

St Matthews Catholic School
Annual School Educational and Financial Report
2013



Address: 4 Lewis Street Mudgee NSW 2850
Postal Address: PO Box 1357 Mudgee NSW 2850
Telephone: (02) 6372 1742
Facsimile: (02) 6372 1423
Website: www.stmattsmudgee.catholic.edu.au

ABOUT THIS REPORT

St Matthews Catholic School Mudgee is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on (02) 63721742 or by visiting the website at www.stmattsmudgee@bth.catholic.edu.au.

PRINCIPAL'S MESSAGE

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 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.

St Matthews Catholic School is a co-educational school of approximately 580 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.

At St Matthews we are committed to the development and fostering of positive relationships within the community. With these good relationships as the foundation, we strive to develop in our community the two pillars of our school, Truth and Excellence.

In seeking what is true, we encourage and support our students, staff and parents in developing a strong sense of spirituality with the model of Christ as our guide. This is done through the explicit teaching of the Religious Education curriculum and integration within other curriculum areas, as well as being implicit in all other areas of the school. This includes the liturgical life of the school, the way in which we treat each other with dignity, justice and respect within the community, as well as programs and policies such as the restorative justice program that encourages responsibility and inclusiveness.

In the endeavour for excellence, students are provided with a large variety of opportunities to excel using their own gifts and talents. Students are constantly challenged to better themselves in all areas of the school. The school has a history of significant success in local, state, national and international examinations and competitions, something that we, as a staff and community, are proud of and continue to enhance.

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 Catholic education to the students of our rapidly growing school.

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

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for improvement.

Jason Hanrahan
Principal

PARISH PRIEST'S MESSAGE

St Matthews Catholic School community works in partnership with St Mary's Parish Community. As manager of the school, I am very happy 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. The school has had extensive building improvements in the last two years and this has enhanced the school site and increased the enrolments. I congratulate the leadership and staff on their well-run Catholic school.

Fr Garry McKeown
Parish Priest

MESSAGE FROM PARENTS and FRIENDS ASSOCIATION

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 2013, playground equipment tailored to meet the needs of upper primary and secondary students was installed. In 2014 our fundraising goals include 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.

CATHOLIC IDENTITY

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.

Approximately 75% of the teaching staff have now gained Religious Education teaching qualifications. 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.

SCHOOL FEATURES

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 2013 of 578 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 57 staff, 44 teachers and 13 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.

St Matthews continues to be "small enough to care"; a school where teachers have a chance to know their students individually, to understand their needs and recognise their special gifts.

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.

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'

ENROLMENT POLICIES AND PROFILES

We experienced an enrolment increase in 2013 with 578 students enrolled at August Census. There are approximately 54% boys and 46% girls in the school. 69% of students enrolled in 2013 were baptised Catholic. In 2013, we had 17 classes in the Primary School and 8 classes in the Secondary School.

St Matthews Catholic School is a comprehensive co-educational K-10 Catholic school providing an education underpinned by Christian values and operating within the policies of the New South Wales Board of Studies. All applications are processed in order of receipt, and consideration is given to the applicant's support for the ethos of the school, the presence of siblings already attending the school, and other criteria as determined by the school.

Once enrolled, students are expected to maintain their enrolment by:

- Supporting the school's ethos
- Demonstrating appropriate effort, attitude and behaviour
- Complying with the school rules.

Children must turn 5 before the 30th June in the year of enrolment.

The full text of school enrolment policies may be accessed via:

- The school office
- The school website: www.stmattsmudgee.catholic.edu.au

Enrolment packs can be accessed by telephoning the school office (02) 6372 1742 during office hours. There were no changes made to the enrolment policy during the year.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

<i>Year Group</i>	<i>Attendance Rate</i>	<i>Year Group</i>	<i>Attendance Rate</i>
7	93%	1	93%
8	92%	2	93%
9	93%	3	94%
10	90%	4	94%
		5	94%
		6	92%
Whole School	93%		

St Matthews enjoys a good student attendance rate. Productive and meaningful lessons and activities remain our focus throughout each term and at the end of the year. We aim to have as close to maximum student attendance as possible. In addition, on sport days and on days with extra curricular activities our normal expectations regarding student attendance apply. Students who demonstrate continued poor attendance are contacted by the class teacher or academic care adviser and, if the poor attendance continues, is referred to the relevant coordinator for follow up. This may result in accessing support from counseling or external agencies.

POST SCHOOL DESTINATIONS

- 100% of Year 10 students went on to further study (Years 11 & 12 or TAFE)
- 0% of Year 10 students post school destination is unknown

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 2013, 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.

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 2011-2013. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

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.

STUDENT PERFORMANCE IN THE NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the National Assessment Program- Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.

Points to note are:

- In Year 3 students placed in Band 1 are below national minimum standard. Students in band 2 are achieving national minimum standard and students in bands 3 and 4 are “at proficiency”
- In Year 5 students placed in Band 3 are below national minimum standard. Students in band 4 are achieving national minimum standard and students in bands 5 and 6 are “at proficiency”
- In Year 7 students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 8 and 9 are at “proficiency”.
- In Year 9 students in Band 5 are achieving below the national minimum standard. Students in band 6 are achieving at the national minimum standard. Students in Bands 9 and 10 are “at proficiency”.

Band Distribution (%) - YEAR 3

	Band	1	2	3	4	5	6	%at/above National Minimum
Reading	School	1.8	8.9	12.5	23.2	25	28.6	98
	Diocese	2	7	17	25	21	27	98
	State	3	10	16	25	19	28	97
Writing	School	0	1.8	3.5	22.8	54.4	17.5	100
	Diocese	1	5	16	27	39	12	99
	State	2	6	15	23	37	17	98
Spelling	School	1.8	3.5	14	21.1	35.1	24.6	98
	Diocese	3	6	20	27	24	21	97
	State	4	6	18	23	24	25	96
Grammar & Punctuation	School	0	10.5	8.8	7	24.6	49.1	100
	Diocese	2	7	14	22	27	28	98
	State	3	8	14	21	24	31	97
Numeracy	School	0	1.8	19.3	24.6	40.4	14	100
	Diocese	1	6	19	33	31	10	99
	State	3	8	22	29	25	14	97

The school achievement levels in Writing, Spelling, Grammar and Punctuation have improved markedly from 2012 and are above previous levels in all areas except Reading (and Comprehension).

Spelling has had the greatest growth at a school level with an improvement in scores for the first time since 2009. 59.7% students scoring in the top 2 bands and a further 21.1 % scoring in Band 3.

Factors that have influenced these results include:

- The advent of the Professional Learning Communities (PLC) model has raised the awareness of literacy and numeracy teaching across the school. This would have had only a small impact as it was only in its formative stages in Term 1 2013.
- The school wide awareness of the importance of data to inform decision making regarding teaching and learning.
- The implementation of Enrichment groups across all Infants and Primary grades, to group students in Stage levels, to focus on common areas of weakness and or strengths and provide intervention and enrichment to the group over a number of sessions per week and over weeks.
- The use of the Spelling Mastery program, grouping and teaching students in ability levels across all Primary grades, appears to have lifted spelling in some areas, even though this is still an area of relative weakness.
- The increased focus on spelling by the CEO with the position paper and the events such as the spelling bee has raised awareness of the importance of spelling. This will have a greater impact in future years.

Band Distribution (%) - YEAR 5

	Band	3	4	5	6	7	8	%at/above National Minimum
Reading	School	0	15.1	18.9	26.4	26.4	13.2	100
	Diocese	1	8	23	32	25	13	99
	State	2	9	23	29	22	15	98
Writing	School	0	1.9	35.8	41.5	17	3.8	100
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Spelling	School	3.8	7.5	24.5	32.1	26.4	5.7	96
	Diocese	4	7	25	33	23	8	96
	State	5	8	21	27	25	13	95
Grammar & Punctuation	School	0	13.2	22.6	18.9	32.1	13.2	100
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Numeracy	School	1.9	13.2	32.1	26.4	15.1	11.3	98
	Diocese	2	12	30	32	15	9	98
	State	5	15	26	26	13	15	95

In **Reading**, 55.3 % of students at SMCS had greater than or equal to expected growth and 44.7 % students had less than expected growth. Average Growth in **Writing** for SMCS is **62.2**, this is above the State by 6.8, above the NSW CEC by 7.4 and above the SEG by 10.3. In **Writing**, 70.2 % of students at SMCS had greater than or equal to expected growth and 29.8 % students had less than expected growth. Average Growth in **Spelling** for SMCS is **84.3**, this is above the State by 0.3, above the NSW CEC by 2.2 and above the SEG by 0.2. In **Spelling**, 66.0 % of students at SMCS had greater than or equal to expected growth and 34.0 % students had less than expected growth.

An area for improvement is the lower than expected growth in grammar and punctuation.

Band Distribution (%) - YEAR 7

	Band	4(-)	5	6	7	8	9(+)	%at/above National Minimum
Reading	School	1.7	16.9	20.7	27.6	34.5	8.6	98
	Diocese	3	11	26	32	22	7	97
	State	5	14	25	25	20	11	95
Writing	School	6.8	11.9	35.6	28.8	15.3	1.7	93
	Diocese	4	19	31	28	15	3	96
	State	9	21	28	22	15	6	91
Spelling	School	1.7	13.6	23.7	33.9	20.3	6.8	98
	Diocese	4	8	19	38	24	8	96
	State	5	8	19	30	24	13	95
Grammar & Punctuation	School	3.4	15.3	15.3	25.4	23.7	16.9	97
	Diocese	6	10	22	29	22	11	94
	State	10	13	20	22	19	15	90
Numeracy	School	1.7	3.4	20.3	37.3	22	15.3	98
	Diocese	2	11	29	32	19	8	98
	State	3	16	25	25	16	15	97

In Numeracy, average growth was 69.8. This placed the school group above the state and SEG group means for growth. 22% of students were below the expected growth which we will work to address in the next year. Some other strengths include performance in both areas of numeracy was strong. Boys performance in numeracy was above state and school averages.

In literacy there was good growth of the cohort and results in Reading were strong. Boys are showing strength in the areas of Reading and Grammar. Girls are showing strength in the areas of Reading and Grammar. Further work will be completed in the areas of Writing and Spelling.

Band Distribution (%) - YEAR 9

	Band	5	6	7	8	9	10	%at/above National Minimum
Reading	School	0	6.3	25	31.3	34.4	3.1	100
	Diocese	3	12	30	28	22	5	97
	State	5	17	27	27	19	6	95
Writing	School	9.4	15.6	18.8	31.3	9.4	15.6	91
	Diocese	11	19	24	23	13	9	89
	State	18	19	21	23	11	8	82
Spelling	School	6.3	3.1	28.1	21.9	31.3	9.4	94
	Diocese	4	9	28	34	14	10	96
	State	6	11	27	32	15	10	94
Grammar & Punctuation	School	9.4	0	18.8	31.3	28.1	12.5	91
	Diocese	8	15	26	26	15	10	92
	State	11	15	29	23	12	10	89
Numeracy	School	0	6.3	21.9	34.4	18.8	18.8	100
	Diocese	4	13	30	28	15	11	96
	State	8	17	24	20	14	16	92

The cohort mean growth in numeracy was well above state and CEC means at 56.4 scale points. However, 23.3% of students achieved less than expected growth which is an area to address. In Literacy, the overall growth of the cohort was very strong with the areas of Spelling and Grammar requiring further work in the next year.

Record of School Achievement (RoSA)

In 2011 the NSW Minister announced that School Certificate tests would not continue beyond that year. From 2012 eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. Eligible students are able to apply for the RoSA when leaving school. In 2013 1 student requested and was awarded a RoSA.

Subject	Results Summary 2013 (%)				
	A	B	C	D	E
Religious Education	0	33	33	29	5
English	5	19	48	29	0
Mathematics	5	19	43	14	19
Science	5	33	10	24	29
History	14	19	43	24	0
Geography	10	14	29	33	14
PDHPE	33	24	43	0	0
Commerce 100hrs	0	14	57	29	0
Agriculture Technology 100 hours	0	50	0	50	0
Agriculture Technology 200 hours	25	75	0	0	0
Food Technology 100 hours	60	20	20	0	0
Food Technology 200 hours	80	20	0	0	0
Graphics Technology 100 hours	0	50	0	50	0
Graphics Technology 200 hours	0	33	33	33	0
Industrial Technology Timber 100 hours	0	25	50	25	0
Industrial Technology Timber 100 hours	50	0	25	25	0
Information Software and Technology 100 hours	0	0	0	100	0
Information Software and Technology 200 hours	33	0	67	0	0
Textiles Technology 100 hours	57	29	14	0	0

Textiles Technology 200 hours	33	67	0	0	0
Drama 100 hours	0	100	0	0	0
Drama 200 hours	67	33	0	0	0
Visual Arts 100 hours	33	33	33	0	0

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. The professional learning is directly aligned with the goals of the Annual School Improvement Plan, which focused specifically on the implementation of the Professional Learning Community Project. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held five equivalent whole staff days in 2013. The content of these days were as follows:

- Professional Learning Communities, An Introduction (Term 1)
- Secondary Cross Diocesan KLA Inservice (Term 1)
- Contemporary Learning Conference (Term 2) and the Australian Curriculum
- The Habits of Mind 2 and Professional Learning Communities (Term 4)
- Sustainability & Stewardship – An Ecological Grace (Term 3)

A full staff retreat day was held under the leadership of invited guest Ann-Maree O'Beirne (RSM) from the Rahamim Ecological Learning Community (Term 3). Additional professional development sessions were held after school for all staff in: Anaphylaxis (Term 1/2), Manual Handling (Term 1), Child protection (Term 1), The Australian Curriculum English, Mathematics, Science, History (Terms 1-4); Students welfare and access of external agencies.

Professional Learning Team Meetings are regularly held formally once per week, with additional meetings, such as faculty meetings in secondary and grade/stage meetings in primary, held to complement whole staff meetings and executive meetings which are held.

The total number of days in professional learning activities for 2013 was 385 days.

Teachers were involved in the following professional learning activities in 2013: Primary Programming and Assessment, The Habits of Mind Conference, Building Professional Learning Communities, Leadership for School Improvement, Learning and Leading Conference.

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:

Teacher Qualifications	Number of Teachers
1. Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	44
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity. 	0

Teacher Attendance and Retention Rates

Teacher Attendance	95%
Teacher Retention	96%

WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
Principal	1			
Assistant Principal		1		
Teachers/Coordinator	7	34		
Teacher Assistants		5		
Librarians		1		
Ancillary Staff	2	6		

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

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.

The full text of the school Student Welfare Policy may be accessed via:

- The school's website: www.stmattsmudgee.catholic.edu.au/pastoral-care/policies
- The school office

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 school believes that every student has the right to a safe, supportive and caring environment which:

- minimises the risk of harm and ensures that students feel secure
- encourages students to be intellectually able, spiritually aware, socially responsible, emotionally mature, physically healthy and culturally enriched
- provides student welfare policies and programs which develop a sense of self worth and foster personal development.

To ensure that all aspects of the schools mission and the pastoral needs of our students are met, the following policies and procedures are in place:

- Child Protection Policy
- Security Policy
- Supervision Policy
- Code of Conduct Policy
- Pastoral Care Policy

Documentation relating to these policies can be found in:

- Staff Handbook
- School Policies and Procedures Handbook
- School Diary
- Student/Parent Handbook
- CEO Policies and Procedures Handbook
- School Portal
- Newsletters

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.

The full text of the school Discipline Policy may be accessed via the school's website or portal or a copy obtained from the school office.

The following changes were made to the Discipline Policy during the 2012 school year:

- The school's Anti-Bullying policy was updated
- Action-Consequence summary added

Complaints and Grievances Policy

A policy which outlines the principles and process of parent complaints and grievances is printed annually in the school newsletter. The full text of the school Complaints and Grievances Policy may be accessed on the school portal or by contacting the office and requesting a copy. In principle, it is important that concerns are dealt with swiftly and effectively to address the issue, allay fears and prevent issues developing into major problems. It is expected that all complaints are dealt with impartially, confidentially, fairly and speedily.

In general, parents should first address the problem with the staff member who is most closely concerned. There were no changes made to the Complaints and Grievances Policy during the year.

The full text of the school Complaints and Grievances Policy may be accessed via the school's website or a copy can be obtained from the school office.

There were no changes made to the Complaints and Grievances Policy during the year.

Anti-Bullying Policy

The Anti-Bullying policy is based upon the principles of procedural fairness and restorative justice. Strategies that are used to prevent bullying at the school include:

Explicit teaching of anti-bullying prevention strategies including ensuring the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged; 'across the curriculum' values teaching (e.g. looking at the problem of prejudice within the context of a novel or a History lesson); education of staff regarding bullying and in implementing the school's Anti-Bullying Policy; teaching specifically related to bullying in PDHPE curriculum; staff and students as role models, particularly those in leadership roles such as School Captains, House Captains, SRC members and Peer Mentors;

Parents who feel their child may be involved in a bullying incident should contact their child's academic care adviser, class teacher, a Coordinator or Assistant Principal in order that the school may support the child in a caring, protective manner. After initial contact has been made between the parent and the school, the procedures for managing a bullying incident should be implemented.

All reports made by students to teaching staff must be investigated. Students are encouraged to report any incident that they feel may constitute bullying in the following ways:

- In the classroom – to the classroom or academic care adviser
- In the playground – to the teacher on duty or the Coordinator or Assistant Principal
- Travelling to/from school – to the parent, bus driver, a senior student or Coordinator
- At sport – to the supervising teacher or Coordinator or Assistant Principal
- By using an incident report form, that you can obtain from ANY teacher, the office, the website or portal.

CLARIFICATION OF IMPLEMENTATION PROCESS VIA ADDITION OF FLOWCHART

Once the incident(s) is reported, the students involved are interviewed. They may be asked to complete an incident report form if they have not done so already. The issue is referred to the relevant coordinator and parents are notified. The victim is supported and appropriate consequences for the bully are implemented, based upon the Action-Consequence Summary. The bully is asked to sign an Anti-Bullying Agreement. The students have a Peer Mediation session run by Year 10 Peer Mentors in

order to ensure the bully understands the implications of their actions to the victim. The Peer Mentors act as supports for the students, particularly the victim, over the ensuing days and weeks. The situation is reviewed one week later. The implementation flowchart can be seen on the school website or, for current parents, the school portal.

There were no changes made to the Anti-Bullying Policy during the year.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

The school achieved the following goals as set out in the 2013 Annual Improvement Plan:

- *Catholic Life and RE*

Conducted a process of review of the school vision, mission and values with the mission and vision being re-worked and reworded. This can now be seen on the school website

The school also continued leading Parish Masses once per term to encourage greater family participation in Masses and as part of the Parish.

- *Learning and Teaching targets*

Successfully implement PLC process as a means for compliant and accountable curriculum planning and evaluation of curriculum programs. Development of Australian Curriculum programs in primary and secondary for new syllabus documents. Implement Habits of Mind into teaching and learning programs. Peer based professional learning program implemented through PLC process.

- *Leadership for School Improvement*

Development of new strategic plan for years 2014-2016. Develop formal and informal leadership succession processes and strategies, including developing and refining the role of the PLT leaders

- *Strategic Resourcing*

Review and implementation of procedures and delegation of authorities for expenditure, including the developing of budgets for specific areas of the school such as KLA's thus providing staff with greater control over their resourcing.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Our school has the welfare of our students and their general wellbeing as our highest priority. Our achievements in 2013 include:

- Consolidation of Academic Care Program in secondary
- Yr 6 & Yr 10 leaders – continued adaption of the roles and responsibilities
- Yr 6 & 10 Leaders attendance at Sydney Leadership Convention
- Yr 10 Community Service Program and Blood Donation Program
- Cyber Bullying workshop for Students Yr 5-10 and parents
- Motivational Media Yrs 7-10
- Year 10 students attending the Gapuwiyak (NT) cultural immersion experience

Members of our school represented St Matthews at the local ANZAC Day ceremony and laid a wreath on behalf of the school community. In term four we conducted a two-day leadership camp for Year 9, and in term four, one day for Year 5. During the season of Lent our students raised \$1,797 for Caritas Australia. A further \$2,342 was raised for the Catholic Pontifical Missions and other nominated charities on our mission day in September. Other fund-raising included the 40 Hour Famine raising \$1,250, the Saint Vincent de Paul Winter Appeal raising \$438, the R U Ok? Day raising \$1,439 and the St Vincent de Paul Christmas Appeal raising \$420. Retreats were held for all students in Years 3, 6, 7, 8, 9 & 10, while whole school Masses, Year group Masses and class Reconciliation services were held regularly throughout the year. A variety of activities developing respect and responsibilities, which are quite challenging and promote a sense of respect for others and responsibility towards others, is at the heart of our shared charism.

PARENT, TEACHER AND STUDENT 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 all showed improvement from 2012. 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. An 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.

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

