

Part C: Proposed School Improvement Priorities

PRIORITY 1 Enhance religious learning and strengthen Catholic identity by fostering student-centered learning and voice, enabling authentic dialogue between the Catholic tradition and students' lived realities, and making this recontextualisation visible and meaningful through teacher and student actions, the school environment, and authentic social justice inspired by the Catholic tradition.	
Components of CHECS that will drive the implementation of this priority (Ref: CHECS Document)	Specific Strategies and Actions that may support the implementation of this priority
1. Catholic School Culture 1.1 Religious Education 1.2 Enhancing Catholic School Identity 1.3 Social Action and Justice 2. Community Engagement 2.1 Partnering with Families 2.2 Community Partnerships 3. Leadership and Stewardship 3.1 Shared Leadership 3.2 Building Staff Capability 3.3 A Culture of Continuous Improvement 3.4 Stewardship of Resources 4. Learning and Teaching 4.1 A Guaranteed and Viable Curriculum 4.2 Effective Teaching 4.3 Engaging Students In Their Own Learning 4.4 Analysis and Use of Data 4.5 Coordinated Strategies for Intervention 5. Wellbeing 5.1 Quality Relationships 5.2 Wellbeing Practice 5.3 Safe Learning Environment	1. Dialogue and Formation: Provide spaced, scaffolded theological learning for teachers in <i>Dialogue</i> not only for knowledge and understanding, also as a skill-based approach to engaging with religious learning. Embed <i>Laudato Si'</i> and CST themes into Religious Education and cross-curricular learning, including perspectives of Aboriginal and Torres Strait Islander peoples. 2. Cultural Engagement and Respect: Strengthen partnerships with local Aboriginal and Torres Strait Islander communities to co-design learning and experiences. (e.g.Fire Carrier Program/Reconciliation Action Plan) 3. Community Action and Collaboration: Initiate local environmental and social justice projects (e.g. bush regeneration, waste reduction, food security) in partnership with community organisations, Catitas and Traditional Custodians. Celebrate key events such as NAIDOC Week, Reconciliation Week, and Season of Creation with a focus on shared responsibility and Catholic values. 4. Reflection and Spiritual Growth: Develop opportunities for spiritual reflection, prayer, and liturgy that integrate Aboriginal and Torres Strait Islander symbols, stories, and connection to land within the Catholic faith context. Development of student-led initiatives grounded in Catholic identity and social justice.

	<p>5. Catholic Identity</p> <p><i>Strengthen Catholic Identity</i> through the informed, explicit actions of teachers and students, making it visible, meaningful, and recontextualised via the physical environment of the school itself and the expression of authentic social justice inspired by the Catholic tradition and <i>Laudato si</i> in particular.</p>
<p>Success Indicators:</p> <ul style="list-style-type: none"> ● Increased staff understanding and practices in dialogue ● Increased student and staff understanding of <i>Laudato Si'</i>, Catholic Social Teaching, and Aboriginal and Torres Strait Islander perspectives. ● Student participation in justice, ecology, and reconciliation projects. ● Evidence of Aboriginal and Torres Strait Islander perspectives and partnerships integrated across the curriculum and school life. 	

PRIORITY 2 Children will experience greater opportunity for student voice, higher levels of engagement, improved wellbeing and academic outcomes, and differentiated teaching practices as teachers foster a culture of professional collaboration through a commitment to systematic, sustainable coaching, mentoring, and feedback within and beyond our school.	
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	<p>responds to diverse learning styles, abilities, and cultural backgrounds.</p> <p>Further develop inclusive practices and adjustments to support students with additional learning needs.</p>
<p>Success Indicators:</p> <ul style="list-style-type: none"> ● Evidence of improved teacher practice through coaching and peer feedback. ● Increased student engagement and achievement across diverse cohorts. ● Clear roles, expectations, processes and budget to support teacher feedback/coaching programs. ● Documented use of student voice to inform learning and wellbeing initiatives. ● Consistent application of differentiated strategies across classrooms. ● Growth in staff confidence and capacity to meet diverse learning needs and to promote student voice. 	

PRIORITY 3

To nurture a safe, inclusive, and compassionate learning environment that supports the wellbeing of all staff and students, informed by Catholic Social Teaching and strengthened through consistent classroom and whole-school positive behaviour practices, social-emotional learning, and the empowerment of student voice and agency.

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	<p>Encourage student-led wellbeing projects and peer support structures (e.g. buddy systems, peer mediators, wellbeing ambassadors).</p> <p>5. Partnerships and Early Intervention:</p> <p>Collaborate with families and external agencies to provide timely and coordinated wellbeing and behavioural support.</p> <p>Identify and respond early to students needing additional social, emotional, or behavioural support through multidisciplinary approaches.</p>
<p>Success Indicators:</p> <ul style="list-style-type: none"> ● Improved student and staff wellbeing data (surveys, attendance, engagement). ● Clear, consistently applied school-wide positive behaviour expectations grounded in CST and restorative practice. ● Increased student voice in school life and wellbeing initiatives. ● Evidence of SEL and CST embedded in learning and relationships. ● Stronger partnerships with families and agencies supporting student needs. 	

PRIORITY 1

Enhance religious learning by enabling student-centred approaches that elevate student voice, increase engagement, and promote authentic dialogue between the Catholic tradition and students' lived realities — with a view to recontextualising the Catholic tradition within the life of the school. Guided by Catholic Social Teaching, students will be supported to reflect, build strong relationships, and take action that promotes connection and inclusion—enriching the Catholic identity of St Joseph's.

Through student-centred Religious Education that promotes student voice, increases engagement, children will enter into authentic dialogue between the Catholic tradition and students' lived realities — with a view to recontextualising the Catholic tradition within the life of the school leading students to reflect, build strong relationships, and take action that promotes connection and inclusion—enriching the Catholic identity of St Joseph's.

Through student-centred Religious Education that values student voice and boosts engagement, children are encouraged to engage in meaningful dialogue between the Catholic tradition and their own lived experiences. This approach aims to recontextualise the Catholic tradition within school life, helping students to reflect deeply, build strong relationships, and take inclusive, community-building action—ultimately enriching the Catholic identity of St Joseph's.

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lived realities, and making this recontextualisation visible and meaningful through teacher and student actions, the school environment, and authentic social justice inspired by the Catholic tradition.