



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Matthew's Primary School Page

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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 access curriculum and participate with a sense of achievement. We know each child by name and appreciate each one as a special gift with unique talents and abilities. During their time at St Matthew's, each student is challenged to develop as a whole person and become a life-long learner. It is our aim to create a sense of belonging, which will, in turn, nurture each child's growth and help create a healthy self-esteem, factors so necessary for effective learning.

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 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.

Section Two: School Features

St Matthew's Primary School is a Catholic systemic Co-educational School located in Page.

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. 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 6 students at St Matthew's are explicitly taught the skills and behaviours necessary to be effective 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, 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. Our co-curricular activities include Robotics with participation in RoboCup each year, Strategic Games Club, the Courtyard Gardening Group, lunchtime Drama, Music, Art and Dance Clubs as well as special interest clubs.

Our school continued to perform well in 2016 NAPLAN and consistently outperformed territory achievement levels across numerous skill bands.

In Year Three reading and grammar, student representation in the lower bands declined from the previous year, while numbers of students achieving results in the top bands increased, with achievement in the top band significantly above territory results. In Year Three writing, student achievement in the top two bands also exceeded territory results. Student representation in two of the three top three bands for Year 3 spelling exceeded territory results. Achievement in Year Three numeracy in the top band has continued to significantly exceed territory results for the third consecutive year. In Year Five reading and writing, student achievement exceeded territory averages in a number of top bands. Student representation in Band 7 reading in particular demonstrates a consistent trend upwards over time, exceeding territory achievements. Current trends in literacy and numeracy illustrate that the school continues to outperform the ACT in Year 3 numeracy, reading, spelling, grammar and punctuation and Year 5 reading, grammar and punctuation.

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.

Our school theme for 2016 was 'Love in Action' based on encouragement by Pope Francis for the Catholic faithful to engage in a Year of Mercy. We incorporated teaching the children about the acts of mercy in easily understood language. In cross-age groups led by Year 6 Student Leaders, all children learned the acts of love they could undertake in reaching out to others and being caring, considerate young people.

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 2016:

Girls	Boys	LBOTE*	Total Students
165	176	9	341

* 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 2016 was 94.10%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	94%
Year 2	94%
Year 3	95%
Year 4	94%
Year 5	93%
Year 6	93%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	6	27

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

Percentage of staff who are Indigenous	0%
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Professional Learning

In 2016 the teaching staff at St Matthew's undertook Professional Learning in the following areas:

- three modules from the Kidsmatter resource (social and emotional learning);
- study on 'The Third Teacher' (classroom environment);
- an in-depth study of the Papal environment encyclical 'Laudate Si'; and
- Webb's 'Depth of Knowledge'.

All teachers also engaged in professional learning through our ongoing 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.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	73%	49%	0%	11%
	Writing	63%	49%	2%	6%
	Spelling	55%	46%	6%	12%
	Grammar and Punctuation	69%	52%	0%	10%
	Numeracy	49%	36%	10%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	48%	35%	10%	15%
	Writing	18%	17%	8%	18%
	Spelling	24%	30%	10%	18%
	Grammar and Punctuation	47%	36%	10%	15%
	Numeracy	24%	29%	18%	17%

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 2016

We have made significant improvements following our Annual Improvement Plan and the School Review Process including:

Improved pedagogy and increased student engagement in the teaching and learning of Religious Education through implementation of well-documented programs based on high quality educational theory and practice with a focus on Webb's Depth of Knowledge

Success in maximising learning experiences and prioritising student voice by auditing and reconfiguring learning environments. Through professional learning of current research and analysis of student need, spaces were optimised to promote student engagement, value diversity and enhance creativity. This was particularly evident through the creation of calming spaces throughout the school

Whole school focus in spelling through formative assessment, developmentally appropriate teaching approaches, early interventions and investigation of resources

Continued development of intensive support in literacy in the early years of Kindergarten and Year One, with specific emphasis on reading and writing; maximising professional expertise, providing early intervention opportunities and tracking student growth through assessment.

Priority Key Improvements for 2017

Our plans for the 2017 school year focus on the following key improvement areas:

We will work towards embedding a whole school approach to social and emotional learning across the whole school community using a shared understanding of the language used in Social Emotional Learning (SEL)

We will fully embed the explicit teaching of SEL based on the KidsMatter framework to increase the children's wellbeing and success at school

We will develop a whole school agreed practice for the explicit teaching of writing, prioritising frequency, audience, the writing process and assessment practices

We will work towards increasing student engagement in writing by valuing student voice and choice

We will begin to trial early numeracy teaching and learning, using current research of inquiry pedagogies that foster student investigations and high order thinking, while allowing for differentiation and consolidation of concepts taught.

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 *social emotional* 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>.

The 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

Results from the parents/carers survey show that respondents feel St Matthew's is a good Catholic school, that their children are happy coming to school, the school is safe with clear behavioural expectations, the staff are interested in the children and respond quickly to concerns and the school has high expectations of students in both learning and behaviour. Respondents also commented favourably about teachers' approachability and accessibility, the facilities, our balanced approach to an all-round education as well as the support and guidance provided school Leadership Team. Parents and carers appreciate the constant stream of information about upcoming events involving their children. A small number of respondents raised communication between home and school as well as reporting as areas for growth, while a very small number of respondents were concerned about children's ready access to technology. Overall the respondents praised St Matthew's as an inclusive, supportive and nurturing learning environment for their children.

Student Satisfaction

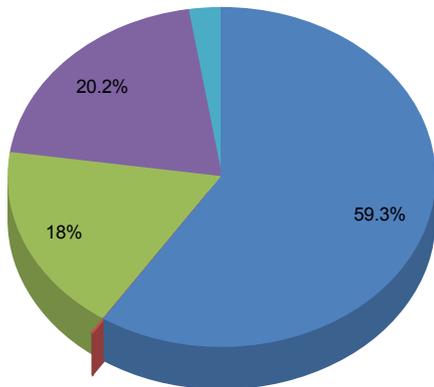
Students from Years 4 to Year 6 were surveyed about their feelings about school. Questions were framed around enjoyment of school, safety, student voice, use of and access to technology, teachers and the school environment. Students responded overwhelmingly positively about all facets of school life. They commented favourably about the kindness and approachability of the teachers, our playgrounds, excellent reading resources, the commitment shown by their teachers, the support received when they struggle, the opportunities provided to extend in learning, the happy and fun communication between staff and the engaging sporting program. Some students felt that homework was not helping them with their learning while some children indicated they would like more homework. All children surveyed indicated they would recommend the school to other children.

Teacher Satisfaction

The school staff were surveyed about a number of areas including communication, school organisation, work and life balance, resourcing, feedback and collaboration. The majority of staff were very positive about communication, the easy flow of information and the organisation of the school. They also commented most favourably on the calm and unified approach by the Leadership Team. All staff indicated they felt St Matthew's is a good place to work. Staff were very positive in their responses about the value and credit given to their work by the school and the level of appreciation displayed in the community. Some teachers reflected they would like more feedback on their work while some would like less feedback. Some respondents indicated they felt some pressure about the very busy calendar in the school as well as concerns about curriculum demands and pressures. A few teacher respondents were concerned about the number of conflicting demands placed on them as teachers, both by mandated processes as well as societal expectations.

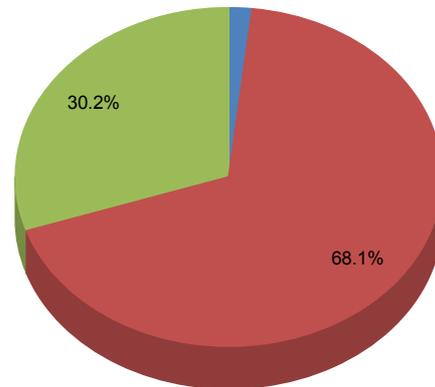
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (59.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (18%)
- Fees and Private Income (20.2%)
- Other Capital Income (2.5%)

Expenditure



- Capital Expenditure (1.8%)
- Salaries and Related Expenses (68.1%)
- Non-Salary Expenses (30.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,459,834
Government Capital Grants ²	\$1,034
State Recurrent Grants ³	\$746,946
Fees and Private Income ⁴	\$838,774
Other Capital Income ⁵	\$104,392
Total Income	\$4,150,980

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$70,542
Salaries and Related Expenses ⁷	\$2,721,822
Non-Salary Expenses ⁸	\$1,205,779
Total Expenditure	\$3,998,143

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.