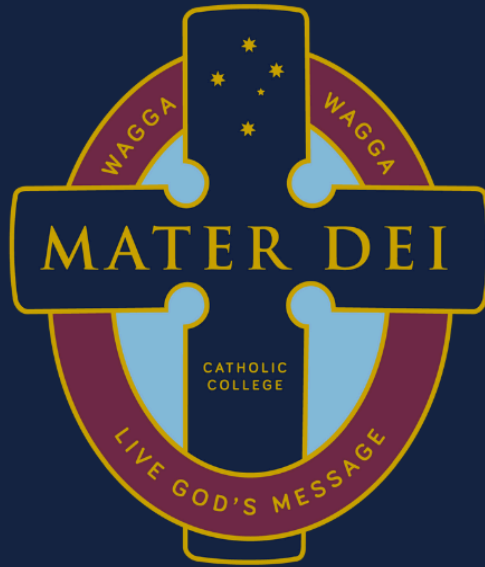




2025 Annual Report

Secondary



2025 Annual Report (Secondary)

Mater Dei Catholic College, Wagga Wagga (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Office Diocese of Wagga Wagga (CEDWW), (the 'Proprietor'), with Catholic Schools NSW (CSNSW) as 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 2025 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.

This report focuses on both the achievements of the College community in 2025 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

2025 Annual Report (Secondary)

Message from the Parent Body:

It is with great pleasure that I present the 2025 Chair's Report on behalf of the Advisory Council. It is bittersweet as this will be my last year at Mater Dei, with my son entering year 12, and having been involved with the school in some capacity for 15 years.

The months have passed quickly, yet the accomplishments and vibrant spirit of 2025 remain fresh in our minds and truly deserve celebration. We are now beginning to start the '27 journey with the College Open Night held earlier this week.

Once again, it has been an honour for me, alongside my fellow Advisory Council members, to support Ms Val Thomas and her dedicated team in any way we can, no matter how small or limited our contributions may seem.

On behalf of the parent community, I extend heartfelt gratitude to Ms Thomas and her staff for their exemplary leadership and unwavering commitment throughout the year. Mater Dei continues to fulfill its stated mission as a dynamic and professional learning community, infused with a warm and caring spirit, where students are encouraged to develop strong relationships with God, self, and others.

I will continue to celebrate and support the Principal and her team's ability to develop their leadership staff. The loss of senior staff, whilst disappointing, provides opportunity for others who are willing to stand up and take on responsibility. Not only are they willing to set up – but they can. They have been nurtured and supported to do this. Mater Dei is remarkable in its unity and consistency in leadership.

Mater Dei's academic achievements in 2025 provide clear evidence of its excellence. Students continued to demonstrate strong academic outcomes in the Higher School Certificate (HSC). It recorded 10 Distinguished Achiever awards (highest band) in 2025. 2026 will see Mater Dei students studying tertiary courses such as Engineering, Teaching, Medicine, Law, Physiotherapy, Occupational Therapy and Nursing.

University life, or even school life, is not for everyone and Mater Dei continues to ensure students are well placed to take advantage of apprenticeships, traineeships and employment. Part of the mission is not just simply to achieve high academic results, but to prepare all students for post school life, regardless of the path.

Beyond academics, Mater Dei's cultural and co-curricular life continued to thrive in 2025. Students were provided with numerous opportunities to develop confidence, creativity, leadership and teamwork through sporting, artistic, musical and service programs. These activities remain an essential part of the holistic education offered by the College, strengthening student engagement and school spirit. Faith formation remains central to Mater Dei's mission. Throughout 2025, the College community continued to engage deeply in liturgical celebrations, retreats, faith days and opportunities for reflection. Students were encouraged to live out Catholic Social Teachings through outreach, service initiatives and a strong sense of social justice.

2025 Annual Report (Secondary)

These experiences continue to shape young people of faith, compassion and integrity. Thank you to Fr Grace for his spiritual guidance and prayers throughout 2025. I would also like to sincerely thank him for the effort he has made to include Seminarian Patrick Drum in the life of our school. It is so important that the Church's pastors are present in and connected to our school communities. Young people respond most deeply to authentic relationships, personal witness, and guidance. Evangelisation is most fruitful when it is grounded in connection, accompaniment, and encouragement rather than fear or lecturing. Mater Dei's commitment to care and wellbeing remained a defining strength in 2025. The College continued to provide structured pastoral support through wellbeing programs, transition initiatives, and student leadership opportunities.

I extend my sincere appreciation to the members of the 2025 Advisory Council for their commitment and contributions. Your willingness to give time, insight and support continues to strengthen the partnership between families and the College.

To our new Council members, a warm welcome — we look forward to working alongside you in 2026 as we continue to support Ms Thomas and her leadership team. Mater Dei Catholic College continues to live its motto "Live God's Message" through deep faith, academic rigour, strong relationships, and generous service. The achievements of 2025 reflect a united and strong leadership and provide a strong foundation for the years ahead.

Mr Andrew McIntosh
College Chair

Message from the Student Body:

Our journey of Student Leadership has been a valuable experience that has helped to shape our final year at the College. This has been a year full of challenge and determination, but also a year full of service to our community and fun filled moments of genuine connection with others.

As leaders we took the role of representing the College very seriously and were privileged to participate in many community activities including Rotary's ANZAC Day Parade and Wreath Ceremony, the Rotary Peace Day Ceremony, International Women's Day and a number of our parent events such as Open Night.

We have enjoyed being part of the Student Representative Council, working with staff, peers and members of the broader community in service to others. We feel passionate about supporting those in our local area, and through activities such as Project Compassion that have a far reaching impact, we have been able to give to those in dire need in the world.

We are grateful for the opportunity to develop leadership skills including public speaking and collaboration, and the development of proposals to help build community spirit and nurture those around us. We have used our platform to model a positive, faith filled and determined pursuit of learning and friendship that we hope has left a lasting impression on our community.

2025 Annual Report (Secondary)

The memories we have made over the past 6 years will be cherished for life. We are so happy to see how close we've all come together, and realise how lucky we are to be a part of this community. Despite our different plans for the future, we will always celebrate our past experiences at Mater Dei.

College Captains 2025

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.

Section 3: Student Profile

The following information describes the student profile for 2025:

Girls	Boys	LBOTE*	Indigenous	Total
334	304	76	37	751

*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	91%
Year 8	86%
Year 9	87%
Year 10	87%
Year 11	86%
Year 12	88%

The average student attendance rate for 2025 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.

School 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.

2025 Annual Report (Secondary)

- 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 2025	136 (115 in 2023)
Year 12 Enrolment at Census Date remaining in Year 12 at the end of 2025	94
Actual Retention Rate in Percentage	81.74%

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%

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.

2025 Annual Report (Secondary)

Destination data Year 12, 2025 Graduation Class	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	25%	10%	60%	5%

Section 4: Staffing Profile

There are a total of **59** teachers and **38** support staff at **Mater Dei Catholic College**. This includes **47** full-time and **12** 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	57

Percentage of staff who are indigenous	2%
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A	Those having formal qualifications from a recognised higher education institution or equivalent	100%
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.

2025 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. In 2025, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan.

2025 Annual Report (Secondary)

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 2025, 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 and capturing its expression in the College's Vision and Mission Statements and the Cardinal Virtues
- 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 online presentations.

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.

2025 Annual Report (Secondary)

“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.

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 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.

2025 Annual Report (Secondary)

Staff and Student Faith Formation

Mater Dei's Faith Formation Program in 2025 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.

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 2025, Pope Francis highlighted the theme, "Missionaries of Hope Among all Peoples."

In raising awareness and funds, our incoming College Captains for 2025 helped to teach our Year 7 Students about Socktober and communities living in Zambia. Students made connections with young people experiencing challenges in the developing world through education and the inclusive game of soccer. The SRC led a crazy-sock day.

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

- Pope Francis -

2025 Annual Report (Secondary)

Professional Learning in Catholic Life and Mission

The College continues to support the mission of the Church and 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 2025 aligned with the CEDWW annual theme, 'Jubilee Year of Hope' and the Wagga Diocese Catholic Education Vision and Mission's four pillars: Welcome, Faith, Service, and Learning. Our Staff Spirituality Day, themed 'Heart, Head and Hands; Pilgrims of Hope' encouraged 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). Through this contemplation staff had the opportunity to review our vision and mission statement acknowledging what lies at the heart of who we are.

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.

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 2025 were:

2025 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	✓	✓				

2025 Annual Report (Secondary)

Child Studies			✓	✓		
Commerce			✓	✓		
Community & Family Studies	✓	✓				
Computing Technology				✓		
Construction VET	✓	✓				
Design & Technology	✓	✓				
Drama	✓	✓	✓	✓		
English			✓	✓	✓	✓
English Ext 1	✓	✓				
English Advanced	✓	✓				
English Standard	✓	✓				
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	✓	✓				

2025 Annual Report (Secondary)

Manufacturing and Engineering VET	✓	✓				
Mathematics			✓	✓	✓	✓
Mathematics 2 unit	✓	✓				
Mathematics Advanced	✓	✓				
Mathematics Extension 1	✓	✓				
Mathematics General						
Modern History	✓	✓				
Music	✓	✓	✓	✓	✓	✓
Numeracy	✓	✓				
Outdoor Education				✓		
PD / Health/PE	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓

2025 Annual Report (Secondary)

Work Studies			✓			
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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 2025 all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 7			
Numeracy	130	545.5	555.2
Reading	131	529.7	547.4
Writing	131	547.1	544.5
G&P	131	525.5	548.2
Spelling	131	537.2	551.3
Year 9			
Numeracy	134	576.7	581.0
Reading	136	578.2	571.4
Writing	136	591.6	578.3
G&P	135	570.1	565.9
Spelling	135	578.8	576.1

2025 Annual Report (Secondary)

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.

2025: The number of students issued with a RoSA (Record of School Achievement)	34
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Higher School Certificate Results and Achievements:

2025 Higher School Certificate

No. of Students	84
% Bottom 2 Bands	8.8%
% Top 2 Bands	24.3%
% of Band 6	1.7%
% of E4	0

Congratulations to our Year 12 students on their outstanding results in the Higher School Certificate examinations. We are proud to announce that our students received in excess of ninety Band 6 and Band 5 results.

Subjects that received Band 6 results include Mathematics Standard 2, Legal Studies, Ancient History, Community and Family Studies, Music 1 and Society and Culture.

The results of Mater Dei Catholic College's 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.

2025 Annual Report (Secondary)

2025 HIGHER SCHOOL CERTIFICATE	Percentage of students in top 2 bands (Bands 5 and 6)					
	2023		2024		2025	
Subjects	School	State	School	State	School	State
Agriculture	15	31	33	31	50	35
Ancient History			50	37	28	35
Biology	18	32	13	35	29	36
Business Services Exam			22	24	25	28
Business Studies			22	37	36	37
Chemistry	20	38	0	38	0	38
Community & Family Studies	33	36	55	35	31	33
Construction Exam	60	43	50	34	44	44
Design & Technology	25	37	23	48	67	39
Drama	36	60	22	61	67	59
English Standard	4	13	3	13	5	13
English Advanced	56	67	40	67	31	65
English Extension 1	100	94	100	95	100	95
Geography	7	33	8	38	33	42
Legal Studies	33	42	43	43	31	35
Mathematics Standard 2	40	32	31	29	37	38
Mathematics Extension 1	100	72	100	80	100	78
Mathematics Extension 2	100	85			100	84
Mathematics Advanced	40	50	27	50	43	51
Modern History	31	35	22	39	17	36
Music 1	75	69	88	68	80	67
PD/Health/PE	22	31	39	35	36	35
Physics	14	39	10	38	17	28
Society and Culture	11	44	36	45	22	27
Studies of Religion 1	21	48	19	44	16	46

2025 Annual Report (Secondary)

Studies of Religion 2	28	46	20	47	0	48
Visual Arts	36	66	62	67	25	64
Hospitality (VET)			33	25	40	30

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 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.

In our Catholic context, positive behaviours are defined in the cardinal virtues. Because they are a habitual disposition to do good, the virtues encourage us to give the best of ourselves to our work and each other. They also connect with the CEDWW Charter and the Transformative learning statement. The virtues are explicitly taught through Homegroup and Reflection days and virtuous behaviour can be recorded in Compass Chronicles, shared to students and families and celebrated by the community.

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.

2025 Annual Report (Secondary)

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

Wellbeing Programs

In collaboration with IDL and House Leaders, 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.

The College Counsellor and House Leaders have been trained in the Bishop approved Love Bites Program. This allows the College to support student needs specific to age groups and by having House Leaders involved in the facilitating of the program, it can be used to target areas of concern, and those issues can be monitored and addressed in a timely manner.

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.

2025 Annual Report (Secondary)

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.

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. We also facilitate 2 cohort homegroups per Term to specifically look at Assessment Mapping and study skills relevant to a Year group.

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.

Year 12 Student Leaders include College, House and Boarding Captains who design and propose opportunities for peers to not only connect, but to help serve others. They are visible role models for their younger peers and are enthusiastic about maintaining a positive and supportive College community.

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 the 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.

2025 Annual Report (Secondary)

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 2025 and the full text of the College's Student Discipline Policy may be accessed on the College [Website](#).

Anti Bullying Policy

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](#).

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.

2025 Annual Report (Secondary)

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.

The College facilitated Love Bites for Year 10, Healthy Relationships Australia for Year 9, and Headspace workshops for Year 8.

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 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 including Bullying No Way! and RUOK Day.

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](#).

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

2025 Annual Report (Secondary)

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 2025.

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

Access to all policies and guidelines can be obtained by contacting the school 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, Wagga Wagga Annual Improvement Plan.

[2025 Annual Improvement Plan](#)

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. This goal was achieved with a plan to create new Statements in 2026.

Religious Education Program: Sharing Our Story

- Trial the new RE units as they are distributed. This goal was achieved through the Year 8 Program.
- 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' This goal was achieved through the Year 8 Program.

DOMAIN: LEARNING

TransFORMATIVE Learning

- Use a knowledge-rich approach to planning and implementing the NSW Curriculum. This was achieved through the Staff Professional Learning program.
- Teaching for transformation: long-term retention of the knowledge and skills taught. This goal was achieved through the Staff Professional Learning Program

2025 Annual Report (Secondary)

and subsequent introduction in the class, incorporating the Student Diary.

- Literacy focus on writing. This goal was achieved across the curriculum as actions that emanated from the Staff Professional Learning Program.

Wellbeing for Learning Framework

- Promoting positive behaviour through character education centred on the Cardinal Virtues. This goal was achieved through Year group and House meetings, the Staff PL Program, Student Diaries and the Virtuous Behaviour Awards that were introduced in 2025.
- Multi-tiered systems of support. This was achieved through Middle Led Professional Learning for House Teams.

DOMAIN: WELCOME

Strengthen the Alignment with Mount Erin Boarding and Boarding Families

- Continue to embed the new MEBS Governance model This was achieved, with increased parent representation on the Advisory Council in 2025.
- Strengthen the alignment of MEBS and College practices and processes. This was addressed only in a minor way and will be a focus in 2026.

Staff Wellbeing

- Embed support strategies for new staff. This was achieved through the Wellbeing Program.
- Strengthen wellbeing strategies and support for staff. This was achieved through the Wellbeing Program.

DOMAIN: SERVICE

- Development of new College Master Plan. No progress was made on this goal in 2025.

Priority Key Improvements for 2026

FAITH DOMAIN

1.1 Engaging with the Diocesan Charter

- Continue to trial the Pillar of Learning from the Charter - using the school self-inquiry approach as it becomes available.
- Continue to review and refine our College Vision and Mission Statements to ensure alignment with the Charter.

1.2 Strengthening Religious Education Outcomes

- Continue to trial the RE units as they are distributed.
- Organise and plan staff professional learning opportunities with the E & RE Team for
Phase 1: engaging,
Phase 2: enacting and Phase 3: embedding as part of the roll out of 'A Pedagogy of Wonder and Awe'

LEARNING DOMAIN

2.1 TransFORMATIVE Learning

- Engage with the TransFORMATIVE Learning Statement to improve student learning outcomes, using the Wellbeing for Learning Framework to support

learners.

2.2 MEBS

- Strengthen the MEBS Boarding program's support for learning.

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 2025, **Mater Dei Catholic College** has 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 2026.
- 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

2025 Annual Report (Secondary)

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

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

