

Vision

St Joseph's Tobruk is a faith-filled learning community inspiring future generations to create a preferred and hope-filled future.

Mission

Inspired by the charisms of our founding traditions, we serve and lead a high quality and inclusive learning community.

Values

Courage - Resilience and Camaraderie
Rats of Tobruk

Faith - Trust, Compassion and Justice
Mary MacKillop

Love - Dignity and Reconciliation
St Joseph

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 objectives <i>"How do we know we are there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Sem 1 & 2 Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
Catholic Identity Community Formation Focus: <i>'Let all that you do be done in love'.</i> <i>1 Corinthians 16:14</i>	To revitalise the prayer life of the school to visibly express and celebrate our Catholic Story through rituals and prayer that is joyful and contextualised to the community.	School Prayer written and launched. Form student ministry team to encourage student voice, discussion and involvement in school liturgies and prayer. Enhanced visual representations for Catholic identity markers in the school environment (Office Entrance, School Candle).	PD Teaching Prayer. Staff team to write school prayer and consult community (Students, parents, Parish). Name and identify prayer spaces throughout the school for staff, students, parents and community. Classroom Prayer - spaces, resources, practices.	Sem 1 & 2 <ul style="list-style-type: none"> Draft School Prayer Establish Student Ministry Team Classroom Prayer Spaces & Resources PD teaching Prayer Launch School Prayer Enhanced prayer spaces and visual markers throughout school PD Teaching Prayer 	AP:RE Lead EORE Joey's Engagement Team (JET's – parent engagement group) Catholic Identity Team Student Ministry Team
Wellbeing	To strengthen our school ecosystem that has a positive effect on engagement and readiness for learning. To enable a culture of connection and purpose, safety, and stretch.	Student attendance data at 80% or more. 90% or more of students can identify ZOR and PB4L focus lesson for the week. Data: <ul style="list-style-type: none"> Attendance PB4L Data TTFM Survey Data ZOR 	Embed consistent, researched based, high impact strategies across the school focusing on: <ul style="list-style-type: none"> Explicit whole school teaching of Zones of Regulation, strategies to manage emotions within identified zone areas PB4L explicit teaching PB4L Data Set Analysis – (class, year level, whole school) Tobruk Tokens Breakfast Club Student and Staff Voice Morning Circle 	Sem 1 & 2 <ul style="list-style-type: none"> January PD Keynote – Mark Bunn. Gratitude Journals for staff Staff Walkabouts Review & adjust Tobruk Token rewards system Chair & Share Staff Meetings Intentional and increased frequency of attendance messages Sharing of Learning - Student led Staff Meeting structure – Liaison Teams Introduction of Breakfast Club 	AP:RE Lead PB4L Team Wellbeing Team
Our People	To aspire to be a high functioning, connected staff of intentional impact. All staff engage in self-identified formation activities connected to school priorities to progress their spiritual, personal and professional capabilities and capacities.	All staff have prioritised areas for formation and renewal and have progressed actions to enhance their capabilities that increases momentum toward a preferred vision for our learners.	Provide formation development to engage staff in ongoing reflection and renewal opportunities: i.e. Staff Meetings; School Teams; Teaching Teams (P-2 & 3-6 & Specialists); Priority Teams (C.I., Wellbeing, D&I, L&T); Learning Partners.	Sem 1 & 2 <ul style="list-style-type: none"> Meeting allocation Jan PD and time per term for progression of formation cycle Term 4 staff meeting feedback for teaching teams 	Leadership Team: Principal & AP's lead Team Teachers Learning Partners

Explicit Improvement Agenda

St Joseph's Tobruk Beenleigh

Diversity and Inclusion	To aspire to be a community that values, celebrates and respects local First Nations culture, underpinned by dialogue that reflects high expectations relationships.	The voices of our First Nations community are reflected through a model of dialogue that respects voice:- Parent Group (JET's). Evidenced by outcomes and actions that progress cultural competency and displays that respect culture:- Visible language, art and acknowledgment signs.	JET's group has unpacked the Narragunnawali RAP reflection survey and engaged in discernment process for actions towards goal. Local elder (Aunty Robyn) and community engagement (Jinndi Mibunn).	Sem 1 & 2: <ul style="list-style-type: none"> Further community partnerships to form RAP team to progress actions. Yugambeh language evident around school grounds. Staff shirt developed displaying story and culture. 	Leadership Team: Principal, APA Joey's Engagement Team (JET's – parent engagement group) Staff Team First Nations Artist
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Learning & Teaching Goal: In response to the analysis of a range of student data sets in mathematics, effective (relevant/engaging) assessment and moderation practices inform responsive cycles of learning and teaching using the Australian Curriculum to improve student learning in Mathematics.

Actions	Targets	Timelines	Responsibilities & Accountabilities
<p><i>What are the actions the school will implement to address the improvement focus?</i></p> <p>Develop consistency in year level / whole school curriculum planning aligned to the Australian Curriculum (V9) within mathematics.</p> <p>Embed a consistent framework for <i>Launch, Explore & Summarise</i> in short cycle planning.</p> <p>Planning explicit and rigorous learning and teaching that is engaging and specifies quality assessment.</p> <p>Develop data literacy skills for staff to engage in regular and ongoing cycles of data analysis and moderation.</p> <p>Align professional development, walk-share-learn (WSL), and curriculum team to progress project deliverables through quality assurance practices.</p> <p>Develop and embed signature practices in mathematics: walk share learn, data analysis, moderation, assessment, and feedback.</p> <p>BCE Innovate Project</p> <p><i>What will be the expected outcome/impact?</i></p> <p>Improved student learning in Mathematics.</p>	<p><i>Specific improvements sought in student performance. (measurable student outcomes)</i></p> <ul style="list-style-type: none"> Disposition data – student forms (current state - desired state) SRS Data – Mathematics achievement <p><i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i></p> <ul style="list-style-type: none"> SRS data – increase in students achieving at or above standard NAPLAN data – Mathematics Disposition data – TTFM surveys PAT – Maths Reflection on teaching practices – pre and post assessment 	<p><i>What is the expected timeframe for the improvement focus to have an impact? What milestones are anticipated?</i></p> <ul style="list-style-type: none"> 2024 School Year + <p><i>Is a phased approach (name the phases) needed for change to occur?</i></p> <p>Sem 1:</p> <ul style="list-style-type: none"> Whole school curriculum scope and sequence – Mathematics Data analysis – Developing data processes Moderation Rigorous Curriculum Planning Maths assessment professional develop – Twilight/Staff Meeting (Alana) Existing Maths Team to continue to engage in James Russo Project Professional Development <p>Sem 2:</p> <ul style="list-style-type: none"> Ongoing actions from Semester 1 (Data analysis, moderation, curriculum planning) Walk Share Learn focus. Questions to ask students to discern: - 	<p><i>Who is responsible for this action?</i></p> <p>Leadership Team: Principal, APA & PLL lead, Team Teachers, L&T Team, Teachers.</p> <p><i>Who will need to be involved?</i></p> <ul style="list-style-type: none"> Dr James Rosso (Monash University) BCE: EO Alana Banholtz Curriculum Team Leaders, Teachers <p><i>How will we monitor against school targets to know we are on track to success?</i></p> <ul style="list-style-type: none"> Student Samples - evidence across Prep to Year 6 that demonstrates impact on disposition, engagement, and outcomes in mathematics (incorporating teacher and student evidence).

Resources & partnerships <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>	Engage in BCE professional development project: Dr James Rosso (Monash University) and BCE Education Officers. Cluster 6 school (St John Vianney's Primary School Manly) to share practice on project deliverables. Annual goals and term communication around expected outcome / impact.
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