

2016 Annual School Report to the Community

St Matthews Catholic School Mudgee

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Principal Mr Jason Hanrahan



Principal's Message

St Joseph's is a Catholic co-educational school (K-6) that provides a quality and Christ-centred education for students. A dedicated and professional staff team carry on the spirit and traditions of our founders, The Sisters of Saint Joseph. St Joseph's continues to respond to, and to serve, the needs of parents who seek a Catholic education for their children. We aim to create an atmosphere in which both children and staff can grow and develop as a Catholic Community. The School aims to extend this to a sense of belonging within the wider-community of home, school and parish. We aim to provide a learning environment, which is stimulating, positive and purposeful that caters for the spiritual, academic, emotional physical and social needs of the students entrusted in our care. We strive to develop, enhance and nurture each student's talents and skills. At St Joseph's we have embraced the surge in multi-media applications including updating ICT equipment. St Joseph's strives to integrate faith and life within the daily activities of the School. This is achieved through the adherence to Gospel values, so that a warm, welcoming and supportive environment is created.

Parish Priest's Message

St Joseph's Primary School, Blayney, has been an integral part of the mission of St James' Parish Blayney, since St Mary MacKillop's Sisters of St Joseph founded it in 1880. There continues to be a healthy and life-giving link between the parish, the school and the parent body. St Joseph's School has representation on the Parish Council, and the Parish-School link continues to grow stronger, with the School Community participating in a number of Parish Celebrations and Feast Days, as well as the start of year Investiture Mass, all held in the Parish Church. Parishioners have also been involved in a number of School celebrations. The School Newsletter is made available in the Church each week for interested parishioners. I have also had involvement in various school activities, such as the Year 6 Christian Living Camp, and the Staff Retreat Day. Our mutual partnership is bearing fruit in the deepening Catholic identity and values of St Joseph's School.

Fr Tim Cahill

Parent Body Message

2016 has been an exciting year for the Parents and Friends at St Joseph's.

This year, along with the canteen, the P & F have been busy with the clothing pool, Mother's and Father's day stalls, Easter raffle, Grandparents day, Master chef, bulb fundraiser, pie drive, and Winter wonderland popcorn stall.

We also saw the launch of the St Joseph's Primary school cook book which is filled with recipes from families of the school and art work from the students. All this fundraising allows us to buy equipment that our children are able to benefit from and this year has been no exception. We have purchased a class set of Chrome books, a new BBQ, canteen fridges and ovens, electrical work for the canteen, and contributed to the room refurbishments happening now. A lovely quote I found is "Volunteers are not paid – not because they are worthless, but because they are priceless".

Student Body Message

During 2016, the Year 6 leaders have acted as role models for the other students and have been given special responsibilities. These responsibilities include being Buddies for Kinder students, and peer support leaders for our anti – bullying program. Highlights for 2016 included our excursions to Ridge Crest for Confirmation preparation and our Myuna Bay excursion. St Joseph's has provided Year 6 with a strong education foundation for a bright future. Our years at St Joseph's have been well spent. The school has assisted our families in bringing us from immature children to young adults. The teachers all work hard at making our school such a special place.. We would like to wish our classmates success and happiness for the future and thank everyone at St Joseph's.

School Captains 2016

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. In 2016 the school educates students from Kindergarten to Year 12, and has an enrolment of 762 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 85 staff, 60 teachers and 25 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 experienced 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 2016:

Girls	Boys	LBOTE*	Total Students
395	369	11	764

* 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 2016 was 91.87%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.87%
Year 1	91.96%
Year 2	91.18%
Year 3	92.77%
Year 4	92.52%
Year 5	92.32%
Year 6	92.11%
Year 7	90.90%
Year 8	91.57%
Year 9	89.56%
Year 10	89.33%
Year 11	89.78%
Year 12	97.42%

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.	22%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

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

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2016 Graduating Class	84%	8%	8%	0%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
56	24	80

* This number includes 37 full-time teachers and 19 part-time teachers.

Percentage of staff who are Indigenous	1%
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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	Child Protection, Excursion Policy, Formative Assessment in the Classroom
Term 2	Formative Assessment, MCCL, PLT and Individual Goal Setting
Term 3	MCCL - Rich Catholic Curriculum, Insight and Meaning; goal setting and personal professional learning plans
Term 4	Aboriginal Spirituality and our Mercy Heritage

Other opportunities afforded to staff include:

Literacy in primary classroom; school visits on adaptive and engaging learning environments; Hospitality VET update; Model of Christ Centred Learning Working Party and Facilitator Days; Studies of Religion professional development; Legal Studies teachers conference; English Teachers Association Annual Conference; Teaching Stage 6 PDHPE ; Association of Catholic Principals Conference; PLC follow up session; ELEVATE program.

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.	60
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 BLAST and MANNAFEST. The school is now planning to be involved in the CSYMA Youth Ministry in 2017.

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	28.61
Year 8	24.70

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.

St Matthew's School is registered as compliant with government regulations. Key Learning Areas taught are from the NSW Board of Studies Syllabus. The school teaches RE from the Diocese of Bathurst Religious Education Curriculum.

Support is provided for the delivery of high quality education, with all staff knowledgeable about emerging curriculum and statements of learning through Catholic Education Office, in-services and learning programs.

The school provides vital learning support programs in Literacy (PreLit, MiniLit, MultiLit) and Numeracy (QuickSmart) to assist students who need extra help. In Literacy, the school also uses the whole school approach of Read Live and Spelling Mastery. The infants also use Jolly Phonics. PLC develops Essential Learnings and Proficiency Scales to make up our Maths Program. Some of the Units taught in Science and Technology use the Diocesan Primary Connections Program, which has a literacy focus. Many of the Curriculum areas are integrated.

As a result of State Action Plan a 0.5 teacher allocation enhanced the focus on the use of student data to drive teaching and learning. The school is now actively pursuing the use of the Literacy and Numeracy Continua as the major tools for tracking student progress in literacy and numeracy.

The professional dialogue that has emerged as a result of the use of the Continuums has been beneficial and enabled the teachers to make more informed judgements not only about student progress but also the most appropriate next steps for student learnings in Numeracy and Literacy. It is also characterised by sharing of ideas, collaborative planning, joint development of resources and shared accountabilities.

As a result of the focus on the Continuums and the use of student data each student now has a Personalised Learning Plan (PLP), involving the student, teacher and parents, where individual goals are set and reviewed. The data from the PLP highlights students' strengths, and areas for development, with particular focus on areas for improvement.

Students are invited each year to audition for the Moorambilla Choir, which includes students from schools throughout northwest NSW.

All Students from K – 6 participate in 'Speak Out', which was adjudicated by local Public Speaking adjudicators. As well, all students participated in the Wellington Eisteddfod.

Community Service activities included students being involved in raising much need funds for Diabetes Australia, Caritas and Missions as well as taking part in Clean up Australia, Anzac Day and Remembrance Day Services.

The school runs Daily Fitness and Crunch 'n' Sip Programs to enhance student fitness, healthy eating and overall wellbeing. These provide a sound start to each day and are founded in research and proven positive outcomes for all.

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 2016, 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, Extension Mathematics and Science, 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 Computers) 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 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. 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 2017 will include expanding this PLT process to focus specifically on students learning data, along with the introduction of a more adaptive pedagogy and spaces through our flexible learning program.

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 2016		% 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%	53.00%	5.00%	10.00%
	Reading	67.00%	48.00%	6.00%	11.00%
	Writing	76.00%	49.00%	2.00%	6.00%
	Spelling	63.00%	46.00%	7.00%	12.00%
	Numeracy	59.00%	36.00%	2.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	43.00%	36.00%	13.00%	15.00%
	Reading	43.00%	35.00%	8.00%	16.00%
	Writing	23.00%	17.00%	11.00%	18.00%
	Spelling	29.00%	30.00%	6.00%	17.00%
	Numeracy	34.00%	28.00%	15.00%	17.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	23.00%	28.00%	8.00%	20.00%
	Reading	19.00%	26.00%	11.00%	17.00%
	Writing	21.00%	16.00%	13.00%	27.00%
	Spelling	30.00%	28.00%	6.00%	18.00%
	Numeracy	23.00%	30.00%	4.00%	15.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	25.00%	16.00%	14.00%	27.00%
	Reading	31.00%	21.00%	18.00%	21.00%
	Writing	16.00%	12.00%	22.00%	38.00%
	Spelling	25.00%	22.00%	18.00%	23.00%
	Numeracy	25.00%	23.00%	12.00%	18.00%

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)					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion 1	0%	0%	0%	0%	64%	50%
English Standard	0%	0%	0%	0%	20%	13%
English Advanced	0%	0%	0%	0%	42%	62%
Mathematics	0%	0%	0%	0%	40%	53%
Legal Studies	0%	0%	0%	0%	25%	43%
Personal Dev, Health & PE	0%	0%	0%	0%	54%	35%
Visual Arts	0%	0%	0%	0%	100%	55%
Economics	0%	0%	0%	0%	50%	45%
English Extension 1	0%	0%	0%	0%	100%	95%
English Extension 2	0%	0%	0%	0%	100%	80%
Geography	0%	0%	0%	0%	67%	41%
Info Process & Technology	0%	0%	0%	0%	67%	28%

In 2016, 24 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 in the The Distinguished Achievers List 13 times. The cohort also achieved 51 Band 5 results, meaning 64 results were Band 5 or 6, 44% of all examinations sat. There were also 54 Band 4 results, equating to 80% of results Band 4 or higher.

Of the 22 courses, 13 exceeded the state percentage of students achieving a Band 5 or 6.

In 2016 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). 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.

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. 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. 2016 also saw the ongoing growth of the chapter of Mini-Vinnies with Year 3 and 4 students and the social justice group in secondary.

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 2016

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. The key areas of improvement in 2016 included: as part of the development of new strategic improvement plan 2017-2019, review and update school mission and vision statements to ensure clarity of purpose of the school and to ensure a clearly articulated Catholic identity; the implementation of a Youth and Young Families Mass with the Parish; a successful school review where all compliance areas were met; the development of professional learning and implementation of data walls; ongoing training for staff in formative assessment as the means to enhance student learning.

Priority Key Improvements for 2017

In 2017, the school is working towards the following key outcomes: embed indigenous culture and the special place of First Peoples through acknowledgement and celebration, including publication of significant dates and events, and the creation of indigenous artwork for display in the Parish and school; 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; continue the whole school focus on student learning via ongoing professional development and reflection in Professional Learning Teams, including the support of the ELEVATE Project; further refine and develop a whole school systematic approach to intervention at all levels of student learning that is responsive to student individual needs, with a particular emphasis on improving educational outcomes for our aboriginal students; continue to refine an effective whole school approach that reflects a developed and shared understanding of the principles and practices of formative assessment and other innovative forms of pedagogy.

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 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.

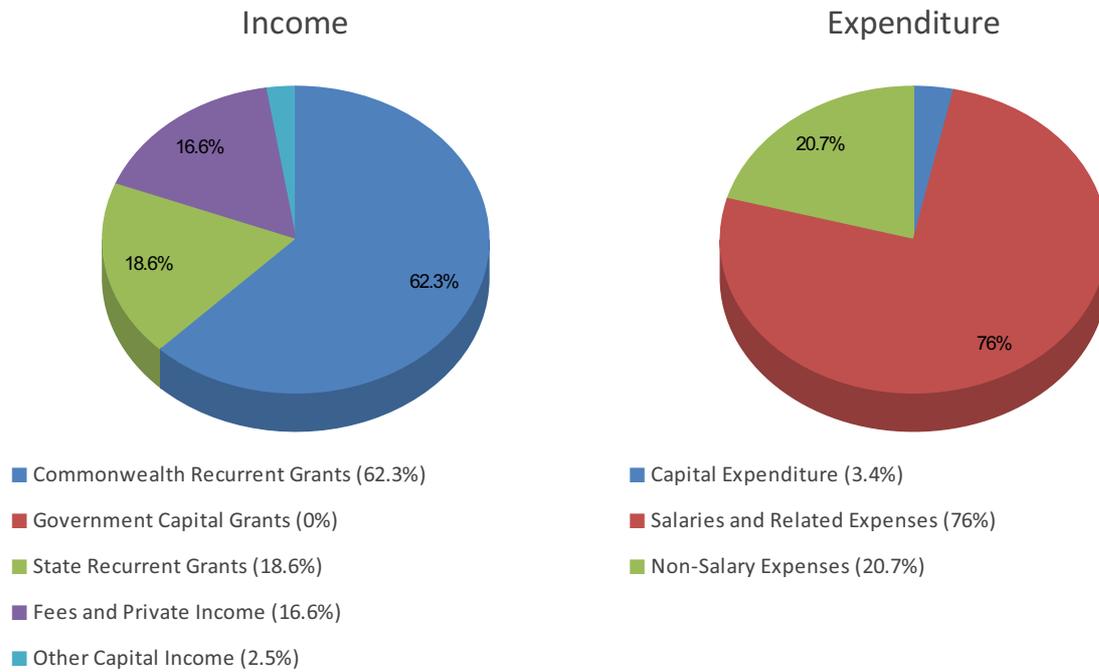
The school continues to receive a high level of demand for places, with enrolments increasing in 2016, and numbers expected to increase once again into 2017. This is an indication of the level of satisfaction within the Mudgee community for the school.

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 at our school. The fact that we have more students entering Year 11 in 2016 indicates a level of satisfaction with the school. The ELEVATE team and staff are conducting some further ethnographic interviews to ascertain deep seated feelings and perceptions of students 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 totaling 55 students in 2016. 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.