



CATHOLIC SCHOOLS
Broken Bay

2023

ANNUAL SCHOOL REPORT



Mater Maria Catholic College

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Principal: Mr Marc Reicher

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About this report

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 at local school level and 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 also be obtained from the [My School website](#).

Message from key groups in our community

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 2023, our school improvement plan 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 systemic school under the governance of Catholic Schools Broken Bay (CSBB), we focused to realise the goals of Towards 2025 strategy by -

- Developing a collaborative culture of continuous improvement
- Accompanying students, families and staff to know Christ and to grow in faith
- Maximising the learning growth of each student
- Building the capacity of our staff
- Embedding future-focused systems, policies and processes

After seeing significant improvements in academic results in 2022, we continued our focus on the whole school literacy goal of improving the quality of students' written responses. The strategic planning of intense professional learning using the 'Literacy in Subject Area' teaching and learning cycle, collaborative teacher planning and sharing the effectiveness of the changes in pedagogy including the associated student data with colleagues, was well supported by CCBB providing each teacher an extra hour of collaborative planning time per week. We are pleased to report that improvements seen in 2022 were sustained and in many measures improved in 2023. As well as each teacher being able to report improvements in their own class data, as a school we maintained NAPLAN scores in reading, writing and numeracy that were significantly higher than statistically similar schools and once again, our graduating HSC cohort maintained our ranking on the top 150 schools based on the percentage of band 6 results in the HSC. More impressive was the statistic that 84% of all

HSC results were in the top three achievement bands showing that our efforts were reaching all achievement levels and growth was seen for all students.

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. 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 reviewed the mentor and pastoral care lesson program resulting in the proposed implementation of a new-look student planner that includes resources based on the positive psychology approach of Seligman's PERMAH model. Extra-curricular activities in sport and performing arts saw the highest participation the school has seen. Overall, 2023 was an outstanding year for the College and the community can safely say we are serving the purpose of CSBB, to inspire the hearts and minds of students, to know Christ, to love learning and to use their talents to be the very best they can be.

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 2023, 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. 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 students and reaching out to families in need.

A significant initiative that was introduced by the 'Parents in Partnership' group in 2023 is the preloved uniform shop. This second hand uniform shop is managed by a group of dedicated volunteers and runs on the generous donations of parents in our community. The uniforms are donated and then sold to families at significantly reduced cost thus supporting our families financially and supporting the environment with more sustainable living. The funds raised by this group are donated to local charities, further supporting those in need in our local area.

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 used by CSBB.

Student Body Message

During 2023, College captains have led the student body along with the College prefects, house captains and the fully inclusive Student Representative Council. Each ministry of leadership (the Samaritan (community, liturgy and social justice), Creative and Performing Arts, House and 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 wider community at various events. The inclusive structure of the student representative council means that all interested students across all age groups can display their leadership and contribute to some wonderful initiatives to display our college values. In 2023, 193 students were involved in the student representative council which led a number of significant initiatives including Project Compassion, Peer Counselling, College assemblies and events for RUOK? Day, the National Day Against Bullying and Violence and Stress-down day.

We often consult on new initiatives and proposed improvements through action groups of the SRC, this included taking part in Earthcare group, reviewing the mentor and pastoral lessons, the student planner/diary, 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 to report on their overall satisfaction with the school and various issues like bullying and feeling safe at school. The results in these areas continue to be positive and all feedback is acting on in a timely manner.

School Features

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. This philosophy sits in congruence with the vision and purpose of our governing body, Catholic School Broken Bay (CSBB). The vision for all CSBB schools is to deliver authentic, professional Catholic education with care and compassion and the purpose of CSBB schools is to inspire the hearts and minds of all students to know Christ, love learning and use their talents to be the very best they can be.

The College enjoys a wonderful relationship with the Catholic parishes of Pittwater and the Lakes and welcomes people from the whole Northern Beaches area. We encourage all families to have an active relationship in their local parishes.

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, 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 with drama clubs and an array of music bands and ensembles.

As the original 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 daughters and sons.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
556	539	230	1

* 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 2024. 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 2023 was 90.65%. 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
91.60	89.20	89.00	88.90	92.00	93.20

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 2021, 86% completed Year 12 in 2023.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2023	
% 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. In 2023, 22% of student who qualified for ATAR achieved a rank above 90 and 98% of students who applied for university were offered a place, with many receiving multiple offers. There were a wide range of tertiary course our students enrolled in with the sciences, engineering, allied health and business/economics being standouts. Our students are supported to pursue a wide range of career pathways that match their interests and abilities. With an increase in the number of students completing school-based apprenticeships and traineeships, we have seen a slight increase in this pathway and a slight drop in retention when students gain employment and leave school before the completion of the HSC. This is seen as a positive for students who pursue a pathway into trades and traineeships.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	105
Number of full time teaching staff	78
Number of part time teaching staff	27
Number of non-teaching staff	17

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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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. 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 in their classes immediately after the training and data on student improvement shared with cross-curricular learning teams that had 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. This was well supported by CSBB who provided each teacher with an extra hour per week off from face-to-face teaching in order work collaboratively.

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 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. The College has a significant group of teachers working towards their Highly Accomplished accreditation through NESAs.

The engagement of staff displays the positive culture of continuous improvement that has been created at the College amongst staff that is fully focused on improving student learning outcomes.

Catholic Identity and Mission

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include 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.

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 beautifully crafted 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. In 2023, in partnership with Pittwater Parish, we encouraged students and their families to attend to parish 'Soul Mass' on the first Sunday each month. To encourage attendance student volunteered to do the readings and provide the music. We also shared a meal for all those in attendance and had the older

students run games after Mass, in a youth group style model. Throughout the year we saw a steady increase to up to 130 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 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 2023, 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. 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.

Curriculum, Learning and Teaching

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 and real-world content 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 2024 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 2023, 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

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Mater Maria Catholic College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	73%	64%
	Reading	79%	69%
	Writing	80%	63%
	Spelling	83%	73%
	Numeracy	85%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	77%	59%
	Reading	86%	63%
	Writing	75%	58%
	Spelling	82%	71%
	Numeracy	87%	64%

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 2023, the College continued to achieve outstanding HSC results with the best performance the school has achieved in a number of measures. With 12.8% of all results in the top achievement band, the school maintained its place in the top 150 schools list. More pleasing is the massive jump to 84% of all results achieved in the top three performance bands.

All subject areas had students achieving in the highest band and there were eight students across a range of practical subjects who had their major works nominated for the various exemplar exhibitions and events. We were proud to see our top music student being selected to perform in the Encore concert. Across the schools in Catholic Schools Broken Bay, Mater Maria students placed first in Drama, Economics, Industrial Technology, Standard 1 Mathematics, Standard 2 Mathematics, Advanced Mathematics, Extension 1 Mathematics, Music 1, Extension Music, PDHPE, Physics, Extension Science, Studies of Religion 1, Textiles and Design, German Continuers, Extension German, VET Construction and VET Entertainment.

We also had students who achieved a HSC whilst enrolled in a school-based apprenticeship course. The 2023 cohort had 18 students achieve an ATAR above 90 which represents 22% of the eligible cohort. A large 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)					
	2021		2022		2023	
	School	State	School	State	School	State
Earth and Environmental Science	30 %	28 %	25 %	32 %	60 %	34 %
HSC English Extension 2	100 %	84 %	100 %	85 %	100 %	89 %
Mathematics Standard 2	26 %	25 %	46 %	29 %	40 %	32 %
Modern History	27 %	38 %	41 %	34 %	60 %	35 %
Music 1	100 %	64 %	83 %	70 %	100 %	69 %
Personal Development, Health and Physical Education (PDPHE)	17 %	31 %	42 %	26 %	41 %	31 %

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 2023, the number of students issued with a RoSA was 20.

Pastoral Care and Student Wellbeing

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 significant changes made to this policy in 2023.

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 2023.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2023 to reflect new system processes.

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 2023, there were over 190 student members in 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 2023 were as follows:

- Continuation of Mater Maria Earthcare group
- Year 7 attending the 'Belong' event hosted by CSBB
- Year 11 peer counsellors who support the transition of Year 7 students to high school
- Interfaith dialogue involvement for Years 9 and 10 students through various excursions
- Students work the Jesuit Social Services to collect and organise groceries in the Mt Druitt
- 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
- Dramatic and musical contributions by students through a number of performances including rock concerts and band competitions in the wider community

- Student participation in the Duke of Edinburgh Award scheme specifically in the gold, silver and bronze awards with a record number of 78 students involved in working towards their bronze award.
- 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 to others and our natural environment.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2023, 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 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 2024, 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 export consultant to model new subject-specific literacy pedagogy. The effective strategies tested in this intensive professional learning will be embedded into the new programs as each key learning area focusses on NESA's curriculum reform.

We will continue to encourage students to have a growth mindset by identifying the factors that impact our students' motivation and engagement. We will introduce a new student planner that provides resources for mentor teachers to engage with Seligman's PERMAH, positive psychology approach. Staff and students will be encouraged to care for their wellbeing by focusing on character strengths and showing gratitude the gifts, they have received. A significant factor impacting student achievement is attendance which the College will continue to promote to the community through the systematic follow up and early intervention for students who miss school regularly. Finally, we will be continuing our environmental sustainability plans, as the EarthCare group focuses on rebooting our composting project and subjects attempt to authentically include these themes in their teaching programs.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

The whole community, including parents, provide feedback through satisfaction surveys. The results from this survey in 2023 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 Parents in Partnership, in the coaching of college sports teams, and by regularly volunteering with initiatives like the Year 10 Careers Expo.

The College Advisory Board and Parents in Partnership 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 regularly in various newsfeeds to the community.

Student satisfaction

Student voice is given high priority in strategic decision making and is collected via a number of sources, including satisfaction 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. Students who wish to be part of this leadership group are given the opportunity and are asked to attend regular meetings. After each meeting the College Vice captains, who chair the SRC meetings meet with the Principal to discuss any new initiatives and any feedback supplied by the student body.

All major new initiatives that impact the students experience are consulted with the SRC. 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 'general approach to learning' results indicated that students are connected to their learning and the College recognised over 400 students with a Gold Award for good behaviour and having a positive attitude towards learning. This award indicates that

these students are committed to their studies in both effort and behaviour in all of their subjects through all four reports throughout the year.

A student designed encouragement scheme called the House Cup was reviewed in 2023. Students reported increased motivation as they saw the House points leaderboard change each fortnight. This culminated in an EPIC student fun day at the end of the year to celebrate the highest point contributors to the House Cup. A wonderful example of a student-led initiative that encourages positive behaviour, involvement in activities and inclusion for all students.

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. The acknowledgement of teacher workload issues by CSBB in providing an extra hour per week for collaborative planning was well received by the staff and has provide further opportunities for staff to feel connected and support to our common goals.

The College also has a supportive network and effective support program for early career teachers. Finally, the new staff induction program that last for the whole of first term, provides opportunities for new staff to receive digestible sized pieces of information in a timely fashion and also allows for regular check ins with members of the College executive. Staff regularly report that the sense of community and support by leadership is a highlight of working at Mater Maria Catholic College.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$10,538,472
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,863,911
Fees and Private Income ⁴	\$7,857,109
Interest Subsidy Grants	\$208
Other Capital Income ⁵	\$6,980
Total Income	\$21,266,683

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$48,933
Salaries and Related Expenses ⁷	\$15,896,970
Non-Salary Expenses ⁸	\$6,174,461
Total Expenditure	\$22,071,431

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 2023 REPORT