



Mater Dei Catholic Primary School



2017 Annual Report

Principal: Mr Danny Malone

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NSW 2650
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Web: <http://www.mdp.ww.catholic.edu.au>



About this Report

Mater Dei Catholic Primary School is registered by the NSW Education Standards Authority. The Catholic Schools Office, 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 Catholic 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 College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the **Mater Dei Catholic Primary School** community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors **Mater Dei Catholic 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 Catholic Primary School** newsletters and other forms of communication. Further information about **Mater Dei Catholic Primary School** may be obtained by contacting **Mater Dei Catholic Primary School** or by visiting the **Mater Dei Catholic Primary School** website.

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Section 1: Message from Key Groups in Our School Community

Message from the Principal

Another busy and exciting year in our school community here at Mater Dei. With a student population of just over 400 students, our school is once again at full capacity.

To help enhance student learning, all grades were made into teaching teams comprising two home teachers and a third teacher in a classroom support role during the Literacy and Numeracy blocks to ensure that our teaching is targeted towards the needs of the students. Early results would suggest both students and teachers are benefiting from this collaborative team approach.

The use of this teacher continues our goal of embedding strong contemporary learning practices within all learning spaces in our school. Surveys completed by both teachers and students reflect that such an initiative has had benefits for all. We will continue to refine and embed such practices going forward.

The other major initiative this year has been the appointment of a Targeted Maths Teacher in our school with a focus on improving teacher practice in the Kinder to Year 2 area. This Diocesan initiative provides targeted Professional Development for teachers about best practice in the teaching of Maths. It also includes modelling by the Targeted Teacher, planning meetings as well as feedback on teacher practice. All of this with the aim of enhancing student outcomes in the different components of the Maths syllabus.

A strength of our community continues to be parent involvement. Whether it be assisting in classroom for reading groups or craft, coaching sporting teams or helping at carnivals, turning up at working bees or assisting in the canteen, or attending a class mass or assembly, 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. 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.

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.

Planning continues for a new learning space which will allow all grades to be side by side in coming years. This will require the refurbishment or 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 over the next 12 months.

Mater Dei will have an Acting Principal in Megan Masterson for 2018 with myself being seconded to a Consultancy role with the Catholic School's Office. Megan's comes to our school from her Principalship at St Brendan's Primary School in Ganmain and we wish her well in this role.

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Message from the Parent Body

School Council

What felt like a very short year, some big achievements were obtained in the short time period in 2017 from a Council point of view. Notable agenda items where:

- CSO approval for new buildings Stage One, we have worked on the Master plan, Architecture and design in readiness for 2018 start. This was a big part of most meetings from Mid year.
- Grant from CSO for Technology was a real boost and bonus for classrooms as a whole.
- New School Council Guidelines were introduced this year with specifics around the Council being an advisory to the Principal and represent the school community.
- Renovation of the Main Quadrangle was agreed on by the Council to be upgraded and enhanced, plans have been obtained and works to commence in 2018 . This is part of the ongoing planning for the school moving forward in consideration of growth in the area and the potential to be 3 stream if needed.

Overall the Council was busy with co coordinating the current maintenance schedules, coordinating out of school sub committees, its was a year more of planning that will see 2018 a busy year for the School Council.

Paul Irvine
Chairperson

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P&F Report

I am delighted to present the Mater Dei Primary School Parents & Friends President's report for the 2017 school year. 2017 was another big, positive year for the Mater Dei community, full of celebrations and achievements, social events, families joining our community for the first time and families leaving after many years of contributing into our community.

At the farewell mass, 26 families stood up the front and were acknowledged as families who, over many years, have made invaluable and countless contributions to our school community. One parent commenting that this was the end of 19 years being a parent at the school. Whilst sad to farewell them, the school welcomed 24 new families into the school community at the start of 2017. It is exciting to share our community with new people and I hope they contribute to the community and gain as much out of their time at Mater Dei as the departing 26 families have.

I am continually amazed at the support that is given when asked for, be it in the classroom, canteen or for specific events. The willingness to support the learning and community activities is a valuable asset to our community, and I thank everyone who has helped the school in anyway through 2017.

Fundraising is one of the ways in which the P&F support the school and the school community. The P&F, after a number of years focusing on fundraising for classroom technology, surveyed parents and staff to determine where funds raised should be targeted. Classroom and school resources were the areas identified to assist the school, with the P&F transferring \$10,000 to fulfil a list of needs from teachers following the successful Walkathon.

Early in 2017, a motion was put to the P&F meeting to provide 10% of funds raised back to the student council to allow them to make a donation to a local charity, in recognition of their fundraising and to assist with the continued work of raising global citizens. The Student Council discussed as a group and then surveyed students, deciding democratically to support Riding for the Disabled Wagga with a \$1,400 donation. The funds will allow the RDA to fund 6 young riders they are taking to the Sydney Show in March 2018, purchase a new hot water urn for volunteers and to replace some other needed items at the venue.

2017 was also an Art Show year. This bi-annual event takes a lot of organising, with planning starting months in advance of the weekend. The LakeSide Art Show was a huge success for all involved in 2017, with a record 55 items of art sold over the weekend. All the work of the amazing community resulted in around \$10,000 being raised for the school.

In 2017, the P&F hosted two parent forums. The first forum was focused on Mathematics, delivered by Lou Regan. This was hosted as an afternoon and evening sessions, and was well supported. The second forum was hosted by Danny and Margie focused on the new wellbeing and restorative practices. Whilst there were not a lot of parents, it was a great opportunity to get an understanding of what is happening at the school. There was great conversation on the night and we should revisit it in 2018. The P&F was lucky to have the school staff willing to lead forums such as these for parents. The parent forums hosted by the P&F are an important extension of the link between school and home, with the aim of addressing topics important to our community. We will continue these in 2018.

A big thank you to Carmen Coates for her continued work in the uniform shop. Carmen is the quiet champion behind the success of the shop, the purpose of which is to provide a service to the school community and Carmen does this with a smile. I thank my colleagues on the P&F, Angela Cook, Nicole Shaw, Stacey Hunt and Yaminta Jordan for their support in 2017. I thank you for the many hours of dedication this year to the P&F and hope you have found it a rewarding experience. I also thank your families for allowing the time you have dedicated to this role.

I would also like to thank Lisa Simpson, the school pastoral care coordinator, for the work that she did in supporting the P&F and implementing many P&F supported initiatives. Lisa was assisted in her care and nurture of the community by the Parent Rep's who often do things unnoticed by the majority. I would like to thank them for not only offering to be contacts for each class, but also for looking after our community members and often connecting the school into the needs of our members. I thank you for your care and commitment to our community.

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A special thank you to the staff of Mater Dei Primary for allowing the P&F to work so closely with the school. The attendance of many staff members to the P&F meetings and parent forums always brings important perspective when discussing issues. A thank you to the families that left Mater Dei Primary at the end of 2017. Many of the families have had long associations with the school, and as such the P&F. The collective hours that have been invested in the school would be too great to count, but their contributions to the school have provided the facilities and community that new families can now enjoy and build on.

2018 provides an opportunity for Danny to leave the school and work with other schools around the diocese. We wish Danny all the best for the 12 months and hope he returns to our school community. At the same time, the P&F is looking forward to working with Megan Masterson in 2018. We thanked Danny at the end of year concert, not a farewell, but a thanks for 20 years of guiding the Mater Dei Primary community.

In 2018 I am looking forward to the P&F continuing the support of the school and the school council, with funds raised being targeted towards the priority areas identified by the community. The P&F will continue to provide a forum for discussion around any issue raised by parents, friends or the school, and work towards the common goal of assisting the education and growth of our children and maintaining our strong community.

Tim Cooper

President, P&F

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Message from the Student Body

2017 has been a wonderful year for Mater Dei, filled with a variety of activities, experiences and entertaining visits from different people in our community. Our school emoji rules were introduced this year through some lively skits by Year 5 and 6 to encourage students to speak, listen and act in a kind and caring way. Our science and maths skills were greatly enhanced as we received some fabulous STEM resources and Mrs Regan was focused on targeting maths, mainly for K - 2.

Book Week was once again an outstanding success as the students really did "Escape to Everywhere"! Mrs Harris has also made the borrowing system more accessible through the introduction of online e-books on Overdrive. Books came to life with author visits from Graeme Base, Mr Yipadee performing Stink-O-Saurus and Dr Cameron Stelzer improving our writing skills as well as our drawing ones.

Some well known sports people, Harry Cunningham and Jamie Soward, took the time to talk to us about their career and what it involves. They covered areas such as training and preparation for the game to give us an insight into what it's like to be a professional sports person. We were also fortunate enough to receive a visit from Mark Saddler, who came to us during Naidoc Week to tell us more about the Wiradjuri traditions and culture.

This year was filled with lots of sporting opportunities. Most girls in Year 6 competed in the Jackie Murphy Gala Day as well as the Oztag. Lots of people in Year 6 were also a part of the Paul Kelly Cup competition and the boys were even lucky enough to make it to the final and play Henschke. Our whole school was also included in the Walkathon and raised around 15,000 dollars. We also had our Athletics and Swimming Carnivals. In the swimming carnival, Plunkett House took home the trophy for the year and in the Athletics, Trinity took home the trophy for the first time in a while.

Some of our years were able to have the opportunity to watch plays and movies at the Civic Theatre and even at Kildare, the drama students performing the play 'Much Ado About Nothing' to Year 5. Kinders were left in awe after they watched Grug at the Civic Theatre, so were Year 5 who watched Wonder in Term 4. The school were privileged to sit and watch performances from the Camp Quality Puppet Show, the A3 Concert that Year 5 participated in, the Musica Viva Show and Year 6 were also involved in a Dance Workshop.

In Term 4, we were also joined by some of our past students and teachers from Mater Dei High School and we had a lovely memorial service in the Mary Garden, where we have laid a plaque in memory of Illaria Donebus.

Our year was lucky enough to have the wonderful Mr Malone guiding us for the 7 years we were at Mater Dei. We would like to wish him luck for his new job at the CSO for the next 12 months and hope that the new Principal, Mrs Masterson, feels welcome at our school.

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Section 2 : School Features/Context

Features of the school: size, location, history, boarding, context of the school

Mater Dei Primary School lies in an educational precinct where we are located right beside Mater Dei Catholic College (co-educational Year 7 - 12 High School) and border Lake Albert Child Care as our other neighbour.

This provides some unique opportunities in terms of transitional programs and educational links. Utmost 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 Koorringal. 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 a provide a quality education in a Christian context.

It is with pleasure that I present our 2017 Annual Report for Mater Dei Catholic Primary School.

Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE *	Indigenous	Total
203	199	0	3	402
1				

*Language background other than English

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Enrolment Policy

The 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 Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office phone: 0269370000.

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 Koorringal. 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.

Student Attendance and Retention Rates

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

The average student attendance rate for 2017 was 95%.

Regular attendance at school is essential if students are to maximise their potential. **Mater Dei Catholic 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 Catholic 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 wellbeing and belonging to the **Mater Dei Catholic 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.

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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 Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance of the Diocese of Wagga Procedures for student Non-Attendance Policy.

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.

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
a	Those having formal qualifications from a recognised higher education institution or equivalent	28
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
28	9	37

*This number includes 16 Fulltime teachers and 12 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, individual professional development sessions with an expert, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga.

The following Professional development was provided for Mater Dei staff during 2017.

School Improvement –A whole school approach to student improvement and well-being.

- Developing a process for Professional Learning Plans and coaching.
- Teaching mathematics effectively
 - Data analysis and school tracking of student progress.
- How to teach comprehension effectively.- Lyn Alder
- Designing and developing a K—6 Well-being curriculum.
- Restorative Justice – Chris Cotter
- Analysing and responding to student well-being data

All professional learning opportunities have been utilised this year to improve student’s learning outcomes. In addition, student well-being has been our focus, whilst we continue to establish our contemporary practices, specifically in literacy and numeracy. Each grade had a learning support teacher for the majority of the literacy and numeracy sessions. All professional development has been designed to help maximise the effectiveness of the learning support teacher, in order to improve students’ targeted teaching and well-being.

It appears, from a recent feedback survey to staff, that initially our professional initiatives for the year have been successful. 82% of teachers feel that having the third teacher to support learning in literacy and numeracy has been a successful intervention for their grade. Student feedback has also indicated that establishing contemporary teaching teams in every grade has been successful. 58% of students surveyed said that it had helped having access to three teachers during literacy and numeracy sessions and 41% said it had helped sometimes.

As a staff, we explored Restorative Justice, a process we then utilised in developing our draft Well-being and behavior management policy. Restorative Justice: “a way of building social capital and achieving social discipline through participatory learning and decision making” ... “ the exchange of emotion in a safe place builds and rebuilds relationships (oil of learning)” Hattie 2015.

Parent and student input was sought, in order to commence the draft of the Wellbeing and behaviour management process, by a small committee of interested teachers and our school chaplain. 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 will be refined and finalized in 2018 after more feedback is gained from teachers, parents and students.

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Section 5: Catholic Life and Religious Education

Mater Dei Catholic Primary School follows the Wagga Wagga Diocesan Religious Education Curriculum, *Sharing Our Story*. Professional learning opportunities offered for RE in 2017 have included the Shared Christian Praxis Model, revising and rewriting the RE Scope and Sequence and deeper understanding of Missionary Discipleship.

Catholic Heritage

Missionary Discipleship has been the focus for Mater Dei community in 2017. After the spirituality day on Missionary Discipleship during 2016, where we unpacked what it means for people working in Catholic Education to be missionary disciples, we have undertaken further learnings of how to explore these concepts and themes through the words and actions of Pope Francis. Missionary Discipleship allows us to work with the whole school community and it displays a clear link from our school's mission statement "A faith centre community that nurtures and inspires" and our well being policy, created in 2017 based on Restorative practices. Lack of "well being policy" was the highlighted area from our Staff Spirituality Day in 2016 that needed attention. From our staff learnings on Missionary Discipleship, the staff have divided that each term to build on a relational school culture, where they choose an action. The Term 4 action from our staff spirituality day was "kindness". Each term the staff will choose an action to assist building a culture where we all work "with" our community to nurture and inspire.

During Catholic Schools Week, at our Whole School Mass, we had the commissioning of the banners ceremony for our four house groups Bowyer, Mackillop, Plunkett and Trinity. Alan Bowyer our founding principal and current director, Fr Plunkett, Stephen Carroll and Alison Wheeler spoke to the school community about the history of Mater Dei and the significance of each house groups name. These banners are part of the Faith Story and Witness story for Mater Dei and are displayed in the hall near our new Honour Boards.

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 the 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.

From Fr John's lead of the three parish schools working together, we have revised the purpose of the Grade Parish Masses. During 2018, we are changing the Grade parish masses from each school to Mater Dei Catholic College, Sacred Heart Koorringal and Mater Dei Primary schools working together to lead four parish masses during the year. This initiative fits in with the Year of Youth theme "Joy" that commenced the First Sunday of Advent for the 2018 Liturgical year. This initiative allows us to work in partnership with our young people and connect them to our parish. It also provides an opportunity for them to act as Missionary Disciples. At the start of Catholic Schools Week, Sacred Heart Parish schools will come together to celebrate a mass and lunch.

Liturgical Life of the School/ College

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 Weeks mass, the children welcomed the families as they arrived and then invited parents and grandparents to celebrate afterwards with a lunch or morning tea.

In 2016, Mater Dei Primary students led the Christmas Eve Mass for the Sacred Heart Parish in our school hall. Fr John has asked if we could do this each year to show the true meaning of Christmas.

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Staff and Student Faith Formation

At the start of the year, each person was recognised for their talents and invited to share their talents to one another for the year and minister together in the community. This led to our staff meeting on Missionary Discipleship. We unpacked the Heart Head and Hand Missionary Disciple model and proposed ways to be Missionary Disciples. We deepened our thinking of "What is Missionary Discipleship?" so that all staff could clearly articulate that Catholic Education is at the service of God's Mission. This was the main goal of the Catholic Diocese of Wagga Wagga for 2017.

Faith Story and Witness has continued to be a key focus for staff. Our new staff members spent time with the Religious Education Coordinator learning about the history of Mater Dei. The commissioning of the banners in Catholic Schools week enabled all students and staff to learn how significant people and symbols are part of our evangelisation and discipleship at Mater Dei.

Social Justice

In developing students global awareness and empathy for less fortunate, John Goonan conducted sessions from Kindergarten to Year 6 about our focus country Uganda. From these talks the whole school had a Sock it to Poverty day where they wore colourful socks and hosted a mini fete. The school also raised money for Project Compassion and donated to the St Vincent de Paul Christmas appeal.

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 cleaned and provided second hand shoes to school students in need, provided packs for the poor and organised visits for the choir to visit Nursing Homes and Retirement villages.

Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office 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.

During 2017, staff had faith formation opportunities for Missionary Discipleship, Forgiveness, Restorative practices, Shared Christian Praxis method and revised the RE Scope and Sequence for 2018.

At our Staff Spirituality Day, Jason Jolley from Mater Dei Catholic College explained the Aboriginal Heritage of our school's land before he did the Welcome to Country and prayer, where he blessed us all with ochre. The day provided staff with opportunities to read, reflect on "The Francis Effect 3", time for Jesus to ask them "What do you want me to do for you?", receive Reconciliation and hear staff members faith stories. At the conclusion of the day, the staff voted for our Heart Head and hand action for Term 4.

From these sessions, teachers highlighted we need to unpack 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 Catholic Primary School follows the NESA, Teaching and Educational Standards, NSW syllabus for each subject offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, 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.

Section 7: Student Performance in Statewide 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 College 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 in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	35.7%	25%	33.9%	46.4%	12.5%	12.5%	16.1%
Band 5	35.7%	58.9%	19.6%	28.6%	35.7%	23.2%	32.1%
Band 4	8.9%	7.1%	28.6%	12.5%	35.7%	41.1%	33.9%
Band 3	10.7%	5.4%	12.5%	8.9%	7.1%	10.7%	10.7%
Band 2	3.6%	3.6%	3.6%	3.6%	7.1%	8.9%	5.4%
Band 1	3.6%	0%	1.8%	0%	1.8%	3.6%	1.8%

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Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	23.7%	8.5%	18.6%	23.7%	10.2%	18.6%	13.6%
Band 7	27.1%	13.6%	25.4%	16.9%	30.5%	16.9%	18.6%
Band 6	32.2%	32.2%	20.3%	25.4%	30.5%	37.3%	39%
Band 5	11.9%	33.9%	32.2%	20.3%	23.7%	22%	20.3%
Band 4	5.1%	6.8%	1.7%	13.6%	3%	5.1%	8.5%
Band 3	0%	5.1%	1.7%	0%	0%	0%	0%

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 a workshop 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 buddied 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.

Discipline Policy

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

In accordance with our Welfare Policy 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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As per Diocesan Guidelines, this policy reflects a clear understanding that corporal punishment is not permitted in our school. Our Welfare policy can be found on our school website.

An initiative we now have in our school are Welfare meetings. Our School Counsellor, Pastoral Care worker, Learning Support teacher & Principal meet fortnightly to discuss students, staff or families who may require support and monitor their well-being.

Anti Bullying Policy

Students and staff of Mater Dei have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. In 2017, Mater Dei Primary ran activities and workshops as part of the National Day of action against violence and bullying in March. Further workshops were run with Years 4 and 5 to promote self esteem and positive friendships as well as skills on resolving conflict, developing their empathy and improving active listening skills.

Initiatives Promoting Respect and Responsibility

"You Can Do It": This school wide program enhances student's social & emotional well being by exposing them to explicit teaching on the 5 "Foundations". These are Confidence, Organisation, Persistence, Getting along and Emotional Resilience.

MiniVinnies: The Mater Dei Primary School MiniVinnies conference meets regularly each term to discuss social justice matters and look at ways they can live the MiniVinnies 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.

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.

Development and Introduction of new School Rules

A committee of staff were charged with reviewing topics under the welfare and discipline policy and as a result 5 school rules were launched. Speak kindly, Listen actively, Think and Act safely, Present with pride 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

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese. **All schools are to have a link to the Complaints and Suggestions Policy on the school/college website.**

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

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

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's 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 Catholic Primary School develops** an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. **Mater Dei Catholic 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.

2017 Annual Improvement Plan to be inserted here. Please make sure evidence is included.

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
Catholic Life & Mission	For students to become more aware of being missionary disciples in their own world.	Whole school participation in RE events eg, Mission Week Activities .	Teachers to write a RE unit with the shared christian praxis model, incorporating resources to assist differentiation for students, and unpack the scripture in their program with Biblical literacy resources. Scope and Sequence review/ Rewrite Assessment items.	Term 1-4	Pip Harris Pip Harris	Mary Coloe Liturgy help Understanding Faith Know Worship and Love Liturgy planner	Evidence in teaching and learning programs of biblical literacy resources being utilised. Common high order assessment tasks aligned to S&S

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Pastoral Care & Wellbeing	For students to learn to manage their own behaviours.	Less time is required by staff to help resolve management.	Increased time Review current practice of student programs around wellbeing. Greater consistency about student behaviour and wellbeing. Restorative practices.	Term 1-4	Matthew Rajabu Lisa Simpson Pip Harris	Outsourcing PD for students teachers and parents.	Evidence of increased wellbeing in feedback survey.
Student Learning & Pedagogy	To improve growth in student numeracy and literacy outcomes.	An increase of 10% of students achieving expected growth in ACER numeracy and literacy All students	<p>Data Plan Expectations and fine tuning of data plan. Data plan to be shared with staff.</p> <p>ACER Professional Day 1. Give the teachers the Data Collection Plan and expectations for the year. 2017 Term 1 Staff professional development of ACER to enable teachers to have the skills and knowledge to effectively analyse student results regularly of Numeracy and Comprehension. Plotting on achievement bands Discuss targets for the grade for Numeracy and Comprehension. Teachers apply data using the achievement scale Follow up ACER with grade teams- TTT Targeted teaching Time. Exec will meet to discuss the data collected.</p> <p>Exec need to analysis with the teachers the data. Exec need to have unpacked the data.</p>	Term 1 2017 PD day Week 4-5 TTT meetings	Anne Ryan Exec and all teachers.	ACER Tests Writing Continuum Teachers Half a day twice term 1 & 4 has been allocated for each grade team to meet with Exec and focus on Targeted teaching.	Term 4 ACER results. Tracking of students with cluster data Writing Cluster data.

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			<p>Writing 2016 Teachers collect a writing sample from each student to share with 2017 teacher. Record Cluster data Term 2 and 4 Staff meeting on cross stages plotting students on the writing clusters. Term 2 half day release to analysis Writing clusters</p> <p>Teachers set grade targets and individual learning goals.</p> <p>Running Records- Marea Worsfold meet with Year 1 end February and early term 4 to meet with Kinder teachers to analyse records to set explicit learning goals.</p> <p>Comprehension training with Sacred Heart- Quicksmart- Lyn Alda</p> <p>Review the Data Collection Plan in Term 4</p> <p>Mathematics: Focus to be determined in consultation of Targeted Teacher early in 2017</p> <p>STEM Involvement in STEM Academy Pilot Program</p>		<p>Marea Worsfold</p> <p>Lyn Alda</p> <p>Executive</p> <p>Lu Regan</p> <p>University of Sydney Gemma Mangesdorf Pip Harris Year 3 teachers</p>	<p>twice term been allocated for each grade team to meet with Exec and focus on Writing growth</p> <p>Marea Worsfold</p> <p>Lyn Alda</p>	<p>Effective use of ACER data and writing clusters to improve student learning outcomes.</p>
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Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
Strategic Leadership & Partnerships	To support teachers to be effective classroom teachers.	An increase of 10% of students achieving expected growth in ACER numeracy and literacy	<p>Coaching for all teachers to support teachers to develop their PLP.</p> <p>PD provided on standards teachers complete a self audit. (Formative feedback)</p> <p>Teachers identify an area for growth.</p> <p>Teachers develop their PLP with an exec member.</p> <p>Teaching/observation and feedback session.</p> <p>Staff meeting on NSWIT Professional Standards.</p> <p>Term 1</p>	<p>Term 1 Professional Standard Staff meeting.</p> <p>Term 1 beginning of term 2 cycle of observation feedback.</p>	Leadership teams.	<p>2 days of staffing a week available for coaching / feedback and observation session.</p> <p>NSWIT Standards and Formative Walk throughs</p>	All teachers will have a PLP that supports their learning.

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**Priority Key Improvements for 2018
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)
Student Wellbeing	By the end of 2018 there will be a 30% reduction in the amount of restorative processes needing to be completed.	Positive Behaviours PD Visual splotches 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.
Data analysis to target students' literacy and numeracy needs.	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.	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 e.g Backward mapping to develop units of work involving problem solving and creative skills; Differentiation; STEM; electronic program sharing and common proformas Staff PD on analysing numeracy growth points and developing action plans Parent forums around numeracy Numeracy resource library	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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	By the end of Term 3, all staff will achieve competency in Digital Literacy Google Fundamentals Training.	Development of SMART goals for students with additional needs shared with parents Staff PD for strategies to support students with additional needs 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.		<i>Digital Literacy Google Fundamentals Training.- Karen Gardiner</i>	
Student Missionary Discipleship	By the end of 2018, all students will have developed a greater understanding of what it means to be a missionary disciple.	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. All staff will be completing the module "Mary as our first missionary disciple."	CSO Unit "Mary as our first missionary disciple"	Sr Anne Hagan	Feedback from parishioners and students after liturgical celebrations. A common time will be set for daily prayer.

Section 10: Parent, Student and Teacher Satisfaction

Parent Participation

The information below is a guide only. You may write this to suit your school.

Parents are the primary educators of their children and are always welcome at **School/ College**. 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 Catholic Primary School** has used a variety of processes to gain information about the level of satisfaction with **Mater Dei Catholic Primary School** from parents, students and teachers.

This is where you could add information about the School Council, Parents and Friends and other areas where the school and parents work together

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
82%	18%	0%

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
92%	8%	0%

Teacher Satisfaction

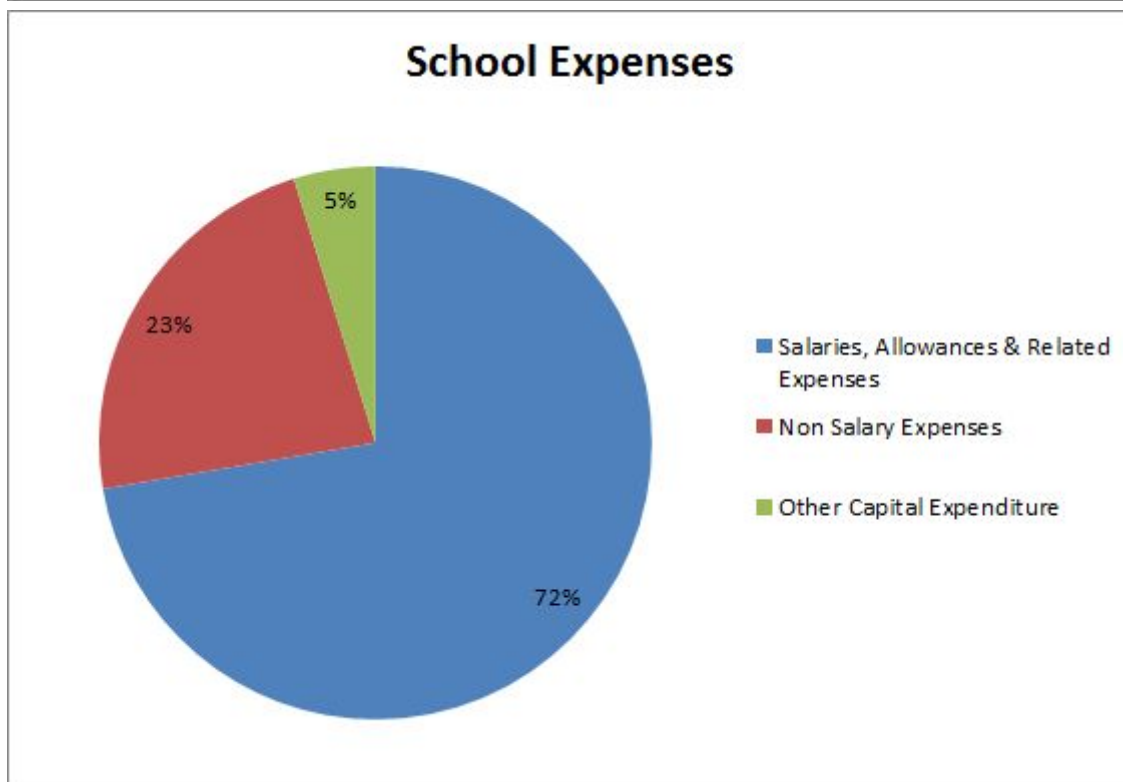
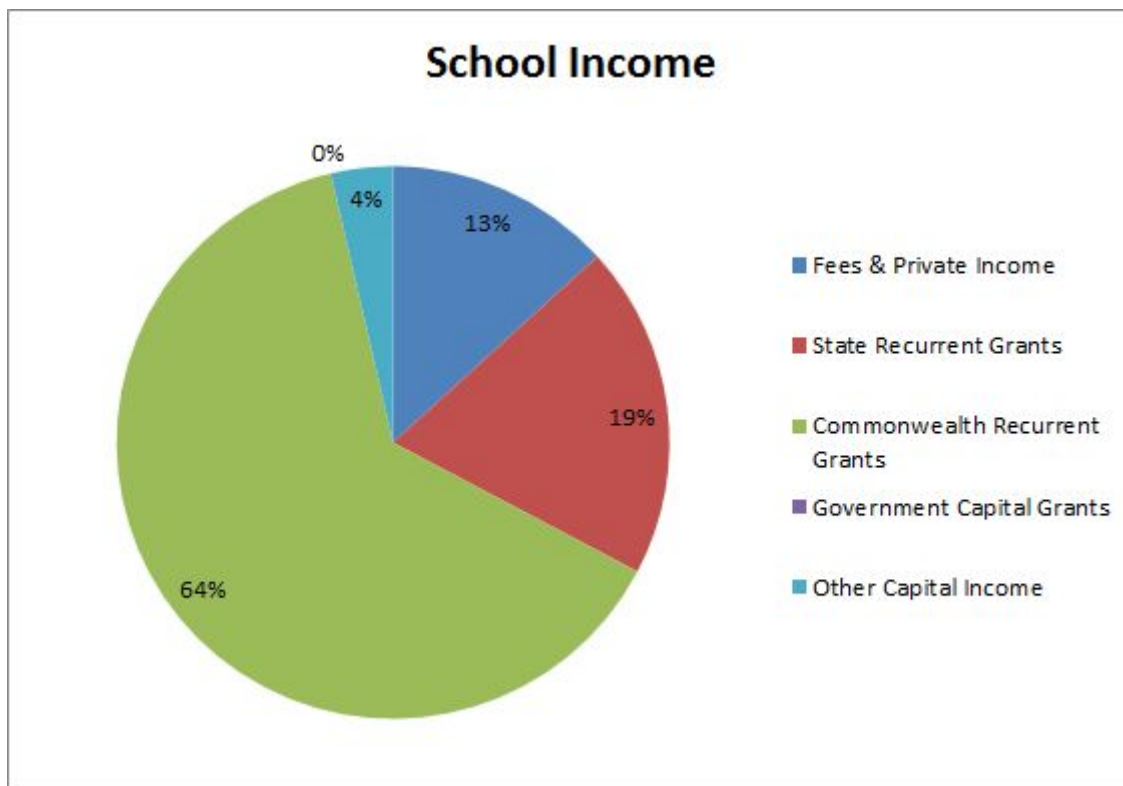
Highly Satisfied	Satisfied	Dissatisfied
78%	22%	0%

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Financial Report



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