

St Matthews Catholic School Mudgee  
Annual School Report to the Community  
2015



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**Principal**

Mr Jason Hanrahan

### Principal's Message

At St Matthews Catholic School we believe that all students can learn 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 675 students situated in the centre of Mudgee, educating students from Kindergarten to Year 11 in 2015. 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 2013, the Catholic Education Office announced that St Matthews Catholic School will expand to Years 11 and 12, first with Year 11 in 2015. This exciting news ensures 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](http://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&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 2015, 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.

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 cocktail evening, Kindergarten parents "Tea and Tissues" and our Mother's & Father's Day stalls.

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

Jeanelle Wilkinson

P&F President.

### Student Body Message

2015 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 expansion into stage 6 and the annual events such as Mother's Day and Father's Day stalls, Mission Frolic, Buddy Reading, the 100th year celebration of 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, principals, 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 2016.

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## SECTION TWO: SCHOOL FEATURES

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

St Matthews Catholic School is a Catholic systemic co-educational school, founded by the Mercy Sisters, situated in Mudgee. In 2015 the school educates students from Kindergarten to Year 11 and has an enrolment of 675 students.

Students attending this school come from a variety of backgrounds and nationalities. Our student population is made up of 51% boys; 49% girls; 1% LBOTE; 3% Indigenous.

The school employs 74 staff, 53 teachers and 21 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 that provides a point of reference for parents, allowing for 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 either do 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 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 experienced many successes, in particular in the area of Futsal, Rugby Union, 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 2015:

Girls	Boys	LBOTE*	Total Students
331	344	9	675

\* 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.

### Student Attendance Rates

The average student attendance rate for 2015 was 93.17%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.00%
Year 1	93.00%
Year 2	94.00%
Year 3	95.00%
Year 4	94.00%
Year 5	94.00%
Year 6	95.00%
Year 7	93.00%
Year 8	91.00%
Year 9	91.00%
Year 10	89.00%
Year 11	96.00%

### 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.	18%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	0%

### 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, 2015 Graduating Class	0%	0%	0%	0%

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
53	21	74

\* This number includes 33 full-time teachers and 20 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 the Catholic Education Office Sydney. 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:

<b>Term 1</b>	Whole Staff: Child Protection, Attendance and Excursion Policies; Primary: DIBELS; Secondary: Preliminary HSC Course
<b>Term 2</b>	Primary: Professional Learning Communities; Secondary: Preliminary HSC Course Assessment and Reporting
<b>Term 3</b>	Whole Staff: Staff Retreat - Christ Centred Curriculum
<b>Term 4</b>	Programming and Assessment

Other opportunities afforded to staff include:

Teaching of phonics; formative Assessment with Dylan Wiliam; school visits; Teaching and Learning Conference; Visible Learning Conference with John Hattie; Hospitality VET update; Live Life Well Program; Model of Christ Centred Learning Working Party; Beginning Leaders Training; Studies of Religion professional development day; Legal Studies teachers conference; Geography Teachers Association Conference; English Teachers Association Annual Conference; Teaching Stage 6 PDHPE; Association of Catholic Principals Conference; PLC Academy.

### 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.	53
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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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 BLAST and MANNAFEST.

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	33.23
Year 8	25.48

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the BOSTES 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 the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO 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 & Technology; HSIE; PDHPE & Creative & Practical Arts.

The curriculum, teaching and learning are informed by the school's priorities, goals and indicators outlined in the school's strategic plan 2014-2016. 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 toward 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 BOSTES syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO 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 2015, 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 and Extension Mathematics & Science and Industrial Technology Metals.

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

Secondary students benefit from:

- small class sizes, extensive resources, professional staff and an innovative curriculum that brings choice and a sense of cooperative learning
- a wide range of sporting and cultural activities as well as involvement in community service and peer mediation
- opportunities for leadership to help give a voice to our student body
- a well organised curriculum structure that provides clear direction of student expectations.

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, 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 2015 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. The focus for 2016 will include expanding this PLT process to focus specifically on students learning data. In 2015 we continued the implementation of the LINO (Learning Is Not Optional) program in secondary for students to access support for class work and assessments.

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 programs 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	64.00%	52.00%	2.00%	11.00%
	Reading	54.00%	48.00%	5.00%	11.00%
	Writing	82.00%	47.00%	0.00%	7.00%
	Spelling	48.00%	41.00%	9.00%	15.00%
	Numeracy	45.00%	34.00%	8.00%	15.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	63.00%	36.00%	5.00%	17.00%
	Reading	54.00%	34.00%	17.00%	18.00%
	Writing	39.00%	19.00%	5.00%	18.00%
	Spelling	48.00%	33.00%	12.00%	15.00%
	Numeracy	44.00%	28.00%	11.00%	16.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	40.00%	29.00%	20.00%	19.00%
	Reading	40.00%	28.00%	11.00%	15.00%
	Writing	16.00%	16.00%	29.00%	29.00%
	Spelling	42.00%	31.00%	18.00%	16.00%
	Numeracy	33.00%	26.00%	9.00%	17.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	18.00%	17.00%	29.00%	29.00%
	Reading	29.00%	21.00%	16.00%	23.00%
	Writing	34.00%	13.00%	35.00%	39.00%
	Spelling	25.00%	24.00%	31.00%	22.00%
	Numeracy	33.00%	24.00%	6.00%	17.00%

## 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.

Not applicable in 2015.

In 2015 the number of students issued with a RoSA	2
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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 programs 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.

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**

There were no changes made to the Discipline Policy during the year.

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. A full copy of the school's Pastoral Care and Discipline Policy can be obtained from the school office, or from the school's website ([www.stmattsmudgee.catholic.edu.au](http://www.stmattsmudgee.catholic.edu.au)). 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, penalties 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.

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. The Catholic Education Office (CEO) 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. The Catholic Education Office (CEO) 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 Well-Being and Resilience program 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 to 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, 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. 2015 also saw the ongoing growth of the chapter of Mini-Vinnies with Year 3 and 4 students and the social justice group in secondary.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework 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 School Consultant.

### **Key Improvements Achieved in 2015**

The school outlines its key goals each year in the Annual School and Improvement Plan, which can be accessed on the school web site. Our key improvements from 2015 include:

Further embedding of individualised learning and teaching based upon data analysis throughout the PLC program; peer based professional learning program implemented through PLC process; implementation and development of Australian Curriculum programs in primary and secondary for new syllabus documents; implementation of Stage 6 programs for the Preliminary HSC in 2015 and development of HSC programs for the HSC Course Term 4; begin the development of staff on formative assessment to enhance the learning of students in the classroom; the creation of further opportunities for leadership of staff within the school through the creation of additional coordinator positions and further development and training of PLC Facilitators; ongoing development of compliance procedures as evident in successful Preliminary compliance report; continued review and adaptation of communication procedures throughout the school as the school expands.

### **Priority Key Improvements for 2016**

The school has outlined its key goals for 2016 in its Annual School Improvement Plan which is based upon the the school strategic school improvement plan "Strategic Directions 2014-2016". Some of our community key improvements for 2016 include:

- As part of the new strategic planning process, review and update school mission and vision statements to ensure clarity of purpose and clearly articulated Catholic mission.
- Encourage and promote professional learning for staff in Religious Education and Theological studies, including the Masters of Theology.
- Promote and integrate school activities with the Parish and wider community.
- Implementation of Stage 6 curriculum that ensures accountability and a high level of learning.
- Create data walls for the school with a main focus on reading.
- Develop Personalised Professional Learning Plans for staff that are consistent with accreditation policies and in line with diocesan and school wide goals.
- Develop and implement a school wide formative assessment professional learning program.
- Engage in strategic planning processes that reflect the school vision and mission statement in determining strategic directions for 2017-2019.

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. Parent survey responses continued to show improvement in some areas from 2014. 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 special needs. This is being addressed through the development of a more structured tiered approach to intervention based upon the research associated with Professional Learning Communities.

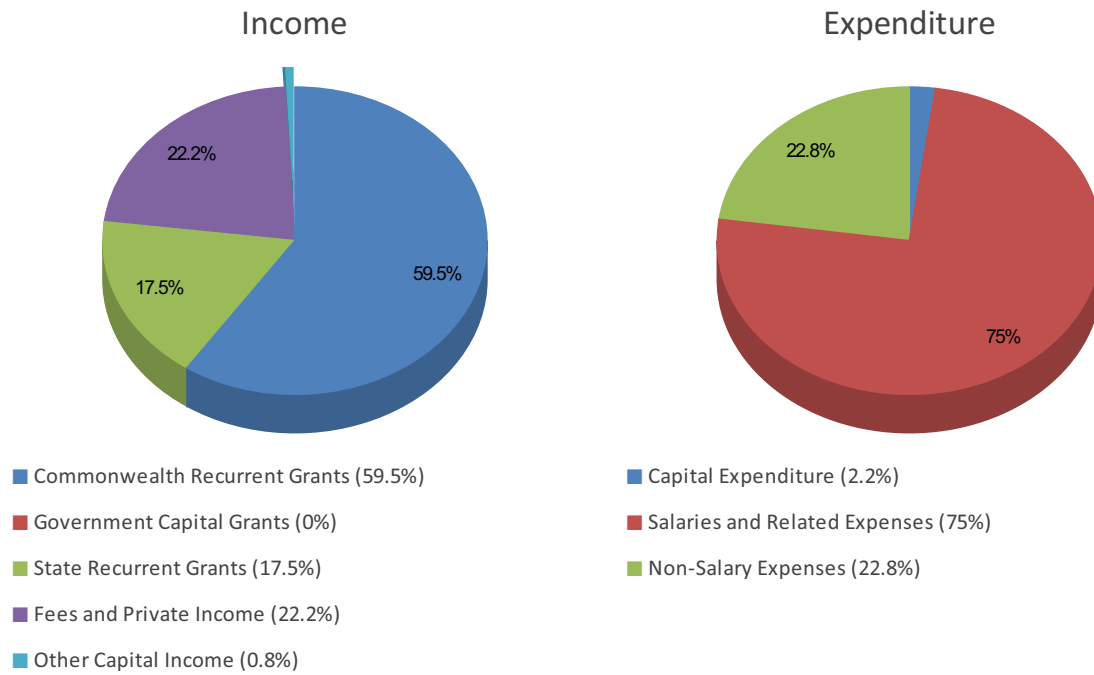
The school continues to receive a high level of demand for places, with enrolments increasing in 2015, and numbers expected to increase once again into 2016. This is an indication of the level of satisfaction within the Mudgee community with the school.

### **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 learning survey conducted in secondary indicates a high level of satisfaction with the learning experiences provided by the staff, along with the positive relationship the staff develop with the students in the school. The fact that we have more students entering Year 11 in 2015 and, next year in 2016, indicates a level of satisfaction with the students.

### **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 totaling 52 students in 2015, almost 8% of the student population. Teacher's 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.