

2019 Annual Report

Secondary



Mater Dei Catholic College

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Principal: Val Thomas



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2019 Secondary School Annual Report

About this Report

Mater Dei Catholic College Wagga Wagga is registered by the NSW Education Standards Authority. Catholic Education Diocese of Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

Mater Dei Catholic College Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that Mater Dei Catholic College Wagga Wagga has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to Mater Dei Catholic College newsletters and other forms of communication. Further information about Mater Dei Catholic College may be obtained by contacting the school directly or by visiting the [school's website](#).



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Section 1: Message from Key Groups in Our School Community

Message from the Principal

It is with pleasure that I present the 2019 Annual Report for Mater Dei Catholic College. Mater Dei is a co-educational school that prides itself in being a Learning Community steeped in the Catholic tradition of Gospel values. We believe strongly that Jesus serves as a model for us all; especially adolescents of today.

The College seeks to be a dynamic and vibrant Catholic Learning Community that is shaped by a clear vision. It is our hope that the graduates of Mater Dei see themselves leaving a nurturing community and are:

- Founded in Catholic faith, justice and love,
- Open and inclusive of others,
- Lifelong learners, and
- Constantly seeking excellence and wisdom.

Furthermore, students leaving Mater Dei will have the values, knowledge and skills necessary to undertake lifelong personal, spiritual and intellectual growth and the motivation to strive for excellence by pursuing their interests and abilities.

This report focuses on both the achievements of the College community in 2019 and the goals of the College as a Catholic Professional Learning Community to improve the outcomes of student learning and to enhance student engagement with learning.

Mrs Val Thomas
Principal

Message from the Parent Body

The Council is lucky to have such a range of skills amongst its members, together with parents from a range of year groups and a parent representative of the Boarding House. This provides us with a range of views and perspectives.

Early 2019 saw the opening of the Marian Centre after a longish gestation and construction period. This is now well used by students and staff and provides a gateway to the College from the carpark and a link between Mater Dei Primary School and the College.

That evening saw the annual Open Night where prospective students together with their parents could tour the school and discover its many facilities. I spoke about the community that has formed. This, to me, forms a significant part of the educational experience and it is where lifelong friendships are formed. I also highlighted the College's many traditions including House breakfasts, sporting events, excursions, Grandparents' Day and the Art Show. These events are important because they become milestone events each year and are looked forward to by the community.



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I also had the pleasure of representing the College Council at the 2019 Graduation Ball. Again, it was a fabulous event and a wonderful final event for the Year 12 students.

The Council also engaged in discussions about the College website and newsletters, both of which are being reviewed and offered feedback to support these processes. They will continue to be a focus in 2020.

As Chair of the Mater Dei Catholic College Council, I take great pride that my children attend Mater Dei, but it goes beyond that. I take great pride and comfort in the efforts of all staff at the College both teaching and non-teaching. So many go beyond the cause in their efforts to provide the teaching and support of our children and I thank the Principal and staff.

Mr Kym Holbook
College Council Chair

Message from the Student Body

As Student Leaders, we have had the privilege and feel very honoured to have represented the school over the past year, participating in many events including the Rotary Peace Ceremony, ANZAC Day march and services, chiring assemblies and being a support to other students, just to name a few.

During this last year at the College, we have become even more aware that Mater Dei is so much more than a school. Mater Dei is an encouraging and supportive community, that we are all privileged to have experienced and been a part of. The incredible atmosphere of our College has undeniably been a major influence upon the success of the class of 2019. The year has been exceptional for all of our musical, sporting and academic endeavours and no one can deny the pivotal role of our school community and staff who have served us as teachers, coaches and as mentors.

Every day at Mater Dei we have been faced with both challenges and opportunities to learn and to be the best people we can be with the constant reassurance and guidance from our teachers and the support staff, who have been selfless with their time and unbelievable in their enthusiasm and support. We would like to thank the Principal, Leadership Team and the staff for their continuous support, guidance and for being a friendly face in the courtyard. We especially acknowledge the teachers of this year's HSC class for their effort and determination to provide the best possible learning opportunities for all students.

As Captains we strove to fulfil the required tasks of our roles to the best of our abilities and to maintain the respected position of Mater Dei in the wider community. This year has been a wonderful journey. With your care and support we have been able to have a truly remarkable year and to give our hearts to leading Mater Dei in true spirit, living out God's Message.

Gabrielle Shaw and Harris Mitter
College Captains 2019



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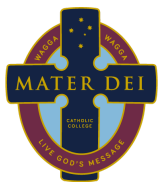
Section 2: School Charism/Features/Context

Mater Dei is a College with a rich history, born out of the tradition and spirit of the Christian Brothers, Presentation Sisters and lay people who served Catholic Education in the Wagga Wagga district for over 140 years. The College strives to meet the contemporary learning and spiritual needs of students; embracing the mission of the Church, in the New Evangelisation and the call to Missionary Discipleship. Students are supported to take their place in society, joining in a process of life-long learning in fidelity to the mission statement of the College, which “is founded in Catholic faith, justice and love, is inclusive, learner centred and seeks excellence and wisdom”. Gospel values, as demonstrated by our patron Mary, the Mother of God, as well as by Venerable Nano Nagle and Blessed Edmund Rice, are articulated in our Mission Statement and are at the centre of all our endeavours. We accept the challenge, as they did, to reach out to Christ, present in the poor.

Situated on the southern outskirts of Wagga Wagga, the College’s location is unparalleled, not only in comparison to other schools in the region, but across the state. Mater Dei is a contemporary school with facilities that are fresh and modern. Views of Lake Albert are complemented by vast oval spaces. This aesthetically pleasing environment, fosters a sense of calm that allows students to maximise their learning opportunities. At Mater Dei, quality teaching is delivered by energetic and experienced teachers fostering a strong and purposeful Catholic Professional Learning Community that is focused on the development of the whole student.

At Mater Dei, students are offered opportunities to develop their talents. For instance, the co-curricula program provides a varied and dynamic sporting program with representative opportunities through to elite levels. As well, there is a comprehensive Music Performance Program where students can be involved with Stage and Concert Bands, String Ensemble, Guitar Group and Choir. They then have the opportunity to showcase their musical talents at College Assemblies and public venues including eisteddfods.

Learning is the core business of Mater Dei. There is a clear, strategic improvement agenda with a strong commitment to upgrading technology on an ongoing basis, to continually develop contemporary learning opportunities for students. This, combined with a strong emphasis on pastoral care for the individual within a culture of faith, means the College is well placed to prepare its students for the emerging demands of the 21st century.



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Section 3: Student Profile

The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Indigenous	Total
368	342	27	26	710

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the CEDWW.

Copies of this policy and other policies in the report may be obtained from the CEDWW website or by contacting the Central Office or by contacting the school.

2. Student Attendance and Retention Rates

Year	Attendance %
Year 7	95%
Year 8	93%
Year 9	92%
Year 10	93%
Year 11	93%
Year 12	97%

The average student attendance rate for 2019 was 93%



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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.

College 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 excellence and improved student attendance, and
- 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 the appropriate intervention strategies are implemented, and
- The Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga personnel are provided with regular information about students for whom chronic non-attendance is an issue and where School strategies have failed to restore regular attendance.

Student Retention Rates

Year 10 Total Enrolment 2017	128
Year 12 Enrolment at Census Date remaining in Year 12 at the end of 2019	104
Actual Retention Rate in Percentage	81.25%



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Senior Secondary Outcomes

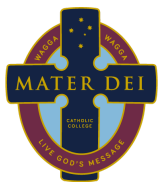
The table below sets out the percentage of students undertaking vocational training in their senior years, as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes	
% of students undertaking vocational training or training in a trade during their senior years of schooling.	44%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories.

Destination data Year 12, 2019 Graduation Class	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	47%	6%	44%	3%



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Section 4: Staffing Profile

There are a total of 60 teachers and 33 support staff at Mater Dei Catholic College. This includes 55 full-time and 5 part-time teachers.

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	7
Proficient	53

A	Those having formal qualifications from a recognised higher education institution or equivalent	60
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	

Number of staff who are indigenous	3
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific inservice courses, meetings, conferences and a range of professional learning programs provided by Catholic Education Diocese of Wagga Wagga.

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources



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- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2019, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Staff Spirituality Day - How Do We Serve As Jesus Served?
- Improving Student Learning Outcomes - Embedding CANVAS into Stage 4 Assessment and Reporting processes,
- Building coherent AIP focused KLA Improvement Plans,
- Whole School Writing Improvement Focus, and
- Safe and Supportive Learning Environment - Staff Professional Standards and First Aid

As well, staff attended professional learning programs led by the CEDWW and external providers.



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Section 5: Catholic Life

Mater Dei Catholic College follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*.

Liturgical Life of the School

The College Faith Formation Program provided an opportunity for students to enact their faith through supported, lived experiences.

Prayer is embedded into the life of the College and integral part of Homegroup each day, along with ceremonies and events such as College assemblies. Special liturgies and prayer services are held during the year on days such as Ash Wednesday, Holy Thursday, NAIDOC Week and All Souls' Day. Prayers are a vital component of other commemorations including ANZAC Day, Remembrance Day, Graduation celebrations and International Women's Day.

The College community gathers for liturgies in House groups and the Eucharist is celebrated throughout the year as a whole school to acknowledge keystone moments including: College Opening Mass, Founders' Mass, Marian Mass and Year 12 Graduation Mass.

In addition, year based, Faith Formation experiences were held throughout 2019 which were shaped to support students' age and stage of development in their faith journey. These opportunities for encountering Christ and spiritual enrichment allow students to reach out, to share and serve, learn and grow in their knowledge and practice, beyond their College experiences.

Staff and Student Faith Formation

Mater Dei's Faith Formation Program in 2019 continued to provide an opportunity for students to live out their faith, in a supportive, compassionate and inclusive environment. Inspired by the College Motto 'Live God's Message', staff teams develop and lead programs to guide each year group through a tailored experience, incorporating Christian values based education. Each of the experiences this year have encouraged students and staff to step outside their comfort zone, challenge their thinking, promote self awareness and growth in their knowledge and commitment to the Christian faith. Reflecting on the person of Jesus Christ and upholding his model of ultimate love, dignity and service to all, the students and staff have been shaped in their faith journey as missionary disciples, allowing them the time and space to reflect on their lives, as well as reaching out to those on the fringes of society.

Year 12 Retreat at Warrambui

The Year 12 Retreat facilitated by Mr Chris Doyle and college staff, involved students deepening their relationship with their families, friends and God in a beautiful setting. "An



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amazing opportunity to consider our future. Reflecting on the people we are called to be, considering those who are on the journey with us and appreciating the connectedness of our year group!"

Year 11 Reflection Day

The Year 11 Reflection Day was facilitated by Mr Chris Doyle and College staff and was themed, 'Planting the Seed'. This Reflection Day expanded on the student's sense of self, encouraging them to reflect on their purpose as part of God's plan and connecting them with the community. This valuable time spent together planted the seed for their Year 12 Retreat, in 2020.

Year 11 Street Retreat

The Melbourne Street Retreat was attended by 10 students who were selected to take part in this life changing opportunity. The Street Retreat aims to support those living in communities on the fringes of society, providing opportunities for deep insight and reflection for students. In supporting the homeless on Melbourne's streets, students very quickly realise how blessed they are to have plentiful food and a roof over their heads. Students help out at the Vinnies soup van and visit the Olympic Village Exodus Community, undertaking a bread run and supporting community outreach projects. Students spend time talking to people about their personal experiences of homelessness, social disengagement and communal problems. They came away inspired to continue their involvement in volunteer work back in the Wagga Wagga community.

Year 10 Reflection Day

Year 10 Students had the valuable opportunity to engage in sessions from Real Talk, which workshopped ideas about engaging in positive relationships, from a Christian perspective. Real Talk presentations illuminate the idea that keeping ourselves safe is of great significance especially when it comes to engaging in meaningful relationships. Students were encouraged to be critical consumers of media messages and to respect the dignity and value of every individual in decision making. Fundamental to the program is the Catholic Teaching of human dignity, valuing yourself so that one can experience happiness. The sessions were designed to support students grow their understanding about living a life with dignity and integrity in order to realise their full potential and build healthy relationships.

Year 9 Wellbeing Week

College staff and Industry Experts led students through challenging programs designed to support the wellbeing and personal development of students who are entering young adulthood and who are faced with issues such as healthy relationships, social and emotional resilience and gender related body issues.



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The Girls program centred around the concept of drawing awareness to the mind, the body and the spirit. Themes from each of the week's sessions signified connectedness to peers, gratitude, awareness of the needs of self and others, being active and engaged in learning about resilience and help seeking behaviours. The week featured many significant highlights for the girls including Industry Professionals who spoke about their career journey during a 'Career Speed Dating' Session and the opportunity to create pavement wellbeing messages for the Mater Dei community. A Yoga and Mindfulness session run by 'The Body Mantra' focused on spiritual centred activities supporting Christian values and friendships and finally a personal empowerment workshop with 'Enlighten Education'.

The 'Culture of Men' camp in the Snowy Mountains was tailored to the experience of the boys. It was an opportunity for Year 9 boys to spend time together, strengthening old and building new relationships, in a relatively harsh, but beautiful environment. No technology. No phone service. The students cooked their meals on the campfire, ate together and shared conversations over mealtimes. Around the campfire at night, they shared stories of life hardships and highlights and spoke of the heroes in their lives, who represented their true role models. Staff provided students the opportunity to recognise their strengths and created an environment which allowed them to freely utilise and explore these strengths within a positive leadership model.

Year 8 Reflection Day

Year 8 Reflection Day was led by 'Your Choicez' and it comprised a series of gender focused workshops designed to support students as they navigate relationships within this complex, digital world. Students worked with David and Katie Kobler throughout the day as they explored the concept of relationships within the contemporary, digital world. The 'Who We Are Program' for boys and girls helped students gain insight into how their online choices can affect their brain and their behavior. With the use of multimedia, powerful stories and research based evidence, 'Your Choicez' explored the real issues students are facing and provided compelling strategies to support positive interactions both online and offline.

Year 7 Reflection Day

Year 7 Students undertook their Reflection Day experience with 'Just Motivation', led by Guest Presenter Az Hamilton. Az showed an incredible ability to connect with young people through stories and personal experiences gained when undertaking foreign aid and reporting overseas and within Australian communities. Az shared insights on life and truth with students. He touched on being evacuated from the volatile nation of Haiti in 2008, spending time in Kenya's Mathare Slum in 2011 and living in some of Australia's roughest areas. His message inspired students to live a life worth getting excited about through his program titled 'Connections'.



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Evangelisation and Social Justice

Throughout the year, the College invests time and resources into supporting the work of St Vincent de Paul's local initiatives in Wagga Wagga. In 2019, an Easter Raffle was organised in support of Micah Hub; the Winter Appeal, supporting Wagga's homeless men and women and the Christmas Appeal, supporting the Koorinal Conference with their Christmas Hamper Project. We are so grateful to all the members of the wider community who continue to support these wonderful initiatives. The Student Representative Council takes an active role in initiating and leading these social justice projects.

During the season of Lent the College community supported the Caritas Project Compassion appeal, with money being collected in Homegroup each morning. Each House hosts a Community Charity Day once a year, which has a Catholic Mission focus. These days raise funds for Catholic Mission to support the spiritual, pastoral care and building programs overseas and in remote areas of Australia. In addition to these days, the new Student Leadership Team for 2020, hosted a 'Walk a day in someone else's shoes' Day, where students wore mufti socks and ran a cake stall at recess. Funds were directed towards supporting an education disability program with a sustainability focus for the children and communities of Ghana, in the subregion of West Africa. These initiatives speak to the heart of who we are as Christians, encouraging students and families to contribute to worthy charitable causes.

Professional Learning

We continue to support the mission of the Church and the CEDWW in providing opportunities for Mater Dei staff to be enriched in their Catholic life, faith and vocation through professional learning which is aligned with the principles of Work, Teach and Lead (WTL). The WTL Policy details the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

At Mater Dei, the staff professional learning and prayer experiences in 2019 were centred on the theme of Servant Leadership, expressed through the metaphor of 'footwashing'. The Staff Spirituality Day program was centred on the reflection question, 'How do we serve, as Jesus served?' In realising servant leadership, we sought to answer the question 'How do we serve as Jesus served?'

With this guiding focus, staff were led through a range of experiential learning designed to challenge their thinking and promote a better understanding of what it means to serve the community. With the support of guest presenter, Sr Mary Bruggy (PBVM), staff considered these primary areas:

- Humbling ourselves in service for the marginalised,
- themes of human dignity, healing and hope,
- communal prayer and learning, and
- spiritual wellbeing activities designed to be life-giving and spirit filled.



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Section 6: Curriculum

Mater Dei Catholic College follows the NSW Education Standards Authority syllabus for each subject/course offered as required for registration and accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga.

College teaching programs aim to foster Catholic values through day to day learning activities across the curriculum.

STAGE 4

Year 7 Curriculum

Students in Year 7 study a common curriculum experiencing a wide range of subjects as follows:

- Connected Learning - incorporates three KLAs (RE, English and HSIE)
- Mathematics
- Science
- Technology Mandatory
- Music
- Visual Arts
- Personal Development Health and Physical Education (PDHPE)

Skills and knowledge relating to the use and understanding of digital technology is incorporated into the content/skills of all syllabuses.

Classes in Year 7 are not academically streamed.

Learning support teachers and assistants support those students with special needs, whilst extending and enriching the learning of gifted and talented students.

Year 8 Curriculum

Students in Year 8 study a common curriculum, experiencing a wide range of subjects as follows:

- Religious Education
- English
- Mathematics
- Science
- Technology Mandatory
- Geography
- History
- Music



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- Visual Arts
- Personal Development Health and Physical Education (PDHPE)
- Japanese
- STEM

As in Year 7, skills and knowledge relating to the use and understanding of digital technology are incorporated into the content/skills of each syllabus.

All Year 8 classes are of mixed academic ability.

Learning support teachers and assistants support those students with special needs, whilst extending and enriching the learning of gifted and talented students.

STAGE 5

Year 9 Curriculum

All students study a wide range of subjects as follows:

- Religious Education
- English
- Mathematics
- Science
- Australian Geography, Civics and Citizenship
- Australian History, Civics and Citizenship
- PDHPE

Electives in Stage 5

Students choose an elective course to study in Year 9 only, as well as two electives to study in Year 9 and Year 10.

Two year electives include:

- Agriculture
- Commerce
- Drama
- Food Technology
- Graphics Technology
- Industrial Technology – Metal
- Industrial Technology – Timber
- Information Technology (VET)
- Japanese
- Music
- Physical Activity and Sports Studies (PASS)
- Visual Arts

One year electives include:

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- Art making
- Bootcamp Fitness
- Cooking
- Duke of Edinburgh Award
- Interior Design
- Outdoor Education
- Publishing
- Songwriting
- Video gaming

All elective courses were offered but were only timetabled when selected by a viable number of students and when staffing was available.

Mathematics classes are streamed according to the three strands offered. All other classes are of mixed ability.

Learning support teachers and assistants support those students with special needs, whilst extending and enriching the learning of gifted and talented students.

Year 10 Curriculum

Students in Year 10 continue their Year 9 pattern of study.

Year 10 students are also involved in a:

- Work Studies Program
- Work Experience Program

At the end of Year 10, the school submits achievement grades to NESAs for courses students have studied in Years 9 and 10, which will be recorded on their individual Record of School Achievement (ROSA).

All students complete NESAs' *All My Own Work* program during the year, in preparation for their Year 11 studies.

Learning support teachers and assistants support those students with special needs, whilst extending and enriching the learning of gifted and talented students.

STAGE 6 – HIGHER SCHOOL CERTIFICATE

Year 11 and 12 Curriculum

All students must study at least two units of English and 1 Unit Studies in Catholic Thought, 1 Unit Studies of Religion, or 2 Unit Studies of Religion for the Preliminary year.



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Students selecting the 1 unit Studies of Religion course will complete this as a condensed, accelerated course, completing all mandatory learning hours, assessments and their HSC exam in Year 11.

All students must then study at least two units of English and have completed the condensed 1 Unit Studies of Religion course, or continue the 1 Unit Catholic Studies or 2 Unit Studies of Religion course for the HSC.

Students choose the remainder of their subjects after a considerable period of consultation and discussion between students, teachers and parents from the beginning of Term 3, Year 10.

There is a wide range of available subjects but any subject will be timetabled only if selected by a viable number of students and if staffing is available. Some subjects may be available

online or through distance education. There is also the option for students to complete TAFE courses as part of their studies. These courses may carry an extra fee paid to an external body.

There are school based entry requirements for some subjects.

Elective subjects available for the 2019 Higher School Certificate include:

- Agriculture
- Ancient History
- Modern History
- Extension History (HSC only)
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- Drama
- Economics
- English - Advanced
- English - Standard
- English - Extension 1
- English - Extension 2 (HSC only)
- English Studies (Board Approved Course)
- Exploring Early Childhood
- Geography
- Information Processes and Digital Technology
- Legal Studies
- Mathematics (General 1 and 2, 2 Unit, Extension 1 and Extension 2)
- Music 1
- PDHPE



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- Photography and Digital Imaging
 - Physics
 - Senior Science
 - Society and Culture
 - Sport, Lifestyle and Recreation
 - VET subjects (Construction, Hospitality, Information Technology, Metals & Engineering)
 - Visual Arts
 - Work Studies



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Section 7: Student Performance in State-Wide Tests and Examinations

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 percentage of students who achieved particular skill bands in numeracy and the strands of literacy. Mater Dei Catholic College results are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation.

Year 7	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 10	0.7%	2.9%	2.2%	0.7%	5.2%
Band 9	5.9%	1.5%	6.7%	8.1%	7.4%
Band 8	23.7%	11.1%	23%	19.3%	23%
Band 7	39.3%	23%	31.1%	29.6%	33.3%
Band 6	23%	43.7%	25.2%	26.7%	25.2%
Band 5	5.2%	16.3%	9.6%	11.9%	4.4%
Band 4	2.2%	1.5%	0.7%	2.2%	0.7%
Band 3	-	-	1.5%	1.5%	0.8%



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Year 9	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 10	4.1%	8.2%	1.6%	1.6%	0.8%
Band 9	16.3%	11.5%	13%	14.6%	9.8%
Band 8	39.8%	26.2%	41.5%	23.6%	41.5%
Band 7	26.8%	22.1%	30.9%	40.7%	39%
Band 6	12.2%	19.7%	9.8%	13.8%	8.9%
Band 5	0.8%	12.3%	2.4%	4.1%	-
Band 4	-	-	-	1.6%	-
Band 3	-	-	0.8%	-	-

Record of School Achievement

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and preliminary Stage 6 courses and grades, as well as participation in any uncompleted preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

2019: The number of students issued with a RoSA (Record of School Achievement)	18
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Higher School Certificate Results and Achievements:

The results of Mater Dei Catholic College Higher School Certificate (HSC) candidature are reported for subjects studied at the School. The table shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

HIGHER SCHOOL CERTIFICATE	Percentage of students in top 2 bands (Bands 5 and 6 and E3 and E4)					
	2017		2018		2019	
Subjects	School	State	School	State	School	State
Agriculture	43	26	0	32	54	31
Ancient History	50	36	100	37	50	35
Biology	56	39	31	37	45	31
Business Studies	21	36	30	37	43	33
Chemistry	22	39	27	42	20	46
Community & Family Studies	69	29	25	29	76	35
Construction Examination	86	14	100	13	0	19
Dance	No class		33	56	0	44
Design & Technology	50	43	25	47	40	47
Drama	50	42	No Class		80	44
Economics	No class		11	46	No Class	
English Extension 1	100	93	60	96	100	94
English Extension 2	100	78	0	72	No Class	
English Advanced	64	63	78	63	86	62
English Standard	23	16	20	15	13	12
French Beginners	100	44	No Class		No Class	



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Geography	No class this year	42	40	43	17	43
History Extension	No class this year	80	100	79	0	76
Hospitality Examination	0	30	36	29	33	39
Information & Digital Hardware	50	32	20	30	No Class	
Information Processes & Digital Tech Examination	No class this year	29	No Class		50	34
Japanese Continuers	100	55	No Class		No Class	
Legal Studies	70	44	47	44	66	41
Mathematics Extension 2	100	85	25	85	0	86
Mathematics Extension 1	80	82	51	80	83	80
Mathematics	55	54	0	52	37	49
Mathematics (Standard 2)	33	26	34	27	43	24
Metal and Engineering Examination	57	5	50	10	0	3
Modern History	36	39	56	41	26	39
Music 1	93	65	100	65	100	66
Personal Development, Health and Physical Education	43	31	38	33	36	31
Physics	18	34	22	34	11	37



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Senior Science (Discontinued)	26	24	0	22	No Class	
Society and Culture	50	48	50	48	80	34
Software Design and Development	100	36	0	37	0	44
Studies of Religion 1	37	50	35	37	24	46
Studies of Religion 2	No class this year		50	41	No Class	
Visual Arts	33	55	59	53	80	62

- 20 out of the 30 courses offered achieved results above the state average
- 21 students achieved a total of 31 Band 6 (or equivalent) results
- College Dux, Clare Arragon achieved an ATAR of 98.25.



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Section 8: Pastoral Care and Well Being

Pastoral Care / Academic Care / Wellbeing

The Mater Dei Catholic College implementation strategy states, in part: Students have the opportunity to create, with other members of the Mater Dei Catholic College community, norms of behaviour that allow an answering of the question, 'How do we treat one another at Mater Dei Catholic College?'. These Year Group Norming-Documents detail how students support one another and support learning at Mater Dei Catholic College.

In addition, students and teachers collaborate to produce Ideal Classroom Documents, which reflect a shared understanding of the types of classrooms required to maximise learning outcomes and promote well-being.

The practical reality and responsibility of providing a safe, secure and stimulating environment conducive to learning, demands clear minimum guidelines for student behaviour. Year Group Norming Documents and Ideal Classroom Documents build on these minimum requirements for membership of a caring educational community.

Engaging students in the production of these documents at Mater Dei Catholic College promotes respect and responsibility. Documents are displayed in every teaching space and form the basis of 'Teach More Manage Less' strategies employed by teachers. Ideal Classroom documents created by students also provide valuable guidelines.

The Leader of Students and members of the College Pastoral Care and Wellbeing Team play a pivotal role in the Academic Care of students. They include:

- House Leaders
- College Psychologist
- Transition and Pathways Specialist
- Aboriginal and School Community Worker

Discipline Policy

Controls, which schools impose on student behaviour, have two purposes. They allow the school to function effectively and they assist students to develop self-discipline from which it is hoped they will benefit when they leave the school situation.

The Catholic Education Diocese of Wagga Wagga is committed to '*providing a safe, secure and stimulating environment conducive to learning*'. This is characterised by fairness, mutual trust, respect and reconciliation.

A safe and supportive learning environment is developed when all members of the College community promote open communication, tolerance and positive relationships and embrace responsive, just and transparent processes. This is in line with CEDWW Vision and Mission statement of '*ensuring fairness and justice within appropriate discipline structures*'.



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Mater Dei Catholic College has adopted and follows the CEDWW [‘Suspension, Exclusion and Expulsion Policy and Procedures’](#) on the school’s registration site.

Anti-Bullying Policy

The dignity of the human person is a foundation of all Catholic social teaching and inherent in our education ministry. Essential to this is the creation and maintenance of a respectful, safe and supportive learning environment that promotes student wellbeing. Bullying, cyber-bullying, harassment, aggression and violence which disregard core values of faith including dignity, respect, justice, equity, compassion, trust and courage are not acceptable.

All members of the college community are expected to prevent and challenge such actions, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. School staff abide by operational guidelines that support the implementation of specific initiatives, which are designed to promote pastoral care, wellbeing and a safe and supportive learning environment. Accordingly, the college follows the Diocese of Wagga [Anti Bullying Policy](#), which has been implemented in all schools in the Diocese.

Initiatives Promoting Respect and Responsibility

The Australian Catholic Youth Festival (ACYF) is a national gathering of Catholic young people established by the Australian Catholic Bishops Conference (ACBC). It exists to provide young people with opportunities to deepen their relationship with Jesus, be empowered to be disciples in the world today and encounter and celebrate the vitality of the Church in Australia. ACYF is a biennial event. Mater Dei Catholic College sends students from Years 10 and 11 to the event.

Nagle Education Alliance of Australia Student Conference

The Nagle Education Alliance of Australia (Inc) is an organisation of schools committed to preserving the Presentation charism and the legacy of Nano Nagle. The NEAA believes that the Presentation charism has lasting value. The continued relevance of the Nano Nagle story is an inspiration for Presentation People to make a difference in their world and in the way we live the Gospel. NEAA undertakes a biennial Schools Student Leadership Conference and Mater Dei students from Year 10 attended the biennial conference.

Complaints and Suggestions Policy

Catholic Education Diocese of Wagga Wagga has established a Complaints and Suggestions Policy which is implemented by all schools in the Diocese.

The Policy forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities.



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A community that is open to complaints and suggestions is characterised by signs of impartiality and confidentiality, respect for the dignity of those involved and is proactive in ensuring there is no fear of victimisation. The processes in the Complaints and Suggestions Policy are to ensure procedural fairness.

No changes were made to this document in 2019. A review of the policy will be undertaken prior to 2020.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by Catholic Education Diocese of Wagga Wagga Systemic Schools, has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the CEDWW policy documents of Pastoral Care, Student Wellbeing and Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these Diocesan documents in 2019.

In compliance with the **NSW Reform Act 1990**, corporal punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school.



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Section 9: School Review and Improvement

Each year Mater Dei Catholic College develops an Annual Improvement Plan which identifies key priority areas for the given year.

Mater Dei Catholic College 2019 Annual Improvement Plan

The AIP consists of four focus areas. These are included below with key achievements in 2019.

Focus Area: Catholic identity, Life and Mission

- Continue to provide meaningful faith centred experiences of prayer, liturgy and staff and student spiritual formation.
- Re-create the Social Justice Committee as a working party of the Student Representative Council and engage students and staff in social justice projects.
- Continue to foster relationships with key stakeholders in faith and mission.

Key Achievements:

- Review and strengthening of Student Retreat/Camp/Reflection Days Program.
- Development and implementation of the Social Justice Committee.
- Planning for Nagle Education Alliance Australia Student Conference at Mater Dei in 2020.
- Strengthened Parish Youth Mass program.

Focus Area: Teaching and Learning

- Collecting and engaging with data.
- All KLAs using Agile Teaching Sprints to improve identified student learning needs.
- Journey with and Speaking with Hope.
- Whole School Writing Project to improve student learning outcomes.
- Learning and Reflecting.
- Embed CANVAS into Stage 4 Assessment and Reporting processes.

Key Achievements:

- Expansion of Stage 3 into Stage 4 Learning Transition Program to include both parish primary schools
- Parents engaged in real time reporting processes. All KLAs utilised CANVAS in Stage 4 for formative assessment. COMPASS introduced for Semester Reporting.
- Strengthened Middle Leader capacity to use Teaching Sprints lead improvement processes across KLAs
- Instituted the gradual release learning model across the curriculum to improve student writing and learning outcomes.
- Introduction of PLCs
- Strengthening of peer to peer mentoring and professional support for early career teachers.



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- Consolidation of Year 8 STEM Program.

Focus Area: Academic Care and Wellbeing

- Develop understanding of best practice regarding the effective use of attendance and learning data.
- Build student capacity to improve their self-reflection, self-assessment and self-determination as learners.
- Continue to build the capacity of Middle Leaders to enable the effective leadership of each House team.

Achievements:

- Collected and analysed data on student motivation and self-regulation.
- Reviewed the purpose and function of Homegroup with key stakeholders.
- Strengthened attendance procedures, instituted COMPASS roll marking for each lesson and improved student attendance levels.
- Strengthened community partnerships and built the capacity of the Pastoral Care and Wellbeing Team through expertise of the TAPS and ASCW.

Mater Dei Catholic College 2020 Annual Improvement Plan

The 2020 Annual Improvement Plan builds upon the focus areas of the previous year. Key goals in each of the four domains are:

Domain: Catholic Life - Building Catholic Faith, Life and Mission by:

- Enriching Religious Education
- Supporting Staff Faith Formation
- Inspiring Student Faith Formation
- Collaborating with Faith and Care

Domain: Learning and Teaching - Assessment for Data Driven Teaching and Learning by:

- Understanding the purpose of formative assessment as a means for data driven instruction.
- Analysing the purpose of summative assessment and the difference between formative and summative assessment.

Domain: Community and Wellbeing - Teacher and Middle Leader Capacity to Improve Learner Motivation and Self Regulation by:

- Exploring a Whole School Approach to Improving Learner Motivation and Self Regulation
- Renewal of Homegroup

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- Strengthening the Student Leadership System
- Strategic use of partnerships with families and community organisations

Domain: Building Leadership Capacity and Stewardship - Building Staff Leadership Capacity to Strengthen Instructional Leadership and Engage Parents/Carers in the Learning Journey by:

- Strengthening the Leadership Capacity of Middle Leader Team
- Implement the Staff Wellbeing Kit
- Strengthening Parent/Carer Engagement in Learning through parent meetings and the development of online resources



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Section 10: Parent, Student and Teacher Satisfaction

Parent Satisfaction

Data is collected through a variety of means. The College's annual Year 12 Exit Survey for students and parents indicated very high levels of satisfaction with all areas of school life. Respondents indicated overall satisfaction with the quality of the education they received at Mater Dei. Parent feedback from the survey indicates that parents are particularly satisfied with the following:

- Relationship between staff and students
- Respect between students and staff
- Dedication of staff
- Appreciation of the role support staff play
- Sense of community
- Level of care provided for students
- Leadership of the College
- The inclusive environment

Year 7 parents/carers provided feedback on the ConnectED Learning Program with overwhelming endorsement of TED in building student skills and confidence and fostering a love of learning. As a result of parent/carer feedback, enhancements were made to the Parent Transition Program in February and the addition of further tutorials on CANVAS and Maths Pathway during Term 1.

The College Council also confirmed their support and strong satisfaction with schooling at Mater Dei.

Student Satisfaction

- Year 7 students undertook the Transition Survey in Term 1. It was conducted by an external reviewer, Elphick Consulting, who have run similar surveys in a number of schools across Australia. The results of the survey were overwhelmingly positive. The College Leadership Team and the staff used the results to review processes and to assist planning for 2020.
- Students in all year groups have opportunities to provide feedback and share in leadership opportunities through their House. As well, the student voice is heard through the Student Representative Council and House Captains, who are involved in specific areas including Uniform and Appearance, Learning Environment and Environmental Sustainability and Stewardship.
- Students are surveyed from time to time in regard to Pastoral Care and Wellbeing and classroom surveys provide feedback about student satisfaction in regard to their learning in specific classes.
- Year 12 completed a comprehensive Exit survey that focused on Religious Life, Learning, Pastoral Care and Wellbeing and the results were overwhelmingly positive.



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The survey was also administered by Elphick Consulting and also provided comparative results with other Catholic Schools who participate in the survey.

Staff Satisfaction

Both teaching and support staff have the opportunity to provide feedback for review after major College events and activities.

As well, all staff may attend the optional Staff Forums held each term. Feedback is provided to the Management and Leadership Teams from the Staff Forum.

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