



**St Matthew's School,  
CORNUBIA**

# Annual Report 2021

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**

# Contact information

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<b>Contact person</b>	Bronwyn Buckley - Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Matthew's is a Catholic Primary school in the suburb of Cornubia, in Logan. It was founded in 1984 by the Sisters of St Joseph and draws upon the example and spirituality of St Mary of the Cross MacKillop. The Josephite charism, with its focus on education for all, is both visible and tangible throughout the school. Today, St Matthew's supports over 550 children in contemporary learning spaces. The school is fully air-conditioned and wirelessly networked. It is set amidst spacious playing fields and has purpose-built Prep, junior and senior playgrounds.

At St Matthew's, we work collaboratively to engage and motivate learners. We strive to support our students in becoming people of faith, love and knowledge. Our community has responded to the challenges that COVID-19 continued to present in 2021 with kindness, dignity, and respect. Our theme for the year – Be you, Be Kind, Belong – has held strong meaning for our students, staff, parents and carers in these times of change and uncertainty.

### School progress towards its goals in 2021

The St Matthew's annual implementation plan for 2021 included goals in five key areas. Progress was made towards each goal as outlined in the table below.

2021 goals and progress made	Status
<p><u>Catholic Identity</u></p> <p>Goal: By the end of 2021, we will have strengthened Catholic Identity across the school so that our staff, students, and community learn and live within a vibrant faith community.</p> <p>During 2021, our theme of Be You, Be Kind, Belong (connected with Pope Francis' <i>Fratelli Tutti</i>, 2020) was the framework for embedding Catholic perspectives across all KLA's. Community formation was a focus through The Nurture Project initiative at St Matthew's as well as student engagement from Prep-Year 6 with the co-created prayer model. The student Catholic Identity Crew &amp; Prayer Team (120 students in Yr 4 &amp; 5) led projects across our school aligned with our goal, ensuring student voice was active. Teaching and learning in religion focussed on developing teacher's understanding of Scripture using the TTT approach and co-creating innovative ways to teach Scripture using The</p>	Strong progress and continued focus on formation and teaching Scripture in 2022.

<b>2021 goals and progress made</b>	<b>Status</b>
Arts and guided inquiry methods to improve student engagement and understanding.	
<p><b><u>Learning and Teaching</u></b></p> <p>Goal: By the end of 2021, we will have developed additional pedagogical approaches and improved current practice so that there is a greater positive impact on learning.</p> <p>Thorough data analysis identified a need to improve teacher's knowledge of and students' strategies for spelling. A teacher learning community (TLC) was established, guided by Lyn Anderson and a consistent, orthographic approach was developed for learners from Prep – Year 6. Staff also engaged in professional development opportunities to deepen their knowledge and understanding of how to use a pedagogical approach of inquiry in a way that deepens learning experiences and promotes student engagement and motivation. Throughout 2021, staff continued to further implement and embed the co-created school-wide Ray Project, focused on systematic curriculum delivery (Domain 6).</p>	Good progress evidenced by improved spelling results and more consistency in terminology used, however more explicit foci identified as needed in 2022.
<p><b><u>Organisational Effectiveness</u></b></p> <p>Goal: By the end of 2021, we will develop ownership so that we increase teacher efficacy.</p> <p>Building on the high level of teacher voice in St Matthew's Ray Project (2020), the focus for 2021 was greater collaboration as a teaching team. Twelve staff were trained as coaches using the Growth Model and supported goal setting was trialled across the school with all teachers working with a peer coach to develop their goals, ensuring alignment to the school's strategic plan. Professional, personal and spiritual goals were identified, and peer coaching supported staff in progressing these goals to improve learning throughout the year.</p>	Good progress. Practices need further focus. Identified as a key goal for 2022 (Domain 5).
<p><b><u>Wellbeing</u></b></p> <p>Goal: By the end of 2021, we will see improvement in student and staff wellbeing so that students, parents, and staff feel supported and welcomed as valued contributors to the school community.</p> <p>Using Fullan's JAC model (2018), our school-wide focus was belonging. Staff voice was engaged and built on shared ways of working in Domain 6 developed in 2020 through the Ray Project. Strategies engaged during this year to increase a sense of belonging for students included support around identifying emotions in all classrooms, explicit reteaching of social skills, vertical buddy family groups and targeted intervention responding to student wellbeing data collected annually through the Rumble's Quest tool. The continued presence of COVID impacted initiatives to improve belonging for our parents and carers, however our Village Hub sustained strong engagement with families with pre-school children, the new FACE was launched and groups such as The Fathering Project, Catholic Identity Parent Advisory Group, Reconciliation Action Plan (RAP) Group. The Nurture Project and Pastoral Board ensured parent voice was valued.</p>	Strong progress and continued focus in 2022.
<p><b><u>Inclusivity</u></b></p> <p>Goal: By the end of 2021, we will have refined processes that will support diverse learners.</p> <p>With a school-wide focus on belonging, the importance of celebrating the cultural heritage and faith backgrounds of our families was a priority. Our revised RAP was completed in conjunction with our newly established Reconciliation Action Plan group. Our First Nations students co-created our St Matthew's</p>	Good progress. Continued work required with attendance post-COVID and NCCD support.

2021 goals and progress made	Status
<p>Acknowledgement of Country and our Wall of Belonging project, visible at the entrance to our school. This was supported by our improved attendance data. Our diverse learners were supported through a shared understanding of, and compliance with, NCCD practices as well as continued clarification around adjustments and differentiation.</p>	

## Future outlook

The St Matthew's annual implementation plan for 2022 will focus on goals in three key areas – Catholic Identity, Learning and Teaching and Our People.

### Catholic Identity

Our focus: Review and further embed formation of staff and student engagement in the religious life of the school and the teaching of Religion.

Strategies for 2022 include:

- Unpack Leuven report / define improvement agenda and develop shared understanding of recontextualization and dialogue through professional learning.
- Continue to strengthen staff understanding of how to unpack Scripture and develop shared resources to enhance students understanding and experience of scripture. Ask questions of students to connect to their life today.
- Focus on formation of students and staff (e.g. staff prayer and modelled classroom prayer, ways of living our theme).

### Teaching and Learning

Our focus: Improve reading and feedback cycles that include shared languages and processes so that we can improve learning outcomes across all key learning areas.

Strategies for 2022 include:

- Build knowledge of comprehension strategies in early and upper primary.
- Apply pedagogical practices in reading with particular focus on comprehension.
- Further develop teachers' ability to provide differentiation through feedback with a focus on comprehension strategies.
- Build staff knowledge and understanding of the elements of feedback.

### Our People

Our focus: Refine staff collaborative process which include goal setting, feedback, and team agreements and accountability.

Strategies for 2022 include:

- Build staff knowledge and understanding of the elements of feedback and an expert teaching team (Domain 5).
- Continue to develop and implement agreed ways of working that promote being an expert teaching team – focusing on modelling best practice, working collaboratively, sharing accountability and being reflective practitioners.
- Formulate a school wide goal setting and feedback loop that is shared with students, staff, parents and carers and the wider community.

# Our school at a glance

## School profile

St Matthew's School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	553	279	274	23

Student counts are based on the Census (August) enrolment collection.

St. Matthew's student population continues to grow in its diversity with families from many countries sharing their cultural heritage within our community. Before enrolling at St Matthew's, students attend various childcare centres and kindergartens in the local area and beyond. We draw our students primarily from Shailer Park, Cornubia, Carbrook, Mt Cotton and Loganholme.

Catholic Education is valued by the families of our school with approximately 55 percent of our students identifying as Catholic. Other faith groups in our school family include: Anglican, Buddhism, Hinduism, Churches of Christ, Presbyterian and Reformed, Sikhism, Uniting Church, Lutheran, Eastern Orthodox, Islam, Pentecostal, Baptist, Baha'i and Assyrian Apostolic.

Demographic data on family's country of origin shows that 5.9 percent of our students (or 33 students) identify that they have English as an additional language or dialect. Twenty-three Aboriginal and Torres Strait Islander students attend St Matthew's. Most students complete their whole primary schooling at St Matthew's. After Year 6, most of our students continue their Catholic Education journey at Chisholm College, Cornubia. A few students also continue their education through local state high schools and other Catholic secondary schools.

## Curriculum implementation

### Curriculum overview

The Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians (2019) guides our planning and teaching which is directly informed by The Australian Curriculum and Brisbane Catholic Education Religious Education Program. Underpinning our curriculum is an emphasis on the General Capabilities and Cross-Curriculum Priorities that we find in the Australian Curriculum. We are also guided, with support from Brisbane Catholic Education, in embedding a Catholic Perspective across all key learning areas.

Curriculum implementation at St. Matthew's correlates with the BCE Learning and Teaching Framework which involves planning processes that are evidence based and take whole school, class and individual assessment data into consideration. With high expectations in mind, teachers determine what students need to be taught by considering current levels of achievement planning meaningful learning experiences using the Brisbane Catholic Education Model of Pedagogy.

Areas taught by classroom teachers include Religious Education, English, Mathematics, Science, HASS (Humanities and Social Sciences), Technologies (Digital Technologies and Design Technologies). Areas taught by specialist teachers include Music, Spanish, HPE (Physical Education) and Library.

At St Matthew's, we have an agreed systematic approach to curriculum which has been co-created with the whole staff (Domain 6) during 2020, called the Ray Project. This promotes school-wide consistency in expectations, processes and terminology used.

## Extra-curricular activities

Students at St Matthew's have an opportunity to be involved in extra-curricular activities that cater for students' academic, spiritual, artistic, sporting, leadership, and wellbeing needs.

These include:

- Interschool sporting competitions
- Representative sport opportunities
- Minecraft Clubs
- Instrumental music (brass, woodwind, guitar, drums, keyboard, and strings)
- Yr 5 and 6 camps
- School wide buddy program
- Cultural days
- Parish based Sacramental Programs
- Yr 4, 5 & 6 leadership programs (e.g. Catholic Identity Crew/Prayer Team/Student Council)
- Incursion and excursion opportunities
- Auskick
- Soccer coaching clinics
- Writing competitions (individual and group)
- Wellness Week activities each term
- School Liturgies and Mass
- Chess Club
- ICAS competitions
- Enrichment activities
- Rock Band
- Dance Troupe.

## How information and communication technologies are used to assist learning

At St Matthew's, the embedded use of information and communication technologies (ICT) supports and enhances student learning from Prep – Year 6 across all areas of the curriculum. ICT is ideally used to modify and redefine learning experiences with reference to the SAMR model. Students from Prep – Year 2 have access to iPads, with students from Year 3 – 6 using laptops in a 1:1 environment. All students are involved in a digital citizenship and safety induction as well as ongoing cyber-safety education. Students co-create Acceptable Use Agreements in accessible language. Due diligence is conducted on all programs and applications to ensure the privacy and safety of staff, parents & carers, and students. Staff use social media tools and email to help communicate about learning and activities to parents, carers and the community.

SeeSaw is used to support learning from Prep – Year 2 with students in Year 3 – 6 using Microsoft Teams. Professional development opportunities were provided during 2020 and 2021 allowing staff to develop their digital skills, particularly in relation to their use of these two platforms.

## Social climate

### Overview

At St Matthew's, we believe that we are called to "dream together" how to build a "community of belonging and solidarity" (Pope Francis, *Fratelli Tutti*, 2020). We place importance on continually developing positive relationships between all community members, treating each other like sisters and brothers. Just as Jesus embraced and helped all people, we endeavour to be welcoming and inclusive. We aim to foster a nurturing, supportive school environment that values the rights and individuality of each student whilst ensuring dignity, respect and safety for all.

We provide support for all students and their individual learning needs. Learners with diverse needs work with our student Support Team, consisting of our Support Teachers – Inclusive Education, Guidance Counsellor, Wellbeing and Engagement Teacher and teachers with a focus on English as an additional language/dialect and enrichment. Our First Nations students benefit from targeted, small group sessions.

We are a Positive Behaviour for Learning (PB4L) school and plan for restorative conversations to repair relationships. We teach students about the impact of bullying (in person and online) and appropriate ways to respond. Bullying is unacceptable at St Matthew's. A copy of the St Matthew's Student Behaviour Support Plan (PB4L), including processes for preventing and responding to bullying, can be located on the school's website.

Wellbeing is a strong focus at St Matthew's. The school has developed and implemented resources for teaching about Zones of Regulation to assist children in regulating their emotions and behaviour as well as engaging with the "You Can Do It" social and emotional learning program. Wellbeing data is collected with parent and carer permission each year using the Rumble's Quest app. This provides students with an opportunity to report their own wellbeing across four domains central to their lives at this stage of their development: 1. attachment to school, 2. emotional and behavioural self-regulation, 3. social confidence with respect to relationships and 4. supportive environments and relationships with caring adults. This data is used to create targeted responses within our school community to support individual and groups of students self-identified areas for growth.

### **Parent, student and staff satisfaction**

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys from 2020.

#### **BCE Listens Survey - Parent satisfaction**

<b>Performance measure</b>	<b>2020</b>
<b>Percentage of parents/carers who agree<sup>#</sup> that:</b>	
This school helps my child to develop their relationship with God	97.8%
School staff demonstrate the school's Catholic Christian values	98.9%
Teachers at this school have high expectations for my child	94.6%
Staff at this school care about my child	99.0%
I can talk to my child's teachers about my concerns	96.9%
Teachers at this school encourage me to take an active role in my child's education	96.9%
My child feels safe at this school	94.8%
The facilities at this school support my child's educational needs	96.9%
This school looks for ways to improve	97.8%
I am happy my child is at this school	95.8%

#### **BCE Listens Survey - Student satisfaction**

<b>Performance measure</b>	<b>2020</b>
<b>Percentage of students who agree<sup>#</sup> that:</b>	
My school helps me develop my relationship with God	83.6%
I enjoy learning at my school	87.6%
Teachers expect me to work to the best of my ability in all my learning	97.1%
Feedback from my teacher helps me learn	93.4%
Teachers at my school treat me fairly	91.2%
If I was unhappy about something at school I would talk to a school leader or teacher about it	75.9%
I feel safe at school	85.4%
I am happy to be at my school	84.6%

## BCE Listens Survey - Staff satisfaction

Performance measure	2020
<b>Percentage of staff who agree<sup>#</sup> that:</b>	
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	95.7%
This school acts on staff feedback	76.3%
This school looks for ways to improve	97.6%
I am recognised for my efforts at work	82.6%
In general students at this school respect staff members	84.8%
This school makes student protection everyone's responsibility	97.8%
I enjoy working at this school	100.0%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Family and community engagement

Our staff work in partnership with families to form relationships that provide the best possible teaching and learning opportunities for all students at St Matthew's. All parents and carers are invited to engage in goal setting with their child's teacher at the beginning of the year as well as to participate in formal parent teacher interviews. Written reports are provided to parents and carers on their child's progress twice a year.

Parents and carers are invited to partner with the school in a multitude of ways. Key opportunities include:

- As members of the Pastoral School Board that supports the Principal, providing feedback for decision making and policy direction.
- As members of the newly introduced FACE (Family and Community Engagement) team with four key priorities - Catholic Identity, Learning and Teaching, Wellbeing and Connection and Celebrations.
- As parent representatives, coordinating information and events for year levels.
- As part of projects in 2021 such The Fathering Project, Reconciliation Action Plan Group, Sacred Art Exhibition, The Nurture Project (in conjunction with St Matthew's Parish).

Additionally, the St Matthew's Village Hub, established in 2018 with the support of the St Matthew's Parish, welcomes new families and existing school families with children aged from 1-5 years of age, three mornings per week. The Hub offers an opportunity for families to become part of our Catholic community and assists with school readiness.

St Matthew's works closely with the Parish community and other community groups within the Cornubia and Loganholme area.

Students with diverse needs are well catered for and where necessary a "Supported Enrolment Process" is undertaken in the year prior to commencing school. Adjustments and differentiation for students with learning difficulties and disabilities are made by classroom teachers in collaboration with the school's Support Team, consisting of the Support Teacher - Inclusive Education, Guidance Counsellor, School-based Speech Pathologist, Primary Learning Leader and Leadership team members.

Students with diverse needs have personalised support plans which are shared with parents and carers, who are consulted at the development and review phases. The Support Team meet weekly to identify and discuss students who may require extra support. We regularly engage with external allied health providers to better meet the individual, diverse needs of students. Parents and carers of students with learning support needs meet with the Support Teachers: Inclusive Education (ST:IE), Guidance Counsellor and teachers to plan and review learning goals.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

#### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	41	24
Full-time Equivalents	35.6	13.3

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate diploma etc.**	6
Bachelor degree	28
Diploma	3
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives in 2021 were as follows:

### Catholic Identity

- Catholic Perspectives – Genuine Belonging, Human Dignity, Choices
- Belonging – JAC whole staff repeated focus
- TTT – Teaching Scripture Twilight led by teachers
- Embedding the TTT approach led by teachers.

### Learning and Teaching

- Orthography with Lyn Anderson
- Spelling at St Matt's led by the Teacher Learning Community
- Inquiry Learning with Dr Jill Fielding-Wells
- Embedding Catholic Perspectives in English
- Effective and Expected Practices
- Consistency of Teacher Judgement
- ICT skill development sessions – SeeSaw, Teams, Vivi, Online Learning.

### Organisational effectiveness

- Growth Coaching training for twelve staff
- Coaching sessions between teaching staff focused on goals aligning with the school strategic plan
- Mentoring of ECTs and student teachers.

### Wellbeing

- Student Voice
- Belonging - JAC whole staff repeated focus
- PB4L and Wellbeing.

### Inclusivity

- Cultural Understanding and Yugambeh Connections – Rory O' Connor
- Yugambeh Museum visit and presentation and Spirit of the Red Sands experience for all staff
- Embedding Aboriginal and Torres Strait Islander perspectives in the curriculum.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.2%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.4%

Average attendance rate per year level			
Prep attendance rate	93.9%	Year 4 attendance rate	93.5%
Year 1 attendance rate	93.1%	Year 5 attendance rate	93.8%
Year 2 attendance rate	92.8%	Year 6 attendance rate	93.8%
Year 3 attendance rate	94.1%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Description of how non-attendance is managed by the school

St Matthew's staff undertake electronic marking of the student attendance roll each morning and again after the lunch break. School commences at 8.30 am and students who arrive after this time are asked to report to the school office. Parents & carers of students who have been marked as unexplained absences are contacted by the school SMS system by 9.30am. Where there is a confirmed pattern of lateness or non-attendance, the school administration team will contact parents or carers of student/s concerned, seeking an explanation regarding absenteeism. Rates of absenteeism are reported to parents in the formal student report card process.

During periods of Alternative Education Provisions in 2021, the roll marking processes complied with Brisbane Catholic Education's guidelines relating to students learning at home.

At all levels, the children's learning progress and wellbeing is at the heart of school attendance guidelines and procedures. The aim in working around non-attendance with families is to identify reasons for non-attendance and come up with shared solutions to ensure attendance improves and is sustained.

Strategies used to increase attendance include:

- targeted analysis and response to student wellbeing concerns, especially 'attachment to school', via data collected through Rumble's Quest.
- Sharing of BCE infographics outlining the impact of missed school days through newsletters, Facebook and around the school.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



A screenshot of a search bar interface. It features a large input field on the left labeled 'Search by school name or suburb'. To its right are three dropdown menus: 'School sector', 'School type', and 'State', each with a small downward arrow icon. On the far right is a magnifying glass icon representing the search function.

7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[\*\*View School Profile\*\*](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.



A screenshot of a menu bar with several tabs. The 'School profile' tab is highlighted in dark red. The other tabs are white with black text: 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. A small downward arrow is positioned between the 'NAPLAN' and 'Attendance' tabs.

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.