

2024 Annual Report (Secondary)



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About this Report

Mater Dei Catholic College, Wagga Wagga is registered by the NSW Education Standards Authority. Catholic Education Diocese, 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, Wagga Wagga. This report has been approved by Catholic Education Diocese, 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 website](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal:

It is with pleasure that I present the 2024 Annual Report for Mater Dei Catholic College. Mater Dei is a co-educational day and weekly boarding 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

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.

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This report focuses on both the achievements of the College community in 2024 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:

It is with great pleasure that I present the 2024 Chair's Report on behalf of the Advisory Council. As we reflect on the past year, it is remarkable to consider that we are already well into March 2025. Time moves swiftly, yet the achievements and spirit of 2024 remain vivid and worthy of celebration.

Once again, it has been an honor for me, alongside my fellow Advisory Council members, to support Mrs. Thomas and her dedicated team in any way we can, no matter how small our contributions may seem. On behalf of the parent community, I extend heartfelt gratitude to Mrs. Thomas and her staff for their exemplary leadership and unwavering commitment throughout the year. Mater Dei continues to embody its stated mission as a dynamic and professional learning community, infused with a warm and caring spirit.

I also take this opportunity to congratulate Mrs. Thomas on her appointment as President of the Nagle Education Alliance of Australia. This prestigious recognition not only reflects her exceptional leadership within Catholic education but also underscores her dedication to preserving the Presentation charism within Mater Dei and beyond.

The year 2024 marked a period of transition for the school, with Mr Shaun Ellis and Mrs Amelia Bright stepping into new roles. This represented a significant changing of the guard; yet the school's rhythm remained seamless—a testament to their professionalism and capability. I continue to be impressed by Mater Dei's ability to grow its own, cultivating deep talent from within its ranks. I proudly share this observation with others whenever the opportunity arises.

As I noted in last year's report, measuring success in education is a complex and multifaceted endeavor. Nevertheless, Mater Dei's outstanding achievements in 2024 provide clear evidence of its excellence. The school recorded over 100 Band 6 and Band 5 results in the Higher School Certificate (HSC), with a significant number of students earning early university placements. Equally commendable is the number of students pursuing apprenticeships and traineeships, highlighting the diverse pathways to success that Mater Dei supports and celebrates.

Beyond academics, one of the crowning achievements of 2024 was the recognition received at the Canberra Area Theatre Awards for Mater Dei's production of "Grease." The school earned the following accolades:

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Best Production of a School or Youth Musical
Best Youth Actress in a Featured Role in a Musical
Best Youth Actress in a Leading Role in a Musical
Best Musical Direction for a School or Youth Production

These awards reflect the creativity, talent, and dedication of our students and staff, enriching the cultural life of our community.

Faith formation remains a cornerstone of Mater Dei's mission. Through school Masses, faith days, and retreats, the school nurtures students to be faith-filled and actively engaged in living out Catholic Social Teachings. The inclusion of Patrick Drum from Vianney College has been a valuable addition to this effort, further strengthening our spiritual foundation. While academic success—evident in HSC and NAPLAN results—offers a straightforward measure of achievement, the broader impact of Mater Dei is harder to quantify. However, a recent social media post from a parent provides a glimpse into the school's profound influence:

"Absolutely loved my daughter's experience at Mater Dei and so has she. Now in Year 9 this year and it's been an absolute pleasure. The teachers, the staff, and students seem to be so kind and supportive. The children are very respectful of each other..."

Such sentiments affirm that Mater Dei is not only achieving academic excellence but also fostering a compassionate and respectful community—a true marker of success.

I extend my sincere appreciation to the members of the 2024 Advisory Council for their commitment and contributions. To our retiring members, thank you for your invaluable service. To our new Council members, a warm welcome—we look forward to collaborating with you in 2025 to support Mrs. Thomas and her team while remaining an engaged and active part of the Mater Dei community.

Thank you all for your continued dedication to our school's mission and vision.

Mr Andrew McIntosh
College Chair

Message from the Student Body:

As Student Leaders, we have had the privilege and feel very honoured to have represented the school over the past year, participating in many events including the ANZAC Day march and services, charring 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 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

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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 2024

Section 2: School Features/Context

Mater Dei is a Day and Weekly 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.

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Section 3: Student Profile

The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Indigenous	Total
350	319	51	31	751

*Language background other than English

1. Enrolment Policy

The 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	89%
Year 8	88%
Year 9	87%
Year 10	83%
Year 11	87%
Year 12	90%

The average student attendance rate for 2024 was 87%.

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:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community.

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- 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, 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 2024	131 (125 in 2022)
Year 12 Enrolment at Census Date remaining in Year 12 at the end of 2024	97
Actual Retention Rate in Percentage	77.60%

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.	52%
% 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, 2024 Graduation Class *	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	40%	5%	50%	5%

Section 4: Staffing Profile

There are a total of **57** teachers and **39** support staff at **Mater Dei Catholic College**. This includes **46** 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	2
Proficient	55

Percentage of staff who are indigenous	1.94
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A	Those having formal qualifications from a recognised higher education institution or equivalent	57
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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, Wagga Wagga.

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2024 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 2024, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

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- 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 2024, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Strengthening Staff Faith Formation by commencing the process of embedding the Education Charter for CEDWW schools.
- Staff Professional Standards — Code of Conduct, Mandatory Reporting, Safeguarding, and Anti Bullying.
- Strengthening Blended Learning by utilising the CANVAS Learning Management System as the learning frame.
- Implementing the CEDWW Transformative Learning Statement from the lens of the Curriculum Reform agenda.
- Continuing a whole school Literacy In Action focus
- Embedding the Wellbeing For Learning Framework
- 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 a mixture of face to face attendance and presentation 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***.

The community of Mater Dei Catholic College are called to enact the goals of Catholic schools in the Diocese of Wagga Wagga by standing together as communities of Welcome, Faith, Service and Learning.

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 across this school year.

“From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith and by having its own unique characteristics” (Congregation for Catholic Education, The Religious Dimension of Education in the Catholic School, 1988)

Mater Dei Catholic College is poised to embrace the *Catholic Education Charter* of the Diocese of Wagga Wagga. As a distinctively Catholic Learning Community we strive for academic excellence in the context of our Catholic vision and mission. 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, Koorinal. 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

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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.

Staff and Student Faith Formation

Mater Dei's Faith Formation Program in 2024 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 Christ 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 most vulnerable in our society.

Evangelisation and Social Justice

In representing and activating Jesus' mission for humanity, our College Community invests time and energy into supporting the work of St Vincent de Paul in Wagga Wagga. Each year, we organise an Easter Raffle, supporting our local chapter of St Vincent de Paul, the Winter Warmth Appeal, supporting Wagga's homeless men and women and the Christmas Appeal, supporting the Koorinal Conference with their Christmas Hamper Project. We are so grateful to all the members of our community who continue to support these wonderful initiatives and wish to thank the Student Representative Council (SRC) for their ongoing support and organisation of these fun, charitable and service-based initiatives. During the season of Lent, the College Community supports Caritas' Project Compassion Appeal. These initiatives are connected with themed Homegroup prayers to develop student understanding and speak to the heart of who we are as Christians, encouraging students and families to contribute to worthy charitable causes.

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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 Student Representative Council helped promote Mission Month for Catholic Mission - Socktober. In his World Mission Day message for 2024, Pope Francis highlighted the theme, "Go and invite everyone to the banquet" (Matthew 22:9). The focus on the Gospel parable of the wedding banquet emphasises the tireless mission of inviting all people to encounter God and the universal call to evangelisation, in a spirit of synodality, compassion, and joy.

In raising awareness and funds, our incoming College Captains for 2025 helped to teach our Year 7 Students about Socktober and the Don Bosco Caring Center in Mongolia, a safe home for children who have been abandoned, are homeless, or are fleeing desperate situations. Students made connections with young people experiencing challenges in the developing world through education and the inclusive game of soccer. The SRC led a multi-sock day and a community cake stall.

"Take bold and accelerated action towards the challenges facing the world today"
- Pope Francis -

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 development, spiritual activities, and prayer experiences in 2024 aligned with the CEDWW annual theme, 'Sowing the Seeds,' and the Wagga Diocese Catholic Education Vision and Mission's four pillars: Welcome, Faith, Service, and Learning. Our Staff Spirituality Day, themed 'Winhangadurinya' (Wiradjuri for deep listening, reflection, and meditation), resonated with the College's 20th anniversary, encouraging reflection on our past, present, and future. This theme further emphasised our College's dual charisms and the enduring influence of Edmund Rice (Christian Brothers) and Nano Nagle (Presentation Sisters).

Offering 'Connections' experiences and online 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)

The courses offered in 2024 were:

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

2024 Courses offered at Mater Dei	Yr 12	Yr 11	Yr 10	Yr 9	Yr 8	Yr 7
Agriculture Technology			✓	✓		
Agriculture	✓					
Ancient History	✓	✓				
Biology	✓	✓				
Business Services	✓	✓				
Business Studies	✓	✓				
Chemistry	✓	✓				
Child Studies			✓	✓		
Commerce			✓	✓		
Community & Family Studies	✓	✓				
Computing Technology				✓		
Construction VET	✓	✓				
Design & Technology	✓	✓				
Drama	✓	✓	✓	✓		
English			✓	✓	✓	✓
English Ext 1	✓	✓				
English Advanced	✓	✓				
English Standard	✓	✓				

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English Studies	✓	✓				
Exploring Early Childhood 1 unit						
Food Technology			✓	✓		
Geography		✓	✓	✓	✓	✓
History			✓	✓	✓	✓
Hospitality Operations VET	✓	✓				
Industrial Technology: Metal			✓	✓		
Industrial Technology: Multimedia						
Industrial Technology: Timber			✓	✓		
Information & Software Technology			✓			
iSTEM				✓		
Italian Language						
Japanese Continuers		✓				
Japanese Language				✓	✓	
Legal Studies	✓	✓				
Manufacturing and Engineering VET	✓	✓				
Mathematics			✓	✓	✓	✓
Mathematics 2 unit	✓	✓				
Mathematics Advanced	✓	✓				
Mathematics Extension 1	✓	✓				
Mathematics General						
Modern History	✓	✓				
Music	✓	✓	✓	✓	✓	✓
Numeracy	✓	✓				
Outdoor Education				✓		
PD / Health/PE	✓	✓	✓	✓	✓	✓

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Photography & Digital Media						
Physical Activity & Sports Studies			✓	✓		
Physics	✓	✓				
Religion			✓	✓	✓	✓
Science			✓	✓	✓	✓
Society and Culture	✓	✓				
Sport/Lifestyle/Recreation 2 unit	✓	✓				
STEAM					✓	
Studies in Catholic Thought	✓	✓				
Studies of Religion 1 unit	✓	✓				
Studies of Religion 2 unit	✓	✓				
Technics Metal						
Technics Wood						
Technology (Mandatory)					✓	✓
Visual Arts	✓	✓	✓	✓	✓	✓
Work Studies			✓			

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 2024 all CEDWW schools completed NAPLAN Online.

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Summary of Means

	Number of Students	School Mean	State Mean
Year 7			
Numeracy	149	532.3	552.0
Reading	148	533.6	544.6
Writing	145	547.0	550.5
G&P	148	539.5	546.8
Spelling	148	542.7	549.5
Year 9			
Numeracy	121	568.5	550.0
Reading	123	577.2	573.1
Writing	121	589.9	584.3
G&P	121	571.8	566.2
Spelling	121	569.4	575.1

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.

2024: The number of students issued with a RoSA (Record of School Achievement)	20
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Higher School Certificate Results and Achievements:

2024 Higher School Certificate

No. of Students	97
% Bottom 2 Bands (Based on total number of bands)	4.28% (21/491x100)

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% Top 2 Bands (Based on total number of bands)	25.6% (126/491x100)
% of Band 6 (Based on total number of bands)	3.46% (17/491x100)
% of E4	0%

Number of students in each course who received a Band 6 - Band 1 Result (RAP Course Band Table - 2024)

Course Name	Included Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Agriculture	12	1	3	7	1	0	0
Ancient History	10	0	5	2	2	1	0
Biology	31	0	4	16	6	5	0
Business Services	9	0	2	7	0	0	0
Business Studies	18	1	3	10	4	0	0
Chemistry	6	0	0	1	1	4	0
Community and Family Studies	11	0	6	5	0	0	0
Construction Examination	10	0	5	5	0	0	0
Design and Technology	13	0	3	5	4	1	0
Drama	9	1	1	7	0	0	0
English Advanced	15	0	6	9	0	0	0
English Standard	70	0	2	55	12	1	0
Geography	12	0	1	11	0	0	0
Hospitality Examination (Kitchen Operations and Cookery)	3	0	1	1	1	0	0
Japanese Beginners	1	1	0	0	0	0	0
Legal Studies	18	3	5	7	3	0	0
Mathematics Advanced	11	1	2	5	2	1	0

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Mathematics Standard 2	52	4	12	18	16	2	0
Modern History	23	0	5	15	3	0	0
Music 1	8	2	5	1	0	0	0
Personal Development, Health and Physical Education	28	2	9	10	6	1	0
Physics	10	1	0	3	3	3	0
Society and Culture	14	0	5	7	2	0	0
Studies of Religion I	64	0	12	28	23	1	0
Studies of Religion II	20	0	4	9	6	1	0
Visual Arts	13	0	8	5	0	0	0
Band Total across the School	491	17	109	249	95	21	0
Extension Course Name	Included Students	Band E4	Band E3	Band E2	Band E1		
English Extension 1	2	0	2	0	0		
Mathematics Extension 1	4	0	4	0	0		
Band Total across the School	6	0	6	0	0		

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.

2024 HIGHER SCHOOL CERTIFICATE	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2022		2023		2024	
Subjects	School	State	School	State	School	State
Agriculture	27	26	15	30	33	31
Ancient History	29	33			50	37
Biology	11	27	18	31	13	35
Business Studies	33	34	0	35	22	37

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Chemistry	0	37	20	38	0	38
Community & Family Studies	50	32	33	34	55	35
Design & Technology	17	44	25	47	23	48
Drama	0	45	36	60	22	61
English Standard	14	15	4	13	3	13
English Advanced	52	67	55	67	40	67
English Extension 1	100	93	100	94	100	95
English Extension 2						
Geography	32	42	7	41	8	38
Japanese Continuers			20	55	43	43
Legal Studies	50	31	33	42	43	43
Mathematics Standard 2	35	29	40	31	31	29
Mathematics Extension 1	29	74	100	71	100	80
Mathematics Extension 2	50	86	100	85		
Mathematics Advanced	54	49	40	49	27	50
Modern History	33	36	31	34	22	39
Music 1	50	69	75	68	88	68
PD/Health/PE	25	26	22	30	39	35
Physics	33	41	14	38	10	38
Society and Culture	0	43	11	43	36	45
Studies of Religion 1			21	48	19	44
Studies of Religion 2			28	46	20	47
Visual Arts	57	62	36	65	62	67
Bus. Services (VET)					22	24
Construction (VET)	46	30	60	32	50	34
Hospitality (VET)	40	29	0	34	33	25

Section 8: Pastoral Care and Wellbeing

Information here about schools procedures/programs on caring for students under:

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 Catholic Education Diocese of Wagga Wagga has established a Wellbeing For Learning Framework which we use for a tiered approach to dealing with a full range of wellbeing issues for students and families that include community understanding as well as targeted individual and group support strategies.

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 wellbeing.

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 Academic Care and Wellbeing Team play a pivotal role in the Academic Care of students. They include:

- House Leaders
- College Counsellors
- Transition and Pathways Specialist
- Aboriginal and School Community Workers

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Wellbeing Programs

The College Counsellors facilitate 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. The College Counsellors have also embedded a regulation program that supports students to understand how their emotions affect their behaviours and reactions. This program supports 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

The College offers 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. Two Transition Days are held 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. Year 12 students are also called upon to buddy with Year 7 students within their Houses to develop strong connections when transitioning to High School.

Reset and Return 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 and Return 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 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.

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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.

Building Connections

Student-led opportunities for connections are spread throughout the year and provide opportunities for all students to engage in social challenges to build community and make connections.

Year 12 students have allocated time with Year 7 students to make buddies within Houses for an easier transition to the College.

Discipline Policy

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 Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Management strategies, 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 2024 and the full text of the College's Student Discipline Policy may be accessed on the College [Website](#).

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Anti Bullying Policy

The 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 the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

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.

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

The College invites the Police Youth Liaison Officer to speak to the student body regarding bullying, harassment and inappropriate use of personal devices so that students are aware of their responsibilities and the possible consequences for inappropriate use of personal devices.

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 Mental Health Forum, the Wagga Youth Leadership forum and Rotary initiatives during the year.

The College Captains participated in a range of Diocesan and Wagga community based workshops to expand their knowledge and skills in leadership and to make connections. The College has a diverse community and aims 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.

College Captains led a range of activities to support and promote respect and to encourage students to seek support when they need help.

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Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy and Procedures which are 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](#) and Procedures [HERE](#).

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 2024.

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

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

See CEDWW Policy [HERE](#).

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 Education Diocese, Wagga Wagga Annual Improvement Plan.

The following goals from the College AIP were achieved in 2024:

1. **EVANGELISATION AND RELIGIOUS EDUCATION GOALS:**

Encountering Christ:

- Embedding the Education Charter into statements of purpose and daily practice of MDCC Staff (achieved for the Welcome Pillar)
- Enriching Religious Education (achieved through engagement with the new course - a Pedagogy of Wonder and Awe)

Witnessing to Christ:

- System-wide review of RE Curriculum and Pedagogy. (achieved with NESAs agenda)
- Staff Faith Formation Opportunities: Connections, Retreats and Reflection Days, Staff Spirituality Day (achieved as shown on the College Calendar and review documentation)
- Student Faith Formation Program: Retreats and Reflection Days (achieved according to the College calendar and review processes)

Serving Christ in Others:

- Evangelisation through Social Justice Initiatives: Vinnies, Caritas, Catholic Mission (achieved through whole College and SRC initiatives)
- Continuing engagement with Catholic Organisations and Charism Partners (achieved through engagement with the Parish of Sacred Heart Koorringal, Nagle Education Alliance of Australia (NEAA) and Edmund Rice Education Australia (EREA).

Engaging in Worship in Christ:

- Parish Youth Masses (achieved through celebration of Parish School Masses)
- Communal Prayer: Homegroup, Staff, Wednesday morning prayer (achieved through daily and weekly programs at the College)

Forming a Christ-centred Community:

- Building Parish partnerships with new Parish Priest at SHK (achieved)
- Servant Leadership focus on charity and social justice service projects (achieved)
- Evangelisation through Alpha Youth Group (achieved through SRC involvement)

2. **TEACHING AND LEARNING GOALS:**

Transformative Learning

- Engaging with the Secondary NSW Curriculum to plan for effective implementation.
- Identify the areas of support required for teachers to effectively implement the syllabuses. (achieved through the 2024 Staff Professional Learning Plan)

Wellbeing Framework

- Continue to implement the *Wellbeing for Learning Framework* to inform and improve universal whole school processes and targeted and individual interventions (achieved through the 2024 Staff Professional Learning Plan)

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3. COMMUNITY ENGAGEMENT GOALS:

Strengthen the Alignment with MEBS and Boarding Families

- Embed the new MEBS Governance model (achieved through MEBS Advisory Council)
- Align MEBS and College practices and processes (progress achieved through the MEBS Executive Organisation Committee meetings)

Staff Wellbeing

- New staff induction program and ongoing support (achieved through CEDWW and College Staff Induction programs)
- Wellbeing strategies and support for staff to support student wellbeing, engagement and learning. (achieved through the College Wellbeing strategy in 2024)

4. LEADERSHIP AND STEWARDSHIP GOALS:

- Engage with CEDWW regarding the development of new College Master Plan (no progress achieved with this goal in 2024)

Priority Key Improvements for 2025

DOMAIN: FAITH

Implementation of the Education Charter

- Trial the Learning Pillar from the Charter using a school self-inquiry approach
- Revisit the College's Vision And Mission Statements to ensure alignment with the Charter.

Religious Education Program: Sharing Our Story

- Trial the new RE units as they are distributed.
- Organise and plan staff professional learning opportunities with the KLA team for Phase 1: engaging, Phase 2: enacting and Phase 3: embedding as part of the role out of 'A Pedagogy of Wonder and Awe'

DOMAIN: LEARNING

TransFORMATIVE Learning

- Use a knowledge-rich approach to planning and implementing the NSW Curriculum
- Teaching for transformation: long-term retention of the knowledge and skills taught
- Literacy focus on writing

Wellbeing for Learning Framework

- Promoting positive behaviour through character education centred on the Cardinal Virtues
- Multi-tiered systems of support

DOMAIN: WELCOME

Strengthen the Alignment with MEBS and Boarding Families

- Continue to embed the new MEBS Governance model
- Strengthen the alignment of MEBS and College practices and processes

Staff Wellbeing

- Embed support strategies for new staff
- Strengthen wellbeing strategies and support for staff

DOMAIN: SERVICE

- Development of new College Master Plan

Section 10: Parent, Student and Teacher Satisfaction

Parents and caregivers are the primary educators of their children and are always welcome at the College. The opinions and ideas of parents, students and teachers are valued. Suggestions are considered in school planning processes. In 2024, Mater Dei Catholic College 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 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 Year 7 program with strong endorsement of its value in building student knowledge, skills and confidence. The Year 6 into Year 7 transition program was particularly highlighted as a valuable strategy in their inculturation into secondary schooling. The College Council 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 were overwhelmingly positive. The College Leadership Team and the staff used the results to review processes and to assist planning for 2025.
- 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 Social Justice initiatives and community initiatives.
- 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 participated in the survey.

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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

