Annual School Report to the Community
2015

St Matthew's Primary School Page
Stutchbury Street, Page 2614
Phone: 02 6254 2653
Email: office.stmattsps@cg.catholic.edu.au
Website: www.stmattsps.act.edu.au

Principal
Ms Brenda Foley
Section One: Message from Key Groups in our Community

Principal's Message

At St Matthew’s Primary School, we have created a vibrant, welcoming Catholic community where our relationship with Jesus is central, learning is engaging, individual achievements are celebrated and children are at the heart of what is most important. Each child is known by name and we appreciate each one as a special gift with unique talents and abilities.

We provide a comprehensive, challenging and diverse curriculum in line with national and local curriculum mandates and employ a wide range of educationally rigorous teaching and learning strategies allowing all students to participate with a sense of achievement.

Our newly revised school vision is ‘In Truth and Love we Listen, Learn, Lead’. Through our visioning project, it was determined by the community that we would retain the original 1972 St Matthew’s motto ‘In Truth and Love...’ while also adding the more educationally and holistically inspired ‘...we Listen, Learn, Lead’. Our vision inspires us all to listen like Jesus, learn from every occasion and to embrace leadership opportunities and to actively use our knowledge and skills to support others.

Parent Body Message

The Community Council provides opportunities for the school community to engage in the life of St Matthew’s School. Working with the Principal, Parish Priest and staff, the Executive and committees provide leadership to the wider school community. The Executive collaborate on a regular basis to ensure school policies are set within the mission of a Catholic education. They have responsibility to provide advice in areas such as curriculum, student welfare, parent support and other matters as requested by the Parish Priest or Principal. The Committee Coordinators provide forums for the wider community to contribute to the spirit of St Matthew’s through community events run by the environment committee, fundraising and community services committee, student services committee and the annual fete. The Council ensures the community is kept informed of decisions made through regular feedback in the school newsletter and Community Council Open Meetings. The Council welcomes consultation and feedback from the community through the annual survey and open meetings which provide an opportunity for the community to contribute to decision making processes around allocation of fundraising money.

Student Body Message

St Matthew's is the greatest school and we are lucky to be part of this community. Everyone knows everyone and we all look out for each other. It does not matter whether you are in Year 6 or in Kindergarten; we all care for each other. Everyone at St Matthew's is really inclusive. There is never a time when you feel lonely. In our time at St Matthew's we learn a lot about faith and religion and how to pray. We feel a part of the St Matthew's sacramental celebrations and we enjoy belonging to the church family. We love going to school events and to be there to support our school. When we get to Year 6, we learn about leadership and how to be the best leaders possible. We have watched older peers and siblings lead our school and now it is our turn. We feel so proud to be Year 6 leaders and to wear our badges and leadership shirts so we can be identified in the community as part of the Student Leadership class.
St Matthew's Primary School is a Catholic systemic Co-educational School located in Page.

Our school was opened in 1972 under the direction of the Sisters of St Joseph, and our commitment to the educational philosophy of Saint Mary MacKillop reflects the Sisters' continuing influence at St Matthew's. We provide a comprehensive, challenging and diverse education for every child enrolled at our school. We have developed a curriculum which caters for individual learning needs, is genuinely inclusive, and employs a wide range of educationally rigorous and engaging teaching and learning strategies. This allows all students to participate with the potential for achievement and success.

The uniqueness and inherent value of each child in our community is cherished and nurtured. The values we strive to achieve are respect, responsibility, well-being, belonging and doing our best.

During their time at St Matthew’s, our students are encouraged to develop their spirituality by being more like Jesus, and to live Mary MacKillop’s motto, ‘Never see a need without doing something about it.’ We work from an understanding that all children have leadership capacity; therefore, all Year Six students at St Matthew’s are explicitly taught the skills and behaviours necessary to be effective leaders and are called Student Leaders. Each Student Leader is acknowledged by the privilege of wearing a leadership badge and shirt. They are encouraged to take up specific responsibilities including leading school assemblies, flag raising ceremonies, media tasks, playground mediation, hospitality and leading our across-grade values groups.

Our senior students attend overnight sport and recreation camps each year: Year 5 spend two nights away in the Snowy Mountains, and Year 6 spend three nights away in Sydney. The school offers specialist Creative Arts, Japanese and Information Technology programs for all students along with a wide variety of sporting endeavours and co-curricular activities. Sporting opportunities include annual swimming, athletic and cross country carnivals, elective sports in Term 3 for all students in Years 3 - 6, participation in PSSA events for particularly skilled students, weekly commitment to specific sport skill instruction and skills clinics presented by local sports clubs such as hockey and cricket. Our co-curricular activities include Robotics with active participation in RoboCup each year, Strategic Games Club, the Courtyard Gardening Group, lunchtime Drama and Dance Clubs as well as special interest clubs developed by the children themselves. Our 'Engage' program caters specifically for gifted and talented children.
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old.*

Religious Life & Religious Education

St Matthew’s Primary School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old.* We are proud to be a Catholic school, serving the parish of St Matthew's in Page. We have close relationships with the parish community, and pride ourselves on the way in which our school and parish work together. The Sacramental programs at St Matthew’s Primary School are parish-based, with the school working closely with the parish team including our parish priest, the parish school of religion as well as our families to help implement the program.

Our mission at St Matthew's Primary School is to be a Christ-centred community in which our uniqueness is cherished and nurtured. Students are encouraged to develop their spirituality by being more Christ-like. We endeavour to provide an environment where the children develop strength of character, where they are challenged to develop a wide range of thinking and communication skills, and where they are encouraged to make wise decisions to ensure there is a balance in their lives and to develop a sense of citizenship.

The theme for our 2015 school year has been ‘Making Jesus Real’. Our whole school faith focus integrates each year with our ongoing Restorative Practice Program, where we ask the students to think about their actions along with the actions of others. They are then asked to reflect upon the choices in certain situations that could have or should have been made, and can be made in the future. The program is designed to foster the physical and emotional well-being of all school community members through the explicit teaching of the skills, attitudes and understandings needed for safe and healthy living. Student led lessons are held fortnightly and can be multi-aged throughout the school or individual classes. The lessons focus on developing the children's social skills and emotional intelligence, based on the school's core values of: belonging, respect, doing your best.
Section Four: Student Profile

Student Enrolment
The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>167</td>
<td>168</td>
<td>10</td>
<td>335</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy
The Archdiocese of Canberra and Goulburn has established an Enrolment Policy for Catholic Schools. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates
The average student attendance rate for 2015 was 93.53%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>

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 Catholic Education Office designated School Services 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 Five: Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>7</td>
<td>28</td>
</tr>
</tbody>
</table>

* This number includes 17 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous: 0%

Professional Learning

In 2015 the teaching staff at St Matthew's undertook Professional Learning in the following areas: Formative Assessment, Protective Behaviours, Maths – Schedule of Early Number Assessment (SENA) 2 and the Learning Assessment Framework, Kidsmatter – Component 1 Modules 1 and 2, Aboriginal Spirituality, Senior First Aid and Spelling using the Words Their Way resource. All teachers also engaged in professional learning through the Staff Peer Coaching and mentoring program.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.
Section Six: Academic Profile

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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>63%</td>
<td>48%</td>
</tr>
<tr>
<td>Writing</td>
<td>48%</td>
<td>47%</td>
</tr>
<tr>
<td>Spelling</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>63%</td>
<td>52%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50%</td>
<td>34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>55%</td>
<td>34%</td>
</tr>
<tr>
<td>Writing</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Spelling</td>
<td>40%</td>
<td>33%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>32%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Section Seven: School Review and Improvement

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 Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

We have made significant improvements following our Annual Improvement Plan and the Internal School Review process. Key amongst these are:

- the development of a clear vision that is easily articulated by all members of the community
- continued development of a vibrant prayer life in the school
- the provision of strategic professional learning opportunities for staff include ongoing professional goal setting, review, peer coaching and peer mentoring
- providing and promoting collaborative structures for teachers to plan and work together
- embedding of Understanding by Design (UBD) as a planning tool across all curriculum areas
- consistent and rigorous formats for all programming requirements
- development of effective and formalised assessment practices and procedures
- consistent and sequential teaching of spelling using Words Their Way pedagogy
- upgraded senior classrooms to reflect modern pedagogical approaches
- a commitment to continual school improvement.

Priority Key Improvements for 2016

Our plans for the 2016 school year focus on the following key improvement areas:

- Developing teacher capacity in implementing well-documented programs for the teaching and learning of Religious Education based on high quality educational theory and practice with the focus on Webb’s Depth of Knowledge
- Classroom teachers designing and creating learning spaces to maximise learning experiences as determined by modern pedagogies. This will include focusing on furniture and resource positioning, strategic design of classroom displays and centring on encouraging student voice
- Students engaged in developmentally appropriate spelling teaching using processes and pedagogy from Words Their Way
- Formative and other assessment practices used regularly in the collection of data to assist in guiding teaching and learning programs
- Intense support program in literacy in Kindergarten and Year 1
Section Eight: School Policies

Student Welfare Policy

Our Student Behaviour Protocol is based on the premise that we can all act in a positive manner, with the aim of restoring relationships that may be damaged through conflict or poor behaviour choices. We develop these understandings through teacher instruction in class and on the playground. These understandings are then reinforced by our Year 6 Student Leaders during cross-age Making Jesus Real (MJR) groups that are loosely based on a peer support model.

Our community is united in stating that deliberate physical contact, disrespect and bullying will not be tolerated in any form at St Matthew’s Primary School. This means we expect all students in our community to treat one another with dignity and respect by modelling polite speech and socially acceptable interactions. In the event this expectation is breached, the Student Behaviour Protocol is used to address the problem.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School’s Student Welfare Policy may be accessed on the School’s website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. 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.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.

This St Matthew’s Complaints and Grievances Resolution Policy describes the process for effectively managing complaints whilst protecting the rights of all parties involved and seeking a solution to the problem in the best interests of all affected.

St Matthew’s School ensures that a culture of consultation and open dialogue is nurtured at every level, giving every member of the school community the opportunity to express dissatisfaction as well as satisfaction.

Complaints are addressed responsively, openly and in a timely manner. The Principal has an open expectation of a cooperative and genuine effort to resolve any valid complaint. This policy does not seek to limit the rights of any person under common law or legislation in the relevant jurisdiction.

In all matters the educational well-being of students is the first priority.

The three major components for handling complaints are:

- Intake of complaints
- Management of complaints
- Resolution of complaints.

The school follows the Catholic Education Policy as listed on the CE website and the full text of the St Matthew’s Complaints and Grievances Resolution Policy is available at the Administration office.
Section Nine: Community Satisfaction

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

All parent/carer respondents felt that teachers at St Matthew's Primary School are enthusiastic in their approach to teaching, that St Matthew's Primary School has high standards of student behaviour and that the St Matthew's Primary School student management policy is fair. The majority of respondents commended the school's approach to fostering the faith life of the children and the ways in which community is developed. The parents feel that their concerns are listened to and that teachers are open and approachable. Some parents indicated they felt the school might be able to provide further challenges for their children in sport and after school activities. It was clearly reported that St Matthew's Primary School has a safe environment and that parents were very satisfied with the education of their children at St Matthew's Primary School.

Student Satisfaction

The survey results from a sample of Year 4, 5 and 6 students were resoundingly positive. The majority of students strongly agree that their teacher cares about them and expects them to try their hardest and do their best work. Students feel the school has clear rules and expectations, that behaviour management expectations are fair and that they are expected to act responsibly. Students feel very safe at school, that there are appropriate ways to report issues and that these reports are acted on promptly. Students feel a sense of belonging and enjoy being a part of this school community.

Teacher Satisfaction

The school staff were surveyed in a number of areas including work and life balance, the professional culture of the school and opportunities for leadership development. Staff responded they feel their colleagues are very supportive, that they are committed to the school's vision and feel like they are treated as professionals in the workplace. They also feel that the Leadership Team plan and execute change well and that the school encourages a climate conducive to learning. All staff responded that student behaviour management was a particular strength within the school. An identified area for growth is further developing leadership opportunities for classroom teachers. Overall, staff agree that the St Matthew's Primary School workplace has a positive, engaging ethos.
Section Ten: Financial Statement

**Income**

- Commonwealth Recurrent Grants (59.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.8%)
- Fees and Private Income (13.9%)
- Other Capital Income (8.1%)

**Expenditure**

- Capital Expenditure (3.5%)
- Salaries and Related Expenses (67.6%)
- Non-Salary Expenses (28.9%)

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>$2,359,838</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$1,102</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$748,348</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$554,675</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$322,761</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,986,724</strong></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$138,979</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$2,720,080</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$1,163,645</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,022,704</strong></td>
</tr>
</tbody>
</table>

**Notes**

1. Commonwealth Recurrent Grants includes 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, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture.
and Equipment.

7. Salaries and Related Expenditure includes 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.