



WALK IN NEW LIFE

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# MATER MARIA CATHOLIC COLLEGE

COMMUNITY • FORMATION • SUCCESS

## 2014 Annual Report



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## ABOUT THIS REPORT

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Mater Maria Catholic College (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School 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 School 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 School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

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

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

In 2014, each member of the College community was invited to be a custodian of the College value of Spirituality. In addition, with the Catholic Parish of Pittwater, students and staff focused on the Beatitudes as the chosen scriptural passage. The College introduced the School Improvement goal of developing EPIC (Engaged, Positive, Independent and Connected) Learners, in May the community celebrated its 52nd Anniversary Mass on the Feast of Mary Help of Christians and in late November our combined College and Catholic Parish of Pittwater house building trip took place in Cambodia. In December we acknowledged the achievement of students at our Annual Awards night with record numbers of students being presented our College Gold Award for sustained diligence and maintaining a positive attitude towards learning throughout the entire year.

### **Parent Body Message**

The College Board is one of two advisory parent bodies committed to the mission of the College (the other being the Parents and Friends (P&F) 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. In 2014, each member of the Mater Maria community was invited to be neighbour to the College value of Spirituality and deepen awareness that God is with us in all that we do. Additionally we assisted in recognising the means to increase and encourage parent engagement in their children's learning.

### **Student Body Message**

During 2014 we have led the student body along with the College Prefects, House Captains and Student Representative Council. Each ministry of leadership; the Arts, Community, House, Liturgy, Social Justice, Sport and Stewardship 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.

### **Parish Priest's Message**

There is much to celebrate at Mater Maria Catholic College and I believe the College continues to thrive as it opens its doors to all who seek a Catholic education. In 2014, with the Catholic Parish of Pittwater, students and staff focused on the Beatitudes as the chosen scriptural passage. In addition, the College value of Spirituality was embraced. Highlights of the year included the 52nd Anniversary Mass on the Feast of Mary Help of Christians and the combined College

and Catholic Parish of Pittwater house building trip to Cambodia. I hope the message of the Samaritan parable will continue to challenge each one of us and help to form young men and women of the peninsula in Catholic discipleship.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

Mater Maria Catholic College Warriewood, is a Catholic systemic secondary school.

At Mater Maria Catholic College, our co-educational community is focused on learning, positive support networks and an infinite array of opportunities grounded in our shared College values of Community, Hospitality, Justice, Spirituality and Stewardship. Each student is called to nurture curiosity, be globally focused and confident in all that they do.

Mater Maria Catholic College was founded by the Sisters of Good Samaritan, 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 a strong influence over the life and mission of the College along with the surrounding parishes which remain important partners in the faith education offered at the College.

Blessed Mary, mother of Jesus, holds a cherished place in the heart of the community of Mater Maria and the College is protected by her in a special way. As the College's patron and guide, each member of the community is invited to join her as first disciple and to know the reality that God is with us in all that we do.

At Mater Maria, the facilities are modern and technologically equipped to offer each teacher engaging and creative ways for delivering the curriculum. All classrooms are digitally networked with IT, ceiling mounted projectors and audio systems. Specialised learning spaces exist for electronics, digital learning, drama, fitness, hospitality, languages, music, science, timber, textiles and visual arts. In addition students have the benefit of a performance and presentation theatre, the Byrne Theatre and the Marana Complex, our gymnasium and auditorium where whole College events and liturgies are celebrated. In the open air, the Slattery field, covered outdoor court and cricket nets provide training grounds and pitches for a number of sporting teams.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 485   | 446  | 67     | 931            |

\* Language Background Other than English

The current enrolment of students represents a steady increase of enrolment over the past ten years. The College is near capacity and the enrolment is expected to remain at this level. Enrolment applications close two years prior to the commencement date in the month of March.

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2014 was 93.08 %. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |         |
|--------------------------------|---------|
| Year 7                         | 94.40 % |
| Year 8                         | 94.10 % |
| Year 9                         | 92.20 % |
| Year 10                        | 91.60 % |
| Year 11                        | 93.10 % |
| Year 12                        | 93.08 % |

### 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 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
- 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

### **Student Retention Rate**

Of the students who completed Year 10 in 2012, 82% completed Year 12 in 2014.

### **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; Year 12, 2014   |      |
|--|------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling.                           | 15%  |
| % of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification. | 100% |

### Post School Destinations

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

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 2014 HSC class received offers of university places. Approximately 20% of the 2014 HSC class has taken up apprenticeships.

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2014:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 74                    | 23                       | 97             |

\* This number includes 54 full-time teachers and 20 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

| Teacher Qualifications |  | Number of Teachers |
|------------------------|--|--------------------|
| 1                      | Those having formal qualifications from a recognised higher education institution or equivalent.   | 74                 |
| 2                      | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0                  |

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

|              |  |
|--------------|--|
| <b>Day 1</b> | Staff members were guided in deepening proficiency in the tracking of student wellbeing and learning data to inform teaching and student performance using the School Measurement Assessment and Reporting Toolkit (SMART). Focus was also given to improving students' literacy skills. |
| <b>Day 2</b> | The focus of 'Building Positive Relationships' was offered to enhance staff's understanding of student wellbeing and pastoral care with a focus on adolescent anxiety and cyber safety.  |
| <b>Day 3</b> | The Aboriginal Education Officer from the CSO led staff on an Aboriginal spirituality walk at West Head focusing on the connection between nature and the Divine. Staff also gave consideration to the Pope Francis' Apostolic Exhortation Evangelii Gaudium – the Joy of the Gospel.    |

The College continued to participate in the Leading Learning Program and held workshops for middle and senior leaders which focused on deepening pedagogical proficiency through the use of technology. A significant professional learning program was offered for the introduction of the one to one iPad program for Years 7 and 9 students in 2015. Initial sessions supported teachers to explore the possibilities of teaching and learning with the iPad and an overview of iPad features for effective use. The College also provided training for the Google Apps for Education, specifically Google Drive, Docs, Groups and Sites.

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

At Mater Maria Catholic College, 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.

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 for Year 12. The College is fortunate to have the support of local clergy who are willing to assist in this domain, including the offering of weekly Mass at lunchtime and a weekly before school prayer service.

In 2014, each member of the College community was invited to be a custodian of the College value of Spirituality. This focus extended across all areas of College life and all liturgical celebrations invited students into a mindful awareness of the reality that God is with us in all that we do.

During the course of 2014 the College celebrated a range of significant liturgical events including a back to parish Mass celebrating the Feast of the Assumption. Prayer life is encouraged with formal prayer in our Mater Maria Chapel as well as prayers being offered at assemblies and mentor groups. The 52nd 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. The opportunity for two students to receive the Sacraments of Initiation into the Catholic Church was a special source of joy for the community.

Outreach is an integral element in the education of our students, and they are encouraged to participate in assisting others in the community. Year 9 students engaged in a learning 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 each students' call to serve through these outreach activities and the youth ministry program at the College. Major youth ministry initiatives in 2014 included the combined Catholic Parish of Pittwater and College house building trip to Cambodia, a number of Interfaith Dialogue experiences and Praise and Worship nights.

The opening of a beautiful ministry centre in 2014 has provided a designated space for those involved in the youth ministry and social justice and functions as a gathering space to deepen students' call to serve and learn more about the Catholic tradition.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English, Mathematics, History and Science for the required student year groups. Information about the phase-in period for the new syllabuses can be found on the [BOSTES](#) website. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Mater Maria Catholic College 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 learning data. Refining professional practice and sharing knowledge through teacher collaboration remains a critical component in realising the College's overarching goal to develop Engaged, Positive, Independent and Connected (EPIC) learners. EPIC is an acronym for: being Engaged in quality learning; possessing a Positive attitude towards learning; displaying Independence by taking personal responsibility for our own learning and behaviour; and being Connected to all of which our Catholic community has to offer.

The implementation of the National Curriculum for English, Mathematics, Science and History was a key focus and has been an opportunity to enhance and deepen learning outcomes. 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 evaluated strategies for a whole school literacy approach which will see a focus on students' writing for 2015. Staff members were also invited to interrogate student learning data to generate questions about the literacy/numeracy strengths and weakness of their classes in preparation for the 2015 school year. Teachers accessed data from the Effort and Behaviour grades issued each school term, academic results reported each semester, NAPLAN, the Progressive Achievement Tests and ACER General Ability Tests.

In addition, the College announced the introduction of a one to one iPad program for students in Years 7 and Year 9 in 2015. An ICLT educational plan was developed which highlighted many opportunities that will enhance student learning, organisation and creativity beyond the

constraints of traditional resources. The preparation for the implementation of this program included staff training and development and an upgrade of the wireless network infrastructure to confirm adequate density and user connectivity. This program marks an exciting development in the College's school improvement agenda.

The College also commenced dialogue with teaching staff relating to professional learning teams with the intention to provide a forum for self-evaluation, collaboration and collegial feedback in the pursuit of professional learning and performance development. The proposed learning team structure will be introduced for 2015.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

| NAPLAN RESULTS 2014 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>7           | Grammar and Punctuation | 41.10 %                          | 29.20 %   | 14.00 %                             | 18.90 %   |
|                     | Reading                 | 35.90 %                          | 29.00 %   | 7.10 %                              | 15.90 %   |
|                     | Writing                 | 16.40 %                          | 15.50 %   | 14.80 %                             | 28.60 %   |
|                     | Spelling                | 46.00 %                          | 30.60 %   | 8.60 %                              | 17.20 %   |
|                     | Numeracy                | 31.90 %                          | 28.60 %   | 9.70 %                              | 17.30 %   |

| NAPLAN RESULTS 2014 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>9           | Grammar and Punctuation | 25.90 %                          | 19.60 %   | 9.90 %                              | 26.80 %   |
|                     | Reading                 | 32.30 %                          | 21.30 %   | 11.10 %                             | 22.70 %   |
|                     | Writing                 | 14.40 %                          | 14.80 %   | 23.80 %                             | 38.00 %   |
|                     | Spelling                | 24.10 %                          | 23.70 %   | 14.80 %                             | 22.40 %   |
|                     | Numeracy                | 26.30 %                          | 24.00 %   | 8.10 %                              | 20.70 %   |

### NAPLAN Comments

The Years 7 and 9 cohorts, for all dimensions tested in NAPLAN, achieved significantly above the State and National point averages. The levels of average growth achieved by the Year 9 cohort over the past two years were significantly above the average growth across the State in Reading, Spelling, Grammar and Punctuation and Numeracy. The College has been on a continual improvement journey for a number of years. This sustained improvement can be attributed to an increase in the use of student data to inform, a whole school approach to reading, adjustments required in pedagogy to meet the specific needs of the students and parents to increase their engagement in their child's learning. The College will have a strategic focus on writing for the next over the next 2 years.

### **Record of School Achievement (RoSA)**

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. In 2014, the number of students issued with a RoSA was 0.

### **Higher School Certificate**

The results of the School's Higher School Certificate candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

In 2014, 61 distinguished achievers' places were received for marks of 90 and above. 76% of two unit results were placed in the top three performance bands. 42% of results in the same courses were either Band 5 or 6. The HSC students achieved 192 Band 5 results and 204 Band 4 results which by percentage was lower than the 2013 results. Twelve students achieved an ATAR over 90. Students' major projects or body of works in Industrial Technology, Design and Technology and Art Express were selected for display or nominated for InTECH, DesignTECH and Art Express.

| Higher School Certificate       | <i>Percentage of students in top 2 bands (Bands 5 and 6)</i> |       |        |       |        |       |
|---------------------------------|--|-------|--------|-------|--------|-------|
|                                 | 2012   |       | 2013   |       | 2014   |       |
|                                 | School   | State | School | State | School | State |
| English (Standard)              | 23 %   | 16 %  | 3 %    | 7 %   | 3 %    | 8 %   |
| English (Advanced)              | 58 %   | 54 %  | 58 %   | 53 %  | 49 %   | 59 %  |
| Ancient History                 | 54 %   | 27 %  | 57 %   | 34 %  | 40 %   | 33 %  |
| Earth and Environmental Science | 67 %   | 0 %   | 32 %   | 37 %  | 55 %   | 40 %  |
| HSC English Extension 1         | 100 %  | 87 %  | 100 %  | 88 %  | 100 %  | 93 %  |
| HSC English Extension 2         | 100 %  | 0 %   | 100 %  | 78 %  | 73 %   | 78 %  |
| HSC Mathematics Extension 1     | 40 %   | 85 %  | 100 %  | 49 %  | 88 %   | 85 %  |
| Industrial Technology           | 74 %   | 0 %   | 64 %   | 30 %  | 50 %   | 29 %  |
| Mathematics General 2           | 30 %   | 22 %  | 37 %   | 0 %   | 31 %   | 25 %  |
| Modern History                  | 88 %   | 46 %  | 67 %   | 47 %  | 50 %   | 43 %  |
| Music 1                         | 100 %  | 59 %  | 94 %   | 59 %  | 88 %   | 60 %  |
| Textiles and Design             | 100 %  | 46 %  | 56 %   | 34 %  | 100 %  | 42 %  |
| Visual Arts                     | 92 %   | 54 %  | 100 %  | 51 %  | 91 %   | 49 %  |

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

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.

We foster in each student their inherent goodness, enabling them to flourish and be at peace, and therefore have the potential to achieve their personal best. A formalised pastoral care program was delivered to all students that catered for the specific needs of students according to gender and age and concerned topics such as study skills, risk taking behaviour, body image, self-esteem and cyber safety. The College achieved eSmart status through the eSmart framework in 2014.

Mentor groups for students are based on the College House system. A vertical structure and partnership exists for students in Years 7 and 12, Years 8 and 10, and Years 9 and 11 which continues to enhance possibilities for student leadership and mentoring. The College's House system is central to each student's connectedness to the College community and celebrates achievement, acknowledges service and encourages involvement in College events and activities.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The College's approach to behaviour management is grounded in restorative justice and a proactive stance to resolving programs before they become problematic. Each student is entitled to justice, dignity and self-worth and offered a compassionate response and a spirit of reconciliation when mistakes are made. This allows students to discern appropriate behaviours, restore personal relationships with dignity and grow into socially responsible adults.

Year Coordinators remain 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 are held to promote their deeper involvement in student pastoral care and well-being.

In 2014 the College developed a Student Welfare Committee to formally identify and monitor students who are at risk in their learning or wellbeing. This committee comprises the Assistant Principal, Director of Pastoral Care, Director of Academic Care, Learning Support Coordinator and College Counsellor.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* 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 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 [CSO website](#) or by contacting the CSO.

At Mater Maria Catholic College, we seek to build a safe and supportive learning environment in which we recognise that each human being has a right to be treated with dignity as an individual and experience positive and respectful relationships. All students are encouraged to share in the responsibility of caring for one another within and beyond the College community and to stop bullying and harassment in all its forms.

The College eSmart committee is an important group comprising teachers, students and parents that is dedicated to the cause of furthering the safe, smart and responsible use of technology at Mater Maria. The aim is to provide students with skills and information to strengthen right relationships and the dignity of each person in the digital space. The College achieved eSmart status through the eSmart framework in 2014.

Mater Maria also launched a new feature on the College website for online incident reporting. Students can anonymously report a case of bullying or other circumstance that is submitted online; this is then acted upon, giving students who may not feel comfortable confronting

someone in person a way to notify a teacher of a bullying incident.

### **Complaints and Grievances Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. 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 [CSO website](#) or by contacting the CSO.

An open dialogue is encouraged with all members of the wider community including parents and students. The College invites each parent to be actively engaged in their children's learning and wellbeing. The College's Parent Notes Portal, a non-public facing page of the website is available for current students and their parents, and provides details of staff responsibilities and roles; staff member email addresses and for whom to contact including an escalation process (if required). The College's aim is to seek to resolve issues through direct discussion, in a timely and confidential manner at the lowest appropriate management level if an issue or complaint is received.

### **Initiatives Promoting Respect and Responsibility**

Each student at Mater Maria is called to be an agent of stewardship, responsibility and service. At Mater Maria, students are challenged to never underestimate the impact they can have as individuals on the whole community, the difference of a small positive gesture and the unique gifts which they are called to share. Our student led mentoring activities, leadership programs and ministry opportunities provide a foundation for each student to develop their gifts and achieve their personal success.

Some of the highlights of 2014:

- Interfaith Dialogue involvement for Years 9 and 10 students through various excursions.
- Outreach to the local community - Year 8 students visited the elderly in aged care and dementia facilities, Year 9 supported Catholic primary students in literacy and numeracy and Year 10 organised an fete day for students with disabilities.
- SRC and eSmart Committee members led engaging College assemblies that promoted key messages about using the Internet in a safe, smart and responsible manner.
- Students hosted eight students from our Sister School in Tadaoka, Osaka in Japan.
- The College Prefects - Stewardship increased awareness of responsibility through clean-ups, recycling drives and presentations at College assemblies.

- Hospitality students' were involved in a High Tea fundraiser for house building materials for the Cambodia House Building Trip.
- Drama and music student contributed gifts of performance at College assemblies, liturgies and public performances.
- Student participated in the Duke of Edinburgh Award Scheme. Two students successfully attaining the three year program for the Gold Award.
- 68 students embarked on the College's overseas tour to Europe. Students played sport or participated in a cultural educational tour which travelled to the United Kingdom and Italy providing opportunities for student growth.
- Students participated in the NSW Chemistry Titration competition and CSRIO CREST award scheme.
- Mater Maria students represented the College in a variety of sports.
- Students attended the Young Justice Program at the NSW Parliament House.
- The College Prefects led study tutorials specifically for mathematics to assist junior students
- Thirty-one parishioners, students, past students, staff from the Catholic Parish of Pittwater and Mater Maria had the privileged opportunity to travel to Cambodia for house building.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### **Key Improvements Achieved**

The College commenced its three year strategic School Improvement Plan. The overarching focus was to develop Engaged, Positive, Independent and Connected (EPIC) learners. Each member of the College community was invited to be a custodian of the College value of Spirituality. Throughout the year a range of activities and initiatives were presented to challenge students to recognise that God is with them across every minute, every hour and every day of their life. A framework through effective data analysis enabled staff to refine and optimise learning strategies for students. In addition, the College announced the introduction of a one to one iPad program for students in Years 7 and Year 9 in 2015. The College opened an electronic portal for parents which provides access to the College's information management system and their child's attendance, learning, pastoral care and wellbeing. Its aim is to assist parents in the task of engaging in their children's learning. The College also achieved eSmart status by implementing the eSmart Schools Framework to support students as smart, safe and responsible users of technology

### **Priority Key Improvements for Next Year**

In 2015, the College will provide the community with a variety of experiences to achieve a deeper understanding of the College value of Hospitality and Pope Francis' *Evangelii Gaudium* - The Joy of the Gospel. The College will continue to deepen ministry links for students and staff with the Catholic Parish of Pittwater and the Lakes Catholic Parish to encourage greater involvement in the broader parish community.

A whole College literacy approach with a focus on student writing skills will be implemented to support students as EPIC learners. The College will facilitate the student one to one iPad program to support and enhance learning experiences and staff professional learning teams will be formed to self-evaluate, collaborate and gain collegial feedback relating to professional practise.

The College will continue to enhance parental engagement in their children's learning and wellbeing by initiating through the College Board and P&F parent evenings for parent nominated

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topics. Additionally, the College will open an electronic portal to the information management system for students to enable them to track their own learning goals, assessment, attendance and wellbeing.

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## SECTION TEN: COMMUNITY SATISFACTION

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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 School from parents, students and teachers.

### **Parent Satisfaction**

Parents provided feedback through online surveys with the view to acknowledging success and identifying 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.

Parental support of information evenings, celebrations such as Father's and Mother's Day and family masses in the Mater Maria Chapel highlight an overall satisfaction with the unique opportunities available to participate in the fuller life of the College. It was 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 was once again a significant occasion for parents to assist in College fundraising.

The College Board and P&F 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.

### **Student Satisfaction**

The College conducts regular meetings of the student representative council which is chaired by the College Vice Captains. 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 to further enhance the learning environment at the College.

Effort and Behaviour results indicated that students are connected to their learning and the College recognised 337 students with a Gold Award for Effort and Behaviour in 2014. 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.

## **Teacher Satisfaction**

During 2014, staff members were regularly invited into a dialogue which probed satisfaction through the workplace context of teaching and the preferred focus for school improvement at the College. The major vehicle for data collection was through staff meetings and the College Executive.

A collaborative approach was undertaken with staff to use information collected through faculty meetings and the data analysis of HSC results to organise improvement strategies that now form part of the framework of the School Improvement Plan. Overall, staff members are very satisfied with College's leadership, the College facilities and structures and pleased with the development and learning improvement taking place at the College.

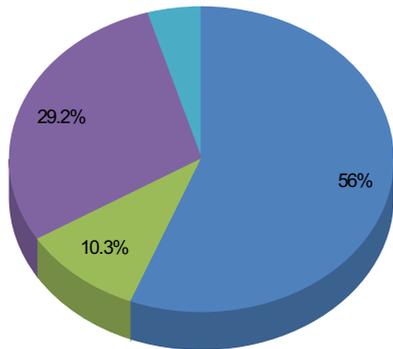
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## SECTION ELEVEN: FINANCIAL STATEMENT

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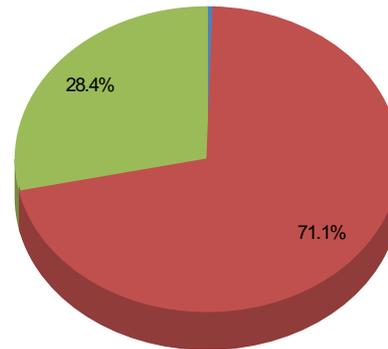
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (56%)
- Government Capital Grants (0%)
- State Recurrent Grants (10.3%)
- Fees and Private Income (29.2%)
- Other Capital Income (4.6%)

Expenditure



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (71.1%)
- Non-Salary Expenses (28.4%)

| RECURRENT and CAPITAL INCOME  |                     |
|-------------------------------|---------------------|
| Commonwealth Recurrent Grants | \$8,332,426         |
| Government Capital Grants     | \$0                 |
| State Recurrent Grants        | \$1,527,208         |
| Fees and Private Income       | \$4,346,863         |
| Other Capital Income          | \$684,283           |
| <b>Total Income</b>           | <b>\$14,890,780</b> |

| RECURRENT and CAPITAL EXPENDITURE |                     |
|-----------------------------------|---------------------|
| Capital Expenditure               | \$68,477            |
| Salaries and Related Expenses     | \$9,664,569         |
| Non-Salary Expenses               | \$3,857,933         |
| <b>Total Expenditure</b>          | <b>\$13,590,978</b> |