



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	Rewrite and formulate the school vision and mission so that all members of the school community recognise and commit to a shared understanding of the vision, mission and values of St Joseph's.	<p>Term 1 Finalise Vision and Mission and seek community feedback.</p> <p>Term 2 Communicate, publish and make the Vision and Mission visible to all members of the community.</p> <p>Term 3 & 4 Use the Vision and Mission to review the school prayer and create a school song.</p>	<p>Catholic Identity PLT work to finalise Vision and Mission.</p> <p>Community consultation regarding draft Vision and Mission.</p> <p>Communicate and publish copies of the Vision & Mission for school and classroom display.</p>	By the end of 2024 we will have a revised and clearly communicated the Vision and Mission.	<p>Kim Davis – principal</p> <p>Catholic Identity – PLT</p> <p>Staff members interested in contributing to the prayer and song</p>
Learning and teaching	See Page 2				
Wellbeing	Create a shared understanding of what is meant by 'wellbeing' as members of our school so that staff have a positive mindset at St Joseph's School.	<p>All year level teams develop a ways of working document.</p> <p>Clear expectations of work required as we commence the year. ie. What needs to be completed within the first three weeks.</p> <p>Roles and responsibilities for compliance as part of planning.</p>	<p>Time during professional development days to complete Ways of Working document.</p> <p>Communicate expectations early so that all teachers are aware of requirements.</p> <p>Share ways of working document for other members of the wider team. Eg. School officers, specialist teachers.</p>	<p>Completion of Ways of Working document in Term 1.</p> <p>Completion of data/curriculum/ planning roles and responsibilities – Term 1.</p> <p>Review document during staff meetings throughout the year.</p>	<p>LT to develop PD day at the beginning of the year.</p> <p>PLL to include focus during planning sessions</p> <p>LT to allocate time during staff meetings.</p>

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.
3. Schools must include both a learning and teaching (EIA) and a Catholic Identity (AIP) goal. We recommend that schools include a maximum 1-2 additional goals across the strategic priorities.

Explicit Improvement Agenda

St Joseph's School, Corinda

Goal: Teachers will use effective assessment and feedback practices, including backwards design model, to achieve clarity and alignment of assessment.

Success Criteria:

- Assessment tasks are designed to enable students to demonstrate above and well above knowledge, understanding and skills.
- Clear naming of upfront assessment tasks in planning documentation.
- Consistency of agreed classroom practice with early timing and communication of assessment requirements. (e.g. success criteria, rubrics, WAGOLLS, anchor charts, Bump it Up walls, Learning Walls)
- Students have clear understanding of requirements of assessment. (eg. Can respond to 5 questions with confidence)

Actions	Targets	Timelines	Responsibilities & Accountabilities
<p>What are the actions the school will implement to address the improvement focus? What will be the expected outcome/impact?</p>	<p>Specific improvements sought in student performance. (measurable student outcomes) What evidence or targets will be used to measure this impact which are rigorously actioned?</p>	<p>What is the expected timeframe for the improvement focus to have an impact? What milestones are anticipated? Is a phased approach (name the phases) needed for change to occur?</p>	<p>Who is responsible for this action? Who will need to be involved? How will we monitor against school targets to know we are on track to success?</p>
<ul style="list-style-type: none"> ▪ Professional learning to develop clarity around assessment design. ▪ Revise the principles of assessment to design tasks. ▪ Revision of the five questions for learning with teachers to support student assessment. ▪ Teacher led LW&T to observe student responses and direct specific areas for improvement. ▪ Development of consistent success criteria/rubrics (visual layout and language) 	<p>Improvements sought:</p> <ul style="list-style-type: none"> ▪ Students gain clear understanding of requirements for learning progress and success. ▪ Students learning perceptions and responses to the five questions will be more confident and linked directly to learning. ▪ Planning processes are clear and streamlined. ▪ Assessment documentation (including, exemplars, naming on unit plans and rubrics) is aligned and connected to classroom practice. ▪ Consistency of understanding and practices at St Joseph's for assessment. 	<p>Term 1:</p> <ul style="list-style-type: none"> ▫ Collection of student responses to 5 questions to determine how their learning is progressing and the effectiveness of current practices (LW&T) ▫ Survey of Teaching staff – understanding of current assessment practices and expectations at St Joseph's School. ▫ Professional Learning (twilight – BCE EO supported) on assessment design <p>Term 2:</p> <ul style="list-style-type: none"> ▫ Use feedback and data from Term 1 to focus on area/s of five questions to improve. ▫ Development of consistent approaches to assessment. <p>Term 3:</p> <ul style="list-style-type: none"> ▫ Collection of student responses to 5 questions to determine how their learning is progressing and the effectiveness of current practices. (LW&T) ▫ Begin implementation of consistent approaches to assessment – in planning and classroom practices. <p>Term 4:</p> <ul style="list-style-type: none"> ▫ Collection of student responses to 5 questions to determine how their learning is progressing and the effectiveness of current practices. (LW&T) - determine progress in 2024; map direction for 2025. ▫ Survey of Teaching staff – understanding of current assessment practices and expectations at St Joseph's School. ▫ Revise implementation of consistent approaches to assessment – in planning and classroom practice – adjust where necessary. 	<ul style="list-style-type: none"> ▫ PLL and APRE to liaise with Education Officers. ▫ PLL and APRE to guide planning sessions to support assessment design and processes. ▫ Leadership Team to support teachers on LW&Ts. ▫ Learning Growth Team PLT to lead staff to support knowledge and understanding of best practice.
<p>Resources & partnerships</p> <p>What targeted resources structures or other support is needed to enable this explicit improvement agenda? What strategic partnerships are in place to enhance student achievement? How will this explicit improvement agenda be communicated to staff, parents and the wider community?</p>	<p>Work with Education Officers at BCE to provide professional learning. Use expertise of teaching staff and staff who are involved BCE initiatives including Maths (Russo) and Schools for Impact. Provide regular progress updates at staff meetings and via the school newsletter, board meetings and P & F.</p>		