



# 2022

ANNUAL SCHOOL REPORT

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## Mater Maria Catholic College

5 Forest Road, WARRIEWOOD 2102

Principal: Mr Marc Reicher

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



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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

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the school has seen. Overall, 2022 was an outstanding year for the College and the community is rightly proud of the way we bounced back from the challenges of the past few years.

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

In 2022, the College Advisory Board and 'Parents in Partnership' assisted in recognising the means to increase and encourage parent engagement in their children's learning and wellbeing. Many of the normal activities returned and it was wonderful to meet face to face again. Highlights were, the new family welcome evening, expertly catered for by our senior hospitality students, the careers expo for senior students determining subject selection and career pathways, the HSC care packs provide for each Year 12 student and reaching out to families in need.

The invitation for parents to provide feedback is provided regularly via the College newsfeeds 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 2022, College captains have led the student body along with the





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



## 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 ██████████ monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assur.47m



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following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

The 2021-2022 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. A strategic and well resourced focus to improve the quality of students' written responses was supported with a professional learning of middle leaders on leading school improvement. Every teacher experienced professional learning each term provided from an external expert on the Literacy in Subject Area (LiSA) program. The learnings from this were trialled by every teacher and data on student improvement shared with cross-curricular learning teams with middle leaders running groups as mentors. Staff who saw significant improvement in their class data over the year, shared their experiences at a staff day to celebrate excellence in teaching.

Staff also worked through the National Consistent Collection of Data requirements for adjusting and documenting the differentiated approaches used to meet student learning needs. 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 firJETBT/F2 14.6ory

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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

games after Mass, in a youth group style model. Throughout the year we saw a steady increase to up to 60 attendees.

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 59th 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 2022, the college celebrated a range of significant liturgical events including; 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. As well as connecting with local parishes, our students had the opportunity to share their faith with other young people at interfaith dialogue meetings.

2022 was a challenging time for many in our local community suffered financial hardship and emotional distress due to job losses over the COVID years. 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 u

In 2022, we continued to expand the vocational pathways offered for students by including more vocational education courses, including Entertainment and the opportunity for students to enrol 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	30%	24%	13%	21%
	Reading	33%	27%	9%	15%
	Writing	35%	24%	10%	22%
	Spelling	30%	33%	10%	17%
	Numeracy	37%	32%	6%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	27%	22%	9%	27%
	Reading	30%	21%	3%	23%
	Writing	22%	17%	11%	33%
	Spelling	18%	17%	7%	21%
	Numeracy	20%	20%	5%	19%

## 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 2022, the College achieved outstanding HSC results with the best performance the school has achieved in a number of measures. With over 12% of all results in the top achievement band, the school broke into the top 150 schools list. More pleasing is the massive jump to 82% of all results achieved 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 Catholic Schools Broken Bay, Mater Maria students placed first in Physics, Earth and Environmental Science, Extension English 1, Standard English, Ancient History, Community and Family Studies, Visual Arts, Industrial Technology and German. We also had students who achieved a HSC whilst enrolled in a school based apprenticeship course. The 2022 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	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2020		2021		2022	
	School	State	School	State	School	State
Ancient History	62 %	33 %	43 %	34 %	63 %	34 %
Drama	71 %	47 %	92 %	46 %	100 %	59 %
Engineering Studies	-	34 %	0 %	36 %	50 %	30 %
Industrial Technology	31 %	24 %	34 %	25 %	50 %	22 %
Personal Development, Health and Physical Education (PDPHE)	20 %	34 %	17 %	31 %	42 %	26 %
Physics	45 %	41 %	25 %	41 %	57 %	41 %

## 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 2022, the number of students issued with a RoSA was 10.

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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 2022.

### 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 2022.

### [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

The list above is a selection of activities and events that promote inclusion, harmony and respect to 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 have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In 2022, the School provided a variety of experiences to deepen understanding of the School 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 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 worked 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 statistically similar schools.

In the wellbeing 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

improvement. The concept of quick wins to track improvement has been a significant learning and increased the engagement of whole school improvement goals. A significant factor impacting student achievement is attendance which the College will promote to the community through the 'Every Day Matters' campaign designed by the Catholic Schools Broken Bay. Finally, we will be continuing our environmental sustainability plans, as subjects attempt to authentically include these themes in their teaching programs.





## Teacher satisfaction

Mater Maria is a dynamic, high performing school where staff feel supported to provide a quality learning environment for our students. On a day-to-day basis, staff members are invited through staff meetings and the College Executive to dialogue satisfaction and/or concerns. There is wide consultation on all decisions that impact staff and their voice is heard and acted upon. The College is a supportive work environment with a positively engaged staff. The low staff turn-over 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 2022 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.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,481,558
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,572,596
Fees and Private Income <sup>4</sup>	\$7,213,012
Interest Subsidy Grants	\$11,630
Other Capital Income <sup>5</sup>	\$7,030
<b>Total Income</b>	<b>\$19,285,828</b>

Recurrent and Capital Expenditure 2022	
Capital Expenditure <sup>6</sup>	\$268,899
Salaries and Related Expenses <sup>7</sup>	\$13,539,781
Non-Salary Expenses <sup>8</sup>	\$5,436,063
<b>Total Expenditure</b>	<b>\$18,975,844</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.

