

2019 Annual Report

Mater Dei Primary School
Wagga Wagga



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2019 Primary School Annual Report

About this Report

Mater Dei Primary School Wagga Wagga is registered by the NSW Education Standards Authority. Catholic Education Diocese of Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

Mater Dei Primary School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that Mater Dei Primary School Wagga Wagga has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to Mater Dei Primary School newsletters and other forms of communication. Further information about Mater Dei Primary School may be obtained by contacting the school directly or by visiting the [school's website](#).

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Section 1: Message from Key Groups in Our School Community

Message from the Principal

2019 was a busy and exciting year which saw many varied activities, community gatherings and learning opportunities for our students.

With a student population of almost 400 students, our school is at full capacity.

To enhance student learning, all grades operate as teaching teams comprising two home teachers and a third teacher in a classroom support role during English and Mathematics to ensure that our teaching is targeted towards the needs of the students. Each grade also has an allocated teacher assistant to support student learning.

The Director of Schools, Mr. Mark MacLean is a regular visitor, supporting our goal of embedding strong contemporary learning practices within all learning spaces in our school.

Our Targeted Maths Teacher, Mrs. Lu Regan and our Inclusion and Diverse Learning Teacher (IDLT), Miss. Kayelene Gleeson also provides support to teachers, students and families in the areas of Maths and learning support.

A strength of our community continues to be parent involvement. Whether it be assisting in the classroom for reading groups or craft, helping at carnivals, assisting in the canteen, attending masses and assemblies; we are truly blessed to have the support of so many parents. It makes the partnership between home and school so much more powerful.

Our links with the Sacred Heart Parish continue to flourish with the support of Fr John Baptiste. His support in making prayer and liturgies more meaningful for young students certainly enhances our capacity to develop a strong sense of faith in our students.

The faith development and global awareness is also evident. Sacramental programs, the outreach programs undertaken by Mini Vinnies and the many liturgies, masses and other prayerful experiences, being a feature of our school year.

Extra-curricular opportunities like eisteddfod performances, musical tuition, band performances, Singing Group, Mini Vinnies, or Book Club were plentiful and gave many students an opportunity to shine in their chosen area.

Construction has begun on our new learning space which will allow all grades to be side by side in coming years. This has required the demolition of our current Year 5 classrooms as well as using the vacant space to the east of these classrooms. An upgrade of our main quadrangle will also take place once the building projects are complete. The end of the year saw finalisation of plans to refurbish the administration block and this project is to be completed during the Christmas holiday break.

Megan Masterson
Principal

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Message from the Parent Body

I am delighted to present the Mater Dei Primary School, School Council Report for 2019.

2019 was another successful year for Mater Dei Primary School with enormous achievements, opportunities, activities, celebrations and social events for all students and the school community.

The School Council extends our gratitude to all parents and carers in our school community for the endless hours of voluntary work and assistance they contribute through the various fundraising events, sporting carnivals and forums. This continued effort assisted the Council in holding a disco and parents' evening and Movie Night during the year for our school community.

A major focus of the Council in 2019 was the assistance and support to the school through their Registration Process. This process resulted in upgrades to gardens, playground and sporting equipment, new line marking and repair to the basketball court, repairs to the shade sail in the kindergarten area, new heating and cooling to the silver room and replacement of the septic system. In addition to the above was the refurbishment of the office and the continued capital works of the new Year 5 and Year 6 Classrooms and contemporary learning building which will be completed in 2020.

I would like to thank all Council Members for their contribution, assistance, guidance and time dedicated to the council in 2019 and during my time as Chairperson. Our journey at Mater Dei has come to an end and I would like to thank the school and the school community for the wonderful and enjoyable experience and wish all members in our school community the very best in 2020 and beyond as you continue to develop and grow our school.

Stephen Cook
Chairperson

Message from the Student Body

This message has been prepared by our newly elected student leaders for the 2020 school year. Each was asked to comment on an area that they find valuable about our school.

Lucy - I love Mater Dei because of all the teachers that are here to help and look after me. I always feel safe here with all my friends. I love having technology available to work on as well as new books every year.

Sophie - I love Mater Dei because of the fabulous teachers who always support and encourage each and every student. They help us with our learning and encourage us to be the best we can be.

Charlie - One thing I love about this school is that we can come here and learn new things every day. I have many friends who I can work with in class as well as people I don't know very well. We have many things like the Lego kits which make learning fun. I also like all the teachers. They are nice, kind and caring.

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Inez - One of the things I like about Mater Dei is the classrooms because we have a great learning environment. Another thing I love is the teachers because they are always lending a hand and supporting us.

Josh - Mater Dei has plenty of space and good equipment to play with. The teachers are friendly and make you feel very welcome. They plan fun lessons and there is always something new to do.

Zoe - I like coming to this school because all of my friends are here and I love working and playing with them. I also enjoy coming to school because every day is different. The teachers are nice and supportive of the students. We are encouraged by them every day.

Saf - What I love about Mater Dei is all my friends are there for me when I need them. The amazing staff are kind and caring and the education that I receive makes me want to learn more.

Zahra - I love attending Mater Dei because I am welcomed by my friends and teachers. I also love the resources we have to make our learning more interesting. I would recommend coming to Mater Dei because you will receive a great education and get to make wonderful friendships..

Marley - I love that there are a lot of chances to learn in a positive and fun way. I always feel respected and have the opportunity to try new things. The teachers are kind, supportive and willing to give up time to teach you things you don't understand. I love my school and I feel happy every day.

Izzy - I love my school because it makes me feel safe and feels like my second home. I love coming to school and being a leader. I have a responsibility to do the right thing for the younger students to look up to. I like that when I go home I can tell mum something I have learnt or something exciting happening in year six.

Ben - I love my school because I get to see my friends every day. I love the teachers and all that I learn from them. We have a great community and huge ovals.

Henry - I enjoy the athletics and swimming carnivals. Mater Dei has great teachers who plan great activities for us to learn new things. I have made lots of friends at my school.

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Section 2: School Charism / Features / Context

Mater Dei Primary School is located right beside Mater Dei Catholic College (MDCC)(co-educational Year 7 - 12 High School) and also borders the Community Kids Lake Albert Early Education Centre.

This location provides unique opportunities in terms of transitional programs and educational links. One of these is the Instrumental Tuition Program through MDCC where almost 60 Primary students took the opportunity to learn a variety of musical instruments and become part of the Band Program.

Obviously, links with these two educational institutions also makes the transition from pre-school to Kindergarten and then from Primary to Secondary School, so much more effective.

Mater Dei has now been providing education for families in the southern areas of Wagga Wagga for twenty eight years. With a capacity of just under 400 students, great pride is taken in the accomplishments of the school.

Academically, students continue to achieve very strong results and the school community is justifiably proud of the holistic development of the students.

The school is one of two parish schools of the Koorinal Sacred Heart Parish. It was constructed after Sacred Heart Primary School struggled to accommodate the number of families seeking enrolment in the late 1980s and early 1990s. Both schools continue to provide a quality education in a Catholic context.

The purpose of the school is to educate and support each student in their academic, spiritual, social and physical development and engage them in quality educational activities that set them up for a positive future.

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Section 3: Student Profile

The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Indigenous	Total
187	198	5	4	385

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the CEDWW.

Copies of this policy and other policies in the report may be obtained from the CEDWW website or by contacting the Central Office or the school.

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	95%
Year 1	96%
Year 2	93%
Year 3	94%
Year 4	95%
Year 5	93%
Year 6	93%

The average student attendance rate for 2019 was 94%.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. Whilst parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

Mater Dei Primary School staff, under the Principal's leadership, support the regular attendance of students by:

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- Providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the school community,
- Maintaining accurate records of student attendance,
- Recognising and rewarding excellent and improved student attendance, and
- Implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance,
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented, and
- The Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga personnel are provided with regular information about students for whom chronic non-attendance is an issue and where school strategies have failed to restore regular attendance.

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Section 4: Staffing Profile

There were a total of 25 teachers and 9 support staff at Mater Dei Primary School, Wagga Wagga. This included 20 full-time and 5 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum was:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	2
Proficient	23

Number of staff who are indigenous	1
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific inservice courses, meetings, conferences and a range of professional learning programs provided by Catholic Education Diocese of Wagga Wagga.

Over the course of the year, the Principal, Mrs. Megan Masterson and the teaching staff attended professional development days designed to assist with their pedagogy. Staff also received training in implementing the NSW Syllabus for the Australian Curriculum and introduced the Science curriculum in 2019.

In their roles as Administrative Assistants, Mrs. Sue Bradley and Mrs. Tracey Fitzgerald attended SINA and SAS Administrator professional learning opportunities in order to maintain and update understanding of the PHRIS administration system. There were also opportunities to attend training for the new Compass administration system.

All staff undertook training in CPR, harassment, bullying and child protection.

The following Professional Development was provided for Mater Dei staff during 2019:

- Refining the recently implemented process for Professional Learning Plans and coaching.
- Teaching Mathematics Effectively - data analysis and school tracking of student progress.
- Analysing and responding to student wellbeing data.
- Development of a Maths data wall to track student progress.
- Establishment of a Wellbeing Committee and development of a process for teachers to refer students requiring support.
- Positive Behaviour Management follow up and refining of processes.

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- K-2 Music.
- Missionary Discipleship staff development day.
- Network days

All professional learning opportunities offered to staff in 2019 were taken advantage of.

The staff refined the draft Wellbeing and Behavior Management Policy. Parent and student input was sought, in order to embed the Wellbeing and Behaviour Management Policy and processes. Parents, students and teachers had opportunities to create learning experiences, give feedback and refine lessons and processes. This initiative was very successful and received positive responses from all stakeholders. A summary of the key features of the policy was developed and will be distributed to families at the beginning of the 2020 school year.

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Section 5: Catholic Life

Mater Dei Primary School Wagga Wagga follows the Wagga Wagga Diocesan Religious Education curriculum, **Sharing Our Story**. This curriculum was supported by the use of Diocese funded digital resources such as Understanding Faith and school funded digital resources To Know Worship and Love to increase student engagement and learning outcomes.

Liturgical Life of the School

Class masses and liturgies are held regularly in the school and allow individual grades to take on the responsibility for the planning of such occasions, which are supported by parents and grandparents. A combined Mass between Mater Dei College and the Primary School was held on the Feast of the Assumption to recognise Mary's patronage of both schools.

For Mother's Day Liturgy, Father's Day Mass and Catholic School Week Mass, the children welcomed families as they arrived and then invited parents and grandparents to celebrate afterwards with a lunch or morning tea.

In 2019, Mater Dei Primary students led the Christmas Eve Mass for the Sacred Heart Parish in the school hall.

Staff and Student Faith Formation

Fr John encourages us to work closely with other schools to continue the faith development of the students. Hence, Sacred Heart and Mater Dei Primary Schools worked closely to provide for parent Sacramental information evenings and updated presentations that connected to parents. The teachers and students put a lot of time and effort into preparation for these sacraments and were joined by family and friends to celebrate these special occasions.

During 2019, Mater Dei Catholic College, Sacred Heart and Mater Dei Primary Schools worked together to lead four parish masses. This allowed the staff to work in partnership with the students and connect them to the parish. It also provided an opportunity for the students to act as Missionary Disciples. At the start of Catholic Schools Week, Sacred Heart Parish schools came together to celebrate Mass.

Evangelisation and Social Justice

Mini Vinnies provided many opportunities for the children to act as Missionary Disciples and implement the motto of "See Think Do." The Pastoral component in the community continues to grow through the work of the Pastoral Care Co-ordinator, Lisa Simpson. Lisa conducted the Seasons for Growth Program for students who experienced significant change or loss. Lisa continued to work with the REC, Pip Harris, for the provision of packs for the homeless, holding a 'milo and beanie' fundraiser to raise money for the poor and organising visits by the choir to Nursing Homes and Retirement villages.

Staff Spirituality Day saw staff members visiting and being of service at various centres around Wagga Wagga. Service included meal preparation in nursing homes, working in the Vinnies store and assisting at Kurrajong. In the afternoon, Aunt Mary Atkinson focused on Aboriginal spirituality.

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Professional Learning

Catholic Education Diocese of Wagga Wagga established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Teachers discussed the need to further develop an understanding of Missionary Discipleship with the students using the Head, Heart and Hand model and for the students to hear other people's faith stories. This is a way that Faith can be brought to life for the students. Teachers planned ways to further embed restorative practices into the religious education program by providing opportunities to connect the scripture learnings of Jesus and Mary as Missionary disciples to the way the students act as Missionary Disciples.

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Section 6: Curriculum

Mater Dei Primary School Wagga Wagga follows the NSW Education Standards Authority syllabus for each subject/course offered as required for registration and accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga.

The subjects offered are:

- English,
- Mathematics,
- Human Society and Its Environment (History and Geography),
- Science and Technology,
- Physical Development, Health and Education,
- Creative Arts, and
- daily Religious Education instruction.

All subjects were taught by the classroom teacher, with the exception of Creative Arts which was taught by a specialist Art and Music/Drama teacher.

Students participated in regular library lessons and Information Technology was integrated across all subjects, supervised by an in-school Coordinator. Mater Dei Catholic Primary School implements a no homework policy.

Students were given opportunities to participate in specific programs, such as Bluearth, Music tuition through Mater Dei Catholic College and individual speech and drama lessons. Students also participated in a wide variety of external sporting competitions and had access to community skill development programs, such as water safety lessons, gymnastic programs and sports clinics. Students were able to participate in external competitions, such as the Australian Schools Competitions, across the different Key Learning Areas. Mater Dei Catholic Primary School provided opportunities for a range of excursions and guest presenters. Students with additional needs were supported through intervention programs such as Reading Recovery in Stage 1, Multi-lit in Stage 2, Quicksmart in Stage 3 and Social skills and Pastoral Care programs from K-6. The school is committed student growth and whole school improvement in the Mathematics KLA

All teachers were given ongoing Professional Development with the Targeted Maths Teacher and every student in K-6 completed the Extending Mathematical Understanding assessment interview. At-risk students were identified and given support and intervention. The Targeted Maths Teacher worked closely with teachers, particularly K-2 teachers, with the sole purpose of improving teaching practice in order to increase student outcomes.

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Section 7: Student Performance in State-Wide Tests and Examinations

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 school planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the strands of literacy. Mater Dei Primary School results are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation.

Year 3	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 8	0%	0%	2%	3%	0%
Band 7	5%	2%	5%	5%	2%
Band 6	22%	10%	17%	22%	10%
Band 5	34%	45%	17%	29%	19%
Band 4	25%	31%	29%	25%	46%
Band 3	12%	12%	29%	14%	19%
Band 2	2%	0%	1%	2%	5%
Band 1	0%	0%	0%	0%	0%

Year 5	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 9	2%	0%	4%	2%	0%
Band 8	15%	5%	7%	11%	2%
Band 7	40%	14%	25%	25%	21%
Band 6	25%	28%	26%	26%	42%
Band 5	9%	44%	23%	23%	28%
Band 4	5%	4%	11%	9%	5%

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Band 3	0%	5%	2%	2%	2%
Band 2	4%	0%	2%	2%	0%
Band 1	0%	0%	0%	0%	0%

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Section 8: Pastoral Care and Wellbeing

Pastoral Care / Academic Care / Wellbeing

The implementation of the Pastoral Care Policy reflects the school's commitment to the Diocesan Vision and Mission and the Vision and Mission statement of the school.

Mater Dei is a faith centred community that nurtures and inspires. (Mater Dei Catholic Primary School Visions and Mission statement 2014). At Mater Dei, pastoral care is the responsibility of clergy, staff, students and families. The community is valued and the spiritual, social and emotional wellbeing of all members of the school community is at the core of pastoral care. Initiatives and examples of pastoral care in action include:

- Well being Committee – meets each fortnight to create and facilitate action plans for students who are experiencing difficulty socially, academically or emotionally.
- Small group workshops – Facilitating small friendship group sessions to strengthen social skills
- Grade workshops – topics ranging from self-esteem development to anti-bullying and conflict resolution. These workshops are a collaboration between teachers, the school counsellor and the pastoral care coordinator. Topics are determined by typical issues and areas that require skills development for that year group or can be suggested by the grade teachers to address topical issues they and their students are facing. These workshops were run throughout Terms 2 and 3 and 4. To facilitate a smooth transition to high school, workshops were run for Year 6 which addressed topics such as healthy friendships, bullying and time and organisational management.
- Seasons for Growth – For students who experienced significant grief or loss. This program was run during Term 2 and 3 and was offered to all students from Years 1-6.
- Buddying of Year 5 with Kindergarten students. To enhance this nurturing environment, Year 5 students are partnered with Kinders to help them settle and feel welcome. This also enhanced the warm and welcoming atmosphere from the classroom to the playground.
- To aid new students who enrol at Mater Dei mid year, they are set up with a buddy in their class to ease their move and help welcome them.
- Social Skills Group. This group meets as needs are identified and is available for students with particular issues regarding their social skills. It aims to increase confidence and friendships.

Discipline Policy

Mater Dei Primary is committed to the development of the whole person: body, spirit, heart and mind.

We aim to establish a community of care through:

- welcoming and including students and their families.
- respecting the dignity and uniqueness of each student.
- providing a safe, secure & stimulating environment conducive to learning.
- ensuring fairness & justice within appropriate discipline structures.
- promoting self-esteem and critical thinking in students.
- processes that allow parents to express their concerns or grievances.

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Mater Dei Primary staff, students and parents worked together to develop the Behaviour Management Policy. It was trialled and adjusted according to the needs of the school. It can be found through the following link.

Mater Dei Catholic Primary School

“Mater Dei Catholic School is a faith centred community that nurtures and inspires.” School Vision Statement 2014



Behaviour Management Policy 2017

- Classroom behaviour management process
- Playground behaviour management process
- Serious misbehaviour management process

The Mater Dei Catholic School Behaviour Management Policy is a component of the Wellbeing Policy.

Rationale

The Behaviour Management Policy at Mater Dei Catholic School was developed to ensure the safety and security of all its members. We believe and expect that all members of the school community maintain the right to learn and play in a safe environment.

‘The Catholic school is committed to the development of the whole person, since in Christ, the perfect person, all human values find their fulfilment’. (*Catholic Schools, para 35*)

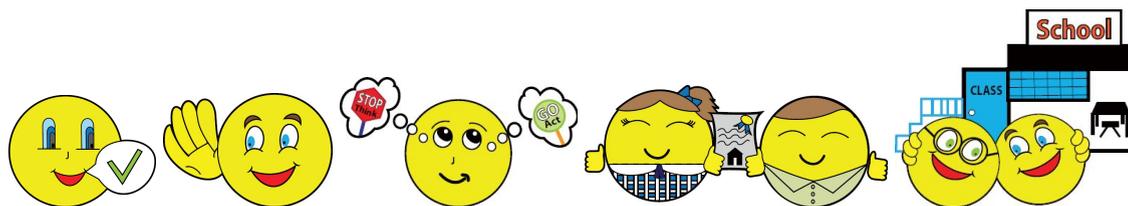
Underpinning the Behaviour Management Policy is the Restorative philosophy. Features of the restorative approach include:

- It is respectful in that it distinguishes the behaviour from the person
- It is fair, with the opportunity for students be heard and decisions understood
- Is restorative by repairing the harm done and rebuilding the relationship
- Develops empathy through reflection, insight and learning
- Enhances responsibility and promotes positive behaviour change

At Mater Dei Catholic School we believe in a restorative approach to student management that develops respect and responsibility. We do this by honouring the five school rules:

- 1. Speak kindly**
- 2. Listen actively**
- 3. Think and act safely**
- 4. Present with pride**
- 5. Appreciate and care**

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At Mater Dei, under no circumstances, is any form of corporal punishment condoned.

Goals

- To foster positive relationships within the school community and develop socially aware students
- To encourage students to reflect and manage their own behaviour
- To provide a structure that gives common understandings, expectations and consequences.
- To provide an opportunity for restoration of relationships as part of behaviour management
- To build a positive learning environment where students have uninterrupted access to their learning
- To foster resilience in students and encourage them to take responsibility for their actions
- To support students, staff and parents during the behavioural modification process
- For the community to have access to the policy
- To foster positive partnerships with the school community regarding behaviour.

Expectations

Teachers and staff are expected to:

- Familiarise themselves with the school rules and school Behavioural Management Plans
- Be exemplary role models of the five school rules
- Explicitly teach the five rules at the beginning of the year and review these if a need arises
- Promote the five school rules as a referral point in discussions and interactions with students
- Enforce school rule expectations
- Consistently follow procedures when implementing behavioural management processes
- Promote and reinforce positive behaviours
- Use a restorative approach, fostering students to reflect on their behaviour and consider and restore relationships
- Help empower parents and students to feel supported in their wellbeing.

Parents are expected to:

- Work in partnership with the school in reaching positive options for the child's welfare
- Use the school as the first point of contact for in-school behavioural concerns
- Contact the child's teacher in the first instance, to discuss any matter of concern at a mutually convenient time

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- If required, seek further assistance/ advice from other Leadership team members
- Encourage positive behaviour to enhance meaningful learning and quality relationships
- Ensure regular attendance, punctuality and readiness for school.

Students are expected to:

- Uphold the school rules
- Take ownership of their choices and accept responsibility for their actions
- Reflect on their behaviour and restore relationships.

Mater Dei Catholic Primary School Classroom Behaviour Management Process



Positive Reinforcement:

At Mater Dei, all teachers and staff are encouraged to use a variety of positive reinforcement strategies within the classroom, with particular focus on intrinsic motivators, to promote desired behaviour.

Minimising Inappropriate Behaviour:

As educators, we recognise the importance of the student-teacher relationship in engaging students and managing behaviour. The greatest support tool is knowing the students. There is always a need to balance correction with encouragement. Not all forms of inappropriate behaviour require us to implement the consequences listed below. It would be expected that, where possible, teachers employ a range of non-intrusive, non-verbal strategies for influencing desired student behaviour. For a detailed list of these strategies please see Appendix A. (*Bill Rogers' Least to Most Intrusive Approaches*).

Renowned educator and researcher Professor Pak Tee Ng, who leads Singapore's Education system, also reminds us of research regarding classroom behaviours. "Many classroom management problems are in fact, pedagogical problems. Every teacher must be a caring teacher, one who develops themselves professionally and designs lessons that are engaging, relevant and appropriate for their students."

At Mater Dei, the following process should be followed for inappropriate behaviour.

Process for Managing Inappropriate Behaviour:

- Step 1: Verbal warning - reminder of expected behaviour/school rule.
- Step 2: Second warning - repeat reminder and move student within the classroom.

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Step 3: Time out for reflection in the classroom OR at another designated area. **Behaviour Reflection Sheet to be completed.**

Step 4: Follow Up Discussion and Re-entry Process - Teacher's responsibility. *(This process is outlined over the page).*

➤ In the case of a critical or serious incident, seek immediate support from a member of the Leadership Team.

Follow Up Discussion and Re-Entry Process:

When a student is required to complete a Behaviour Reflection Sheet, it is crucial that the teacher follows the steps below, in keeping with Restorative Practices, to support the child in making a positive re-entry to the learning environment.

1. Use the Behaviour Reflection Sheet to guide your discussion with the student. Focus on these 3 restorative questions from the sheet:
 - Who did your actions affect?
 - What do you need to do to make things right?
 - What could you do differently next time?
2. Add any clarifying comments on the Behaviour Reflection sheet if necessary.
3. Teacher is required to sign
4. A member of the Executive is required to sign
5. Make 2 copies - one to be kept in the class folder *(in case the original sheet goes missing)*. Other copy to be given to an Executive member to upload onto SAS.
6. Send **original** Behaviour Reflection Sheet home to be signed by parents and returned. Ensure a courtesy call is made to parents so they are expecting it.
7. Ensure the child returns the Behaviour Reflection Sheet the following day. If not make a follow up phone call to parents.
8. Filing - returned original copy is kept in Classroom Folder. Discard any extra copies. *(Reflection Sheets need to be filed into student files at the end of each school year.)*

Casual teachers will be encouraged to follow the steps outlined above for inappropriate behaviours. If it gets to the "Behavioural Reflection Sheet" stage, the casual teacher will be asked to liaise with a Leadership member who will assist in this process and parent notification.

Should Behaviour Reflection sheets be completed whilst in Library or Music/Drama, completion and parent notification shall be undertaken by that teacher but a copy of reflection sheet is be forwarded to classroom teacher.

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If the Reflection Sheets and Incident Cards for a particular student indicate a pattern of negative behaviour, either in the classroom or on the playground, teachers seek the support and advice of the Leadership Team. A Behaviour Plan (IEP) may be needed to support the individual needs of that child. This would include consultation with parents and the Well-Being Committee.

Mater Dei Catholic Primary School Playground Behaviour Management Process



Process for Managing Inappropriate Behaviour:

- Step 1: Verbal warning - reminder of expected behaviour/school rule.
- Step 2: Second warning - repeat reminder and remove from play. Time out with the teacher (stay beside them); rejoin play at teacher discretion.
- Step 3: Incident card - timeout with teacher (stay beside them); rejoin play at end of teacher's duty. **Duty teacher to give incident card to the classroom teacher.** A debrief may be necessary at some stage.

- In the case of a critical or serious incident, seek immediate support from a member of the Leadership Team. Offending student should be accompanied to the Office by a senior student(s) or the red card in First Aid bags can be used. Duty teacher will need to debrief with the Executive member so they can follow up with the student and a Reflection sheet completed. The executive member will make a courtesy call to parents.

Some Important Points for Playground Management:

1. Incident cards are to be kept in First Aid Bags which are taken out on duty. They should be issued for actions that require class teacher notification.
2. Filing of Incident cards - Class Teachers are to keep these in their classroom Wellbeing Folder for student tracking. Reflection sheets could follow.
3. Reflection sheets for serious playground incidents will be signed by Leadership member and the Duty Teacher. Leadership member will upload a copy of the Reflection sheet and provide the Classroom Teacher with a copy for their records.
4. If a playground incident involves large numbers of students, often stopping the game & resolving the problem may suffice. If need be, groups of students can be sat out and

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a single incident card completed for the group. (perhaps the name of students could be included on the back of the card in this instance).

Serious Misbehaviour:

At Mater Dei Catholic School a serious misbehaviour is where a member of the school community:

- Seriously undermines the values of Mater Dei Catholic Primary School
- Bullies, harasses or disrespects any member of the school community
- Breaches their “Technology Acceptable Usage” contract
- Consistently and deliberately fails to comply with a direct instruction from a staff member.
- Is offensive or dangerous to the physical or emotional health of any member of the community.
- Consistently and deliberately interferes with the learning opportunities or social relationships of the other students.

For repeated misbehaviours, consequences including withdrawal of privileges will be implemented. Mater Dei Catholic School’s Wellbeing Committee, in conjunction with the student’s parents and classroom teacher, will attempt to deal with ongoing behavioural issues. The CSO Wellbeing Officer will also be accessed for additional support for the student, parents and teacher.

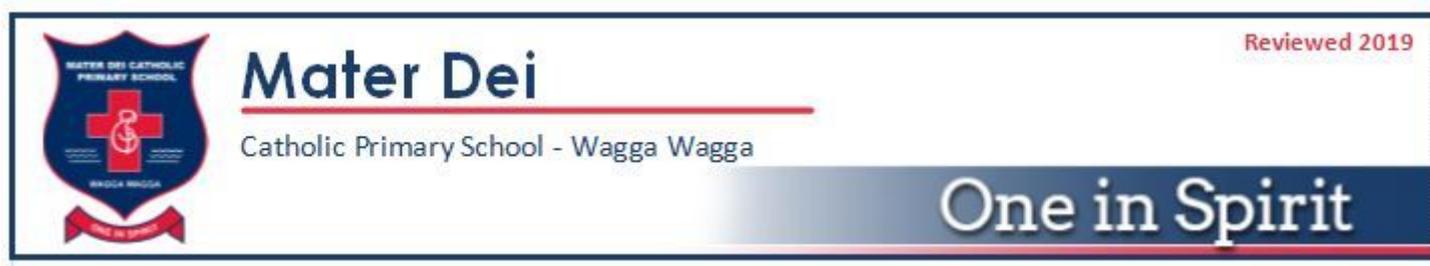
Serious misbehaviour will result in a student being sent directly to the Principal or Assistant Principal. Parents will be contacted immediately and the student may be sent home or excluded at the discretion of the Principal or Assistant Principal.

Following serious or repeated misbehaviours

In some instances where the behaviour of a student is deemed to cause immediate or ongoing harm, distress or danger to others or themselves, or if inappropriate behaviours are repeated, further actions may be required. For serious incidents, it may be necessary to withdraw or suspend the student from the school community, pending the deliberations of the Principal or Deputy Principal, Behaviour Support Team, teachers, outside agencies (if appropriate) and/or the parents of the student.

Should a student require withdrawal or suspension, before returning to school a formal re-entry meeting involving the Principal, parents and the student will be necessary. Agreed goals, understandings and awareness of future consequences for future misbehaviour, will all be determined at this meeting.

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Anti-Bullying Policy

[Vision and Mission Statement](#)

In conjunction with the Pastoral Care, Serious Offences, Self-Esteem and Codes of Conduct Policies monitoring for the occurrence of bullying incidents is a whole school approach.

Bullying behaviour is defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Mater Dei Primary School works as a whole school to ensure a safe environment that unambiguously sends a message to all members of the school community that bullying behaviour is totally unacceptable.

Mater Dei Primary School takes positive steps towards reducing bullying by:

- Raising awareness – with parents, teachers, students
- Developing a supportive climate
- Training children in assertiveness and general self-esteem
- Teachers practising active 'Duty Of Care'
- Establishing clear rules both in the classroom and on the playground
- Dealing with issues swiftly and communicating clearly with all parties involved
- Teaching the behaviours that counter bullying and develop resilience
- Modeling respectful and positive working relations with others

Bullying involves the abuse of power in relationships. Bullying involves all forms of harassment (including sex, race, disability, sexual orientation), humiliation, domination and intimidation of others,

Bullying behaviour can be:

- Verbal eg. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical eg. hitting, punching, kicking, scratching, tripping, spitting
- Social eg. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological eg. spreading rumours, 'dirty looks', hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Anti-Bullying Plan

When working with the students in the classroom, around the school or when on playground duty, staff will:

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- Watch for early signs of distress in the students
- Report all incidents or suspected incidents to the Principal
- Offer the victim immediate support and help
- Work with the perpetrator to change behaviour
- Use all children as a positive resource in countering bullying by providing strategies for them to use and take time to discuss the problem in class and at assemblies

All accessible areas of the school need to be monitored by a staff member during breaks and before and after school.

The students will be encouraged to report all incidents of bullying to a teacher or the Principal

- Student sent to Principal
- Principal investigates details of incident
- A restorative session/s is held
- Parents of the harmer and the harmed are contacted
- As necessary a support plan is developed with the family
- Counselling is offered as a form of support and intervention
- External support is explored as necessary
- If the bullying continues, after consultation with CEDWW, the Diocesan anti-bullying procedures implemented, eg. suspension, exclusion and expulsion

For review 2023

Initiatives Promoting Respect and Responsibility

Mini Vinnies

The Mater Dei Primary School Mini Vinnies conference meets regularly each term to discuss social justice matters and look at ways they can live the Mini Vinnies motto of "See Think Do". Examples of their projects include polishing and tidying up donated outgrown school shoes and joggers and donating to a local school in need.

Visiting and singing Christmas Carols in aged care facilities to build community relationships and care for the community.

NAIDOC Week

Activities are organised to celebrate NAIDOC Week and to enhance student knowledge of Aboriginal culture and heritage.

Buddying of Kindergarten with Year 5

To enhance the nurturing environment, Year 5 students are buddied with Kinders to help them settle and feel welcome. This also enhances the warm and welcoming atmosphere from the classroom to the playground. These relationships continue for Year 1 and Year 6 students.

Student Council

At Mater Dei, the Student Council meets regularly with the Principal and Pastoral Care Coordinator to discuss any areas of concern around the school as well as running

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fundraising activities which benefit local and national charities. Examples of this include donations to Ronald McDonald House and Riding for the Disabled.

The school rules were launched with the help of the student leaders, are explicitly taught in the classrooms and acknowledged and rewarded through the merit award system.

Complaints and Suggestions Policy

Catholic Education Diocese of Wagga Wagga established a Complaints and Suggestions Policy which is implemented by all schools in the Diocese.

The Policy forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities.

A community that is open to complaints and suggestions is characterised by signs of impartiality and confidentiality, respect for the dignity of those involved and is proactive in ensuring there is no fear of victimisation. The processes in the Complaints and Suggestions Policy are to ensure procedural fairness.

No changes were made to this document in 2019. A review of the policy will be undertaken prior to 2020.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by Catholic Education Diocese of Wagga Wagga Systemic Schools, is 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 relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the CEDWW policy documents of Pastoral Care, Student Wellbeing and Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these Diocesan documents in 2019.

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In compliance with the **NSW Reform Act 1990**, corporal punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school.

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Section 9: School Review and Improvement

Each year Mater Dei Primary School develops an Annual Improvement Plan (AIP) which identifies key priority areas for the given year.

[Mater Dei 2019 Annual Improvement Plan](#)

Staff constantly refer to this document to guide planning and professional development. This year's greatest achievement was that the teaching teams worked collaboratively in flexible learning spaces and were focused on refining their pedagogical practices. The practice of praying the Angelus regularly across the school was embedded and the school is confident that all in the community maintain an understanding of Missionary Discipleship. The Maths data wall is continually used to track student progress and case management meetings are used to support this. The staff Wellbeing Toolkit was commenced and will be completed in 2020.

Key Improvement Areas for 2020

[Mater Dei Primary 2020 Annual Improvement Plan](#)

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Section 10: Parent, Student and Teacher Satisfaction

Parents are the primary educators of their children and are always welcome at Mater Dei Primary School. The opinions and ideas of parents, students and teachers are valued. Their suggestions are considered in school planning processes. A variety of processes were used to gain information about the level of satisfaction with the school from parents, students and teachers.

Parents were asked to complete a Google Form indicating their satisfaction with the school. The results are included below.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
75%	25%	

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
95%	5%	

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
80%	20%	

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