

2018 Annual School Report to the Community

St Matthews Catholic School Mudgee

4 Lewis Street, Mudgee 2850
stmattsmudgee@bth.catholic.edu.au
www.stmattsmudgee.catholic.edu.au
(02) 63 72 1742

Principal Mr Jason Hanrahan





Principal's Message

At St Matthews Catholic School we believe that all in our community can grow in their learning at high levels in a Christ-centred, collaborative, inspiring and nurturing learning environment. The community of our school seeks to deepen students' faith in Jesus Christ through study, prayer, worship, sacramental life and service so that the school motto "Truth and Excellence will Prevail" is truly lived.

Our school is a co-educational school of approximately 870 students situated in the centre of Mudgee, educating students from Kindergarten to Year 12. At St Matthews we strive to educate the whole person as spiritual, physical, emotional and academic beings so that our young boys and girls grow to be confident young adults who make positive contributions to the world. In 2016 our school expanded to Years 11 and 12, ensuring the school provides an excellent K-12 Catholic education to the students of our rapidly growing school. In July 2018, it was announced the school would further expand, building a secondary campus in South Mudgee, remaining a K-12 school over two campuses.

More information about our school can be obtained at www.stmattsmudgee.catholic.edu.au.

Parish Priest's Message

I would like to congratulate Mr Hanrahan, the staff and students of St Matthews, for a very successful school year, supported well by our parents, family and friends, thank you all. As the new Parish Priest and School Chaplain, I have been warmly welcomed into the school and parish family and have really enjoyed my first year with you.

There have been many highlights throughout the year as well as a few challenges. The spirit of the school community has been very evident and has been a joy to me to experience. It has been encouraging to see the positive and prayerful link between the School and Parish.

Our school, as a vital component of our parish, has a great role to play in educating not just staff and students in Gods love for us, shown in the person of Jesus, but to spread and proclaim that wonderful message to our wider community. "Christ Centred learning and Christ Centred living"; may we continue to give that wonderful "good news" through our words and actions. May Jesus, the "Good Teacher" bless and bring forth the fruit of our efforts this year.

Parent Body Message

In 2018 the P and F has had a busy time organising and assisting with all the projects we undertake each year to make our school a better place. Our small, but hard-working, group of volunteers are always keen to welcome new faces. We would love to have you join us in our work in 2019 - even if you can only spare an hour here or there. All these little contributions add up to enriching our school community and providing an enhanced learning experience for our children.

This year the P and F have provided new lockers for the students, more books and games for the library as well as sporting equipment. Each year the students complete a wish list and through the funds which families have contributed, we endeavour to make these come true. There are so many ways that the P and F contribute to the school providing those valuable extras for our children.

Thank you to all of the families that have supported the P and F Annual Family Contribution in 2018; as our school continues to grow, we will be channelling this money into providing better resources and extra facilities for which the school's annual budget does not allow.

Student Body Message

Thirteen years has brought us to where we are today. Some of us skipped in as wide eyed 6 year olds, others have trudged through as teenagers, the gates at St Matthews have always been open, welcoming us at any time or stage. It is without a doubt that each graduate of 2018 have been greatly influenced by this wonderful community.

We have been fortunate enough to learn from extraordinary teachers throughout this time. To each and every teacher, we are so grateful for all of your time that you have unselfishly devoted to us, as well as the knowledge, wisdom, guidance and kindness you shared with us. From overly excited children, to moody teens, to near unbearable young adults, the persistence and guidance you have given, has been above and beyond, and on behalf of the Year 12 cohort we are extremely thankful.

We would also like to give a huge thanks to our parents and families, supporting us in more ways than is possible to count. You've watched us grow, dragged us out of bed each morning and packed numerous lunches. Words cannot simply express the never ending gratitude we owe to our parents, teachers and Parish community for their tireless support, encouragement and love of us.

SECTION TWO: SCHOOL FEATURES

St Matthews Catholic School is a Catholic systemic Co-educational School located in Mudgee.

St Matthews Catholic School, founded by the Mercy Sisters, educates students from Kindergarten to Year 12, and has an enrolment of 861 students at August Census.

Students attending this school come from a variety of backgrounds and nationalities. Our student population is made up of 47% boys; 53% girls; 2% LBOTE; 4% Indigenous.

The school employs 103 staff, 75 teachers and 28 non teaching staff, the latter being employed in a variety of capacities including teachers' aides, office staff, cleaning staff, trainees and computer technicians.

At St Matthews we strive to educate the whole person as spiritual, physical, emotional and academic beings so that our young boys and girls grow to be confident young adults who make positive contributions to the world.

One of the greatest strengths of our pastoral care program is that students have a significant adult looking after their day-to-day welfare. This provides a point of reference for parents, enhancing the care and attention of the individual. Our students are taught by committed and enthusiastic staff in a learning environment that recognises the needs of the individual.

We have high expectations of our students and are committed to ensuring that they are inspired and challenged, not only to outstanding academic success, but also to faith development and support for social justice issues and service to others. Our staff work as a professional learning community, where they collaborate in teams to determine the learning for all students and how to respond when they learn or are having trouble learning the essential concepts.

We pride ourselves on our modern facilities, clear standards and expectations of students, our fine record of academic success and our care for each student. This, combined with a wide range of sporting and cultural activities, challenges every student to identify talents and develop them with excellence. The school boasts a very active music department, with visiting music tutors, and choirs in infants, primary and secondary. On the sporting field, our students experience many successes, in particular in the areas of Rugby Union and League, Athletics, Swimming, Cross Country and Horse Sports events.

St Matthews greatly values its relationships with its families and encourages them to be 'part of the journey' as their sons and daughters progress through the school. A commitment to be involved in the education of their son or daughter through participation in the life of the school brings untold benefits to parents. Meeting other parents and involvement in this phase of their child's journey is a wonderful experience not to be missed. The support and involvement of parents is very much part of the 'St Matthews Way'.

Student Enrolment

The School caters for students in Kindergarten to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Total Students
450	406	17	856

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Capital Works Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: www.bth.catholic.edu.au.

Student Attendance Rates

The average student attendance rate for 2018 was 90.23%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.00%
Year 1	94.00%
Year 2	92.00%
Year 3	93.00%
Year 4	93.00%
Year 5	91.00%
Year 6	93.00%
Year 7	92.00%
Year 8	90.00%
Year 9	88.00%
Year 10	87.00%
Year 11	84.00%
Year 12	82.00%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;

- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2014	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	55%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2018 Graduating Class	64%	21%	15%	0%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
67	28	95

* This number includes 40 full-time teachers and 27 part-time teachers.

Percentage of staff who are Indigenous	1%
--	----

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Compass Database Training, Child Protection, Meeting student needs
Term 2	Putting Faces on the data
Term 3	Staff Retreat - St Matthew and the St Matthews Way
Term 4	Connecting home and school; Incorporating Aboriginal Perspectives across the Curriculum; Critical and Creative Thinking; Using Feedback and Student Data Effectively; Differentiation and Moderation of Assessment Tasks

This year the staff engaged with a range of professional learning. Most particularly, the professional learning was delivered by staff of the school as part of a program of NESA accredited professional learning, where staff were able to choose the most appropriate learning for them based upon their Personal Professional and Development goals.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the New South Wales Education Standards Authority (NESA):

Teacher Standards		Percentage of Teachers
1	Graduate Teachers	12%
2	Proficient Teachers	88%
3	Highly Accomplished and Lead Teachers	0%

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks To Know, Worship and Love, as authorised by the Bishop of Bathurst.

The mission of St Matthews Catholic School is to create a safe and caring Catholic community within a dynamic educational environment where Christ is the centre of everything we say and do. St Matthews Catholic School seeks to deepen student's faith in Jesus Christ through study, prayer, worship, sacramental life and service so that the school motto "Truth and Excellence will Prevail" is truly lived.

The school acknowledges the role of parents as first and foremost educators of their children and the role of the parish in the faith formation of students. Hence, links with the local parish are vital in the life of our school.

St Matthews Catholic School follows the Bathurst Diocese Religious Education Curriculum. The Religious Education programme:

- Provides learning experiences which develop faith, religious and social understandings of the students, highlighting the need for compassion, justice and service in our wider community
- Makes accessible the Catholic Christian tradition through the person of Jesus Christ and the rich heritage of tradition, ritual, prayer, scripture and liturgy of the Catholic Church
- Acknowledges and respects the traditions and practices of other religious communities
- Provides access to relevant experiences of Catholic prayer, liturgy, opportunity for spiritual reflection and Sacramental participation, out of school retreat experiences, and community ministry and action
- Provides the students with the opportunity to clarify their own religious thinking and attitudes
- Provides a developmental, cohesive and integrated academic and faith programme which meets the needs of students throughout their years at St Matthews.

Spirituality is fostered through the centrality of prayer in the life of the school – daily student prayer, classroom prayer and Tuesday staff prayer. Through such integration there is a sense of common meaning and purpose.

Each year our staff participates in a staff retreat as an important part of the formation of our teachers. Staff and past students regularly participate in Diocesan youth events such as iRISE. The school further developed our involvement in the CSYMA Youth Ministry, with a passionate and active youth ministry team being involved in Primary retreats.

To contact our local parish (St Mary's) please phone 6372 2122.

Students in Years 6 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	22.69

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

From K-6, students are taught from seven different Key Learning Areas: Religious Education; English; Mathematics; Science and Technology; Human Society and Its Environment; Personal Development, Health, Physical Education and Creative Arts.

The curriculum, teaching and learning are informed by the school's priorities, goals and indicators outlined in the school's Strategic Plan 2017-2019. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

All staff are members of the school-wide Professional Learning Community, and each are members of their own Professional Learning Team (PLT). The PLTs are arranged in stages across the primary school, Early Stage 1, Stage 1, Stage 2 and Stage 3. Each PLT meets once per week for an hour where they determine the essential learning they wish the students to learn, how they will assess if the students are learning, how the team will respond when the students don't learn the essential learning, and how they will respond when they do learn the essential content. The teachers use the assessment data from each student to determine strategies they will use across the year or stage for students at all levels of learning, and they use this data to determine the flexible groupings called 'Enrichment Groups'. The intervention during enrichment groups is targeted across all levels of learning and is specifically designed to cater for the individual needs of each student. This time is termed 'no new learning time', so students can be extended, intervened or consolidate the essential learnings without missing new learning.

The school continued to work towards improved differentiation of teaching and learning across the curriculum. Support for students at all levels was again offered by way of programs for Gifted and Talented students, Special Education students, and learning support for those students with learning difficulties that do not attract government funding.

The school offers a very strong co-curricular program in the area of sport, creative and performing arts and science and technology. Students in Years 3 - 10 have the opportunity to participate in the University of New South Wales Academic competitions in English, Writing, Spelling, Mathematics, Computers and Science, as well as other extension and enrichment activities offered throughout the year. Community service programs have become a feature of the school's extra-curricular program.

The School follows the NESA syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school provides an educational program based on, and taught in accordance with, the Board of Studies syllabuses for primary and secondary education and mandated and approved ROSA courses.

The school offers eighteen Board of Studies mandated subjects. In 2018, Stage 5 electives included: Information Software Technology, Industrial Technology (Wood), Food Technology, Textiles Technology, Drama, Commerce, Visual Arts, Physical Activity and Sports Studies (PASS), Agricultural Technology, iSTEM and Industrial Technology (Metals). The Stage 6 students study from 26 different courses across the 6 x 2 unit lines.

The core subjects offered in Years 7 and 8 include: Religious Education; English; Mathematics; Science; History; Geography; Visual Arts; Music; PDHPE; LOTE (French); Technology (Design, Food, Wood and Computer Technology) Mandatory.

Information and Communication Technologies (ICT) are used to enhance the learning process at St Matthews. Students have access to a wireless network throughout the entire school, there are four computers labs, as well as computers and interactive white boards in all classrooms throughout the school. ICT is integrated into learning across the curriculum. In 2018 the school maintained a 1 to 1 iPad program across the secondary school where students are able to utilise the iPad to enhance their learning in the classroom. Each student is trained in the use of the iPad through participation in an iPad boot camp which also includes a focus on cyber safety and appropriate use of the iPad. This year Chromebooks were introduced to Year 7, and will be rolled out through Years 8 and 9 from 2019/2020.

Teachers are working on various projects in professional learning teams in secondary across the key learning areas. In Years 9 and 10 the school introduced the successful Self Directed Learning Project which allows students to develop their own project in an area of interest, and then showcase the project at the conclusion of the year. The focus for 2019 will include consolidating the work of the PLT process to focus specifically on students learning data in literacy and wellbeing.

The secondary school offers a very strong co-curricular program in the area of sport, creative and performing arts and science and technology. Students have the opportunity to participate in the University of New South Wales Academic competitions in English, Writing,

Spelling, Mathematics, Computers and Science, as well as other extension and enrichment activities offered throughout the year. Community service programmes have become a feature of the school's extra-curricular program.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	66.20%	53.70%	5.60%	11.30%
	Reading	71.00%	53.10%	4.30%	8.70%
	Writing	57.70%	42.00%	7.00%	10.00%
	Spelling	66.20%	46.60%	4.20%	12.50%
	Numeracy	62.30%	39.40%	1.40%	11.50%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40.70%	35.90%	9.90%	14.30%
	Reading	36.00%	38.50%	9.00%	12.80%
	Writing	11.10%	13.80%	6.70%	23.40%
	Spelling	44.00%	34.60%	7.70%	13.50%
	Numeracy	41.60%	27.70%	1.10%	14.10%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	21.30%	17.50%	10.70%	29.00%
	Reading	30.70%	16.70%	14.70%	26.70%
	Writing	28.40%	32.00%	23.00%	13.50%
	Spelling	37.30%	16.80%	6.70%	30.50%
	Numeracy	38.40%	14.70%	4.10%	29.00%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	23.10%	20.10%	21.20%	20.80%
	Reading	13.20%	20.70%	11.30%	18.50%
	Writing	9.60%	11.70%	28.80%	41.20%
	Spelling	23.10%	23.80%	11.50%	21.50%
	Numeracy	17.60%	25.70%	9.80%	14.80%

Higher School Certificate

The results of the School's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

HIGHER SCHOOL CERTIFICATE	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion 1	64%	50%	28%	50%	30%	37%
English Standard	20%	13%	9%	16%	11%	15%
English Advanced	42%	62%	27%	64%	41%	63%
Mathematics	40%	53%	0%	54%	13%	52%
Mathematics General 2	32%	26%	26%	26%	30%	27%
Music 1	0%	63%	100%	66%	100%	65%
Personal Dev,Health & PE	54%	35%	0%	31%	55%	33%
Society and Culture	0%	0%	0%	0%	60%	47%

In 2018, 39 full-time and 0 part-time students sat for the examinations in the Higher School Certificate at St Matthews Catholic School. Students at St Matthews appeared on the Distinguished Achievers List for a Band 6 result, 11 times. This represents 6% of the total number of examinations sat by the cohort. The cohort also achieved 52 Band 5 results, meaning 63 results were Band 5 or 6, 33% of all examinations sat. There were also 72 Band 4 results, equating to 69% of results Band 4 or higher.

In 2018 the number of students issued with a RoSA	2
---	---

Student Welfare Policy

The School's Pastoral Care Policy is concerned with the fostering of students' self discipline. It aims to develop persons who are responsible. It sets out to help students recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

Various programmes aimed at helping students value themselves and experience well-being are incorporated into the school's pastoral curriculum. Teachers and administrators, are involved in the lives of the students, taking a personal interest in the intellectual, affective, moral and spiritual development of every student, helping each one to develop a sense of self worth and to become a responsible individual within the community. In these and other ways, the adult members of the educational community guide students in their development of a set of values leading to life decisions that go beyond 'self', including a concern for the needs of others.

There is a comprehensive review of the policies currently underway and renewed policies will be published during the 2019 school year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Discipline Policy

St Matthews' policies and procedures related to the discipline of students are published through a combination of the student diary, staff handbook, parent/student handbooks, newsletters and the school prospectus. Students are required to abide by the school's rules and to follow the directions of teachers and other people in authority delegated by the school. In general, our students are expected to display good order, decency and common sense. Students are expected at all times to behave courteously, to show consideration for others and for the community as a whole, to value their own self respect and the good name of the school. Where disciplinary action is required, consequences imposed vary according to the nature of the breach of discipline and a student's prior behaviour. The school uses restorative practices as a foundation for pastoral care and discipline.

There were no changes made to the Pastoral Care and Discipline Policy during the year. A comprehensive review is currently underway and will be published in 2019.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

There are a number of initiatives that promote respect and responsibility among the student population. One such program is the Positive Behaviours for Learning which involves targeted and explicit lessons in developing well-being and resilience for all students across K-12. It uses the Bounce Back program in K-6 and Mindmatters resources in 7-12. These promote tolerance and respect, along with the skills to develop resilience and deal with bullying if it does occur in and outside of school.

As part of this program the students experienced the Brainstorm productions presentation on dealing with bullying, and the school participates in RU OK Day to promote caring for each other and showing respect for each human person.

The students at our school participate in a range of social justice activities, from the St Vincent de Paul Winter Appeal, Mission Frolic to donate funds to Catholic Charities, Red Cross Blood Donations and so on. Each of these activities promotes a sense of responsibility for those in need, within and outside of our community. 2018 also saw the ongoing growth of the chapter of Mini-Vinnies with Year 3 - 6 students and the Youth Ministry Team in secondary.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

Key Improvements Achieved in 2018

The school implements the Catholic Education Diocese of Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

The key areas of improvement in 2018 included:

- to further enhance the school and parish community of the faith and mission based opportunities available at our school;
- to develop a continuum of learning for each student within the school, by analysing data available and ensuring a central place for staff to access the student data from all areas of the school;
- the review and development of clear role descriptions for all staff roles within the school;
- to implement a clear financial delegation procedure to ensure greater sustainability of the processes related to expenditure within the school.

Priority Key Improvements for 2019

The key priorities for improvement in 2019 include:

- each classroom and public space in the school will have prominently displayed symbols and iconography that reflect the Mercy charism, St Matthew as our school patron and representative of the St Matthews Way;
- all staff will have developed a professional learning plan that includes regular reflection upon teaching/work practice, assessment and programming;
- the school staff, community and parish will have engaged in a wide consultative process in the development of the strategic plan 2020-2022;
- all staff, community and Parish are involved in the development of wholistic plans for the transition to a dual campus K-12 school in 2020/2021.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents completed a survey via Qualtrics early in Term 2. The parents indicated a very high rating in all areas of the school, ranging from 4.0 out of 5 for learning and teaching, strategic resourcing, and leadership for school improvement; to 4.2 out of 5 for Catholic Life and Religious Education. Key areas of strength in the eyes of the parents were our clear identity as a Catholic school, the atmosphere of care being a feature of the school, the emphasis and teaching using technology, parents being well informed about the progress of their child, the positive perception and reputation of the school in the area, along with the way the school cares for the learning and recreational environment for the students.

Areas of improvement included aspects such as environmental sustainability, better articulating our strategies for improvement student learning and wellbeing, and the range of extra curricular activities available for student participation.

Parents gave the school a net promoter score of 56.9, indicating they would definitely recommend the school to other families.

Student Satisfaction

Students completed a survey via Qualtrics early in Term 2. The students indicated a very high satisfaction rating with all areas of their school life, with scores ranging from 4 to 4.1 out of 5 for the key areas of Catholic Life and Religious Education, Learning and Teaching and Overall Satisfaction. They strongly indicated that they felt the school had a strong reputation within the community, the use of technology assists their learning, and that the school has a clear connection to the Parish and a clear Catholic identity.

For improvement the students were looking for further work on the overall staff response to behavioural issues (3.6 out of 5) and for the school to look for further opportunities to engage them in extra curricular activities (3.5 out of 5).

Overall the students feel safe and happy at our school.

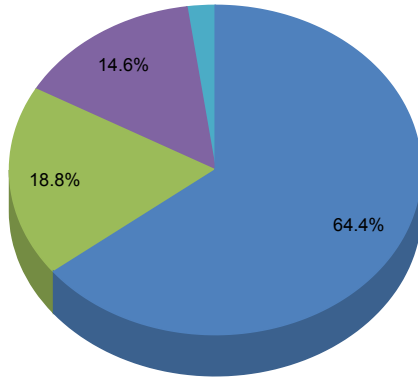
Teacher Satisfaction

Staff completed a survey via Qualtrics early in Term 2. Staff indicated a very high satisfaction rating in all areas of the school, with scores ranging from 4.1 to 4.4 out of 5. Areas of strength identified by the staff included the support and priority placed on the use of ICT, the building of strategic partnerships with organisations outside the school, the school drives a strong improvement agenda, that the school uses data effectively in planning for improvement, that the school places a high priority on academic achievement, along with the school have a clear identity as a Catholic school.

Areas for improvement focused upon staff commitment to the Church's mission and example, to further develop our targeted and sustained approach to intervention at all levels of learning, and the need for a more effective whole school approach to sustainability.

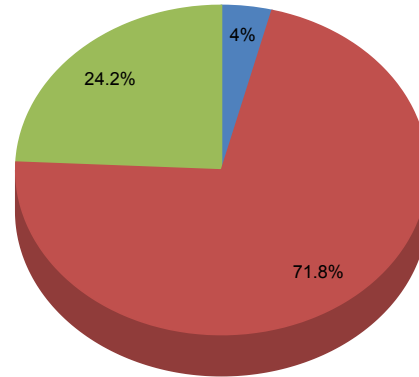
The results indicate the staff feel happy with the school, and are proud to work at our school.

Income



- Commonwealth Recurrent Grants (64.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.8%)
- Fees and Private Income (14.6%)
- Other Capital Income (2.2%)

Expenditure



- Capital Expenditure (4%)
- Salaries and Related Expenses (71.8%)
- Non-Salary Expenses (24.2%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.