

2017 Annual School Report to the Community

St Matthews Catholic School Mudgee

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Principal Mr Jason Hanrahan



Principal's Message

At St Matthews Catholic School we believe that all students 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 820 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 2015, the school expanded to Year 11, with our first Year 12 cohort completing the HSC in 2016. This exciting expansion ensured the school can now provide an excellent K-12 Catholic education to the students of our rapidly growing school.

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

Parish Priest's Message

St Matthews Catholic School community works in partnership with St Mary's Parish Community. As manager of the school, I continue to be pleased with the ongoing management of our school. There is much participation in both secular and religious activities. The leadership the school provides gives evidence of a well-conducted Catholic school where the needs of the child are paramount. There is much and vital parental involvement in many levels at the school, where parents are always welcome. The parish and the parents are involved with the school in the appointment of staff. Both parents and members of the parish attend the sporting and cultural events of the school and support in a meaningful way. I congratulate the leadership and staff on their well-run Catholic school.

Father Tony Hennessy

Parish Priest

Parent Body Message

The P and F at St Matthews strives to be a committee that supports, grows and enriches our school. We endeavour to foster the development of a strong sense of community, and work to enhance the teaching and learning environment and create a vital network of parents, staff and students.

One focus of our association is fundraising to provide additional facilities for our school. In 2017, our fundraising goals included providing new sporting uniforms, contribution towards new seating for our children and the creation of a "Professional Learning Scholarship" to aid teachers to continue their professional learning, which will enhance their teaching in the classroom. We have provided student requested funding for equipment based upon student choice.

In addition to fundraising, we endeavour to be a collective voice for the parents in our school and support St Matthews as a welcoming and family-oriented community via social interaction opportunities such as our annual back to school bash, Kindergarten parents "Tea and Tissues" and our Mother's and Father's Day stalls.

We look forward to another exciting year ahead at St Matthews.

Student Body Message

2017 has presented lots of celebrations and some challenges which have forced us to be pushed out of our comfort zone and taught us that being leaders is more than just speaking at assemblies. Our aim as student leaders was to approach our leadership position in unison with our peers and teachers to lay the foundations of a strong, grounded, united school community.

We hoped we have followed in the footsteps of previous leaders, in being a positive influence and provided a good example in the school community, growing and learning as a whole, developing a happy and welcoming environment.

We are honoured to have been leaders throughout the period of settling into the expansion into stage 6 and the annual events such as Mother's Day and Father's Day stalls, Mission Frolic, Buddy Reading, ANZAC Day within our community, and attending many functions to represent the school proudly.

So many people have contributed to making our school the wonderful learning place it is such as clergy, principal, teachers, students and parents. We hope we have contributed to this great legacy and have assisted in ensuring the future success of our school in 2018.

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 813 students.

Students attending this school come from a variety of backgrounds and nationalities. Our student population is made up of 49% boys; 51% girls; 1% LBOTE; 4% Indigenous.

The school employs 91 staff, 63 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 spirit'.

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 2017:

Girls	Boys	LBOTE*	Total Students
425	393	10	818

* 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 Diocesan Family Building 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 2017 was 92.62%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.00%
Year 1	92.00%
Year 2	94.00%
Year 3	93.00%
Year 4	93.00%
Year 5	94.00%
Year 6	92.00%
Year 7	93.00%
Year 8	92.00%
Year 9	90.00%
Year 10	90.00%
Year 11	93.00%
Year 12	95.00%

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.	38%
% 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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
63	28	91

* This number includes 40 full-time teachers and 23 part-time teachers.

Percentage of staff who are Indigenous	2%
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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	Policies and procedures, attendance, excursions, child protection, use of ethnography to assist learning
Term 2	Professional practice and development - setting goals to enhance student learning
Term 3	Student well-being - the PROSPER model of enhancing well-being
Term 4	Staff well-being - PROSPER model of enhancing our own well-being

Other opportunities afforded to staff include:

New and returning staff induction; use of data walls - placing faces to the data; Literacy in primary classrooms; school visits on adaptive and engaging learning environments; Hospitality VET update; Model of Christ Centred Learning Working Party and Facilitator Days; Studies of Religion; Legal Studies teachers conference; English Teachers Association Annual Conference; Teaching Stage 6 PDHPE ; Association of Catholic Principals Conference; PLC's at St Matthews; ELEVATE program, ACEL Leadership conference, DIBELS training.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	63
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	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 began its first year of involvement in the CSYMA Youth Ministry in 2017, with a passionate and active youth ministry team being established. These students attended the Australian Catholic Youth Festival in December, returning with even greater vigour for the mission of their work.

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

Students in Years 6 and 8 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	24.90
Year 8	23.60

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 PLT's 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 2017, Stage 5 electives included: Information Software Technology, Industrial Technology (Wood), Food Technology, Graphics Technology, Textiles Technology, Drama, Commerce, Visual Arts, Physical Activity and Sports Studies (PASS), Agricultural Technology, iSTEM and Industrial Technology (Metals). The Stage 6 students studies 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 2017 the school maintained a 1 to 1 iPad program across the entire 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.

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 2018 will include expanding this PLT process to focus specifically on students learning data in literacy.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	63.90%	55.50%	9.70%	10.50%
	Reading	56.90%	51.60%	8.30%	10.00%
	Writing	69.40%	44.60%	0.00%	7.50%
	Spelling	50.00%	45.60%	6.90%	13.10%
	Numeracy	54.20%	39.80%	4.20%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37.50%	34.40%	20.30%	17.50%
	Reading	46.90%	37.00%	9.40%	14.60%
	Writing	17.20%	15.80%	14.10%	19.40%
	Spelling	35.90%	34.30%	9.40%	14.10%
	Numeracy	34.40%	27.90%	9.40%	14.60%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	36.20%	28.80%	13.00%	18.80%
	Reading	39.10%	29.00%	5.80%	16.20%
	Writing	37.70%	16.50%	17.40%	28.40%
	Spelling	50.70%	32.90%	5.80%	15.50%
	Numeracy	50.70%	33.10%	2.90%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	29.50%	19.00%	18.20%	25.40%
	Reading	20.50%	21.00%	13.60%	21.30%
	Writing	22.70%	15.40%	27.30%	36.80%
	Spelling	31.80%	22.20%	25.00%	21.70%
	Numeracy	29.50%	24.00%	6.80%	16.00%

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	Percentage of students in top 2 bands (Bands 5 and 6)					
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion 1	0%	0%	64%	50%	28%	50%
English Standard	0%	0%	20%	13%	9%	16%
English Advanced	0%	0%	42%	62%	27%	64%
Mathematics	0%	0%	40%	53%	0%	54%
Business Services Exam	0%	0%	0%	0%	100%	39%
Community and Family Studies	0%	0%	50%	31%	40%	30%
Design and Technology	0%	0%	33%	41%	75%	43%
English Extension 1	0%	0%	100%	95%	100%	94%
English Extension 2	0%	0%	100%	80%	100%	78%
Music 1	0%	0%	0%	63%	100%	66%
Primary Industries	0%	0%	0%	0%	100%	31%

In 2017, 22 full-time and 2 part-time students sat for the examinations in the Higher School Certificate for the first time at St Matthews Catholic School.

Students at St Matthews appeared 5 times on the Distinguished Achievers list. This represents 4.2% of the total number of examinations sat by the cohort, or 22% of the cohort. The cohort also achieved 25 Band 5 results, meaning 30 results were Band 5 or 6, 25% of all examinations sat. There were also 41 Band 4 results, equating to 59% of results Band 4 or higher.

In 2017 the number of students issued with a RoSA	3
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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. To this end various programmes aimed at helping students value themselves and experience well-being are incorporated into the school's pastoral curriculum.

At St Matthews Catholic School, teachers and administrators, are more than just academic guides. They 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', that include a concern for the needs of others. They try to live in a way that offers an example to the students, and they are willing to share their own life experiences.

No changes were made to the Student Welfare Policy in 2017.

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.

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 have been 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-10. It uses the Bounce Back program in K-6 and Mindmatters resources in 7-10. 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. 2017 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 2017

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 2017 included: further develop and enrich the social justice program within the school including *Mini-Vinnies* and *SJT*; encourage embedding of Gospel values and the implementation of positive behaviours for learning approach to pastoral care; develop and provide a whole school systematic approach to intervention at all levels of student learning that is responsive to student individual needs; implementation of an effective whole school approach that reflects a developed and shared understanding of the principles and practices of formative assessment.

Priority Key Improvements for 2018

The key priorities for improvement in 2018 include: Determine the understanding of school and parish community of Catholic traditions and social teaching, Gospel values and faith enrichment opportunities; implement a range of strategies to enhance community understanding of Catholic traditions, teachings, faith opportunities and values; continued implementation and development of year group PLT's with literacy focus (stage based in Primary); implementation of internal professional learning program with staff that is aligned with NESAs Teacher standards; collaborative review and development of role descriptions for all roles within the school; refine and further develop systematic approach to Professional Planning and Development Process; refine and implement written financial procedures; develop plan for resourcing the school to ensure ongoing sustainable 21st Century learning spaces that support implementation of Model of Christ Centred Learning.

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

There continues to be a strong level of community morale at St Matthews with a sense of shared purpose and drive. Some excellent feedback was provided to the school. Almost all components were rated as an agree or strongly agree by over 80% of respondents. The results from the survey were very encouraging and demonstrated a strong commitment to the school from the parent body. A continued identified area of need was to ensure we are working on developing a more structured support to students with additional needs, which was a focus of the 2017 school plan, and remains a focus for the school as we move forward. This is being addressed through the development of a more structured and tiered approach to intervention based upon the research associated with Professional Learning Communities.

The school continues to receive a high level of demand for places, with enrolments increasing in 2017 once again, and numbers expected to increase once again into 2018. This is an indication of the level of satisfaction within the Mudgee community for the school.

Student Satisfaction

Students continue to maintain a high level of connectedness and pride to be a part of the St Matthews Catholic School community. Students regularly state the affection they have for our school. Exit surveys for those students and families that have moved on clearly show the satisfaction with the school, and the happiness of the students at the school.

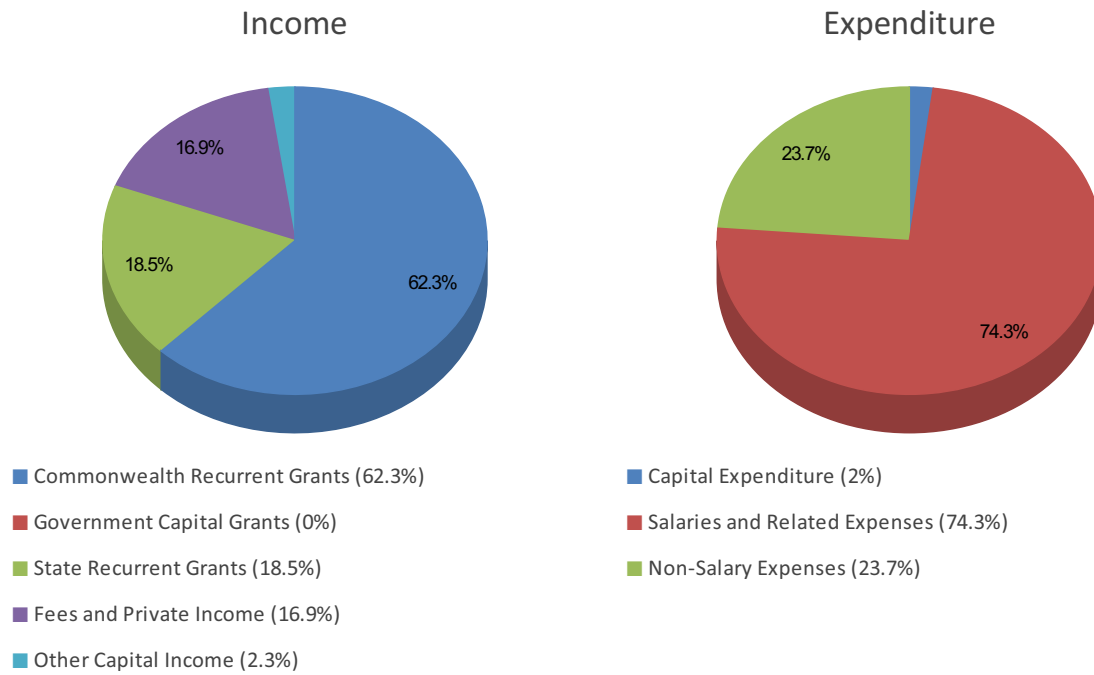
The Student Representative Council in secondary are active in canvassing student opinions and they are proactive in attempting to improve the school for the students, which has been well received by the student population as a whole. The feedback received from students as part of our well-being and resilience program indicates that the students feel safe and happy and our school. The fact that we have more students again entering Year 11 in 2017 that we have in Year 10 indicates a level of satisfaction with the students.

The ELEVATE team and staff conducted some further ethnographic interviews to ascertain deep seated feelings and perceptions of students which we are using to assist in lifting engagement to higher levels in the coming years.

Teacher Satisfaction

Teachers in our school are committed and passionate about the quality of the learning provided at our school and the ongoing support the school provides for the students, families and staff. Staff meetings are well attended, with the staff spending many hours more than required, to ensure they are providing a high quality education. The number of students who are teacher's children at the school is a clear indication of teacher satisfaction with the school, the number totalling 57 students in 2017.

Teachers are willing to give their time to many extra and co-curricular activities and their good will shown, demonstrates the commitment and satisfaction they have with the school. We continue to have a high retention rate of teachers, with very few leaving the school.



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.