



Vision

St Joseph's is a community committed to: *Making a place of friendship, justice and unity which nurtures caring and self-esteem * Celebrating the kingdom present among us * Academic achievement *Evaluating structures, process and programs

Mission

St Joseph's is a community called to provide a process of education for the holistic development of the human person towards the realisation of their potential, within a value system based on the Gospel.

Values

Act justly

Love tenderly

Walk humbly with your God

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	Build capacity and understanding of the RE curriculum to develop assessment opportunities that allows students to demonstrate a well above standard.	Planning documents reflect teacher understanding of the requirements of the 5-point scale in RE. SRS data shows an increase in students achieving 'above' and 'well above' in RE.	Professional learning focussed on the key principals of assessment. Internal moderation of assessment to provide consistency of judgement each term. Development of quality assessment tasks with support from APRE during planning.	Semester 1 SRS results show an increased number of students achieving well above in comparison to Semester 1 2022. By the end of Term 1 teachers are planning upfront assessment tasks in RE.	The APRE will attend planning sessions and build capacity in teachers to develop assessment tasks. The PLL will support teachers' understanding of the principals of assessment. Class teachers will create quality upfront assessment tasks enabling students to demonstrate 'well above' achievement.
Learning and teaching	Please complete EIA (page 2)				
Wellbeing	Support staff to develop an improved work life balance so that they have a positive experience and mindset at St Joseph's School.	Measure staff perceptions through a survey tool at the end of semester 1. Provide staff with opportunities to check in and identify how they are travelling and determine ways to increase their rating.	Provide teachers and staff information and opportunities to focus on wellbeing. Guide and support staff to develop a wellbeing plan.	By the end of Semester 1 we want to see an increase in staff acknowledging that they have an improved work life balance in the survey.	GC to lead professional learning and development of wellbeing plans with all staff. The LT will provide wellbeing information and guides at staff meetings. The LT will collaborate with staff to develop a fun-filled wellbeing week each term.

1. Use the data available to your school (i.e. HealthCheck, NSIT Review) to identify gaps in school performance and inform objectives aligned to strategic priorities.
2. Within the Targets column, set targets against the data available within your school's HealthCheck, if applicable.

Explicit Improvement Agenda

St Joseph's School Corinda

Goal: Utilise effective teaching strategies in Maths to differentiate for all learners.

Actions	Targets	Timelines	Responsibilities & Accountabilities
<p><i>What are the actions the school will implement to address the improvement focus?</i></p> <p><i>What will be the expected outcome/impact?</i></p>	<p><i>Specific improvements sought in student performance. (measurable student outcomes)</i></p> <p><i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i></p>	<p><i>What is the expected timeframe for the improvement focus to have an impact?</i></p> <p><i>What milestones are anticipated?</i></p> <p><i>Is a phased approach (name the phases) needed for change to occur?</i></p>	<p><i>Who is responsible for this action?</i></p> <p><i>Who will need to be involved?</i></p> <p><i>How will we monitor against school targets to know we are on track to success?</i></p>
<p>PLL will lead staff meeting Term 1 Week 2 to provide professional learning focussed on the LESR strategy and how to implement in planning.</p> <p>Leadership team, PLL and Maths EO will organise a twilight Term 1 Week 4 focussed on the LESR strategy and using Bump it up walls to provide clear visuals to progress learning.</p> <p>Teachers to understand and implement all components of the LESR strategy in planning and in lesson instruction.</p> <p>In Term 2 planned and timetabled, teacher led LWT and observation to inform consistent practice</p> <p>Consistent practices across all year levels across the school.</p> <p>Deliver targeted professional learning to school officers to ensure they have capacity to support the school maths focus.</p>	<p>Pedagogical consistency across the school</p> <ul style="list-style-type: none"> implementation of the Launch, Explore, Review and Summarise lesson structure. (LESR) Use of enabling and extending prompts. <p>Data</p> <ul style="list-style-type: none"> Semester 1 SRS data should demonstrate an increase to Above and Well Above results. Improved PAT M progress which will be demonstrated in 2024 SRS, Pat M and Naplan data more closely aligned when triangulated <p>Differentiation</p> <p>Evidence in:</p> <ul style="list-style-type: none"> planning documents bump it up walls learning walks and talks 	<p>Impact will be evident at various points throughout the year and continue into 2024</p> <p>Milestones phases</p> <p>Term 1</p> <p>Introduction of LESR strategy in planning.</p> <p>Term 2</p> <p>Consistency and evidence of LESR use within classroom pedagogy.</p> <p>Undertake teacher led LWT focussing on LESR</p> <p>By the end of term 2, bump it up walls in most classrooms.</p> <p>Term 3</p> <p>Bump it up walls in every classroom and strategic use of LESR – Teachers recognising when to use the strategy, for what purpose and explicitly identifying expected outcomes.</p> <p>Teacher led LWT focussing on bump it up walls and how they impact student progress.</p> <p>Term 4</p> <p>Teacher led LWT focussing on bump it up walls and how they impact student progress.</p>	<p>LT and Maths EO to lead professional learning in using the LESR strategy and bump it up walls.</p> <p>PLL to support teachers planning process in using LESR strategy.</p> <p>LT to share baseline data with teachers in Term 1 to identify current markers and set goals for progress.</p> <p>PLL will collect teacher perception data at beginning of 2023 and then at the end of Term 2 and Term 4 to guide and target support.</p> <p>Enrichment teacher to support classroom teachers in implementing learning experiences that cater for high potential learners.</p>
<p>Resources & partnerships</p> <p><i>What targeted resources structures or other support is needed to enable this explicit improvement agenda?</i></p> <p><i>What strategic partnerships are in place to enhance student achievement?</i></p> <p><i>How will this explicit improvement agenda be communicated to staff, parents and the wider community?</i></p>			