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.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGIES</th>
<th>RESPONSIBILITY</th>
<th>VALIDATION</th>
</tr>
</thead>
</table>
| 1.1 Policies, programs and practices which explicitly articulate the nature and purpose of Catholic schooling within the broader evangelising mission of the Church. | • Continue to foster warm and welcoming environment inclusive of all community members in the spirit of the Mercy tradition<br>• Regular communication with the parish community inclusive of the parish priest<br>• School is richly integrated into the life of the parish through participation and collaboration in the sacramental program<br>• Religious identity and charism of the school and the Christian faith are drawn from the inspiration of the Josephite and Mercy charisms and are deeply embedded in the daily life of the school<br>• Catholic religious identity is authentically expressed through the provision of high quality and meaningful rituals, signs, and sacred spaces throughout the school<br>• Investigate the possibility of a sacred space in new building areas | Whole Staff<br>Whole Staff<br>Leadership Team, Class Teachers<br>Whole Staff | Whole Staff<br>Leadership Team<br>Whole Staff |}

| 1.2 A Religious Education curriculum which promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition. | • Engagement with the new BCE Religious Education Curriculum<br>• Formation of implementation team for BCE RE curriculum<br>• Auditing and tracking of outcomes being taught<br>• Development of a Religious Education program which provides for the contexts and needs of the school community and is linked to the wider community and religious life of the school | Aleisha, Jayne, Lachlan<br>Aleisha, Jayne, Lachlan<br>Aleisha, Angela | Leadership Team<br>Aleisha, Angela |}

| 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<br>• Discover the story of Sister Mary Regina Conway, Sister Mary Justine Lynch, Sister Mary Ancilla Mullan, Sister Mary Aloysius Dudgeon<br>• Visit Emmaus Nursing Home with year 6/7, School Choir and Year 4 and 5 Violin students<br>• Class liturgies and significant celebrations across the year eg St Joseph’s Day, St Mary of the Cross Feast Day, Catherine McAuley Feast<br>• Initiate discussions towards a Parish-based Sacramental Program<br>• Support of Parish Sacramental Program | Micheal<br>Micheal<br>Micheal, Stephanie, Jane, Mark, Lachlan<br>Aleisha and Class Teachers | Micheal, Michael, Aleisha, Father Bavin<br>Aleisha, Classroom Teachers<br>Leadership Team |
1.4 A cohesive and integrated approach for the spiritual formation of staff

- Engage Staff in Spiritual Formation Framework
- Embed Spiritual Formation Framework experiences within Staff culture supported by Staff Prayer each week
- Engage Catherine Foley to talk about ways to pray and connections to Social Emotional Learning general capability
- Engage Music Fire to facilitate professional development on music in liturgy
- 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
- Embedding our charism to the School Vision and Mission

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Whole staff</th>
<th>Leadership Team</th>
<th>Whole staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micheal</td>
<td></td>
<td>Micheal</td>
<td></td>
</tr>
<tr>
<td>Micheal</td>
<td></td>
<td>Whole School</td>
<td></td>
</tr>
</tbody>
</table>

1.5 A cohesive and integrated approach for the learning of staff in Religious Education and theology.

- Formation and professional development of RE implementation team

| Aleisha, Jayne, Lachlan |

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
- Support Mercy Works in Nigeria
- Being responsive to unplanned events eg bushfires, flood emergencies, local families etc

| Leadership Team, Whole staff, Maureen, School Community |

School Renewal and Validation topics:

1.4 Social Action and Justice (1.6)
1.5 Learning and Teaching of Religion (1.2)

- Form focus groups inclusive of school surveys and Parent Ideas Summit

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGIES</th>
<th>RESPONSIBILITY</th>
<th>VALIDATION</th>
</tr>
</thead>
</table>
| 2.1 Enhance pedagogical practice that is data informed and evidence-based | • Investigate and implement a School Wide Pedagogy that sees a consistent whole school approach to contemporary teaching and learning eg phonics, genres, RE  
• Further development of yearly planning sheet which gives and overview of concepts taught for the year  
• 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), Reading to Learn assessment, OT services from UQ and to inform discussion about whole school literacy programs, standardised math testing PAT-M  
• Staff meeting to discuss and determining expected standards for literacy and numeracy at each year level  
• Articulate expected standards for literacy and numeracy at each year level  
• Revisit school’s Vision for Learning to ensure it reflects current trends in educational practice | Leadership Team, Class Teachers, Support Team  
Aleisha, Angela  
Student support team, Angela,  
Leadership Team, Whole staff |  
Leadership Team, Whole staff  
Leadership Team, Whole staff  
Leadership Team, Whole staff |
| 2.2 Continued implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of recognising equity and excellence | • Provide opportunities for staff to engage in professional development around reading to learn  
• Continued implementation and mentoring by teachers who have already completed the R2L professional development  
• Continued assessment of student progress  
• Reading to Learn folder on school portal to share resources  
• Seek current literature to inform discussion regarding best practice  
• Continue to support the implementation of Australian Curriculum through planning  
• Support the implementation of The Arts Australian Curriculum  
• Support the implementation of the new RE curriculum  
• Monitor Australian Curriculum, QCAR and BCE initiatives and requirements, and continue transition phase  
• Engage Michael Barra to provide professional development in maths investigations to support teachers to implement the maths curriculum through iMaths resources | Leadership Team  
Leadership Team, Classroom Teachers  
Classroom Teachers  
Angela, Classroom Teachers  
Leadership Team, Support Team  
Aleisha, Angela  
Aleisha, Angela, Laurine  
Aleisha, Angela, Lachlan, Jayne, EORE  
Leadership Team  
Micheal |  

| 2.3 Improve literacy and numeracy standards | • Selected staff engage in Reading to Learn PD  
• Continue to implement Multi-Lit/Support-a-Reader programs  
• Education and training of parents and School Officers to support student reading  
• Parent Library  
• Parent involvement in listening to reading  
• Implementation of Fast ForWord program with at risk students  
• Gather and analyse data at the beginning and end of the program to provide information regarding the effectiveness of the program  
• Engage the services of a speech pathologist (Julie Esbensen) to work with identified students across the school  
• Purchase and implementation of Word Wise program to support specific learners  
• Apply for CTP to provide specific intervention for students with comprehension difficulties  
• Selected staff engage in Targeted Numeracy Project | Angela, Becky, Karina, Jayne, Emma  
Aleisha, Angela, School Officers  
Angela, Aleisha  
Angela  
Aleisha  
Support Team, School Officers  
Aleisha, Steph, Class Teachers  
Raelene  
Aleisha  
Micheal, Aleisha  
Annemarie |
| 2.5 Comprehensive whole school approaches to provide pastoral care, protection of students, student behavior support and foster social and emotional well-being | • Implement ‘Kids Matter’ across the school  
• Staff and children’s well-being week 7 of each term eg no homework during this week  
• Engage in Cyber safety education  
• Investigate personal development program for years 5-7  
• Implement Personal and Social Development Education Guidelines in years 5-7  
• Continue to foster and promote the pastoral care initiatives of the school community  
• Implement restorative practices program across the school  
• Revisit Bully Bulldozer program inclusive of classroom strategies  
• Implement specific Leadership Program years 5-7  
• Continued implementation of Peer Skills program  
• Development of role statement of School Pastoral Worker | Raelene, Leadership Team, Whole staff  
Whole Staff  
Brett Lee  
Aleisha, Lachlan, Mark  
Aleisha, Lachlan, Mark  
Leadership Team  
Whole staff  
Maureen  
Maureen  
Maureen, Raelene  
Maureen |
### 2.6 Targeted strategies that ensure the identification, monitoring and improved educational outcomes for specific, diverse student populations

- Using standardised assessments to inform practice
- Use of the Business Intelligence Tool to record standardised assessment results
- Participation in Visible Learning program offered by BCE
- Further implementation of the strategies from the Visible Learning Program
- 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
- IEP and SST meetings to support specific students
- Use of specific programs such as Support-a-Reader, Multi-Lit, Rainbow Road, Wise Words, Social Skills
- Specific programs offered by Guidance Counselor and Pastoral Care Worker across the school

<table>
<thead>
<tr>
<th>Class Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleisha</td>
</tr>
<tr>
<td>Aleisha, Micheal, Becky, Beth, Mark, Aleisha, Micheal, Becky, Beth, Mark</td>
</tr>
<tr>
<td>Micheal, Raelene, Steph, Aleisha</td>
</tr>
<tr>
<td>Micheal, Aleisha, Steph</td>
</tr>
<tr>
<td>Micheal, Aleisha, Raelene, Aleisha, Steph, Raelene, School Officers, Maureen</td>
</tr>
<tr>
<td>Raelene, Maureen</td>
</tr>
</tbody>
</table>

### 2.8 School leadership team and classroom teachers have well developed capacities to utilize information communication and learning technologies to improve learning and teaching

- Engage and encourage professional reading and professional dialogue amongst staff
- Provide professional development to whole school on coaching
- Provide opportunities for mentoring and professional dialogue
- Implementation of LMS and support of teachers
- Use of SBS to track student behaviour
- Use of Business Intelligence Tool
- Use and refinement of staff portal
- Development of parent portal
- Provide specific IT support in a teaching and learning context
- Specific professional development surrounding the use of apps in teaching and learning process
- Use of apps to support specific needs eg children with autism
- Purchase of 20 (2 banks) of iPads using Technology Lunch money
- Encourage use of other professional tools to enhance professional skills and confidence in particular models of contemporary learning

<table>
<thead>
<tr>
<th>Leadership Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Team, BCE Mentoring Teams</td>
</tr>
<tr>
<td>Linda</td>
</tr>
<tr>
<td>Leadership Team Whole School</td>
</tr>
<tr>
<td>Angela, Lyn Lyn Lachlan</td>
</tr>
<tr>
<td>Lachlan, Beth, Nicole, Gail</td>
</tr>
<tr>
<td>Lachlan, Beth, Nicole, Gail Micheal, P&amp;F</td>
</tr>
<tr>
<td>Leadership Team, Class teachers</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGIES</th>
<th>RESPONSIBILITY</th>
<th>VALIDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 A comprehensive approach to staff well being and development including professional learning, professional standards, performance management and pastoral care</td>
<td>• Facilitate goal setting professional development session during Pupil Free days&lt;br&gt;• 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&lt;br&gt;• Formalised opportunities to meet with staff to discuss goals, priorities, career aspirations etc&lt;br&gt;• Use of goals to identify appropriate professional learning opportunities&lt;br&gt;• Linking of professional learning to professional standards&lt;br&gt;• Implementation of staff well-being week&lt;br&gt;• Whole staff engagement in mentoring program offered by BCE&lt;br&gt;• Engagement in QCT Australian Professional Standards portfolio project</td>
<td>Micheal&lt;br&gt;Micheal&lt;br&gt;Micheal&lt;br&gt;Micheal, Whole staff&lt;br&gt;Whole staff&lt;br&gt;Kids Matter Team&lt;br&gt;Leadership Team, whole staff&lt;br&gt;Becky</td>
<td></td>
</tr>
<tr>
<td>3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education.</td>
<td>• Through facilitation of goal setting identify opportunities for staff members to ‘step up’&lt;br&gt;• Provide information for staff members regarding opportunities for further career advancement&lt;br&gt;• Identify specific learning opportunities to support staff development</td>
<td>Micheal&lt;br&gt;Micheal&lt;br&gt;Leadership Team</td>
<td></td>
</tr>
<tr>
<td>3.5 Development of effective professional learning communities both within schools and across the wider BCEO community</td>
<td>• Engagement in formal and informal professional networks to facilitate professional dialogue&lt;br&gt;• Planning opportunities across year levels&lt;br&gt;• Provide opportunities for mentoring and professional dialogue&lt;br&gt;• Formulation of phases of learning (P-2, 3-7) to facilitate ongoing discussion and overall curriculum direction&lt;br&gt;• School Officer Meetings</td>
<td>Whole staff&lt;br&gt;Leadership Team&lt;br&gt;Aleisha, Angela, Raelene&lt;br&gt;Aleisha, Angela, Raelene</td>
<td></td>
</tr>
</tbody>
</table>
### 3.7 A safe, healthy and productive school environment for students, staff and community

- Implement ‘Kids Matter’ across the school
- 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 eg well-being week
- 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, Parish initiatives

<table>
<thead>
<tr>
<th>Kids Matter Team</th>
<th>Leadership team, teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Team, Raelene, Maureen</td>
</tr>
<tr>
<td></td>
<td>Angela, Aleisha</td>
</tr>
<tr>
<td></td>
<td>Kids Matter Team, whole staff</td>
</tr>
<tr>
<td></td>
<td>Aleisha, Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>Micheal</td>
</tr>
</tbody>
</table>

### School Renewal and Validation topics: 3.3 Professional Capacity (3.4)

- Form focus groups inclusive of school surveys and Parent Ideas Summit

<table>
<thead>
<tr>
<th>Kids Matter Team</th>
<th>Leadership team, teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Team, Raelene, Maureen</td>
</tr>
<tr>
<td></td>
<td>Angela, Aleisha</td>
</tr>
<tr>
<td></td>
<td>Kids Matter Team, whole staff</td>
</tr>
<tr>
<td></td>
<td>Aleisha, Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>Micheal</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGIES</th>
<th>RESPONSIBILITY</th>
<th>VALIDATION</th>
</tr>
</thead>
</table>
| 4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources. | • Ensure that staff have a genuine care and respect for the environment  
• Financial and other resources are allocated to adequately meet the needs of those in need  
• Provision of increased School officer time for larger classes  
• School actively supports marginalised families in accessing and maintaining enrolment in the school  
• Equitable and strategic processes that are affective in the allocation, deployment and use of school resources; financial, physical and human  
• A culture of sustainability is promoted by staff, students and parents  
• Development of comprehensive policies and procedures to support the sustainable use of facilities and resources eg master plan, waste free Wednesday | Leadership Team | |
| 4.3 The formation and professional learning of staff is clearly evident in budget priorities | • Professional development opportunities eg Reading to learn,  
• Support of teacher identified professional development opportunities linked to professional goals | Leadership Team, Whole staff | |
| 4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations | • Use of staff portal  
• Implementation of LMS  
• Implementation of parent portal  
• Ongoing use of website for parent information  
• Use of Business Intelligent Tool  
• Use of online Parent Teacher interview tool (PTO)  
• Investigate on line technology lunch orders and payment | Angela  
Linda  
Lyn  
Leadership Team, Lyn  
Leadership Team, Teachers  
Aleisha, Class Teachers  
Micheal, Lyn | |
| 4.6. Sustainable environmental practices are embedded into the organizational structure and processes of schools | • Continue recycling initiatives  
• Guardians of the Earth (GOTE) group  
• Solar panels  
• Edible garden project  
• Science in the Garden project inclusive of planning and lessons with Linda Brennan  
• Seeking opportunities for grant applications to support sustainable practices across the school  
• Fashion in the Garden fundraising to support garden initiatives  
• Encourage weekly nude food lunches – Waste Free Wednesday  
• Work in conjunction with the Parish to support environmental sustainability initiatives  
• Composting  
• Worm farm  
• Clean up Australia | Linda  
Beth  
Leadership Team, Whole staff  
Leadership Team, P&F  
P&F, Whole Staff  
Leadership Team, Whole staff  
Leadership Team, Whole staff |
| --- | --- | --- |
| 4.7 Contemporary learning approaches inform the planning, design and use of facilities | • Investigation of designs of contemporary learning environments to inform building project  
• Development of Master Plan  
• BGA application to extend classroom space  
• Application for increase of school enrolments  
• Community consultation around application for increase of enrolments  
• Facilitate visit from BGA committee | Leadership Team  
Leadership Team  
Leadership Team  
Micheal  
Micheal, BCE  
Micheal |
| School Renewal and Validation topics:  
4.1 Stewardship of Resources (4.1 and 4.6) | • Form focus groups inclusive of school surveys and Parent Ideas Summit | Leader...