

John Septimus Roe
Anglican Community School

SCHOOL IMPROVEMENT PLAN 2023

Introduction

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 holistic education for our students through supporting them in their intellectual, emotional, psychological, physical, social and spiritual development.

Our aspiration is for JSRACS students to look 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.

In 2022 the School Improvement Plan focused on **Domain 2, Analysis and Discussion of Data, Domain 8 Effective Pedagogical Practices ongoing, Domain 3, A Culture that Promotes Learning** and **Domain 9, School-Community Partnerships** of the National School Improvement Tool (NSIT) as developed by the Australian Council for Educational Research (ACER).

In 2023, it has been decided that Domain 2, Domain 8 and Domain 9 will remain focus areas of the School. Domain 3 – a Culture that Promotes Learning, will be placed in maintenance mode, with the new addition of Domain 5 – An Expert Teaching Team as a further area of focus for whole school improvement, throughout 2022.

A School community can only improve when the key stakeholders are willing to involve themselves in a reflective process of review. I would like to acknowledge all staff, students and parents for their commitment to self-reflection and improvement, which in turn ensures an enhanced delivery of curriculum and opportunity for 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. (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 each year, across the selected domains as listed in the NSIT, in order to achieve our goal to develop high achieving, motivated and engaged students.

The School plans to focus on a selection of the nine domains on a rotational basis, with the intention to review 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

In 2022, the domains selected by the School for improvement and consolidation were:

- Domain 2 - Analysis and Discussion of Data
- Domain 3 - A Culture that Promotes Learning
- Domain 8 - Effective Pedagogical Practices
- Domain 9 - School-Community Partnerships

In 2023, it has been decided that Domain 2, Domain 8 and Domain 9 will remain focus areas of the School, with the addition of Domain 5 – An Expert Teaching Team; as a further area of focus for whole school improvement.

In the review of Domain 3 – A Culture that Promotes Learning, it was determined that the ‘tone’ of the school reflected a school-wide commitment to purposeful, successful learning. There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class ‘busy work’ is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.

Respectful and caring relationships are reflected in the ways in which staff, students and parents interact; and in the language they use in both formal and informal settings. Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning. Staff morale is generally high. Considering all of the above-mentioned factors it was decided that Domain 3 would be placed in a maintenance mode and that Domain 5 – An Expert Teaching Team would be included in the 2023 School Improvement Plan.

In 2023, the Domains selected by the School for improvement are:

- Domain 2 - Analysis and Discussion of Data
- Domain 5 - An Expert Teaching Team
- Domain 8 - Effective Pedagogical Practices
- Domain 9 - School-Community Partnerships

2023 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.

Focus	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.	<p>To collect and collate relevant academic and non-academic data that will be used effectively by 60% of staff.</p> <p>The use of this data will be focused on planning for the enhancement of student achievement, engagement, and wellbeing.</p>	<p>1.1 The School will implement the collation of academic data on the Best Performance Ed-Companion platform and SEQTA Analyse Platform including, but not limited to:</p> <ul style="list-style-type: none"> • NAPLAN Data, • PAT Maths Assessments, • Pat Reading Assessments and • other School based Academic Data. <p>1.2 The School will collect and collate non-academic data including but not limited to:</p> <ul style="list-style-type: none"> • The Social and Emotional Wellbeing Survey (Years 3 – 12), • Attendance Data <p>Education Support Services data (NCCD and other such qualitative data)</p>	<p>Commenced Term 2, 2021 (ongoing throughout 2023)</p> <p>Term 2 2023 (ongoing)</p>	<p>Executive Team, Directors, HOD's and TICS.</p> <p>Executive Team, Directors, HOD's and TICS.</p>
2 To further develop the professional knowledge, understanding and leadership 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.	Train 10 key teaching staff, other than members of the Executive and Directors, to model, train and support teaching staff in their use of the relevant academic and non-academic data.	2.1 The School will invest in training opportunities for staff in the analysis and discussion of data through Best Performance and SEQTA Analyse, to enable a 'Train the Trainer' approach to be implemented in 2023.	Term 1 – 4, 2023 (ongoing)	<p>Executive Team, Directors, HOD's, TICS and staff.</p> <p>Best Performance Training Staff</p>

Focus	School Target/s	Strategies	Time Frame	Responsibility
<p>3 To schedule specific time for staff on professional development days and/or staff meetings to analyse and discuss the effective use of student data.</p>	<p>At least six sessions of professional development throughout the 2023 academic year will be set aside to assist staff to analyse and discuss the effective use of student data.</p>	<p>3.1 The School will commit to scheduling time on Professional Development days and/or staff meetings, at which staff will be assisted to analyse, discuss and use student data in order to identify areas of improvement and plan for improvement.</p>	<p>Term 1 - 4, 2023 (ongoing)</p>	<p>PD Schedule – Executive Team Analysis and Planning - All Teaching Staff</p>

2023 Improvement Strategies: Domain 5

An Expert Teaching Team

Key Intention:

The school will develop strategies to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Focus	School Target/s	Strategies	Time Frame	Responsibility
1 The School has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subjects/content, including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions;	All teaching staff will be supported to understand and develop strategies to implement the most appropriate and effective pedagogical practices in their classrooms, that support all students. Planning of learning experiences for all students will be based on the effective collection and analysis of data.	1.1 Professional Development days will be planned, on which a range of appropriate and effective teaching and planning strategies will be delivered to staff. 1.2 Within the Staff meeting schedule, opportunities will be provided for all staff to meet with their designated Teacher Learning Community (TLC), in which the engagement of and understanding and implementation of formative assessment pedagogies will be highlighted and discussed. 1.3 Refer to Improvement Strategies for Domain 2 – Analysis and Discussion of Data.	Term 1 - 4, 2023 (ongoing) Term 1 - 4, 2023 (ongoing) Term 1 - 4, 2023 (ongoing)	Associate Principals and Directors Associate Principals and TLC Leaders Associate Principals and Directors
2 The School will expect all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning;	All teachers will be involved in school selected and personally selected professional development (PD) opportunities throughout 2023. Individually selected PD opportunities will be discussed with their line managers through the School's Self Reflection process.	2.1 Teaching staff will select professional development opportunities that will assist the development of their own identified areas for improvement, as discussed with their direct line managers. 2.2 School selected PD opportunities will focus on areas as detailed within the broader aspects of the 2023 School Improvement Plan. Staff Meetings, Sub School meetings, TLC's, and the School's Conference Week will be used to focus on areas of improvement	Term 3 2023 Term 1 - 4, 2023 (ongoing)	Teaching Staff in consultation with their Line Managers Associate Principals and Directors

Focus	School Target/s	Strategies	Time Frame	Responsibility
The School will expect all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning.	The School will ensure that all teaching staff are committed to the School Based Self-Reflection process, based on the AITSL Standards.	2.3 The School will review the current School based AITSL Standards Reflection process, to ensure that it is more streamlined and purposeful for all Teaching staff.	Term 1 – 2, 2023	Associate Principals and Directors
3 The school will work to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of teachers;	<p>A whole of staff personal engagement focus will be fostered throughout 2023.</p> <p>All staff will be involved in sharing professional experiences, celebrations and failures, as a means to developing a culture of collaboration across the School.</p>	<p>3.1 The School will adopt the Centre for Courage and Renewal ‘Touchstones’ as a means of engaging with each other in different forums.</p> <p>3.2 Teacher Learning Community (TLC) Meetings will be reinstated in 2023 to provide teaching staff with an opportunity to focus on professional sharing time.</p>	<p>Term 1 - 4, 2023 (ongoing)</p> <p>Term 1 - 4, 2023 (ongoing)</p>	<p>Principal in consultation with All staff.</p> <p>Principal, Associate Principals and Directors</p>
4 The school will place a priority on attracting, retaining and developing the best available teachers;	<p>Attract interest from the best graduates from the major universities and to become an employer of choice for new graduates.</p> <p>The Teaching Staff retention rate in 2022 was 86%. In 2023 the School will aim to attain a 90% retention rate.</p>	<p>4.1 In consultation with the Anglican Schools Commission (ASC), JSR will investigate the possibility to develop an opportunity to host an employment information conference for graduate teachers. Graduate teachers from the four major universities will be invited to share their CV’s with ASC School representatives, as well receive information on the benefits of working within the ASC system. All ASC WA schools may choose to be represented at this conference.</p> <p>4.2 Liaise with the ASC and the major universities to engage graduates in an Intern program.</p>	<p>Term 1 – 2, 2023</p> <p>Term 1 – 4, 2023</p>	<p>Principal (Initially) Associate Principals and Directors</p> <p>Principal, Associate Principals and Directors</p>

Focus	School Target/s	Strategies	Time Frame	Responsibility
<p>The school will place a priority on attracting, retaining and developing the best available teachers;</p>	<p>The Teaching Staff retention rate in 2022 was 86%. In 2023 the School will aim to attain a 90% retention rate.</p>	<p>4.3 The School will implement various strategies to ensure high performing staff feel valued, including but not limited to:</p> <ul style="list-style-type: none"> • Regular Wellness strategy sessions, available to all staff. • Regular acknowledge of staff commitment and exemplary achievements. • The introduction of the Carlyn Richter Award, being \$3000 towards professional development for two staff, who demonstrate exemplary care for students as nominated by their peers. • The introduction of Staff Appreciation Awards to be implemented across the School in Sub School phases. 	<p>Term 1 – 4, 2023</p>	<p>Principal, Associate Principals and Directors</p>

2023 Improvement Strategies: Domain 8

Effective Pedagogical Practices

Key Intention: The school community recognises that highly effective teaching is the key to improving student learning throughout the school. The Executive, Directors and HOD/TICS 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 formative assessment teaching methods and strategies to maximise student learning and engagement.

Focus Areas	School Target/s	Strategies	Time Frame	Responsibility
1 To further develop and consolidate the staff's understanding and practical implementation of formative assessment strategies and techniques in the classroom.	80% of teaching staff will be implementing effective formative assessment strategies.	4.4 Regular review of the implementation of pedagogy in the classroom by Executive Team, Directors, HOD's and TICS.	Term 1, 2023 (ongoing)	Executive Team, Directors, HOD's and TICS.
		4.5 Reinforce the 'Whole School Pedagogical Expectations and Focus' with all staff.	Term 1, 2023 (ongoing)	Executive Team, Directors, HOD's and TICS.
		4.6 Implementation of Formative Assessment strategies and effective feedback will be a standing agenda item of all Departmental, Phase level sub-school meetings and whole school meetings.	Term 1, 2023 (ongoing)	All Teaching Staff
		4.7 The School will schedule informal Teacher Learning Community (TLC) meetings, focussing on the informal sharing of implementations of Formative Assessment strategies in classrooms.	Term 1, 2023 (ongoing)	Executive Team, Directors, HOD's and TICS.
		4.8 The School will investigate the implementation of Learning Walks to highlight areas of effective Formative Assessment teaching practice and feedback.	Term 1- 4, 2023 (ongoing)	Executive Team, Directors, HOD's and TICS.

Focus Areas	School Target/s	Strategies	Time Frame	Responsibility
<p>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.</p>	<p>80% of teaching staff will be implementing effective feedback strategies by Semester 2, 2023.</p>	<p>2.1 All teaching staff will further investigate various methods of feedback and its effect on student performance, specific to their area of expertise or phase of learning.</p> <p>2.2 Teaching staff will provide students (and parents) with effective qualitative feedback, focussed on the learning of each individual student.</p>	<p>Term 1 2023 (ongoing)</p> <p>Term 1, 2023 (ongoing)</p>	<p>All Teaching Staff as guided by the Directors of Teaching and Learning and TLC Leaders.</p> <p>All Teaching Staff</p>
<p>3 To investigate the application of suitable pedagogies and structures that support learning opportunities for identified Gifted and Talented students.</p>	<p>The School will develop a plan for the implementation of a seamless whole School (Year 2 – Year 10) Gifted and Talented Program.</p>	<p>3.1 The Middle School will consolidate and extend the Gifted and Talented learning program for identified Year 7 and 8 students.</p> <p>3.2 The Primary School and Middle School Directors of Teaching and Learning will investigate identification strategies and relevant programs and policies for gifted and talented students.</p> <p>3.3 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.</p> <p>3.4 The Executive and Directors of Teaching and Learning will continue to liaise with Kylie Bice (External Consultant) regards 3.1 – 3.3 above.</p>	<p>Term 1, 2023 (ongoing)</p> <p>Term 2/3, 2023</p> <p>Term 2/3, 2023</p> <p>Term 2/3, 2023</p>	<p>Director of Teaching and Learning – Middle School</p> <p>Directors of Teaching and Learning – Primary School and Middle School</p> <p>Principal, AP's, Directors of Teaching and Learning</p> <p>Principal, AP's, Directors of Teaching and Learning</p>

2023 Improvement Strategies: Domain 9

School-Community Partnerships

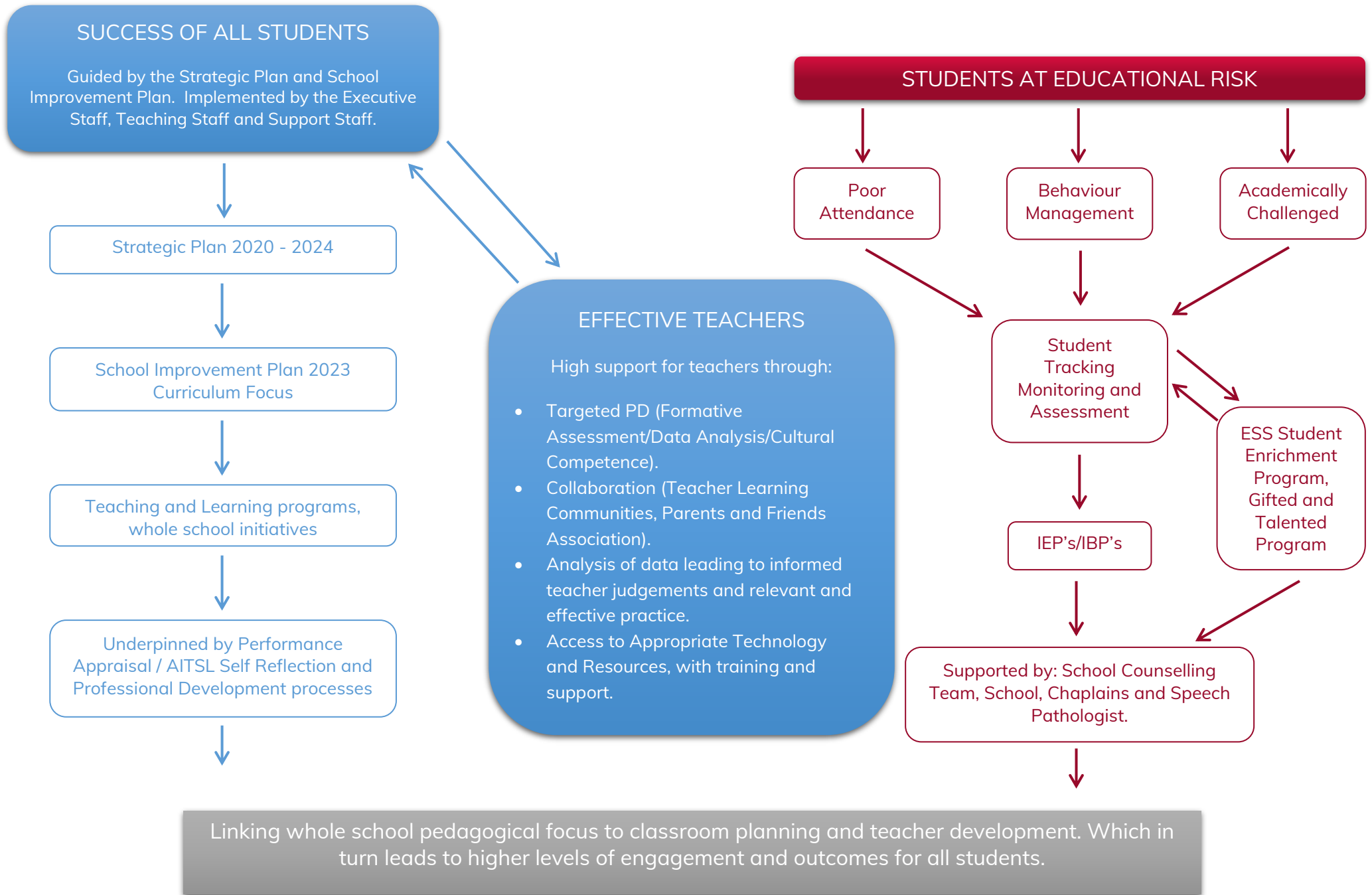
Key Intention:

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications, and to monitor and evaluate the intended impacts of the school's partnerships.

Focus Areas	School Target/s	Strategies	Time Frame	Responsibility
1 To develop community links through the drafting of a Management Plan outlining the enhancement, development and use of the Bush Forever site, adjacent to the John Septimus Roe Anglican Community School.	A draft Management Plan is finalised by December 2023, for presentation to the State Government, for its consideration and implementation.	1.1 Review a selection of Management Plans to steer the content and style of the Management Plan. 1.2 Engage staff, parents, relevant specialists and community groups to gather data from the site.	Term 1, 2023 (ongoing) Term 1, 2023	Principal and Business Manager Principal and Business Manager
2 To consolidate and embed service learning opportunities in Year 7 and Year 8 through the delivery of the curriculum and through co-curricular opportunities available at JSRACS.	At least three Service Learning opportunities in each of Year 7 and Year 8 are planned for and implemented through the delivery of the curriculum and/or through co-curricular opportunities.	2.1 Support the work of the Service Learning Coordinator 2.2 Financially resource Service Learning Opportunities developed through the work of the SL Coordinator.	Ongoing– Mr Dale Kelly appointed. Term 1 – 4 2023 (ongoing)	Principal Principal and Business Manager
3 To enhance the Bush Kindy Program and consolidate the relationship with community members overseeing the Lightning Swamp Bush Kindergarten program.	Pre-Kindergarten and Kindergarten students will have regular Bush Kindy experiences at Lightning Swamp throughout 2023.	3.1 Visits for Pre-Kindergarten and Kindergarten are scheduled to the Lightning Swamp Bush Kindy and relevant curriculum links and opportunities are enhanced through these visits. 3.2 The School will financially resource the travel requirements for the Pre-Kindergarten and Kindergarten Staff and Students.	Term 1 – 4, 2023 (ongoing) Term 1 – 4, 2023 (ongoing)	The Associate Principal – Early Childhood and Early Childhood Coordinator will liaise with relevant classroom teachers and parents. Principal and Business Manager

<p>4 To develop creative and innovative approaches to strengthen the opportunities for parents to partner with the School in the education of their children.</p>	<p>The School will investigate and develop 3 – 5 new initiatives to enhance the opportunities for parents to partner with the School, focused on the education of their children.</p>	<p>4.1 Review the results from the 2022 School Community survey, including qualitative comments, pertaining to Parental involvement.</p> <p>4.2 The School will seek the advice from the Parents and Friends Association Committee, regards creative and innovative ways to engage parents in the education of their children at JSRACS.</p> <p>4.3 The School's Social worker will liaise with the Principal and Associate Principal to plan and attend parent 'coffee, mornings' to meet and discuss school curriculum and pastoral matters with parents.</p>	<p>Term 1, 2023</p> <p>Term 1- 4, 2023 (ongoing)</p> <p>Term 1- 4, 2023 (ongoing)</p>	<p>Principal in consultation with the Executive Team</p> <p>Principal – P&FA Meetings/Workshops</p> <p>Principal, Associate Principals and School Social Worker,</p>
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MODEL OF SCHOOL PLANNING AND SUPPORT STRUCTURES



2023 School Improvement Plan

School Council Endorsement

The John Septimus Roe Anglican Community School Council acknowledges and endorses the development and implementation of the 2023 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

Date: 22 February 2023



Mr Jason Bartell
Principal
John Septimus Roe Anglican Community School

Date: 22 February 2023