**Mission and Religious Education Priority 1**

St Joseph’s is a Catholic school community attentive to the life giving presence of God where the spirituality and the spiritual development of each person is recognised, supported and valued. Embracing the Archdiocesan vision of Jesus, Communion Mission, staff, parents and students strive to share the Good News and live by Gospel Values. It is our belief that prayer, liturgy and celebration are key elements of our spirituality. We remain committed to ongoing faith education within our community.

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<tr>
<th>GOAL</th>
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| 1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community | • Facilitate Year 5 retreat to the Mercy Heritage Centre  
• Visit Emmaus Nursing Home with year 6/7, School Choir and Year 4 and 5 Violin students  
• Class liturgies and significant celebrations across the year eg St Joseph’s Day, St Mary of the Cross Feast Day, Catherine McAuley Feast  
• Initiate discussions towards a Parish-based Sacramental Program  
• Support the Sacramental Program  
• Opening of Regina Arts Centre  
• Discover the story of Sister Mary Regina Conway | Micheal, Micheal, Lauren, Karina, Lenore, Lachlan Aleisha and Class Teachers | Micheal, Aleisha, Father Bavin Aleisha Leadership Team |
| 1.4 A cohesive and integrated approach for the spiritual formation of staff | • Engage Staff in Catching Fire program  
• Embed Catching Fire experiences within Staff culture supported by Staff Prayer each week  
• Release new staff to the school to engage with the history and charism of the Sisters of Mercy through access to the Mercy Heritage Centre  
• Linking charism to the School Vision and Mission | Leadership Team Whole staff | Leadership Team Whole staff |
| 1.6 A shared understanding of and practical responses to Catholic Social Teaching | • Encourage student-initiated activities to support Caritas, Catholic Mission and other charities throughout the year  
• Embrace the Corporal Works of Mercy; Feed the hungry; Give drink to the thirsty; Clothe the naked; Visit the imprisoned; Shelter the homeless; Visit the sick; Bury the dead  
• H20 Project | Leadership Team, Whole staff, School Community | Leadership Team, Whole staff, School Community |
Learning and Teaching Priority 2

At St Joseph’s School our teaching and learning practices aim to promote inclusive learning that is life long, life giving and engages the whole person. We aim to teach, challenge and transform all learners, catering for the diverse needs of the students at St Joseph’s, providing a safe and secure environment where students are supported to grow and develop as active individuals.

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| 2.1 Enhance pedagogical practice that is data informed and evidence-based | • Collect and use data to drive improvement eg NAPLAN, SUNLANDA, TORCH Yrs 3-7, PM Benchmarks, 100 Pictures Naming Test (P-2), SPAT (P-2), OT services from UQ and to inform discussion about whole school literacy programs, standardised math testing PAT-M  
• Articulate expected standards for literacy and numeracy at each year level | Aleisha, Class Teachers | |
| 2.2 Continued implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of recognizing equity and excellence | • Provide opportunities for staff to engage in professional development and reading with regards to Inquiry learning  
• Seek current literature to inform discussion regarding best practice  
• Continue to support the implementation of Australian Curriculum – Maths and English through planning  
• Engage EO History and Science to provide professional development opportunities for staff  
• Implement Australian Curriculum – Science and History - and embed in planning  
• Engage Valda Millar to work with staff and CST with implementation and planning  
• Monitor Australian Curriculum, QCAR and BCE initiatives and requirements, and continue transition phase | Leadership Team | |
| 2.3 Improve literacy and numeracy standards  
• To enhance the teaching and learning of reading across the school | • Selected staff engage in Reading to Learn PD  
• Whole staff professional development with Valda Millar (EOC) and Danielle Carter (EO ICLT) to support whole school initiative  
• Continue to implement Multi-Lit/Support-a-Reader programs  
• Parent Library  
• Parent involvement in listening to reading  
• Education and training of parents and School Officers to support student reading eg using the ‘The Four Helps: Effective Home Reading for Parents’ DVD  
• Gather and analyse data at the beginning and end of the program to provide information regarding the effectiveness of the program | Aleisha, Lenore, Mark, Linda, Jo Valda Millar, Danielle Carter  
Aleisha, Angela  
Aleisha  
Aleisha, Angela, Raelene | |
| 2.3 Improve literacy and numeracy standards | • Selected staff engage in Targeted Numeracy Project  
• Whole staff discussion regarding specific numeracy needs of students  
• Identify project parameters and send selected staff members to project in-service  
• Provide release support for teachers to plan and resource targeted program  
• Gather and analyse data at the beginning and end of the program to provide information regarding the effectiveness of the program  
• Engage in an innovative project involving video games to promote student engagement in numeracy across the curriculum | Karina, Class Teachers  
Class Teachers  
Class Teachers, Leadership Team  
Leadership Team  
Aleisha, Steph, Class Teachers  
Lachlan, Class Teachers |
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<tr>
<td>• To enhance the teaching and learning of mathematics across the school</td>
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| 2.5 Comprehensive whole school approaches to provide pastoral care, protection of students, student behavior support and foster social and emotional well-being | • Investigate and implement ‘Kids Matter’ across the school  
• Engage in Cyber safety education  
• Investigate personal development program for years 5-7  
• Implement Personal and Social Development Education Guidelines in years 5-7  
• Revisit with School Board Student Behaviour Support Policy to ensure it reflects current practice  
• Continue to foster and promote the pastoral care initiatives of the school community | Raelene, Leadership Team, Whole staff  
Class Teachers, Angela  
Aleisha  
Lachlan, Karina  
Leadership Team  
Whole staff |
| • Investigate and implement ‘Kids Matter’ across the school  
• Engage in Cyber safety education  
• Investigate personal development program for years 5-7  
• Implement Personal and Social Development Education Guidelines in years 5-7  
• Revisit with School Board Student Behaviour Support Policy to ensure it reflects current practice  
• Continue to foster and promote the pastoral care initiatives of the school community | | |
| 2.6 Targeted strategies that ensure the identification, monitoring and improved educational outcomes for specific, diverse student populations | • Using standardised assessments to inform practice  
• Establishing systems and procedures across the school to track student progress and identify areas of support  
• Establishment of a Student Support Team whereby teachers are able to discuss learning needs of identified students  
• Specific targeted intervention of students across the school through the employment of a second support teacher  
• Use of specific programs such as Support-a-Reader, Multi-Lit, Rainbow Road, Social Skills  
• Specific programs offered by Guidance Counselors across the school | Class Teachers  
Aleisha  
Aleisha, Raelene, Micheal, Class teachers  
Micheal  
Aleisha, Steph, School Officers  
Raelene, Sr Maureen |
2.8 School leadership team and classroom teachers have well developed capacities to utilize information communication and learning technologies to improve learning and teaching

- Continue to enhance the pedagogical changes brought about by the 1:1 laptop program
- Involvement in Action Learning project around pedagogies that impact on student learning according to educational research and 21st Century skills
- Engage and encourage professional reading and professional dialogue amongst staff
- Provide opportunities for mentoring and professional dialogue
- Encourage use of other professional tools to enhance professional skills and confidence in particular models of contemporary learning

Upper primary teachers
Leadership Team
Aleisha, Angela, Class Teachers
Aleisha, Angela

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<tr>
<th>School Renewal and Validation topics:</th>
<th>Form focus groups inclusive of school surveys and Parent Ideas Summit</th>
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<tr>
<td>2.5 Reporting</td>
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<td>2.6 Evaluation and Forward Planning</td>
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<tr>
<td>6.1 Learning and Teaching</td>
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<td>7.3 Physical Learning Environment</td>
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<tr>
<td>Aleisha, Nicole</td>
<td>Jayne</td>
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<tr>
<td>Emma</td>
<td>Beth</td>
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**Professional Practice and Collaborative Relationships (Priority 3)**

At St. Joseph’s School, all members of the school community seek to actively promote and contribute to strengthening the partnerships and relationships within the school community to ensure a sense of belonging to church, parish and the wider community.

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<tr>
<td>3.3</td>
<td>Engage Steve Dunne to facilitate goal setting professional development session during Pupil Free days</td>
<td>Steve Dunne, Micheal</td>
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<td>Provide opportunity for staff to set personal and professional goals with the expectation that these will be reviewed twice during the course of the year</td>
<td>Micheal</td>
<td></td>
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<td>Formalised opportunities to meet with staff to discuss goals, priorities, career aspirations etc</td>
<td>Micheal</td>
<td></td>
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<td>Use of goals to identify appropriate professional learning opportunities</td>
<td>Micheal, Whole staff</td>
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<tr>
<td></td>
<td>Linking of professional learning to professional standards</td>
<td>Whole staff</td>
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<td>Leadership Team</td>
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| 3.5  | Engagement in formal and informal professional networks to facilitate professional dialogue | Whole staff |            |
|      | Planning opportunities across year levels | Leadership Team |            |
|      | Provide opportunities for mentoring and professional dialogue | Aleisha, Angela, Raelene |            |
|      | School Officer Meetings |                          |            |
3.7 A safe, healthy and productive school environment for students, staff and community

- Investigate and implement ‘Kids Matter’ across the school
- Whole staff professional development facilitated by Linda Llewellyn
- Staff meeting facilitated by Raelene Campbell (GO) to gauge teacher support and interest in ‘Kids Matter’
- Identification and training of key personnel to ‘bring back’ messages and provide further insight and professional learning for whole staff
- Investigation of relevant programs for implementation across specific year level junctures eg Program Achieve, Bounce Back, Peer Mediation, Restorative Practices, Friends, Rock ‘n’ Water, Pearls for Girls, Bully Bulldozer
- Opportunities for parent involvement through reading programs and parent help
- Engage in community building rituals and strategies
- Organise special activities for: Grandparent’s Day, Mother’s Day, Father’s Day, Liturgies across the year
- Engage families through Tea and tissues morning tea, Coffee with the Principal, Parent Information Evening, Christmas Barbecue, Bush Dance, Parish initiatives

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<tr>
<th>School Renewal and Validation topics: 3.4 Pastoral care and student well-being</th>
<th>4.1 Professional Learning</th>
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<tr>
<td>• Form focus groups inclusive of school surveys and Parent Ideas Summit</td>
<td>Leadership Team, Whole staff</td>
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Strategic Resourcing (Priority 4)

St Joseph’s School is committed to school management policies and practices which are based on the principles of justice, equity and accessibility. We implement quality practices which ensure reflection, review and school renewal in an ongoing means.

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<tr>
<td>4.3 The formation and professional learning of staff is clearly evident in budget priorities</td>
<td>• Professional development opportunities eg Reading to learn, Support of teacher identified professional development opportunities linked to professional goals</td>
<td>Leadership Team, Whole staff</td>
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<td>4.6. Sustainable environmental practices are embedded into the organizational structure and processes of schools</td>
<td>• Continue recycling initiatives, Guardians Of The Earth (GOTE) group, Solar panels, Edible garden project, Encourage weekly nude food lunches, Work in conjunction with the Parish to support environmental sustainability initiatives, Composting, Worm farm, Active travel, Clean up Australia</td>
<td>Linda, Beth</td>
<td>Leadership Team, Whole staff</td>
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