Mater Dei Catholic College
Wagga Wagga

2013 Annual Report
1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Mater Dei Catholic College is a co-educational school which 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.

Our hope is when students leave Mater Dei they see themselves leaving a nurturing community and they are:

- Founded in Catholic faith, justice and love;
- Are open and inclusive of others;
- Are lifelong learners; and,
- Constantly seek excellence and wisdom.

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

1.2 Message from the Parent Body

Mater Dei Catholic College enjoyed another year of growth in 2013.

The school’s peak parents’ body, the College Council, again provided valuable advice and support to the College executive to assist with the smooth running of Mater Dei.

Mater Dei is truly a centre of learning excellence and we all want the students who pass through the school to have the best facilities available, as well as for their high school years to be enjoyable, faith-filled and memorable.

In this regard, the Council believes Mater Dei is achieving this through the strong direction provided by Principal, Assistant Principal, teachers and administrative staff.

1.3 Message from the Student Body

Mater Dei supports and helps the students to grow through their teenage years in its vibrant and dynamic atmosphere. It provides the opportunities for each students strengths to succeed whether that be academic, sporting, musical or even hands on. This school is truly a privilege to attend.

The College Leadership team, the work and effort they put into supporting all students in all ways including education, wellbeing and faith without your work the students would not succeeded, the school would not be; the cohesion it is today without your guidance and leadership. Your amazing dedication to each role, supporting and creating bonds within students, has guided students to where they stand as young adults.

When Mr Miller said there is a three way partnership between teachers, parents and students, it was obvious to our young minds what roles the teachers had. They would give us the maths equation or English book, give us education. With the exceptional teaching students gain all that is needed to not only take on the school but life. However, the role you had in this partnership was so much more. There is a sense of trust between a teacher and student, when the teacher who knows your work, knows your ability more than your friends or parents says you can succeed…there is a very good chance you will believe them and pursue such success.
School Profile

1.4 Introduction

The College

Situated on the southern outskirts of Wagga, its location is unparalleled, not only in comparison to other schools in the region, but across the state. Mater Dei is only nine years old with facilities that are fresh and modern. Views of Lake Albert are complemented by vast oval spaces. This aesthetically pleasing environment allows our students to experience effective learning as a result of quality teaching delivered by energetic and experienced teachers.

Mater Dei believes in the development of the whole child and as such offers students the opportunity to pursue their talents. For instance, we provide a varied and dynamic sporting program. Also, Mater Dei offers a comprehensive Music Tuition Program where students can be involved with Stage and Concert Bands and String Orchestra. They then have the opportunity to showcase their musical talents at many public venues.

Upgrade of technology is continually providing increased access to computers for our students. This, combined with our strong emphasis on pastoral care for the individual, means the College will be well placed to prepare its students for the emerging demands of the 21st century.

1.5 Student Profile

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>347</td>
<td>329</td>
<td>15</td>
<td>14</td>
<td>676</td>
</tr>
</tbody>
</table>

*Language background other than English

1.6 Enrolment Policy

The Diocese of Wagga Wagga has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

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

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website http://web.csoww.catholic.edu.au/AboutCSOWagga/Policydocuments/tabid/67/Default.aspx or by contacting the Catholic Schools Office on 02 69370000.

1.7 Staff Profile

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

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

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
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</table>
1.8 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>96.41</td>
</tr>
<tr>
<td>8</td>
<td>95.53</td>
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<tr>
<td>9</td>
<td>93.91</td>
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<tr>
<td>10</td>
<td>93.66</td>
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<tr>
<td>11</td>
<td>94.96</td>
</tr>
<tr>
<td>12</td>
<td>94.52</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2013 was 94%.

Of the 95 students who completed Year 10 in 2011, 76 completed Year 12 in 2013.

Management of non-attendance:

1.9 Student Satisfaction

At a meeting held with all student leaders in Term 4, all student leaders reported a high level of satisfaction with the educational climate at Mater Dei.

1.10 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2013 was 100%.

1.11 Student Destinations

Year 10

5 students have commenced School based Apprenticeships/Traineeships. Of those who are leaving, all have secured Apprenticeships/Traineeships or full time employment.

Year 12

50% of the Year 12 cohort of 2013 gained early entry.
2. Catholic Life and Mission

2.1 Catholic Heritage

Mater Dei Catholic College is a College with a nine year history, born out of the rich tradition and spirit of the Brothers, Sisters and lay people who served Catholic Education in the Wagga Wagga district for over 130 years. The College attempts to meet the needs of the students, embracing the New Evangelisation, for the present, and into the future. We aim to support our students to take their place in society through an education that we see as part of a life-long process which, in faithfulness to our mission statement, “is founded in Catholic faith, justice and love, is inclusive, learner centred and seeks excellence and wisdom”. Gospel values, as demonstrated by our patron Mary, Mother of God, as well as by Nano Nagle and Edmund Rice are articulated in our Mission Statement and are at the centre of all our endeavours. We accept the challenge, as they did, to reach out to Christ, present in the poor.

3.2 Religious Life of the School

Through our Faith Formation program, students are invited to engage in many opportunities which allow them to grow and develop their faith within themselves, their lives and their relationships, particularly, their relationship with God.

The Year 7 Reflection Day focused on ‘Who Am I?’, the Year 8 Reflection Camp provided opportunities for students to ‘Be the Best They Can Be’, the Year 9 Reflection Day allowed students to participate in activities around Becoming Good Men and Beautiful Girls Essentials, while the theme for the Year 10 Reflection Day asked the students to ‘Step Up’ as leaders. Through music, games and laughter the Year 11 Retreat Day concentrated on building community and the Year 12 Retreat, based on a quote from St Ignatius of Loyola, ‘Go forth and set the world on fire’, motivated these students to continue to be light to the world beyond Mater Dei Catholic College.

It takes courage to put your faith into action, yet as Christians, that is what we are called to do. Jesus says in Matthew that if you have faith as small as a mustard seed you can move mountains. Students throughout the college have displayed a willingness to roll up their sleeves, step outside their comfort zone and be of service to others.

The highlights of our community faith celebrations have included our Opening, Founders’ Day, Assumption, Vocations and Year 12 Graduation Masses. The Stations of the Cross celebrated the life, death and resurrection of Jesus and all God promises in him – eternal life. The many talented and generous staff and students who contribute to these celebrations shine a light on what it means to be a part of a life-giving faith community.

Our annual Staff Spirituality day focused on the values of Stewardship, Service and Faith from Bishop Hanna’s Mandate for Catholic Education in the Wagga Wagga Diocese. Once again it proved an opportunity for members of staff to share a part of their faith journey while lending itself to moments of silence, laughter, conversation and contemplation. Each member of
staff is pivotal to the role of building our faith community and Mater Dei Catholic College is full to overflowing with generous, faith filled and supportive staff.

3.3 Social Justice

What inspiration and insight our guest facilitators have brought to this year – Chris Doyle (Karis Ministries), Chris Cotter (CSO Wagga Wagga), Dave Jorna (Project Hatch), Francesca Kaoutal (Enlighten Education), Catholic Mission with Village Space and Melinda Tankard-Reist. At Mater Dei Catholic College I am privileged to journey alongside our magnificent staff, our loyal parents and especially our amazing students. Faith is ‘caught not taught’ and I am certain individuals within our faith community continue to learn from each other what it means to grow and develop in faith. Our leaders in faith deserve a special mention - Bishop Hanna and Father Bernie continue to guide our community in their faith journey.

Awareness education and fund raising are a significant part of our social justice initiatives. Each of the College houses hosts a day where the money raised is donated to Catholic Mission. Caritas is emphasized during Lent through Project Compassion. An Easter raffle, a winter clothes drive and Christmas hampers are all generously supported by members of the college to promote and support the good works of St Vincent de Paul.

3.4 The School in the Life of the Parish and the Diocese

Students with musical talents and those gifted in reading have assisted in facilitating the Youth Masses at Sacred Heart Kooringal, on the first Sunday of each school term month. This opportunity brings members of our College together to worship in the parish community and to gather afterwards in a social setting with pizza.

3.5 Catholic Worldview

Students in Year 10 participated in a day of Community Service after studying a unit on Christian Ministry – Faith in Action. Four Year 10 students attended the Justice Matters Camp hosted by the Sandhurst Diocese and along with the Seniors in each of the College Houses, were integral in assisting with other Social Justice activities - raising funds for Caritas, Vinnies, Micah House, Catholic Mission and those left devastated by the typhoon in the Philippines.

4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Wagga Wagga has established Pastoral Care Policy† and Safe Schools Policy† which are implemented by all schools in the Diocese.

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

4.2 School Implementation of Diocesan Policy

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

In addition, students and teachers collaborate to produce Ideal Classroom Documents, which reflect a shared understanding of the types of classrooms we need to create to maximise learning outcomes and promote well-being.
The practical reality and responsibility of providing a safe, secure and stimulating environment conducive to learning, demands clear minimum guidelines for student behaviour. Year Group Norming Documents and Ideal Classroom Documents build on these minimum requirements for membership of a caring educative community.

Engaging students in the production of these documents is the major initiative at Mater Dei Catholic College that 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 in 2008, will be further developed in 2010.

4.3 Pastoral Care of Families

Mater Dei Catholic College prides itself on the quality of Pastoral Care we provide to our whole College community. The Welfare Team including the Dean of Students, House Leaders and College Counsellors meet regularly, and some of its members regularly attend professional development courses.

Students and parents/carers can expect:
- A caring and supportive Home Group system;
- Regular monitoring procedures which address individual student behaviour;
- Opportunities for students to be praised and recognised for effort and achievement;
- Support to approach the everyday challenges of school life;
- Leadership opportunities;
- A transition programme for Year 7 students to assist students moving from Year 6 to High School;
- Opportunities to socialise.

In addition, Mater Dei Catholic College provides necessary and clear expectations in the areas of:
- Behaviour
- Grooming
- Uniform
- Bullying/Harassment

The Welfare Team, along with the rest of the College, is committed to working with students and parents to assist students to grow, learn and develop so they grow from the children of today to become our adults of tomorrow.

4.4 Resolving Issues

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

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

4.5 Occupational Health and Safety

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

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with OHS legislation and to implement the management system in keeping with the Catholic Schools Office’s Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. EXcellence in Teaching and Learning

5.1 Quality Teaching and Learning

Mater Dei Catholic College shares the Diocese of Wagga Wagga CSO priority to ‘promote, model and build communities of learners who experience engaging, purposeful learning and pedagogy’ (CSO 2009). A focus on quality teaching and learning underpinned strategic planning and decision-making in 2013.

Specific action included a continued emphasis on improved teacher practice and whole-school learning and teaching initiatives. Professional Learning Plans are developed on an annual basis for all teachers. Responsibility and we have begun planning, designing and constructing tools and procedures for a whole-school classroom staff PLP project in 2013. Whole-school classroom management, literacy and curriculum alignment initiatives continued and were further developed in 2013. Specifics of various initiatives are included in following sections.

Equity Program Initiatives

Aboriginal Education

At Mater Dei Catholic College we acknowledge that the traditional nations of Australia include both Aboriginal and Torres Strait Islander peoples. We recognise the importance of consulting with local Aboriginal communities when aspects of Aboriginal history and culture are being incorporated into the school curriculum.

The College employs an Aboriginal Education Officer who works with students from Year 7 to 12 and with the wider community.

Student Support Programs

A Careers Program is imitated in Year 10. The program supports students to prepare for part-time work as well as identify future work and tertiary study opportunities.

The Campbell-Page organisation conduct the Pathways to Employment program for students considered at-risk of not completing formal education to an appropriate level. Factors that place these students at risk include emotional, social, behavioural and financial blocks to completion of education. COMPACT also provides a program to assist in transition from school to the work-place for students considering full-time employment. The course includes resume construction, presentation/ interview skills, and work experience.

Mater Dei Catholic College has an Inclusive Learning Education Room (Room 19) staffed by an Inclusive Learning Coordinator and four support staff. Approximately 30 students attract funding for individual support. This funding provides the staff who work both with individuals and in classrooms to support student learning.

Ultimately the number of students supported far exceeds the number of funded students. Learning Support staff and College counsellors also provide a Cognitive Therapy program for students who have been diagnosed with an Autism Spectrum Disorder.

The federally-funded “Even Start” program supports students who achieved results below national benchmarks in literacy and numeracy. Trained tutors provide twelve hours of one-on-one support for targeted students.
5.2 Student Achievement

HIGHER SCHOOL CERTIFICATE RESULTS AND ACHIEVEMENTS

With the 2013 Higher School Certificate Results, the College presented students who sat for examinations across 27 subjects.

16 out of 27 subjects achieved above state average results in 2013.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VARIATION (above state average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 2 Unit</td>
<td>10.46</td>
</tr>
<tr>
<td>Metals and Engineering Exam.</td>
<td>9.04</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>6.74</td>
</tr>
<tr>
<td>Music 1</td>
<td>6.26</td>
</tr>
<tr>
<td>Ancient History</td>
<td>6.22</td>
</tr>
<tr>
<td>Construction Examination</td>
<td>5.21</td>
</tr>
<tr>
<td>Information Technology Exam.</td>
<td>4.64</td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>4.19</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>4.13</td>
</tr>
<tr>
<td>Senior Science</td>
<td>3.46</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>3.24</td>
</tr>
<tr>
<td>PDHPE</td>
<td>3.15</td>
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</tbody>
</table>

Band 6 Analysis

Mathematics – 62.5% of students received Band 6 as compared to 18.4% of the state. Another 37.5% of students received Band 5 as compared to 30.84% of the state. 100% of students received a Band 6 or 5 as compared to 49.24% of the state.

Mathematics Extension 1 – 75% of students received Band E4 as compared to 32.75% of the state. The other 25% of students received Band E3. Overall, 100% of the cohort received a Band E4 or E3 as compared to 83.54% of the state.

Ancient History – 18.18% of students received Band 6 as compared to 8.36% in the State.

Community and Family Studies – 6.66% of students received Band 6 as compared to 6.4% of the state.

Hospitality Examination – 5.88% of students received Band 6 as compared to 3.82% of the state. Another 29.41% of students received Band 5 as compared to 26.24% of the state. Overall, 35.29% of students received a Band 6 or 5 as compared to 30.06% of the state.
**Metal & Engineering Examination** – 8.33% of students received Band 6 as compared to 0.33% of the state. 8.33% of students received Band 5 as compared to 5.56% of the state. Overall, 80% of the cohort received a Band E4 or E3 as compared to 58.89% of the state.

**Music I** – 40% of students received Band 6 as compared to 15.06% of the state. Overall, 80% of the cohort received a Band E4 or E3 as compared to 58.89% of the state.

**PDHPE** – 10% of students received Band 6 as compared to 5.38% of the state.

**OTHER POINTS OF NOTE – Band 5/6 Focus**

As well as the Band 6 results solid performance of students was evident in Band 5 analysis, Mater Dei students achieved results well above average in many subjects.

**Construction Examination** – 25% of students received Band 5 as compared to 12.06% of the state. Only 0.12% of the State was awarded a Band 6.

**Design and Technology** – 44.44% of students received Band 5 as compared to 28.75% of the state.

**Extension I English** – 100% of students received Band E3 as compared to 63.69% of the state.

**Extension II English** – 100% of students received Band E3 as compared to 55.28% of the state.

**Information Technology Examination** – 33% of students received Band 5 as compared to 23.47% of the state. Only 2.08% of the State was awarded a Band 6.

**Mathematics General** – 16.36% of students received Band 5 as compared to 14.89% of the state.

**Senior Science** – 60% of students received Band 5 as compared to 29.57% of the state.

In conclusion, the results outlined above are most impressive and we are well aware of the significant efforts of students that must have occurred to achieve these pleasing results. Congratulations to all teachers who have dedicated themselves to search for better teaching and learning methods which has resulted in dedicated students achieving their potential, and in some cases beyond that potential.

**The 2013 Legacy**

* Continued the tradition of “Learning Gain”.
  * 5 out of the last 6 years we have achieved positive learning gain.
* Continue the tradition of HARD WORK and a Belief we can match it with the best in Sydney.
* MATHS results – Best Ever!
* 1st time – 4 students to achieve an ATAR of 94 or more.
  * Top 4 ATARs in 2013 would have been Dux in 2008 & 2010 and runner up in 2009, 2011 & 2012.
5.3 Extracurricular Activities

Mater Dei Catholic College is a dynamic College which prides itself in offering many opportunities for our students. A well rounded education is concerned with the development of the whole person. Extra curricular activities are seen as a key aspect of enhancing the development of the whole person. Most particularly, Mater Dei prides itself in offering a rigorous Internal Sport Program as well as provide many and varied opportunities to represent the College in more than 14 sports. Furthermore, we offer an extensive Music Tution Program which enables students to participate in various Music Performance Groups that play in and around Wagga on a regular basis.

5.4 Professional Learning

The College continues to have Staff Meetings with a strong Professional Learning Focus. Held four times a term, these meetings refer regularly feature Research Data which is applied to our local context.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

One of the key challenges of the authentic Catholic school is to continually work at improving student learning outcomes while building a specifically Catholic, evangelising and nurturing community. The purpose of this letter is to inform you of some recent actions that specifically target improved student learning outcomes in various Year group and other settings. It is worth reading because it makes clear what you should expect for your son or daughter and it makes explicit a whole-school focus on improving teaching and learning:

1. As part of our ongoing commitment to ensure learning remains relevant for our students, your children, the College has introduced a learning initiative for Year 7 students in 2013. It has come to be affectionately known as “TED”. TED is the name given to the new program of delivering the subjects of Religion, English and Human Society and its Environment (HSIE) to Year 7 students in 2013. TED is short for ConnecTED Learning and “connects” both subjects and learners. Essentially, ConnecTED learning is student-centred. This means providing Year 7 students with CHOICE of:
   • Technology which will best support their learning;
   • Area(s) of interest they may wish to Explore; and,
   • How (in pairs or groups?) and with whom (teachers or students?) they Discover new knowledge and understanding.

2. Building on the experiences of TED in 2013, Year 8 students are taking advantage of the opportunity of teachers in planning and teaching collaboratively. This has been a deliberate timetabling decision to maximize continued engagement and choice for students and to further their skills in collaboration and inquiry. This initiative involves Year 8 HSIE, Religious Education and English.

3. All teaching and learning-support staff have spent time learning how to interpret and employ NAPLAN data to improve their teaching of literacy and numeracy. NAPLAN (National Assessment Program-Literacy and Numeracy) seeks to measure the literacy and numeracy learning of students in all Australian schools in Years 3, 5, 7 and 9. A ‘Smart Data’ package allows each teacher to source results for current classes and identify strengths and weaknesses. This will improve the targeting and delivery of literacy and numeracy teaching in the College.

4. A specific Literacy initiative has been introduced into Year 7 and 8 in 2014. This involves students engaging in an online Literacy program ‘Literacy Planet’ in which students will be engaged in literacy activities at school and can support their learning by accessing the program at home. It becomes a supported strategy to improve student literacy knowledge and skills.

5. Whole-school Numeracy initiatives a focus on the Mathematics program, QuickSmart. It is important to note that these are not ‘one-offs’ but part of a planned integration of skills, tools and strategies to improve student learning outcomes and teacher practice. A continued staff professional learning focus on Quality Assessment has supported these initiatives.
6. All KLA Leaders have met with their teachers and analysed HSC results. The HSC results are greatly enhanced by data supplied by the NSW Catholic Education Commission’s ‘HSC Data Analysis Project’ which provides a measure of learning gain obtained by each HSC class in each NSW Catholic school. Following trends across HSC years allows Stage 6 teachers and KLA Leaders another source of data to improve teaching and learning. They ask the questions: What are we doing now? Is it working? How do we know? What changes do we need to make? When informed by validly analysed data, experienced teachers can strategically plan to improve learning gain and learning outcomes for students, classes, departments and the entire cohort.

7. All Year 11 and 12 students and all teachers have a copy (and use it regularly) of ‘Glossary of Verbs and Verb Scaffolds’ which includes all verbs that are used in Board of Studies syllabus Outcomes HSC exam and assessment questions. Understanding of verbs and how they guide the processing and presentation of content is integral to success in the HSC.

8. Each Teacher has a detailed Professional Learning Plan that reflects the learning needs of the individual, and the students who learn in the classroom. This reflective process provides a concrete, observable and measurable account of the goals, learning needs and professional development of our teachers. The idea that they are our ‘leading learners’, gives a powerful, positive message and emphasises that carefully planned and targeted professional learning is another pre-requisite for the sustained improvement of student learning outcomes.

9. Teaching staff have adopted Christine Richmond’s (2008) excellent ‘Teach More—Manage Less’ model of behavior management. It is a simple but highly effective ‘minimalist’ approach that increases teaching time and decreases ‘managing’ time. It allows greater consistency across the College and most importantly, it works.

10. Our Attendance Policy is designed to reduce lengthy unexplained absences and better monitor the reluctant attendee. Please don’t be offended by requests for explanation: learning outcomes are improved by attending school. Access this policy on the College website.

11. Our Representative Sport Policy is designed to ensure that the more active student prioritises sporting commitments to limit time out of classes. A small number of students in previous years have missed up to 10 days in a term, which equates to attending school 4 days a week. Access this policy on the College website.

We will carefully monitor these initiatives and look for evidence of improved learning outcomes. HSC and NAPLAN results provide concrete data while other areas will require planned evaluations. Thank you to all parents, students and staff who continue to work hard to support the College’s primary purpose of providing high quality learning in a Catholic setting.

6.2 2013 Priorities and Challenges

Action for 2013

- Continued commitment to Student Centred learning.
- Continued Inquiry Learning Scaffolds
- Continue whole-school focus on subject-specific literacy. Increase accountability to ensure that subject-specific vocabulary is explicitly taught in each class.
- Continue balanced NAPLAN preparation in English and Maths KLAs for Years 7 and 9 in 2013.
• Continue Quicksmart with Year 7 and 8 students on or below National Benchmark
• Continue Accelerated Reader Program with Year 7 and 8 students
• Extensive planning and preparation for 2014 learning initiatives of Year 7 “TED” Program and Year 11 Blended Learning approach to Studies of Religion – 1 unit

Maintained commitment to
- HSC and School Certificate reflection, Verb Scaffolds
- DeCourcy analysis
- Whole-school Literacy and Numeracy
- NAPLAN Preparation
- ‘Teach More, Manage Less’
- Ideal Classroom and Classroom Norms

Communication with parents
- Parent teacher interviews continue to be accessible online
- Correspondence emailed out to parents
- Newsletters emailed to parents as well as on the College website

Increased use of Technology
- From 6 to 50 wireless points in May 2010
- Fibre Optic cable laid in June – increased speed
- Appointment of Learning Technologies Coordinator
- Appointment of IT Support Staff person
- Laptops to all teachers in April 2010
- 1.1 Laptop program for Year 7 and 8 commenced February 2013

Teacher Professional Learning Plans (PLP’s)
- All individual teachers reflect on practice, have a mentor and develop a PLP which is reviewed every six months.
7. **Parent Participation**

7.1 **Introduction**

Survey results at the beginning of 2013 revealed a healthy level of parental satisfaction. 161 responses were received at the College Council confirmed their support and strong satisfaction with schooling at Mater Dei.

**Parent Satisfaction**

The exit survey of Year 12 parents in October, 2013 affirmed the level of care and the capability of teachers in preparing their child for the HSC and life beyond the HSCV.

The survey was conducted by Michael Elphick Consultant.
8. **Financial Report**

### School Income

- **Fees & Private Income**: 25%
- **State Recurrent Grants**: 21%
- **Commonwealth Recurrent Grants**: 52%
- **Government Capital Grants**: 2%
- **Other Capital Income**: 0%

### School Expenses

- **Salaries, Allowances & Related Expenses**: 68%
- **Non Salary Expenses**: 22%
- **Other Capital Expenditure**: 10%
- **Other Capital Income**: 0%