



School Renewal and Improvement Cycle
Quadrennial School Review Summary (May 2020)



Domain 1 Teaching and learning

Component 1.1 Students and their learning

Commendations

- Exceptional commitment levels of staff
- Parents and staff have high expectations
- Exceptional academic results are achieved; Mater Dei is one of the highest performing schools in NAPLAN in Australia
- LIGHT Dispositions are effective and well embedded
- Unit planning is thorough and evidently has students at its core
- Teachers know the students, the curriculum and the pedagogy
- Strong collegial culture of mutual trust and support among teachers and leadership team
- High levels of parent engagement and involvement in events organised by Guidance Counsellor
- Innovative explicit improvement agenda (Taking Action Model), aligned to school, system and national priorities, is well regarded and committed to by staff
- Great improvement in the gathering, analysis and acting on student data
- Consistent approach in use of student data to plan next steps in learning
- Data is used to inform decisions, interventions and initiatives- made obvious in the Hub
- Wellbeing is addressed with a proactive Guidance Counsellor
- Student Support Committee is regarded as helpful by staff
- Students are clearly 'visible learners'
- Teacher clarity is evident

Improvement strategies

- continue to strengthen conditions that nurture collective teacher efficacy
- continue to embed the LIGHT dispositions in the life of the school
- address the perception held by some parents that high potential learners are not challenged at the school
- investigate ways to expand the use of the Taking Action Cycle in areas such as the P&F and Board agendas
- incorporate an element of reflection into the Taking Action Cycle
- examine how the SIS modules can be used to gather data on student wellbeing with a balance in teacher reports on positive and negative incidents
- continue to build teacher confidence and competence in Planning for Personalised Learning for all students
- explore opportunities for interschool and intra-school moderation for assessment design and judgements on achievement standards

Strategic goals

- continue to enhance student learning by:
 - o effective use of the Learning Process
 - Linking the phases of the Learning Process with Gradual Release to provide structure for teaching and learning
 - o embedding the Learning the Mater Dei Way Dispositions

- Relevant and accountable to the Learning Areas
- Engage parents in the school academic data to enhance parental understanding of the school's achievements and targeted projects (eg. high performing learners)



Domain 1 Teaching and learning

Component 1.2 Curriculum structure and provision

Commendations

- Curriculum planning is thorough and comprehensive with a clear Visible Learning lens
- All elements of the Diocesan Learning Profile (DLP) curriculum delivery process are completed to a high level
- Professional Learning Teams (PLT) are useful and dynamic and have led to consistent quality teaching practice
- Classroom environments have consistent evidence of agreed visible learning expectations and contribute to students' ability to take responsibility for their learning
- Feedback practices positively impact student learning. Glow and Grow is clearly understood
- Substantial academic improvement by students in the last few years
- Clear culture of continuous professional improvement
- Principal and leadership team successfully nurture a culture of collective efficacy

Improvement strategies

- expand the professional learning teams' agendas to include the examination of alignment between the intended curriculum, the enacted curriculum and the assessed curriculum
- reflect on the use and effectiveness of the Essential Skills to Classroom Management (ESCM) as the school wide-classroom behaviour management methodology, with a focus on consistency of consequences for unacceptable behaviour, and reward for desired behaviour
- seek ways to celebrate student academic achievement more strongly, within the school and in the wider community
- support teachers in the important role of promoting the school and all its academic achievements

Strategic goals

- Alignment of intended curriculum, the enacted curriculum and the assessed curriculum through effective data analysis and teaching strategies
 - PLT – impact cycles (Taking Action)
- Attain pathways and opportunities to demonstrate and recognise excellence in learning
 - Excellence in learning awards



Domain 1 Teaching and learning

Component 1.3 Pastoral care and student wellbeing

Commendations

- *Learning the Mater Dei Way* is well embedded, and staff and students share a common language regarding Dispositions
- Visible Learning approaches are well embedded in teaching and learning
- Student wellbeing is well considered particularly through the dispositions model
- Mater Dei is a friendly and welcoming community
- Collaboration and consistency in teaching and learning across year levels
- Clear school vision integrated into learning and culture

Improvement strategies

- investigate ways to continue to strengthen student resilience

- strengthen the consistency of approaches by staff and leadership in dealing with inappropriate student behaviour, ensuring the families involved are informed promptly and throughout the process
- continue to support teachers in strengthening parental engagement strategies

Strategic goals

- Improve student wellbeing through
 - the consistent application of the General Capabilities in every Learning Area
 - explicit teaching of the Learning the Mater Dei Way Dispositions and their progressions



Domain 2 Mission and identity

Component 2.1 Religion curriculum

Commendations

- increased focus on the RE curriculum, use of quality LISC in RE
- Samaritan tradition and Benedictine charism is evident in school practice
- Teaching and learning of Religion is well resourced
- Clear intent within RE program and classroom practices to incorporate *Learning the Mater Dei Way*

Improvement strategies

- provide support for teachers to increase their capacity to engage in the RE Curriculum and in their own spiritual development
- provide further support for staff in planning contextually relevant RE units
- investigate ways of increasing community involvement in RE units
- leverage the professional learning teams as a way to focus on learning needs in RE as identified through data examination and short-term planning cycles

Strategic Goals

- Develop a contemporary delivery of the RE curriculum by
 - improving staff capacity
 - Linking of Learning the Mater Dei way to our school charism



Domain 2 Mission and identity

Component 2.2 Religious life of the school

Commendations

- Religious life of the school is evident across the school
- Positive relationship with Parish and Parish priest
- Formation of a Catholic Identity Team
- Strong commitment to school Vision and Benedictine spirituality, evidenced in knowledge by students and staff of Values, awards and school song
- Cleanliness and tidiness of school physical environment contributes to school culture and religious identity
- Participation of classes in religious life of the school through assembly prayer, parish masses and whole school liturgies
- Outreach to those in need is evident particularly through the Samaritan's Table program

Improvement strategies

- investigate ways to offer consistent school-wide approaches to prayer from Prep to Year 6 (ensuring teachers are adequately resourced for this)
- review the possibility of placing more visible Catholic and Benedictine icons around the school campus in places where they will be seen as people walk by

Strategic Goals

- Improve the visible connection to our charism in our school environment



Domain 3 Continual renewal

Component 3.1 School improvement culture

Commendations

- Evolving culture of continuous renewal
- Visible Learning language is used and understood by students, staff and parents
- Coherent and collaborative improvement agenda led by Principal and Leadership team
- Staff and parents see the LIGHT Dispositions positively supporting student wellbeing and social development as well as academic learning
- Collective responsibility taken by staff for student learning
- Standardised testing indicates improvement in student achievement
- Teachers express confidence in their practice and a culture of continual improvement is embedded
- Variety of activities for students to participate in beyond classroom, in particular the Arts
- Strong culture of improvement

Improvement strategies

- strengthen the processes of walk-throughs and peer observation that are currently being developed
- continue to develop an agreed school-wide approach to the identification and 'stretching' of high potential learners in the classroom
- review the school's award systems to ensure that academic achievement is seen to have high status in the culture of the school

Strategic Goals

- Continual renewal of teacher practice to enable high potential learning through
 - Collaborative peer practices
 - Effective use of technology



Domain 3 Continual renewal

Component 3.2 Community partnerships

Commendations

- Community spirit pervades culture
- Parents and Friends Association and School Board are helpful and valued
- Strong relationship between parish and school
- Continuing support for parents provided through educational activities
- Smooth transition process between kindergartens and Prep
- Communication from school to families is well done
- Availability of external specialists to support students and families

Improvement strategies

- engage with students to identify the learnings they experience through their community action activities, particularly those that may not be available at school
- strengthen protocols around responsiveness to parent communications

Strategic Goals

- continue to consolidate consistent and effective internal and external communication practices
 - Feedback – parent, student, peer



Domain 4 Strategic resourcing and stewardship

Component 4.1 Staff development and wellbeing

Commendations

- Strong culture of learning and improvement
- Visible Learning approach to teaching and learning is embedded
- Shared understanding of Visible learning by students, staff and parents
- Clear strategy by Leadership team to enable and nurture collective efficacy

Improvement strategies

- investigate ways to sharpen the structure of communication between leadership and staff to provide a more concise, streamlined approach
- investigate community building opportunities that could be introduced or re-introduced, including the possibility of some 'fun raising' events
- ensure that the work of the various standing committees across the school is given appropriate recognition

Strategic Goals

- improve staff wellbeing and culture
 - Personal wellbeing
 - School wellbeing – teacher, student, parent



Domain 4 Strategic resourcing and stewardship

Component 4.2 Use of resources facilities and the learning environment

Commendations

- School is well resourced
- Evolvement of Visible Learning is responsible for improved student learning and achievement
- Improvement in facilities and grounds over last few years has resulted in a more modern and effective place for teaching and learning
- Leadership team devotes concerted efforts to build culture of connection and collaboration

Improvement strategies

- investigate the apparent confusion around the allocation and process for consumable resources accessible to teachers
- complete a school masterplan, ensuring alignment with the strategic plan and mission

Strategic Goals

- Develop a school masterplan