

ST MATTHEW'S SCHOOL  
NARROGIN  
SCHOOL PERFORMANCE DATA



Report for the 2022  
Academic Year

## **Introduction**

As part of our Catholic schools' funding agreement with the Australian Government, we are required to report our School Performance Data for the 2022 school year.

The report intends to provide our school community with information about our school's activities and performance for the 2022 academic year. It highlights our school results and outcomes and helps set targets or goals for the future. The report was presented to the school community at the AGM in November 2022 and will be made available on the St Matthew's School website [www.matthews.wa.edu.au](http://www.matthews.wa.edu.au)

## **1 Contextual Information**

St Matthew's School, Narrogin, is a co-educational Catholic primary school located in the very heart of the Bunbury Diocese and South West region of Western Australia.

Our 160 students (Kindergarten to Year 6) are drawn from the thriving farming region of Narrogin and surrounding towns. Our rich and proud history dates to 1918.

Today we offer modern facilities in a well-resourced and progressive learning environment. St Matthew's is a full single stream school, offering straight classes from Kindergarten to Year Six. Each classroom has a plasma television and access to iPads. We take inspiration from our past as we continue to seek new and innovative ways to cater for our students.

St Matthew's places a strong emphasis on developing the "whole child". Strong academic programs, Religious Education and a whole-school approach to Social and Emotional Wellbeing (Making Jesus Real and CHAT) are at the very core of our educational delivery. Specialist Physical Education, Music, Languages, Science, Enrichment Education and Education Support are provided at St Matthew's.

The school values the role parents play as the first educators of their children and the importance of strong home-school relationships. A progressive and committed Parents and Friends' Association and School Advisory Council are two formal examples of the active role parents play at St Matthew's School. Parent helpers in the classroom, school working bees and preparing students for sporting and cultural events are further evidence of the valued role parents play in the life of our learning community.

At St Matthew's School we aspire to live our school motto: Concern – Concern for Self; Concern for Others; Concern for Environment and Concern for our relationship with God.

## **2. TEACHING STAFF QUALIFICATIONS**

QUALIFICATIONS	NUMBER OF STAFF
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Bachelor of Arts	4
Diploma of Teaching	2
Grad. Dip. Teaching	2
Bachelor of Education	8
Diploma of RE	2
Masters	3
Bachelor of Science	1
Bachelor of ECE	3

### 3.0 WORKFORCE COMPOSITION (Includes part-time employees)

Indigenous Staff	0
Total Staff	25
Education Assistants and Office Staff	9
Female Staff	23
Male Staff	2

### 4.0 STUDENT ATTENDANCE

The average attendance rate for 2022 gazetted school year for students in Years 1 to 6 was 87.5% (as of 9/12/2022).

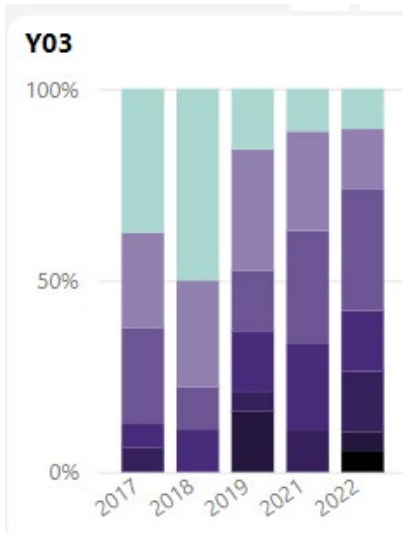
<b>Year 1</b>	88.8%
<b>Year 2</b>	83%
<b>Year 3</b>	89.6%
<b>Year 4</b>	88.9%
<b>Year 5</b>	88.9%
<b>Year 6</b>	85.9%

Non-Attendance is managed by the school by reporting students on class rolls as absent. Parents who have not informed the school by note, verbally or telephone are contacted by the school office.

### 5. Benchmark Testing (2022)

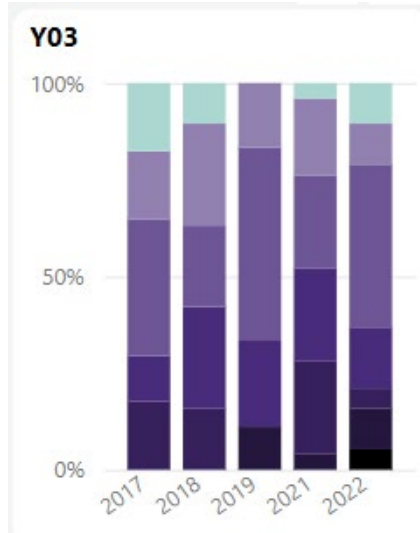
For Year 3 the national minimum standard is Band 2.

### Grammar



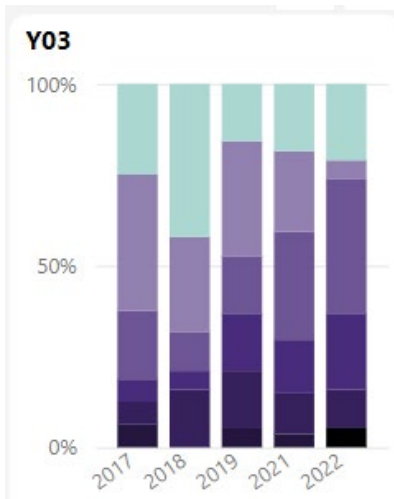
\* Over 58% of student achieved above Band 4  
 \* School Mean 384; State Mean 424

### Numeracy



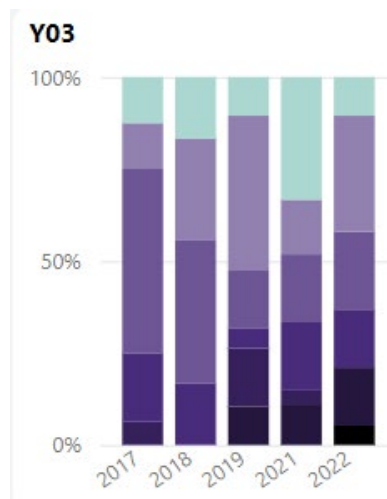
\* Over 63% of students achieved above Band 4  
 \* School Mean 385;

### Reading



\* Over 63% of students achieved above Band 4  
 \* School Mean 411; State Mean 428

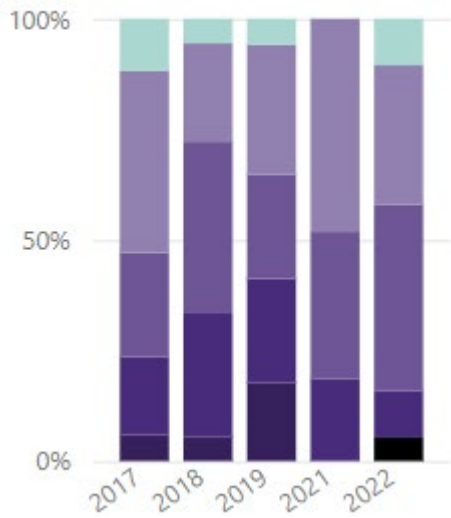
### Spelling



\* Over 63% of students achieved above Band 4  
 \* School Mean 378; State Mean 414

### Writing

**Y03**

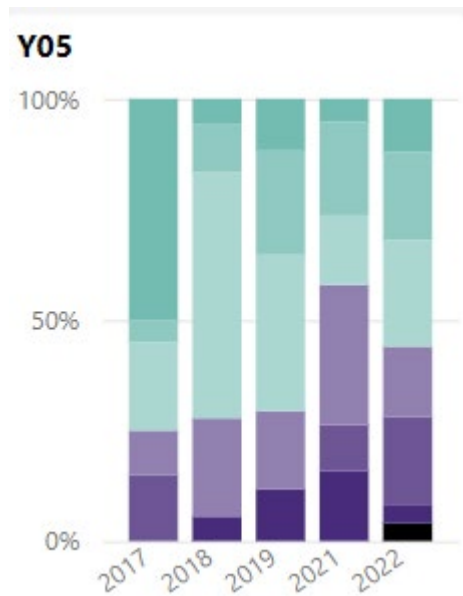


The national minimum standard is Band 2

- Over 84% students above Band 4
- School Mean 422; State Mean 419

For Year 5 the national minimum standard is Band 4.

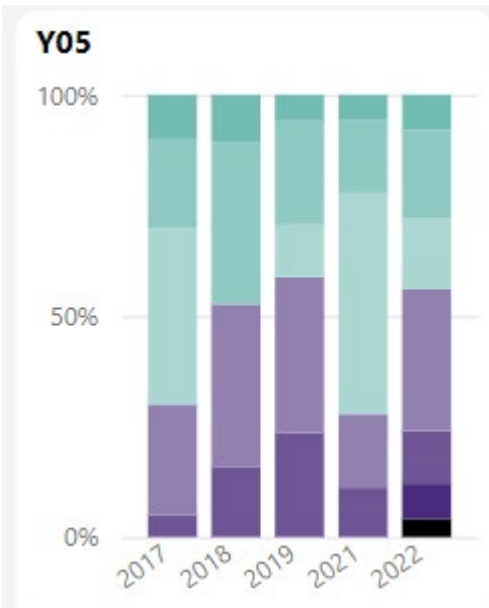
**Grammar**



\* 72% of students achieved Band 5 or above

\* School Mean 495; State Mean 496

**Numeracy**

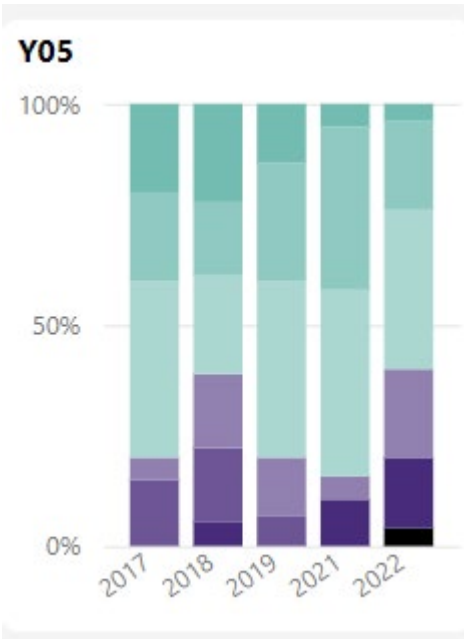


\* 76% of students achieved Band 5 or above

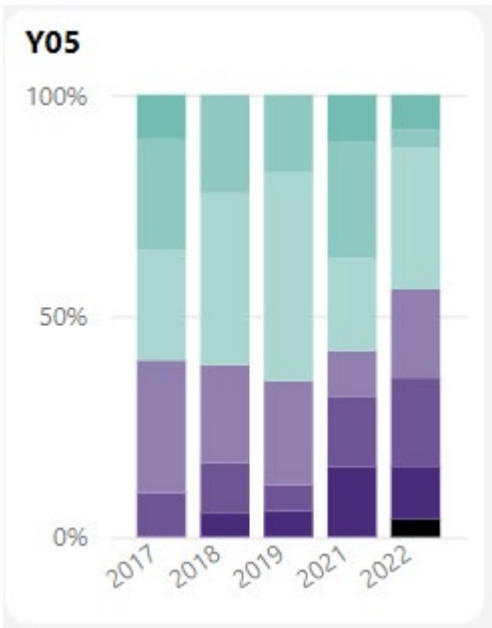
\* School Mean 477; State Mean 487

**Reading**

**Spelling**

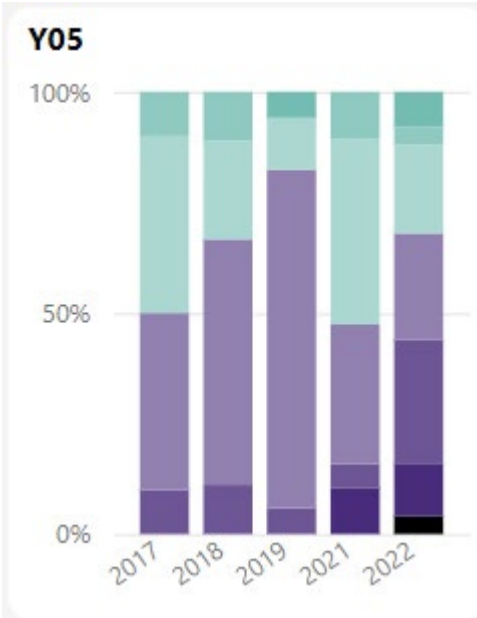


\* 80% of students achieved Band 5 or above  
 School Mean 479; State Mean 505



\* 64% of students achieved Band 5 or above  
 \* School Mean 465; State Mean 505

**Writing**



\* 56% of students achieved Band 5 or above  
 \* School Mean 446; State Mean 480

**6. PARENT, TEACHER AND STUDENT SATISFACTION**

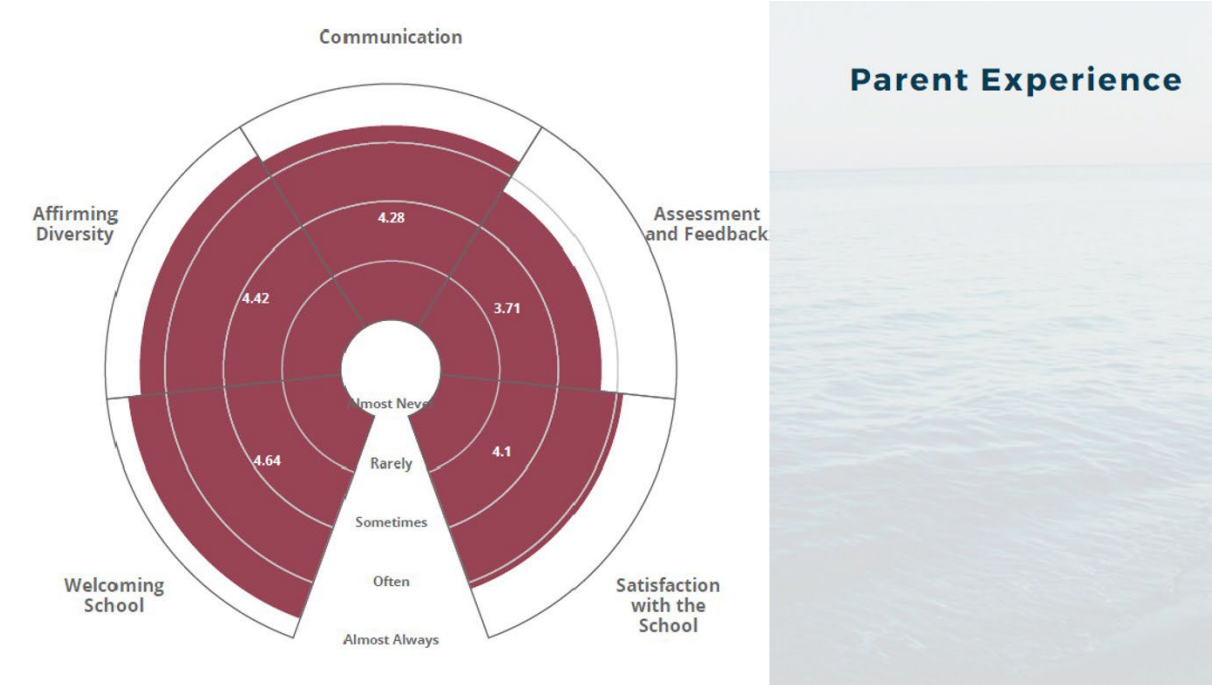
Students, staff and parents are provided with opportunities to discuss issues relating to satisfaction with the school and its activities. In the first instance, in issues of concern relating to classroom teaching or interactions, students and parents are asked to engage in dialogue with the relevant teacher/s, if appropriate, following up with the Principal if these discussions prove unsatisfactory and, ultimately, CEWA, if necessary.

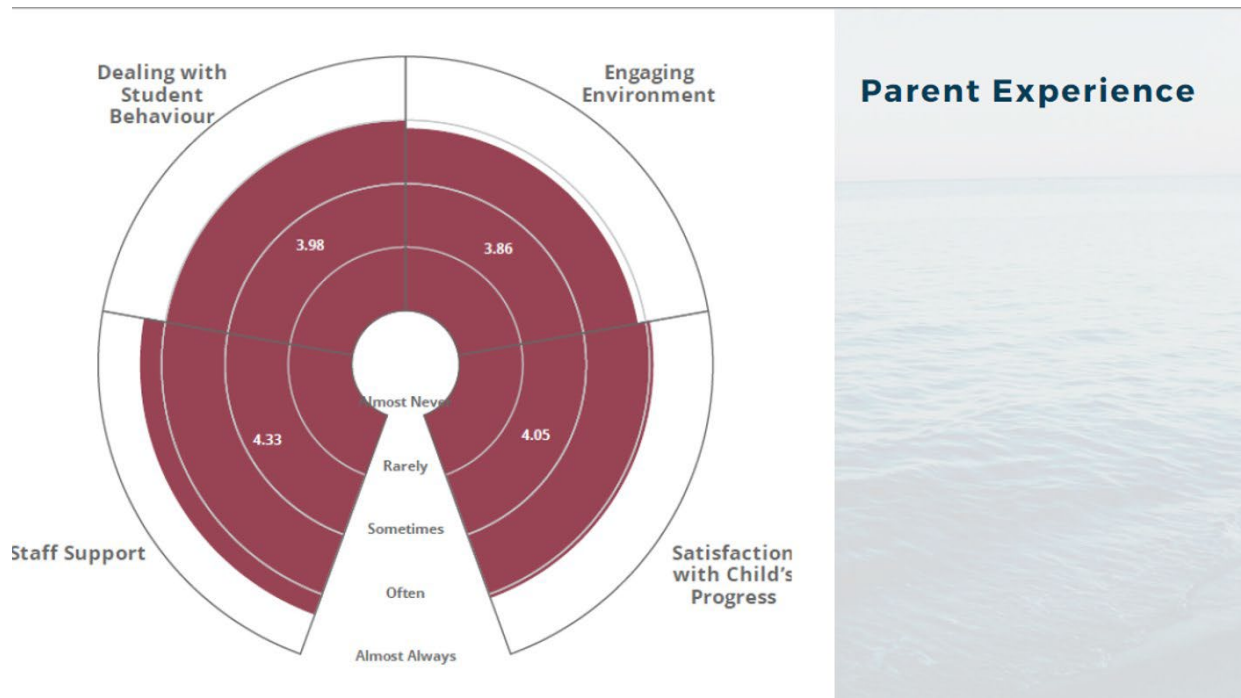
Staff have access to a Harassment Officer within the staff and also have contact details for the relevant CEWA personnel if they wish to make contact. Details for the Employee Access Program, Access, was also clearly displayed in the school staffroom.

Parent body meetings (P&F and School Advisory Council) were held regularly throughout the year, and the school received excellent support from the parent body, both financially and in terms of attendance at school events and functions.

Areas of focus which were identified throughout the year have been acted on and/or aligned with and included in other planning documents, such as the School Strategic Plan.

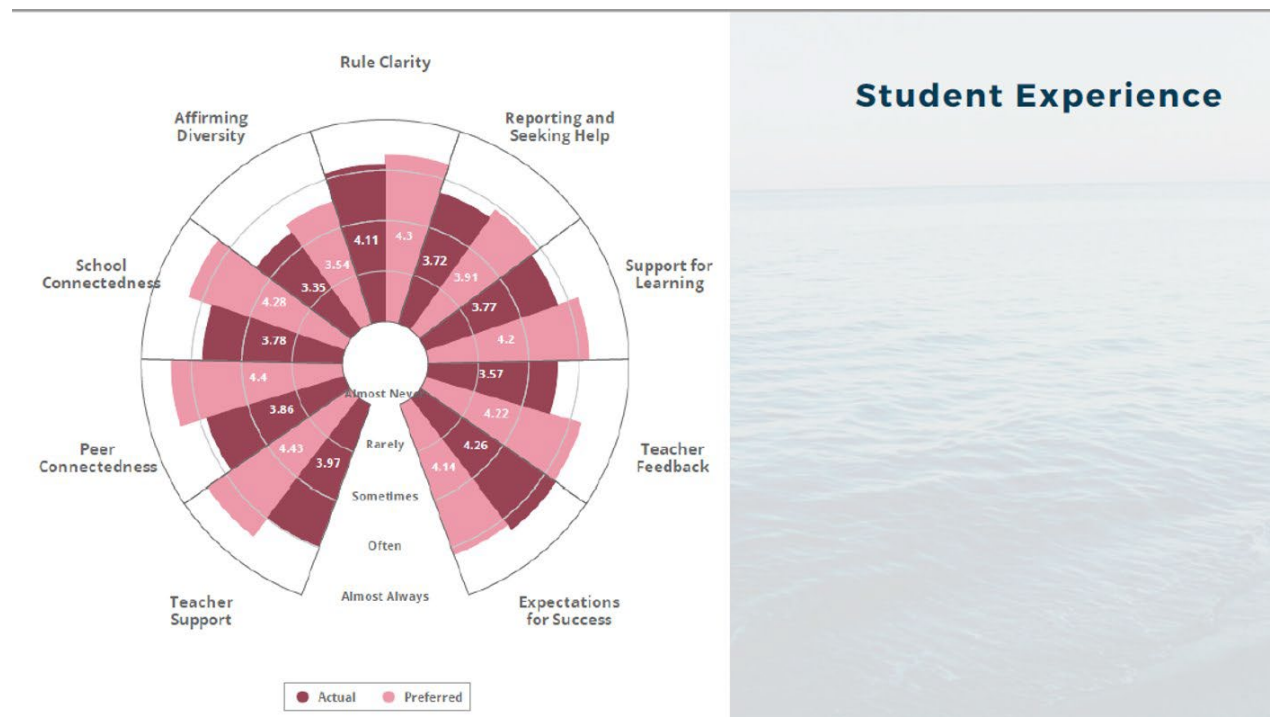
The NSI School Climate Survey was conducted in 2022. The full report was shared with staff, CSAC members and CEWA support staff. The screenshots below provide a small sample of the data in the student, parent and staff domains.



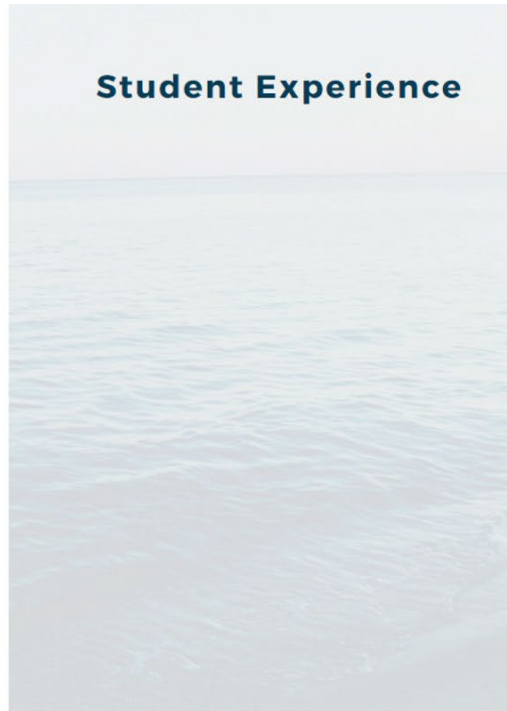
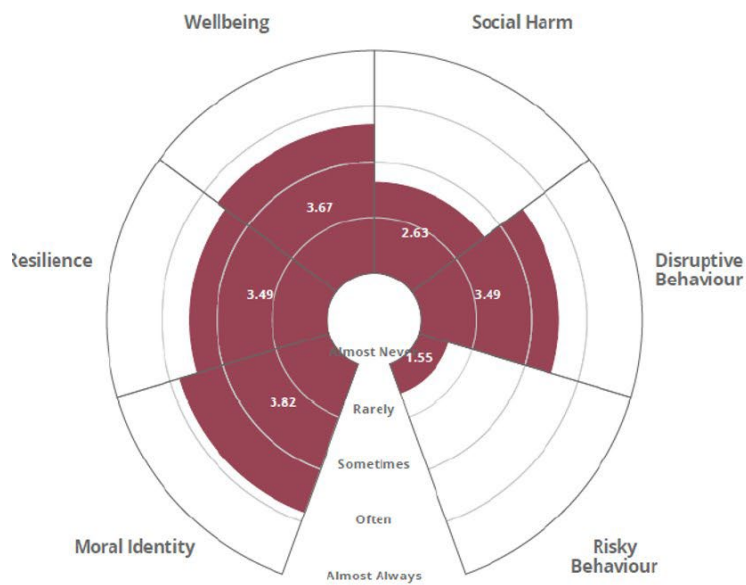


**Summary:**

Overall, parent experience of St Matthew's School is very positive  
 Assessment/Feedback methods include School reports, Test books, Portfolios, SeeSaw, Parent-Teacher interviews, individual meetings, newsletters, school app

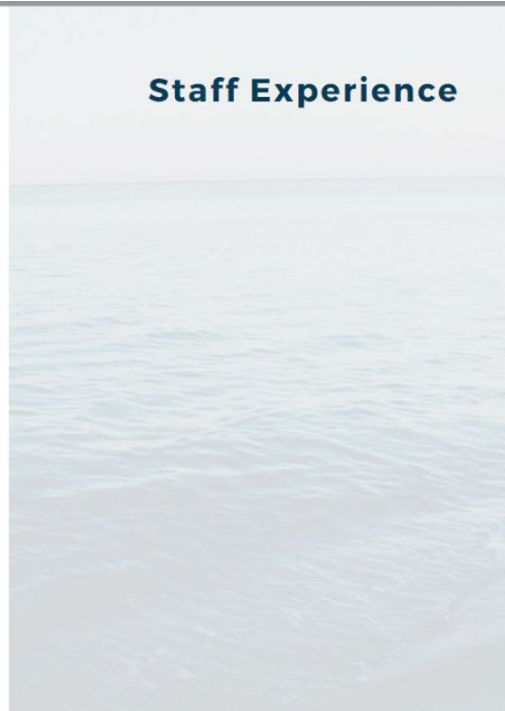
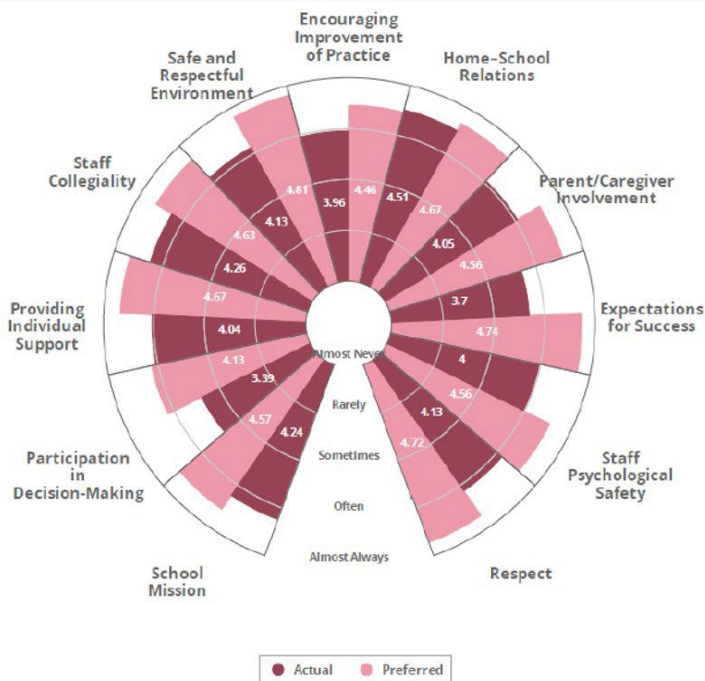


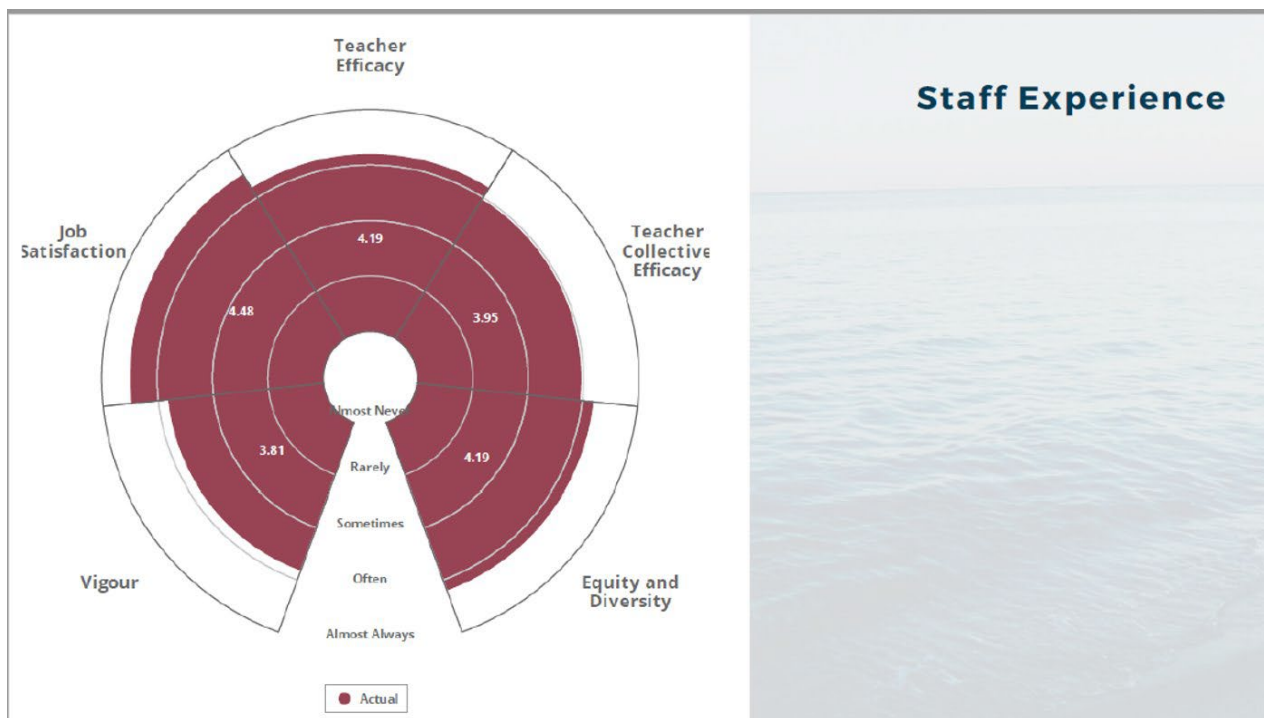




**Summary:**

- Comparatively low score in area of affirming student diversity
- Harmony day focus in 2023 (not celebrated in 2022 due to COVID)
- Assembly introduction offering students to introduce assembly in their home language
- Positive Behaviour Management and Restorative practice continues to be a focus
- Reintroduction of MJR (Making Jesus Real) – resilience focus





**Summary:**

- Passion Projects – staff-led whole-school initiatives empowering staff with greater say and ownership in school
- Staff participation in Whole school review in 2022
- Overall, staff report that they enjoy working at St Matthew’s, there is a strong sense of support and collegiality.
- Retention of staff into 2023

**7. SCHOOL INCOME**

The school income data is available on the My School website, [www.myschool.edu.au](http://www.myschool.edu.au)

**8. SECONDARY SCHOOL INFORMATION - Not applicable**

**9. POST SCHOOL DESTINATIONS**

Data Collection TBC

**10. SCHOOL IMPROVEMENT PLANNING**

Catholic School Improvement Plan (2022) Progress Towards Goals (O = ongoing C = completed)

**CATHOLIC IDENTITY**

- Development of Catechesis Masses for Years 3 to 6 – C
- Establish a Community Outreach schedule for Mini-Vinnies members – O

**EDUCATION**

- Establish a whole-school developmental home reading program, incorporating decodable books and Lexile - C
- Develop a system to provide Maths Support for at risk and Extension students – O

#### COMMUNITY

- 100% staff using EAL/D (English as an Additional Language or Dialect) Progress Maps to identify students and program accordingly - O
- Parents aware of the purpose and structure of Progress Maps - O
- Harmony Day activities to feature community members from different cultures, including Filipino and Noongar – O

#### STEWARDSHIP

- Re-development of Pre-Primary/Kindy play area to support play-based learning and enquiry learning philosophies - O
- Develop a new Strategic Intents - O