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Mater Maria Catholic College,
Warriewood

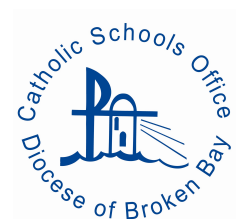
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ABOUT THIS REPORT

Mater Maria Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

At Mater Maria Catholic College, we are blessed to have such a warm and supportive community that values the unique gifts of each person. During 2016, each member of the College community was invited to be a custodian of the College value of Justice. The College continued to implement the school improvement goal of developing EPIC (Engaged, Positive, Independent and Connected) learners by implementing the one to one iPad program for students in Years 7 to 10. Students were able to take greater ownership of their learning journey with the use of a student portal to the College's information management system. Both parents and students are provided with the ability to view student learning goals, assessment, attendance, pastoral care and wellbeing records.

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 wellbeing of the whole of the College within the beliefs and values, teachings and traditions of the Church. In 2016, each member of the College community was invited to be neighbour to the College value of Justice. Additionally, the College Board and P&F assisted in recognising the means to increase and encourage parent engagement in their children's learning and wellbeing. A number of parent, network seminars were held and a successful career conversation afternoon was facilitated by volunteer parents and friends to offer guidance around post school pathways to Year 10 students electing their HSC courses. The College Board and P&F played a significant role in the success of the Mater Festival, a community celebration recognising the creative talents of our students.

Student Body Message

During 2016, the College Captains 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 2016 students and staff focused on the College value of Justice and supported the Jubilee Year of Mercy as they joined with members of the Catholic Parish of Pittwater to open their heart to Christian joy and celebrate all aspects of Parish life. Highlights at the College included the 54th Anniversary Mass on the Feast of Mary Help of Christians, the reflection and consideration on Pope Francis' *Laudato Si* and the support of the World Youth Day pilgrimages to the City of Mercy, Krakow, Poland in 2016. I hope the message of the Samaritan parable continues to challenge each one of us and help to form young men and women of the Northern Beaches in Catholic discipleship.

SECTION TWO: SCHOOL FEATURES

School Features

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

The College co-educational community is focused on learning, positive support networks and an infinite array of opportunities grounded in the 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.

The College was founded by the Sisters of Good Samaritan, initially as a girls' school. From 1962 until 1990, twenty-five Good Samaritan Sisters stewarded the College with faithful dedication. 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. Benedictine values and the Good Samaritan spirituality continue to have 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, share the gift of faith, be active in social justice campaigns and initiatives, be involved in youth ministries, be stewards for the world and make a difference in the ways that matter.

The College facilities are modern and technologically equipped to offer each teacher engaging and creative ways for collaborating, communicating and delivering the curriculum. The site is wireless networked. Each classroom has a ceiling mounted projector, audio system and the technology to stream content, present ideas on the big screen and engage with those in their classroom and beyond. 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 the 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 Slattery field, covered outdoor court and cricket nets provide training grounds and pitches for a number of our sporting teams. The College is the only Catholic co-educational secondary school between the northern beaches of Sydney and Wahroonga.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 526 | 499 | 114 | 1025 |

* Language Background Other than English

The current enrolment of students represents a steady increase over the past ten years. The College is at 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 2016 was 91.05 %. 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 |
| 92 % | 90 % | 91 % | 91 % | 91 % | 91 % |

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 [*Procedures 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 2014, 89% completed Year 12 in 2016.

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, 2016 | |
|--|------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling. | 21% |
| % 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. 71% of our 2016 HSC class received offers of university places. Approximately 20% of the 2016 HSC class has taken up apprenticeships.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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](#). The following information describes the staffing profile for 2016:

| | |
|--|-----|
| Total number of teaching staff by NESA category | 80 |
| Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines | 61 |
| Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications | 0 |
| | |
| Total number of staff | 100 |
| Number of full time teaching staff | 61 |
| Number of part time teaching staff | 19 |
| Number of non-teaching staff | 20 |

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.

| | |
|--------------|--|
| Day 1 | School Improvement Plan, 21st C Learning, Professional Standards |
| Day 2 | Use of technology to enhance learning (Google Apps Training), Child Protection |
| Day 3 | Student Wellbeing - Mindmatters program, Child Protection |

SECTION FIVE: Mission

As a Catholic community, the School shares in the mission of the local Church: “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 School seeks to educate and form young people in the Catholic faith. The School provides 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.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 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.

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 missionary activities aimed at living out their mission as disciples of Jesus.

Benedictine values and the Good Samaritan spirituality continue 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. The celebration of Eucharist is the pinnacle of the expression of Catholic faith and is an integral part of life at the College. The opening year Mass, Mater Maria Day, end of year Mass, significant feast days and the Year 12 graduation Mass were celebrated. The College is fortunate to have the support of the local clergy who celebrated weekly Mass at lunchtime. In 2016, each member of the College community was invited to be a custodian of the College value of Justice. This focus extended across all areas of College life and all liturgical celebrations invited students to share their talents, heart and mind with others. During the course of 2016 the College celebrated a range of significant liturgical events. These included: Ash Wednesday, Easter Liturgy, the Feast of the Assumption Mass and the Thanksgiving Mass for our volunteers at the College. Blessings for Mother’s Day and Father’s Day remained popular with parents and students alike. Prayer life is encouraged with formal prayer held in the Mater Maria Chapel as well as prayers being offered during assemblies and mentor groups. The 54th 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.

Secondary Curriculum

The School 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 School 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 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 and specifically, 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 that the Catholic community has to offer.

The continued and final 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 continued emphasis on designing academic programs around a focus issue to provide a deeper, more authentic scope for the delivery of the syllabus.

The College evaluated strategies for the whole-school literacy approach with a key focus on students' punctuation, writing and understanding. Staff members were also invited to interrogate student learning data to generate questions about the literacy and numeracy strengths and areas for development of their classes in preparation for the 2017 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.

The College extended its one-to-one iPad program for students in Years 7 to 10. The program has provided many opportunities to enhance student learning, organisation and creativity beyond the constraints of traditional resources as students have been immersed in a variety of innovative and engaging tasks. The use of the student portal of the College's Information Management System (IMS) has enabled students to track their own progress and parents to engage in their child's learning and wellbeing in real time. The ability for self-reflection and collaboration ensures a partnership in fostering students' educational aspirations beyond the school gates.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 7 | Grammar and Punctuation | 30.93 % | 27.60 % | 12.37 % | 19.80 % |
| | Reading | 32.12 % | 26.20 % | 10.36 % | 17.20 % |
| | Writing | 15.98 % | 15.50 % | 17.53 % | 26.90 % |
| | Spelling | 27.84 % | 28.20 % | 9.28 % | 17.50 % |
| | Numeracy | 31.58 % | 30.30 % | 5.26 % | 15.10 % |

| NAPLAN RESULTS 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 9 | Grammar and Punctuation | 28.65 % | 16.20 % | 12.97 % | 27.10 % |
| | Reading | 26.49 % | 20.60 % | 8.65 % | 21.40 % |
| | Writing | 13.04 % | 12.30 % | 25.54 % | 37.70 % |
| | Spelling | 23.78 % | 21.80 % | 14.59 % | 22.80 % |
| | Numeracy | 27.62 % | 22.50 % | 8.29 % | 17.50 % |

NAPLAN Comments

The Years 7 and 9 cohorts, for all dimensions tested in NAPLAN, achieved above State and National measures including the mean (My School and SMART data sources) and the percentage of students in the top two bands (see table above). The levels of growth achieved by the Year 9 cohort over the past two years were above the mean growth across the State in Reading, Spelling, Writing 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 by all teachers to better meet the specific needs of individual students. The College has also strongly encouraged parent engagement in their child's learning through the use of data. The increases in growth rates for writing, seen in the Year 9 cohort, can be attributed to a successful strategic focus on writing for the past two years across the College with many teachers focussing their own professional learning to implement best practice pedagogy in this area.

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 2016, the number of students issued with a RoSA was 1.

Higher School Certificate (HSC)

The results of the School'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, compared to State results, over the last three years.

In 2016, the College achieved exceptional HSC results with 81% of two unit results placed in the top 3 performance bands. 48% of results in the same courses were either Band 5 or 6. HSC students achieved 80 Band 6 results, 171 Band 5 results and 226 Band 4 results which, by percentage, was higher than all previous results. Three students achieved all rounder status and three students achieved an ATAR over 98 with the highest being 98.9. The School again had a large number of students' major works nominated for InTech - an exhibition of major projects from HSC Industrial Technology students.

| Higher School Certificate | <i>Percentage of students in top 2 bands (Bands 5 and 6)</i> | | | | | |
|---------------------------|--|-------|--------|-------|--------|-------|
| | 2014 | | 2015 | | 2016 | |
| | School | State | School | State | School | State |
| English (Standard) | 3 % | 8 % | 4 % | 8 % | 3 % | 13 % |
| English (Advanced) | 49 % | 59 % | 24 % | 58 % | 58 % | 62 % |
| Biology | 33 % | 28 % | 13 % | 28 % | 48 % | 35 % |
| Economics | 33 % | 45 % | 40 % | 46 % | 100 % | 45 % |
| Mathematics General 2 | 31 % | 25 % | 39 % | 26 % | 48 % | 26 % |
| Music 1 | 88 % | 60 % | 75 % | 62 % | 100 % | 63 % |
| Visual Arts | 91 % | 49 % | 90 % | 54 % | 88 % | 55 % |

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (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 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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2016.

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. There were no changes made to this policy in 2016.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2016 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling 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. There were no changes made to this policy in 2016.

Initiatives Promoting Respect and Responsibility

Each student is called to be an agent of stewardship, responsibility and service. Students are challenged to never underestimate the impact they can have as individuals on the whole community. The student led mentoring activities, leadership programs and ministry opportunities provided a foundation for each student to develop their gifts and achieve their personal success. Some of the highlights of 2016 were as follows:

- 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 a fete day for students with disabilities.
- The SRC, Empowerment Team and eSmart Committee members led engaging College assemblies that promoted key messages about mental health, anti-bullying and the safe, smart and responsible use of technology.
- Hospitality students held a High Tea fundraiser in support of Caritas Australia.
- Dramatic and musical contributions by students through their gift of performance at College assemblies, liturgies and public performances.
- Student participation in the Duke of Edinburgh Award Scheme specifically in the Gold, Silver and Bronze Awards.
- The College Prefects - Stewardship led two groups of Years 7 students to assist Pittwater Council in bush regeneration.
- 92 students embarked on the College's sporting and cultural educational tour which travelled to the United Kingdom and Italy providing opportunities for student growth.
- Students participated in the NSW Chemistry Titration competition, NSW Law Society Mock Trial and CSIRO CREST award scheme.
- Students represented the College in a variety of sports and a large number of Years 10, 11 and 12 students coached and managed junior College teams.
- Year 11 students led a mathematics tutorial day for Year 6 students from the local Catholic schools.
- Years 10 and 11 students and 4 staff attended the World Youth Day celebrations in Poland.

SECTION NINE: SCHOOL IMPROVEMENT

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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

The overarching focus of the SIP to develop Engaged, Positive, Independent and Connected (EPIC) learners provided a variety of experiences to achieve a deeper understanding of the College value of Justice in the extraordinary Jubilee Year of Mercy and Pope Francis' *'Laudato Si'*. The deepening of ministry links for students and staff with the Catholic Parish of Pittwater also remained an important focus. A whole College literacy approach with a focus on student writing skills was implemented to support students as EPIC learners and the one-to-one iPad program was extended to support and enhance learning experiences for Stage 4 and 5 students. Staff professional learning teams were formed to support teachers in their PL and preparation of their individual research projects. The P&F continued to enhance parental engagement in their child's learning and wellbeing by initiating parent network seminars. Additionally, the College opened the student portal to the College's student Information Management System which enabled students to access and track their own learning goals, assessment, attendance and wellbeing.

Priority Key Improvements for Next Year

In 2017, the College will provide a variety of experiences to deepen understanding of the College value of Community and in particular joining Pittwater Parish to focus on Compassion for those in our community. Staff will be offered professional learning in mission to strengthen faith formation along with collaborative practice focused on the learning needs of students. The College will extend the one-to-one iPad program to all students in Years 7 to 11; continue to utilise student learning data to inform teachers' pedagogy and evaluate the whole College literacy approach. The College will be focusing on developing a culture of critical thinking, creative problem solving and effective communication. MindMatters, a positive mental health framework, will be implemented to enhance resilience. The student and parent portals for the College's information management system will be accessed to deepen parent and student engagement and student responsibility for their own learning and wellbeing. An extensive building program and development of new open learning spaces will initiate a focus on student collaboration and self-directed learning.

SECTION TEN: 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 School from parents, students and teachers.

Parent Satisfaction

A comprehensive satisfaction and feedback survey was commissioned to obtain research based feedback and views on a wide range of areas relating to the College's performance. The College achieved 'very high' scores of eight of the twelve areas and 'high' scores for the remaining areas. These scores suggest the College is in very good overall health from a parents' perspective and the College reached overall satisfaction of 85%. Parental engagement and support of information evenings, celebrations such as Father's Day and Mother's Day and family Masses highlight an overall satisfaction with the unique opportunities available to participate in the fuller life of the College. Parents are also active participants as members of the College Board and the P&F, in the coaching of College sports teams, regularly volunteer at working bees or join in with 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

A similar satisfaction and feedback survey was commissioned to obtain students' views. The College achieved a 'very high' score: 'high' scores on seven of the eight areas and a 'moderate' score in the remaining area. These scores suggest the College is in good overall health from a students' perspective and the College reached overall satisfaction of 79%. Additionally, the Student Representative Council has been the major vehicle for collecting data relating to student satisfaction. Representatives have provided pleasing responses with regards to learning structures, teacher practice and the pastoral care programs within 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 435 students with a Gold Award for Effort and Behaviour in 2016. 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.

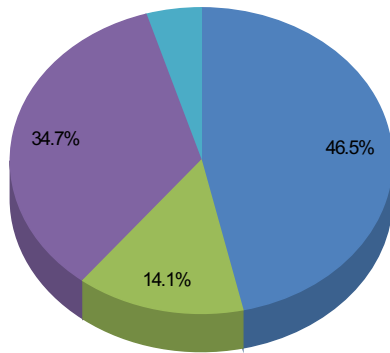
Teacher Satisfaction

Staff members completed a comprehensive satisfaction and feedback survey relating to the College's performance. The College achieved 'very high' scores of six of the ten areas and 'high' scores for the remaining four areas. These scores suggest the College is in very good overall health from staff members' perspective and the College reached overall satisfaction of 87%. On a day to day basis, staff members are invited through staff meetings and the College Executive to dialogue satisfaction through the workplace context of teaching and the school improvement agenda of the College. A collaborative approach was undertaken with staff to use information collected through faculty meetings and data analysis of HSC results to inform the school improvement annual goals.

SECTION ELEVEN: FINANCIAL STATEMENT

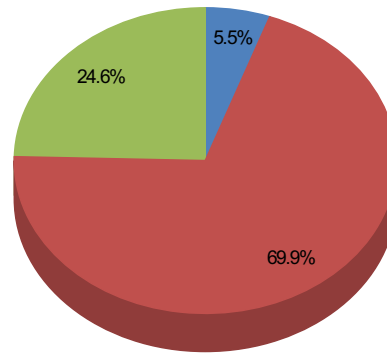
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (46.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.1%)
- Fees and Private Income (34.7%)
- Other Capital Income (4.7%)

Expenditure



- Capital Expenditure (5.5%)
- Salaries and Related Expenses (69.9%)
- Non-Salary Expenses (24.6%)

| RECURRENT and CAPITAL INCOME | |
|-------------------------------|---------------------|
| Commonwealth Recurrent Grants | \$7,026,239 |
| Government Capital Grants | \$0 |
| State Recurrent Grants | \$2,132,415 |
| Fees and Private Income | \$5,240,906 |
| Other Capital Income | \$706,529 |
| Total Income | \$15,196,967 |

| RECURRENT and CAPITAL EXPENDITURE | |
|-----------------------------------|---------------------|
| Capital Expenditure | \$849,870 |
| Salaries and Related Expenses | \$10,833,226 |
| Non-Salary Expenses | \$3,810,647 |
| Total Expenditure | \$15,493,743 |