



# Mater Dei Catholic College Wagga Wagga

## 2014 Annual Report

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## **1. Message from Key Groups in Our School Community**

### **1.1 Message from the Principal**

Mater Dei Catholic College is a co-educational school which prides itself in being a Learning Community steeped in the Catholic tradition of Gospel values. We believe strongly that Jesus serves as a model for us all; especially adolescents of today.

Our hope is when students leave Mater Dei they see themselves leaving a nurturing community and they are:

- Founded in Catholic faith, justice and love;
- Are open and inclusive of others;
- Are lifelong learners; and,
- Constantly seek excellence and wisdom.

Furthermore, students leaving Mater Dei will have the values, knowledge and skills necessary to undertake lifelong personal, spiritual intellectual growth, and the motivation to strive for excellence by pursuing their interests and abilities.

### **1.2 Message from the Parent Body**

The Parent Members of the Mater Dei Catholic College School Council are grateful for the opportunity to participate in this representative body as a way of maintaining a close dialogue with the School Principal and other stakeholders as well as providing an opportunity for parents to make a further contribution to the school. The last year has seen several major changes including the appointment of a new Principal. The School Council has been informed in relation to various matters including the preparation of the 2015 Annual Plan, the development of the Students 4 Students Programme and the concepts associated with TED classrooms. Of particular note was the celebration of the ten (10) year anniversary of Mater Dei College which culminated in a celebration toward the end of 2014. The Parent Members of the Mater Dei Catholic College School Council look forward to the coming year with great enthusiasm and anticipation.

### **1.3 Message from the Student Body**

Mater Dei is so much more than a school. Mater Dei is an encouraging and supportive community, which we are all privileged to have experienced and been a part of. The incredible atmosphere of our College has undeniably been a major influence upon the success of the class of 2014. The year has been exceptional for all of our musical, sporting and academic endeavours, and no one can deny the pivotal role of our school community and staff who have served us as teachers, coaches and as mentors.

Every day at Mater Dei we are faced with the opportunity and the challenge to learn and to be the best people we can be with the constant reassurance and guidance from our teachers and Leadership team, who have been selfless with their time and unbelievable in their enthusiasm and support. We all thank you for everything that you have taught us. The lessons we have received have gone far beyond the syllabus... you have taught us how to face adversity, remain positive, carry ourselves with pride, how we can live our faith and have set us up for successful, fulfilling and happy futures. You have led by example and have been true to our college values, inspiring us to do the same.

Every day we have been reminded that we are valued, included and overflowing with potential and for teaching us to believe in ourselves and in each other, we thank you.

Thank you to the teachers, our home group teachers, the Leadership team, who commit themselves to making Mater Dei the best place it can be, and encouraging us to reach out potential.



## 2. School Profile

### 2.1 Introduction

#### The College

Situated on the southern outskirts of Wagga, its location is unparalleled, not only in comparison to other schools in the region, but across the state. Mater Dei is only nine years old with facilities that are fresh and modern. Views of Lake Albert are complemented by vast oval spaces. This aesthetically pleasing environment allows our students to experience effective learning as a result of quality teaching delivered by energetic and experienced teachers.

Mater Dei believes in the development of the whole child and as such offers students the opportunity to pursue their talents. For instance, we provide a varied and dynamic sporting program. Also, Mater Dei offers a comprehensive Music Tuition Program where students can be involved with Stage and Concert Bands and String Orchestra. They then have the opportunity to showcase their musical talents at many public venues. The College student and staff performed the musical 'Back to the 80's' at the Civic Theatre throughout March 2014, the production was very professional and a credit to all involved.

Upgrade of technology is continually providing increased access to computers for our students. This, combined with our strong emphasis on pastoral care for the individual, means the College will be well placed to prepare its students for the emerging demands of the 21st century.

### 2.2 Student Profile

The following information describes the student profile for 2014:

| Girls | Boys | LBOTE* | Indigenous | Total |
|-------|------|--------|------------|-------|
| 356   | 339  | 18     | 18         | 731   |

\*Language background other than English

### 2.3 Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)<sup>†</sup> which is implemented by all systemic schools in the Diocese.

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

<sup>†</sup>Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](http://web.csoww.catholic.edu.au/AboutCSOWagga/Policydocuments/tabid/67/Default.aspx) <http://web.csoww.catholic.edu.au/AboutCSOWagga/Policydocuments/tabid/67/Default.aspx> or by contacting the Catholic Schools Office on 02 69370000.

### 2.4 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

| a | b | c | Total |
|---|---|---|-------|
|   |   |   |       |



## 2.5 Teacher Attendance and Retention Rates

## 2.6 Teacher Satisfaction

## 2.7 Student Attendance and Retention Rates

| Year    | Attendance % |
|---------|--------------|
| Year 7  | 95.63        |
| Year 8  | 95.56        |
| Year 9  | 94.42        |
| Year 10 | 92.75        |
| Year 11 | 93.25        |
| Year 12 | 91.12        |

The average student attendance rate for 2014 was 93.79%.

Of the students who completed Year 10 in 2012, 87 completed Year 12 in 2014.

### Management of non-attendance:

## 2.8 Student Satisfaction

At a meeting held with all student leaders in Term 4, all student leaders reported a high level of satisfaction with the educational climate at Mater Dei.

## 2.9 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2014 was 100%.

## 2.10 Student Destinations

### Year 10

Six students have commenced School based Apprenticeships/Traineeships. Of those who are leaving, all have secured Apprenticeships/Traineeships or full time employment.

### Year 12

45 % of the Year 12 cohort of 2014 gained early entry.

55% of the Year 12 cohort gained conditional offers.



### **3. Catholic Life and Mission**

#### **3.1 Catholic Heritage**

Mater Dei Catholic College is a College with a nine year history, born out of the rich tradition and spirit of the Brothers, Sisters and lay people who served Catholic Education in the Wagga Wagga district for over 130 years. The College attempts to meet the needs of the students, embracing the New Evangelisation, for the present, and into the future. We aim to support our students to take their place in society through an education that we see as part of a life-long process which, in faithfulness to our mission statement, "is founded in Catholic faith, justice and love, is inclusive, learner centred and seeks excellence and wisdom". Gospel values, as demonstrated by our patron Mary, Mother of God, as well as by Nano Nagle and Edmund Rice are articulated in our Mission Statement and are at the centre of all our endeavours. We accept the challenge, as they did, to reach out to Christ, present in the poor.

#### **3.2 Religious Life of the School**

Through our Faith Formation program, students are invited to engage in many opportunities which allow them to grow and develop their faith within themselves, their lives and their relationships, particularly, their relationship with God.

The Year 7 Reflection Day focused on 'Who Am I?', the Year 8 Reflection Camp provided opportunities for students to 'Be the Best They Can Be', the Year 9 Reflection Day allowed students to participate in activities around Becoming Good Men and Beautiful Girls Essentials, while the theme for the Year 10 Reflection Day asked the students to 'Step Up' as leaders. Through music, games and laughter the Year 11 Retreat Day concentrated on building community and the Year 12 Retreat, based on a quote from St Ignatius of Loyola, 'Go forth and set the world on fire', motivated these students to continue to be light to the world beyond Mater Dei Catholic College.

It takes courage to put your faith into action, yet as Christians, that is what we are called to do. Jesus says in Matthew that if you have faith as small as a mustard seed you can move mountains. Students throughout the College have displayed a willingness to roll up their sleeves, step outside their comfort zone and be of service to others.

The highlights of our community faith celebrations have included our Opening, Founders' Day, Assumption, Vocations and Year 12 Graduation Masses. Through contemporary music and images, the Stations of the Cross celebrated the life, death and resurrection of Jesus and the eternal life promised to us. This year, talented staff and students collaborated to write a College Song to mark 10 Years of the College. With the leadership of Steph Unger, we were able to perform it by the end of the day and introduced it with the help of a group of enthusiastic seniors to the student body, on Mater Dei Day.

Our annual Staff Spirituality day was celebrated with the staff of Kildare Catholic College to acknowledge the 10 Year Anniversary of both schools. Each member of staff has been chosen to be at our College and they strive to be a role model of what it means to be a Christian to all in our community.

#### **3.3 Social Justice**

Our guest facilitators this year include: Chris Doyle (Karis Ministries), Chris Cotter (CSO Wagga Wagga), Dave Jorna, Anita Hendrie and Jess Donnelly (Project Hatch), Steph Unger (Steph Unger Music), Nikki Davis (Enlighten Education), Mark Isaacs (Asylum Seeker Advocate) and David Kobler (Your Choicez).



### **3.4 The School in the Life of the Parish and the Diocese**

Mater Dei Catholic College is indebted to the tireless efforts of Bishop Hanna and Father Bernie, our faith leaders. Their generosity knows no bounds. I have the privilege to work and develop relationships with many wonderful students, staff and parents and for this I am most grateful. I am continually in awe of all that they teach me about what it means to be Christ-like.

### **3.5 Catholic Worldview**

Students in Year 10 participated in a day of Community Service after studying a unit on Christian Ministry – Faith in Action. Four Year 10 students attended the Justice Matters Camp hosted by the Sandhurst Diocese and along with the Seniors in each of the College Houses, were integral in assisting with other Social Justice activities - raising funds for Caritas, Vinnies, Micah House, Catholic Mission and those left devastated by the typhoon in the Philippines.

## **4. Pastoral Care**

### **4.1 Diocesan Policies**

The Diocese of Wagga Wagga has established Pastoral Care Policy<sup>†</sup> and Safe Schools Policy<sup>†</sup> which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### **4.2 School Implementation of Diocesan Policy**

The Mater Dei Catholic College Welfare Policy states, in part: Students have the opportunity to create, with other members of the Mater Dei Catholic College community, norms of behaviour that allow an answering of the question: 'How do we treat one another at Mater Dei Catholic College?' These Year Group Norming-Documents detail how students support one another and support learning at Mater Dei Catholic College.

In addition, students and teachers collaborate to produce Ideal Classroom Documents, which reflect a shared understanding of the types of classrooms we need to create to maximise learning outcomes and promote well-being.

The practical reality and responsibility of providing a safe, secure and stimulating environment conducive to learning, demands clear minimum guidelines for student behaviour. Year Group Norming Documents and Ideal Classroom Documents build on these minimum requirements for membership of a caring educative community.

Engaging students in the production of these documents is the major initiative at Mater Dei Catholic College that promotes respect and responsibility. Documents are displayed in every teaching space and form the basis of 'Teach More Manage Less' strategies employed by teachers. Ideal Classroom documents created in 2008, will be further developed in 2010.

### **4.3 Pastoral Care of Families**

Mater Dei Catholic College prides itself on the quality of Pastoral Care we provide to our whole College community. The Welfare Team including the Dean of Students, House Leaders and College Counsellors meet regularly, and some of its members regularly attend professional development courses.

Students and parents/carers can expect:

- A caring and supportive Homegroup system;
- Regular monitoring procedures which address individual student behaviour;
- Opportunities for students to be praised and recognised for effort and achievement;
- Support to approach the everyday challenges of school life;
- Leadership opportunities;



- A transition program for Year 7 students to assist students moving from Primary to Secondary School;
- Opportunities to socialise.

In addition, Mater Dei Catholic College provides necessary and clear expectations in the areas of:

- Behaviour
- Appearance
- Uniform
- Bullying/Harassment

The Pastoral Care Team, along with the rest of the College, is committed to working with students and parents to assist students to grow, learn and develop so they grow from the children of today to become our adults of tomorrow.

#### **4.4 Resolving Issues**

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#)<sup>†</sup> which is implemented by all schools in the Diocese.

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

#### **4.5 Occupational Health and Safety**

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

Mater Dei Catholic College shares the Diocese of Wagga Wagga CSO priority to 'promote, model and build communities of learners who experience engaging, purposeful learning and pedagogy' (CSO 2009). A focus on quality teaching and learning underpinned strategic planning and decision-making in 2014.

Specific action included a continued emphasis on improved teacher practice and whole-school learning and teaching initiatives. Professional Learning Plans are developed on an annual basis for all teachers. Responsibility and we have begun planning, designing and constructing tools and procedures for a whole-school classroom staff PLP project in 2014. Whole-school classroom management, literacy and curriculum alignment initiatives continued and were further developed in 2014. Specifics of various initiatives are included in following sections.

#### Equity Program Initiatives

##### Aboriginal Education

At Mater Dei Catholic College we acknowledge that the traditional nations of Australia include both Aboriginal and Torres Strait Islander peoples. We recognise the importance of consulting with local Aboriginal communities when aspects of Aboriginal history and culture are being incorporated into the school curriculum.

The College employs an Aboriginal Education Officer who works with students from Year 7 to 12 and with the wider community.

##### Student Support Programs

A Careers Program is initiated in Year 10. The program supports students to prepare for part-time work as well as identify future work and tertiary study opportunities.

The Campbell-Page organisation conduct the Pathways to Employment program for students considered at-risk of not completing formal education to an appropriate level. Factors that place these students at risk include emotional, social, behavioural and financial blocks to completion of education. COMPACT also provides a program to assist in transition from school to the work-place for students considering full-time employment. The course includes resume construction, presentation/ interview skills, and work experience.

Mater Dei Catholic College has an Inclusive Learning Department staffed by an Inclusive Learning Coordinator and four support staff, who work with teachers to provide in class learning assistance and to ensure a safe and supportive learning environment.

### 5.2 Student Achievement

#### **HIGHER SCHOOL CERTIFICATE RESULTS AND ACHIEVEMENTS**

With the 2014 **Higher School Certificate Results**, the College presented students who sat for examinations across 27 subjects.

***In 2014, 18 out of 27 subjects; that is, 66.66% of subjects achieved above state average results.***

In this area of analysis, this is our best ever result.

*In 2013 59.25% of subjects achieved above state average results*

*In 2012 65.5% of subjects achieved above state average results*

*In 2011 53.6% of subjects achieved above state average results*

*In 2010 45.16% of subjects achieved above state average results*

*In 2009 43.75% of subjects achieved above state average results*

We will now look at the performance of the 2014 cohort in the subjects that performed particularly well.



| SUBJECT   | VARIATION (above state average) |
|---|---------------------------------|
| <b>VET Metals and Engineering Examination</b>             | 11.45                           |
| <b>English Extension II</b>                               | 6.51                            |
| <b>VET Information and Digital Technology Examination</b> | 5.52                            |
| <b>Ancient History</b>                                    | 5.23                            |
| <b>Mathematics 2 Unit</b>                                 | 4.88                            |
| <b>Studies of Religion 2 Unit</b>                         | 4.80                            |
| <b>Music I</b>  | 3.97                            |
| <b>Mathematics Ext I</b>                                  | 3.97                            |
| <b>Chemistry</b>  | 3.93                            |
| <b>Community and Family Studies</b>                       | 3.71                            |
| <b>English Standard</b>                                   | 3.68                            |
| <b>PDHPE</b>  | 3.64                            |
| <b>Biology</b>  | 3.31                            |
| <b>Hospitality</b>  | 2.47                            |
| <b>Mathematics General</b>                                | 2.03                            |
| <b>Physics</b>  | 0.77                            |
| <b>Society &amp; Culture</b>                              | 0.34                            |
| <b>Design and Technology</b>                              | 0.14                            |

### Band 6 Analysis

In a number of subjects the achievement of students at Band 6 level was well above the State average. In particular we mention:

#### **OTHER POINTS OF NOTE – Band 6/E4 Focus**

**Ancient History** – 33.33% of students received Band 6 as compared to 8.86% in the State.

**Community and Family Studies** – 12% of students received Band 6 as compared to 5.6% of the state.

**Design and Technology** – 15.38% of students received Band 6 as compared to 10.86% of the state.

**Extension II English** – 100% of students received Band E4 as compared to 23.17% of the state.

**Mathematics General** – 7.54% of students received Band 6 as compared to 5.47% of the state.

**Hospitality Examination** – 7.69% of students received Band 6 as compared to 4.15% of the state. Another 38.46% of students received Band 5 as compared to 26.95% of the state. Overall, 46.15% of students received a Band 6 or 5 as compared to 31.1% of the state.

**Information Technology Examination** – 16.62% of students received Band 6 as compared to 1.52% of the state. 33.33% of students received Band 5 as compared to 19.58% of the state. Overall, 50% of the cohort received a Band 6 or 5 as compared to 21.1% of the state.

**Mathematics** – 30.76% of students received Band 6 as compared to 21.71% of the state. Another 30.76% of students received Band 5 as compared to 32.03% of the state.

**Music I** – 42.85% of students received Band 6 as compared to 18.23% of the state. Overall, 85.70% of the cohort received a Band 6 or 5 as compared to 59.58% of the state.

**PDHPE** – 13.79% of students received Band 6 as compared to 8.42% of the state. Another 34.48% of students received a Band 5 as compared to 22.07% of the state. Overall, 48.27% of students received a Band 6 or 5 as compared to 30.49% of the state.



**Studies of Religion 2 Unit** – 12.5% of students received Band 6 as compared to 8.24% of the state. Another 50.00% of students received a Band 5 as compared to 35.94% of the state. Overall, 62.5% of students received a Band 6 or 5 as compared to 44.18% of the state.

### **OTHER POINTS OF NOTE – Band 5 Focus**

**Business Studies** – 34.48% of students received Band 5 as compared to 28.11.06% of the state.

**Chemistry** – 57.14% of students received Band 5 as compared to 34.42% of the state. (11.67% received a Band 6).

**English Advanced** – 56.52% of students received Band 5 as compared to 44.63% of the state. (8.69% as compared to 14.67 for band 6s).

**Mathematics Extension I** – 100% of students received Band E3 as compared to 54.05% of the state.

**Mathematics Extension II** – 100% of students received Band E3 as compared to 54.93% of the state.

**Physics** – 30% of students received Band 5 as compared to 22.55% of the state.

**Society and Culture** – 43.75% of students received Band 5 as compared to 32.49% of the state.

**Construction Examination** – 14.28% of students received Band 5 as compared to 12.76% of the state. Only 0.13% of the State was awarded a Band 6.

**Design and Technology** – 44.44% of students received Band 5 as compared to 28.75% of the state.

**Extension I English** – 100% of students received Band E3 as compared to 63.69% of the state.

**Extension II English** – 100% of students received Band E3 as compared to 55.28% of the state.

**Mathematics General** – 16.36% of students received Band 5 as compared to 14.89% of the state.

**Metals & Engineering Examination** – 40% of students received Band 5 as compared to 7.00% of the state. Only 0.69% of the State was awarded a Band 6.

### **5.3 Extracurricular Activities**

Mater Dei Catholic College is a dynamic College which prides itself in offering many opportunities for our students. A well rounded education is concerned with the development of the whole person. Extra curricular activities are seen as a key aspect of enhancing the development of the whole person. Most particularly, Mater Dei prides itself in offering a rigorous Internal Sport Program as well as provide many and varied opportunities to represent the College in more than 14 sports. Furthermore, we offer an extensive Music Tuition Program which enables students to participate in various bands and ensembles that play in and around Wagga on a regular basis.

### **5.4 Professional Learning**

The College holds regular Staff Meetings that focus on the development of a Catholic Professional Learning Community. These meetings are used to support and strengthen learning initiatives and are grounded in contemporary learning practice and educational research. Whole Staff Meetings are supported by KLA Learning Teams and their leaders, who focus on curriculum and the Pedagogy Team, which supports inclusive learning.

In 2014, the focus of whole staff Professional Learning was on the following areas:

Faith; Learning and Student Wellbeing.

In addition, staff attended external professional development courses and workshops appropriate to their Professional Learning Plans. This included post graduate studies in Theology and Catholic Leadership.



## 6. Strategic Initiatives

### 6.1 2014 Priorities and Achievements

- Continued commitment to Student Centred learning.
- Continued Inquiry Learning Scaffolds
- Continue whole-school focus on subject-specific literacy. Increase accountability to ensure that subject-specific vocabulary is explicitly taught in each class.
- Continue balanced NAPLAN preparation in English and Maths KLAs for Years 7 and 9 in 2014.
- Continue Quicksmart with Year 7 and 8 students on or below National Benchmark
- Continue Accelerated Reader Program with Year 7 and 8 students
- Extensive planning and preparation for 2015 learning initiatives of Year 7 "TED" Program and Year 11 Blended Learning approach to Studies of Religion – 1 unit
- Maintained commitment to
  - HSC and School Certificate reflection, Verb Scaffolds
  - DeCourcy analysis
  - Whole-school Literacy and Numeracy
  - NAPLAN Preparation
  - 'Teach More, Manage Less'
  - Ideal Classroom and Classroom Norms
- Focus on eCommunication with parents for all newsletters, correspondence, meeting arrangements such as booking Parent/Teacher interviews
- Increased use of Technology as a Learning Tool saw the strengthening the Laptop program to provide 1:1 devices to all students by the end of the school year
- Teacher Professional Learning Plans (PLP's) - individual teachers reflect on practice, have a mentor and develop a PLP which is reviewed every six months.

### 6.2 2014 Priorities and Challenges

The following summary overviews the 2014 College priorities, as shared with parents during the year:

1. As part of our ongoing commitment to ensure learning remains relevant for our students, your children, the College has introduced a learning initiative for Year 7 students in 2013. It has come to be affectionately known as "**TED**". **TED** is the name given to the new program of delivering the subjects of Religion, English and Human Society and its Environment (HSIE) to Year 7 students in 2013. **TED** is short for Connect**TED** Learning and "connects" both subjects and learners. Essentially, Connect**TED** learning is student-centred. This means providing Year 7 students with **CHOICE** of:
  - **T**echnology which will best support their learning;
  - Area(s) of interest they may wish to **E**xplore; and,
  - How (in pairs or groups?) and with whom (teachers or students?) they **D**iscover new knowledge and understanding.



2. Building on the experiences of TED in 2013, Year 8 students are taking advantage of the opportunity of teachers in planning and teaching collaboratively. This has been a deliberate timetabling decision to maximize continued engagement and choice for students and to further their skills in collaboration and inquiry. This initiative involves Year 8 HSIE, Religious Education and English.
3. All teaching and learning-support staff have spent time learning how to interpret and employ NAPLAN data to improve their teaching of literacy and numeracy. NAPLAN (National Assessment Program-Literacy and Numeracy) seeks to measure the literacy and numeracy learning of students in all Australian schools in Years 3,5,7 and 9. A 'Smart Data' package allows each teacher to source results for current classes and identify strengths and weaknesses. This will improve the targeting and delivery of literacy and numeracy teaching in the College.
4. A specific Literacy initiative has been introduced into Year 7 and 8 in 2014. This involves students engaging in an online Literacy program 'Literacy Planet' in which students will be engaged in literacy activities at school and can support their learning by accessing the program at home. It becomes a supported strategy to improve student literacy knowledge and skills.
5. Whole-school Numeracy initiatives include a focus on the Mathematics program, QuickSmart. It is important to note that these are not 'one-offs' but part of a planned integration of skills, tools and strategies to improve student learning outcomes and teacher practice. A continued staff professional learning focus on Quality Assessment has supported these initiatives.
6. All KLA Leaders have met with their teachers and analysed HSC results. The HSC results are greatly enhanced by data supplied by the NSW Catholic Education Commission's 'HSC Data Analysis Project' which provides a measure of learning gain obtained by each HSC class in each NSW Catholic school. Following trends across HSC years allows Stage 6 teachers and KLA Leaders another source of data to improve teaching and learning. They ask the questions: What are we doing now? Is it working? How do we know? What changes do we need to make? When informed by validly analysed data, experienced teachers can strategically plan to improve learning gain and learning outcomes for students, classes, departments and the entire cohort.
7. All Year 11 and 12 students and all teachers have a copy (and use it regularly) of 'Glossary of Verbs and Verb Scaffolds' which includes all verbs that are used in Board of Studies syllabus Outcomes HSC exam and assessment questions. Understanding of verbs and how they guide the processing and presentation of content is integral to success in the HSC.
8. Each Teacher has a detailed Professional Learning Plan that reflects the learning needs of the individual, and the students who learn in the classroom. This reflective process provides a concrete, observable and measurable account of the goals, learning needs and professional development of our teachers. The idea that they are our 'leading learners', gives a powerful, positive message and emphasises that carefully planned and targeted professional learning is another pre-requisite for the sustained improvement of student learning outcomes.
9. Teaching staff have adopted Christine Richmond's (2008) excellent 'Teach More—Manage Less' model of behavior management. It is a simple but highly effective 'minimalist' approach that increases teaching time and decreases 'managing' time. It allows greater consistency across the College and most importantly, it works.
10. Our Attendance Policy is designed to reduce lengthy unexplained absences and better monitor the reluctant attendee. Please don't be offended by requests for explanation: learning outcomes are improved by attending school. Access this policy on the College website.



11. Our Representative Sport Policy is designed to ensure that the more active student prioritises sporting commitments to limit time out of classes. A small number of students in previous years have missed up to 10 days in a term, which equates to attending school 4 days a week. Access this policy on the College website.



## **7. Parent Participation**

### **7.1 Introduction**

Survey results in 2014 revealed a healthy level of student and parental satisfaction. Data is collected through a variety of means to provide a student and a parent voice in the College's strategic planning and improvement processes.

### **7.2 Parent Satisfaction**

In 2014, 161 responses were received in the Parent Survey. The exit survey of Year 12 parents in October, 2014 affirmed the level of care and the capability of teachers in preparing their child for the HSC and life beyond Year 12. The survey was conducted by Michael Elphick Consultant.

The College Council confirmed their support and strong satisfaction with schooling at Mater Dei.



### 8. Financial Report

