

John Septimus Roe
Anglican Community School

SCHOOL IMPROVEMENT PLAN 2021

Introduction

As one of the 15 schools in the Anglican Schools Commission (ASC), John Septimus Roe Anglican Community School (JSRACS) has developed an enviable reputation for strong academic achievement, a nurturing pastoral care system, a long-established Anglican tradition and a wide diversity of co-curricular activities. This demonstrates our endeavour to provide the best all-round education for our students by fully supporting them in their intellectual, emotional, psychological, physical, social and spiritual development.

Our aspiration is for JSRACS students to be architects of their lives; looking beyond the ordinary to achieve the extraordinary, in making a difference to the world in which they live. In encouraging our students to achieve their potential, we place a major emphasis on the creation of a dynamic teaching and learning environment, both within and outside the classroom.

While the School Improvement Plan 2020 and 2021 both focus on the development of Domains 1, 2 and 8 of the National School Improvement Tool (NSIT) as developed by the Australian Council for Educational Research (ACER), the 2021 plan highlights the further consolidation of current pedagogical strategies focussing on the implementation of formative assessment and feedback, as well as the introduction of a whole school data analysis focus that will add value to the quality of the teaching and learning environment at our School.

I would like to acknowledge all staff for their commitment to self-reflection and improvement, which in turn ensures an enhanced delivery of curriculum to all students attending JSRACS.



Jason Bartell
Principal

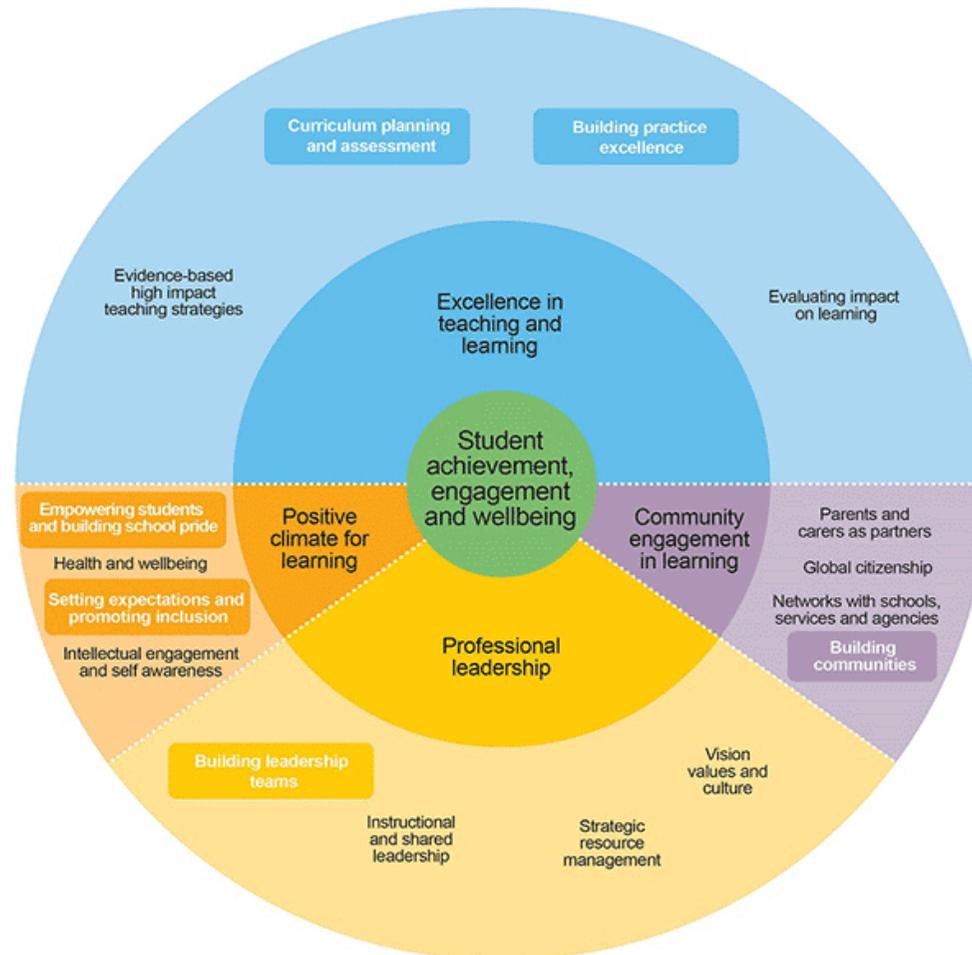


Background Information

Rapidly improving schools, and schools that produce unusually good outcomes given their student intakes and circumstances, tend to have a number of features in common.

- Schools know what they want to see improve and they know how they will monitor success.
- The staff of the school work together as a team,
- Efforts are made to identify and understand the learning needs of students.
- The school builds relationships with parents and others.

Along with the above statement, the below infographic highlights the elements of an effective school context, of which is to be reflected at John Septimus Roe Anglican Community School, as taken from the Victorian Education Department - <https://www.education.vic.gov.au/>



School Improvement Planning Process

The John Septimus Roe Anglican Community School, School Improvement Plan is aligned with the **National School Improvement Tool (NSIT)** as developed by the **Australian Council for Educational Research (ACER)**. The School Improvement Plan articulates the key change strategies that we expect to drive improvement across the selected 'domains' as listed in the NSIT each year, in order to achieve our goal to develop high achieving, motivated and engaged students.

The School plans to focus on three of the nine domains on a rotational basis, thereby reviewing all nine domains in a planned cycle. The nine domains as listed in the NSIT are:

- Domain 1 - An Explicit Improvement Agenda
- Domain 2 – Analysis and Discussion of Data
- Domain 3 – A Culture that Promotes Learning
- Domain 4 – Targeted use of School Resources
- Domain 5 – An Expert Teaching Team
- Domain 6 – Systematic Curriculum Delivery
- Domain 7 – Differentiated Teaching and Learning
- Domain 8 – Effective Pedagogical Practices
- Domain 9 – School-Community Partnerships

The Executive Team (Principal, Associate Principals and Directors) implemented Steps 1 – 3 below, utilising the NSIT.

Steps 4 and 5 will be implemented and reflected on with all teaching staff, throughout the School year as a means to consolidate the cycle of improvement in future years.

1. Analysis of current situation (knowing where you are as a school)
2. Identifying the desired improvements in outcomes
3. Articulating the improvement strategies
4. Evidence of improved outcomes (measuring and monitoring improvements in outcomes)
5. Reflection and learning

In 2021, the domains selected by the Executive Team for further improvement and consolidation are:

- Domain 1 - An Explicit Improvement Agenda
- Domain 2 – Analysis and Discussion of Data
- Domain 8 – Effective Pedagogical Practices

2021 Improvement Strategies: Domain 1

An Explicit Improvement Agenda

Key Intention:

The School Executive Team and/or governing body have established; and are driving; a strong improvement agenda for the School, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Identified Areas for Improvement

While it was noted certain academic strategies consolidated in 2020 were effective in improving this Domain, such as the whole school focus on the development of formative assessment strategies and techniques, the implementation of the Teacher Learning Communities and the implementation of delivering qualitative feedback to students, further consolidation was required to be implemented in order to improve the School's performance level in this Domain. It was noted that the communication of these strategies needed to capture a wider audience. It was also noted that the setting of explicit improvement targets needed to be extended to include not just academic targets however targets also focussing on pastoral and/or the affective domain, such as attendance and social/emotional wellbeing.

Target/s	Strategies	Time Frame	Responsibility
1. 1. To conduct an analysis of longitudinal school performance data and identify trends.	1.1 The School's staff will be trained in the analysis of the School's data (academic and pastoral) utilising the platforms of CNAP and DataHub, to identify trends in performance.	Term 2 2021	Executive Team, Directors and HOD's.
	1.2 Relevant trends are identified and KPI's are linked to improvements in performance.	Term 3, 2021	Executive Team, Directors and HOD's
2. To develop a specific Agenda for Improvement – 2021.	2.1 Analysis of relevant data is conducted and annual focus areas for improvement are identified.	Term 3, 2021 (ongoing)	Executive Team, Directors and HOD's.
	2.2 Key Performance Indicators and timelines are decided for each identified area for improvement.	Term 3, 2021	Executive Team, Directors and HOD's
3. To conduct an analysis of the Pastoral Care approach implemented at the School, in order to identify and plan for an age and developmentally appropriate PK – Yr 12 common approach and 'language.'	3.1 Convene a Pastoral Care Review Team.	Term 1, 2021	Principal
	3.2 Apply the 'Ten Step Plan for a Pastoral Care Review' (Cross and Lester, 2014) to JSRACS.	Term 1 – 2021, ongoing	Pastoral Care Review Team
	3.3 Develop a Pastoral Care Improvement Plan for implementation 2022.	Term 3 – 2021, ongoing	Pastoral Care Review Team
4. To communicate the School's Agenda for Improvement – 2021, to all school stakeholders, in a variety of relevant mediums.	4.1 The School's Agenda for Improvement is developed in easy to read and relevant formats.	Term 3, 2021	Principal / Community Relations and Marketing Team.
	4.2 The School's Agenda for Improvement is distributed throughout the School, using a variety of mediums.	Term 3, 2021	Principal / Community Relations and Marketing Team.

2021 Improvement Strategies: Domain 2

Analysis and Discussion of Data

Key Intention:

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Identified Areas for Improvement:

Areas for improvement identified by the Executive Team included analysis of social and emotional data, implementing a coordinated approach to the collection, analysis and discussion of data, as well as utilising third party professional development, experience and software to enable a more coordinated approach to the analysis and discussion of data at the School.

Target/s	Strategies	Time Frame	Responsibility
1. To implement the systematic collation of a variety of data on student outcomes including academic, pastoral, wellbeing, attendance and behavioural data.	1.1 The School will review the annual schedule of data collection.	Term 1 2021	Executive Team
	1.2 The School will implement the collation of academic data on the CNAP and DataHub platforms including but not limited to: <ul style="list-style-type: none"> NAPLAN Data, PAT Maths Assessments, Pat Reading Assessments and other School based Academic Data. 1.2 The School will collate non-academic data including but not limited to: <ul style="list-style-type: none"> The Social and Emotional Wellbeing Survey (Years 3 – 12), Attendance Data Education Support Services data (NCCD and other qualitative data) and The 2019 School Community Survey. 	Term 2, 2021 (ongoing)	Executive Team, Directors, HOD's and TICS.
		Term 2, 2020 (ongoing)	Executive Team, Directors, HOD's and TICS.
2 To further develop the professional knowledge and understanding of the School's Executive, Director's, HOD's, TIC's and teaching staff in the analysis and discussion on a variety of student outcomes.	2.1 The School will invest in training opportunities for staff in the analysis and discussion of data through Best Performance, to enable a 'Train the Trainer' approach to be implemented in 2021.	Term 2 – 4, 2021 (ongoing)	Executive Team, Directors, HOD's, TICS and staff.
3 To schedule specific time for staff on professional development days and/or staff meetings to analyse and discuss a variety of student data.	3.1 The School will commit to scheduling time on Professional Development days and/or staff meetings, at which staff will be required to analyse and discuss student data in order to identify areas of improvement and plan for improvement.	Term 2/3, 2021 (ongoing)	Schedule – Executive Team Analysis and Planning - All Teaching Staff

2021 Improvement Strategies: Domain 8

Effective Pedagogical Practices

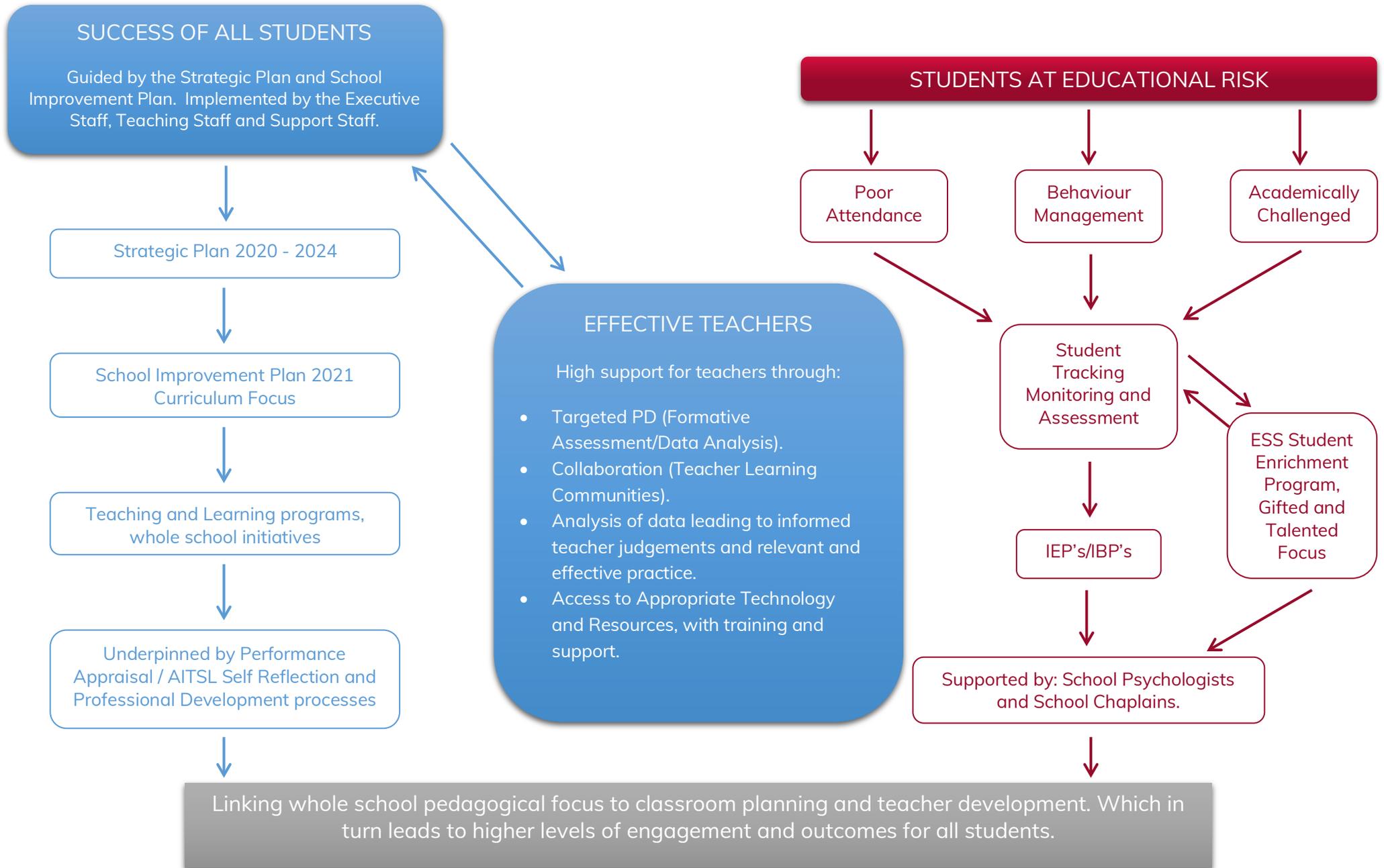
Key Intention: The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Identifying the desired improvements in outcomes:

Areas for improvement identified by the extended Executive Team were to ensure the consolidation of the Pedagogical Practices Committee and the Teacher Learning Communities. It was noted that the focus on pedagogy through these mediums enhances the pedagogical practices occurring in classes, however it was also determined that the strategies a focus in whole of school and sub-school phase level meetings. Further ongoing focus on explicit teaching strategies, providing timely feedback to students, and individualising the needs for every student will enhance teaching and learning outcomes for students, as well as ensure support and guidance in the delivery of an effective model for staff.

Target/s	Strategies	Time Frame	Responsibility
1. To further develop the staff's understanding and practical implementation of formative assessment strategies and techniques in the classroom.	1.1 The School will consolidate the focus of the Pedagogical Practices Committee (PPC) and Teacher Learning Communities (TLC) in its whole school focus and leadership of the development and implementation of formative assessment techniques and strategies by all teaching staff.	Term 1, 2021 (ongoing)	Executive Team, Directors, HOD's and TICS.
	1.2 The School will consolidate the scheduling of the Teacher Learning Communities (TLC) meetings, focussing on the practical implementing of Formative Assessment strategies for Learning Workshops.	Term 1, 2021 (ongoing)	All Teaching Staff
	1.3 The School will implement Learning Walks to highlight areas of effective teaching practice.	Term 3, 2020 (ongoing)	All Teaching Staff
2. To ensure that feedback provided to students is purposeful and qualitative; and used as a means of self-reflection to guide the improvement of students.	2.1 All teaching staff will investigate various methods of feedback and its effect on student performance, specific to their area of expertise or phase of learning.	Term 1 2021 (ongoing)	All Teaching Staff (in their TLC's, Departments and Sub-school phases) as guided by the Directors of Teaching and Learning and TLC Leaders.
	2.2 Teaching staff will provide students (and parents) with effective qualitative feedback.	Term 1, 2021 (ongoing)	All Teaching Staff
	2.3 All students and parents will be informed about the positive effect on learning through the implementation of providing effective feedback.	Term 1, 2021 (ongoing)	Executive Team and Teaching Staff
3. To investigate the application of suitable pedagogies and structures that support learning opportunities for identified Gifted and Talented students.	3.1 The Middle School will implement a Gifted and Talented learning program for identified Year 7 and 8 students.	Term 1, 2021	Director of Teaching and Learning – Middle School
	3.2 Investigation into a variety of timetabling structures i.e. curriculum acceleration, curriculum compaction, will be implemented for identified individual students, in order to support the ongoing development of the Gifted and Talented pedagogies and program for Year 5 – Year 10 students.	Term 2/3, 2021	Principal, AP's, Directors of Teaching and Learning

MODEL OF SCHOOL PLANNING AND SUPPORT STRUCTURES



2021 School Improvement Plan

School Council Endorsement

The John Septimus Roe Anglican Community School Council acknowledges and endorses the development and implementation of the 2021 School Improvement Plan, in line with the direction and focus of the 2020 – 2024 School Strategic Plan.

Mr David Hill
Chair of School Council
John Septimus Roe Anglican Community School

Mr Jason Bartell
Principal
John Septimus Roe Anglican Community School

Date: _____

Date: _____

