



RAISING  
HEARTS  
AND  
MINDS



# ST JOSEPH'S MEMORIAL SCHOOL

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## STRATEGIC PLAN 2024 - 2026

**A CATHOLIC SCHOOL IN THE JOSEPHITE  
TRADITION**

## “Towards 2027: Expanding Horizons and Deepening Practices”

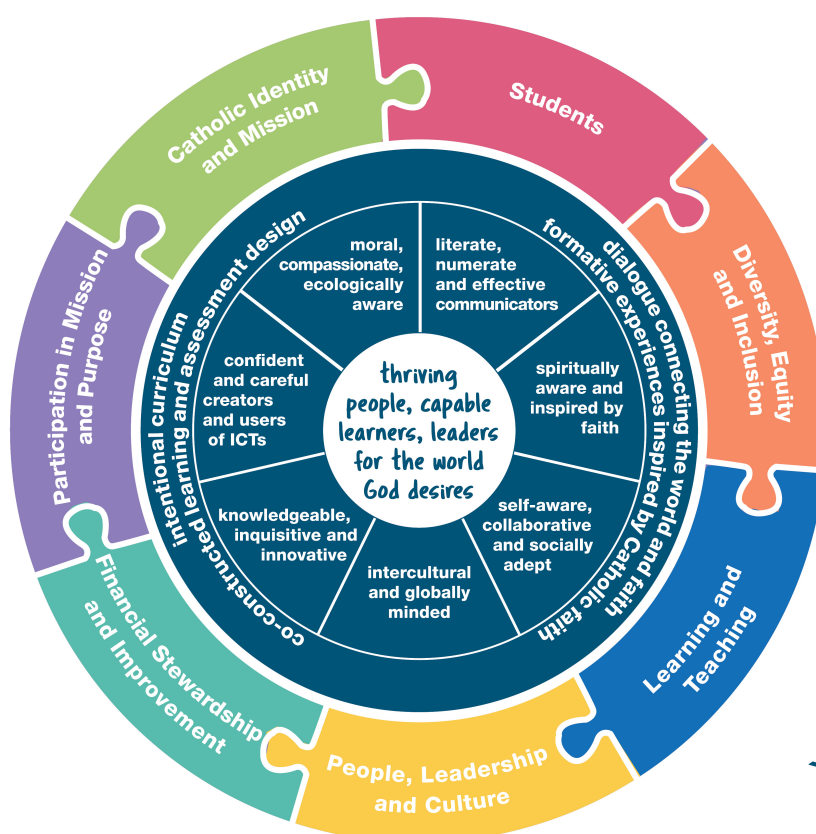
(Strategy for Catholic Education South Australia 2022)

At SJMS, as a part of our strategic planning, we are guided by the CESA ‘Towards 2027’ Strategy as we plan, act upon and reflect on the wide range of practices that guide our commitments towards shaping thriving people, capable learners and leaders for the world God desires.

### Towards 2027: Commitments

<b>Catholic Identity and Mission</b>	Ensuring that the identity and mission of Catholic Education is centred in the person and message of Jesus, experienced within a culture of dialogue and includes quality Religious Education, meaningful and authentic prayer, liturgy and formative experiences.
<b>Students</b>	Fulfilling our promise that children and young people will be nurtured as thriving people, capable learners and leaders for the world God desires.
<b>Diversity, Equity and Inclusion</b>	Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.
<b>Learning and Teaching</b>	Pursuing excellence in learning, teaching and student outcomes across all Catholic schools and centres in South Australia.
<b>People, Leadership and Culture</b>	Enhancing a culture of professional growth in Catholic schools, centres and offices that attracts, sustains and values people, their leadership and workforce excellence.
<b>Financial Stewardship and Improvement</b>	Investing effectively in infrastructure, resourcing and capital development, and facilitating a system wide plan aimed at improving student outcomes and system growth.
<b>Participation in Mission and Purpose</b>	Ensuring that Catholic schools, centres, and offices in South Australia are committed to educational excellence, enlivened faith formation, accessibility and growth.

<https://www.cesa.catholic.edu.au/towards-2027>



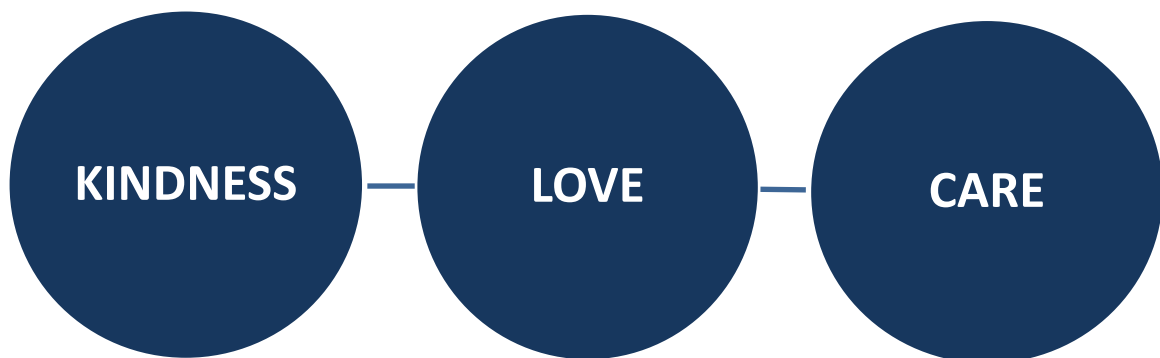
## **OUR PURPOSE**

To develop thriving people, capable learnings and leaders for the world God desires.

**OUR PILLARS** guide our future direction & mission



**OUR VALUES** are drawn from the example of Jesus to guide the actions of every person each day.



# OUR COMMITMENT DOMAINS

## DOMAIN 1

### Catholic Identity and Mission

Forming students, staff and leaders so they can participate with faith, hope and love in the mission of God and Jesus

Students having strong religious self-awareness, capacity development and understanding of the Catholic Tradition and our Josephite Charism

St Joseph's being known for an authentic and contemporary expression of Catholic Identity

## DOMAIN 2

### Diversity, Equity and Inclusion

Being a school that works collaboratively to be welcoming and responsive to the individual needs of children

Recognising every child's unique gifts and talents and by overcoming barriers to their education

The enrolment profile of our school continuing to reflect the profile of the broader community

## DOMAIN 3

### Students

Students routinely reflecting on and articulate their growth as a person, learner and leader.

The dignity and rights of children and young people being upheld across the school to provide genuine opportunities to give feedback in areas that matter to them.

The school being a safe place for students to learn, grow and nurture their own wellbeing.

## DOMAIN 4

### Learning and Teaching

Our school demonstrating high quality curriculum, pedagogy, assessment and reporting practices.

Students experiencing and engaging in learning that is responsive to their individual needs.

Students achieving excellent learning outcomes that include academic, social emotional, leadership and capability-based achievements.

## DOMAIN 5

### People, Leadership and Culture

School pillars and values the are evident throughout the school

High employee engagement and satisfaction with effectiveness and impact in their roles.

School culture enables staff to feel valued where they can all thrive and grow.

## DOMAIN 6

### Financial Stewardship and Improvement

Enrolment growth being steady and in line with population growth, and consistent with our mission and purpose.

The provision of high-quality infrastructure and facilities for all students.

Financial stability and viability being ensured through responsible financial stewardship.

## DOMAIN 7

### Participation in Mission and Purpose

School works within governance framework relevant to legislation and system obligations.

School works in collaboration of system goals of the Catholic Education South Australia.

## COMMITMENT DOMAIN 1 – CATHOLIC IDENTITY & MISSION

**We are committed to *ensuring that the identity and mission of our school is centred in the person and message of Jesus through dialogue, quality Religious Education and meaningful and authentic liturgical experiences.***

FOCUS AREA	ACTIONS	RESOURCES REQUIRED	ACHIEVEMENT EVIDENCE & MEASURABLE OUTCOMES
Forming students, staff and leaders so they can participate with faith, hope and love in the mission of God and Jesus	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Staff retreat every year with Catholic Identity Audit and evaluation undertaken and acted on.</li> <li>• Weekly staff prayer.</li> <li>• Daily Prayer in all classes for all students</li> <li>• Strong connection with Norwood Parish and Priests.</li> <li>• Sacramental Program with Norwood Parish.</li> <li>• Whole school and class Masses and liturgies.</li> <li>• Crossways and Religious Education planning, pedagogy, learning and assessment.</li> <li>• Links to community outreach and charities.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff retreat budget.</li> <li>• Prayer books and Bibles for teachers and classes</li> <li>• Staff Catholic Identity Audit tool</li> <li>• Catholic Education Crossways curriculum</li> <li>• Bible</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Staff Catholic Identity audit shows growth in strength and improvement areas identified.</li> <li>• Live Learn Lead Survey Catholic Identity survey responses from community (staff, parents, and students) rating Catholic Identity above 4 out of 6.</li> <li>• Teachers upload all Religious Education planning and assessment onto SEQTA.</li> <li>• Rich weekly staff prayer.</li> </ul>
Students having strong religious self-awareness, capacity development and understanding of the Catholic Tradition and our Josephite Charism	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Crossways and Religious Education planning, pedagogy, learning and assessment.</li> <li>• Opportunities for students to learn through scripture.</li> <li>• St Joseph's Feast Day Celebration</li> <li>• St Mary of the Cross Feast Day Celebration</li> <li>• All community members offered to undertake Mary Mackillop walk and museum experience</li> </ul>	<ul style="list-style-type: none"> <li>• Catholic Education Crossways curriculum</li> <li>• Bible</li> <li>• SEQTA</li> <li>• Mary Mackillop Precinct and Museum</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Maintain ReLAT Year 4 results above state average each year.</li> <li>• Live Learn Lead student survey Identity: Catholic Education and Religious Education Classes rating above 4 out of 5.</li> <li>• Deeper connection to Mary Mackillop and Josephite story and history.</li> </ul>

<p>Jesus is at the heart of our faith and St Mary Mackillop is identified as an authentic and contemporary expression of our Catholic Identity.</p>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Strong connections with the connected Norwood parish.</li> <li>• Introducing a Catholic Identity Day for the community to express and develop their faith journey.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of a day for Catholic Identity Day,</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Live Learn Lead Survey Catholic Identity survey responses from community (staff, parents, and students) rating Catholic Identity above 4 out of 6.</li> </ul>
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## COMMITMENT DOMAIN 2 – DIVERSITY, EQUITY & INCLUSION

We are committed to *being a school that is accessible, diverse and inclusive of all, inspired by our Catholic teaching and tradition.*

FOCUS AREA	ACTIONS	RESOURCES REQUIRED	ACHIEVEMENT EVIDENCE & MEASURABLE OUTCOMES
Being a school that works collaboratively with families and staff to be welcoming and responsive to the individual needs of children.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>Constructing Personalised Plans for Learning</li> <li>Working in partnership with families</li> <li>Our Inclusive Education Coordinator Mrs Toni Benci working with staff to differentiate teaching and adjust learning for all students to access the curriculum.</li> <li>Staff professional development that is focussed on high impact inclusive practices</li> </ul>	<ul style="list-style-type: none"> <li>Education Support Officers</li> <li>Allied Health and external provider collaboration</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>Collaborating with staff, students, and families to create a Personalised Plan for Learning for each student with a diagnosed or imputed disability.</li> <li>Holding student review meetings with families to collaborate on plans, goals, and adjustments for inclusive learning needs.</li> <li>NCCD student % above 20% of whole school student cohort.</li> </ul>
Recognising every child's unique gifts and talents and by overcoming barriers to their education	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>Building teacher capacity to focus on each child's strengths in collaboration with parents and caregivers for students to harness for their learning development.</li> <li>Providing opportunities for students to undertake Character Strengths survey to recognise their strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Education Support Officers</li> <li>Allied Health and external provider collaboration</li> <li>Inclusive Education Coordinator</li> <li>Families</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>Students can articulate and identify their strengths.</li> <li>Live Learn Lead student survey data</li> <li>CESA Pulse Check In student data</li> </ul>

<p>The enrolment profile of our school continuing to reflect the profile of the broader community</p>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• All children being welcomed in our school with their needs being known and met.</li> <li>• Providing a welcoming community for all students from diverse backgrounds and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Support Officers</li> <li>• Allied Health and external provider collaboration</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• NCCD student % above 20% of whole school student cohort.</li> <li>• EALD student % above 20% of whole school student cohort.</li> </ul>
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## COMMITMENT DOMAIN 3 – STUDENTS

We are committed to ensuring that *all children* in our school be *nurtured as thriving people, capable learners and leaders for the world God desires.*

FOCUS AREA	ACTIONS	RESOURCES REQUIRED	ACHIEVEMENT EVIDENCE & MEASURABLE OUTCOMES
Students routinely reflecting on and articulating their growth as a person, learner, and leader.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Building in processes at the end of each term for students creating learning goals and reflection that are attached to action.</li> <li>• Introducing the 'Graduate Leadership Program' for students to develop capabilities to lead.</li> <li>• Student reports in newsletter and School Board meetings.</li> <li>• School buddy system for older and young students to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>• Time for teachers to provide to students to reflect on their learning.</li> <li>• New 'Graduate Leadership Program' booklet.</li> <li>• Buddy class program</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Students complete written reflections of growth each term.</li> <li>• First cohort of Year 6 students complete the 'Graduate Leadership Program' as recognised at the Graduation ceremony.</li> <li>• Student write ups in the school newsletter and Board reports.</li> <li>• Social media posts of student leadership.</li> </ul>
The dignity and rights of children and young people being upheld across the school to provide genuine opportunities to give feedback in areas that matter to them.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Providing opportunities to provide regular feedback by completing the annual Live Learn Lead survey and termly CESA Pulse Check In survey.</li> <li>• Introducing a student suggestion box.</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to complete surveys</li> <li>• CESA Student data dashboard</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Live Learn Lead survey student data</li> <li>• CESA Pulse Check In student survey data</li> </ul>

The school being a safe place for students to learn, grow and nurture their own wellbeing.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Children being proud of our school and wanting to engage in learning each day.</li> <li>• Class expectations, routines and expectations clearly presented.</li> <li>• Implementing the new 'Wellbeing Curriculum' with Thriving Minds Australia in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Thriving Minds Wellbeing Curriculum modules</li> <li>• Berry St Education Model</li> <li>• Keeping Safe: Child Protection Curriculum model.</li> <li>• Made in the Image of God</li> <li>• SAPOL Traffic Monitor Road Safety training</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Student attendance data above 90%</li> <li>• All students above the age of 10, undertaking traffic monitoring road safety program and volunteering.</li> <li>• Live Learn Lead survey student data</li> <li>• CESA Pulse Check In student survey data</li> </ul>

## COMMITMENT DOMAIN 4 – LEARNING & TEACHING

***We are committed to steadfastly pursuing excellence in learning, teaching and student outcomes.***

FOCUS AREA	ACTIONS	RESOURCES REQUIRED	ACHIEVEMENT EVIDENCE & MEASURABLE OUTCOMES
Our school demonstrating high quality curriculum, pedagogy, assessment, and reporting practices.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Staff professional development in Literacy and Numeracy practices.</li> <li>• Whole school approach outlined in curriculum handbook.</li> <li>• Staff training with Professor Anne Bayetto on targeted Numeracy practices.</li> <li>• Staff training with Linda Klune on targeted Literacy practices.</li> <li>• Staff professional developing in Clarity Learning practices.</li> <li>• Introducing Wellbeing curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• SEQTA planning, assessment, and reporting documentation</li> <li>• Knowledgeable others (Anne Bayetto and Linda Klune)</li> <li>• Whole school Literacy and Numeracy Strategy</li> <li>• CESA Literacy and Numeracy Strategy</li> <li>• CESA LLL Framework</li> <li>• Playberry Literacy program</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Teacher unit, lessons and assessment planning and reporting.</li> <li>• Student A to E grades</li> <li>• Student reports</li> <li>• NAPLAN data</li> <li>• PAT Reading and Mathematics data</li> <li>• DIEBELS Reading data.</li> <li>• Parent / teacher learning conversations.</li> </ul>
Students experiencing and engaging in learning that is responsive to their individual needs.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Differentiated teaching practices.</li> <li>• Students with additional needs having adjustments made for them to access the curriculum outlined in the Personalised Plan for Learning (PPL), which is reviewed regularly.</li> <li>• Providing extension opportunities for students during learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• G.A.T.E.WAYS Eureka Program</li> <li>• Inclusive Education Coordinator</li> <li>• School Inclusive Education Guide</li> <li>• Weekly extension questions for all classes.</li> <li>• Time for teachers to create resources.</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• NCCD cohort data at or above 22% of student cohort.</li> <li>• Target of 40% of students achieving A grades</li> <li>• Target of 0% of students achieving D grades</li> <li>• Target of Year 3 and 5 students NAPLAN results achieving above the national average.</li> </ul>

<p>Students achieving excellent learning outcomes that include academic, social-emotional, leadership and capability-based achievements.</p>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Constant monitoring of student A-E grades and learning data progression.</li> <li>• Case-management meetings with teachers to ensure learning progress for each student.</li> <li>• Thriving Minds whole school wellbeing curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• CESA Key Capability Continuum</li> <li>• CSJMS Case management meeting proforma</li> <li>• CESA Pulse Check In student survey</li> <li>• Social work University student placement program</li> <li>• School Chaplain funding</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Case management meeting notes</li> <li>• CESA Pulse Check In student survey data</li> </ul>
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## COMMITMENT DOMAIN 5 – PEOPLE, LEADERSHIP & CULTURE

***We are committed to creating a culture that helps each person to grow and thrive to be leaders for the world God desires.***

FOCUS AREA	ACTIONS	RESOURCES REQUIRED	ACHIEVEMENT EVIDENCE & MEASURABLE OUTCOMES
School pillars and values the are evident throughout the school.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Staff, students, and parents understanding the mission of the pillars and values to guide actions in our school.</li> <li>• A focus on a different pillar each term so that there is a school understanding of the pillars.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, students, and parents understanding the mission of the pillars and values to guide actions in our school.</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Co-constructed pillars and values are clear, visible within daily school community</li> </ul>
High employee engagement and satisfaction with effectiveness and impact in their roles.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Staff having positive impact on their students within the classes in our school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff professional development opportunities</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Live Learn Lead survey staff data</li> <li>• Staff performance review documentation.</li> </ul>
School culture enables all people to feel valued to thrive and grow.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Staff identify goals to be achieved throughout the year based on specific areas of growth.</li> <li>• Opportunities for students to access extra-curricular activities such as, afterschool</li> </ul>	<ul style="list-style-type: none"> <li>• Staff professional development opportunities</li> <li>• Premier's Reading Challenge</li> <li>• Catholic Schools Musical Festival Choir training program</li> <li>•</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Live Learn Lead survey staff data</li> <li>• Staff performance review documentation.</li> <li>• Acknowledgement through the Sport's and Music Assemblies</li> </ul>

	sports, school musical, choir, debating, inter-school activities with St Raphael's and Children's University.		<ul style="list-style-type: none"><li>• Children's University Graduation</li><li>• Catholic Schools Musical Festival event participation</li><li>• Year 6 Graduation</li></ul>
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## COMMITMENT DOMAIN 6 – FINANCIAL STEWARDSHIP & IMPROVEMENT

**We are committed to *investing in infrastructure and planning strategically to ensure the school grows and maintains high quality environments.***

FOCUS AREA	ACTIONS	RESOURCES REQUIRED	ACHIEVEMENT EVIDENCE & MEASURABLE OUTCOMES
Enrolment growth being steady and in line with population growth, and consistent with our mission and purpose.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Marketing plans and actions</li> <li>• Using social media</li> <li>• Refining enrolment processes</li> <li>• Identify our school's point of differences</li> </ul>	<ul style="list-style-type: none"> <li>• Budget for marketing strategies.</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Increased enrolment to 200 students</li> </ul>
The provision of high-quality infrastructure and facilities for all students.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Completing new Master Plan</li> <li>• Undertaking building projects</li> <li>• Undertaking regular maintenance of school facilities and grounds.</li> <li>• Use of budgets to provide student learning experiences.</li> <li>• Keep classrooms updated with contemporary learning resources and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Budget for building projects and ongoing school maintenance.</li> <li>• Knowledgeable experts in the field of architecture to be used as advisors.</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Going to tender to construct new school Master Plan.</li> <li>• Refurbishment of Bridge St OSHC / Hall space</li> <li>• Refurbishment of Bridge St Front Office</li> <li>• Refurbishment of William St Front Office</li> <li>• Classroom refurbishment</li> <li>• Laptop, iPad and 3D printing programs.</li> </ul>
Financial stability and viability being ensured through responsible financial stewardship.	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Regular finance meetings to review and evaluate budgets and finance updates.</li> <li>• Staff input throughout meetings</li> </ul>	<ul style="list-style-type: none"> <li>• School Bursar</li> <li>• School budget</li> </ul>	<p><i>Through:</i></p> <ul style="list-style-type: none"> <li>• Positive profit and loss summary</li> <li>• Positive net operating cash flow</li> <li>• Regular finance meetings to evaluate financial standings and projections.</li> </ul>

## COMMITMENT DOMAIN 7 – PARTICIPATION IN MISSION & PURPOSE

**We are committed to *ensuring that that our school is deeply connected to the mission and purpose of the Catholic Education of South Australia.***

FOCUS AREA	ACTIONS	RESOURCES REQUIRED	ACHIEVEMENT EVIDENCE & MEASURABLE OUTCOMES
School works within governance framework relevant to legislation and system obligations.	<i>Through:</i> <ul style="list-style-type: none"> <li>Ensuring the CESA system obligations are met.</li> </ul>	<ul style="list-style-type: none"> <li>Standard Operating Procedures</li> <li>Child safeguarding policies</li> </ul>	<i>Through:</i> <ul style="list-style-type: none"> <li>School Policies</li> <li>School practices</li> </ul>
School works in collaboration of system goals of the Catholic Education South Australia	<ul style="list-style-type: none"> <li>Ensuring the CESA system obligations are met through the Blueprint for Step Change.</li> </ul>	<ul style="list-style-type: none"> <li>Clarity practice implementation</li> <li>Live, Learn, Lead practice implementation</li> </ul>	<i>Through:</i> <ul style="list-style-type: none"> <li>Clarity evidence of practice documentation</li> </ul>