

Vision

That every student, inspired by the Gospel, will be a successful, creative, confident, active, and informed learner, empowered to shape and enrich our world.

Mission

Through our commitment to shared ministry and a culture of growth, we seek to provide high quality, innovative, wholistic Catholic education, founded in the Josephite tradition.

Values

RESPECT

COMPASSION

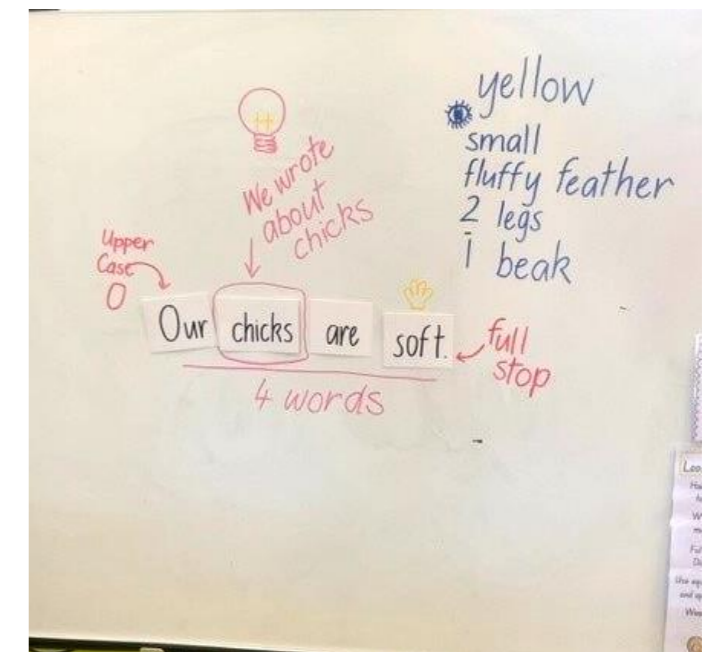
JOY

JUSTICE

Strategic priority	Goal ¹ : Goals that inspire and set your school's direction <i>"Where do we need to go?"</i>	Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
Catholic identity	Express and give witness to our Catholic Identity through a commitment to and growing a culture of 'Care for our Common Home'	Reconciliation Action Plan [RAP] completion	RAP committee meetings Using Narragunnawali site to complete the RAP	Publish RAP document in Term 1, launched to community in Term 2 (in National Reconciliation Week)	RAP committee chaired by APRE
		Development of school Laudato Si action plan aligned to parish action plan. Students and teachers in each teaching team are able to articulate their project focus and actions.	Establish committee to develop the action plan Analyse the plenary council recommendations Liaise with parish Laudato Si action committee Individual actions for each year level (eg power rangers for Yr 2) Each year level to link an action to one RE unit	Beginning of year– <ul style="list-style-type: none">sacramentality staff formation module – linked to Laudato Siteaching teams to nominate one area to promote within the school community (classroom projects) across the yearteachers to create a plan of action/responsibility for their year level for their classroom projects	APRE Committee including community voice Classroom teachers



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<p>Learning and teaching (Explicit Improvement Agenda)</p>	<p>Teachers will have a common understanding of how to effectively teach sentence structure, so that student writing reflects understanding of the features of simple, compound and complex sentences in texts that suit purpose and intended audience.</p>	<p>By the end of Term 1; Term 2 the target for the Sentence Structure Criteria using the Writing Tool:</p> <ul style="list-style-type: none"> Year 3: 50%; 70% Year 4: 50%; 70% Year 5: 50%; 70% Year 6: 60%; 80% <p>By the end of Term 1, all teachers will have a common understanding of what a '3' in the Write Tool for sentence looks like to able a consistency in teacher judgement.</p> <p>Moderation performed at the end of Term 1. Teachers will blind mark student writing samples using the Writing Monitoring Tool which will show an increased consistency of teacher judgement.</p> <p>During Learning Walks and Talks (LWT)</p> <p>Improvement in the average NAPLAN Sentence Structure score from 2022 – 2023</p>	<p>Professional Development on effective teaching of sentence structure and review the Writing Criteria Tool</p> <p>Ensuring each classroom teacher has a copy of the Sheena Cameron 'The Writing Book'.</p> <p>Investigating the Early Years Writing Criteria Tool.</p> <p>Staff meeting focus Term 1-2</p> <p>Teachers share the EIA focus and writing examples in class blogs and newsletter.</p> <p>PLL to facilitate 'Celebration of Learning' through sharing of photos of student writing growth in class blogs</p> <p>Review NAPLAN data and triangulate with Writing Tool for progress.</p>	<p>Professional Learning: January PD days.</p> <p>All Learning Sprints to be implemented by Week 4 each term.</p> <p>By Week 3 of each term, Quick Writes will be completed and marked using the Writing Tool Sentence Structure Criteria.</p> <p>By the Week 6 staff meeting, the writing sample will be marked and moderating.</p> <p>Data gathered during the Week 6 staff meeting will inform the focus of the next Learning Sprint.</p> <p>General feedback from the weekly LTW will be given to staff each week</p>	<p>Education Officer Curriculum (Lucy Walker)</p> <p>Teaching Staff will be responsible for planning and implementing Learning Sprints, assessing writing samples, sharing Class Blog and Newsletters</p> <p>PLL will be responsible for sharing the Celebration of Learning, leading moderation, staff meetings</p> <p>Principal, APRE and PLL will be responsible for monitoring actions and targets so that they are completed in the timeline</p>



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<p>Diversity and inclusion</p>	<p>Align the use of human resources and systematic use of student data and targeted support of students to improve access to education and opportunity (Responding to NSIT Recommendations)</p>	<p>Review school budget and allocate SWD and school funds to support students with a disability to access the curriculum.</p>	<p>Establish and implement a review process to ensure human resources have a measurable, positive impact on student outcomes.</p>	<ul style="list-style-type: none"> During the 2023 budget process, funds were allocated to School Officers, LET and EAL/D teacher after a review of student needs. In Term 3 analysis student data to determine the effectiveness of the Student Support Team in supporting student growth. 	<p>Principal and Finance Secretary</p> <p>Student Support Team members</p>
		<p>Student Support Team Document detailing the roles and responsibilities of the team members e.g. ST:IE, GC, LET, PLL, School Officers, APRE and Principal</p>	<p>Develop clear roles and responsibilities and accountability statements for each of the learning support team to provide clarity and ensure the needs of the identified students are met.</p>	<ul style="list-style-type: none"> Use this analysis to determine the use of SWD and School funding during the 2024 budgeting process. During Term 1 review the roles of the Student Support Team members and adjust role statements if needed. By Term 2 the Student Support Team policies and procedures documents need to be updated reflect team members roles, NCCD process, student referral process etc. 	<p>Student Support Team/ Principal and Finance Secretary</p> <p>Student Support Team led by STIE and Principal</p> <p>Student Support Team led by STIE and Principal</p>
		<p>Establish a school calendar of events which includes celebration days that reflect the diversity of our school community e.g. World Harmony Day, Reconciliation, CEW, Day for Daniel, Mental Health Week.</p>	<p>Establish a year plan that outlines opportunities to recognise and celebrate the diversity of our school community.</p>	<ul style="list-style-type: none"> At the beginning of the year Analyse the school demographic report, SWD and EAL/D data to identify the specific days of significance for our community. At the beginning of the year map the calendar year to reflect St Joseph's days of celebration 	<p>Leadership Team and teaching staff</p> <p>Leadership Team</p>
		<p>To revise the school's Student Engagement (Behaviour) Matrix to ensure positive learning behaviours are supported by a culture of respect and collaboration.</p>	<ul style="list-style-type: none"> Engage BCE EO Mel Graham to lead staff in PB4L professional learning Review and update current matrix to embed school wide practices that ensure consistency in response to student behaviour. Upskill staff in restorative conversations. Provide professional learning to staff to ensure a consistent understanding and school wide language of the Zone of Regulations 	<ul style="list-style-type: none"> January 2023 PD days Beginning during January PD and complete by end of Semester 1. During Semester 1 By the end of the year 	<p>Mel Graham and Leadership Team</p> <p>Teaching Staff</p> <p>Dom Bourke (Teacher) and Maria Rosa Mallardo (GC)</p> <p>Principal and Maria Rosa Mallardo (GC)</p>