St Matthews Catholic School Annual School Improvement Plan 2020



Our Vision

"As a K-12 school community we believe that all can grow in their learning at high levels in an environment which celebrates the truth of our faith in Jesus, excellence in education and a commitment to the wellbeing of all."

Our Mission

Our mission is to collectively work towards our vision by placing Jesus at the centre of all that we do and embracing the values of St Matthews Way. Like St Matthew our school patron, we are called to be more, by living the truth of these values to the best of our ability.

What We Value

- **Excellence** Developing confident and capable learners through collaborative, dynamic and transformational learning experiences
- **Courage** Building skills in persistence and resilience to embrace challenges
- **Compassion** Providing support and enhancing the wellbeing of others and ourselves
- **Respect** Fostering an appreciation for the goodness, value and rights of everyone and everything, through our thoughts, words and actions
- **Service** Contributing to society by using our gifts and experiences for the betterment of others



Pillar	QCE Component and Focus	Strategic SMART Goal	Strategies (process or approach to achieve goal) and Actions (activity that we do)	Personnel Responsibl e	Timeline	Evidence of <u>Student</u> <u>Success</u>
Faith	To be completed when diocesan documentation is available**	SMART GOAL 2020 The formation of the SMSC school community as a centre that supports and develops faith, inclusion and missionary discipleship	Strategy: The implementation of an ongoing formation program for staff in the Catholic life of the school including St Matthews Way and the Mercy charism 1. Research various models of staff formation and identify an appropriate model for the SMCS context 2. Develop a formation program for SMCS staff 3. Identify staff to participate in a pilot program 4. Review program and implement adjustments for future programs	LoM, REC	Term 1 Term 2 Term 3 Term 4	- Ongoing communication of the St Matthews Way documentation - Staff are able to demonstrate a greater understanding of Catholic life to students through their interactions and teaching
			Strategy: Implement and review a K-12 retreat program that incorporates the St Matthews Way, Mercy Charism, our school and parish history and pilgrimage	LoM, REC HoC		
			 Implement current K-12 Retreat Program Review current K-12 Retreat Program in light of new Vision and Mission (including St Matthews Values) Make necessary adjustments to Retreat Program Make necessary bookings for 2021 		Term 1 Term 2 Term 2 Terms 2-3	Students demonstrate a greater understanding of St Matthews Way, Mercy Charism, our school and parish history and pilgrimage
			Strategy: Provide opportunities for staff and students to demonstrate authentic	LoM, REC HoC, Parish Staff		- Greater promotion of

		witness to discipleship within the school, parish and wider diocesan community. 1. Introduce the role of Ministry Captains in the faith life of SMCS 2. Provide opportunities for student leaders to participate more regularly in parish weekend Masses 3. Promote, encourage and assist students and staff to participate in further faith formation opportunities (i.e. Alpha, Rise and Ignite) Strategy: Provide opportunities for students and staff to critically reflect on Indigenous social justice issues. 1. Greater focus on ATSI themed days including NAIDOC, National Sorry, Close the Gap 2. Provide staff education on local Wiradjuri culture 3. Liturgies are to greater reflect indigenous culture	LoM, REC HoC, AEW	Term 1 Ongoing Ongoing Term 2 Ongoing	parish initiatives in social media, newsletter, invitations and other communications - Increased numbers of students participating in initiatives such as CSYMA and Rise - Involvement and feedback from students - engagement in ATSI themed days including NAIDOC, National Sorry, Close the Gap - Evidence of student involvement in the local community through photos and social media
Learning	A Professional Learning Communities culture committed to high levels of wellbeing and learning for all, including increasing achievement of all students particularly in NAPLAN/HSC testing	Strategy: The implementation of a systematic K-12 team based approach to proactive and responsive wellbeing 1. Regularly review and analyse Compass data for informed decision making 2. Support opportunities for positive student - teacher relationships 3. Support the use of authentic K-12 pastoral care programs	BLZ, Wellbeing Team SLTLT, Prim Coords BLZ, Wellbeing	Terms 1-4 Ongoing Ongoing	 Improved student outcomes 'Continuous' Programs from K-12 that build on student wellbeing literacy Reduced student Compass Chronicles

which are strategically structured (resilience; self esteem; respect) 4. Collaborative system of approach to K-12 wellbeing through regular discussion and meetings of key stakeholders with Wellbeing Teams (Primary and Secondary) to ensure support to students is implemented	Team,ACAs , BLZ, Wellbeing Team	Term 1, ongoing	 (negative) Collaborative behavioural support K-12 Policies and procedures informed and implemented with the school community Wellbeing Team minutes
Strategy: Planning for the implementation of the St Matthews Learning Continuum that clearly articulates the pedagogy model for the appropriate stage of learning and emphasises flexibility of learning to ensure a systematic approach to meeting all student needs, and appropriate resourcing such as ICLT Actions: 1. Identify and appoint staff to lead and teams to research model 2. Research the proposed models ensuring a sound research and practical base is behind the models 3. Backwards map the process to develop a project plan for the implementation of the model 4. Begin programming for the model	SLT, MC, (secondary person TBA)	T4 2019 Term 1, 2 Term 3, 4 Term 4	 Program samples Regular communication/ feedback with staff
Strategy: Review and implement system for appropriate recognition of student achievement Actions: 1. Review of relevant literature in	BLZ, Wellbeing Team, SLTLT, all staff	Term 1	 Consistent & Meaningful awards system for Primary and Secondary

relation to awards and the effect			Staff meeting
on student learning			minutes re
Review, with staff and students,			discussions
Speech Night Presentation and		Term 1, 2	around awards
awards along with the systems			system
used for selecting successful			 Timely merit
students			rewards for K-12
3. Work collaboratively with		Term 3, 4	 Opportunities for
members of school leadership to			members of
review and implement a revised			Student
house system		Term 1	Leadership to
4. Student Leadership Team to			voice meaningful
initiate a program for increased			acknowledgeme
student voice opportunities			nt
5. Support staff in being able to			Increase of
access, understand and use			logged data on
student acknowledgement			Compass
summary processes			Chronicles
			(positive)
Strategy:		Term 1	, ,
Writing - Increased proportion of	CAE, SCK,		
students will achieve top two bands in	Q&I, Prim		
NAPLAN	Coords		 Renaissance data
Actions:		Term 2, 4	improvements &
Use PLT's to identify areas of		,	growth
Writing that could benefit from			 NAPLAN steady
professional development for			growth for each
teachers to support students			student
2. Opportunities for staff to			Pass Minimum
moderate to ensure consistency			Standards testing
among stages			 External testing,
	BLK, SCK,	Term 1	PAT, VALID
Numeracy - Increased proportion of	Q&I, Prim	'3	Student work
students will achieve top two bands in	Coords		samples
NAPLAN	200.43		Jampies
Actions:		Terms 1-4	
Use PLT's to identify areas of		1611113 1-4	 NAPLAN growth
Numeracy that could benefit			for each student
from professional development			Pass Minimum
for teachers to support students			Standards testing
2. K-6 focus area for staff			
			 External testing,
development in Mathematics/			PAT

		CEDB HSC - all courses to meet or exceed expectations based upon DeCourcy HSC Analysis data Actions: 1. Support staff in HSC Marking 2. KLA review of RAP Analysis and DeCourcy data to identify areas of need 3. KLAs to make programming adjustments	SLTLT	Term 4 Term 1 Term 1	 Staff PD Hours in Mathematics achieved Primary PD with Lynelle Campbell Consistent Assessment development Quality program adjustment based on RAP analysis School based assessment mark v HSC - alignment/ Set teacher course targets for Band 6 (projections).
Stewardship	SMART GOAL 2020 A high performing school with a focus on developing strong leadership, particularly in compliance and communication	Strategy: Review and implement policies and procedures that are systematic in ensuring compliance and quality of all areas of the school Actions: 1. Use leadership team meetings to review and update policies and procedures 2. Ongoing communication of policies and procedures to staff 3. Ensure compliance with new policies in line with CEDB timelines 4. Begin the creation of policies and procedures for a multi-campus school	HoC's with relevant middle leaders Executive assistant	Term 1-2	Policies and procedures in place for compliance along with others that require updating Meeting minutes and sharing history of policies CEDB compliance letter