



John Wollaston
ANGLICAN COMMUNITY SCHOOL



STRATEGIC PLAN 2023 - 2026

A school of the Anglican Schools Commission (Inc.)



OUR MISSION

We enable our students to discover their passion and direction in life and make a positive contribution in the world.

OUR CORE VALUES

We are a nurturing Christian community, basing all we do on the values of:

RESPECT for God, for the environment, for other people and for ourselves.

RESPONSIBILITY for our actions.

HONESTY in our interaction with others.

COMMITMENT to achieve our best in all we do.

INCLUSION of all.



OUR VISION AND ETHOS

John Wollaston is a Pre-Kindergarten to Year 12 co-educational Anglican School. As a member of the Anglican Schools Commission, our school is a place of welcome and inclusion, grounded in Anglican beliefs, values and practices.

Our range of enriching programs, Christian principles and the positive influences of our staff enable John Wollaston students to develop as inquiring, knowledgeable and caring young people, lifelong learners and global citizens. Our students are committed to social justice, service and stewardship.

We are a progressive school, seeking out distinctive evidence-based approaches to teaching, learning and pastoral care in order to prepare our students for the challenges and opportunities to thrive in a rapidly evolving world.

We believe everyone can enjoy a bright future, and our students are encouraged and equipped to make the most of their potential for themselves and their communities.

In our safe and stimulating environment students have the opportunity to identify and build on their character strengths, explore their talents and creativity, strive for personal excellence and belong to a flourishing school community.



CORE ACTIVITY 1 - ANGLICAN IDENTITY

Strategic Intent		To create a welcoming and inclusive school grounded in Anglican beliefs, values and practices.	
Performance Measures		<ol style="list-style-type: none"> 1. Effective communication around our Anglican Identity 2. Develop the Religious Studies curriculum 3. Embracing and demonstrating inclusion 4. Provide opportunities for Service Learning 	
OBJECTIVES	ACTION		KEY PERFORMANCE INDICATORS
1.1 Promote Anglican worship, beliefs and values	1.1.1	Expand worship opportunities for students, staff and families	<ul style="list-style-type: none"> • Implement additional family and staff worship opportunities
	1.1.2	Promote spiritual awareness and faith development	<ul style="list-style-type: none"> • Presence of Chaplain at assemblies and key school events
	1.1.3	Celebrate Anglican sacraments and traditions	<ul style="list-style-type: none"> • Calendar events to celebrate sacraments of Baptism, Confirmation and Eucharist
	1.1.4	Provide opportunities for student participation and leadership in Chapel	<ul style="list-style-type: none"> • Sacristan leadership program established
	1.1.5	Create a welcoming and inclusive faith community	<ul style="list-style-type: none"> • Faith group established and spiritual activities scheduled
1.2 Establish strong connections with Anglican parishes and agencies	1.2.1	Develop parish and school collaboration and interaction	<ul style="list-style-type: none"> • Link with St Matthew's Anglican Church to support parish initiatives
	1.2.2	Create opportunities for Service Learning in conjunction with Anglican agencies and parishes	<ul style="list-style-type: none"> • Involvement with Anglicare WA, St Bart's and Amana Living to create Service Learning opportunities
	1.2.3	Strengthen links to the Perth Diocese and the Anglican Communion	<ul style="list-style-type: none"> • Annual excursions to local parishes and St George's Cathedral • Participation in biennial ASC Schools Week • Student Friendship Network trialled between JWACS and other schools of the Anglican Schools Commission
1.3 Develop, refine and expand the RE Curriculum	1.3.1	Provide opportunities to develop Religious Literacy, Service Learning and Philosophical Thinking	<ul style="list-style-type: none"> • New RE units focussing on religious literacy and philosophical thinking developed and implemented
	1.3.2	Specialist RE teachers form a dedicated and skilled RE teaching team	<ul style="list-style-type: none"> • Professional learning opportunities for RE staff • Opportunities for all staff to complete the Wollaston Certificate of Theology • Employment of staff who are qualified to teach RE
	1.3.3	Develop sequential, relevant, and engaging units of study K-12	<ul style="list-style-type: none"> • Establish Scope and Sequence for RE curriculum K-12. Utilise ASC resources • Service Learning is integrated into a whole school RE Scope and Sequence
	1.3.4	Expand RE resources, experiences and opportunities	<ul style="list-style-type: none"> • RE resources reviewed and expanded to support emerging RE program • New learning experiences and opportunities explored

1.4 Develop a whole school Service Learning program	1.4.1	Investigate ASC and other school-based Service Learning programs	<ul style="list-style-type: none"> Briefing paper for a K-12 Service Learning program
	1.4.2	Develop and trial a pilot Service Learning program (one Primary year and one Secondary year) in 2024 Ensure adequate human, physical and financial resources to support the pilot	<ul style="list-style-type: none"> Evaluate the success of the pilot program to inform the next stage of implementation Strengthen partnership with Anglican agencies, including Anglicare, St Bart's and Amana Living
	1.4.3	Offer opportunities for students to participate in an ASC Service Learning experience in Samoa	<ul style="list-style-type: none"> Collaborate and partner with other ASC schools to further develop ASC Service Learning programs e.g. Samoa Collate written and verbal feedback via surveys, discussion forums and meetings with participants to inform the planning for school-based Service Learning activities
	1.4.4	Developing the Scope and Sequence K-12 of Service Learning initiatives Consider embedding Service Learning component in Encounter program	<ul style="list-style-type: none"> Completion of the Scope and Sequence Successful rollout of the Service Learning program Student participation and engagement (%) satisfaction surveys
	1.4.5	Encouraging staff, students and parents to support Service Learning Recognise the achievements of students engaged in Service Learning activities	<ul style="list-style-type: none"> Participation with a range of external organisations Support and encourage events that facilitate Service Learning Review the Colours Policy to include achievement in Service Student Leadership to explore, expand and lead Service Learning opportunities

CORE ACTIVITY 2 – FUTURE-FOCUSED LEARNING COMMUNITY

Strategic Intent	Develop a dynamic, innovative and impactful learning community which is future focused		
Performance Measures	<ol style="list-style-type: none"> 1. A broad, engaging and responsive curriculum which is inclusive of all students 2. A culture of inquiry, creativity, innovation and enterprise 3. Development and implementation of a capabilities approach to learning Pre-K-12 4. A staff community of reflective, agile and collaborative learners committed to excellence through continuous growth and improvement 5. Flexibility in the facilitation of learning 6. Nurturing new and existing relationships and partnerships from a local, national and global perspective 7. Agency and engagement across all members of the school community 		
OBJECTIVES	ACTION		KEY PERFORMANCE INDICATORS
2.1 Teach students how to thrive in a rapidly evolving world	2.1.1	Broadening and diversifying the curriculum to provide purposeful, inclusive experiences and to open opportunities for students	<ul style="list-style-type: none"> • Strengthening a culture of inquiry, creativity, innovation and enterprise across the whole school • Diversifying specialised and inclusive programs to further provide enrichment and extension opportunities for students including the Telethon Speech and Hearing outpost • Resource and embed the utilisation of emerging technologies for staff and students
	2.1.2	The School engages with a range of external partners, organisations, institutions and industries to drive and support future-focused pedagogical direction	<ul style="list-style-type: none"> • Partnership with University of Melbourne New Metrics (now Melbourne Assessment) to deliver a capabilities approach across the whole school, including micro-credentials • Implementation of Concept-Based Inquiry in collaboration with Professional Learning International
	2.1.3	The School Leadership Team leads the development of a Pre-K-12 capabilities (Complex Competency) approach and framework	<ul style="list-style-type: none"> • Capabilities (Complex Competency) Framework developed and implemented across the whole school which supports inclusion, diversity and Anglican identity
	2.1.4	The Master Plan reflects emerging pedagogies, flexible delivery and is future-proofed	<ul style="list-style-type: none"> • Master Plan developed with input from all stakeholders to consider: vision, purpose, scope, consultation, design, development and implementation timeline
2.2 Develop the capacity of the learning community to be agile and responsive	2.2.1	Collaborative structures and processes for staff are aligned to support a commitment to excellence, continuous improvement in student outcomes and be responsive to change	<ul style="list-style-type: none"> • Develop and implement a shared Vision for Learning • Create systems which promote excellence, foster collaboration and develop staff capacity to be agile and responsive • Create further opportunities for coaching and mentoring • Identify and develop emerging leaders. Provide professional learning opportunities including ASC, AISWA, AHISA Aspirant programs

	2.2.2	The School engages internally and with external networks to build and share expertise and practice from a local, national and global context	<ul style="list-style-type: none"> • Develop partnerships and networks to enhance student opportunities. • Presentations at Conferences, Network attendance and participation include but are not limited to: <ul style="list-style-type: none"> • ASC • IPSHA / AHISA network • ASA, WAASA • AISWA • IBO • ACEL • TSH
	2.2.3	The impact of improvement initiatives in relation to the development and implementation are cognisant of staff wellbeing	<ul style="list-style-type: none"> • Leadership manages change effectively, both in relation to staff and outcomes for students
	2.3 Personalise students' learning through agency and ownership creating their own pathway towards a better future	2.3.1	Personalise students' learning by connecting to real world contexts
	2.3.2	Student leadership, agency and voice are reflected in the development and implementation of their learning experiences and pathways	<ul style="list-style-type: none"> • Further development of the MYPath and Careers program to reflect contemporary careers and Vocational education across the whole school including Learner Profiles • Introduction of a new flagship sports program • Expansion of co-curricular and extra-curricular programs and opportunities for students e.g. Cadets, Duke of Edinburgh Award, Outward Bound, National and International Tours • Student input and participation are documented and shared
	2.3.3	Family and community leadership and agency are reflected in the development and implementation of students' experiences	<ul style="list-style-type: none"> • Family and community input and participation are documented and shared

CORE ACTIVITY 3 - WELLBEING

Strategic Intent Create an inclusive environment for students and staff, promoting and supporting their wellbeing

Performance Measures

1. Creation and implementation of a Wellbeing Framework
2. Members of the school community are welcomed, feel connected, engaged and valued
3. Strong partnerships are established to promote, inform and support the wellbeing of the school community

OBJECTIVES	ACTION	KEY PERFORMANCE INDICATORS	
3.1 Students have a sense of belonging, are empowered and connected to an inclusive school environment	3.1.1	Develop a proactive approach towards student wellbeing through the creation of the JWACS Wellbeing Framework	<ul style="list-style-type: none"> • Effective transitions through the school journey • Students are engaged in proactive programs and initiatives that promote wellbeing • Collection of data to inform practice • Wellbeing Framework created and implemented
	3.1.2	Develop a whole school approach to resolving peer conflict	<ul style="list-style-type: none"> • Determine best approach • Development of policy and procedures to support the implementation
	3.1.3	Explore and implement structures to best support student wellbeing as the student community grows in size, complexity and diversity	<ul style="list-style-type: none"> • Review existing pastoral structures with key stakeholders • Employ staff to enhance the provision of pastoral support for students • Provision of financial and physical resources to support new structures • Promote student agency when developing individualised plans for students
	3.1.4	Creation of student wellbeing spaces that meet the needs of students	<ul style="list-style-type: none"> • Indoor and outdoor spaces are created in collaboration with students to meet their diverse needs • Provision of spaces are outlined in Master Plan
	3.1.5	Promote opportunities for student connection and collaboration	<ul style="list-style-type: none"> • Development of student leadership councils • Formal and informal opportunities for student leaders across the school to work together • Student leaders promoting wellbeing initiatives • Regular K-12 House activities • Development of a whole school Club policy
	3.1.6	Enhance student case management process, including access and referrals to external support services	<ul style="list-style-type: none"> • Case management process reviewed to ensure effective support for students and their families • Building capacity of all staff to support student wellbeing, including targeted PL for pastoral leaders • Grow partnerships with external providers

3.2 Enhancing and supporting staff wellbeing	3.2.1	Partner with a wellbeing consultant to lead, support and facilitate the staff component of the Wellbeing Framework	<ul style="list-style-type: none"> Wellbeing Framework created and implemented
	3.2.2	Establishment of a Staff Wellbeing Group to drive staff professional learning and wellbeing initiatives	<ul style="list-style-type: none"> Establish Staff Wellbeing Group Implement the new role of Staff Wellbeing Coordinator Termly PL sessions with a focus on staff wellbeing Implementation of wellbeing initiatives
	3.2.3	Develop structures and spaces to facilitate staff connection and collaboration	<ul style="list-style-type: none"> Review structures and processes that support staff wellbeing. Formal and informal opportunities for staff connection Staff spaces created that are welcoming and promote collaboration
3.3 Providing and promoting a culture of wellbeing and inclusion	3.3.1	Create and review School policies and practices to ensure a culture of inclusion is maintained	<ul style="list-style-type: none"> Development and implementation of the School's Reconciliation Action Plan Policies reviewed to ensure inclusion across the School Expanding the provision of facilities to support the diversity of our staff and students
	3.3.2	Inform and promote wellbeing to the school community	<ul style="list-style-type: none"> Information available on website and portal pages Explore subscription opportunities to provide regular information to parents to enhance engagement Offer parent workshops to provide knowledge and skills about issues directly related to the needs of the school community
	3.3.3	Continue to partner with existing agencies and implement targeted pastoral programs to enhance connection and wellbeing	<ul style="list-style-type: none"> Work closely with the IB regarding the promotion of wellbeing and the collection of data Targeted age-appropriate pastoral programs are reviewed Explore partnership opportunities with Anglican agencies and organisations within the City of Armadale
	3.3.4	Work closely with parents when students at risk are identified	<ul style="list-style-type: none"> Review policies for "at risk" students. Policies and procedures to support "at risk" students are reflective of contemporary best practice and promote wellbeing Key staff are trained to provide support to parents
	3.3.5	Collaborate and engage with external networks and agencies to ensure best practice to support and promote wellbeing and inclusion	<ul style="list-style-type: none"> Key staff play an active role in the ASC Pastoral Care and AISWA Wellbeing networks External resources identified and promoted Partner with external agencies/groups to ensure an inclusive approach

CORE ACTIVITY 4 - GOVERNANCE AND SUSTAINABILITY

Strategic Intent	Ensure and maintain robust governance and succession planning.		
Performance Measures	<ol style="list-style-type: none"> 1. Financial and environmental sustainability 2. The School complies with ASC budget parameters 3. Robust succession planning 4. Utilising ASC tools and training to build Council knowledge and expertise 5. Implementation of the <i>Strategic Plan 2023-2026</i> and <i>Master Plan Towards 2033</i> 		
OBJECTIVES	ACTION		KEY PERFORMANCE INDICATORS
4.1 Commercial and financial sustainability	4.1.1	Meet ASC financial benchmarks	<ul style="list-style-type: none"> • Benchmarks achieved
	4.1.2	Ensure the School performs strongly in internal and external processes	<ul style="list-style-type: none"> • Positive audit outcomes
	4.1.3	Ensure the School maintains strong risk and compliance processes and procedures	<ul style="list-style-type: none"> • Risk and compliance measures maintained to a high standard. • Regular, thorough review of the School's Risk Register in accordance with ASC Policy
	4.1.4	Ensure alignment between the 10-year Plan and our strategic direction as reflected in the <i>Strategic Plan 2023-2026</i>	<ul style="list-style-type: none"> • Plan and results aligned
	4.1.5	Develop a Master Plan which aligns with the School's 10-year Plan and <i>Strategic Plan 2023-2026</i>	<ul style="list-style-type: none"> • Master Plan developed and implementation commenced. N.B. Architect engaged in 2022 to facilitate the development of the Plan
4.2 Good governance and risk management	4.2.1	Ensure good governance principles underpin all planning	<ul style="list-style-type: none"> • Council complies with all ASC and School policies and procedures including the ASC Governance Manual. • Chair-Principal relationship strengthened through regular briefings/meetings
	4.2.2	Work closely with the ASC to implement a Council induction program to maximise understanding of roles and Governance structures	<ul style="list-style-type: none"> • ASC engaged • New Council members inducted
	4.2.3	Review Council sub-committees and reporting to enhance effectiveness	<ul style="list-style-type: none"> • Sub-committees reviewed • Reporting process enhanced
	4.2.4	Ensure professional learning opportunities are available to Council members	<ul style="list-style-type: none"> • Professional learning is accessed on an annual basis e.g. ASC School Council Induction online modules, ASC School Council Governance Manual, AISWA Briefing the Board Conference
	4.2.5	Ensure effective risk management that includes identification and mitigation of risks	<ul style="list-style-type: none"> • Council Risk and Compliance sub-committee meet quarterly
	4.2.6	Ensure the safety of our school community is prioritised in policy and practice	<ul style="list-style-type: none"> • School WHS Committee meets termly and reports to School Council through the Risk and Compliance sub-committee • Maintaining the good order of buildings, grounds and equipment
	4.2.7	Meet all statutory compliance requirements	<ul style="list-style-type: none"> • All compliance requirements are met in a timely manner

4.3 Succession and leadership structures and processes	4.3.1	Recruitment of a new Principal in accordance with ASC Policy	<ul style="list-style-type: none"> • Recruitment of the Principal • Prioritise effective transition through comprehensive handover and induction process
	4.3.2	Develop effective Council succession planning	<p>Council Succession Plan developed. Steps include:</p> <ul style="list-style-type: none"> • Identify prospective Council members • Obtain approval from ASC for suitable candidates • Schedule introduction meetings for prospective members • Regular review of the Skills Matrix • New Council members fill gaps in the Skills Matrix



John Wollaston Anglican Community School
Strategic Plan 2023 - 2026

Adopted by School Council on 30 May 2023

Website: www.jwacs.wa.edu.au

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