

Annual Report 2021



MATER DEI
SCHOOL



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Section 1: Who We Are

Life-enriching innovative education

Mater Dei School is a coeducational setting for students from Kindergarten to Year 12 with a Mild to Moderate Intellectual Disability. As a Catholic, independent school, we are a proud member of Good Samaritan Education.

We are committed to the provision of contemporary and innovative education for students with specific needs. We have created a place of opportunity to develop their unique gifts and talents in a way that will enable them to become fully participating members of their respective communities. The School is active in the Catholic Faith and espouses the values of the Benedictine Tradition.

Mater Dei acknowledges the Dharawal people as the Traditional Custodians of Country and the First People of the land on which Mater Dei stands today. We pay our respects to Dharawal Elders past, present and emerging and commit to working collaboratively to create a just and reconciled future for all Australians.



Section 2: A Message From Us

2.1 Chair of the Board

Michael Lavorato

On behalf of the Board of Mater Dei, I congratulate the CEO/Principal and staff of Mater Dei School for all that they have accomplished in the very challenging year of 2021. Like all schools, Mater Dei was heavily impacted by COVID-19 in 2021, but the staff rallied with incredible commitment and creativity to continue the learning and pastoral care of the students. The experience of developing remote learning in 2020 meant that the staff were well-prepared for managing the ongoing pandemic in 2021.

The Mater Dei Board oversee the entire organisation, and the school is a core component of what we do. Established in 1957 as a specialist school setting for students with intellectual disability, Mater Dei has an enviable reputation for providing excellence in education and care. Mater Dei is incorporated as a Company Limited by Guarantee, and the Members of the Company represent and are accountable to Good Samaritan Education.

The Mater Dei Board consists of eight directors drawn from the community. They represent diversity in gender, life experience and professional qualification, but share a deep sense of good-will and love for the work of Mater Dei. Through a comprehensive system of working sub-committees, the Mater Dei Board advise on strategic direction and policy, providing financial oversight and budgetary approval. Mater Dei is in the sound position it is today because of good governance and wise stewardship by current and former Directors working collaboratively with the CEO/Principal and his Leadership Team.

I am very grateful for the support of my fellow Board Directors and am confident that the Mater Dei school will continue to thrive and prosper into the future, for that is what we are committed to make happen for the benefit of our students who deserve nothing less.



2.2 CEO/ Principal

Mark Raue

Mater Dei is an extraordinary school. The mission is very clear and inviting: to provide life-enriching innovative education for students with intellectual disability. Founded by the Sisters of the Good Samaritan, the staff have inherited their Benedictine spirituality and commitment to being of service to others, being neighbour to all and always acting with compassion and love. These philosophical underpinnings make Mater Dei highly focused and purposeful.

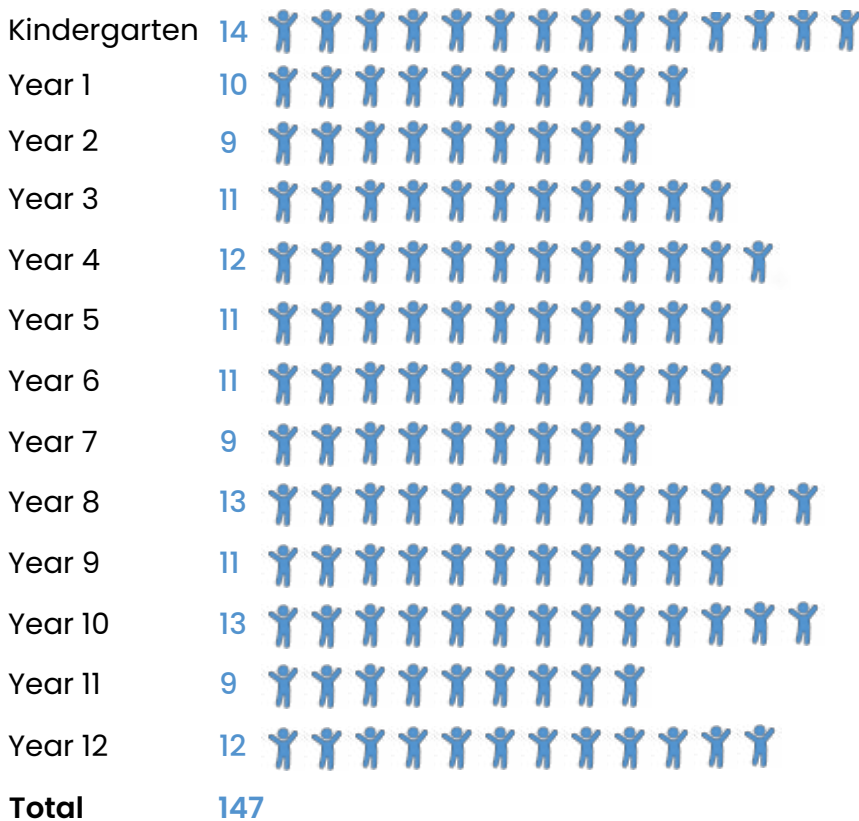
Mater Dei is a K-12 coeducational school that views disability through the lens of potential, promise and possibility. For Mater Dei, disability is not a deficit or a problem, but an expression of the diversity of human experience that demands we understand each child and work with their challenges and particular needs. Each student is treasured and given every opportunity to realise their potential and experience fullness of life. The teaching and support staff undertake regular professional development to build their skills and expertise in providing educational and therapeutic services of the highest quality, for that is what our students and their families deserve.

I am very grateful to the staff of Mater Dei, and to the Board of Directors who provide wise and generous governance to this outstanding organisation. In the end, I am most grateful for the students, who joyfully light up our lives with their ongoing kindness, respect and love of learning.



Section 3: Our Students

3.1 Student Enrolment



Male Students:
94

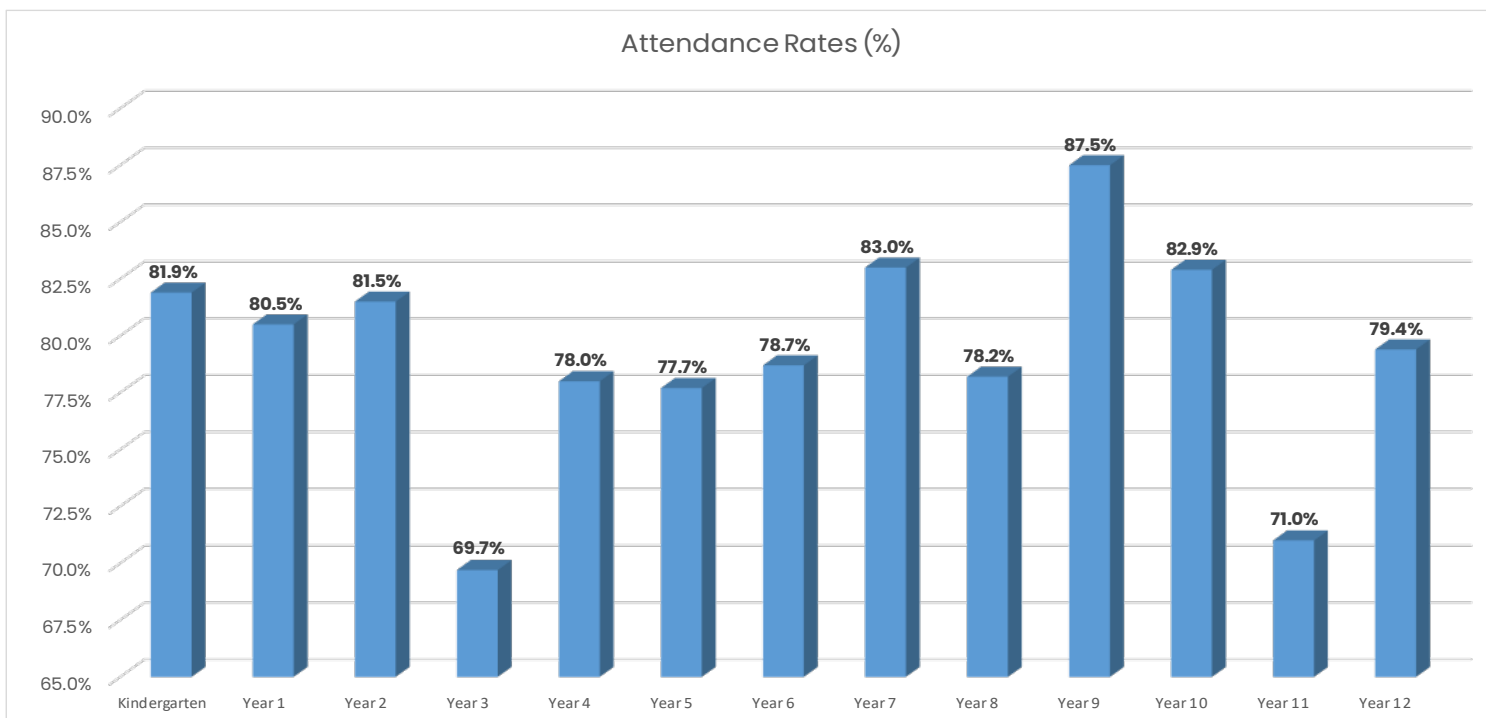


Female Students:
53

Indigenous Students: 5

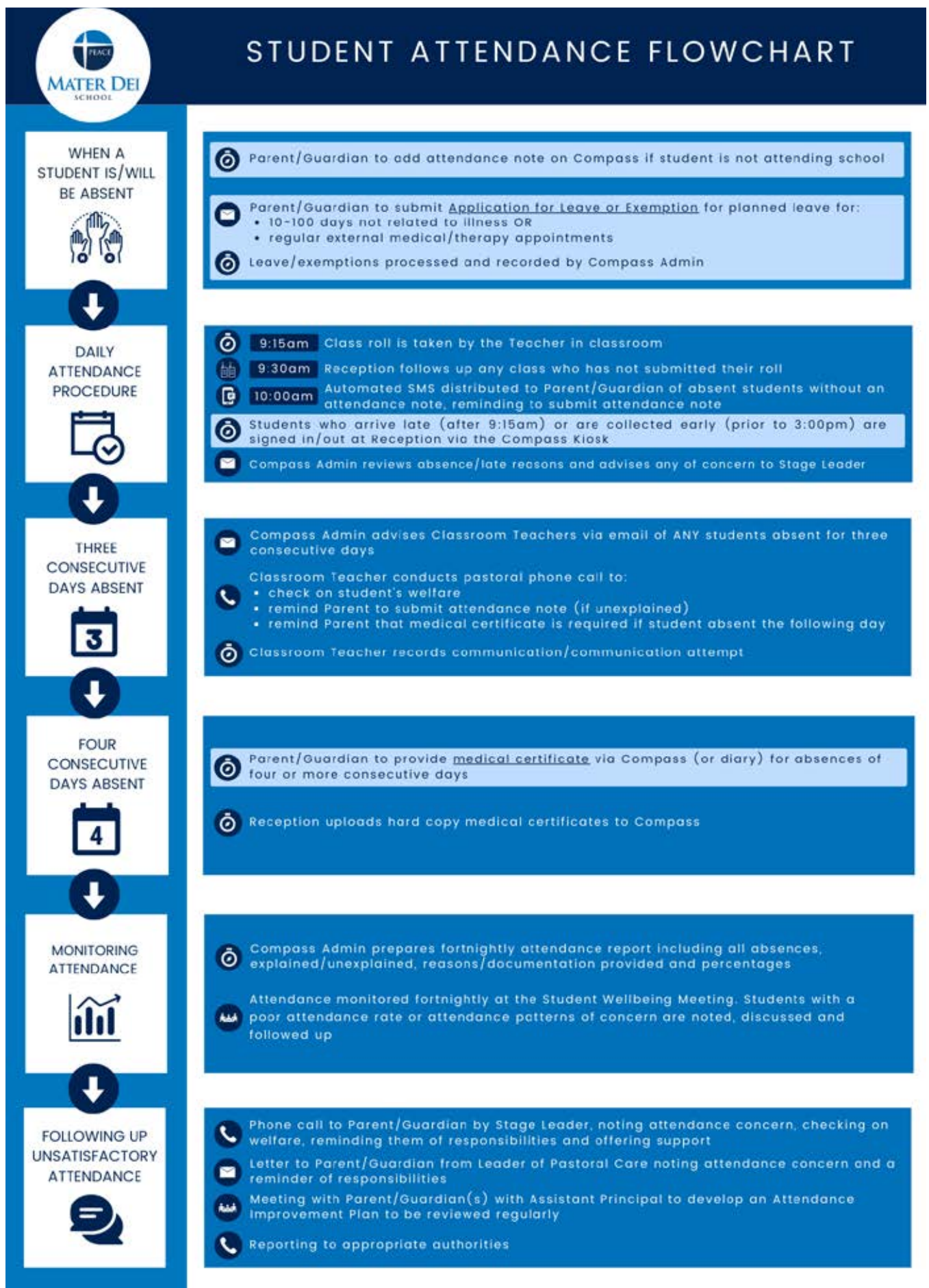
Students with
a language
background other
than English: 28

3.2 Student Attendance



Whole School
Attendance Rate: 79.5%

Supporting the Regular Attendance of Students at School (Summary)



3.3 Student Retention

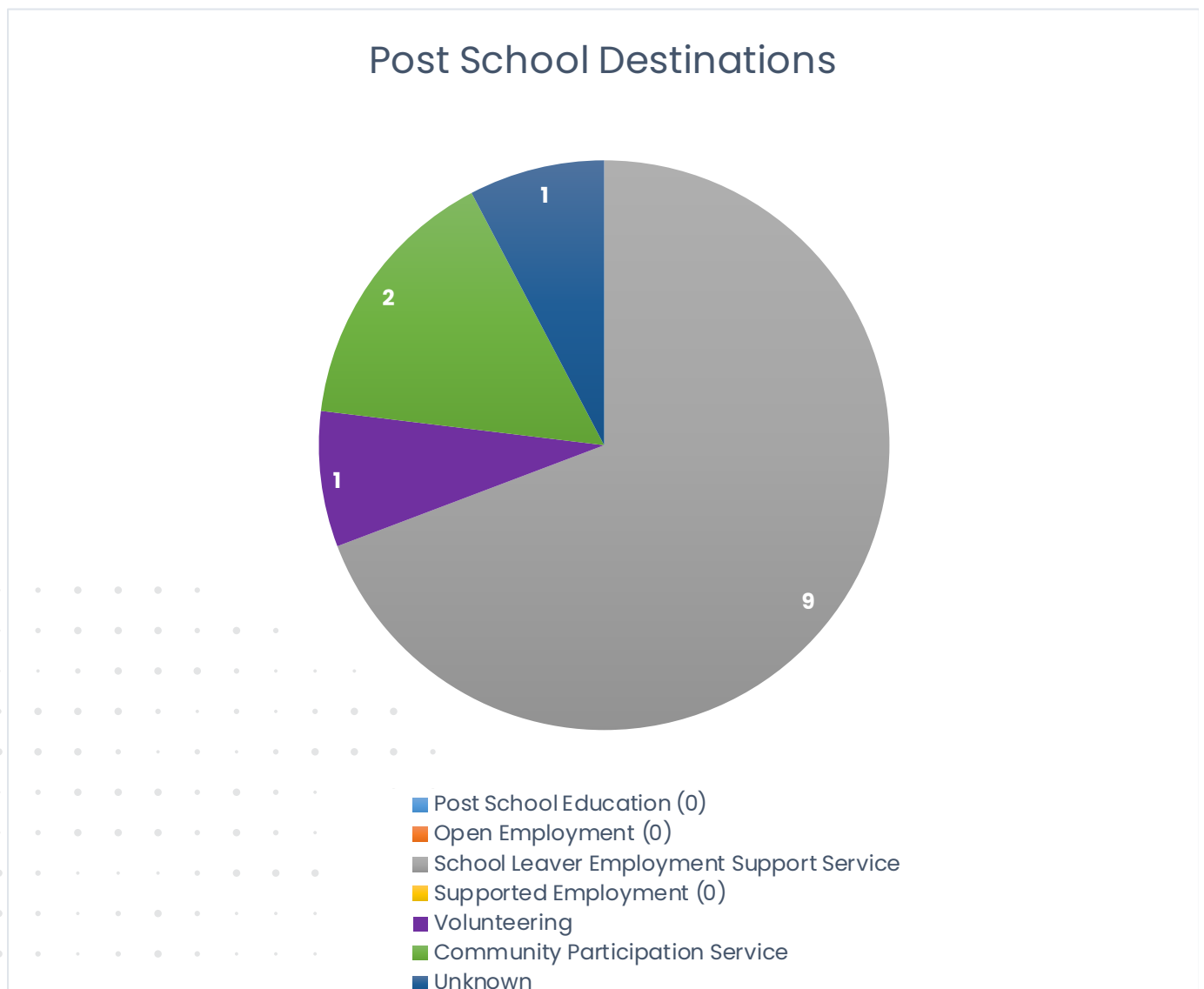
Student retention rate is as follows:

Actual Retention Rate	Year 10 2019 – Year 12 2021	100%
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3.4 Post School Destinations

Transition Planning

Mater Dei supports post-school transition planning by facilitating an annual Post-School Information Evening. Information on transition planning is outlined and a representative from the National Disability Insurance Agency (NDIA) also delivers a presentation. Information and brochures are provided from various post-school service providers. Mater Dei also facilitates a Post-School Transition Planning Meeting for each Year 12 student and his/her family. Documentation from this meeting may be utilised at NDIS review meetings.



Definitions

Post School Education: Technical and Further Education (TAFE), Vocational Education and Training (VET), Registered Training Organisations (RTOs), Apprenticeships and Traineeships

Open Employment: Independently gained employment or utilising a Disability Employment Service

School Leaver Employment Support Service: Individualised support for employment goals (e.g. finding and maintaining employment), which may include work experience, job skills training and travel training.

Supported Employment: Utilising a support worker or through supported employment opportunities through Australian Disability Enterprises

Volunteering: Unpaid work for a non-profit or community organisation to pursue an interest connect with community, or to gain work experience

Community Participation Service: Supports young people to develop the skills needed to achieve their personal goals, increase their independence and participate in their community.

**Students may be participating in more than one post-school option.*



3.5 Student Assessment

Assessment/ Credential	Description	Grades involved	Student participation
National Assessment Program - Literacy and Numeracy (NAPLAN)	NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9. The tests cover skills in numeracy, reading, writing, spelling, grammar and punctuation.	Years 3, 5, 7 & 9	<p>Number of Students in grades listed 42</p> <p>% of Students who participated 0%*</p>
Record of School Achievement (RoSA)	The RoSA is a cumulative credential for Years 10, 11 and 12 students who leave school prior to the Higher School Certificate.	Years 10, 11 & 12	<p>Number of Students in grades listed 34</p> <p>% of Students who participated 0%</p>
Vocational Training	Vocational training refers to instructional programs or courses that focus on the skills required for a particular job function or trade.	Year 12	<p>Number of Students in grades listed 12</p> <p>% of Students who participated 0%</p>
Higher School Certificate (HSC)	The HSC is issued to students on completion of Year 12 ensuring they have met curriculum requirements. Students receive a HSC testamur showing eligibility for the HSC along with a Record of Achievement outlining subjects completed and a Profile of Student Achievement listing Life Skills outcomes achieved (with or without support).	Year 12	<p>Number of Students in grades listed 12</p> <p>% of Students who participated 100%. HSC - Lifeskills</p>

Section 4: Our Staff

4.1 Workforce Composition

	Number of staff	Full-time Equivalent	Aboriginal or Torres Strait Islander Staff
Teaching Staff	24	19.8	1
Non -Teaching Staff	26	21.2	0

4.2 Teacher Accreditation

Teacher Accreditation

Accreditation Level	Number of Staff
Conditional	4
Provisional	2
Proficient Teacher	18
Highly Accomplished Teacher (voluntary)	0
Lead Teacher (voluntary)	0

Teacher Qualifications

Qualification Level	Number of Staff
Bachelor	18
Master	6
PHD	0



4.3 Professional Learning

Staff Professional Development

Staff Professional Development (PD) formats were altered and evolved throughout the year. The inability to present our work in special education at conferences as we usually do throughout the year was disappointing. We did however continue the work we do.

The below Table summarises Staff Professional Development activities undertaken in 2021.

PD Activity Name	PD Activity Description
New Student Information	Slide show containing information about new students as well as an update on students with significant medical needs.
Goal Setting - AISNSW	Writing individual goals for student's personalised plans.
Stage Meeting	Classroom Based Assessments, Behaviour Support Plannings and Stage Leader Program check in
Stage Meetings	Learning goals and Personalised Plans from Parent/Teacher Conferences & Program check in
Evidence Based Practice - Programming using UDL	Universal Design for Learning focus with reference to Temple Grandin, Katie Novak and CAST
Child Protection Online	Obligations in Identifying and Responding to Children and Young People at Risk through AIS NSW
Managing Actual and Potential Aggression	Course provides strategies and skills to safely respond to anxious, hostile or violent behaviour.
Poitive Behaviour Intervention and Supports (PBIS)	PBIS Committee workshop on mascots
School Survey Focus Groups	Workshops
Digital Technology	Introduction to Lego Education Exploring Lego We Do resources - physical and online Brainstorm - ways to embed Lego Education into programs
Stage Meetings	Collabortive Planning with Stage Teams
Poitive Behaviour Intervention and Supports (PBIS)	PBIS Update
Digital Technologies (Bots)	Introduction to bots - Bee Bots and Ozobots Exploring resources Brainstorm - ways to embed resources into programs
Professional Development Day	Cultural competency and Aboriginal and Torres Strait Islander understanding run by Aboriginal Education Officer for CEO Wollongong and Environment Advocacy Outreach - CEO Wollongong
School Focus Groups	Working Parties - Commitees for School Focus groups linked to strategic plan

PD Activity Name	PD Activity Description
Digital Technologies (Prowise)	Focus on navigation and creation of slides, Pro Connect and Pro Quiz features
Compass Events Module	Navigating the Events Module on Compass.
School Focus Groups (All Staff)	Working Parties - Committees for School Focus groups linked to strategic plan
Evidence Based Practice - Programming Using Universal Design for Learning	UDL focus with reference to Temple Grandin, Katie Novak and CAST
Projects Update	Project 5 update ASAP Project update
Poitive Behaviour Intervention and Supports (PBIS)	PBIS Committee ran workshop
Professional Development Day	First Aid and CPR
Epilepsy Essentials Training	The course includes information 1. Epilepsy Facts 2. Types of seizures 3. Living with epilepsy 4. Seizure safety and first aid
Emergency Medication (First Aid & Executive Staff)	The course includes: 1. Different seizure emergencies 2. Seizure management plans 3. What medications are used and why 4. How to administer Midazolam 5. Possible contingencies



Section 5: Our Priorities

5.1 School Goals and Planning

Curriculum		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Improve student learning outcomes		<p>Review current Evidence-based Practices (EBPs) and their implementation school-wide</p> <ul style="list-style-type: none"> Teachers utilised a self-reflection tool within their PDPR framework, to reflect on their use of EBPs in the classroom. Professional Learning sessions were facilitated on EBPs, including Universal Design for Learning (UDL) The Engineering for All (EFA Team) were published in The Journal of Special Education. This article was the result of a research project completed by our EFA team.
	Improve Literacy and Numeracy Outcomes	<p>Review Literacy and Numeracy data to track and monitor student progress</p> <ul style="list-style-type: none"> All student assessment data is now being recorded on Compass. In addition, a new assessment, Sutherland Phonological Awareness Test (SPAT) has been included to assist tracking progress. Mater Dei received funding from NSW Government via AISNSW as part of the COVID Intensive Learning Support Program. An undergraduate teacher was employed to run an intensive literacy program. Students in Years 3-8 were assessed to determine suitability and develop intensive learning groups.
	Review current programming processes to ensure systematic planning and explicit teaching	<p>Utilise school programming template with fidelity</p> <ul style="list-style-type: none"> A Stage Leader model were implemented where a member of the executive is assigned to each stage to provide ongoing support to teachers for programming, planning, feedback and administrative requirements to meet our compliance obligations. Staff focused on ensuring the inclusion of annotations, including student initials, to indicate where adjustments or differentiation have occurred. COVID-19 lockdowns saw the reinstatement of remote learning. Teachers programming shifted to utilising remote learning matrixes in line with the remote learning plan for 2020.

Curriculum		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Improve student learning outcomes	Embed Engineering practices school wide	Implementation of Scope and Sequence
	Ongoing reviews of how Allied Health services are accessed and utilised in the school environment	<p>Increased collaboration between Allied Health, Teaching staff and families</p> <ul style="list-style-type: none"> In-class therapy model has expanded to include all K-8 classes. 78% of families are now included in this model. The long-term goal is for this program to progressively increase to include all classes. Therapists continued to attend Parent Teacher conferences to participate in collaborative goal planning in Week 4. Feedback from families and staff have been extremely positive on this collaborative approach. Teachers met with therapists three times per term to collaborative plan to meet their class needs
		Therapy goals are embedded into teaching and learning
Refine the personalised planning process to improve student outcomes	Review the collaborative planning process to promote student-centered planning.	<p>Key stake holders contribute to collaborative planning</p> <ul style="list-style-type: none"> Due to COVID-19 government requirements collaborative planning was limited to one person per family to allow this to occur face to face. Secondary students were also required to attend. Leanne Woodley, Association of Independent School of NSW (AISNSW), presented professional development to teachers on writing personalised goals using data to monitor and evaluate student progress. This presentation had a strong focus on self-determination and student voice.
	Embed personalised learning goals into teaching and learning	<p>Personalised learning goals are recorded, assessed and tracked within program documentation</p> <ul style="list-style-type: none"> Stage Leaders collaborated with teachers through Stage Meetings to explore ways of embedding personalised goals into teaching and learning experiences, including the inclusion of goals in programs and displaying them in the classroom

Curriculum

Objectives	Goals	Measurement, Evaluation & Progress Notes
Establish systematic transition planning to prepare students for post school life	Collaborate with agencies to review our current transition process to incorporate best practice	<p>Produce and implement a sequential plan for transition in conjunction with teaching and learning</p> <ul style="list-style-type: none"> The Leader of Mission and Vision and the Stage 5 Leader implemented Participatory Action Research (Project 5) on building Self Determination through Community Based Instruction
Utilise technology to enhance educational experiences	Improve the planning and use of assistive communication	<p>Incorporate the use of AAC devices within curriculum-based goals as part of their Personalised Plan</p> <ul style="list-style-type: none"> There were twelve students registered with the Bring Your Own Device (BYOD) program. All of these students are currently using their BYOD to assist with communication. Classroom teachers are collaborating with Speech Pathologists to build both student and teacher skills to ensure effectiveness
	Embed digital technologies into teaching and learning	<p>Explore continuums for learning of digital technologies to build specific skills across Kindergarten to Year 12</p> <ul style="list-style-type: none"> The Leader of Curriculum and the Stage 1 Leader developed a Digital Technology Scope and Sequence that includes particular technology that was purchased for each stage to build on technology skills, including Beebots, Osmo, Ozobots, Spheros and Lego Robotics Teachers engaged in a professional development session run by the Leader of Curriculum to explore the use of each resource
		<p>Teachers utilise new platforms to create interactive lessons</p>
	Implement an integrated education management system to support Teaching and Learning	<p>Teachers and School Administration actively utilising the integrated education management system</p> <ul style="list-style-type: none"> A Student Administration and IT Support Officer was recruited to further support the implementation of Compass Teachers engaged in a professional development regarding the Events module on Compass. This module allows teachers to create events, including planning, permissions and documentation for offsite excursions and community access

Curriculum		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Nurture an effective professional learning culture	Continue the delivery of capacity building professional development for all staff	<p>Systematic planning of all professional development</p> <ul style="list-style-type: none"> The school executive team has drafted an annual professional development calendar which is focused on pedagogy. Specific meetings have been allocated for Stage Leaders to work with their team to provide intensive support in a collaborative approach Specific focuses for 2021 are Compliance Training, Digital Technologies, Curriculum and Student and Staff Wellbeing
	Refine the Professional Performance and Development Review (PDPR) Cycle	<p>Analyse data from classroom observations</p> <ul style="list-style-type: none"> Teachers met with their Stage Leaders to discuss their professional goals. Meetings are currently taking place to work through the Coaching and Mentoring Cycle Support Staff have formalised their PDPR via formal documentation and meetings with supervisors Remote learning did impact any face to face components however alternate means were utilised wherever possible
	Review internal processes for NSW Educations Standards Authority (NESA) Teacher Accreditation	<p>Develop and implement a Teacher Accreditation Authority (TAA) policy and procedure</p> <ul style="list-style-type: none"> The Middle Leader of Pedagogy and the Stage 4 Leader worked with four new scheme teachers, who are being supported through AISNSW (Independent Schools Teacher Accreditation Authority) as the Teacher Accreditation Authority, to gain proficient level with NESA



Pastoral Care

Objectives	Goals	Measurement, Evaluation & Progress Notes
<p>Develop an overarching Pastoral Care Framework which encompasses school Pastoral Care initiatives</p>	<p>Review our Positive Behaviour Interventions & Supports (PBIS) framework to enhance student well-being</p>	<p>Develop and implement an action plan for reviewing PBIS, programs, policies and procedures</p> <ul style="list-style-type: none"> • AISNSW provided support to the Acting Leader of Pastoral Care to re-launch the PBIS program • A PBIS Committee was formed and announced the new school rules to the wider community and used new signage to increase visibility and awareness. • The committee created an Action Plan to continue their work including a re-visit of PBIS lessons, possible school mascot, school wide positive behaviour chart, school signage displaying positive behaviours. The Committee engaged a graphic designer to develop a mascot and the School Wide Positive Behaviour Chart was implemented across all K-12 classes
	<p>Review existing Pastoral Care programs to ensure they meet the needs of our students</p>	
	<p>Evaluate and update current policies & procedures around student well-being and behaviour</p>	
<p>Build student capacity to be self-determined individuals</p>	<p>Develop a whole school approach to embed self-determination across the curriculum</p>	<ul style="list-style-type: none"> • The Leader of Mission and Vision and the Stage 5 Leader implemented Participatory Action Research (Project 5) on building Self Determination through Community Based Instruction • Project 5 team has developed tools in consultation with Dr Rachel Perry from AISNSW, who is mentoring the team through this project. • Project 5 staff presented at the AIS NSW Educational Research Symposium: Enabling Exceptional Education
<p>Provide meaningful opportunities to engage with members of the Mater Dei community including all key stake holders</p>	<p>Improve engagement with the wider community via a variety of platforms</p>	<p>Review attendance at school events</p>
		<p>Monitor and revise community engagement analytics</p> <ul style="list-style-type: none"> • The Leader of Mission and Vision, in conjunction with the Development Team, continually review Facebook analytics to drive social media presence • The Mater Dei School Families Facebook Page was established as a closed, private group for families to receive and provide accurate information directly from the school and other Mater Dei families

Pastoral Care		
Objectives	Goals	Measurement, Evaluation & Progress Notes
	Implement an integrated education management system that encompasses all family communication	<p>Families actively utilising the integrated education management system</p> <ul style="list-style-type: none"> Families were introduced to more modules on Compass – Education Management System, including Events, where parents provide online consent

Mission		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Ensure Catholic traditions and Benedictine values are sustained and reflected in all areas of school life	Review the implementation of the biennial Sacramental Program including teaching and learning experiences	<p>LOMV to connect with local catholic parishes and schools regarding the sacramental programs and develop a long term plan to create a universally designed Sacramental program</p> <ul style="list-style-type: none"> LOMV is currently developing a universally designed Sacramental program, that may be distributed to other schools in our Diocese
	Strengthen meaningful relationships with fellow Good Samaritan Education (GSE) Colleges and local Diocesan schools	<p>Share reviewed learning experiences with local parish to promote inclusive learning</p> <p>Increased opportunities for staff and student connections with fellow GSE Colleges and local Diocesan schools</p> <ul style="list-style-type: none"> Shared learning experiences have included St Patrick’s College and Magdalene Catholic College School Captains and House Captains engaged with Stella Maris College senior students via Zoom
Ensure strong foundations to support and sustain our spiritual future	Maintaining and enhancing the school’s spiritual resources through active stewardship	<p>Preservation of Mater Dei Chapel</p>
		<p>Review and enhance the visibility of Catholic symbols</p> <ul style="list-style-type: none"> The Leader of Mission and Vision and the Stage 5 Leader worked with class teams to ensure the Benedictine and Catholic Values are visible throughout classrooms and the school

5.2 Stakeholder Satisfaction

Parent Satisfaction

In 2021, COVID-19 measures impacted the way in which we engaged with our families. Parents/Carers were unable to attend events held on campus and were unable to facilitate our Parent Volunteer Canteen. Families also journeyed through remote learning at home during lockdown periods. Mater Dei remained open for those Parent/Carers who were unable to care for their children at home. Classes also offered remote learning opportunities for students, utilising digital formats. With the introduction of the Compass Education Management System in 2020, feedback is now able to be sought by way of surveys which are available to all families. An annual Parent Satisfaction Survey will be introduced via this platform in 2022.



Staff Satisfaction

Mater Dei school staff were extensively surveyed towards the end of 2020. The most positive themes were:

1. Teamwork
2. Organisational commitment
3. Job satisfaction
4. Diversity

The most significant areas for growth and improvement were:

1. Professional Development
2. Leadership support
3. Future planning
4. Communication

Areas for growth and improvement will be reflected in a reviewed Strategic Plan and working parties established to focus work on improvement.

Student Satisfaction

Self-determination and student voice is pivotal to all student-centred school planning. Teachers continue to incorporate student evaluations to learning experiences where students reflect and self-assess their learning and evaluate learning experiences and activities. Feedback is also sought from students in our senior program around Workplace Learning and transition. Students select industries they would like to experience and reflect on their work at intervals throughout their placement. Transition meetings see senior students identify areas of interest and set goals moving forward.

Supporter Satisfaction

This year saw a return to face to face engagement through our annual fundraising events that were able to be held, including the Charity Golf Day, Ladies Lipstick Luncheon and Annual Foundation Dinner, which resulted in extraordinary results and re-connecting with our supporters. Mater Dei's Development Team continued to build the online presence of Move It 4 Mater Dei, providing all in our wider community the opportunity to participate and feel engaged towards making a difference. We celebrated the achievements of 23 trekkers who participated in our second Trek for Opportunity charity challenge, trekking in Tasmania, with the feedback overwhelmingly positive and many keen to support again in the future.



5.3 Promoting Respect and Responsibility

Our Mission

Mater Dei traces its mission and purpose back to the Rule of St Benedict who created prayerful life-giving communities in the 6th Century A.D. Benedict himself was inspired by the person and teachings of Jesus who explained his mission in the Gospels in this way: "I have come that you may have life and have it to the full." (John 10:10). Catholic belief is that all people are created equal in the image and likeness of God with an ultimate purpose to be in harmony with God and all of creation, and that this earthly life is to be lived to the full as a gift from God. All people have an inherent right to experience this fullness of life and to be free to make informed choices as self-advocates. It is Mater Dei's intent to dignify this belief by creating life-enriching opportunities for our children, students and young adults, so that they may grow their capacity for self-determination and realise their full potential.

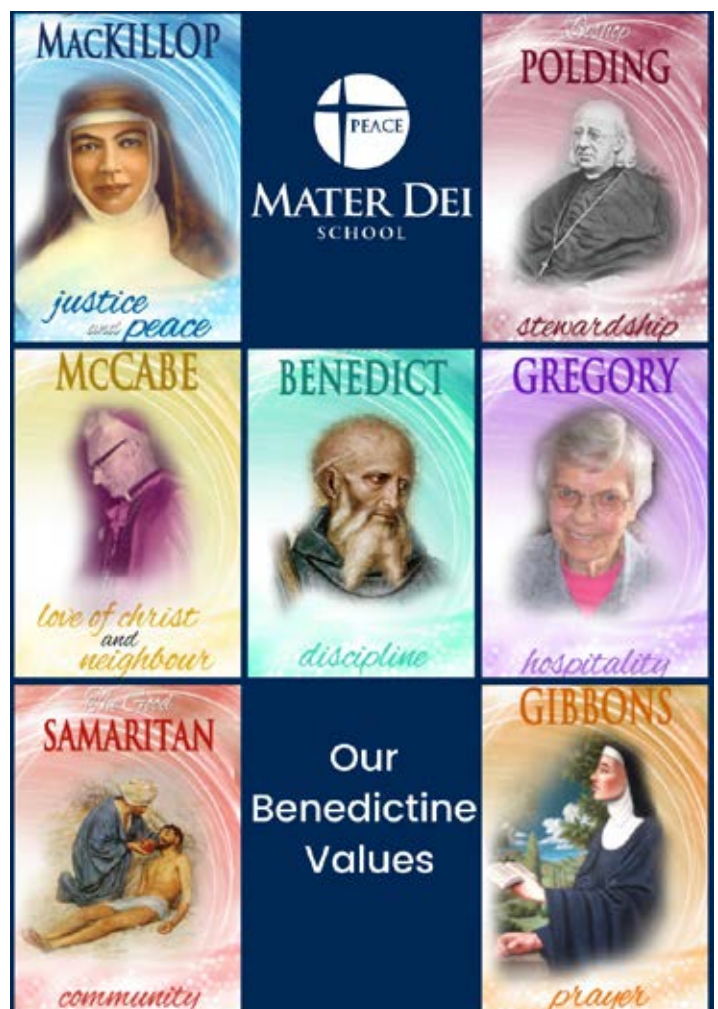
Our Inspiration

The Parable of the Good Samaritan (Luke 10:25-37) is the foundational story upon which all Good Samaritan communities, like Mater Dei, are formed. This parable impels all those engaged with the Mater Dei community to:

- Be neighbour, especially to the excluded and disenfranchised
- Respect all persons and all of creation as sacred
- Stand with and be a voice for those who are voiceless
- Seek peace through justice

St Benedict developed his Rule to guide communities in the way to live authentically and Mater Dei draws further inspiration from his teachings that inspire us to:

- Create safe, welcoming communities where everyone has a place
- Value community that challenges and nurtures, where the strong have something to strive for and the weak have nothing to run from
- Cultivate a love of learning and beauty
- Seek wisdom through prayerful discernment, listening with the ear of the heart





Be Kind



Be Safe



Be a Learner

So the **STRONG** have something to yearn for
and the weak have *nothing to run from.*



The Mater Dei Way

Mater Dei's behaviour management philosophy is based on evidence-based teaching practice known as 'Positive Behaviour Interventions and Supports' (PBIS). This is a multi-tiered approach to social, emotional and behaviour support which focuses on explicitly teaching students routines, skills and expectations, as well as using data as an integral part of the decision-making process to identify areas of need. This approach is based on actively acknowledging and encouraging positive behaviours. A mascot has been introduced to help teach expectations to students.

Mater Dei School Rules are explicitly taught and modelled around school wide positive behaviour expectations of:

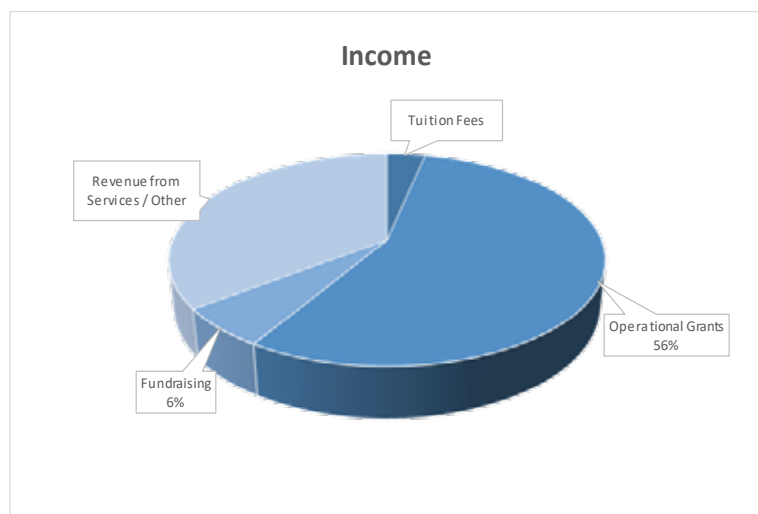
1. *Be Kind*
2. *Be Safe*
3. *Be a Learner*

Positive student behaviour and good choices are encouraged and recognised at Mater Dei by way of either:

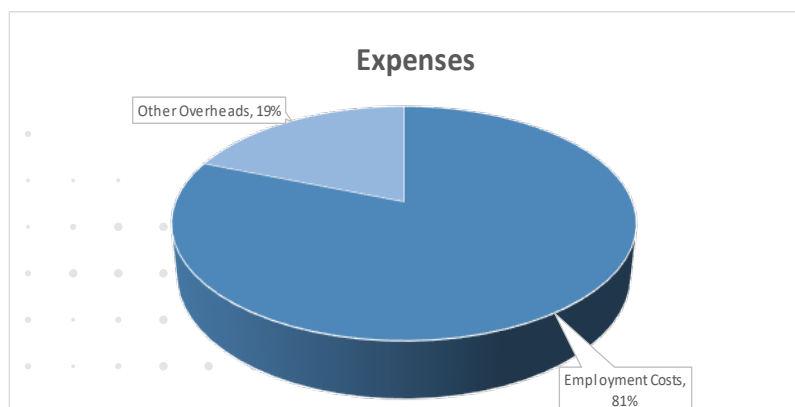
- informal feedback (e.g. immediate verbal praise, incidental high-five gestures etc.),
- informal tangible recognition (e.g. classroom reward charts, stickers and stamps)
- formal award structures for:
 - Curriculum and academic achievement (e.g. 'Merit Award for Learning')
 - Swimming achievement (e.g. 'Swimming Award' [Distributed by Swim Teachers])
 - Pastoral and social achievement (e.g. 'Samaritan Awards' [wristbands])

5.4 Financial Summary

Income	Value
Fees	\$436,878
Grants	\$7,190,822
Fundraising	\$787,570
Revenue from Services/ Other	\$4,569,593
Capital Grants	\$0
Total	\$12,984,863



Expenses	Value
Employment Costs	\$10,112,268
Other Overheads	\$2,396,899
Total	\$12,509,167



Net: \$475,696

Note: All financials provided relate to Mater Dei Organisation as a whole, which incorporates all of the Mater Dei Programs.

Section 6: Our Policies

6.1 Enrolment Policy (full text)

Related Policy	Summary of Policy	Changes in 2021
Enrolment	<p>This policy outlines the enrolment process and selection process for prospective students, the conditions for acceptance and continuation of enrolment.</p> <p>Mater Dei School's Enrolment Policy can be viewed here: https://www.materdei.org.au/assets/Uploads/Policies/2021-School-Policies-1-Enrolment-Policy-v3.0.pdf</p>	Reviewed and Updated



6.2 Other Policies (summaries)

Mater Dei is a place of peace, belonging, respect, justice, hope and celebration. Our values are based on honouring the dignity of the whole person and through the living out of these values we provide witness to Gospel values. Our values are embedded in our policies and procedures. Our approach to student welfare, discipline, anti-bullying and complaints and grievances are disclosed publicly on our website, summarised in the Parent Handbook and are recorded in our suite of policies accessible to staff via PolicyConnect. These policies give witness and structure to our commitment to the welfare and safety of our students.

Student Welfare, Discipline, Anti-bullying

Related Policy	Summary of Policy	Changes in 2021
Attendance	<p>Regular attendance at school is essential to assist students to maximise their potential. The School, in partnership with Parents/Guardians, are responsible for promoting the regular attendance of students. This policy sets out the requirements for the attendance and exemption from attendance of students at Mater Dei School, how attendance is monitored and the follow up procedure for unsatisfactory attendance.</p> <p>Mater Dei School's Attendance Policy can be viewed here: https://www.materdei.org.au/assets/Uploads/Policies/2021-School-Policies-/Attendance-Policy-v1.0.pdf</p>	Reviewed and Updated
Child Protection	<p>All children and young people have the right to be protected from abuse and harm. Mater Dei is committed to ensuring that we provide a safe environment for students by complying with the requirements of Child Protection Legislation. Our suite of policies is intended to view child protection as providing a safe and supportive environment for our students by ensuring that systems and processes are in place for preventing, identifying and reporting child protection concerns. The suite of policies include:</p> <ul style="list-style-type: none"> • Child Abuse and Harm Definitions, Identification and Initial Responses • Duty to Protect Students from Child Abuse or Harm • Mandatory Reporting of Child Abuse or Harm • Reportable Conduct of Staff, Volunteers and Others • Detecting, Reporting and Addressing Grooming Behaviours • Working with Children Checks • Information Sharing About Students' Safety and Wellbeing 	Reviewed

Related Policy	Summary of Policy	Changes in 2021
Pastoral Care	<p>Pastoral care is the support given to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students, including their spiritual, emotional and social wellbeing. All School staff are responsible for pastoral care and for administering pastoral care in all classes and extra-curricular activities. Additionally, Mater Dei established a Pastoral Care Team that is responsible for ensuring the proper ongoing administration of pastoral care services at the School. The Pastoral Care Team meet regularly to monitor and implement supports for students presenting with behaviours of concern, experiencing or has experienced trauma, child protection, attendance and incident report monitoring.</p> <p>Mater Dei School's Pastoral Care Policy can be viewed here (via PolicyConnect Public Link): https://materdeimaster.policyconnect.com.au/module/80/page/8b9e24aa-c856-4f0f-ba25-077020a717ce.md</p>	Reviewed



Related Policy	Summary of Policy	Changes in 2021
Behaviour Management	<p>Behaviour management is necessary to ensure the safety and welfare of all students and staff to provide a learning environment conducive to each student having an opportunity to reach his/her spiritual, academic, moral, social and physical potential. They also have the right to be treated fairly and with dignity. Mater Dei recognises that a collaborative, consistent, whole-school approach that focuses on proactive and preventative strategies, is essential in successfully managing students with challenging behaviours. The School seeks to develop a culture of positive behaviour by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:</p> <ul style="list-style-type: none"> • clearly setting behaviour expectations • Establishing specific teaching and learning programs • communicating expectations with the wider School community • acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards • maintaining records with respect to student behaviour <p>Mater Dei School's Behaviour Management Policy can be viewed here (via PolicyConnect Public Link): https://materdeimaster.policyconnect.com.au/module/80/page/6ab13af6-12d4-4c56-9355-7fdc9996b708.md</p>	Reviewed
Bullying Prevention & Intervention	<p>Prevention and management of incidents of bullying are managed through a 'whole-of-School community' approach. Bullying prevention strategies are implemented on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower individuals to recognise bullying and respond appropriately. Bullying response strategies are tailored to the circumstances of each incident and strategies are reviewed against best practice.</p>	Reviewed

Related Policy	Summary of Policy	Changes in 2021
Complaints	<p>Mater Dei is committed to ensuring that its students, clients, participants and their Parents/Guardians have the right to lodge a complaint or to appeal a decision of the Organisation and to have their concerns addressed in ways that ensure access, efficiency, equity, fairness, accountability, transparency and complies with Legislative requirements.</p> <p>Mater Dei School's Feedback, Compliments and Complaints Policy can be viewed here (via PolicyConnect Public Link): https://materdeimaster.policyconnect.com.au/module/1553/page/README.md7fdc9996b708.md</p>	Reviewed

