



St Matthews Catholic School K-12

“Strategic Directions”
Strategic Improvement and
Intent
2020 - 2022



Acknowledgements

At St Matthews Catholic School we acknowledge the traditional custodians of the lands on which our school is built, and pay our respects to the Mowgee people of the Wiradjuri nation and elders, past, present and emerging. May we all walk gently on this land.

St Matthews Catholic School would like to acknowledge the following groups and individuals who have contributed to the process of developing the strategic improvement plan and document:

- St Matthews Catholic School students
- Father Owen Gibbons, Parish Priest and members of St Mary of the Presentation Parish
- St Matthews Catholic School staff and School Leadership Team
- St Matthews Catholic School Parents and Friends Association and Executive
- St Matthews Catholic School parents and families
- Catholic Education, Diocese of Bathurst

Introduction

It is with great pride that our school community present the St Matthews Catholic School Strategic Improvement Plan 2020 - 2022 in this document, “Strategic Directions”.

The strategic improvement plan has been developed after consultation with staff of Catholic Education, Diocese of Bathurst, the parent community and the Parents and Friends Association, the St Mary of the Presentation Parish, the students and staff of St Matthews Catholic School. This plan, aligned with the strategic intent of the diocesan schools, provides the framework for the strategic work that will be undertaken over the next three years in further enhancing and developing our great school. The plan is underpinned by the school vision and mission which was again reviewed and adapted as the first step in developing our strategic intent. All areas of focus in our collaborative work will be driven by the school collective vision, and the collective commitments made in our mission statement.

A key focus for the next three years will be maintaining the improvement of student learning and wellbeing across all year groups whilst putting in place systematic policies, procedures and learning practices to support our students and families that reflect the dynamic nature of a K-12 multi-campus school.

Even though many challenges will be faced over the next three years as our school moves to a two campus, one school model, it is the development of this model combined with our collective commitment to enhance the learning for all students that will ensure continued quality, innovative and inspiring Catholic education at St Matthews Catholic School.

'The St Matthews Way' - Our Vision and Mission

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*

Strategic Framework 2020 - 2022

FAITH

GOAL

The formation of a school community that is a centre of faith, inclusion and missionary discipleship

Our Strategic Focus:

School-wide intentional support and formation of staff, students and parents for missionary discipleship

Intended Outcomes:

- Ensure clear, coherent and authentic connection between St Mary's Parish and SMCS Community through practices and initiatives
- Students and staff demonstrate an authentic witness to missionary discipleship through opportunities for relevant faith experiences
- Students and staff critically reflect on current social justice issues through the school's commitment to social outreach programs
- The school community prioritises the faith formation of staff and students
- The school forms meaningful relationships with the community, parish and Diocese in the preparation of students for the sacraments

LEARNING

GOAL

A Professional Learning Communities culture committed to high levels of wellbeing and learning for all

Our Strategic Focus:

To build student capacity, engagement and aspiration for learning in a changing world, through enhanced skills, enhanced teacher capacity and developing a sense of positive wellbeing for all

Intended Outcomes:

- The implementation of a systematic K-12 team based approach to proactive and responsive wellbeing strategies
- 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
- Further develop partnerships with parents and community to enhance learning for students
- Review and implement system for appropriate recognition of student achievement
- Continue enhancing staff professional learning plans to align with system and school goals
- Increased proportion of students achieving the top two bands in Reading, Writing and Numeracy
- HSC - all courses to meet or exceed expectation based upon DeCourcy HSC Analysis data

STEWARDSHIP

GOAL

A high performing school with a focus on developing strong leadership, equity and sustainability

Our Strategic Focus:

Function as a high performing school as part of a system of schools, where we develop the capacity of teacher leaders, create and develop engaging and adaptive environments, implement systematic and high quality processes, while ensuring the equity of access for all.

Intended Outcomes:

- Ensure both the new and existing school sites are maintained effectively, including the implementation of sustainable practices such as waste removal
- Review and implement policies and procedures that are systematic in ensuring compliance and quality of all areas of the school
- Clearly articulate improvement strategies and progress towards achievement of those strategies to the school and wider community
- Implementation of a new canteen tender process to ensure the canteen provides high quality nutritious foods that exceed the healthy food canteen guidelines

Faith 2020 - 2022

Year	Intended Outcomes	What will we see?
	One-two intended outcome(s) per year	Evidence of achievement
	<p><i>1.1.4 Collaboration between School, Parents and Parish (CEDB QCE Framework)</i> Ensure clear, coherent and authentic connection between St Mary's Parish and SMCS Community through practices and initiatives</p>	
2020-22	<p>Actions:</p> <ol style="list-style-type: none"> 1. Communication between school and parish in regards to initiatives Youth Masses, Sacramental programs, Youth Group, Parish Mass 	<ul style="list-style-type: none"> - Successful implementation of initiatives including Youth Masses, Sacramental programs, Youth Group etc.
2020-22	<ol style="list-style-type: none"> 2. Communication to SMCS community (including parent body) about upcoming events 	<ul style="list-style-type: none"> - Greater promotion of parish initiatives in social media, newsletter, invitations and other communications
2020-22	<ol style="list-style-type: none"> 3. Regular meetings between SMCS RE Team and St Mary's Parish team 	<ul style="list-style-type: none"> - Accountability through minutes and actioned outcomes
2020-22	<ol style="list-style-type: none"> 4. Opportunities for greater parental involvement in Sacramental programs 	<ul style="list-style-type: none"> - Feedback from parents regarding Sacramental programs
	<p><i>1.1.3 Intentional Faith Formation for Missionary Discipleship</i> Students and staff demonstrate an authentic witness to missionary discipleship through opportunities for relevant faith experiences.</p>	
2020-22	<p>Actions:</p> <ol style="list-style-type: none"> 1. Increase the numbers of students participating in missionary discipleship through initiatives including Mini Vinnies, CSYMA and Youth Ministry programs 	<ul style="list-style-type: none"> - Involvement and feedback from students
2020	<ol style="list-style-type: none"> 2. Provide staff with an ongoing ministry program and training in the Catholic life of the school including St Matthews Way and the Mercy charism 	<ul style="list-style-type: none"> - Ongoing communication of the St Matthews Way documentation
2020-22	<ol style="list-style-type: none"> 3. Increase the numbers of students participating in Diocesan formation days such as Rise and ACYF 	<ul style="list-style-type: none"> - Involvement and feedback from students
2021	<ol style="list-style-type: none"> 4. Staff immersion and pilgrimage opportunities as part of SMCS or Diocesan initiative 	<ul style="list-style-type: none"> - Involvement and feedback from Mercy Heritage pilgrimage (Syd)
	<p><i>1.2.1 Living Out Social Justice</i> Students and staff critically reflect on current social justice issues through the school's commitment to</p>	

<p>2020-22 to be reviewed</p> <p>2021</p> <p>2020-22</p> <p>2020-22</p>	<p>social outreach programs</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Social Justice is a recurring theme in the K-12 Retreat Continuum 2. Enhanced opportunities in the RE Curriculum to engage in social outreach initiatives 3. Greater emphasis of ATSI justice issues 4. Greater social outreach opportunities (including reflection) within the local community 	<ul style="list-style-type: none"> - K-12 retreat continuum allows for opportunities for student engagement. - RE Curriculum contextualises Catholic Social teaching in practical ways - 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
<p>2020</p> <p>2020-22</p> <p>2020-22</p> <p>2020</p>	<p><i>1.3.3 Faith Formation</i> <i>The school community prioritises the faith formation of staff and students.</i></p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Finalise and implement a K-12 developmental retreat program that incorporates the Mercy Charism, our school history and pilgrimage 2. Encourage attendance of staff to CEDB Religious Formation days. 3. Encourage staff to undertake parish based faith formation opportunities including RCIA, Alpha and Bible Study 4. Introduction of further prayer opportunities for staff and students (for example, morning meditation, Angelus) 	<ul style="list-style-type: none"> - Reflection and feedback on retreat program - Staff reflection on formation day - Greater numbers of staff involved in parish formation days - Photos, promotional material and reflections
<p>2020</p> <p>2020-22</p> <p>2020-22</p>	<p><i>1.4.2 Celebrating the Sacraments</i> <i>The school forms meaningful relationships with the community, parish and Diocese in the preparation of students for the sacraments</i></p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Opportunities for greater parental involvement in Sacramental programs 2. Further implementation of CEDB Sacramental Formation Days 3. Expand CSYMA Formation Days to surrounding Catholic school communities 	<ul style="list-style-type: none"> - Feedback from parents regarding Sacramental programs - Reflection from students on Formation Days - Participation of other schools in CSYMA Formation Days

Learning 2020 - 2022

Year	Intended Outcomes	What will we expect to see?
	One-two intended outcome(s) per year	Evidence of achievement
2020	<p>The implementation of a systematic K-12 team based approach to proactive and responsive wellbeing strategies</p> <p>Actions:</p> <ol style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> ● Improved student outcomes ● 'Continuous' Programs from K-10 that build on student wellbeing. ● Reduced student Compass Chronicles (negative) ● Collaborative behavioural support K-12 ● Students who are well adjusted, confident and empathetic - increased student engagement ● Wellbeing Team minutes
2020/2021/2022	<p>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</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. PLT(K-6) & PLT (KLA) model 2. Planning and programming - 3. Common Learning Literacy in K- 12 (same language LI; SC; surface; deep & transfer) 	<ul style="list-style-type: none"> ● Program samples ● Student samples
2021	<p>Further develop partnerships with parents and community to enhance learning for students</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Connecting home and school for learning K-12 - ACA/Classroom Teacher regular contact (relationship) with parents including Parent Teacher Interviews. 2. Affirmation phone calls by class teacher 3. Review and refine current practices for Parent Teacher Interviews and Information Nights 4. Support and encourage the continuity of goals and expectations between the school, home and community by supporting the development of authentic partnerships with families 	<ul style="list-style-type: none"> ● Satisfaction surveys ● Compass Chronicle data which includes parent contact opportunities for positive feedback ● Parent Teacher Conferencing that includes a more individual approach centred on positive relationships

<p>2020</p>	<p>Review and implement system for appropriate recognition of student achievement</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Review and support the improvement of Speech Night Presentation awards and the systems used for selecting successful students 2. Work collaboratively with members of school leadership to review and implement a revised house system 3. Student Leadership Team to initiate a program for increased student voice opportunities 4. Support staff in being able to access, understand and use student acknowledgement summary processes 	<ul style="list-style-type: none"> ● Meaningful awards system for Secondary ● Timely merit rewards for Primary ● Opportunities for members of Student Leadership to voice meaningful acknowledgement ● Increase of logged data on Compass Chronicles (positive)
<p>2022</p>	<p>Continue enhancing staff professional learning plans to align with system and school goals</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Professional Learning Projects 2. Targeted PD 3. Learning Walks 4. Support staff in PP&D Unity goal setting 5. Mentor Program 	<ul style="list-style-type: none"> ● Unity goals ● Completion of projects - accredited hours ● Achieving standards - Proficiency.
<p>2020/2021/2022</p>	<p>Reading - Increased proportion of students will achieve top two bands in NAPLAN</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Renaissance Reading 7-10 2. Use of intervention programs for Primary reading support 3. Literacy Intervention Stage 4 4. Identifying students that require additional support through data obtained from assessment and implementing appropriate strategies for support (eg: Dibels) <p>Writing - Increased proportion of students will achieve top two bands in NAPLAN</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Use PLT's to identify areas of Writing that could benefit from professional development for teachers to support students 2. Opportunities for staff to moderate to ensure consistency among stages <p>Numeracy - Increased proportion of students will achieve top two bands in NAPLAN</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Use PLT's to identify areas of Numeracy that could benefit from professional development for teachers to support students 2. K-6 focus area for staff development in Mathematics/ CEDB 	<p>Renaissance data NAPLAN Minimum Standards testing External testing</p>

	<p>HSC - all courses to meet or exceed expectations based upon DeCourcy HSC Analysis data</p> <p>Actions:</p> <ol style="list-style-type: none"> 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 	
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Stewardship 2020 - 2022

Year	Intended Outcomes	What will we see?
	One-two intended outcome(s) per year	Evidence of achievement
2021-22	<p>Ensure both the new and existing school sites are maintained effectively, including the implementation of sustainable practices such as waste removal</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Frequent meetings with maintenance and executive staff to plan maintenance/upcoming works schedule 2. Continued review of practices relating to the environmental footprint 3. Environmentally sustainable practices in planning for the move to a multi-campus 	<p>Minutes of meeting with maintenance staff and executive</p> <p>Installation of hand dryers/toilet paper dispensers.</p> <p>Building/site plans reflect selected endemic species</p>
2020-22	<p>Review and implement policies and procedures that are systematic in ensuring compliance and quality of all areas of the school</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Use leadership team meetings to review and update policies and procedures 2. Ongoing communication of policies and procedures to staff 3. Creation of policies and procedures for a multi-campus school 	<p>Minutes of Leadership Team Meetings reflect updated policies and procedures.</p> <p>Shared policies and procedures with staff via Google Drive (folder)</p>
2020-22	<p>Clearly articulate improvement strategies and progress towards achievement of those strategies to the school and wider community</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Regular communication of strategies to support stewardship in our school to the school, parish and wider community 2. Further develop strategies to inform our school, parish and wider community 	<p>Communicate via social media, staff meetings, newsletters and Parish meetings with Parish Council and PP</p> <p>Review and improve current</p>

		practice
2020 2021 & 2022	<p>Implementation of a new canteen tender process and appointment of contractor for canteen and cafe to ensure the provision of high quality nutritious foods that exceeds the healthy food canteen guidelines</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Appoint contractor/manager 2. Review menu, pricing is inline with Healthy Food Canteen Guidelines. 3. Ensure relationship between 2 canteens in planning for the move to a multi-campus 	<p>Advertisement and interview process for employment of new contractor who successfully meets the criteria, including the Healthy Food Canteen Guidelines</p> <p>Students and family survey feedback</p> <p>Report from the contractor of consistent pricing, high quality menu & online purchasing</p>

Stewardship						