



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2021

## ANNUAL SCHOOL REPORT



### **Mater Maria Catholic College**

Forest Road, WARRIEWOOD 2102

Principal: Mr Marc Reicher

Web: [www.mmwdbb.catholic.edu.au](http://www.mmwdbb.catholic.edu.au)

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## About this report

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Mater Maria Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented 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 College directly or by visiting the College's website. Information can be also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

At Mater Maria Catholic College, we are blessed to have a supportive community who are committed to fulfilling the College's mission statement. We are inspired by the life and teachings of Jesus Christ, therefore we:

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

In 2021, we entered into the second year of our three-year school improvement plan that challenged our students to, contribute to our prayerful community by taking responsibility for the stewardship of God's creation, grow as motivated and engaged learners and support positive mental health and wellbeing for themselves and others. As a system school under the direction of Catholic Schools Broken Bay, we focused as a system to realise the goals of Towards 2025 improvement project.

For the second year in a row, the impacts of the COVID-19 pandemic set all schools a significant challenge throughout 2021. The constant changes to routines and the normal ways of learning, teaching, supporting, celebrating, and communicating required a strong, agile, supportive community. The College used the learnings of 2020 to provide an even better platform for continuity of learning. We are pleased to report that we successfully supported our community with compassion through these challenging times with creative problem solving, innovation, resourcefulness, and learning many new skills.

Throughout the year, each member of our community was invited to focus on the College value of community by supporting one another and staying connected despite the difficulties of lockdowns. Students were encouraged to be E.P.I.C. learners by being Engaged in their learning, responding Positively to feedback, showing Independence by taking responsibility for their learning and behaviour, and finally contributing to a supportive, Connected community. The College continued to implement the BeYou program with students, staff and parents to strengthen the mental health and wellbeing of our students.

## Parent Body Message

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

In 2021, the College Advisory Board and P&F assisted in recognising the means to increase and encourage parent engagement in their children's learning and wellbeing. Many of the normal activities were impacted due to COVID restrictions however a number of P&F meetings were held online and a successful online careers evening was facilitated by volunteer parents and a careers consultant to offer guidance around post-school pathways to Year 10 students selecting their HSC courses. The P&F group provides wonderful support and care to our students through their HSC care packs and reaching out to families in need.

The invitation for parents to provide feedback is provided regularly via the College newsletter and parent satisfaction on the various aspects of the College is analysed using the 'Tell Them From Me' survey and other data sets.

## Student Body Message

During 2021, 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. Year 12 student leaders were invited to share their faith with the student body at various events. The inclusive structure of the student representative council means that all interested students across all age groups are able to display their leadership and contribute to some wonderful initiatives to display our college values. In 2021, 182 students were involved in the student representative council.

In 2021, like all facets of life we were impacted by COVID19 restrictions but managed to find creative ways to support the student body. There were a number of significant student-led initiatives including Peer Counseling, online assemblies and events for RUOK? Day, the National Day Against Bullying and Violence and Stress-down afternoon.

We are often consulted through action groups of the SRC, this included taking part in designing the College uniform, reviewing the student recognition system and revamping the House Cup system. All students were given the opportunity to complete the 'Tell them From Me' survey and the College Wellbeing survey.

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## School Features

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

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

In the tradition of the Sisters of the Good Samaritan, the founding religious order of the College, our students are called to be neighbours to all, to discover new ways of realising the parable of the Good Samaritan in all that they do. The Catholic tradition in which we educate at Mater Maria enables each student to make a contribution to others in unique ways. With Blessed Mary as our College patron and guide, each student is encouraged to share the gift of faith, be active in social justice campaigns and initiatives, be stewards of the world, and make a difference in ways that matter. The College enjoys a wonderful relationship with the Catholic parishes of Pittwater and the Lakes.

Our facilities are modern and equipped to offer engaging and creative ways of collaborating, communicating, and delivering the curriculum. The Benedict Learning Centre in the heart of the school is a wonderful open-plan facility for students to learn and study. These new learning spaces as well as the refurbished areas of the school are providing modern agile learning spaces for all to use.

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

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

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

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## Student Profile

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### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 543   | 501  | 179    | 1044           |

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the College in 2021 was 94.61%. 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 |
| 95.96                          | 94.85  | 94.40  | 93.37   | 94.31   | 94.74   |

## Managing Student Non-Attendance

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

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

College attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the 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 College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

## Student Retention Rate

Of the students who completed Year 10 in 2019, 81% completed Year 12 in 2021.

## 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).



| <b>Senior secondary outcomes 2021</b>  |       |
|--|-------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling                    | 20 %  |
| % of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification | 100 % |

### Post School Destinations

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

Data collected from our students who leave after the compulsory leaving age (17) suggest that the unemployment rate among our past students is negligible or nil. 76% of our 2021 HSC class applied and received offers of university placement and approximately 23% of the 2021 HSC class has taken up apprenticeships, traineeships, or full-time work.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

|                                    |     |
|------------------------------------|-----|
| Total number of staff              | 105 |
| Number of full time teaching staff | 62  |
| Number of part time teaching staff | 23  |
| Number of non-teaching staff       | 20  |

### Total number of teaching staff by NESA category

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

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

The major school improvement focus has been on improving student achievement through key learning area-specific literacy strategies that target literacy requirements for each subject and meet the identified needs of our students. Staff also worked through the National Consistent Collection of Data requirements for adjusting and documenting the differentiated approaches used to meet student learning needs.

With the need to further develop a home-based learning system, staff continued to work collaboratively with a focus on providing engaging learning through the use of Google classroom and zoom video conferencing. Early career teachers were well supported by their mentors and the Director of Learning. All staff were involved in mandatory training on professional conduct, child protection, WHS, and first aid. Finally, many of our staff mentored and coached trainee teachers through their school placement practicums. As well as supporting the next generation of teachers this role allows our staff to develop their leadership skills and engage with any new pedagogy being encouraged through the universities.

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## Catholic Identity and Mission

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

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

The College's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

As you arrive at Mater Maria Catholic College, you walk past a contemporary statue of Mary and child, our patron Mother Mary holding baby Jesus. Two beautifully potted Good Samaritan roses greet you at the front door. When you look at the highest point of our property, you will see our modern chapel with its stunning cross. We have a stunning wooden cross with the phrase 'Who is my neighbour?' adorning our foyer. These symbols and the many more around the College remind us of who we are and how we aspire to live our lives.

Benedictine values and the Good Samaritan spirituality continue to have a 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 to our students.

The celebration of the Eucharist is the pinnacle of the expression of the Catholic faith and is an integral part of life at the College. Supported by our local parishes, students have an opportunity to celebrate Mass weekly in our beautiful chapel, and the Mass is also celebrated to mark the beginning and end of the school year, significant feast days, and the Year 12 graduation. The 58th 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 to acknowledge the Sisters of the Good Samaritan.

During the course of 2021, the college celebrated a range of significant liturgical events on COVID safe ways. These included; Ash Wednesday, Easter liturgy, the Feast of the Assumption, and the thanksgiving liturgy for our volunteers. Although we were unable to gather as a whole to celebrate Masses, prayer life was encouraged with formal prayer held regularly. It has become customary for our senior student leaders to share their faith with the community at these special events which continued in online environments. As well as connecting with local parishes, our students had the opportunity to share their faith with other young people at interfaith dialogue meetings.

2021 challenged our world in all sorts of ways and many in our local community suffered financial hardship and emotional distress due to job losses in particular industries that many of our parents were involved with. We are pleased that we were able to offer support to all families in their time of need and that we were able to make the commitment that no student had to leave the College due to financial difficulties.

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

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

The College seeks to provide flexible learning structures in which the curriculum 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 School's overarching goal to develop Engaged, Positive, Independent, and Connected (EPIC) learners, more specifically being Engaged in quality learning; possessing a Positive attitude toward 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.

Key Learning Area (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 developing more sophisticated responses by gaining a deeper understanding of concepts. 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

2021 school year. Teachers accessed data from the effort and behaviour grades issued each school term, academic results reported each semester, NAPLAN, the ACER Progressive Achievement Tests (PAT), and General Ability Tests (AGAT).

In 2021, there have been some significant improvements in the network provided by the Catholic Schools Office which means we can now connect a variety of devices. The professional learning and delivery of home-based learning were reflected on and many of the benefits of using technology have been continued into the classroom lessons. This also allowed for the seamless return to Home-based learning throughout the year resulting in continuity of learning for our students despite the location, home, or school. 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.

In 2021, we expanded the vocational pathways offered for students by including more vocational education courses and the opportunity for students to enroll in school-based apprenticeships and traineeships. We were encouraged by the achievement and success these students found in their chosen industries and believe these offerings support our mission statement of 'educating for life' and 'providing opportunities for the realisation of potential'.

## 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 2021 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year 7              | Grammar and Punctuation | 37%                              | 26%       | 0%                                  | 23%       |
|                     | Reading                 | 39%                              | 28%       | 0%                                  | 16%       |
|                     | Writing                 | 35%                              | 20%       | 0%                                  | 25%       |
|                     | Spelling                | 35%                              | 31%       | 0%                                  | 15%       |
|                     | Numeracy                | 45%                              | 33%       | 0%                                  | 17%       |
| NAPLAN RESULTS 2021 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|                     |                         | School                           | Australia | School                              | Australia |
| Year 9              | Grammar and Punctuation | 23%                              | 21%       | 11%                                 | 26%       |
|                     | Reading                 | 27%                              | 21%       | 9%                                  | 24%       |
|                     | Writing                 | 23%                              | 14%       | 20%                                 | 36%       |
|                     | Spelling                | 20%                              | 21%       | 11%                                 | 22%       |
|                     | Numeracy                | 26%                              | 22%       | 4%                                  | 18%       |



## Higher School Certificate (HSC) Diocese

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

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

In 2021, the College achieved excellent HSC results with approximately 70% of two unit results placed in the top three performance bands. All subject areas had students achieving in the highest band and there were thirteen students across a range of practical subjects who had their major works nominated for the various exemplar exhibitions and events. Across the schools in our system, Mater Maria students placed first in Chemistry, Earth and Environmental Science, Extension Mathematics 1, Extension Mathematics 2, Advanced Mathematics, Music 2, and Construction VET. We also had students who achieved an HSC whilst enrolled in a school-based apprenticeship course. The 2021 cohort had many ATAR scores over 90 and a number of students were offered university placements through early placement schemes and scholarships. We believe these pleasing results are due to the subject-specific literacy plans, informed by a detailed analysis of previous HSC and NAPLAN results, that have been instigated in the junior school over the past few years. We also have a volunteer Years 12 mentoring program to support student well-being and keep the focus on achieving individual personal best.

| Higher School Certificate       | Percentage of students in the top 2 bands (Bands 5 and 6) |       |        |       |        |       |
|---------------------------------|---|-------|--------|-------|--------|-------|
|                                 | 2019  |       | 2020   |       | 2021   |       |
|                                 | School  | State | School | State | School | State |
| Ancient History                 | 83 %  | 36 %  | 62 %   | 33 %  | 43 %   | 34 %  |
| Earth and Environmental Science | 38 %  | 31 %  | 27 %   | 30 %  | 30 %   | 28 %  |
| Industrial Technology           | 63 %  | 22 %  | 31 %   | 24 %  | 34 %   | 25 %  |
| Music 1                         | 100 %   | 66 %  | 100 %  | 64 %  | 100 %  | 64 %  |
| Visual Arts                     | 100 %   | 63 %  | 100 %  | 65 %  | 82 %   | 63 %  |

## 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 2021, the number of students issued with a RoSA was 12.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College'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 prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

### Anti-Bullying Policy

The College'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 that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Complaints Handling Policy

The College 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Initiatives promoting respect and responsibility

Each student is called to be an agent of stewardship, responsibility, and service. Students are encouraged to use the gifts God has blessed them with to reach their full potential and make a positive contribution to the local and broader community. Students are challenged to never underestimate the impact they can have as individuals. The inclusive structure of our student representative council (SRC) allows any interested student to belong to this student advisory group and have their voice heard. In 2020, there were over 170 students contributing to the SRC. 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 2021 were as follows:

Continuation of Mater Maria Earthcare group and composting program.

Year 11 peer councilors who support the transition of Year 7 students to high school.

Interfaith dialogue involvement for Years 9 and 10 students through various excursions.

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 COVID safe High Tea fundraiser in support of Caritas Australia.

Dramatic and musical contributions by students through a number of online and zoom performances.

Student participation in the Duke of Edinburgh Award scheme specifically in the gold, silver, and bronze awards.

Students represented the School in a variety of sports and a number of senior students coached and managed junior School teams.

The list above is a selection of activities and events that promote inclusion, harmony and respect for others and our natural environment.

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## 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 College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College 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

In 2021, the School provided a variety of experiences to deepen understanding of the College value of Community, in particular by joining Pittwater Parish to focus on being part of a 'prayerful' community. Staff were involved in faith formation activities to strengthen their faith by unpacking the messages in the Good Samaritan parable and sharing the significant moments in our own faith journey.

Staff worked in professional learning groups and key learning areas to focus on providing students with more opportunities for deep learning and creative problem-solving. Each key learning area work as a team with Dr. Trish Weekes as a consultant from Literacy Works. Tailored literacy strategies were implemented to increase the sophistication of written responses students are providing to show their understanding and learning. As well as these subject-specific strategies, a school-wide reading and comprehension program was continued for students in Years 7-10. This work has resulted in significant improvements in Year 9 NAPLAN growth with students achieving significantly higher average growth in reading, writing, and numeracy than in statistically similar schools.

In the well-being space, the staff, students, and parents were taken through components of the BeYou (previously known as MindMatters) mental health

framework with focused attention on social and emotional learning to enhance student resilience and persistence. In pastoral care lessons, students were guided through the process of academic goal setting and using data to self-evaluate. This growth mindset approach to learning was implemented to support a positive learning culture within the student body.

## Priority Key Improvements for Next Year

In 2022, we will be contributing to the development of the Catholic School Broken Bay - Towards 2025 Strategic Plan which will have as its focus various strategies to improve, student achievement, evangelisation and catechesis, and professional learning to improve teaching. We will further develop our whole school literacy strategy by engaging with an expert consultant to model new subject-specific literacy pedagogy. We will continue to encourage students to have a growth mindset by identifying the factors that impact our students' motivation and engagement. A significant factor impacting student achievement is attendance which the College will promote to the community through the 'Every Day Matters' campaign. Finally, we will be continuing our environmental sustainability plans, as subjects attempt to authentically include these themes in their teaching programs.

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## 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 College 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 School's performance. The School achieved 'very high' scores in eight of the twelve areas and 'high' scores for the remaining areas. These scores suggest the School is in very good overall health from the parent's perspective and the School reached an overall satisfaction of 85%.

The whole community, including parents, provides feedback through the 'Tell Them From Me' survey. The results from this survey in 2021 were pleasing and provided evidence that the majority of our parents are very happy with the educational opportunities and support we provide. Parental engagement and support of information evenings, and celebrations such as Father's Day and Mother's Day, highlight an overall satisfaction with the unique opportunities available to participate in the fuller life of the School. Parents are also active participants as members of the College Advisory Board and the P&F, in the coaching of College sports teams, and by regularly volunteering with initiatives like the Year 10 Careers Online Expo. The College Advisory 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. We invite parent feedback fortnightly in our newsletter.

### Student satisfaction

A satisfaction and feedback survey was also commissioned to obtain students' views. The School received positive feedback: 'high' scores in seven of the eight areas and a 'moderate' score in the remaining area. These scores suggest the School is in good overall health from our student's perspective with overall satisfaction of 80%. Student voice is given high priority in strategic decision making and is collected via a number of sources, including the 'Student Wellbeing Survey' and 'Tell Them From Me' surveys. The Student Representative Council has been the

major vehicle for collecting data relating to student satisfaction. The inclusive nature of the SRC allows every student's voice to be heard. Representatives have provided



pleasing responses with regards to learning structures, teacher practice, the pastoral care programs, and designing new learning spaces within the College. Academically, the effort and behaviour results indicated that students are connected to their learning and the College recognised over 400 students with a Gold Award for Effort and Behaviour in 2021. This award indicates that these students are committed to their studies in both effort and behaviour in all of their subjects throughout the entire year.

### Teacher satisfaction

Staff members completed a comprehensive satisfaction and feedback survey relating to the College's performance. The College achieved 'very high' scores in six of the ten areas and 'high' scores for the remaining four areas. These scores suggest the School is in very good overall health from staff members' perspective and the School 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. The College is a supportive work environment with a positively engaged staff. The low staff turnover annually would suggest that our staff feel a strong sense of belonging and support in the workplace.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the College in 2021 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.

| <b>Recurrent and Capital Income 2021</b>   |                     |
|--|---------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$9,347,315         |
| Government Capital Grants <sup>2</sup>     | \$0                 |
| State Recurrent Grants <sup>3</sup>        | \$2,584,720         |
| Fees and Private Income <sup>4</sup>       | \$6,250,952         |
| Interest Subsidy Grants                    | \$11,989            |
| Other Capital Income <sup>5</sup>          | \$17,106            |
| <b>Total Income</b>                        | <b>\$18,212,082</b> |

| <b>Recurrent and Capital Expenditure 2021</b> |                     |
|---|---------------------|
| Capital Expenditure <sup>6</sup>              | \$243,373           |
| Salaries and Related Expenses <sup>7</sup>    | \$12,780,478        |
| Non-Salary Expenses <sup>8</sup>              | \$5,035,297         |
| <b>Total Expenditure</b>                      | <b>\$18,059,148</b> |

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT