

2018 Annual Report

Mater Dei Primary School

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Principal: Megan Masterson

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### About this Report

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

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about Mater Dei Primary School performance measure 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 *Report* demonstrates accountability to regulatory bodies, the Mater Dei Primary School community and Catholic Education Diocese of Wagga Wagga.

This *Report* has been approved by Catholic Education Diocese of Wagga Wagga in consultation with the School Consultant who monitors the Mater Dei Primary School has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

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 or by visiting the School website.

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### Section 1: Message from Key Groups in Our School Community

#### Message from the Principal

As Acting Principal for the 2018 school year, I have been warmly welcomed to the Mater Dei school community.

2018 was a busy and exciting year which saw many and varied activities, community gatherings and learning opportunities for our students.

With a student population of 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 time 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 worked closely with staff during the second half of the year and is a regular visitor in support of 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 provide 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 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, Chess Club, Mini Vinnies, or Book Club were plentiful and gave many students an opportunity to shine in their chosen area.

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Construction will soon begin on our new learning space which will allow all grades to be side by side in coming years. This will require the demolition of our current Year 5 classrooms as well as using the vacant space to the east of these classrooms. Plans are in place to also refurbish the administration block. An upgrade of our main quadrangle will also take place once the building projects are complete.

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

#### School Council Report

I am delighted to present the Mater Dei Primary School Council Report for 2018.

2018 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.

During the year as part of the new School Council Guidelines the Mater Dei Primary School Parents and Friends held a Special General Meeting in September 2018 to move the P&F to a subcommittee of the Mater Dei Primary School Council.

On behalf of the whole Mater Dei Primary School Community and School Council we would again like to extend our sincere gratitude to all previous and past committee members of the Mater Dei Primary School Parents and Friends.

We acknowledge the outstanding contribution the P&F has made to our school community and appreciate the endless hours of voluntary contributions made by all previous members with contribution visible and available to our students every day through the learning tools, resources, equipment and infrastructure in our school and the financial and emotional support that has been endeared to our school community.

As a Council we honour and respect the work the Mater Dei Primary School Parents and Friends has contributed, and our commitment is to continue to provide this support to the School Community.

Whilst 2018 was a year of structural transition I am please to report the Council was able to support the Acting Principal, Megan Masterson, to achieve much including the installation of a new phone system in the school, upgrade the PA and sound system in the school hall, undertake in conjunction the CSO a Condition Assessment Report which has seen capital works and improvements to existing buildings and infrastructure already commence. The new classrooms and contemporary learning building will start construction in early 2019.

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I would like to thank all Council Members for their contribution, assistance, guidance and time dedicated to the council in 2018 and look forward to working with all members in our school community in 2019 as we 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 2019 school year. Each was asked to comment on an area that they find valuable about our school.

Felix - I like Mater Dei because there is a lot of space on the oval to play whatever sport you want - but no tackling sports. The teachers and staff are very nice and they will help you in any way possible. I also like Mater Dei because you get to make lots of friends and build friendships that will last a lifetime.

Grace - Here at Mater Dei Primary School we celebrate Masses and liturgies as a community. We celebrate as part of Sacred Heart Parish with parish Masses, as a school with school Masses, and each year we celebrate Mass as a year group, in our classroom with our families and Fr John. Next year we will be able to use The Marian Centre for these Masses. Each morning we pray in our classrooms, and every assembly we pray as a school. Our liturgies bring us together, giving us a stronger faith. Every year, students prepare for Reconciliation, First Communion and Confirmation. We celebrate as a school when students complete these sacraments. The development of our faith is important for everyone at Mater Dei Primary.

Freddy - One of the things I love about Mater Dei is having all of the technology in our classrooms. I think our school is so fortunate to have so much technology. We have iPads, smart boards, smart TVs & chromebooks. All of the technology helps us learn and helps give us a better understanding while we are all having fun. Having all the technology in the classrooms is very helpful and makes some things a lot more enjoyable. One of the best things about having technology in classrooms is at the end of every week everyone gets their chromebook out and we put everything we had learnt in the past week to the test on Kahoot.

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Ava - We have great Music & Drama opportunities here at Mater Dei. Mrs Loiterton is our Music & Drama teacher and Mrs. Chambers is our Art teacher. In Drama class we learn about the elements of Drama. We perform mimes, Shakespeare, puppet shows and many other fun activities including improvisation. Every lesson is enjoyable. In Music we learn about Musica Viva who are a musical band who play many different instruments. In these lessons we learn about percussion, brass and string instruments. Music is so much fun and we all look forward to these lessons. Mrs Loiterton also holds Speech & Drama lessons before and after school. With these lessons you have the option of entering Drama Exams and Drama Eisteddfods. Mrs. Chambers takes care of Art at our school. We have a dedicated Art space and lessons include, painting, drawing and collage.

Alethea - Here at Mater Dei Catholic Primary School we offer many other activities outside of the classroom. Some of my favourite activities are:

Singing group- singing group is a weekly lunchtime activity for everybody who loves to sing - you don't even have to be that good! We sing at Masses, assemblies and sometimes we go to retirement house's at Christmas time which is always lots of fun.

Eisteddfods: Eisteddfods are often entered once a year for the band, and speech at a class or individual level.

Mini Vinnies is an important activity our school does. This is a group of students from year 4-6 that work together to help people in need, in our community & outside our community. For example we made hair kits for people in need and did a collection of old shoes and polished them for children who could use them. We also organise fundraising activities throughout the year.

Baxter - STEM is a subject that stands for Science, Technology, Engineering and Maths and it is really fun. It can include using resources such as sphero's, lego wedo and maky maky. We also learn coding and work in groups so you can team up with other people that you don't usually work with. From my perspective it is one of the best things you do at Mater Dei primary school.

Jai - Here at Mater Dei we have many great facilities like our great big ovals, the two playgrounds, the hall and our canteen. The canteen is open on Monday, Wednesday and Fridays. We use the hall for many different reasons such as Masses, assemblies and concerts. We have a Creative Learning Space which is

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used for Music and Drama classes. We are about to demolish some classrooms and build a new, state of the art learning centre. This will have four new classrooms and a shared learning space. It is an exciting time of redevelopment at Mater Dei.

Kade -

Year 5 buddies - At Mater Dei, when the students get to year 5 they get to have a buddy from Kinder. This is where the year 5 students have to be responsible and care for their younger student. When they start having a buddy, the students have to care and play with their buddies at lunch and recess for about 5 or 6 weeks. When they find friends, that is when you can let them go.

House days - Mater Dei is starting to have house days this year. When we have these special days, it is a time for everyone to come together and have some activities to do for everyone to enjoy. In these house days, even if you are in a different house to who's day it is, you still get to participate and dress up to the correct theme that the house is holding.

Looking out for others - At Mater Dei, we are always looking out for others wherever we are, whoever is having trouble and we always try to find a way to help people so that they don't feel down or left out. Everyone at Mater Dei is going to get treated equally so I recommend Mater Dei as the school to go to.

Cash - At Mater Dei we have the special opportunity of band. When your child is in year three, they have the choice to join the school band program. Band is great as you learn teamwork and working with others. This program is run by Mr. David Saxon who is a teacher at MDCC. Some of the instruments available to learn are: clarinet, saxophone, drums, flute, glockenspiel, trumpet and even the French horn. We practice on Friday mornings before school and individual lessons are available at the highschool.

Mikayla - Here at Mater Dei we have a great connection with the Mater dei Catholic College. One of my favourite things is how we get to interact with the older students in years 7 to 10 and learn amazing new things with them. We do lots of things together like: Celebrating Mass and ANZAC ceremonies, great sporting activities like tabloid day, and one of my favourite is when year 5 spend the whole day at the high school where they get to go and learn new things.

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This year, year 6 will be going up there more often to prepare us for high school. Just a couple weeks ago a new building was opened called the Marian Center, a place where both schools can go to have class Masses. That's why Mater Dei is such a great school from kinder to year 12.

Natalie - At Mater Dei all the students participate in quite a few excursions and celebrations. Throughout the years at Mater Dei you go on a number of excursions. Our excursions usually link to what we have been learning about in class, so it's a mixture of fun and learning. Excursions can start at a couple of hours, to over night, or even a couple of days. So this could be going to the civic theater, exploring different places in Wagga and surrounding areas, overnight stays at Ballarat, leadership camp and Canberra. At Mater Dei our celebrations are lots of fun for example; our school fete, our mini fete, common health games and the art show. We celebrate many religious occasions, which include; Christmas, Easter, Pentecost, Ash wednesday and many more throughout the year. We also celebrate the sacraments of Reconciliation (year 3), Holy Communion (year 4) and Confirmation (year 6). Celebrations and excursions are just some of the ways our school community come together.

Maddi - Mater Dei has great sporting opportunities, facilities and lessons. Each week we have a sports day, Wednesday for the infants and Friday for the primary. On these days we complete a variety of different sports. Students learn to collaborate with others and achieve as a team. Mackillop, Trinity, Plunkett and Bowyer are all of the house teams that represent Mater Dei. The teams compete against each other at swimming, athletics and cross-county carnivals. These days are all about having fun, encouraging others and doing our best. Your child will be given the opportunity to participate in the higher levels such as Deanery, Diocesan and Mackillop. I love the community spirit that our school always shows in sport.

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### Section 2 : School Features/Context

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

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

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

Mater Dei has now been providing education for families in the southern areas of Wagga now for twenty-seven years. With a capacity student population of just over 400 students we are very proud of our accomplishments.

Academically students continue to achieve very strong results and we pride ourselves on the holistic development of the students in our care.

Our school is one of two parish schools of the Sacred Heart Parish in Koorinal. Our school was constructed after Sacred Heart was struggling to meet the number of families seeking enrolment in the late 1980s and early nineties. Both schools continue to thrive and provide a quality education in a Catholic context.

Our purpose 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 2018:

Girls	Boys	LBOTE*	Indigenous	Total
200	201	0	4	401

\*Language background other than English

#### 1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

Mater Dei School has developed its enrolment policy in alignment with the Diocesan Enrolment Guidelines. It is clearly outlined in our school prospectus, enrolment brochure and website. In short, our school has a commitment in the first instance to siblings of existing students who meet readiness & age requirements, then Catholic families who reside in our zone and are active parishioners of Sacred Heart Koorungal. Active, non-zoned parishioners are then considered.

Catholic families residing in our zone where children are of appropriate age and readiness are the next to be offered enrolment. Should vacancies allow, offering of places can then be made to Catholic families in our Parish and then other Parishes, where necessary. Non-Catholic families are most welcome to apply but need to understand that Catholic families will have first priority in placement.

Families choosing to enrol their child at Mater Dei need to understand and adhere to the Following:

- accepting the well-being / behavioural processes of the school
- ensure regular attendance
- maintain a respectful, co-operative relationship with the school
- payment of required fees

Many of the pertinent policies can be found on the School's website

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### Mater Dei Primary School Enrolment Policy and Procedures

Mater Dei Catholic Primary School adopts the Catholic Schools Office Wagga

[Enrolment Policy](#) and [Enrolment Procedures](#).

Mater Dei Catholic Primary School is a community in which Catholic beliefs are taught and the Catholic faith is experienced, witnessed and shared. In this way the school is sharing the Mission of the Church.

The community acknowledges those children in greatest need ensuring that no child is deprived of a Catholic Education because of genuine financial hardship.

#### AIMS:

- To provide a Catholic Education for all children in our community irrespective of their differing needs, providing that school resources can support them.
- To ensure that no child is denied a Catholic Education because of genuine financial hardship.
- To ensure all parents will give a firm undertaking that they accept and support the life, nature and identity of the Catholic School, including participation in all aspects of Religious Education.

#### IMPLEMENTATION:

- Priority of access is given to Catholic children.
- Siblings of children already attending the school will be enrolled.
- Children of other Christian families may be enrolled after the other priorities for access have been taken into account. Parents of these children should indicate that they support the involvement of their children in their own faith communities.
- Children of non-Christian families may also be enrolled in keeping with the above principles.
- Children to be enrolled in Kindergarten must turn five years of age by 30<sup>th</sup> of April of the year of commencement.
- All parents wishing to enrol their children at Mater Dei Catholic Primary School must complete the application for enrolment form, return it to the

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school by the due date and attend an interview with the Principal. A final decision regarding the child's enrolment will be made following the interview.

### ENROLMENT CRITERIA

Parents who are willing to support the religious principles and practices of the Catholic faith are eligible to apply to enrol their children at Mater Dei Catholic Primary School.

The Wagga Wagga Diocese is divided into parishes in an effort to meet the needs and rights of all Catholic families. When a person is baptised, they have certain rights to the Sacraments of the Church - but, they also need to participate in their parish to be part of that community into which they were baptised. Schools, like parishes, have an area zoned to them, to give all children of active Catholic families an opportunity for a Catholic education. Schools are designed to meet the needs of the people of that particular parish. To that end, at this school, when applications exceed the number of available places, enrolment priority will be given to those applicants who fulfill the following criteria, working downwards from **a-h**.

- a. Siblings of existing students, provided they meet readiness and age requirements.
- b. Catholic children whose family are **active parishioners** and whose family support Sacred Heart Koorungal Parish, and reside within the Mater Dei Catholic Primary School residential zone.
- c. Catholic children outside Sacred Heart Parish but whose family are active parishioners of Sacred Heart Koorungal Parish, will be considered for placement at either Sacred Heart of Mater Dei Primary schools. **An application should also be made at the parish school you are residentially zoned to.**
- d. Catholic children, who reside in the Mater Dei Catholic Primary School residential zone and meet readiness requirements.
- e. Catholic children who live in the Sacred Heart Koorungal Parish, but outside the Mater Dei zone. **An application should also be made at Sacred Heart School.**
- f. Catholic children from other parishes. **An application should also be made at your Parish School.**

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g. Children of other faiths, who reside within Mater Dei residential zone. **An application should also be made at your local primary school.**

h. Children of other faiths, who reside outside the Mater Dei residential zone. **An application should also be made at your local primary school.**

### **PLEASE NOTE**

**In final determinations, age and readiness of applicants will be taken into account (oldest applicants are given preference in Kindergarten enrolments).** In extenuating circumstances, other applicants may be considered at the discretion of the Parish Priest and Principal. **In the event that applications for enrolment far exceed available places, interviews may only be offered to Parish Catholic families in the first instance.** Baptismal, Birth and Immunisation certificates must accompany your application for enrolment. **Proof of residential address must also be provided when your lodge your application for enrolment** e.g. phone, bill, electricity or gas bill. At the close of the enrolment period, all applicants will receive correspondence regarding the interview period. Sacred Heart Parish has been responsible for the building of the school and continues a financial responsibility for any capital works. To repay the Parish, enrolled families are required to pay a Sacred Heart Parish levy of \$200 per family per year. This contribution is paid directly to the Parish that supports our school community, spiritually, pastorally and financially.

### **ADMISSION TO KINDERGARTEN**

1. There is one general admission of pupils to Kindergarten each year in Term 1
2. A priority order for enrolment will be made based on religion, parish support, address, age and assessment of readiness at time of interview
3. Children who turn five years of age after 30th March may not be considered for enrolment before the first term of the following year.
4. Offers of enrolment will be made after taking all of the above matters into consideration.

For grades other than Kindergarten, you are welcome to contact us to make an enquiry.

\*Please Note - Your application would be further supported by obtaining a reference from Fr John Baptiste at Sacred Heart Koorungal Parish, or from the Parish Priest at the Parish where you attend Mass. Your application must be returned with ALL supporting documentation - Baptismal certificate, Birth

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certificate, Immunisation certificate, two forms of proof of residence, passports, visa and citizenship papers (where applicable).

### GENERAL

- 1 Parents will be notified, in writing, by the Principal indicating the result of their application.
- 2 A School Information evening for parents will be offered early in term 4 (parents only).
- 3 A number of Orientation Sessions for prospective Kindergarten children will be held in Term 4 of the year preceding the child's enrolment.
- 4 Subject to enrolment criteria, children with special needs, whose needs are able to be met by the school, are welcome to apply for enrolment. A formal assessment process must be undertaken before enrolment.
- 5 Every application must be accompanied by the child's baptismal certificate, birth certificate and immunisation certificate.
- 6 Enrolment in other Catholic schools does not guarantee admission to Mater Dei School and vice versa.
- 7 The payment of fees and levies is an expectation of all families. However, with the agreement of the school principal and priest, inability to pay school fees and other charges fully or in part, because of circumstances beyond the control of parents, will not be an obstacle to admission

### ENROLMENT OF CHILDREN WITH SPECIAL NEEDS:

Prior to enrolling a student with special needs, it is essential that the school community is sure that the Diocese and school can provide the services and facilities necessary for the student's education "without imposing unjustifiable hardship on the education authority" (Disability Discrimination Act 1992).

When initial contact is made with the school the following steps should be followed (from Ascertainment Guidelines for the Enrolment of students with disabilities):

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- The Principal arranges an interview with the parents and the child. (The Principal may request for the IDLT and/or CEDWW Education Officer to be present.)
- The Principal may be notified by CEDWW if an “Early Childhood Transition Form” or a “Transition To High School Form” is received.
- The Principal requests relevant reports, documentation and assessments.
- A diary of all conversations/meetings regarding enrolment should be kept.
- Parents are asked to sign a *Release of Information Form*.
- The IDLT or CEDWW Education Officer will contact appropriate personnel who are familiar with the child (Pre-school, Early Intervention, Therapist, Psychologist etc) and speak with them regarding the child’s proposed needs in the school environment.
- If possible, the child is observed in pre-school or school setting.
- An interview is held with the IDLT, CEDWW Education Officer, prospective class teacher and other relevant school staff to discuss all information gathered.
- An interview is held with parents to discuss progress of application.
- An Ascertainment Support Meeting is held to determine what is required to assist the student to access the curriculum and to support their social and physical needs.
- A decision is made concerning the enrolment of the child in consultation with the Principal, parents, IDLT, CEDWW Education Officer and, in the case of a child with moderate to high needs, the Director of Schools.

Reviewed May 2018

1. †Copies of this policy and other policies in this report may be obtained from the [Catholic Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga phone: 02 69370000.
2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	94

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Year 1	95
Year 2	95
Year 3	95
Year 4	94
Year 5	95
Year 6	92

The average student attendance rate for 2018 was 94%.

Regular attendance at school is essential if students are to maximise their potential. **Mater Dei Primary School** in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff/ 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:

- providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the **Mater Dei Primary School** community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- 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 non-attendance, unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an

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issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with Catholic Education Diocese of Wagga Wagga policy and procedures.

### Section 4: Staffing Profile

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

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

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### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
<b>A</b>	Those having formal qualifications from a recognised higher education institution or equivalent	28
<b>B</b>	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

d) The following information describes the staffing profile for 2018:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
28	14	42

\*This number includes full time teachers and part-time teachers

Percentage of staff who are indigenous	
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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 in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese of Wagga Wagga.

Over the course of the year the principal, Mrs. Megan Masterson, and teaching staff have attended professional development days designed to assist them with their pedagogy, at staff meetings, diocesan meetings and also with

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CEDWW support. Staff have also had training in implementing the NSW syllabus for the Australian Curriculum and have begun preparing for the introduction of the Science curriculum in 2019.

In their roles as administrative assistants, Mrs. Sue Bradley and Mrs. Tracey Fitzgerald have attended SINA and SAS administrator professional learning opportunities in order to maintain an understanding of the PHRIS administration system and to prepare for the introduction of the new Compass administration system..

All staff have undertaken training in First Aid, CPR, harassment and bullying and child protection.

The following Professional development was provided for Mater Dei staff during 2018.

- Refining the recently implemented process for Professional Learning Plans and coaching.
- Teaching Mathematics effectively - Data analysis and school tracking of student progress.
- PD opportunities with STEM focus
- Analysing and responding to student well-being data
- Establishment of a well being committee and a process for teachers to refer students requiring support.
- Sue Larkey - ASD training
- Words Their Way - Spelling program training
- Positive Behaviour Management follow up and refining of processes with Chris Cotter
- Differentiation - Conference and follow up PD for staff
- K-2 Music PD
- Missionary Discipleship staff development day
- Growth Coaching
- Network days

All professional learning opportunities have been undertaken in order to improve student learning outcomes. In addition, student well-being has been our focus, whilst we continue to establish our contemporary practices, specifically in English and Mathematics.

Each grade has a learning support teacher for the majority of English and Mathematics sessions. All professional development has been designed to help

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maximise the effectiveness of the learning support teacher, in order to improve students' access to staff members and therefore, support.

As a staff, we refined our draft Well-being 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 have had opportunities over the year to create learning experiences, give feedback and refine lessons and processes. This initiative has been very successful and the response positive, from all stakeholders. This draft policy was refined and finalised in 2018. A summary for families of the key features of the policy was developed for distribution at the beginning of the 2019 school year.

### Section 5: Catholic Life and Religious Education

**Mater Dei Primary School** follows the Wagga Wagga Diocesan Religious Education Curriculum, *Sharing Our Story*.

#### Catholic Heritage

Mater Dei Primary School is a Catholic systemic school administered and supported by Catholic Education Diocese of Wagga Wagga, New South Wales.

Further information can be found at: <http://web.csoww.catholic.edu.au>

We have deep links with the local community, particularly the Catholic Parish of Sacred Heart. Our school plays an important role in the local community by providing a service to organisations such as St Vincent de Paul. Our school vision and mission states that 'We are a faith centered community that nurtures and inspires'. We sustain this commitment through the work carried out within the school and in the broader community.

In 2018, we continued to work in mutual support of our parish priest, Father John Baptiste. Father John attends School Council meetings and celebrates Masses and liturgies with our school community throughout the year.

We encourage students to be active members of the parish and to participate in parish Masses and activities. We work closely with Father John in the

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preparation of students for sacraments and for liturgies. Teachers regularly attend Mass, are involved in liturgies and support the work of the parish.

### **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 our 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 2018, Mater Dei Primary students led the Christmas Eve Mass for the Sacred Heart Parish in our 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 have worked closely 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 2018, Mater Dei Catholic College, Sacred Heart Koorringal and Mater Dei Primary schools worked together to lead four parish Masses during the year. This allowed us to work in partnership with our young people and connect them to the parish. It also provided an opportunity for them to act as Missionary Disciples. At the start of Catholic Schools Week, Sacred Heart Parish schools came together to celebrate Mass and lunch.

### **Social Justice**

Mini Vinnies has provided many opportunities for the children to act as Missionary Disciples and implement the motto of "See Think Do." The Pastoral component in our community continues to grow through the work of our Pastoral Care Co-ordinator, Lisa Simpson. Lisa conducted the Seasons for Growth Program for students in our school that have experienced significant change or loss. Lisa has continued to work with our REC with Mini Vinnies. They have, provided packs for the poor, made Christmas cards to raise money for the

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poor and organised visits for the choir to visit Nursing Homes and Retirement villages.

### **Professional Learning in Catholic Life and Mission**

Catholic Education Diocese of Wagga Wagga has 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.

At our staff spirituality day, we worked with Mrs. Jane Plum and Ms. Charlene Robson to further our understanding of Mary as First Disciple. The day concluded with staff listing practical ways to implement the angelus which was a system initiative for 2018. We have begun saying this special prayer at our weekly assemblies and other occasions when all are gathered together. Classes are also saying this prayer together.

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

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### Section 6: Curriculum

Mater Dei Primary School follows the NSW Education Standards Authority syllabus for each subject 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, as well as daily Religious Education instruction. Each subject is taught by the classroom teacher, with the exception of the Music and Drama components of Creative Arts, which are taught by a specialist teacher.

Students participate in regular library lessons with a qualified Librarian teacher. Information Technology is integrated across all subjects, supervised by an In-school Coordinator. Mater Dei Catholic Primary School has a no homework policy.

Students have opportunities to participate in external programs, such as Music tuition through Mater Dei Catholic College and individual speech and drama lessons. Students also participate in a wide variety of external sporting competitions and have access to community skill development programs, such as water safety lessons, gymnastic programs and sports clinics. Students may participate in external competitions, such as the Australian Schools Competitions, across the different Key Learning Areas. Mater Dei Catholic Primary School provides opportunities for a range of excursions and guest presenters. Students with additional needs are supported through intervention programs such as Reading Recovery in Stage 1, Multilit in Stage 2, Quicksmart in Stage 3 and Social skills and Pastoral Care programs K-6. Student growth and school improvement in Mathematics was a key area of the curriculum the whole school was committed to.

All teachers were given ongoing Professional Development with the Targeted Maths Teacher and every student in K-6 completed the Extending Mathematical Understanding (EMU) Maths Assessment Interview (MAI). At-risk students were identified and given support and intervention. The Targeted Maths Teacher works very closely with teachers, particularly K-2 teachers, with the sole purpose of improving teaching practice in order to increase student success.

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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 aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands:

Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported overall through the strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	32.2%	6.8%	16.9%	30.5%	19%
Band 5	27.1%	55.9%	25.4%	20.3%	32.8%
Band 4	20.3%	22.0%	32.2%	27.1%	24.1%
Band 3	16.9%	13.6%	20.3%	18.6%	17.2%
Band 2	1.7%	1.7%	5.1%	3.4%	6.9%
Band 1	1.7%	0	0	0	0

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	27.6%	6.9%	17.2%	20.7%	8.6%
Band 7	24.1%	19%	19%	29.3%	29.3%
Band 6	34.5%	29.3%	46.6%	37.9%	44.8%
Band 5	10.3%	39.7%	17.2%	6.9%	10.3%
Band 4	3.4%	3.4%	0	3.4%	6.9%
Band 3	0	1.7%	0	1.7%	0

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### Section 8: Pastoral Care and Well Being

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. We value our community and the spiritual, social and emotional wellbeing of all members of our school community is at the core of our 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, we ran workshops for Year 6 which addressed topics such as healthy friendships, bullying and time and organisational management.
- Seasons for Growth – For students who have 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 and Kinder students. To enhance our nurturing environment, Year 5 students are partnered with Kinders to help them settle and feel welcome. This also enhances the warm and welcoming atmosphere from the classroom to the playground.
- To aid new students who enrol at Mater Dei mid year, we set up a buddy in their class to ease their move and help welcome them.
- Social Skills Group. This group meets once a week and is available for students who have particular needs regarding their social skills. It aims to increase confidence and friendships.

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### 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

Mater Dei Primary staff, students and parents have worked together to develop a new Behaviour Management Policy. It is in draft form as it continues to be trialled and adjusted according to the needs of the school. It can be found through the following link.

[https://docs.google.com/document/d/11xMd8uG5e2Zk8nPMifzxBZ9I3BRbghOM\\_yFU1ObXXKI/edit](https://docs.google.com/document/d/11xMd8uG5e2Zk8nPMifzxBZ9I3BRbghOM_yFU1ObXXKI/edit)

### Anti Bullying Policy

<https://docs.google.com/document/d/1QK0pyDZX52jtRjDIImM6N6LpHYwqAMWBK-W7o8Rpx0wQ/edit>

### 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 to aged care facilities to build our community relationships and care for our community.

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### NAIDOC week :

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

### Buddying of Kindergarten and Year 5 :

To enhance our 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.

### 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 run fundraising activities which benefit local and National charities. Examples of this in 2017 include donations to Ronald McDonald House and Riding for the Disabled and Appreciate and Care.

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

### **Complaints and Grievances Resolution Policy**

Catholic Education Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese.

The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

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### **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 the Catholic Education Diocese of Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant Catholic Education Diocese of Wagga Wagga personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the 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.

### **Section 9: School Review and Improvement**

Each year Mater Dei Primary School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from Catholic Education Diocese of Wagga Wagga Annual Improvement Plan. Mater Dei Primary School engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

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### 2018 Annual Improvement Plan - Mater Dei Primary School

#### Strategic Planning

#### Annual Plan 2018 Mater Dei Catholic Primary School

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy . We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
<b>Student Wellbeing</b>	<b>By the end of 2018 there will be a 30% reduction in the amount of restorative processes needing to be completed.</b>	Positive Behaviours PD Visual splottches of School Rules in classrooms Staff meeting to practice/role play Effective Questioning Parent Forum/communication on the Restorative Justice - Wellbeing Policy. Student/grade workshops to address current needs Refine the draft Wellbeing policy	Leadership team  Wellbeing committee  Welfare Committee  School councillor/ Pastoral Care Worker REC from MDCC, SHK and MDP and Fr John Baptiste.	<i>Positive Behaviours Program</i> - Sharee McCormack  Chris Cotter-Affective Questions	Survey feedback from staff, parents and students.  Monitor the amount of restorative processes needing to be completed as recorded on SAS. Data from 2016 indicates total of 155 serious incidents. 4 per week.
<b>Data analysis to target students' literacy and numeracy needs.</b>	<b>By the end of 2018, all students from Year 1 to Year 6 will reach their expected growth point, or beyond, in any one of their weak domains in number.</b>	Effective Feedback sessions to build teacher capacity and student reflective language and practices to self regulate their learning Embedding Literacy and Numeracy Framework; (Literacy progressions)-Review of English programs Middle Years Transition Meetings around literacy Revisiting School Data Plan and Assessment Plans incorporating for, of and as learning strategies Grade data meetings- to specifically identify how individual students will be targeted and tracked. To share and celebrate data stories. In all grades, data will be used to target specific students to ensure student learning outcomes are met. Collaborative team planning, responding to data and research evidence, to review pedagogy practices	Leadership Team  Targeting Maths Teacher: Lu Regan  Curriculum Coordinator  Inclusion and diverse learning coordinator. Kayelene Gleeson	Mark Moriarty/ Bernadette Gibson- <i>Effective Feedback Course</i>  Anne Ryan	Principal/Leadership meeting with grade teams to monitor ongoing analysis of data and targeting of students. MAI action plans to measure growth

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	<p><b>By the end of Term 3, all staff will achieve competency in Digital Literacy Google Fundamentals Training.</b></p>	<p>e.g Backward mapping to develop units of work involving problem solving and creative skills; Differentiation; STEM; electronic program sharing and common proformas</p> <p>Staff PD on analysing numeracy growth points and developing action plans Parent forums around numeracy Numeracy resource library</p> <p>Development of SMART goals for students with additional needs shared with parents Staff PD for strategies to support students with additional needs</p> <p>All staff will participate in Digital Literacy Google Fundamentals Training. This training will ensure our students are able to use ICT to improve and achieve their learning outcomes.</p>		<p><i>Digital Literacy Google Fundamentals Training.- Karen Gardiner</i></p>	
<p><b>Student Missionary Discipleship.</b></p>	<p><b>By the end of 2018, all students will have developed a greater understanding of what it means to be a missionary disciple.</b></p>	<p>Develop student missionary discipleship-review of RE scope and sequence/program Develop evangelization opportunities with our combined parish schools to promote student discipleship. Grade school masses Year 3-6 Four combined parish school masses.</p> <p>All staff will be completing the module "<i>Mary as our first missionary disciple.</i>"</p>	<p>CSO Unit "Mary as our first missionary disciple"</p>	<p>Sr Anne Hagan</p>	<p>Feedback from parishioners and students after liturgical celebrations.</p> <p>A common time will be set for daily prayer.</p>

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### Priority Key Improvements for 2019

#### Strategic Planning

#### Annual Plan 2019 Mater Dei Primary School, Wagga

Improvements Targets that the school is seeking /Strategic Priorities (What do you want to improve? from the context in which the school operates; current student outcomes, current school practices, school review findings and recommendations and from the CSO's strategic plan)	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
<p><b>Priority Area:</b></p> <p>Capacity Building: a highly skilled System workforce focused on improving outcomes for all students.</p>	<p>Students achieving at least 1 year's growth using the EMU Growth Points</p>	<p>Engage with the EMU Mathematics Assessment Interview</p> <p>Ongoing implementation of the Targeted Mathematics Initiative with a focus on Individual teacher growth and further challenge to Kindergarten and Years 4-6 in Counting</p> <p>Embedding Targeted Maths Initiative</p> <p>Staff PD on analysing numeracy growth points and developing action plans</p> <p>Literacy and Numeracy Progressions? Lyn Sharratt?</p>	<p>TMT</p> <p>Classroom Teachers</p> <p>Principal</p>	<p>TMI Resources</p>	<p>On-going monitoring by Monash University</p> <p>TMT surveys and reflections</p> <p>NAPLAN results</p>
<p>Monitoring of student and staff wellbeing</p>	<p>By the end of 2019 we will observe improved student and staff mental health and wellbeing.</p> <p>Development of resilience, optimism and coping skills.</p>	<p>Possibility of teacher resource in behaviour to support Wellbeing and behaviour management policy.</p> <p>Abridged version of behaviour policy for parents to sign.</p> <p>Safe on social - digital citizenship and cyber safety. Student and teacher workshops.</p> <p>Initiatives for staff wellbeing - lake walks, lunches, etc</p> <p>Royal Far West - regulating.</p> <p>Transition program - primary to high school</p> <p>Implement Kidsmatter resources across school community and draw on Staff Wellbeing Toolkit</p> <p>The Third Space - resource?</p>	<p>Leadership team</p> <p>Wellbeing committee</p> <p>School councillor/ Pastoral Care Worker</p> <p>REC from MDCC, SHK and MDP and Fr John Baptiste.</p> <p>IDLT</p>	<p>CEDWW</p> <p>Centacare counsellor</p> <p>IDL</p> <p>Kidsmatter resources</p>	<p>Weekly check-ins at staff meetings and termly staff meetings with IDL to monitor all aspects of wellbeing</p> <p>Survey - pre and post</p>

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<p>Explore how physical learning spaces can be used creatively for contemporary student learning.</p>	<p>Classroom design changes to best utilise new furniture and flexible learning spaces. Classroom design reflects and leads a change in pedagogical practice.</p>	<p>Teachers revising and refining effective pedagogies Collaborative visits. Walk throughs. Promoting of professional learning community. Feedback Link to staff PLP's to AIP and to standards. Establishing differentiation in classes Changes to personalised plans STEM Science and Technology syllabus Collaborative team planning, responding to data and research evidence, to review pedagogy practices</p> <p>Develop a school wide common understanding and shared language around what is contemporary learning for each stage.</p> <p>Staff to look at research around contemporary classroom design for learning.</p> <p>All staff to visit schools to view contemporary learning spaces across all stages. Staff to experiment with classroom design, ensuring a connection to a focus on student learning.</p>	<p>Leadership Team Targeting Maths Teacher Curriculum Coordinator Inclusion and diverse learning coordinator. Kayelene Gleeson TMT- Lu Regan Penny Kerr - Leader of Contemporary Learning</p>	<p>Staff release for school visits Require (new) furniture/room requirements Building modifications? Professional reading materials Learning Walks</p>	<p>Redevelopment of the physical classroom environment to cater for contemporary learning styles. Refinement in teaching pedagogy in line with contemporary practices for student learning to reflect the use of flexible learning spaces.</p>
<p>Increase staff understanding of <i>Missionary Discipleship</i> so that all staff know, believe and can clearly articulate that Catholic Education is at the service of God's Mission.</p>	<p>By the end of 2019, embed staff, student and parent understanding of Missionary Discipleship and consistently be praying the Angelus across the school</p>	<p>Implement Missionary Discipleship. Develop evangelization opportunities with our combined parish schools to promote student discipleship. Staff spirituality day -Mindfulness/ Aboriginal spirituality Angelus prayer Educate Parents on Missionary discipleship. Initiate new staff through our local Faith Story and Witness program.</p>	<p>CSO Unit "Mary as our first missionary disciple" Sara Stockman- Mindfulness Aboriginal Spirituality - Connecting to our world Faith Story and Witness</p>	<p>Charlene Robson Sr Anne Hagan Jane Plum Fr John Sara Stockman REC</p>	<p>Feedback from parishioners and students after liturgical celebrations. A common time will be set for the Angelus.</p>

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## Mater Dei Primary School

### Section 10: Parent, Student and Teacher Satisfaction

#### Parent Participation

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 and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year Mater Dei

Primary School has used a variety of processes to gain information about the level of satisfaction with the **Mater Dei Primary School** from parents, students and teachers.

#### Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
80%	20%	

**You may use survey data or use quotes from parents about their level of satisfaction. You are not restricted to or limited by these tables**

#### Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
90%	10%	

#### Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
75%	25%	

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