

St Matthews Catholic School Mudgee
Annual School Report to the Community
2014



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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 629 students situated in the centre of Mudgee, educating students from Kindergarten to Year 10. 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.

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 Garry McKeown

Parish Priest

Parent Body Message

The P&F at St Matthews strives to be a committee that supports, grows and enriches our school. We build community, 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 2014, further playground equipment tailored to meet the needs of upper primary and secondary students was installed. In 2014 our fundraising goals included providing shade for the new playground equipment and helping the school to further improve its information technology resources.

In addition to fundraising, we endeavour to be a collective voice for the parents in our school and foster a welcoming and family-oriented community, which is evident in our annual events such as our welcoming cocktail evening, Kindergarten parents morning tea and Mother's & Father's Day stalls.

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

Melinda Lees

P&F President.

Student Body Message

2014 has included one of the biggest steps in St Matthew's history. The announcement of stage 6 has been long awaited and will begin next year. To be an integral part of this next stage of St Matthews, is an honour and something which we are very excited to undergo. We look forward to experiencing the further growth of our school with such a devoted and welcoming community.

We would like to thank the school for giving us the opportunity to be the leaders of this wonderful school. We've thoroughly enjoyed working with the teachers and students to create a positive atmosphere and introduced new ideas which hopefully will be continued in the future. We hope we have been good ambassadors for the school showing pride and integrity in all that we have done.

We would like to acknowledge the prefects on their work and contribution to the student leadership team of 2014. We truly wouldn't have been able to do it without them. We would like to extend a massive thank you to our wonderful teachers who have guided us and helped us to excel this year, not only in class but as role models for all of us here at St Matthews.

2014 School Captains

SECTION TWO: SCHOOL FEATURES

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. The school educates students from Kindergarten to Year 10 and has an enrolment in 2014 of 629 students.

Students attending this school come from a variety of backgrounds and nationalities. Our student population is made up of 54% boys; 46% girls; 3% LBOTE; 2% Indigenous.

The school employs 66 staff, 49 teachers and 17 non teaching staff, the latter being employed in a variety of capacities including teachers' aides, office staff, cleaning staff 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 10. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
299	330	13	629

* 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 2014 was 90.76%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.67%
Year 1	92.28%
Year 2	74.96%
Year 3	93.78%
Year 4	94.59%
Year 5	93.87%
Year 6	93.32%
Year 7	90.95%
Year 8	90.61%
Year 9	89.35%
Year 10	90.97%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. 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 Catholic Schools or designated Catholic Education Office Bathurst 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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
49	17	66

* This number includes 27 full-time teachers and 22 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:

Term 1	Professional Learning Communities - Developing Essential Learnings; Australian Curriculum
Term 2	The Australian Curriculum - Mathematics in Primary; Preparation for Stage 6 in Secondary; Teaching children with ASD
Term 3	Staff Retreat - The Catholic Church and Teaching in a Catholic School
Term 4	The Australian Curriculum - Mathematics in Primary; Preparation for Stage 6 in Secondary

Other professional learning that took place during 2014 include:

Masters of Educational Leadership, Masters of Theology, Grad Dip Theology, John DeCourcy inservice, occupational therapy - use of the CEO kit, Support Teacher Conference, working with children with Dyslexia, PAT Maths assessment training, school visits to other K-12 schools, positive Partnerships ASD inservice, first aid and resuscitation, Secretaries conference, QELI Middle Leadership Course, Professional Learning Communities - inservice and school visits by Hawker Brownlow, HSC Best Practice course, Primary Maths programming.

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 BLAST and MANAFEST.

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.

SECTION SIX: CURRICULUM

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 2014, 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 Metals and Engineering (VET).

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 2014 the school implemented 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 2015 will include expanding this PLT process to focus specifically on students learning data. In 2014 we saw 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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	67.00%	50.00%	0.00%	12.00%
	Reading	50.00%	46.00%	0.00%	13.00%
	Writing	67.00%	39.00%	17.00%	11.00%
	Spelling	67.00%	44.00%	33.00%	15.00%
	Numeracy	33.00%	36.00%	0.00%	14.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40.00%	37.00%	40.00%	16.00%
	Reading	40.00%	34.00%	40.00%	16.00%
	Writing	0.00%	16.00%	40.00%	21.00%
	Spelling	40.00%	33.00%	20.00%	16.00%
	Numeracy	20.00%	26.00%	0.00%	18.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	41.00%	27.00%	19.00%	24.00%
	Reading	43.00%	26.00%	9.00%	19.00%
	Writing	17.00%	18.00%	19.00%	28.00%
	Spelling	27.00%	32.00%	15.00%	17.00%
	Numeracy	37.00%	27.00%	5.00%	20.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	41.00%	23.00%	9.00%	26.00%
	Reading	38.00%	25.00%	6.00%	22.00%
	Writing	25.00%	19.00%	25.00%	37.00%
	Spelling	41.00%	25.00%	9.00%	17.00%
	Numeracy	38.00%	30.00%	6.00%	25.00%

In 2014 the number of students issued with a RoSA	0
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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). 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.

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. 2014 also saw the implementation of the inaugural chapter of Mini-Vinnies with Year 3 students, which will expand in 2015.

SECTION NINE: QUALITY CATHOLIC EDUCATION

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 2014

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 2014 include:

Individualised learning and teaching further targeted 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; development of Stage 6 programs in readiness for implementation in 2015; review and implementation of procedures and delegation of authorities for expenditure including development of and delegation of budgets for key areas within the school and a more accurate and streamlined process for ordering; successful implementation of iPads in secondary including the development of an iPad Bootcamp and the implementation of an iPad trolley in primary.

Priority Key Improvements for 2015

The school has outlined its key goals for 2015 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 2015 include:

- Development of staff to ensure a deep, meaningful and contextual religious education curriculum is developed and implemented K-12.
- Integration of the Parish community into the delivery of the religious education curriculum to ensure a local context is provided.
- Develop and enhance teacher reflective practices through the Professional Learning Teams that ensure all students experience engaging and contemporary learning practices.
- Provide and effectively use contemporary resources, including ICT, that engage and challenge students to develop a deep understanding of the content and become competent users of technology.
- Develop and implement a whole school formative assessment professional learning program based upon the work of Dylan Wiliam.
- Develop and draw upon relationships with the local community, particularly experts in their field, to supplement and support the learning and teaching at the school, particularly in Stage 6.

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

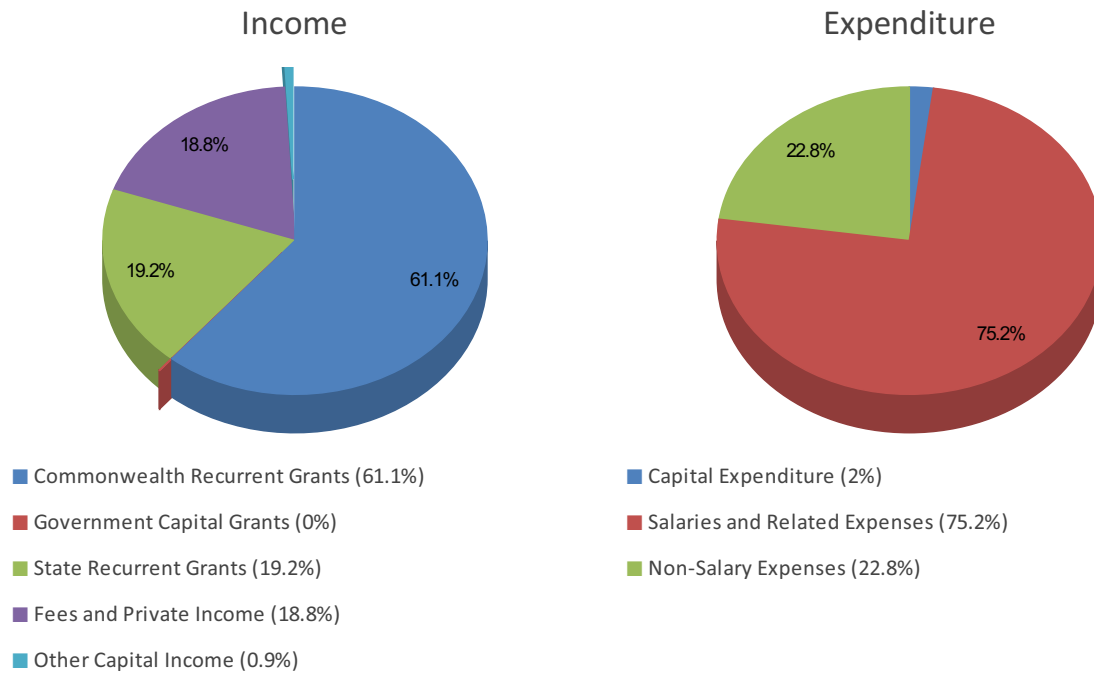
There continues to be a strong level of community morale at St Matthews with a sense of shared purpose and drive. This year parents were again surveyed rating their satisfaction on 22 components across the school, with 118 responses. The survey responses continued to show improvement in some areas from 2013. Some excellent feedback was provided to the school. Almost all components were rated as an agree or strongly agree by over 90% 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.

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, and it was a popular announcement with the students that the school was expanding to Years 11 and 12. 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.

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 49 students in 2014, 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.



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.