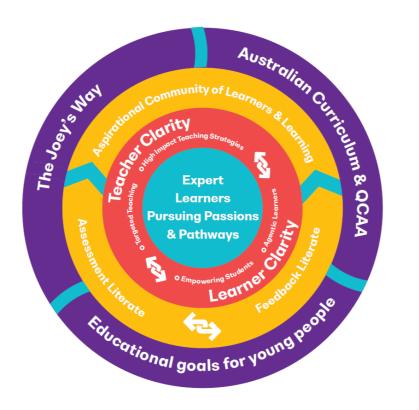


As an aspirational learning community, St Joseph's College embraces a culture of learning to empower young people to pursue their passions and meet the demands of their future pathways.

Educational Goals for Young People	Curriculum & QCAA	The Joey's Way	Aspirational Community of Learners & Learning	Assessment Literate	Feedback Literate
 TEACHERS & LEADERS WHO: provide high-quality inclusive education recognise the individual needs of all students and promote personalised learning encourage students to achieve their full potential promote a culture of excellence in all learning environments 	 TEACHERS & LEADERS WHO: Engage with, and have a deep understanding of the Curriculum, QCAA guidelines, and VET programs Plan for, and assess, student understanding using the Curriculum Documents, QCAA guidelines and/or VET programs. Share curriculum policies and processes with the parent and community body Monitor and track student progress and provide feedback on student growth. Provide feedback on student learning through reporting process 	 TEACHERS & LEADERS WHO: Model Joey's Way Values & Imperatives Build positive relationships based on knowing their students to maximise their engagement in learning Provide information and support on the Joey's Way Curriculum with the parent and community body Develop their understanding of the Joey's Way as recontextualising the Jesus story, Edmund Rice story, and Our Community story 	 TEACHERS & LEADERS WHO: Value and promote life-long learning Are expert teachers and leaders who collaborate, support, and empower one another Encourage all students to strive for personal excellence across multiple areas of their schooling. Develop positive and productive partnerships with parent/caregivers Assist students to pursue their passions and pathways 	 TEACHERS & LEADERS WHO: Refer to syllabus documents and QCAA conditions and techniques Communicate with parents/ caregivers about College and QCAA Assessment Policies and Procedures, and assessment dates with assessment calendars Use exemplars at the start of the unit to plan the learning experiences Construct summative tasks ensuring the assessment rubric is accurate and reflects the task 	 TEACHERS & LEADERS WHO: Communicate to parents and students the importance of feedback in the learning process. Provide feedback to learners in a timely manner, using a common language which focuses on next steps Report using student & parent friendly language Receive feedback by reviewing assessment and evaluate the impact they have had on learning and to reflect on their teaching
 STUDENTS WHO: Are confident and creative individuals Have a sense of belonging, purpose, and meaning in their learning environment Have confidence and the capability to pursue learning Are successful, life-long learners and are active and informed members of the local and wider community 	 STUDENTS WHO: Engage with the Australian Curriculum, QCAA guidelines and/or VET programs to become confident and creative, active & informed citizens Engage with their learning pathway of choice Monitor and track their progress across their subjects and certificate courses Work towards attainment of QCE/QCIA in the senior years 	 STUDENTS WHO: Live out, and model Joey's Way Values & Imperatives Build positive relationships and engage in their learning both in and outside the classroom 	 STUDENTS WHO: Commit to regular school attendance, and are punctual and prepared for all lessons Have a growth mindset and who set goals and work towards achieving them by displaying willingness and flexibility Display grit and agency in aspiring to excellence 	 STUDENTS WHO: Access syllabus documents including exemplars and resources via the QCAA, ACARA and RTO websites Understand what assessment objectives/standards look like in their work Seek to understand objectives-based feedback and how to improve their work Ask clarifying questions when necessary 	 STUDENTS WHO: Enact feedback to improve their learning Engage in the feedback cycle with their teacher, peers & parents/ caregivers Ask, and respond appropriately to, questions in class Use self-feedback as a form of critical evaluation against success criteria.
 PARENTS/CAREGIVERS WHO: Support and encourage life-long learning Collaborate with teachers to support students to achieve their full potential Help nurture confidence and capability in their children Are active and informed members of the community 	 PARENTS/CAREGIVERS WHO: Understand and support the Curriculum and QCAA Assessment Procedures and Processes Support College processes and procedures Read report cards and review with their child to track progress and support appropriate pathways 	 PARENTS/CAREGIVERS WHO: Are informed, supportive and in alignment with the Joey's Way Values and Curriculum Model and encourage the development of positive, reciprocal relationships between students and teachers 	 PARENTS/CAREGIVERS WHO: Play a role in the learning of their child/ren by committing to developing productive partnerships with all teachers Celebrate their child's growth and achievement Support the pathway choices of their child/ren 	 PARENTS/CAREGIVERS WHO: Understand and support College Assessment Procedures and Processes Are aware of Assessment tasks and due dates through assessment calendars Encourage an 'aspiring to excellence' attitude with their child towards assessment 	 PARENTS/CAREGIVERS WHO: Understand the purpose of feedback in developing an aspirational community of learners Engage with their children to unpack feedback and reporting provided by teachers

Teacher Clarity	Learner Clarity	Expert Learne
 TEACHERS & LEADERS WHO: Know and understand their learners and individual needs Are experts in their field who are professionally informed Use high impact strategies, targeted teaching practices, explicit instruction, and additional programs to address the learning needs of all students Embed strategies to check student understanding 	 TEACHERS & LEADERS WHO: Have clear expectations and routines Craft curriculum-based learning intentions and success criteria with the students Explicitly model and scaffold learning and activities that allow students to demonstrate their knowledge and understanding in a variety of ways Encourage students to have a growth mindset, show resilience, and be aspirational with their learning 	 TEAC Develop and engage with t Lead and contribute to Pro Understand, and reflect, or individual careers stages. Participate actively in profe Strategic goals and their per
 STUDENTS WHO: Engage in class with the learning experiences used by teachers Collaborate in creating the success criteria for their lessons Ask questions to seek clarity from the teacher 	 STUDENTS WHO: Embrace opportunities and strive to be agentic learners Seek understanding & monitor their own learning through feedback Problem solve, show initiative, and are self-motivated 	 Are resilient, strategic, self- collaborative, motivated and Graduate with a Queenslar Graduate with a Pathway –
 PARENTS/CAREGIVERS WHO: Engage positively with teachers and staff through information evenings, Set Planning and Academic Care interviews Keep informed by reading information provided via emails, broadcasts, Sentral and the Newsletter Review report cards and engage in conversations with teachers and your child around their learning 	 PARENTS/CAREGIVERS WHO: Engage in collaborative conversations with their child around their learning Positively support the learning opportunities provided by St Joseph's College Encourage their child/ren to take ownership over their learning 	PARE Support events and opport Network Group, Curriculum Engage in Parent-Student-



ners Pursuing Passions & Pathways

ACHERS & LEADERS WHO:

h their Professional Growth Plan

Professional Learning Communities and Teams on AITSL Professional Standards according to their S.

ofessional development aligned to the College's personal growth plan

STUDENTS WHO:

elf-regulated, adaptable, curious, organised, and reflective sland Certificate of Education or QCIA y – Study / Work / Apprenticeship or Traineeship

RENTS/CAREGIVERS WHO:

ortunities provided by the College (Parent Engagement um, Pastoral and Careers Information events) nt-Teacher Interviews twice yearly