NAPLAN Results Year 7 2015.xlsb>

<\\dc1\Groups\Staff\Learning outcomes\NAPLAN Results Year 7 2016.xlsb>

<\\dc1\Groups\Staff\Learning outcomes\naplan results yr 9 2015.xlsb>

<\\dc1\Groups\Staff\Learning outcomes\naplan results yr 9 2016.xlsb>

SENIOR ASSESSMENT RESULTS (2014 – 2015):

<\\dc1\Groups\Staff\Learning outcomes\Year12 2014.xlsx>

<\\dc1\Groups\Staff\Learning outcomes\Year12 2015.xlsx>

PAT-R:

<\\dc1\Groups\Staff\Learning outcomes\PAT-R Data Report T1 2016.pdf>

<\\dc1\Groups\Staff\Learning outcomes\PAT-R Years 7-9 T1 2016.pdf>

STUDENT SATISFACTION SURVEY (2016):

<..\Strategic Plan\Student Survey Data 010816.pdf>

PARENT SATISFACTION SURVEY (2015)

<G:\Staff\Strategic Plan\Parent Satisfaction Survey 2015 PDF.pdf>

KEY TARGETS FOR SCHOOL IMPROVEMENT

The College has identified nine key targets for school improvement:

- 1. Maintaining and enhancing the Catholic identity of the College as an authentic Catholic School in the Edmund Rice Tradition**
- 2. Improved student achievement levels in Literacy and Numeracy, NAPLAN Testing and Senior Secondary Assessment**
- 3. Clear teaching and learning goals articulated and imbedded across all curriculum programs**
- 4. Full implementation of Information Technologies across all curriculum areas**
- 5. Improved positive student attitudes and engagement**
- 6. Implementation of a Professional Development Plan for staff that supports the desired outcomes for school improvement**
- 7. Improved attendance and punctuality as key to student engagement and achievement**
- 8. Improved facilities and equitable access to resources by all students and staff**
- 9. Continual development of positive and supportive pastoral programs to enhance student well-being**

IMPLEMENTING THE IMPROVEMENT STRATEGY

Agenda	Strategies
<p>1. Maintaining and the Catholic identity of the College as an authentic Catholic School in the Edmund Rice Tradition</p>	<ul style="list-style-type: none"> • Policies, practices and programs that nurture and promote the Religious Life of the College. • A fully integrated and accredited Religious Education Program in keeping with the current Archdiocesan Guidelines that is cognizant of the multi-faith context of the College. • Teachers fully accredited to teach in a Catholic School and to teach Religious Education in a Catholic School. • Pastoral and Religious practices formulated using as their foundation the Touchstones of the Charter for Catholic Schools in the Edmund Rice Tradition. • Appropriate allocated time to meet the RE learning entitlement as detailed by the Archbishop. • Preferential timetable support to ensure the most appropriate staffing requirements for RE. • Connectedness to both Jubilee and Cathedral parishes. <p>Monitoring Progress</p> <ul style="list-style-type: none"> • Issues of Catholic Identity regularly discussed at Leadership Team level, Staff Meetings, Meetings of the College Board • Regular RE Faculty meetings. • Implementation of recommendations from the RE Accreditation process conducted in 2016. • Regular evaluation of Service Learning program e.g. twice-weekly Brekkie Van program, student debrief, roster participation, ERA for Change, Hospital visits. • Continued participation of staff in EREA Formation Programs. • Participation in Prayer rosters for both Staff Meetings and Assembly. • Regular whole-school liturgical events: Inaugural Mass, Special Feast Day Liturgies, Graduation, Reflection Days (Staff and Students), etc. • Professional development opportunities for staff to contribute towards the accreditation process. • Regular liturgical engagement with both Cathedral and Jubilee parishes. <p>Indicators of Improvement</p> <ul style="list-style-type: none"> • Statement of clearly articulated goals for Religious Education at all year levels. • Continued and willing participation of non-Christian students in the RE Program. • Enthusiasm surrounding planning and presentation of prayer and liturgy. • Improved willingness of staff and students to commit themselves to Service Learning opportunities • Inclusive activities and celebrations that reflect the multi-faith nature of the current student enrolment. • Willingness of staff to gain qualifications towards RE Accreditation requirements. • Student and staff engagement in the both the RE curriculum and activities reflecting the Religious Life of the College.
<p>2. Improved student achievement levels in Literacy and Numeracy, NAPLAN Testing and Senior Secondary Assessment</p>	<ul style="list-style-type: none"> • Data collection and analysis from sources such as Student Reports, NAPLAN, PAT-R, PAT-M, Senior Assessment (VET, OP, etc) • Implementation of <i>Leading Learning</i> program. • Through Faculty meetings, students are encouraged to use data to enhance teaching and learning practices in the classroom. • Provision of appropriate and adequate funding for learning support services to student including EAL/D and SWD in particular. • Whole-school, sequenced Curriculum Plan Years 7 – 10 based on requirements of the Australian Curriculum. • Programs in place to support literacy learning: <i>Leading Learning, Corrective Reading</i> • Learning and teaching adjustments in place to provide extra support for students identified with low literacy.

	<ul style="list-style-type: none"> • Differentiation and scaffolding used in all subjects. • Strategies to improve literacy fluency embedded in English, History and Science in Years 7 – 9. • Band-scales used to identify levels of English proficiency for students with EAL/D • Students with learning differences are identified and assisted through IEPs and Personal Learning Plans (PLPs). • PLP meetings held regularly with parents, key staff and external professionals as appropriate. • VET Courses written from AQTF Training Packages. • Detailed work programs based upon Authority syllabuses and approved District Panels. • Student progress monitored by classroom teachers and Heads of Faculty. • Whole-school student progress monitored by Senior and Middle Coordinators who provide intervention where necessary and appropriate. • Provision of teacher-aides for individual assistance in the classroom. • Ensure all teachers are well-versed in curriculum differentiation and adjustments as required under the NCCD. <p>Monitoring Progress</p> <ul style="list-style-type: none"> • Implementation of BI Tool to monitor student progress. • Frequent use of data to inform decision-making and teaching practice particularly in Years 7 – 9. <p>Indicators of Improvement</p> <ul style="list-style-type: none"> • NAPLAN results that indicate students’ achievement at or above national average
<p>3. Clear teaching and learning goals articulated and embedded across all curriculum programs</p>	<ul style="list-style-type: none"> • Implementation of a whole-school pedagogical framework: <i>The Art and Science of Teaching</i> (Marzano). • Use of strategies from the 9 Design Questions in ASoT • Realistic goals set by teachers as part of the ASoT program and Leading <i>Learning program</i>. • Faculties led by the Faculty Head to ensure clear goals and strategies are articulated in all curriculum documentation towards improving student outcomes. • HoFs and full Staff Meetings held regularly to review available data and address this in the context of the pedagogical framework. • Learning Goals are identified at the beginning of each lesson and reviewed at the end of the lesson. <p>Monitoring Progress</p> <ul style="list-style-type: none"> • Learning Goals written up on whiteboard at the start of each lesson • Regular faculty meetings to monitor curriculum delivery • Regular targeted student-to-teacher feedback on learning goals and teacher capability <p>Indicators of Improvement</p> <ul style="list-style-type: none"> •
<p>4. Full implementation of Information Technologies across all curriculum areas</p>	<ul style="list-style-type: none"> • Student 1:1 laptop program provides opportunities to embed ICT skills in all subjects. • Implementation of the ICT Learning Goals which have been mapped against the ACARA ICT Capabilities, retrieved from: www.australiancurriculum.edu.au <p>Monitoring Progress</p> <ul style="list-style-type: none"> • Regular eLearning agenda item and feedback at Heads of Faculty meetings. • Work Programs have articulated the ICT Learning Goals in all areas and embedded them into curriculum: DP (Studies) to monitor progress in association with HoFs. • Head of eLearning regularly reports on the usage of LMS, LearningField, etc. • Provision of professional development opportunities for staff. • One-on-one assistance provided for ICT-challenged staff • ASoT ICT Learning Goals are visible in every classroom • Personal Development sessions for students focussing on their digital footprints and personal online safety • Checklist provided to Staff to aid in identifying ICT strengths and challenges <p>Indicators of Improvement</p>

	<ul style="list-style-type: none"> • Students reaching ASoT ICT indicator levels (1-3) throughout their secondary schooling, including safe and ethical use, planning and carrying out research, using a range of ICT tools, selecting and managing digital data and communicating with ICTs. • Students demonstrating ICT competencies in the classroom via testing criteria • Students demonstrating safe and ethical use of ICTs via anecdotal evidence • Anecdotal evidence of staff and students embedding ICTs into all aspects of teaching and learning • Increased usage of LMS as a repository and testing tool • Staff confidence demonstrated via increased use of ICT tools
<p>5. Improved positive student attitudes, engagement and expectations</p>	<ul style="list-style-type: none"> • Critical thinking and social capability strategies are being developed through the ASoT program. • Gifted and talented students participate in external days of excellence. • Clear expectations are communicated regularly with to students through teaching and learning practices, assemblies, House meetings, newsletters, etc. • Encouragement of students towards such co-curricular activities that involve enquiry and innovation in STEM, Cultural activities, etc. • Ensuring familiarity with traditions and practices of the school, processes of engagement, compassion and understanding towards others, particularly those who need extra support. <p>Monitoring Progress</p> <ul style="list-style-type: none"> • Ensuring that ASoT Design Qns 3 & 4 are addressed in classroom tasks, assignments and methodology • Ensuring that ASoT Design Qns 1, 2, 5 and 9 are understood by staff and that classroom practice and procedure are adhered to by all <p>Indicators of Improvement</p> <ul style="list-style-type: none"> • Students line up and enter classroom quietly at the direction of the teacher. • Learning Goal is clearly stated on the whiteboard at the start of the lesson. • There is supportive and engagement activity during group-work • Teachers are addressed politely. • Students respect others' learning differences and assist each other. • Assignments are handed in on time. • Greater number of students selecting University-oriented courses in Years 11 and 12
<p>6. Implementation of a Professional Development Plan for staff that supports the desired outcomes for school improvement</p>	<ul style="list-style-type: none"> • Development of an on-going Professional Development Plan for teachers. • Access to structured and targeted PD as part of the implementation of ASoT and <i>Leading Learning</i>. • PD provided to teacher-aides in classroom support strategies to assist students with learning differences. • Staff are regularly updated in their responsibilities towards the requirements of the Nationally Consistent Collection of Data (NCCD). • Peer Mentoring program, involving professional conversations among teachers geared towards teacher improvement and professionalism. • Staff engaged in observations of colleagues' teaching practice as a means of mutual professional development. • Professional development opportunities for staff to contribute towards the RE accreditation process. • Staff participation in Formation programs. <p>Monitoring Progress</p> <ul style="list-style-type: none"> • DP (Studies) to revise College's PD policy in the light of ASoT and <i>Leading Learning</i> programs. • Provision of and/or access to focussed PD opportunities targeting literacy, numeracy, classroom management, ASoT. <p>Indicators of Improvement</p> <ul style="list-style-type: none"> • Increased willingness of staff to be involved in professional conversations in regards to teaching and learning. • Increased engagement of students in the learning process as a result of professional competence of teachers. • Staff willingness to engage in professional reading and resultant conversations. • Staff willingness to address Staff Meetings on particular PD experiences. • Staff willingness to share gained expertise and knowledge collaboratively. • Staff willingness to engage in Formation opportunities which reflect both the Religious Life of the College and our Edmund Rice spirituality.

<p>7. Improved attendance and punctuality as key to student engagement and achievement</p>	<ul style="list-style-type: none"> • Continue to keep stringent regulations and processes in place to monitor student attendance rates and ensure appropriate consequences are in place to deter students from continued absenteeism. • Investigate further strategies to address high absentee rates among some students. • Continue to ensure high levels of classroom engagement through strong classroom management skills of teachers. • Continue to reinforce classroom management skills through access professional development opportunities targeting student engagement. <p>Monitoring Progress</p> <ul style="list-style-type: none"> • Meticulous attention by staff to electronic roll-keeping at both Homeroom and also in general classes. • Regular contact with parents/guardians in regards to attendance, lateness, etc. • Individual students-at-risk discussed at Pastoral Meetings and plans put in place to monitor their engagement. • Student Diary used as means of monitoring attendance and engagement, particularly in follow-up with parents. • SMS to parents when a student is absent. <p>Indicators of Improvement</p> <ul style="list-style-type: none"> • Obvious decrease in the number of students late to school or absent. • Student performance levels/grades improve due to stronger student engagement and punctuality to class.
<p>8. Improved facilities and equitable access to resources for all students and staff</p>	<ul style="list-style-type: none"> • Appropriate allocation of resources to support students with learning differences, particularly in respect to staffing. • College timetable structured to ensure all students are equitably and adequately catered for. • Responsible allocation of staff in ensuring sustainable teacher-student ratios. <p>Monitoring Progress</p> <ul style="list-style-type: none"> • A new Strategic Plan in place for 2017 – 2021. • Re-working of the College Master Plan at the start of 2017. • Implementation of the new School Improvement Plan. <p>Indicators of Improvement</p> <ul style="list-style-type: none"> • Consultative involvement from Parents & Friends, College Board, College Finance Committee
<p>9. Continual development of positive and supportive pastoral programs to enhance student well-being</p>	<ul style="list-style-type: none"> • Strong and supportive pastoral programs including restorative justice practices, professional counselling at school, access to external support services, achievement and inspiration awards, etc. • Clear and well-disseminated Behaviour Management Policy and Procedures in place • House System as a key pastoral program to support student engagement and behaviour. • Use of Responsible Thinking Room with clear procedures in place in dealing with students' needs. <p>Monitoring Progress</p> <ul style="list-style-type: none"> • Identification of Students-at-Risk at CLT and Pastoral Team meetings • Regular restorative justice meetings for particular students • Feedback from College Counsellors in respect to students-at-risk • Monitoring of Positive Pastoral Support programs such as: Boost, PCYC, counselling groups, family therapy, Personal Development Curriculum. <p>Indicators of Improvement</p> <ul style="list-style-type: none"> • Positive and supportive student-student interactions • Decrease in bullying incidents • Improved positive House activities involvement by students

REFLECTIVE PRACTICE PROCESS

Evaluating Success (to be addressed)

Evaluating Plan	Evaluation Questions	Learnings
Use of Data	<ul style="list-style-type: none"> • Are we happy with the data we used/collect? • Are there other sources of evidence or instruments that might have provided better data? • Did we have a good understanding of prevailing school practices? 	
Stated Improvement Goals	<ul style="list-style-type: none"> • Are we happy with the outcomes we prioritised? • Were the targets realistic? • Would we still identify these as our top priorities or are their other outcomes that we should prioritise for the coming year? 	
Measures of improvement	<ul style="list-style-type: none"> • Were we sufficiently clear about the changes that were required to achieve improvement? • How well were the improvement strategies communicated to the school community? • Did we make best use of the data to present a compelling case for change? • Was the improvement strategy implemented as intended? • Were their unanticipated impediments to implementation? 	
Reflection	<ul style="list-style-type: none"> • If improvements were observed, how confident are we that these were the result of the improvement strategy? • How confident are we that these improvements are sustainable? • Are there future resourcing implications that will affect on-going sustainability? 	

References:

Aboriginal and Torres Strait Islander Education Plan 2010-2014 [ATSIEAP web version final.pdf](#)

National Education Reform Agreement (2013) [national-education-reform-agreement-2013.docx](#)

National School Improvement Tool [National School Improvement Tool ACER.pdf](#)

The Charter for Catholic Schools in the Edmund Rice Tradition [EREA New Charter.pdf](#)

St James College Strategic Plan (2012 – 2016) [G:\Staff\Strategic Plan\Strategic Plan Website Version.docx](#)