

2025

ANNUAL SCHOOL REPORT

Mater Maria Catholic College

5 Forest Road, WARRIEWOOD 2102

Principal: Mr Marc Reicher

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About this report

Mater Maria Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), 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).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

At Mater Maria Catholic College, we are blessed to have a supportive community who are committed to fulfilling the College's mission statement. Our purpose is clear: to form young people who know Christ, love learning, and use their gifts to be the best they can be. This purpose guides our decisions, shapes our culture, and inspires the way we walk alongside our students each day.

We are inspired by the life and teachings of Jesus Christ, therefore we:

- Encourage a sense of community
- Promote Gospel values
- Nurture the human spirit
- Develop a welcoming, peaceful environment
- Provide opportunities for the realisation of potential
- Celebrate the uniqueness of the individual
- Educate for life

Joining the College as Principal at the beginning of Term 3, I was immediately struck by how deeply these commitments are lived. Mater Maria is a community that understands its why - and acts on it with generosity, hope, and a genuine desire to see every student flourish.

In 2025, our focus on the College value of stewardship invited students to recognise their responsibility for their learning, their relationships, and the world entrusted to them. Stewardship is not simply about caring for what we have; it is about choosing to leave things better than we found them. This mindset helped shape the way students approached their studies, their wellbeing, and their contribution to the life of the College.

As a systemic school, part of Catholic Schools Broken Bay (CSBB), we focused to realise the goals of Towards 2025 strategy by:

- Developing a collaborative culture of continuous improvement
- Accompanying students, families and staff to know Christ and to grow in faith
- Maximising the learning growth of each student
- Building the capacity of our staff
- Embedding future-focused systems, policies and processes

Our continued work in literacy, contemporary assessment practices, and building the image of the learner strengthened students' ability to think clearly and communicate with confidence. We are pleased to see the improvements from previous years were sustained and, in many measures, improved in 2025. These improvements reflect more than academic

progress - they show young people discovering their voice and understanding the impact they can have.

I am grateful to our staff, families, and students for the way they welcomed me into this community and for their shared commitment to our mission. Together, we are shaping a College that not only educates for today but inspires for tomorrow.

Parent Body Message

The College Advisory Board is one of two advisory parent bodies committed to the mission of the school, the other being the Parents in Partnership (previous known as the Parents & Friends (P&F) Association). The College Advisory Board's role is to act as custodian of the God's mission within our faith community, its focus is the well-being of the whole College within the beliefs and values, teachings and traditions of the Church. All parents are welcome to contribute to the 'Parents in Partnership' and provide guidance and feedback on school improvement initiatives. The College regularly requests feedback from these bodies and liaises in the development of all new initiatives.

In 2025, the College Advisory Board and 'Parents in Partnership' assisted in recognising the means to increase and encourage parent engagement in their children's learning and wellbeing. Highlights were:

- the new family welcome evening,
- the careers expo for senior students determining subject selection and career pathways,
- the HSC care packs provide for each Year 12 students and reaching out to families in need
- the preloved uniform shop, managed by a group of dedicated volunteers
- contributions to help shape CSBB new Strategic Plan Shaping Tomorrow, Together in Faith

In 2025, we farewelled two long serving members of the College Board, Darren Flynn and Julie Bell. They have both contributed immensely to the College's strategic direction and success. Their presence, wisdom and leadership will be greatly missed.

The invitation for parents to provide feedback is provided regularly via the College newsfeeds and parent satisfaction on the various aspects of the College is analysed using the CSBB Culture survey and other data sets.

Student Body Message

During 2025, the College captains have led the student body along with the College prefects, house captains and the fully inclusive Student Representative Council. Each ministry of leadership (the Samaritan (community, liturgy and social justice), Creative and Performing

Arts, House and Sport and Stewardship) has attempted to enrich their area of responsibility and make the College a better place. Year 12 student leaders were invited to share their faith with the student body at various events. The inclusive structure of the student representative council means that all interested students across all age groups can display their leadership and contribute to some wonderful initiatives to display our college values. In 2025, 208 students were involved in the student representative council.

In 2025, there were a number of significant student-led initiatives including Peer Counselling, College assemblies and events for RUOK? Day, the National Day Against Bullying and Violence.

We often consult through action groups of the SRC, this included taking part in Earthcare group, reviewing the student planner/diary, student recognition system and revamping the House Cup system.

School Features

Mater Maria Catholic College is a co-educational systemic school, Years 7 to 12, located in the tranquil bush setting in Warriewood Valley.

The College provides young people with an excellent educational experience focused on deep learning, positive support networks and an infinite array of opportunities grounded in our shared College values of community, hospitality, justice, spirituality, and stewardship.

In the tradition of the Sisters of the Good Samaritan, the founding religious order of the College, our students are called to be neighbours to all, to discover new ways of realising the parable of the Good Samaritan in all that they do. This philosophy sits in congruence with the vision and purpose of our governing body, Catholic School Broken Bay (CSBB). The vision for all CSBB schools is to deliver authentic, professional Catholic education with care and compassion and their purpose is to inspire the hearts and minds of all students to know Christ, love learning and use their talents to be the very best they can be.

Our facilities are modern and equipped to offer engaging and creative ways of collaborating, communicating and delivering the curriculum. The College also has specialised learning spaces for STEM, digital learning, drama, fitness, hospitality, languages, music, science, timber, textiles and visual arts. In addition, students have the benefit of our performance and presentation auditorium, the Byrne Theatre and the Marana Complex, which is an impressive gymnasium and gathering space for College events. In the open air, the Mater Maria Oval, covered outdoor court, and cricket nets provide training grounds and pitches for a number of our sporting teams.

The College enters teams in the Broken Bay Sports Association and the Northern Beaches Peninsula Cup. Elite sporting pathways are facilitated through the NSWCCC and College proudly supports many students onto higher sporting honours. Our ex-curricular sports program has been expanding over the past few years and students have opportunities to represent the College in a vast array of sports. Students can also represent the College in debating, public speaking, and a variety of curriculum-specific competitions in languages, science and mathematics. The College also offers an extensive extracurricular program in creative and performing arts with drama clubs and an array of music bands and ensembles.

As the original co-educational Catholic secondary school on Sydney's northern beaches, Mater Maria Catholic College welcomes all families who are seeking a faith-based, co-educational, quality education for their sons and daughters.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
535	563	244	1098

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2025. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2025 was 90.13%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90.44	88.96	89.16	88.76	91.43	93.88

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the Department of Education where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Senior Secondary Outcomes

The table below sets out the percentages 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 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	21 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

Our students are supported to pursue a wide range of career pathways that match their interests. Over 75% of students were offered a place at university (compared to 30% across the State). There has also been an increase in the number of students completing school-based apprenticeships/traineeships.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	118
Number of full time teaching staff	68
Number of part time teaching staff	28
Number of non-teaching staff	22

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	4
Provisional Teachers	11
Proficient Teachers	75
HALT Teachers	6

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

As you arrive at Mater Maria Catholic College, you are greeted by a contemporary statue of Mary and Child — our patron Mother Mary holding the infant Jesus. Two beautifully potted Good Samaritan roses frame the entrance, offering a warm welcome to all who enter. From the highest point of our grounds, the modern chapel and its striking cross stand as a beacon of our faith. Within the foyer, a finely crafted wooden cross inscribed with the question "Who is my neighbour?" invites our community to reflect on the values that shape our identity. These symbols, along with many others throughout the College, remind us daily of who we are and the lives we aspire to lead.

Benedictine values and Good Samaritan spirituality continue to guide the mission and culture of the College. Our partnerships with the Catholic Parish of Pittwater and the Lakes Catholic Parish remain central to the faith formation offered to our students.

In collaboration with Pittwater Parish, we encourage students and their families to participate in the monthly parish Soul Mass, held on the first Sunday of each month. Students played an active role in these celebrations, contributing through readings, music, and leadership. Student leaders also shared personal testimonies of their faith journeys, offering powerful witness to their peers and parishioners. Over the year, attendance steadily grew, with up to 150 members of the Mater community joining these gatherings.

The celebration of the Eucharist remains the heart of our Catholic identity and a vital expression of our shared faith. Throughout 2025, the College marked significant liturgical moments including Ash Wednesday, the Easter Liturgy, the Feast of the Assumption, our Opening College Mass, and the Thanksgiving Liturgy honouring our volunteers.

All students participated in reflection days designed to provide meaningful and high-quality formation experiences. Senior student leaders from Years 10–12 played an important role in facilitating these days, modelling leadership grounded in faith and service. Students consistently identify the Year 12 three-day retreat as one of the most memorable and transformative experiences of their time at Mater Maria.

Curriculum, Learning and Teaching

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The College is committed to providing flexible learning structures that allow the curriculum to be delivered in ways that meet the diverse needs of all students. Each student's learning program is shaped by contemporary pedagogical practices and informed by detailed analysis of individual learning data. Ongoing refinement of professional practice, supported by purposeful teacher collaboration, remains central to achieving the College's overarching goal of developing Engaged, Positive, Independent and Connected (EPIC) learners. This includes being Engaged in quality learning, maintaining a Positive attitude toward learning, demonstrating Independence through personal responsibility for learning and behaviour, and being Connected to the richness of our Catholic community.

Key Learning Area (KLA) leaders continued to prioritise the design of academic programs around targeted focus areas, enabling deeper and more authentic engagement with syllabus content. The College strengthened its whole-school literacy approach by embedding strategies that support students in developing more sophisticated written and verbal responses through a deeper understanding of key concepts. Staff were also encouraged to interrogate student learning data to identify literacy and numeracy strengths and areas for growth within their classes, informing planning for the 2025 school year. Teachers drew on a range of data sources, including effort and behaviour grades issued each term, semester academic reports, NAPLAN results, and the ACER Progressive Achievement Tests (PAT) and General Ability Tests (AGAT).

In 2025, the College further expanded student pathways by increasing the number of vocational education courses available. A growing cohort of students undertook School-Based Apprenticeships and Traineeships, enabling them to combine TAFE study, workplace experience and school commitments during Years 11 and 12. The success and confidence these students demonstrated in their chosen industries affirmed the value of these pathways and reflected the College's mission of educating for life and providing opportunities for the realisation of potential.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Mater Maria Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	79%	62%
	Reading	71%	69%
	Writing	80%	64%
	Spelling	86%	72%
	Numeracy	79%	69%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	77%	56%
	Reading	77%	65%
	Writing	89%	61%
	Spelling	86%	72%
	Numeracy	76%	66%

Higher School Certificate (HSC) Diocese

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

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

In 2025, the College continued to achieve outstanding HSC results. More than one third of students were ranked in the top 20% of the State, over 75% of students were offered a place at university (compared to 30% across the State), and 85% of results were in the top three Bands - the highest percentage of students in College history. 10 students' major works were nominated for an HSC Showcase of the best Major Projects across all schools in NSW. 10 students were ranked 1st in an HSC course across all of Broken Bay, across range of subjects from Religious Education, English, Mathematics, Science, TAS and Languages faculties. The highest percentage of students completed a School Based Apprenticeship or Traineeship.

We are rightly proud of the achievements of the Class of 2025. But more importantly, we are proud of how they achieved it. These students achieved strong academic results while still contributing to the life of the College. They were leaders, volunteers, teammates and friends. Their success was built on persistence, discipline, balance, and support from others. The Class of 2025 modelled the values we aim to nurture in every student.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2023		2024		2025	
	School	State	School	State	School	State
Ancient History	37 %	33 %	39 %	37 %	50 %	36 %
Construction Exam	-	-	67 %	47 %	100 %	44 %
Drama	86 %	60 %	83 %	62 %	75 %	58 %
English Extension 2	100 %	89 %	-	-	100 %	89 %
Music 1	100 %	69 %	100 %	68 %	100 %	67 %
Studies of Religion I	65 %	49 %	65 %	44 %	65 %	47 %
Visual Arts	75 %	66 %	70 %	67 %	94 %	64 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2025.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no significant changes made to this policy in 2025.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2025 to reflect new system processes.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

Results of parent surveys have been consistently pleasing and provided evidence that the majority of our parents are very happy with the educational opportunities and support we provide. Parental engagement and support of information evenings, and celebrations such as Father's Day and Mother's Day, highlight an overall satisfaction with the unique opportunities available to participate in the fuller life of the school.

Parents are also active participants as members of the College Advisory Board and the Parents in Partnership, in the coaching of college sports teams, and by regularly volunteering with initiatives like the Year 10 Careers Expo. The College Advisory Board and Parents in Partnership provide avenues for parents and community members to raise positive issues or those of concern. Any issues which are raised are listened to, discussed and responded to appropriately. We invite parent feedback regularly in various newsfeeds to the community.

Student satisfaction

Student voice is given high priority in strategic decision making and is collected via a number of sources, including satisfaction surveys. The Student Representative Council has been the major vehicle for collecting data relating to student satisfaction. The inclusive nature of the SRC allows every student's voice to be heard. Students who wish to be part of this leadership group are given the opportunity and are asked to attend regular meetings. After each meeting the College Vice captains, who chair the SRC meetings meet with the Principal to discuss any new initiatives and any feedback supplied by the student body. All major new initiatives that impact the students experience are consulted with the SRC.

Academically, the 'general approach to learning' results indicated that students are connected to their learning. A student designed encouragement scheme called the House Cup was reviewed in 2025. Students reported increased motivation as they saw the House points leaderboard change each fortnight. This culminated in an EPIC student fun day at the end of the year to celebrate the highest point contributors to the House Cup.

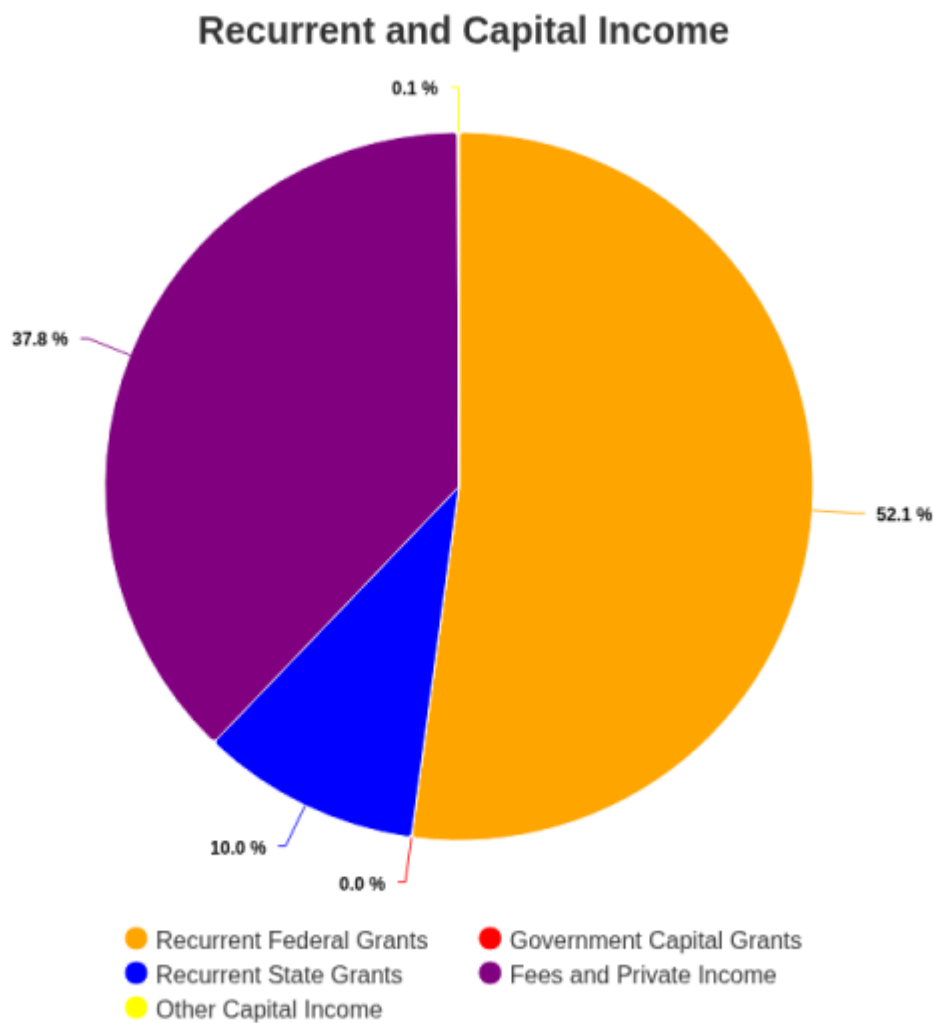
Teacher satisfaction

Mater Maria is a dynamic, high performing school where staff feel supported to provide a quality learning environment for our students. Staff members are invited through staff meetings and the College Executive to dialogue satisfaction and/or concerns. There is wide consultation on all decisions that impact staff, and their voice is heard and acted upon. The College is a supportive work environment with a positively engaged staff. The acknowledgement of teacher workload issues by CSBB in providing an extra hour per week for collaborative planning was well received by the staff and has provide further opportunities for staff to feel connected and support to our common goals.

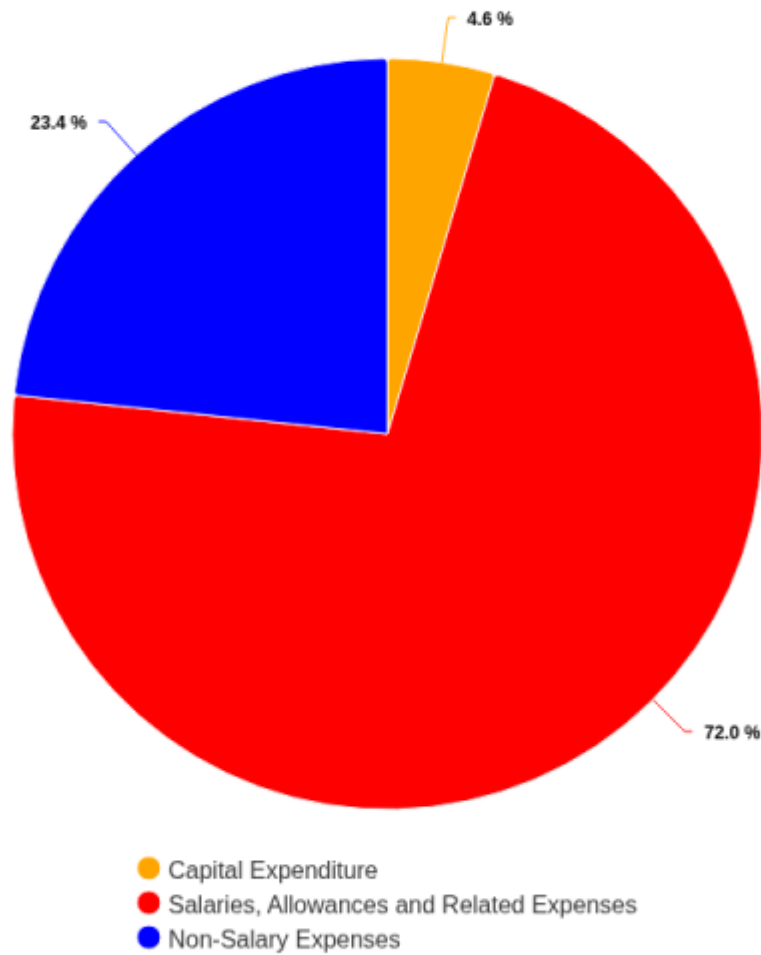
The College also has a supportive network and effective support program for early career teachers. Finally, the new staff induction program that last for the whole of first term, provides opportunities for new staff to receive digestible sized pieces of information in a timely fashion and also allows for regular check ins with members of the College executive. Staff regularly report that the sense of community and support by leadership is a highlight of working at Mater Maria Catholic College.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the College in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT