

2022 ANNUAL REPORT

MATER DEI CATHOLIC COLLEGE



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](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal:

It is with pleasure that I present the 2022 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
- Constantly seeking excellence and wisdom

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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 2022 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:

While the last year was again filled with challenge and uncertainty, it also provided opportunities for new ways to engage with each other and for our students to learn. Throughout and led by Mrs Thomas, the leadership team and staff, our students demonstrated courage, compassion and optimism. With a gradual return to face to face opportunities during the second half of the year, our students were able to participate in a number of sporting endeavours. Importantly, they also sought opportunities to be thoughtful community members, contributing to many local charities and causes. And while masks became mandatory for a part of the year, there were still many smiles behind them.

Meeting challenges centred on the need to hold virtual gatherings for three terms. However, the Council members remained committed to be an active part of College life throughout this time. The College Council is lucky to have such a range of skills and expertise 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.

In 2022 the Council had the opportunity to engage with the College's Annual Improvement Plan and were active in surveying parents around their re-engagement in College life post COVID. The Council was also involved in discussion around additional uniform items, to promote student choice and comfort.

On behalf of the Council, as I conclude my term as Chair, I extend my sincere thanks to Mrs Thomas, the leadership team and the incredible staff of the College for leading the students through another year filled with challenge and uncertainty. It is our faith lived through our motto, 'Live God's message' as well as the dedication and care of the staff which are the foundation and strength of Mater Dei Catholic College, and it is these attributes which allow the students to learn and thrive even in the most challenging times.

Lisa Simpson

College Council Chair

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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 ANZAC Day march and services, chairing assemblies post COVID 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. As the impact of COVID has subsided, 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.

College Captains 2022

Section 2: School Features/Context

Mater Dei is a Day and Boarding 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 the College's Mission Statement and are at the centre of all endeavours. The College accepts the challenge, as they did, to reach out to Christ, present in the poor and vulnerable.

Situated on the southern outskirts of Wagga Wagga, the College's location is unparalleled. 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. 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.

Students are offered a myriad of opportunities to develop their talents. The co-curricula program provides a varied and dynamic sporting program with representative opportunities through to elite levels. As well, there is a comprehensive Performance Music Program where students can be involved in a variety of ensembles. They have the opportunity to showcase their musical talents at College assemblies and gatherings, eisteddfods and the biennial College Musical.

Learning is the core business of Mater Dei. There is a clear, strategic improvement agenda with a strong commitment to harnessing cutting edge technology on an ongoing basis, to continually develop contemporary learning opportunities for students. This, combined with a strong emphasis on academic 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 2022:

Girls	Boys	LBOTE*	Indigenous	Total
352	330	20	29	731

*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. See CEDWW policy [HERE](#).

2. Student Attendance and Retention Rates

Year	Attendance %
Year 7	90%
Year 8	86%
Year 9	87%
Year 10	86%
Year 11	83%
Year 12	84%

The average student attendance rate for 2022 was 86%.

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.

Mater Dei Catholic College staff, under the principal's leadership, support the regular attendance of students by:

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- 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 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 the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

Student Retention Rates

Year 10 Total Enrolment 2022	125
Year 12 Enrolment at Census Date remaining in Year 12 at the end of 2022	101
Actual Retention Rate in Percentage	83.47%

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 the senior years of schooling.	51%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

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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, 2022 Graduation Class *	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	45%	5%	45%	5%

Section 4: Staffing Profile

There are a total of 61 teachers and 36 support staff at Mater Dei Catholic College. This includes 50 full-time and 11 part-time teachers.

Teacher Accreditation Status

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

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	3
Proficient	58

Percentage of staff who are indigenous	2%
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A	Those having formal qualifications from a recognised higher education institution or equivalent	61
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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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 Education Diocese of Wagga Wagga.

2022 Staff Professional Learning Plan

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

In 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Strengthening Staff Faith Formation with the theme of “Inner Unity”
- Engaging in dialogue and workshops as a part of the development of the CEDWW Education Charter.
- Staff Professional Standards — Code of Conduct, Mandatory Reporting, Child Protection and the Child Safety Framework.
- Strengthening Blended Learning by utilising the CANVAS Learning Management System as the learning frame.
- Contributing to the development of the CEDWW Transformative Learning Statement
- A whole school Literacy In Action focus
- Embedding whole school wellbeing and pastoral care processes to promote student attendance and enhance student self regulation
- Ensuring a safe and supportive learning environment — First Aid/CPR Certification

Staff also attended targeted professional learning programs led by the CEDWW and external providers, with most presented via Zoom.

Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Mater Dei Catholic College follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*.

Catholic Heritage

The College is located in the Parish of Sacred Heart, Koorringal. Its educational mission is inextricably linked not only to the Parish but to Sacred Heart Primary School and Mater Dei Primary School, which are also located within the Parish.

Mater Dei has been 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 and maintains formal connections with these key groups through College Leadership, the Leader of Mission and Religious Education KLA Leader and RE Team at the College.

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 the College's Mission Statement and are at the centre of all endeavours.

Liturgical Life of the School

The liturgical life of the College enhances the holistic Catholic experience of students, staff and community. Active daily prayer is promoted through Homegroup, where meaning and personal connections are highlighted in alignment with the Church's liturgical cycle, feast days, links to charism, charitable initiatives, service and intentional needs.

Over the last 12 months, students have been guided to experience the person of Jesus Christ through different methods of prayer in Homegroup and Religious Education. To this end, the focus upon Catholic mindfulness for self examination and reflection has increased to contemplate and foster inner peace, to offer intentions for others and to draw deeply from the wellsprings of hope that faith provides. With student and staff wellbeing holding increasing priority; personal and communal prayer ensures that each young person feels supported, nurtured and loved by a faith community who walks the journey with them.

College community gatherings for liturgies and masses were facilitated in communion with others, wherever possible. We place great emphasis on creating meaningful experiences of 'encounter' for students, staff and the wider community by upholding values, celebrating important milestones and acknowledging achievements. Special liturgies and prayer experiences were held in acknowledgement of Holy Week, Easter, ANZAC Day, International Women's Day, Founders' Day, The Feast of the Assumption (Marian Liturgy), Year 12 Graduation, NAIDOC Week, All Souls' Day, Remembrance Day, The Feast of the Presentation of Mary in the Temple, Advent and Christmas.

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Staff and Student Faith Formation

Students, staff and families have answered God's call this year to "Live God's Message" through various facets of faith formation and ministry; sharing in the evangelising mission of the Church. Inspired by the enduring spirit of our founders Blessed Edmund Rice and Venerable Nano Nagle, our faith and learning community have embraced every opportunity to share the goodness of our humanity with the lost, the least and the last, in service and abiding love.

Mater Dei's Faith Formation Program in 2022 has continued to provide an opportunity for our students to form, nurture and live out their faith, in a supportive, compassionate and inclusive environment. Being active witnesses to Jesus in our world, our students have been accompanied by our dedicated team of staff leaders in each of these formation experiences; allowing them the time and space to reflect on their lives, as well as reaching out to those on the fringes of our society.

Year 12 Retreat at Greenhills - Mt Stromlo

During Term 2, our Year 12 students and staff leaders headed off on Retreat to the Greenhills Centre, Mt Stromlo, ACT. Together, they explored the theme of 'Go forth and set the world on fire'. Inspired by the quote from St Ignatius and the call to Missionary Discipleship in our world today. As a year group, they reflected on issues of concern to young people and their relationships with those most important in their lives. The Retreat, facilitated by Mr Chris Doyle and College staff, involved students deepening their relationship with their families, friends and God in the beautiful bushland setting of Mt Stromlo. Highlights included; a energetic dance off during the fancy dress disco, sharing in healing and hope forgiveness liturgy, reflecting on our gifts and talents in a lively celebration of the Eucharist with Fr Jomer and contemplating friendships and connectedness to the Mater Dei Catholic College Community. Students shared these insights of their time together...

"I'm grateful for how everyone was respectful and engaging in activities."

"Chris Doyle perfectly helped us to reflect on who we are and how we can better ourselves."

"A highlight of my retreat experience was the Top Dog Challenge. I believe this was fun to get everyone involved through a variety of different activities. It allowed my group to grow closer as a group through a fun competition."

Year 11 Reflection Day

The Year 11 Reflection Day at the end of Term 2 was facilitated by the inspirational Chris Doyle and was themed, 'Planting the Seed'. This Reflection Day expanded on our student's sense of self, friendships within the year group, and encouraged them to reflect on their purpose as part of God's master plan. This valuable time together planted the seeds of Servant Leadership to prepare them for school based leadership opportunities. Year 11 students are looking forward to their Year 12 Retreat experience with Chris Doyle in 2023.

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This Reflection Day formed part of a Leadership Formation Program to expand on student's sense of self, encouraging them to reflect on their purpose, as part of God's plan and contemplate ways of serving within the community. At the commencement of the HSC Course, a Commitment Liturgy was celebrated to formally symbolise their dedication to the areas of academic learning, faith and care, sport, culture and the arts, along with commitment to their relationships with family members, peers and the College community. The cohort prayerfully reflected on the love God has for each one of us, along with the abiding love modelled by Mary, the College Patron. It was a very special opportunity to gather and focus on the love the student leaders are encouraged to share with their neighbours as servant leaders of the community. The community reflected on the qualities of the Holy Spirit and bonds of togetherness this class will foster over the next 12 months.

"Those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint." Isaiah 40:31

Year 10 Reflection Day

In Term 4, Year 10 students participated in their Reflection Day, run by Your Choiceez. Students engaged in these sessions as gender based workshops, which allowed the diverse material to be shared in a most respectful and supportive manner. Centred on the theme 'Respectful Relationships' these interactive sessions offered thought provoking content and encouraged our young people to contemplate the nature of respect and how to build real and meaningful relationships which are focused on love. This program empowers young people to understand the gravity of the decisions they make online and helps teens to navigate the digital world, considering how their decisions affect both their current and future relationships.

Year 9 Community Building Experiences

In Term 1, Year 9 students participated in interactive 'Healthy Relationships' workshops with Playback Theatre from Melbourne. They contemplated how they're going with building the relationships they want, what they find challenging, how they deal with these challenges, and where to go for support. Playback Theatre used power themes of story, performance, and music to bring these topics to life and create an engaging and impactful experience for students.

The Boys Community Building Camp in Term 4 consisted of three nights camping in the Snowy Mountains. 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 contemplated their relationships with each other and with God, they cooked their meals on the campfire, shared stories of life hardships and highlights and spoke of the heroes in their lives: who represented their true role models.

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The Girls Community Building Camp in Term 4 was centred around the theme, 'Hear Me'. This Retreat was held in Harrierville VIC. The Year 9 girls had a unique opportunity to explore feminine spirituality, build upon friendships and contemplate their relationship with God. The program allowed students to consider their beliefs and values in relation to self-concept; caring for self and others; exploring ideas about strength and resilience and undertaking outdoor team building activities such as Kayaking, High Ropes Course, Giant Swing, Raft Building and a Tree Climb.

"We should spend as much time in thanking God for his benefits as we do in asking him for them." Vincent de Paul

Year 8 Reflection Day

In early Term 4, Year 8 Students experienced their Reflection Day, led by Your Choicez. Students participated in a series of gender-focused workshops centred on the theme 'Connections that Count'. These interactive workshops presented invaluable information for students who live in a digital, hyper connected world. Presenters combined discussion, games and activities to support students to gain insight into how their online choices can affect their friendships and current or future relationships. Your Choicez resources are developed through the lens of Catholic - Christian Worldview and are presented in such a way as to provide deep insight and moral guidance for our young people.

Year 7 Reflection Day

Early in Term 1, Year 7 Students undertook their Reflection Day experience with 'Just Motivation', lead by Guest Presenter Az Hamilton. Az has an incredible ability to connect with young people through stories and personal experiences spent both overseas and within Australian communities. His message inspired our students to live a life worth getting excited about through his program entitled 'Connections'. Year 7 journeyed through the program; discovering more about themselves, their relationships with members of their year group, and their relationship with God.

"You have been entrusted with an exciting but also challenging task: to stand tall while everything around us seems to be collapsing." Pope Francis

Evangelisation and Social Justice

Pope Francis encourages our young people to "Dream and live, be free and authentic, be the critical conscience of society." He encourages and assures us that many of their dreams for "fraternity, solidarity, justice, peace" are "Jesus' own dreams for humanity" (2021). In representing and activating Jesus' dreams for humanity, our College Community invests time and energy into supporting the work of our Catholic partners in mission; St Vincent de Paul, Caritas and Catholic Mission.

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The Student Representative Council leads and promotes active service to the community projects which give life to our Catholic identity and call to mission. The work of the Student Representative Council was to promote and lead fundraising for local initiatives including the Vinnies Flood Appeal, the Vinnies Winter Warmth Appeal and 'Carevan' supporting Wagga Wagga's homeless men and women. Each year, the Koorringal Conference is supported with their Christmas Hamper Project through the Vinnies Christmas Appeal.

Our Community Days bring the College together in a spirit of unity and solidarity, raising funds for Catholic Mission to support spiritual, pastoral and human-centred programs, in the developing world and in remote areas of Australia. In addition to these days, our SRC helped promote Mission Month for Catholic Mission - Socktober. Our 2023 College Captains helped to teach our Year 7 Students about Socktober and the children of Ethiopia. Students made connections with young people experiencing challenges in the developing world through education and the world game of soccer. Students made their own soccer balls with recycled materials and then participated in the Socktober Shootout. The SRC led a mufti-sock day and a community cake stall, with all funds raised going to support The Deberety Goat Farm in Emdibir, Ethiopia.

During the season of Lent, the College community supports the Caritas Australia - Project Compassion appeal with money being collected in Homegroup each morning. These initiatives speak to the heart of who we are as Christians, encouraging students and families to contribute to worthy charitable causes.

NEAA Student Leadership Conference

During the month of August, the Mater Dei Catholic College Community hosted the NEAA Student Leadership Conference, here on site. We welcomed 9 other Presentation Heritage Schools from around Australia and over 80 Conference delegates and invited guests including our beloved Presentation Sisters. Our Conference Theme 'A'flame for the future' encouraged us to celebrate and nurture the fire and passion of Venerable Nano Nagle and Jesus Christ; to go out into the world to inspire change!

During the conference, we came together in dialogue, prayer, service and action to celebrate our shared history and tradition of the Presentation story, undertake service to the community and explore the future, global dimension of charism. Our students enjoyed being together to share what they held in common and united in a range of activities; creating lanterns of light, cooking for the Homeless and undertaking the MDCC Reflection Walk.

"My views are not for one object alone. If I could be of any service in saving souls in any part of the world. I would willingly do all in my power" Nano Nagle

We reflected deeply upon the person and spirituality of Nano Nagle, the Lady with the Lantern. A woman of abiding faith who had God's love a'flame in her heart, burning so bright and radiant, that it could not be contained. This spirit ignited her passion, compassion and sense of justice for each human person and it led her to fiercely advocate for those who were

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oppressed and who lacked hope in a world aching for change. We don't have to look very far to see aspects of our own world aching for change, the parallels are real and imaginable. The Universal Church recognises Venerable Nano as a woman of faith, hope and heroic virtue, on the path to Sainthood; whose vision and work continue to transform the lives of entire communities. Such recognition invites the whole world to see Nano as a unique and holy woman set apart for our admiration.

Nano didn't hide her light, rather, she held it up and let it shine forth, to light the way for others. Today, we might regard this as the ultimate "pay it forward project". Our Conference delegates were challenged to consider how they might let their light shine for others, so that they might share their good deeds, talents and strengths to uplift and enable others to share in the fullness of life. One of the highlights was the student-led Closing Liturgy where students contemplated their relationship with Jesus and wrote prayers of solidarity with our brothers and sisters around the world. Students were called to action, as people of the lantern, encouraged not to hide their faces in the darkness, but rather, to allow their minds to be open and our hearts to be concerned with injustice for humanity and our world. Nano's story and spiritual mission is ours – ours to shape and turn into a dynamic, contemporary life force. Such a force is needed in our complex and fragile world where both its people and its environment need the protection of a courageous, loving hand.

Professional Learning in Catholic Life and Mission

The College continues 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.

Staff professional learning, spirituality and prayer experiences were centred on 'Inner Unity'. This theme centres on our capacity to draw life and meaning from the examples of Mary and Jesus, so revealed by the scriptures, for the purpose of developing 'inner unity'. Inner unity is understood to be a sense of peaceful presence and harmony within, allowing for rest and revitalisation of our hearts, minds and bodies to continue our valuable work. When our spirit and our soul are united in purpose we can share in the fullness of life which God intended and experience human flourishing.

Our professional learning has been centered on expressing and celebrating our Catholic life and identity and connecting on a deeper level with the phrase '*Inspired with a love of learning and a heart of hope*'. Offering 'Connections' experiences and on-line courses encouraged and supported the development of deeper, personal and meaningful faith experiences. Postgraduate study options, mentoring and pastoral care of staff ensured their commitment would be sustained.

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Section 6: Curriculum

Mater Dei Catholic College follows the NSW Education Standards Authority (NESA) 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. (CEDWW)

2022 course	Yr 12	Yr 11	Yr 10	Yr 9	Yr 8	Yr 7
Studies of Religion 1 unit		✓				
Studies of Religion 2 unit		✓				
Studies in Catholic Thought	✓	✓				
Religious Education			✓	✓	✓	✓
English Studies	✓	✓				
English Standard	✓	✓				
English Advanced	✓	✓				
English			✓	✓	✓	✓
Mathematics Standard	✓	✓				
Mathematics Advanced	✓	✓				
Mathematics Extension 1	✓	✓				
Mathematics			✓	✓	✓	✓
Numeracy	✓	✓				
Biology	✓	✓				
Chemistry	✓	✓				
Physics	✓	✓				
Science			✓	✓	✓	✓
Business Studies	✓	✓				
Legal Studies	✓	✓				
Ancient History	✓	✓				

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Modern History		✓				
HSIE			✓	✓	✓	✓
Commerce			✓	✓		
Agriculture	✓	✓	✓	✓		
Construction VET	✓	✓				
Design & Technology	✓	✓	✓	✓		
Information & Software Technology						
iSTEM						
Industrial Technology: Timber (Stg 6)						
Industrial Technology: Multimedia (Stg 6)						
Technology (Mandatory)					✓	✓
Food Technology			✓	✓		
Hospitality Operations VET	✓	✓				
Manufacturing and Engineering VET	✓	✓				
Technics Metal			✓	✓		
Technics Wood			✓	✓		
Drama	✓	✓	✓	✓		
Music	✓	✓	✓	✓	✓	✓
Visual Arts	✓	✓	✓	✓	✓	✓
Photography & Digital Media			✓			
Community & Family Studies	✓	✓				
Physical Activity & Sports Studies			✓	✓		
PD / Health/PE	✓	✓	✓	✓	✓	✓
Japanese Language					✓	
Exploring Early Childhood 1 unit						

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Sport/Lifestyle/Recreation 2 unit	✓	✓				
Work Studies		✓	✓			

External providers, including TAFE and Distance Education Schools are engaged to meet the specific needs of students.

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

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. School performance is compared with the State, as well as the Statistically Similar School Group (SSSG) which is calculated by ACARA. In 2022 all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 7			
Numeracy	129/131	551.1	560.85
Reading	131/131	549.2	550.33
Writing	117/131	538.0	540.25
G&P	130/131	528.6	544.89
Spelling	130/131	547.0	559.07
Year 9			
Numeracy	104/119	578.2	596.44
Reading	111/119	574.5	586.69
Writing	89/119	563.8	569.70
G&P	110/119	576.3	585.51
Spelling	110/119	573.7	586.58

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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.

2022: The number of students issued with a RoSA (Record of School Achievement)	38
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Higher School Certificate Results and Achievements:

2022 Higher School Certificate

The 2022 HSC cohort of 100 students had 20 students attained a total of 37 Band 6's. 6 Students achieved an ATAR greater than 90, and were therefore considered to be distinguished achievers.

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)					
	2020		2021		2022	
Subjects	School	State	School	State	School	State
Agriculture	78	40	24	34	27	26
Ancient History	18	33	22	34	29	33
Biology	11	31	24	31	11	27
Business Studies	23	35	14	36	33	34
Chemistry	12	43	0	40	0	37
Community & Family Studies	47	33	60	32	50	32
Dance	-	-	0	44		
Design & Technology	41	47	38	54	17	44
Drama	78	47	71	45	0	45

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English Standard	21	11	21	16	14	15
English Advanced	57	64	60	69	52	67
English Extension 1	100	93	100	93	100	93
English Extension 2			100	84		
Geography	18	42	23	44	32	42
Hospitality	12	32			40	33
Human Services	33	12				
Industrial Technology			-			
Japanese	75	56	-			
Legal Studies	40	39	50	42	50	31
Mathematics Advanced	58	52	55	50	54	49
Mathematics Standard 2	33	25	40	25	35	29
Mathematics Extension 1	57	74	67	74	29	74
Mathematics Extension 2	50	84	-		50	86
Metal and Engineering	0	8				
Modern History	21	37	33	38	33	36
Music 1	90	64	88	64	50	69
PD/Health/PE	30	34	34	31	25	26
Physics	10	40	25	40	33	41
Society and Culture	38	44	-		0	43
Studies of Religion 1	39	44	26	42	-	-
Studies of Religion 2			-		-	-
Visual Arts	-	-	64	63	57	62
Bus. Services Admin (VET)					-	-
Construction (VET)	75	30	75	29	46	30
Hospitality (VET)	12	43	0	29	40	29

Section 8: Pastoral Care and Wellbeing

Pastoral Care / Academic Care / Wellbeing

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care/Student Wellbeing Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

The College promotes the integration of pastoral and academic domains of the school. Academic Care enhances student learning, wellbeing and resilience through pedagogies sympathetic to student needs and embedded in student learning experiences. The teaching and learning culture is steeped in Catholic ethos, Mission and College values. Learning is supported by positive relationships, attention to wellbeing and high academic expectations.

The Mater Dei Catholic College implementation strategy states, in part, that '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 Counsellor
- Transition and Pathways Specialist
- Aboriginal and School Community Workers
- Leader of Coaching

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Wellbeing Programs

The College Counsellor facilitates a range of group programs to support wellbeing for learning. These programs support cognitive, emotional and social wellbeing so that students can fully participate in learning and the College community. Each group program focuses on building specific skills, previously programs have been run on teamwork and communication and leadership. This year, the College Counsellor has created a regulation program that supports students to understand how their emotions affect their behaviours and reactions. This program will support students to develop understanding of their brain, regulation skills and personalised strategies that are shared with their teachers to support in the classroom. These programs are interactive and involve a range of hands-on activities and personalised workbooks to facilitate their learning and skill development.

Transition Programs

We offer a number of opportunities for our feeder schools to engage in taster sessions that allow students to meet staff, experience our style of teaching and learning, and sit in our spaces in order to feel more comfortable in their transition to high school.

We also have 2 Transition Days at the beginning of Year 7 where students rotate through sessions that are specifically designed to support learning, technology, social connections and familiarity with our College. These 2 days ensure students feel welcome and safe in their new environment.

Reset Room

Mater Dei Catholic College provides dedicated spaces supporting student wellbeing needs. In addition to the Sick Bay, students also have access to the Reset Room to support them when they are unable to engage in their usual educational activities. The room is located centrally in the main office block, in an area accessed predominately by leadership and administrative staff.

The Reset Room is monitored and students are supported by the best available staff in accordance with their needs at the time. The purpose of the room is to provide an environment conducive to self-regulation, reflection and problem solving so that the student is supported to either return to class, or home if they are unable to re-engage in their usual learning environment. In some circumstances, students accessing external health services by phone or telehealth may have a plan developed to use this space for that purpose. Arrangements for the latter are made in consultation with the Leader of Students or their delegate.

The environment is purposefully designed to allow for modulated environmental stimulation including resources supporting down/up-regulation and diversion. The facility is comfortably equipped with easy chairs, ambient lighting and air conditioning. Students have access to

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resources supporting self-regulation, reflection and problem solving and this is supplemented with freely available self-help information. At best, it is a discreet space for students but by necessity, needs to allow for visual observation of students by staff.

Learning Conversations

Academic Care starts in Homegroup where explicit Learning Conversations are mapped across the year to align with the needs of different year groups. These structured conversations are facilitated by homegroup teachers and are supported by CANVAS resources.

The Catholic Education Diocese of Wagga Wagga has established a Pastoral Care/Student Wellbeing Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga

See CEDWW Policy [HERE](#).

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'*.

Mater Dei Catholic College has adopted and follows the CEDWW 'Suspension, Transfer and Exclusion Policy and Procedures' which can be found on the College [website](#).

Corporal punishment is expressly prohibited in the College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. No policy changes were made during 2022 and the full text of the College's Student Discipline Policy may be accessed on the College [website](#).

The Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by the Catholic Education Diocese of Wagga Wagga.

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See CEDWW Policy [HERE](#).

Anti Bullying Policy

Mater Dei follows the Diocesan policy regarding Anti-Bullying as a part of the provision of a safe and supportive learning environment. An overview of the College's restorative approach is available on the website. No policy changes were made during 2022.

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 Catholic Education Diocese of Wagga Wagga [Anti Bullying Policy](#), which has been implemented in all schools in the Diocese.

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Initiatives Promoting Respect and Responsibility

Members of the SRC and the College Captains were involved in a number of initiatives to promote respect and responsibility. The SRC actively supported Legacy, the Wagga Youth Forum and Rotary initiatives during the year when student participation beyond the College was significantly limited by COVID-19.

The College Captains participated in a student leadership forum organised by Nagle Education Alliance of Australia (NEAA) held via Zoom with student leaders from Presentation Heritage Schools. This opportunity provided the young people with opportunities to deepen their connection with other student communities and in the spirit of Nano Nagle, be empowered to be disciples in the world today and encounter and celebrate the vitality of the Church in Australia.

We have a Culture Club made up of students who aim to promote harmony and respect at the College by creating awareness of our diversity and creating opportunities for us to embrace the range of different cultures that make up the fabric of our community.

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

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

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.

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 Catholic Education Diocese, 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 CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, 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 policy documents CEDWW of Pastoral Care, Student Wellbeing, 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 2022.

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

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

See CEDWW Policy [HERE](#).

Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese of Wagga Wagga Annual Improvement Plan.

The 2022 Annual Improvement Plan built upon the focus areas of the previous year.

1. Key Evangelisation and Religious Education goals were achieved through:

Encountering Christ

- Further strengthening the Biblical Walk Through the Mass: rituals and traditions
- Enriching Religious Education Pedagogy: creating opportunities of Encounter, stimulating deep learning and engagement through CANVAS Integration
- Reflecting Mission, vision, heritage and values in organisational and relationship frameworks
- Building a collaborative culture of continuous improvement in Religious Education: to advance a Christ-centred, values oriented learning community

Forming a Christ-Centered Community

- Strengthening Parish partnerships: Youth Masses, new Parish Priests, continuing collaborative planning meetings with SHP and MDP
- Engaging staff in Professional Learning on Vision, Mission, Values, Catholic Social Teaching
- Examining opportunities to contemplate and build in connections across KLA's which highlight a Catholic Worldview.
- Promoting SRC Servant Leadership: charity and service

Engaging in Worship in Christ

- Engaging post COVID in the Sacramental Life: College and Youth Masses.
- Celebrating Charism and Witness: Founders and House Patrons
- Holding House/Homegroup Prayer and Liturgies
- Launching the College Community Weekly Prayer Gathering
- Fostering and resourcing collaborative and contemporary Staff Prayer.

Witnessing to Christ

- Providing Student Faith Formation: Retreat and Reflection Day Programs
- Engaging Staff in Communal Prayer and Liturgy: 'Inner Unity'
- Planning and leading the Staff Spirituality Day on Inner Unity
- Engaging staff with CEDWW Connections Offerings: Come and See, Treasures in Earthen Vessels, Come Follow Me, Go Make Disciples
- Participating in the Leaders Formation Encounter: "Called"
- Attending Principal/AP/REC/Mission Leaders' Retreats

2. Key Learning and Teaching goals were achieved by:

Literacy in Action (LIA)

- Further embedding the Learning Mastery Rubric (LMR): Sentence structure

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- Embedding strategies for our literacy teaching and learning cycle
- Conducting Peer Observations

Blended Learning

- Strengthening staff understanding of blended learning as a pedagogical approach to teaching and learning
- Further developing Inquiry Learning and General Capabilities in curriculum
- Developing a framework and strategies for Peer Observations

Academic Care

- Embedding Group Programs from Stage 4 into Stage 5.
- Aligning learning conversations with assessment, specifically:
 - Assessment
 - Motivation (goal setting)
 - Self regulation
- Continuing to embed a student facilitated initiative for Making Connections across the year.
- Further developing the role of Student Leaders in line with AIP goals
- Further developing community connections with our ASCW team.

Real Project

- Developing and resourcing the Project for implementation as a ten week immersion for Year 9 in 2023.

3. Key Community Engagement goals were achieved by:

Serving Christ in Others

- Virtual evangelisation through Social Justice Initiatives: Vinnies, Caritas, Catholic Mission
- Connecting with Mount Erin Heritage Centre and Erin Earth
- Hosting NEAA 2022 Student Conference

Spiritual Life

- Fostering Staff and student spiritual, physical, emotional wellbeing
- Continuing to actively promote Servant Leadership Formation: SRC, Social Justice Program
- Raising Awareness of the importance of Cultural and Religious Inclusion: prayer and respect focus, NAIDOC Liturgy/Celebration
- Participating in Parish Masses collaborating with MDP and SHK and Sacred Heart Parish Koorinal.
- Fostering collaboration with Parents, Families, Carers, Students and the Parish through the MDCC Community Prayer Gathering.

Parent Digital Literacy and CANVAS Engagement

- Conducting virtual mapped and programmed sessions for parents

4. Key Leadership and Management goals were achieved by:

Financial Management For Improved Equity of Access and Learning Outcomes

- Embedding processes to improve School Fee Collection Rates

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- Continuing to plan for the refurbishment of T Block
- Actively working to reduce balance of fees in arrears - equity of access

Facilities Improvement for Improved Learning Outcomes

- Seeking clarification about the timeline for the new College Master Planning
Reiterating with CEDWW the intention of relocating the Maintenance Area
- Reiterating with CEDWW the need to develop Change Rooms Plans and plans for the new cricket/hockey nets

ICT to Facilitate Student Learning and Support Systems

- Embedding the new IT Strategic Plan

Leadership Development To Foster Learning Growth

- Further building Middle Leader Capacity through the CSU/ARC Project with Christine Groves and Sharon Ahearn.
- Continuing to strengthen the profile of Middle Managers through the PL Program

Management Practices to Strengthen the Learning Community

- Preparing to align MEBS and College practices and processes under the new Governance and Operational structure to be introduced in 2023

Priority Key Improvements for 2023

1. EVANGELISATION AND RELIGIOUS EDUCATION GOALS:

Encountering Christ

- Incorporation of the Education Charter into daily practice of staff to articulate the purpose of our Catholic School
- Enriching Religious Education Pedagogy: creating opportunities of Encounter, stimulating deep learning and engagement through CANVAS Integration
- Participating in a system wide review of Religious Education Program: Sharing Our Story, renewal of scope and sequences

Witnessing to Christ

- Mentoring and supporting new RE Teachers and new members of staff
- MDCC Student Faith Formation Program: Retreat and Reflection Day
- Staff Spirituality Day, Communal Prayer and Liturgy: 'Heavenly Gifts'
- CEDWW Connections Offerings: Come and See, Treasures in Earthen Vessels, Come Follow Me, Go Make Disciples
- Principal/AP/REC/Mission Leaders Retreats

Serving Christ in Others (in Community)

- Evangelisation through Social Justice Initiatives: Vinnies, Caritas, Catholic Mission
- Community Wide Prayer: Homegroup, Wednesday morning gathering
- Solidarity with the poor; staff and students serving the Homeless through Community outreach.
- Continuing engagement with Charism Partners: Mount Erin Heritage Centre Erin

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Earth, EREA and NEAA

Engaging in Worship in Christ

- Sacramental Life: College and Youth Masses.
- Celebrating Charism and Witness: Founders Day, House Patrons and MDCC Reflection Walk
- House/Homegroup Prayer and Liturgies
- Collaborative and Contemporary Staff Prayer

Forming a Christ-Centred Community

- Building Parish partnerships with Youth Masses and new Parish Priests
- Connecting the Education Charter and Transformative Learning Statement to our local context: Vision, Mission, Values, Catholic Social Teachings, MDCC Catholic Values Statements
- Continue a Servant Leadership focus on charity and social justice service projects
- Implementation of Alpha Youth Group at MDCC

2. LEARNING AND TEACHING GOALS:

Pedagogy

- Data analysis professional development
- Understanding of Blended Learning as a pedagogical approach to teaching and learning
- Peer observations
- MDCC STEM framework
- Real Project Trial

Data

- Data literacy of staff
- Analysis of current data sets for improvement
- Literacy in Action (LIA)
- Assessing Writing for feedback
- Stage 4 Literacy focus areas
- Strategies for our literacy teaching and learning cycle
- Peer Observations

Academic Care

- Group Programs targeted in Stage 4 and embedded in Stage 5.
- Strategic alignment of learning conversations with assessment
- Assessment
- Motivation (goal setting)
- Self regulation
- Elaborating on a student facilitated initiative for Making Connections across the year by adding specific connections between Year 7 and seniors.
- Empowering Student Leaders in line with AIP goals
- Developing community connections with our ASCW team.

3. COMMUNITY ENGAGEMENT GOALS:

Build Parent/Carer Engagement Post COVID

- Review and Strengthen Communication Practices and Modes
- Reiterate Opportunities for Parent Engagement
- Strengthen Parent/Carer engagement in the faith life of the College and the Parish

Strengthen the Alignment with MEBS and Boarding Families

- Embed new MEBS Governance model
- Align MEBS and College practices and processes.

4. LEADERSHIP AND STEWARDSHIP GOALS:

Financial Management For Improved Learning Outcomes

- Embed CEDWW centralised financial processes from FMS to strengthen School Fee Collection Rates
- Action the planned refurbishment of T Block

Facilities Improvement for Improved Learning Outcomes

- College Master Planning
- Relocation of Maintenance Area
- Development of Change Rooms Plans and cricket/hockey nets

CEDWW Marketing Plan

- Embed new CEDWW Website Template

Leadership Development To Foster Learning Growth

- Building Middle Leader Capacity
- Strengthen profile of Middle Managers

Section 10: Parent, Student and Teacher Satisfaction

Parents and caregivers are the primary educators of their children and are always welcome at our school. The opinions and ideas of parents, students and teachers are valued. Suggestions are always considered in school planning processes. In 2022, Mater Dei Catholic used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

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

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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 that 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, a change was made to the delivery mode and content of the Parent Transition Program in February and communication modes were reviewed and strengthened in line with the requirements for remote learning during COVID.

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

Parents/carers were surveyed regarding their preferred modes of communication with the College post COVID. Access to technology as a communication tool was also surveyed, as was interest in attending on site prayer gatherings for staff and parents each term.

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 were overwhelmingly positive. The College Leadership Team and the staff used the results to review processes and to assist planning for 2022.
- 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. The survey was also administered by Elphick Consulting and also provided comparative results with other Catholic Schools who participate in the survey.

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- During the period of restricted learning on site due to COVID-19, students were surveyed via Compass regarding their engagement with learning and their wellbeing.

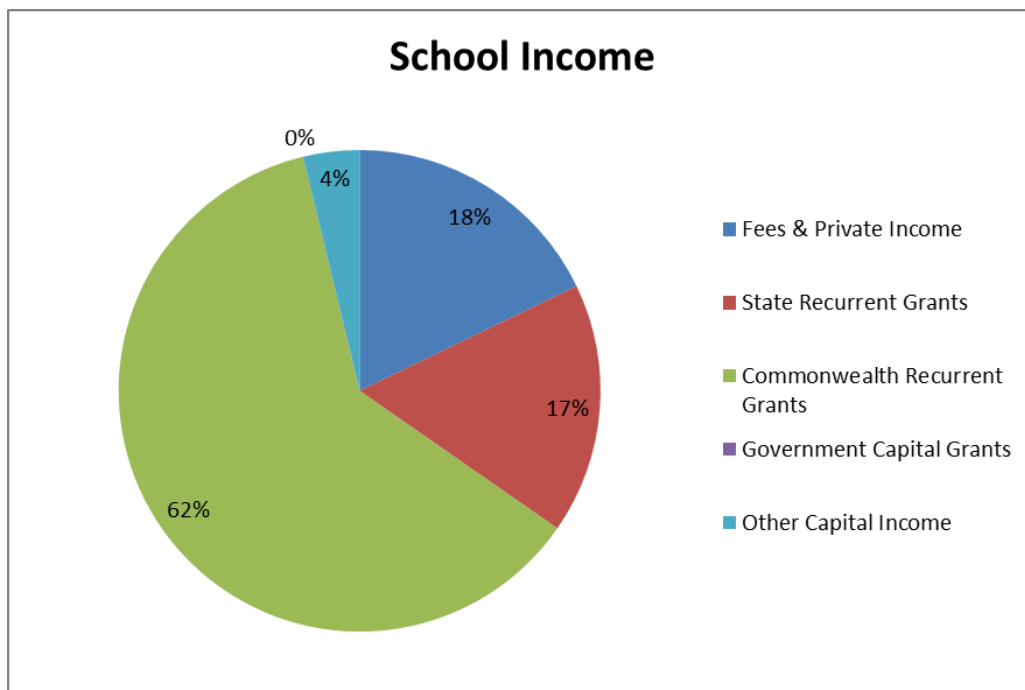
Teacher Satisfaction

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

Teachers undertake a Professional Growth and Development process each year that provides an opportunity for targeted professional growth in their identified areas.

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



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