



Mater Dei Catholic College  
Wagga Wagga

# 2016 Annual Report

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## **About this Report**

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

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about Mater Dei Catholic College performance measure 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 College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors Mater Dei Catholic College has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority, Teaching and Educational Standards, NSW requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to College newsletters and other forms of communication. Further information about Mater Dei Catholic College may be obtained by contacting the College or by visiting the College website.



## **Section 1: Message from Key Groups in Our College Community**

### **Message from the Principal**

It is with pleasure that I present the 2016 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 2016 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.

### **Message from the Parent Body**

The College Council is an advisory group for the Principal and College Leadership Team, made up of parents and a representative of the Bishop to provide a cross section of our school community. The College Council meets regularly throughout the year and plays a vital part in supporting the Principal in the governance of the College by guiding the mission and educational vision of the College, contributing to planning for the College's future through the Annual Improvement Plan and supporting the development, implementation and evaluation of compliance requirements.

The parent members of the Mater Dei Catholic College School Council are grateful for the opportunity to participate in this representative body as a way of maintaining a close dialogue with the School Principal and other stakeholders, as well as providing an opportunity for parents to make a further contribution to the school.



As well as advice and support in the areas of finance, mission, learning, compliance and parental involvement in 2016, Council members worked in partnership with the Parent Council of Mater Dei Primary School. A major focus was to continue to approach Wagga City Council and RMS to seek improved pedestrian safety and more effective traffic management in the school precinct.

The Parent Members of the Mater Dei Catholic College School Council look forward to the coming year with great enthusiasm and anticipation.

### **Message from the Student Body**

As Student Leaders, we have had the privilege and feel very honoured to represent the school over the past year, participating in many events including the Rotary Peace Ceremony, ANZAC Day march and services, chairing 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 2016. 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.



## **Section 2 : School Features/Context**

Situated on the southern outskirts of 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 our students to maximise their learning opportunities. At Mater Dei quality teaching is delivered by energetic and experienced teachers to foster 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. As well, the College students and staff performed the musical 'Popstars Music of the 90's' at the Civic Theatre in May, to packed houses over a two week period.

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 contemporary learning opportunities for our students. This, combined with our 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.



### Section 3: Student Profile

The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Indigenous	Total
373	343	23	26	765

\*Language background other than English

### Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)† **Could the links be checked and made active to current documents** which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office.



## Student Attendance and Retention Rates

Year	Attendance %
Year 7	93.59
Year 8	93.71
Year 9	92.79
Year 10	92.02
Year 11	92.17
Year 12	92.80

The average student attendance rate for 2016 was 92.88 %.

Regular attendance at school is essential if students are to maximise their potential. The **College**, 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, College 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 **College** community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.



The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

### 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).

<b>Senior Secondary Outcomes</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	37.85%
% 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 College 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, 2016 Graduation Class	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	50%	10%	30%	10%

### Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.



## Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	59
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2016:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
59	32	91

\*This number includes x Fulltime teachers and x part-time teachers

Percentage of staff who are indigenous	3.29%
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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 in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office 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:

- a. An explicit improvement agenda
- b. Analysis and discussion of data
- c. A culture that promotes learning
- d. Targeted use of school resources
- e. An expert teaching team
- f. Systematic curriculum delivery
- g. Differentiated teaching and learning
- h. Effective pedagogical practices
- i. School community partnerships



## Section 5: Catholic Life and Religious Education

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

### Catholic Heritage

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 attempts to meet the needs of the students, embracing the New Evangelisation, for the present and into the future. We aim to support our students to take their place in society through an education that we see as part of a life-long process which, in fidelity to our mission statement, "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, Mother of God, as well as by 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.

### Liturgical Life of the School/ College

The College Faith Formation Plan has provided an opportunity for students to live their faith.

Prayer is embedded into the life of the College and integral to Homegroup each day and 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 and All Souls' Day. Prayers are a part of other commemorations including ANZAC Day, NAIDOC and Remembrance Day.

The College community gathers for Eucharist in Year groups and as a whole school during the year, with celebrations including the Opening Mass, Founders' Mass, Feast of the Assumption and the Graduation Mass.

As well, a variety of experiences held throughout the year were shaped to meet each year group in their faith journey, allowing students to reach out and to share, learn and grow beyond their College experiences.

### Staff and Student Faith Formation

#### *Warrambui - Year 12 Retreat*

The Year 12 Retreat facilitated by Mr Chris Doyle and College staff, involved students looking at their relationship with their families, friends and God in a beautiful setting. *"We became closer as a year group through a reconciliation ceremony, affirmations and a range of group activities designed to promote unity and cooperation. Together we grew as young adults that are ready to 'Go Forth and Set the World on Fire'.*



### *Reflection Days*

The Year 11 Reflection Day was facilitated by the Mr Chris Doyle and expanded on student's sense of community and planted the seed for them for Year 12. Project Hatch from Brisbane facilitated our Year 10 Reflection Day, which focused on rising above negative social pressures and stereotypes; realising how students can make a difference; reconciliation and being courageous to help others to lead a life of positive action. The Year 9 program is gender based and focused on beliefs and values in relation to self-concept, caring for self and building and maintaining friendships. Project Hatch also facilitated our Year 7 Reflection Day, focusing on student belief in their own potential and self-worth and accepting others for who they are.

### *Harrierville - Year 8 Camp*

The theme of the Year 8 Camp was 'Be the Best you Can – Survivor Harrierville'. Students enjoyed three days of team building through fun activities and challenges. It was an opportunity for students to deepen their faith through prayer and liturgy and to build their cohesiveness as a year group.

## **Social Justice**

### *Justice Matters*

A group of Year 10 students attended the Justice Matters Camp to raise student awareness of the work of St Vincent de Paul. Students in turn shared this message with the College community after they returned from the camp, leading activities to highlight the plight of the homeless and refugees and asylum seekers.

### *Street Retreat*

Year 11 students travelled to Sydney and served people through a number of ministries. Hearts were transformed through service to the poor and disadvantaged.

## **Catholic Worldview**

Students in Year 10 participated in a day of Community Service after studying a unit on Christian Ministry – Faith in Action. Seniors in each of the College Houses played a leadership role in assisting with a range of Social Justice activities - raising funds for Caritas, Vinnies, Micah House, Catholic Mission and those left devastated by natural disasters in the world.

The College models and teaches students the importance of promoting peace and citizenship by supporting community groups such as Legacy and Red Cross and participates in school ceremonies to commemorate ANZAC Day and Remembrance Day.



### **Professional Learning in Catholic Life and Mission**

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



## **Section 6: Curriculum**

The College/ School 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 the Catholic Schools Office, Wagga Wagga.

### **Year 7 Curriculum**

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

#### **STAGE 4 Year 7**

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

- **ConnectED Learning** - incorporates three KLA's (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, and further extend and enrich the learning of gifted and talented students.

### **Year 8 Curriculum**

#### **STAGE 4 Year 8**

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

As in Year 7, skills and knowledge relating to the use and understanding of digital technology is 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, and further extend and enrich the learning of gifted and talented students.

## **Year 9 Curriculum**

### **STAGE 5**

#### **Year 9**

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 interest elective course to study just in Year 9, 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:

- Artmaking
- Bootcamp Fitness
- Cooking
- Duke of Edinburgh
- Interior Design
- Outdoor Education
- Publishing
- Song writing
- Video gaming

All elective courses are offered but will be timetabled only if selected by a viable number of students and staffing is 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, and further extend and enrich the learning of gifted and talented students.



## **Year 10 Curriculum**

### **STAGE 5**

#### **Year 10**

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

Year 10 students are also involved in a:

- Work Studies Program (one lesson per week)
- Community Involvement Program
- Work Experience Program

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

All students complete the NSW Education Standards Authority "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, and further extend and enrich the learning of gifted and talented students.

## **Year 11 and 12 Curriculum**

### **STAGE 6 – HIGHER SCHOOL CERTIFICATE**

#### **Years 11 and 12**

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

All students must study at least 2 Units of English and 1 Unit Catholic Studies, 1 Unit Studies of Religion or 2 Unit Studies of Religion for the HSC year.

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 timetables only if selected by a viable number of students and if staffing is available. Some subjects may be available on-line or through distance education. There is also the option for students to complete TAFE courses as part of their studies. These courses carry an extra fee paid to an external body.

There are school based entry requirements for some subjects.

Elective subjects available for the 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 - Fundamentals (Preliminary only)
- 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
- 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



## 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 College 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 aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 9	10.6	2.3	12.2	15.3	10.7	11.5	9.9
Band 8	17.4	13.8	22.1	20.6	20.6	27.5	21.4
Band 7	28.8	27.7	30.5	22.9	35.1	21.4	38.2
Band 6	28.8	33.1	20.6	20.6	18.3	28.2	16.8
Band 5	21.1	20.0	11.5	17.6	13.7	9.9	11.5
Band 4	2.3	3.1	3.1	3.1	1.5	1.5	2.3



Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 10	3.8	2.3	6.9	9.2	3.1	2.3	3.9
Band 9	21.5	2.3	12.3	10.8	13.3	14.1	17.2
Band 8	32.3	30.8	36.9	20.8	43.8	35.2	39.8
Band 7	30.0	32.3	25.4	42.3	29.7	36.7	32.8
Band 6	10.0	20.0	10.0	12.3	9.4	10.9	5.5
Band 5	2.3	12.3	8.5	4.6	0.8	0.8	0.8



### Higher School Certificate Results and Achievements:

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

HIGHER SCHOOL CERTIFICATE	Percentage of students in top 2 bands (Bands 5 and 6 and E3 and E4)					
	2014		2015		2016	
Subjects	School	State	School	State	School	State
Agriculture	No class this year	24.00	49.99	28.43	27.27	30.85
Ancient History	33.33	32.81	33.33	32.60	29.40	30.68
Biology	24.00	28.27	25.70	27.96	40.73	35.11
Business Studies	37.92	36.97	33.32	35.89	20.00	34.33
Chemistry	57.14	46.09	16.66	41.07	18.18	40.94
Community & Family Studies	52.00	36.68	44.44	31.96	57.14	30.53
Construction Examination	16.66	12.93	40.00	13.27	37.50	13.16
Design and Technology	38.45	37.22	24.99	35.98	50.00	40.80



English Extension 1	67.67	93.18	100	94.24	100	95.15
English Extension 2	100	77.54	100	82.47	No class this year	80.00
English (Advanced)	65.21	59.32	60.86	57.82	74.99	61.92
English (Standard)	4.25	8.17	10.93	8.31	33.32	13.39
Geography	No class this year	43.69	No class this year	41.30	36.36	40.93
History Extension	No class this year	77.97	60.00	78.20	No class this year	80.77
Hospitality Examination	50.00	35.93	68.42	37.15	41.17	33.61
Information Processes and Digital Technology Examination	50.00	23.25	25.00	15.18	12.50	31.50
Legal Studies	No class this year	40.21	54.54	40.60	81.81	42.80
Mathematics Extension 2	100	86.50	100	86.26	50.00	85.48
Mathematics Extension 1	100	84.62	60.00	84.29	83.33	79.59
Mathematics	61.52	61.52	33.32	52.32	37.50	52.51
Mathematics (General 2)	24.52	24.52	49.99	49.99	40.90	25.63
Metal & Engineering Examination	50.00	50.00	No students	51.15	33.33	9.23



			sat optional exam			
Modern History	No class this year	42.30	11.11	43.65	37.50	40.84
Music 1	99.99	59.60	100	61.84	83.32	62.74
Personal Development, Health and Physical Education	48.27	30.50	34.13	29.63	18.60	34.41
Physics	30.00	31.11	12.50	28.76	28.57	29.94
Society and Culture	43.75	45.16	69.23	47.13	No class this year	48.34
Software Design and Development	No class this year	28.32	No class this year	30.71	28.57	33.66
Studies of Religion 1	36.47	48.72	35.22	50.87	32.93	49.92
Studies of Religion 2	62.50	44.22	No class this year	39.96	45.45	47.94
Visual Arts	36.36	48.63	33.33	53.40	52.93	54.38

- Results were consistently strong with 21 of the 30 courses on offer achieving a higher than the State average.
- Almost 30 students achieved 44 Band 6 or equivalent results.
- The College Dux was placed 2<sup>nd</sup> in the State in Legal Studies and achieved an ATAR of 97.45.
- More than 10% of students again achieved an ATAR above 90 in 2016.



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In 2016 the number of students issued with a RoSA (Record of School Achievement)	26
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## **Section 8: Pastoral Care and Well Being**

The Diocese of Wagga Wagga has an established [Pastoral Care Policy](#)<sup>†</sup> and [Safe Schools Policy](#)<sup>†</sup> which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### **School Implementation of Diocesan Policy**

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 we need to create 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 educative 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.

### **Complaints and Grievances Resolution Policy**

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.



## 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 the CSO for 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 the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

## Section 9: School Review and Improvement

Each year the **College develops** an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. The **College** engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

### 2016 Annual Improvement Plan

#### Priority 1 – CATHOLIC LIFE AND MISSION

- Implement the core element of the Faith Formation Plan
- Increase community understanding of Mater Dei's charisms and history
- Develop and build an expert Social Justice team inclusive of students, staff and parents
- Investigate further immersion opportunities for staff and students

#### Priority 2 – PASTORAL CARE AND WELLBEING

- Develop an expert support team including the Wellbeing Practitioner to focus on social emotional functioning and development, social media and emotional intelligence
- Explore possibilities for targeted, stage specific wellbeing programs to be implemented into the curriculum beyond 2016
- Make explicit links with curriculum based learning to implement and embed a proactive whole school approach to managing bullying



- Critically review the current Homegroup structure including roles and responsibilities
- Skill Homegroup teachers as instructional coaches
- Further develop and utilise information from Year 6 into 7 transition program and processes
- Further staff training in restorative practices
- Train staff to utilise the software to access data
- Investigate the capacity of the AWMS software to record information that allows the creation of a more holistic picture of students to support their learning
- Develop and implement a Student Representative Council with membership from all year groups

### **Priority 3 – STUDENT LEARNING AND PEDAGOGY**

- Develop and implement a whole school professional learning policy and improvement plan
- Identify specific literacy targets and develop and implement whole school interventions using an inquiry spiral to improve student learning outcomes in writing and reading
- Build the learning community by establishing expert and coherent school wide teaching teams to improve learning outcomes for all students
- Use team meetings and staff professional learning opportunities to ensure that teacher judgements consistently reflect both BOSTES standards and student ability/achievement
- Promote student engagement with STEM learning
- Improve transition processes into, within and out of Mater Dei Catholic College

### **Priority 4 – STRATEGIC LEADERSHIP AND PARTNERSHIPS**

- Use the NSIT effectively across all KLAs as a performance measurement and improvement resource to improve student learning outcomes
- The Australian Professional Standards for Teachers can be used to reliably measure and inform teacher performance as a tool to improve student learning outcomes
- Develop a Staff Professional Learning Plan with goals, processes and a timeline for teacher professional learning in 2016 that is linked to targets and reflected in the College Budget



## Priority Key Improvements for 2017

### Priority 1 - CATHOLIC LIFE AND MISSION

CSO Core Domain - Boundary Crossing - Reaching out of comfort zones of privilege and security

1. *Continue to develop and build an expert Social Justice team inclusive of students, staff and parents*
  - Provide opportunities to engage students and staff in social justice projects and immersion opportunities
  - Continue to build the Social Justice Team and role of the Social Justice Leader
  - Appoint a teacher to lead and drive the Social Justice Team
2. *Increase understanding of Restorative Practice at the College in partnership with our Community*
  - Facilitate an Indigenous Restorative Practice Spirituality Day
  - Continue to build and foster relationships with local Catholic schools
  - Increase parent engagement with Faith Life and Mission at the College
  - Initiate a new Student induction to Faith life at the College

### Priority 2 - PASTORAL CARE AND WELLBEING

1. *Homegroup Teacher as Leader of Learning and Care*
  - Map student learning growth trends
2. *Staff access to comprehensive student data*
  - Staff trained to utilise AWMS and Student Dashboard regularly
  - House Leaders have access to SASS and lead their teams to regularly utilise student data
3. *Provision of best practices supporting social, emotional and spiritual wellbeing specific to each stage*
  - All Pastoral Care and Wellbeing programs mapped to each stage based on issues identified through data collated in 2015/16
  - Staff upskilled in the areas of coaching and positive psychology in education
  - Coaching program broadened to include other year groups
  - Coaching approach implemented by House Leaders when responding to student issues
  - All House Leaders and other specific staff trained in Mental Health First Aid to respond most effectively to Mental Health issues.
4. *Continue to strategically develop student leadership capacity and a student voice within the College*
  - Leadership opportunities mapped across each year group
  - Continue to build on the success and capacity of the SRC as a student voice



### Priority 3 – STUDENT LEARNING AND PEDAGOGY

1. *Sustained NAPLAN growth equivalent to or above state growth across all areas for the matched Year 9 cohort in Writing.*
2. *Improve student learning outcomes in extended writing responses*
3. *Improve HSC results in extended responses across the curriculum*
4. Use a range of quantitative and qualitative data to identify 2017 whole school Writing targets
  - a. *Differentiation*
    - Appoint a teacher leader to develop and implement more systematic approaches for identifying student learning needs and lead a process of raising teacher awareness and skills
  - b. *Build an Expert Teacher Team*
    - Implement ALARM to provide a consistent frame for improving student writing outcomes
    - Embed processes for middle leaders to lead the whole school literacy and numeracy improvement agenda within their team
  - c. *Curriculum*
    - Develop and implement a framework and processes that enable KLA Leaders to effectively lead their teams in mapping the vertical curriculum and learning continuum for extended writing responses
    - Investigate options for introducing a STEM focus that supports our pedagogy
  - d. *Pedagogy*
    - Support all teachers in developing expert pedagogical skills and knowledge in strengthening formative assessment
    - Build middle leader capacity to create teams that are collaborative leaders of learning and wellbeing

### Priority 4 - STRATEGIC LEADERSHIP AND PARTNERSHIPS

1. *Build Middle Leader capability to lead learning teams*
  - Build the capability of Middle Leaders as agile team leaders
2. *Strengthen the culture of professional learning communities*
  - Continue to embed the existing frame for the Professional Learning Communities into the whole staff learning practice to build the capability of individual teachers as instructional leaders in their teams
  - Initiate and monitor a reflective framework based on College AIP priorities



## 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 with 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.

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 run similar surveys in a number of schools across Australia. The results of the survey are overwhelmingly positive. The College Leadership Team and the staff used the results to review our processes and inform planning for 2017. Changes to the transition process included the introduction of an additional Parent Information meeting in November and Transition Days at the beginning of the school year for Year 7.



- 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 and Environmental Sustainability.
- 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 and Pastoral Care and Wellbeing and the results were overwhelmingly positive. The survey was also administered by Elphick Consulting and also provided comparative results with other Catholic Schools who participate in the survey.

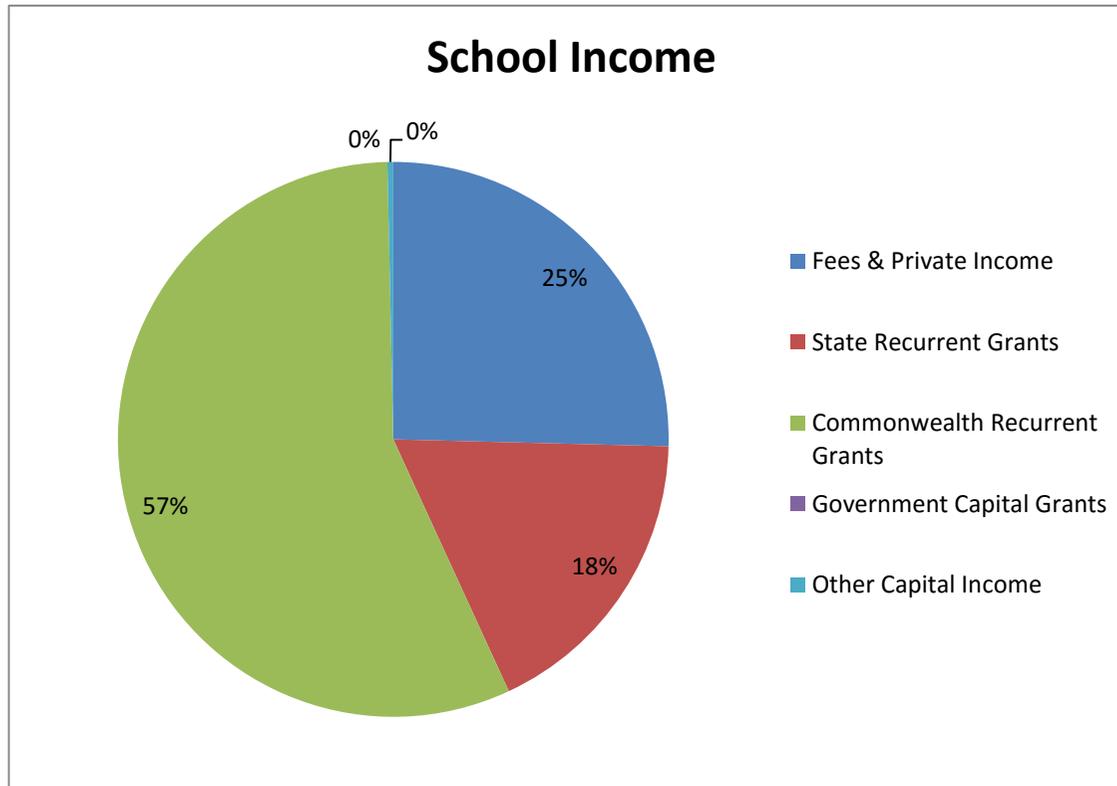
### **Staff Satisfaction**

Both teaching and support staff have the opportunity to provide feedback to reviews 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.



## Financial Report





## School Expenses

