



WALK IN NEW LIFE

MATER MARIA CATHOLIC COLLEGE
COMMUNITY • FORMATION • SUCCESS

2013 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

In 2013 the College focused its attention on the College Value of Stewardship, which was defined as displaying respect for self, for others and for the environment and was acknowledged and celebrated across all areas of College life. In April the College farewelled our Principal acknowledging her gift of dedication, leadership and service as Principal. In Holy Week, the College undertook a unique pilgrimage to Broken Hill in the far west of New South Wales. In May the community celebrated its 51st Anniversary Mass on the Feast of Mary Help of Christians and in December we acknowledged the outstanding achievement of students in the 2013 HSC.

1.2 Message from the Parent Body

The College Board is one of two peak parent bodies committed to the mission of the College (the other being the Parents & Friends Association). The College Board's role is to act as custodian of the spiritual journey of the College, its focus being the well-being of the whole of the College within the beliefs and values, teachings and traditions of the Church.

2013 has seen a focus on the College value of Stewardship, our reverence for the sacredness of all of God's Creation, our respectful use of all things and our deep appreciation for the many gifts our Creator has bestowed upon us. The College Board's work through 2013 focused on supporting the College's pursuit of this theme.

College Board Co-Chairs

1.3 Message from the Student Body

During 2013 we have led the student body along with the College Prefects, House Captains and Student Representative Council. Each ministry of leadership: Community, House, Liturgy, Performing Arts, Social Justice and Sport has attempted to enrich their area of responsibility and make the College a better place. We are grateful to the teachers and support staff for all they have done for us over our time at Mater Maria and in particular during our Year 12 final year.

We extend our best wishes to the younger students of the College and wish them well during their remaining years at Mater Maria.

College Captains



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
487	441	59	6	928

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay 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 at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail 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.

a	b	c	Total
75	1	2	78

Further information about the staff profile can be found in the School Facts section of the school's profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 99%.



2.5 Teacher Satisfaction

During 2013, staff members were invited into a dialogue entitled 'dreaming the dream' which probed satisfaction through their workplace context of teaching and the preferred focus for school improvement at the College. A collaborative approach was undertaken with staff to design the School Improvement Plan for the next strategic period and areas of strength were acknowledged and those that require further improvement have been integrated into the new Strategic Plan agenda. Overall, staff members are generally satisfied with College's leadership and structures and pleased with the development and learning improvement taking place at the College.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
7	96.0
8	94.6
9	93.1
10	94.1
11	93.5
12	93.8

The average student attendance rate for 2013 was 94.2%.

Of the students who completed Year 10 in 2011, 78% completed Year 12 in 2013.

Management of 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 Education Act 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 school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- 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 school's expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.

School 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, the Catholic Schools Office and the relevant Department of Education and Training officer 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 school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

In 2013 the Student Representative Council was enhanced and regular meetings were conducted with the College Vice Captains as the chairpersons. The SRC has been the major vehicle for collecting data relating to student satisfaction. Representatives have provided pleasing responses with regards to learning structures, teacher practise and the pastoral care programs within the College. Students are also pleased with the Youth Ministry initiatives and social justice opportunities available at the College. Additionally, students have also provided recommendation for repairs and maintenance so as to further enhance the learning environment at the College.

One again, Effort and Behaviour results indicated that students are connected to their learning and the College recognised 60 students in Year 7, 17 in Year 8, 43 in Year 9, 17 in Year 10, 34 in Year 11 and 42 in Year 12 with a Gold Award for Effort and Behaviour. This award indicates that students have committed to their studies in both effort and behaviour and have acquired a Green Award for each of the four school Terms over the year.

2.8 Senior Secondary Outcomes

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

The percentage of students in Year 12 undertaking vocational or trade training was 35%.

2.9 Student Destinations

Data collected from our students who leave after the compulsory leaving age (17) suggest that the unemployment rate amongst our past students is negligible or nil. 60% of our 2013 HSC class received offers of university places. The Universities of Sydney continue to be the most favoured although an increasing number are travelling further afield to take up university places. A number of students will travel abroad for 2014 and will take up study options at university or TAFE in 2015. Approximately 20% of the 2013 HSC class has taken up apprenticeships.



3. Catholic Life and Mission

3.1 Catholic Heritage

2013 marked the 51st anniversary since the Good Samaritan Sisters established Mater Maria Catholic College, initially as a girls' school. From 1962 until 1990, twenty-five Good Samaritan Sisters served at the College. In 1979 the College became co-educational and in 1980 the Sisters donated the land of the College in perpetuity. Responsibility for the College was later handed to the Catholic Diocese of Broken Bay and in 1990 the first lay Principal was appointed. The Sisters of the Good Samaritan's charism continues to have strong influence over the life and mission of the College along with the surrounding parishes - the Catholic Parish of Pittwater and the Lakes Catholic Parish - which remain important partners in the faith education offered at the College.

3.2 Religious Life of the School

The celebration of Eucharist is the pinnacle of the expression of our Catholic faith and is an integral part of life at the College. We celebrated the Opening Year Mass, Mater Maria Day, End of Year Mass, significant feast days and a Graduation Mass Year 12. We are fortunate to have the support of our local clergy who are willing to assist us in this domain, including the offering of weekly Mass at lunchtime and before school prayer service.

In 2013, each member of the College community was invited to be a custodian of the College value of Stewardship. This focus extended across all areas of College life and all Liturgical celebrations focused on students living as stewards and disciples of Christ.

During the course of 2013 we celebrated a range of significant Liturgical events. These included: Ash Wednesday, Easter Liturgy, the Feast of the Assumption, back to parish Masses, and Thanksgiving Mass for our volunteers at the College. Prayer life is encouraged with formal prayer in our Mater Maria Chapel as well as prayers being offered at assemblies and mentor groups. The 51st Anniversary Mass in May was a special opportunity for the College to give thanks for the abundant blessings which have been bestowed on the community and acknowledge the Sisters of the Good Samaritan, the founding Religious Order of the College and the remarkable gift they have left the community.

Outreach is an integral element in the education of our students and they are educated and encouraged to participate in assisting those less fortunate, from fundraising for Caritas to involvement in house-building in Cambodia. Year 9 students engaged in a Reading program with local Catholic primary schools and Year 10 students arranged and participated in a fete for students with special needs. There is a concerted effort to strengthen our students' call to serve through these outreach activities and the youth ministry program at the College. Major youth ministry initiatives in 2013 included the Outback Indigenous Pilgrimage to Broken Hill, a number of Interfaith Dialogue experiences and the Australian Catholic Youth Festival in Melbourne.

3.3 Catholic Worldview

The very foundation of being a Catholic organisation is that our Catholic worldview permeates all that occurs in the College. The Gospel values underpin our relationships and the expectation that all will be treated with respect and dignity. Those in need are supported, including the supply of meals in times of crisis and there is a deliberate strategy to ensure that financial hardship is not a barrier to participation in the fuller life of the College.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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 College's pastoral care program draws its expression and strength from the life of Jesus Christ where each young person is encouraged to value and respect themselves, build positive relationships and contribute to the community in which they live.

In 2013, the College introduced the new role of Pastoral Care Co-ordinator to enhance leadership of the pastoral domain at the College. There was a continued emphasis on the restoration of relationships after conflict under the tenets of Restorative Justice ensuring that each student is offered justice, dignity and self-worth through a compassionate response and a spirit of reconciliation when mistakes are made. This encourages students to discern appropriate behaviours, restore personal relationships with dignity and grow into socially responsible adults.

A formalised pastoral care program was delivered to all students that catered for the specific needs of students according to sex and age and concerned topics such as study skills, risk taking behaviour, body image, self-esteem and cyber safety. The College completed the 'Planning Stage' of the eSmart framework and again delivered a highly engaging College assembly to promote and acknowledge the National Day Against Bullying.

Year Co-ordinators have remained at the foreground of matters pertaining to pastoral care. The College continues to empower mentor teachers in their contributions to the program and regular, formal meetings were held to promote their deeper involvement in student pastoral care and well-being. A vertical structure of students in Years 7 and 12, Years 8 and 10, and Years 9 and 11 continues to enhance possibilities for student leadership and mentoring.

4.3 Pastoral Care of Families

Parents, as the primary educators of their sons and daughters, are valued contributors to the life of the College. Parents play a critical role in providing learning opportunities at home and in linking what their children learn at school with what happens elsewhere. Each new family to Mater Maria is warmly welcomed and invited to attend and contribute to the 'Mater' sense of community, friendliness and joy by becoming involved and contributing to the life of the College.

An open dialogue is encouraged and parents are called to be actively engaged in their children's learning and formation. Pastoral care information was delivered at all parent information evenings and parent teacher interviews remain a critical opportunity to ensure comprehensive dialogue between home and school. Families in crisis are supported through meals, access to information on support services outside the College and counselling services for students in the College. 15% of students assessed counselling services during 2013.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy and Procedures](#) which is implemented by all schools in the Diocese.

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



4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work 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 CSO for Broken Bay 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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 Maria seeks to provide flexible learning structures in which the curricula can be delivered to meet the needs of all students. Each student's program for learning is informed by contemporary pedagogies and a focused analysis of each student's diagnostic data. Refining professional practice and sharing knowledge through teacher collaboration remains a critical component in realising the College's overarching goal for students to 'achieve their personal best'. This simple statement encourages in students personal responsibility, commitment and achievement. It is at the core of the College's significant journey of school improvement over a number of years and evidenced by results in external examinations during these periods.

Preparation for the introduction of the National Curriculum for English, Mathematics, Science and History was a key focus and provided a basis for review and reflection of existing programs and an opportunity to enhance and deepen learning outcomes in those learning areas. KLA leaders placed emphasis on designing academic programs based on the UbD (Understanding by Design) approach. This practice constructs units of work around a focus issue to provide a deeper, more authentic scope for the delivery of the syllabus. The College placed additional focus on ICLT and commenced planning for the implementation of the 1:1 program of student mobile devices (tablets). The College will continue dialogue with the Catholic Schools Office during 2014 for implementation of the program from 2015.

The two main School Improvement agenda items focused around Literacy and the effective use of diagnostic data. The College's Literacy Committee met regularly throughout the year to enhance strategies for reading so as to improve access to the curriculum delivered. A number of new strategies will be introduced in 2014. The co-teaching model continued for students with special needs. This involved the KLA specialist working with a Learning Support teacher so that skills and expertise could be shared.

5.2 Student Achievement

Students in Years 7 and 9 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 7**, students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 6-9 are performing at a standard deemed above the national minimum standard. Students in Bands 8 and 9 are "at proficiency".
- **In Year 9** students in Band 5 are achieving below the national minimum standard. Students in Band 6 are achieving at the national minimum standard. Students in Bands 7-10 are performing above the national minimum standard. Students in Bands 9 and 10 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area.



- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2013 cohort, there were **(183)** students in Year 7 and **(176)** students in Year 9.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.

Additional information can also be accessed from the My School website

(<http://www.myschool.edu.au/>)

Band Distributions (%) – Year 7

		Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
Reading	State	4.7	14.1	24.6	25.2	20.1	11.4	94.8
	National	4.2	12.7	25.8	29.7	18.4	7.7	94.2
	School	0	7.1	21.7	29.3	28.3	13.6	100
Writing	State	8.7	21.1	27.5	22.0	14.8	6.0	89.2
	National	9.1	17.2	29.9	24.6	12.4	5.2	89.3
	School	1.1	14.9	22.7	37.6	16	7.7	99
Spelling	State	5.4	8.3	19.0	29.9	24.4	13.1	94.8
	National	4.8	10.2	21.8	29.9	21.3	10.5	93.6
	School	1.6	5.4	19.6	29.9	32.6	10.9	98
Gr. & Punct.	State	10.2	13.4	19.5	22.3	19.4	15.1	91.1
	National	7.8	14.5	24.0	25.1	17.2	9.8	90.6
	School	3.3	9.2	15.8	31	27.7	13	97
Numeracy	State	2.8	16.2	25.4	24.8	16.3	14.6	95.2
	National	3.3	14.7	27.9	26.0	16.0	10.5	95.1
	School	0.5	8.2	26.1	32.6	24.5	8.2	99

The Year 7 cohort, for all dimensions tested in NAPLAN, achieved significantly above the State and National percentages by having students at or above the national minimum standard. The Literacy and Numeracy Co-ordinator facilitated a program which identified those students in need of remediation and provided strategies which assisted teachers to meet the needs of those students and support enhanced learning outcomes. The College has developed a whole school approach to Literacy in Reading and specific areas of Literacy and Numeracy need.



Band Distributions (%) – Year 9

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
Reading	State	4.8	16.9	26.9	26.6	18.9	5.9	94.1
	National	5.0	16.6	28.7	28.2	15.3	4.7	93.4
	School	1.2	8.1	20.9	37.2	27.3	5.2	99
Writing	State	18.3	19.1	21.3	22.8	10.7	7.9	82.0
	National	15.8	20.8	25.0	20.2	11.0	5.6	82.6
	School	6.5	12.4	36.5	25.9	12.9	5.9	94
Spelling	State	6.1	11.0	26.8	31.5	14.8	9.8	93.2
	National	6.3	13.6	27.9	29.3	15.8	5.4	92.1
	School	1.2	5.2	26	39.9	20.2	7.5	99
Gr. & Punct.	State	11.4	14.5	28.8	22.7	12.3	10.3	88.7
	National	10.3	18.2	25.6	23.4	13.9	7.0	88.1
	School	3.5	11	24.9	28.9	19.7	12.1	97
Numeracy	State	7.9	17.4	24.4	20.4	13.6	16.3	90.6
	National	7.8	18.3	25.6	22.1	13.5	11.0	90.6
	School	2.4	8.9	23.7	32	21.3	11.8	98

The students of the Year 9 cohort achieved averages significantly higher than both the State and National figures for all dimensions tested in NAPLAN. The levels of average growth achieved by this cohort over the past two years were significant in Reading, Spelling, Grammar and Punctuation and Numeracy. The College has been on a continual improvement journey since the introduction of NAPLAN. This sustained improvement can be attributed to an increase in the use of student data by all teachers and an adjustment of pedagogy to the specific needs of students. The use of data by staff will continue and be expanded to allow students to self-evaluate and parents to engage with the specific learning needs of their children.

Record of School Achievement (RoSA)

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. No students at the College requested a RoSA in 2013.

Higher School Certificate

In 2013, 72 Distinguished Achievers' places were received for marks of 90 or above. This was an increase of 45 Band 6 results on the previous year. Mater Maria students achieved fifth and ninth in the State in Business Services and eighth in the State in Information Technology Examination.

76 per cent of two unit results were placed in the top three performance Bands. 61 per cent per cent of results in the same courses were either Band 5 or Band 6. Mater Maria HSC students achieved 262 Band 5 results and 229 Band 4 results which by percentage was lower than the 2012 results.

Thirty five courses were presented at HSC and students achieved above the State mean in 27 of them. Students' major projects in Industrial Technology, Textiles and Design and Design and Technology were selected for display at InTECH, TexStyle and DesignTECH. Students' major performances for Drama and Music 2 were nominated for OnStage and Encore.



5.3 Extra Curricula Activities

Within the College there is a broad spectrum of opportunities for students to pursue their individual interests and to develop their talents. There is a wide range of sporting teams and competitions in which students can participate and talented students are supported in Diocesan, Regional, State and National levels.

The Duke of Edinburgh Award Scheme continues to be popular and three students were successful in attaining the three year program for the Gold Award. The College has a dynamic program in the Performing Arts and students are able to join bands, ensembles or productions. Students in the Year 11 drama class toured the local primary schools to perform an anti-bullying play. Five students attended the Australian Catholic Youth Festival in Melbourne, a national gathering for Catholic youth. In addition, a number of students participated in an Outback Indigenous Pilgrimage to Broken Hill in April 2013.

Some of the highlights of 2013 were: the drama department's major production, a contemporary adaptation of Shakespeare's *A Midsummer Night's Dream*; a visit from the College's Japanese sister school from Tadaoka, Osaka in Japan and the Battle of the Bands held in the Marana Complex in Term 2. Chemistry students participated in the NSW Titration competition and other science students entered the CSRIO CREST award scheme. A number of students attended the Sydney University Model United Nations conference and Year 11 Legal Studies students participated in the Law Society of NSW Mock Trial competition. A Hospitality VET student was placed first in the Northern Beaches Hospitality Challenge and the Student Representative Council led a range of initiatives to raise awareness on cyber-bullying and sun safety. The 15 Years boys' team won their age division at the Broken Bay Cross Country and won the Broken Bay Champion Boys' Surfing title. Mater Maria students claimed the 15 Years Broken Bay Boys' Age Champion in swimming and the title of Broken Bay Junior Girls Champion in surfing. Students represented the Catholic Diocese of Broken Bay at the NSW Combined Catholic College level in cross country, rugby league, rugby union, soccer, swimming, track and field and touch football.

5.4 Professional Learning

During 2013, the College continued to participate in the Leading Learning Program, which is an initiative of the Catholic Schools Office in partnership with Auckland University. The College hosted the Peninsula Cluster gathering for middle and senior leaders and participants were guided in deepening pedagogical proficiency.

Teaching staff were provided with training in the tracking of student wellbeing and learning data so as to inform teaching style and practice in the classroom and meet the individual needs of each student. This ongoing process continues to be informed by Effort and Behaviour grades issued each school Term, academic results reported each semester, NAPLAN and the NSW University General Assessment Test. Specific information relating to at risk students and the peer review of high quality teaching practises were also discussed during 2013.

Training and development for the Edumate management suite was also offered and has centralised and improved data collection of academic, behavioural, general achievement and co-curricular participation of students. Staff provided service and development in the local community through their staff spirituality reflection day by performing bush regeneration and service in homeless kitchens, Parish communities and nursing homes.

Additionally staff were guided in professional learning relating to mental health issues for students and provided with strategies to identify student concerns for referral to professionals.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The Strategic Plan goals for 2011-2013 are:

Mission in Context: Mature as a faith community our discipleship in Christ and strengthen our understanding of and connections with the Good Samaritan charism.

Education for Personal Excellence: Promote excellence in leadership of high quality learning within a culture of positive relationships which nurture the human spirit and develop full human potential.

Organisational Support: Commit to continuous improvement, sustainability and accountability in all aspects of the life of the College.

The annual goals for 2013 are outlined below.

Annual Goal One: Articulating and promoting the College value of Stewardship.

In 2013 each member of the College community was invited to be a custodian of the College value of Stewardship. Throughout the year a range of activities and initiatives was presented to challenge students in their responsibility for the environment, respectful interaction with others, strengthening the reputation of the College and ensuring that they are their best through their own wellbeing and accomplishment. Each Liturgical celebration highlighted the importance of stewardship and the deep respect and connection that Jesus has for the natural world. The College issued a commemorative pin to acknowledge the College value of Stewardship and the 51st Anniversary Mass in May acknowledged the Sisters of the Good Samaritan and their foundation of the College.

The Year 11 Earth and Environmental Science students undertook a forensic audit of yard/playground waste and reported back at a College assembly which provided a compelling case of why litter needs to be collected to avoid contamination of local bush and waterways. The College also implemented changed practises in procurement and undertook purchasing of eco-friendly goods. Pastoral Co-ordinators implemented a 'back to basics' approach to address inconsistency with uniform and student personal organisation in the classroom so that students could be better stewards of their own self, organisation and achievements.

The learning environment continued to be enhanced through refurbishment and upgrades. Major projects included the College canteen refurbishment to a commercial standard, sensor detector lighting was installed in all toilet facilities and corridors and synthetic turf was installed in the western sails area. Additionally, significant rectification to a number of external walkways was undertaken to address uneven surfaces and trip hazards.



Key Domain Two: Enhancing Literacy across the curriculum; specifically, Reading, to improve access to the curriculum.

Strategies for improving Literacy continued to be enhanced through the College Literacy Committee and the professional development of staff. A framework through data analysis was provided at the teaching and learning professional learning day in May to determine refined strategies for addressing Literacy and Numeracy according to specific class groupings.

Middle Leaders were invited into more meaningful conversations with their respective staffs about the Leading Learning agenda and the key learning areas of English, Mathematics, Science and History and undertook preparation for the introduction of the Australian Curriculum specifically using the UbD (understanding by design) approach to deepen engagement in the delivery of learning outcomes.

The College commenced consultation for the implementation of a 1:1 student mobile device program to enhance and complement student learning, administration, creativity and workflow. Students, staff and the College Board were involved in considerable dialogue. The College will continue consultation with the Catholic Schools Office in early 2014 for implementation of a program for two cohorts in 2015.

The College resourced significant improvements in its student management system, Edumate, to ensure that efficiencies in data collection and communication with parents were achieved. This included the implementation of automated communication with parents via email to communicate attendance issues such as lateness or absenteeism from a scheduled class and emailed notification regarding behaviour management and student detentions. The quarterly Effort and Behaviour reports were distributed via email for the first time.

Email was also announced as the preferred channel of communication and distribution of all College correspondence. All 2013 College notes, including the College calendar, permission notes, curriculum information handbooks and forms were made available electronically via an unlisted page of the College website. This self-service repository has enhanced communication and ensures that communication between the College and home is optimal. The College is insistent that students are better supported if there is open communication between parents and staff.

Key Domain Three: Improved tracking of students using available data and effectively using this for individual student wellbeing.

All staff members were provided with professional learning to improve technical skills for their access to available data relating to each student's learning progress and wellbeing development. This included academic grades and effort and behaviour descriptors for each cohort so to improve and better inform the teacher's classroom practise. The continued utilisation of the College's student management system, Edumate, has ensured that teachers and middle leaders have increased information available to them.

Additionally, parents were engaged more formally about pastoral care and wellbeing through structured presentations delivered at all parent information evenings. The College, through the appointment of the Pastoral Care Co-ordinator, was able to resource and better support the work of pastoral care at the College. New pastoral practises and learning opportunities for students were introduced and a formalised program was implemented through the designated fortnightly pastoral period. All cohorts were provided with age specific skill sets to enable them to better understand the implications of using digital communication. The concept of a digital footprint and skills for cyber safety was a major focus throughout the year.

A proactive approach was also taken to ensure that student data can better inform student wellbeing so that it provides the basis for challenging students to achieve their personal best.



6.2 2014 Priorities and Challenges

In 2014 the College will commence its new three year strategic School Improvement Plan. The overarching focus of this plan is to continue the excellent improvement curve the College has travelled on by creating Engaged, Positive, Independent and Connected (EPIC) learners.

In 2014, the community of Mater Maria Catholic College will be committed to:

- Articulating and promoting the College value of Spirituality;
- Enhancing the use of student data to inform teaching and track student performance;
- Providing students with opportunities to track their own academic performance;
- Improving systems for encouraging and recognising quality work and community involvement; and
- Increasing parent engagement in their children's learning.

Key Domain One: Strengthen students' understanding and commitment to being disciples of Jesus through prayer; service to others and active reflection on the College values

By the end of 2014 we will have:

- provided the community with a variety of experiences to achieve a deeper understanding of spirituality and how the Beatitudes can be used to guide our decisions in life;
- inducted all Year 7 students into a program designed to increase their understanding of the Mass;
- acknowledged all students who have served the College and wider community through the House Cup system;
- established a Year 11 Catechist group to work alongside local parishioners in evangelising the Catholic faith; and
- implemented the Catholic Schools Youth Ministry Australia (CSYMA) program with interested Year 10 students.

Key Domain Two: Effective data and resource use by staff, students and parents to optimise each student's learning outcomes

By the end of 2014 we will have:

- planned and prepared for the implementation of the Australian Curriculum;
- developed a whole College literacy approach;
- updated the student achievement database for all cohorts and provided access for all staff;
- initiated staff professional learning teams to self-evaluate, collaborate and gain colleague feedback;
- recognised students by celebrating academic excellence and sustained diligence through the House Cup system;
- produced an educational plan for the introduction of 1:1 mobile device program; and
- upgraded the wireless network infrastructure of the campus in preparation for the implementation of the 1:1 mobile device program.



Key Domain Three: Provide a positive, safe learning environment that celebrates each student's success within a connected learning community

By the end of 2014 we will have:

- developed a Student Welfare Committee to devise strategies for whole College initiatives and individual students to strengthen their well-being;
- recognised students who have formally represented the College through the House Cup system;
- completed the Implementation Phase of the eSmart framework for managing cyber safety; and
- opened the Edumate parent portal to facilitate regular communication with parents relating to their child's learning goals, attendance, assessment and behaviour.



7. Parent Participation

7.1 Introduction

Many opportunities are available for both mothers and fathers to connect to our community. Regular parent information evenings, meetings, celebrations such as Fathers' and Mothers' Day and family Masses in the Mater Maria Chapel provide unique opportunities to participate in the fuller life of the College. It is also evident in a range of activities from membership of the College Board and the Parents and Friends Association, to assisting staff in the organisation of events, coaching of College sports teams, to regular voluntary work at working bees or other initiatives. The Mater Maria Festival is an annual opportunity for our parents to assist in College fundraising for the further development of the learning environment. It is our hope that parents initiate support of College activities and commit to the ongoing development of our community.

Fundraising completed by the parent community through the Mater Maria Festival and walkathon over the past two years contributed to the purchasing of the new air conditioning system for the Marana Complex and the construction of a new shade structure over the existing outdoor court. Both projects have been well received by all stakeholders at the College and families are to be congratulated on this fundraising support that ensures the College can provide the best resources for students.

The annual Volunteers' Mass was a special opportunity to share Eucharist in the Mater Maria Chapel and was a most fitting way to give thanks to parent volunteers who assisted the College during the calendar year.

7.2 Parent Satisfaction

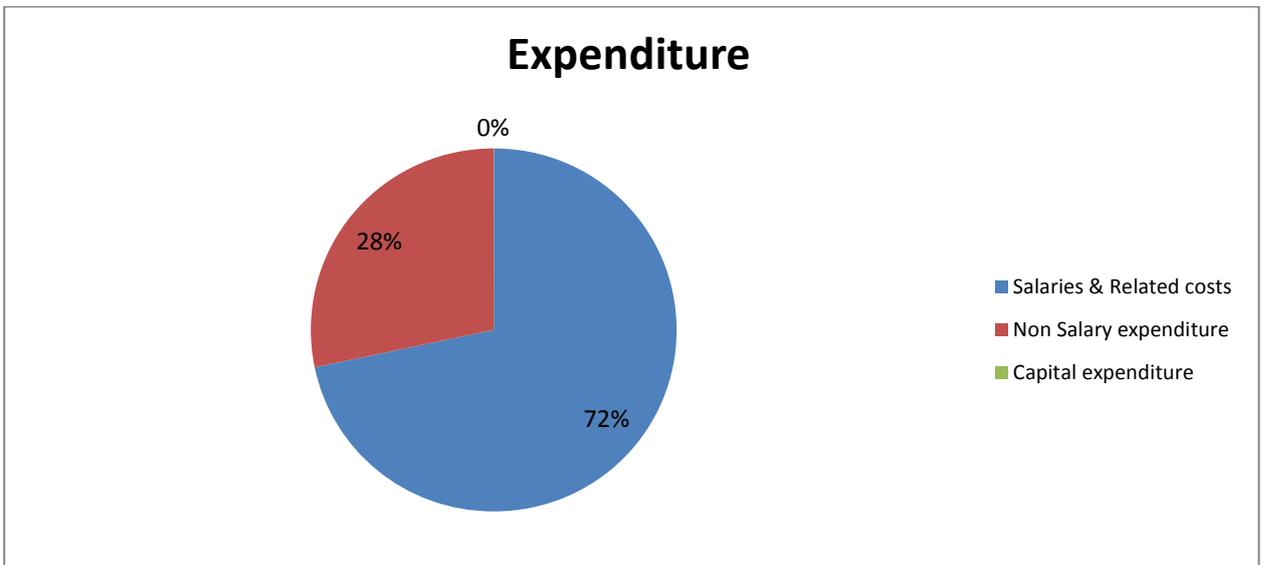
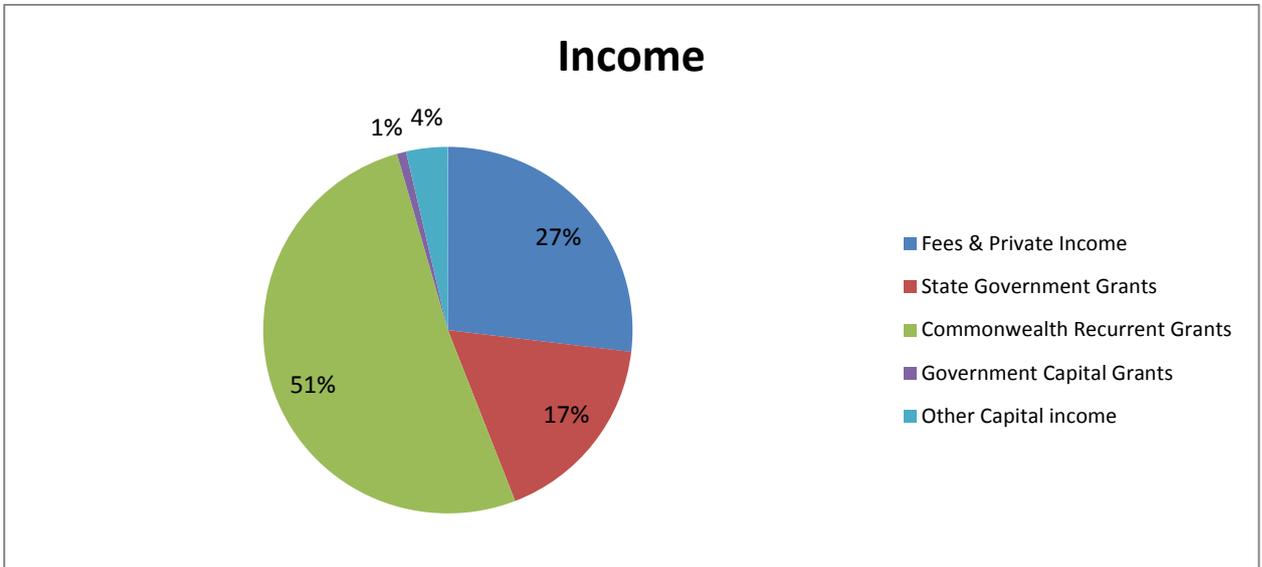
In 2013 the College conducted online surveys to collect parent feedback on a range of issues. Parents provided feedback on each area of College life with the view to acknowledging success and those which require further development. From the data, parents were overwhelming happy with the teaching staff, behaviour management program and the co-curricular life of the College.

The College Board and P&F also 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.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the “myschool” website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



The contents of this annual report have been validated by the School’s consultant, Ray Werren.