School Name: St Matthew's Catholic Primary School

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Email: pcornubia@bne.catholic.edu.au

School website: www.stmatthews.qld.edu.au

Contact Person: Mr Christopher Brown (Principal)

Principal’s Foreword
Introduction

St Matthew’s Catholic Primary School is situated in Logan City 30km south of Brisbane. St Matthew’s school was established in 1984 with the help of the Sisters of St Joseph. Although we no longer have the Sisters teaching at St Matthew’s we aim to foster the traditions and spirit of Saint Mary MacKillop and the Josephite Sisters. St Matthew’s contributes to and builds on over 150 years of Catholic Education in Queensland. Our school is a three stream school from Prep - Year 7 and we have 620 students. We are proud of our dedicated staff who are committed to life-long learning for our students, and our extensive and comprehensive school facilities.

School Profile

St Matthew’s Catholic Primary School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ☑ or Single Sex ☐

Year levels offered: Primary ☑ Secondary ☐ P-12 ☐

Total student enrolments for this school: 622

Total Enrolment: 622  Girls: 307  Boys: 315
Characteristics of the student body

3% of students have a language other than English as their main language
Approximately 7.2% of students have verified special learning needs that attract additional funding support.
Most graduating students go on to attend nearby Chisholm College

Our distinctive curriculum offerings

In addition to the normal Key Learning Areas where we use the documents supplied by the Queensland Study Authority we also offer a ninth Key Learning Area - Religious Education. We hope that Religious Education is more than a subject in that it guides our community and permeates all that we do at St Matthew’s. We also have a range of activities designed to enhance and balance our curriculum and provide as much opportunity as we can for the children in our care. These include: Robotics, Physical Education Teacher, Music Teacher, LOTE Teacher Japanese (Yrs 6 & 7), Learning Support Team including and Enrichment Teacher, Teacher Librarian and IT Support.
Extra curricula activities

Our extra Curricular Activities include: Junior and Senior Choir, School Band, Instrumental Music Program, Violin lessons, Keyboard lessons, Guitar lessons, wide range of sporting opportunities, Junior Rock Eisteddfod, Drama Club, Chess Club and a variety of opportunities for students displaying particular gifts and talents.

How Information and Communication Technologies are used to assist learning

Our school Annual Plan has targets the improvement of the Information Communication Technologies area. Our school on a comprehensive wireless system, all classrooms have an up-to-date data projector - laptop - sound system set-up, all classrooms have interactive digital whiteboards. St Matthew's has two computer labs and we have over 150 laptops throughout the school - each year level has access to at least 15 laptops

Social climate inclusive of pastoral care and our response to bullying

St Matthew's promotes Gospel values through the enhancement of of the social climate of the school. We have a whole school buddy program where older students team with younger students to enhance learning and offer support. We have a proactive resilience program which focuses on positive behaviour and targets bullying. The prep year uses the Fun Friends Program and Yrs 1 - 7 uses the Bounce Back Program. We also use the Bully Bulldozer Program to enhance work done in this area. Our Guidance Officers provides support to individual students and to classes. Assemblies are held each Wednesday and are led by our students, they promote values that support a caring school environment. Many of our Year 7 students volunteer for pastoral care activities, such as helping younger children in the playground, or supervising games in the library.

Staff have recently concluded a review and revision of our Behaviour Support Policy to reflect our adoption of the School-wide Positive Behaviour Support Framework and our CARE expectations.
Parent, student and teacher satisfaction with the school

We have a yearly process of review which looks at, over a 5 year period, various components of school performance. Although there is always areas for improvement there seems to be high approval and positivity within the St Matthew’s community. A large amount of the data is gathered from surveys of the school community. We have recently successfully engaged in a very positive external evaluation of our review processes.

Parent involvement in their child’s education

At St Matthew’s we are well-supported by the parent community. The St Matthew’s parent community lives the Mary MacKillop motto of ‘never seeing a need without doing something about it’ and is well known for raising funds for those less fortunate. We have a very active Parents and Friends Association. Parents support school life in many ways including: reading, perceptual motor program, library assistants, Parents Friends fundraising, crossing supervisors, classroom help, sport’s day officials, tuckshop helpers, excursion supervisors etc. Our School Board assists with the development of policy and budget. Each term we have a Parent Information Evening which focusses on an area that may be of interest to parents.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>39</td>
<td>29</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>32.7</td>
<td>17.2</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>11</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>27</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>55</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>7</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $54,669.

The major professional development initiatives were as follows:

The amount is, in fact, only a small part of the true cost of Professional Learning activities and represents the cost to the school of replacing staff to attend seminars, workshops and other professional development activities. It does not include registration costs, payment of presenters, or the very substantial costs incurred by Brisbane Catholic Education in running workshops for staff and sponsoring their attendance.

Our major professional learning initiatives are outlined in our School Annual Plan. The majority of our funds were spent on: Year level cooperative planning; Information, Communication and Learning Technologies; The Australian Curriculum, Behaviour support

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 96.48% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 96% of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>93.2%</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>84.3%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>92.8%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>91.8%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>93.6%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>91.5%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>93.8%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Rolls are marked twice daily. Explanations are sought for unexplained absences. letters are sent to parents of children with high rates of unexplained absence with follow-up meeting if necessary.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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