



**MATER DEI**  
SCHOOL

# Annual Report

2  
0  
2  
0



## Contents

<b>Section 1: Who We Are</b> .....	<b>3</b>
<b>Section 2: A Message From Us</b> .....	<b>4</b>
2.1 Chair of the the Board .....	4
2.2 CEO/ Principal .....	5
<b>Section 3: Our Students</b> .....	<b>6</b>
3.1 Student Enrolment .....	6
3.2 Student Attendance .....	6
3.3 Student Retention .....	7
3.4 Post School Destinations .....	7
3.5 Student Assessment .....	9
<b>Section 4: Our Staff</b> .....	<b>10</b>
4.1 Workforce Composition .....	10
4.2 Teacher Accreditation .....	10
4.3 Professional Learning .....	11
<b>Section 5: Our Priorities</b> .....	<b>12</b>
5.1 School Goals and Planning .....	12
5.2 Promoting Respect and Responsibility .....	20
5.4 Financial Summary .....	22
<b>Section 6: Our Policies</b> .....	<b>23</b>
6.1 Enrolment Policy (full text) .....	23
6.1 Other Policies (summaries) .....	27



## 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 Traditions.

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*

Mater Dei was founded in 1957 as a school for girls with an intellectual disability. Mater Dei is now an innovative and contemporary K – 12 coeducational school for children with an intellectual disability in the mild to moderate range as their primary disability.

The Board's responsibility is to ensure that the primary educational goal of the School is fulfilled and the school meets its obligations of registration and accreditation which includes policy compliance. The Board is responsible for the development of policies, their communication and ensuring that these policies are followed and implemented. In addition, the Board approves the annual budget, monitors expenditure and oversees the financial and business management of the School in accordance with the Corporations Act, the Constitution and the Education Act. The school has continued to be supported by our wonderful Macarthur community and without their support we simply could not provide the level of service to our students that we do today.



Mater Dei is a proud Good Samaritan Education School. Good Samaritan Education currently operates ten schools in New South Wales, Victoria and Queensland. Mater Dei School is incorporated as a Company Limited by Guarantee. The Members of the Company represent and are accountable to Good Samaritan Education. The Board of Directors is appointed by the Members and is responsible for the management of the School. The Principal is responsible for the internal administration of the School and is accountable to the Board. The School is governed according to its Constitution.

The Mater Dei Board consists of nine directors drawn from the community – they are people of goodwill from all walks of life and each brings his or her own life experiences, knowledge and gifts, and is prepared to use and share them for the benefit of the school community. The Board ideally needs a balance of special knowledge and experience. The Mater Dei Directors have skills in the following areas: legal, accounting, educational, disability, commercial. Six meetings of the Board were held during 2020. I was appointed as Chair of the Mater Dei board in May 2020. It is a privilege to serve on the Mater Dei Board which works tirelessly for the benefit of Mater Dei School and our community.

I would like to thank my board for their outstanding efforts in 2020. They give up their time without hesitation and offer significant skills and expertise to ensure the smooth running and continued development of our wonderful school.

I would also like to commend the staff and students of Mater Dei School during what was an extremely challenging year in 2020. The restrictions imposed by the COVID 19 pandemic required a huge amount of resilience, adaptation and commitment from the school community and they responded to ensure the continued high levels of education of the students was continued. Thank you to the parents of the Mater Dei students for their support and encouragement of their children during this difficult year.

I look forward to 2021 being another positive year for the Mater Dei school community.



## 2.2 CEO/ Principal

*Mark Raue*

I started my tenure at Mater Dei in 2020 and chose to be part of this wonderful organisation for many reasons. The reputation of Mater Dei as a place of excellence in delivering educational and therapeutic services to students with Intellectual Disability is second to none. People in this region and beyond know of Mater Dei and what an impressive organisation it is. It is much loved and respected and I feel very privileged to be entrusted with this leadership role.

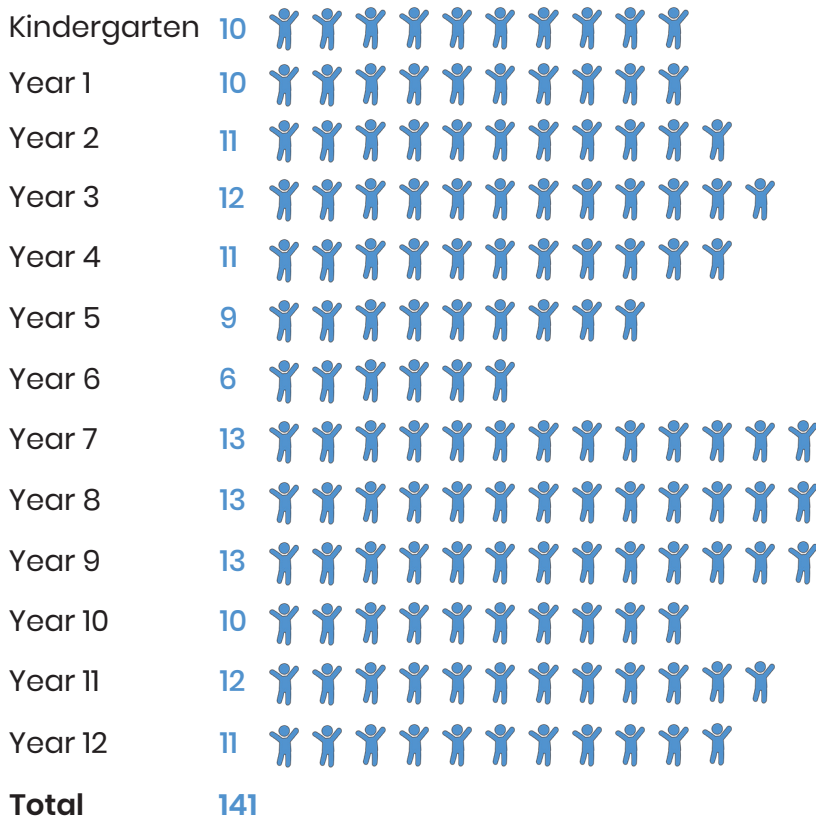
Mater Dei was founded by the Sisters of the Good Samaritan and we have inherited their Benedictine spirituality and commitment to serving others with compassion and inclusion. It is a beautiful tradition which lives out every day in the way we do things around here.

Mater Dei strives to make a difference in the world by helping to release the potential in every person in a safe and supportive community. We believe that disability is part of the human experience and should not be a barrier to experiencing richness of life and fully participating in society. The staff at Mater Dei are dedicated, experienced and passionate about making a difference. I am grateful to them for their ongoing professionalism and commitment, as I am the Board and the wider community who together help to make Mater Dei the wonderful school that it is.



## Section 3: Our Students

### 3.1 Student Enrolment



Male Students:  
91

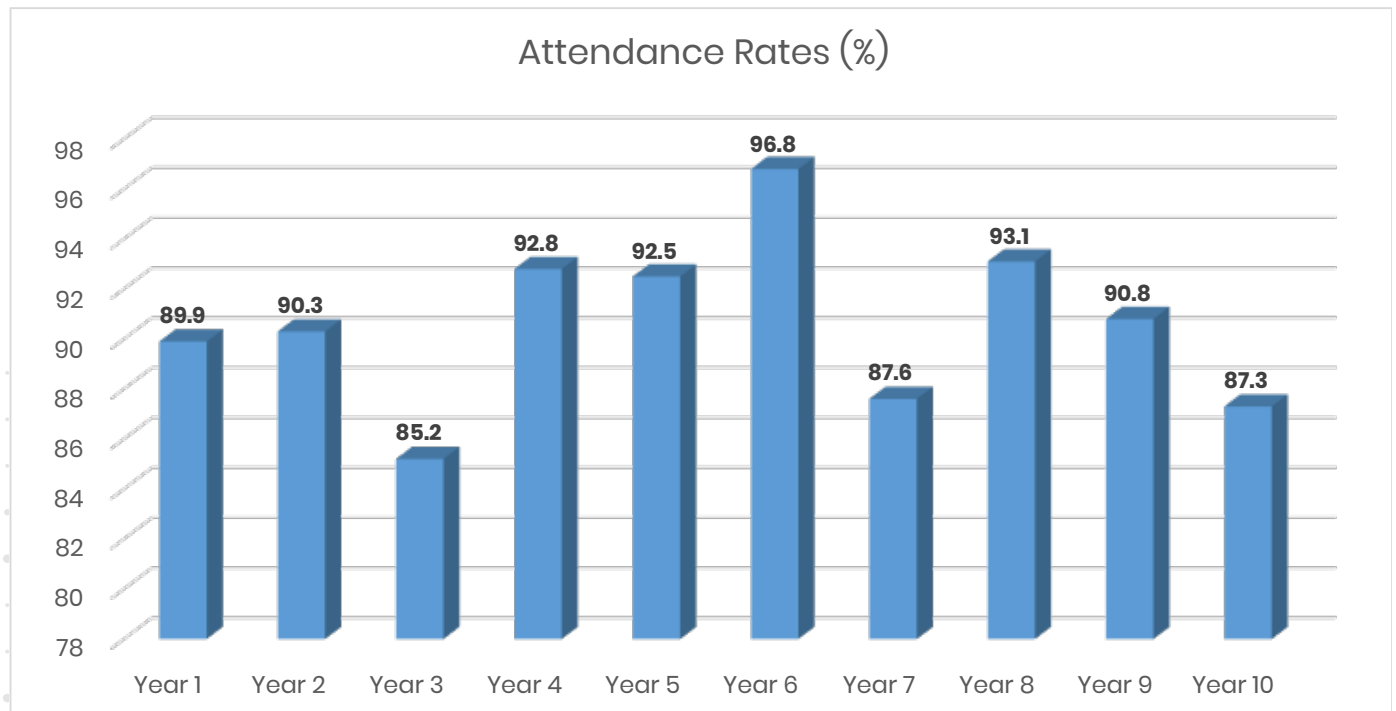


Female Students:  
50

Indigenous Students: 3

Students with  
a language  
background other  
than English: 28

### 3.2 Student Attendance



Whole School  
Attendance Rate: 90.6%

## Supporting the Regular Attendance of Students at School (Summary)

Parents/guardians are primarily responsible for the regular attendance of students at Mater Dei. It is the responsibility of the CEO/Principal and nominated staff members to remind parents/guardians of their legal obligations under the Education Act (1990).

If a student is away from school on any given day Parents/Guardians are required to add an Attendance Note on Compass before 10am.

If an explanation is not given on Compass, families will receive a text message requesting them to add an Attendance Note.

If a student is absent on four or more consecutive days, they will require a Doctor's Certificate upon return to school.

A student's absence must be explained within 7 days. If, after 7 days of the child returning to school, there has been no explanation for the student's absence then the absence will be recorded as 'unexplained'.

Poor attendance patterns are identified on behalf of the CEO/Principal, on analysis of attendance data at the regular Student Wellbeing Meeting.

Resolution of attendance difficulties may require a range of additional school based strategies including:

- advising parents/guardians in writing of the attendance concerns
- raising concerns at Parent/Teacher Conferences
- developing a school-based attendance improvement plan
- referring for support from an external support agency
- reporting to appropriate authorities

### 3.3 Student Retention

Student retention rate is as follows:

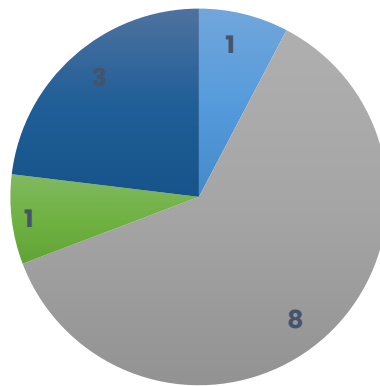
<b>Actual Retention Rate</b>	<b>Year 10 2018 – Year 12 2020</b>	<b>75%</b>
------------------------------	------------------------------------	------------

### 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 the National Disability Insurance Agency (NDIA) also deliver a presentation. Information and brochures are provided from various post-school service providers. Mater Dei also facilitate a Post-School Transition Planning Meeting for each Year 12 student. Documentation from this meeting may be utilised at NDIS review meetings.

## Post School Destinations



- Post School Education
- School Leaver Employment Support Service
- Volunteering (0)
- Unknown
- Open Employment (0)
- Supported Employment (0)
- Community Participation Service

### 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	Number of Students who participated <b>0*</b>  % of Students who participated <b>0%*</b>
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	Number of Students who participated <b>4</b>  % of Students who participated <b>11%</b>
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	Number of Students who participated <b>0</b>  % of Students who participated <b>0%</b>
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	Number of Students who participated <b>8</b>  % of Students who participated <b>75%</b>

\*All students were issued an exemption due to an intellectual disability

## Section 4: Our Staff

### 4.1 Workforce Composition

	Number of staff	Full-time Equivalent	Aboriginal or Torres Strait Islander Staff
Teaching Staff	23	20	1
Non -Teaching Staff	25	19.6	0

### 4.2 Teacher Accreditation

#### Teacher Accreditation

Accreditation Level	Number of Staff
Conditional	3
Provisional	0
Proficient Teacher	20
Highly Accomplished Teacher (voluntary)	0
Lead Teacher (voluntary)	0

#### Teacher Qualifications

Qualification Level	Number of Staff
Bachelor	16
Master	7
PHD	0



## 4.3 Professional Learning

### Staff Professional Development

Staff Professional Development 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.

#### Focuses:

#### Student Achievement

Mater Dei continued our work with Sarah Humphreys. Sarah Humphreys is an education consultant with a passion for developing and promoting curriculum access for all. She is also part of our Mater Dei Education Committee who meet each term and report to the Mater Dei Board. This year, professional development with Sarah revolved around student achievement using Learning Intentions and Success Criteria.

#### Engineering

As part of our work around developing Engineering Habits of Mind to build learning capacity, Engineering units of work were scoped across each stage level in primary and secondary schooling. These units are sequenced to build on prior learning from stage to stage.

#### Generation STEM

Our Years 9 and 10 students continued participating in Generation STEM, a Stage 5 initiative facilitated by Commonwealth Scientific and Industrial Research Organisation (CSIRO) and Camden Council. Students participate in inquiry-based projects to address challenges faced by our local community. Our Years 9 and 10 classes completed work on Biodiversity and Environmental Engineering, solving problems for our local Cumberland Plain Woodland ecosystem.

#### Professional Development and Master Class Courses

Along with our Professional Development and Performance Review Cycle, staff completed the following Professional Development during Pupil Free Days, afternoon sessions and Master Class Courses:

- Planning Together
- Mathematics: Counting, Cardinality and Number Sense
- Cognitive Behaviour Interventions
- Learning Intentions and Success Criteria
- Remote Learning
- Personalised Planning
- Interpreting and Utilising Psychology Assessments
- Literacy and Numeracy Progressions
- Peer Mentoring
- School Strategic Planning
- Behaviour Matrix and Behaviour Plans
- Programming and Universal Design for Learning
- High Leverage Instructional Practices
- Community Based Instruction
- Using Prowise
- Child Protection
- Epilepsy Essentials
- ASCIA Anaphylaxis
- CPR refresher





## Section 5: Our Priorities

### 5.1 School Goals and Planning

Curriculum		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Improve student learning outcomes	Improve Literacy and Numeracy Outcomes	<p><b>Review current Evidence-Based Practices (EBPs) and their implementation school-wide</b></p> <ul style="list-style-type: none"> <li>Teachers utilised a self-reflection tool within their PDPR framework, to reflect on their use of EBPs in the classroom</li> <li>Professional Learning sessions were facilitated on EBPs, including High Leverage Practices, Learning Intentions, Success Criteria and Community Based Instruction</li> </ul>
		<p><b>Review Literacy and Numeracy data to track and monitor student progress.</b></p> <ul style="list-style-type: none"> <li>The National Literacy and Numeracy Learning Progressions were implemented school-wide. This involved building software to input and track data and professional development for Teachers</li> <li>Data collected was used to report on student learning</li> </ul>
	Review current programming processes to ensure systematic planning and explicit teaching	<p><b>Utilise school programming template with fidelity</b></p> <ul style="list-style-type: none"> <li>All Teachers utilised the School Programming Template across all Key Learning Areas</li> <li>Sarah Humphreys from Inclusive Schools Australia provided professional learning focused on planning aligned to the syllabus, Big Ideas, Learning Intentions and Success Criteria. The sessions provided teachers with an opportunity to dive deeper into the learning intentions of their units/lessons, while working toward Universally Designed instruction</li> <li>Feedback was sought from Teachers on the School Programming Template via digital survey</li> </ul>
	Embed Engineering practices school wide	<p><b>Implementation of Scope and Sequence Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Early Stage One, Stage One and Stage Two (Year Three only) classes participating in Engineering units of work: <ul style="list-style-type: none"> <li>Early Stage One: Raise the Roof –</li> </ul> </li> </ul>

**Curriculum**

Objectives	Goals	Measurement, Evaluation & Progress Notes
<p>Improve student learning outcomes</p>	<p>Embed Engineering practices school wide</p>	<p>Designing Shelters</p> <ul style="list-style-type: none"> <li>• Stage One: Catching the Wind – Designing Windmills</li> <li>• Stage Two: Now You’re Cooking – Designing Solar Ovens</li> </ul> <p><u>Technology Mandatory (Stage 4)</u></p> <ul style="list-style-type: none"> <li>• Students engaged in ‘The Power of Wind’ Science (Stage 4)</li> <li>• Students engaged in an Ecosystems and Environmental Engineering unit of work <u>Generation STEM Project (Stage 5)</u></li> <li>• Stage 5 completed a unit of work on Biodiversity and Environmental Engineering, solving problems for our local Cumberland Plan Woodland ecosystem</li> </ul>
	<p>Ongoing reviews of how Allied Health services are accessed and utilised in the school environment</p>	<p><b>Increased collaboration between Allied Health, Teaching staff and families.</b></p> <ul style="list-style-type: none"> <li>• All infants classes participated in the In-Class Therapy Model in 2020</li> <li>• Therapists included a progress report in Student’s Semester Reports and attended Parent/Teacher Conferences to discuss student progress and contribute to Personalised Planning</li> </ul> <p><b>Therapy goals are embedded into teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Therapists who participated in the In-Class Therapy Model collaborated with class teams and families and identified therapy goals to be reflected in student Personalised Plans (PPSDs) and focused on during learning experiences</li> </ul>
<p>Refine the personalised planning process to improve student outcomes</p>	<p>Review the collaborative planning process to promote student-centred planning</p>	<p><b>Key stakeholders contribute to collaborative planning</b></p> <ul style="list-style-type: none"> <li>• Parent/Teacher Conferences occurred in 2020 via phone conferences due to COVID restrictions</li> <li>• In-Class Therapists attended conferences, contributed therapy goals to personalised plans and reported on these via Semester Reports</li> </ul>
	<p>Embed personalised learning goals into teaching and learning</p>	<p><b>Personalised learning goals are recorded, assessed and tracked within program documentation</b></p> <ul style="list-style-type: none"> <li>• An updated School Programming Template was drafted to include a section to record student Personalised Learning Goals as well</li> </ul>

Curriculum		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Refine the personalised planning process to improve student outcomes	Embed personalised learning goals into teaching and learning	<p>as Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> <li>The draft document will be discussed further with the Executive Team with the plan for it to be utilised in 2021</li> </ul>
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><b>Produce and implement a sequential plan for transition in conjunction with teaching and learning</b></p> <ul style="list-style-type: none"> <li>The School Executive began planning Action Research (AR), in conjunction with The Association of Independent Schools of NSW (AISNSW), to begin in 2021. This AR will explore how Mater Dei can implement The Self-Determined Learning Model of Instruction (SDLMI) through Community-Based Instruction (CBI) with Stage 5 students</li> </ul>
Utilise technology to enhance educational experiences	Improve the planning and use of assistive communication	<p><b>Incorporate the use of Augmentative and Alternative Communication (AAC) devices within curriculum-based goals as part of their Personalised Plan</b></p> <ul style="list-style-type: none"> <li>Staff experimented with two new AAC applications with a view to seek feedback and training from Allied Health Therapists</li> </ul>
	Embed digital technologies into teaching and learning	<p><b>Explore continuums for learning of digital technologies to build specific skills across Kindergarten to Year 12</b></p> <ul style="list-style-type: none"> <li>A Digital Technology Scope and Sequence was drafted with the vision to be implemented in 2021</li> <li>Five Lego Education WeDo kits were purchased to be embedded into the Digital Technology Scope and Sequence</li> </ul>
		<p><b>Teachers utilise new platforms to create interactive lessons</b></p> <ul style="list-style-type: none"> <li>Teachers continued to utilise Prowise to create interactive and engaging resources to support Learning Experiences. These resources are saved in a school folder on Prowise which is accessible by all allocated staff to ensure resources can be shared and utilised in the future</li> <li>The Prowise pro-connect feature was trialed and introduced to Teachers and selected students. This feature allows teachers to create quizzes with visuals and track results and data</li> </ul>



Curriculum		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Utilise technology to enhance educational experiences	Implement an integrated education management system to support Teaching and Learning	<p><b>Teachers and School Administration actively utilising the integrated education management system</b></p> <ul style="list-style-type: none"> <li>Compass became the primary source for all student and family's personal details, health and medical information</li> <li>Compass is now the primary communication mode with families</li> <li>The school is transitioning to student digital files with a number of documents being uploaded to Compass</li> <li>Standard Operating Procedures were developed and continue to be refined for Compass to provide support to all staff and ensure consistency of data input</li> </ul>
Nurture an effective professional learning culture	Continue the delivery of capacity building professional development for all staff	<p><b>Systematic planning of all professional development</b></p> <ul style="list-style-type: none"> <li>In collaboration with Sarah Humphreys from Inclusive Schools Australia, a three-part series of Professional Learning sessions was offered across Terms One to Three to systematically build unit planning alignment with syllabus, Big ideas, Learning Intentions and Universal Design for Learning (UDL)</li> <li>The professional learning schedule was reviewed due to COVID 19 with high priority placed on the use of digital technology to work with students remotely</li> <li>Mater Dei obtained a membership with the Australian Teachers Aide Association. The organisation provides online professional learning opportunities for Teachers Assistants. Teachers Assistants completed modules on Building Positive Relationships and Helping Students to Solve their own Problems</li> <li>Teachers completed a Master Course throughout the year</li> </ul>
	Refine the Professional Development and Performance Review (PDPR) Cycle	<p><b>Analyse data from classroom observations</b></p> <ul style="list-style-type: none"> <li>Teachers completed one Formal Observation in Term Three. Feedback was given to individual teachers highlighting positive teaching strategies observed as well as suggestions for further development. Teachers also completed their own reflection on their lesson observation and how it met the targeted teaching. A Peer Observation took place in Term Four</li> </ul>

Curriculum		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Nurture an effective professional learning culture	Review internal processes for NSW Education Standards Authority (NESA) Teacher Accreditation	<p><b>Develop and implement a Teacher Accreditation Authority (TAA) policy and procedure</b></p> <ul style="list-style-type: none"> <li>Independent Schools Teacher Accreditation Authority (ISTAA) became the school's TAA. ISTAA has met with two new scheme teachers so they can begin the accreditation process to become Proficient Teachers. They will continue to support them throughout 2021</li> </ul>

Pastoral Care		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Develop an overarching Pastoral Care Framework which encompasses school Pastoral Care initiatives	Review our Positive Behaviour Interventions & Supports (PBIS) framework to enhance student well-being	<p><b>Develop and implement an action plan for reviewing PBIS, programs, policies and procedures</b></p> <ul style="list-style-type: none"> <li>The PBIS Committee was established and an Expression of Interest was submitted with The Association of Independent Schools of New South Wales (AISNSW) to provide support on the implementation of PBIS over the next three years</li> <li>School Rules were modified to include a focus on learning. New graphics and signs were designed and created. The rules are: <ul style="list-style-type: none"> <li><i>Be Kind</i></li> <li><i>Be Safe</i></li> <li><i>Be a Learner</i></li> </ul> </li> </ul>
	Review existing Pastoral Care programs to ensure they meet the needs of our students	
	Evaluate and update current policies & procedures around student well-being and behaviour	
Build student capacity to be self-determined individuals	Develop a whole school approach to embed self-determination across the curriculum	<p><b>Develop a whole school scope and sequence for teaching self-determination skills</b></p> <ul style="list-style-type: none"> <li>The School Executive began planning Action Research (AR), in conjunction with The Association of Independent Schools of NSW (AISNSW), to begin in 2021. This AR will explore how Mater Dei can implement The Self-Determined Learning Model of Instruction (SDLMI) through Community-Based Instruction (CBI) with Stage 5 students</li> </ul>

Pastoral Care		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Build student capacity to be self-determined individuals	Develop a whole school approach to embed self-determination across the curriculum	<b>Implement and evaluate assessment tools and lessons</b>
Provide meaningful opportunities to engage with members of the Mater Dei community including all key stakeholders	Improve engagement with the wider community via a variety of platforms	<b>Review attendance at school events</b> <b>Monitor and revise community engagement analytics</b> <ul style="list-style-type: none"> <li>Mater Dei continue to utilise social media platforms to engage with the community. The Leader of Mission and Vision sought advice on how to increase engagement and analytics continue to be reviewed</li> </ul>
	Implement an integrated education management system that encompasses all family communication	<b>Families actively utilising the integrated education management system</b> <ul style="list-style-type: none"> <li>The Parent Portal was implemented on Compass. Families are able to add attendance notes, book conferences and provide feedback and permissions via the portal and engage with the classroom via a class newsfeed</li> </ul>

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	<b>Share reviewed learning experiences with local parish to promote inclusive learning</b>
	Strengthen meaningful relationships with fellow Good Samaritan Education (GSE) Colleges and local Diocesan schools	<b>Increased opportunities for staff and student connections with fellow GSE Colleges and local Diocesan schools</b> <ul style="list-style-type: none"> <li>Good Samaritan and local Diocesan schools and systems engaged with Mater Dei School through social media, including sharing posts. Mater Dei are also reviewing the Facebook Page</li> </ul>



Mission		
Objectives	Goals	Measurement, Evaluation & Progress Notes
Ensure strong foundations to support and sustain our spiritual future	Maintaining and enhancing the school's spiritual resources through active stewardship	<b>Preservation of Mater Dei Chapel</b> <ul style="list-style-type: none"> <li>The Chapel has had some beautification applied both internally and externally</li> <li>The Chapel was utilised for an Ash Wednesday Liturgy by the Secondary classes and also for filming during the Stations of the Cross</li> </ul>
		<b>Review and enhance the visibility of Catholic symbols</b>

## 5.2 Stakeholder Satisfaction

### Parent Satisfaction

In 2020, COVID 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.

Parents and Friends meetings were adjusted to Principal's Forums via Zoom. This saw an increase of Parent participants. Up to sixteen Parents participated in the forums as opposed to an average of six parents who attend face-to-face meetings. This appears largely due to care parents need to provide at home and also travelling to campus. Zoom meetings presented more opportunity for engagement for many of our families.

With the introduction of Compass Education Management System in 2020, feedback is now able to be sought by way of surveys which are available to all families. In 2020, feedback was sought on Semester Reports regarding what Parents/Carers found to be positive and what they feel could be improved. Seven families contributed to the survey and noted the ease of accessing reports online, the benefits of clearly stated learning achievements and the helpful information in the Positive Behaviour Profile. Two parents recommended more personalised comments and a paper copy of the report to also be sent home.



## 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

The pandemic saw the cancellation of many Mater Dei events, where many of our stakeholders are able to engage with our community. Mater Dei's Development Team created alternate events to continue to raise awareness of Mater Dei, including Move It 4 Mater Dei. This event was an online fundraising opportunity with the use of social media. This format saw engagement from new supporters and the continuation of important relationships with our community of wonderful supporters.





## 5.2 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







## 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.

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*

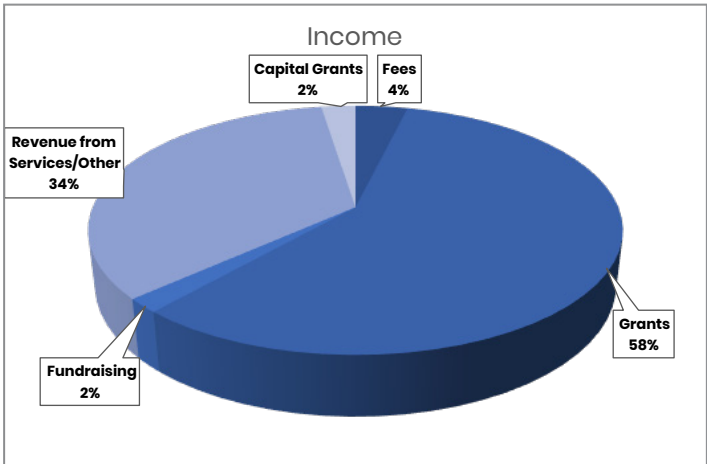
Positive student behaviour and good choices are encouraged and recognised at Mater Dei by way of either:

- 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])

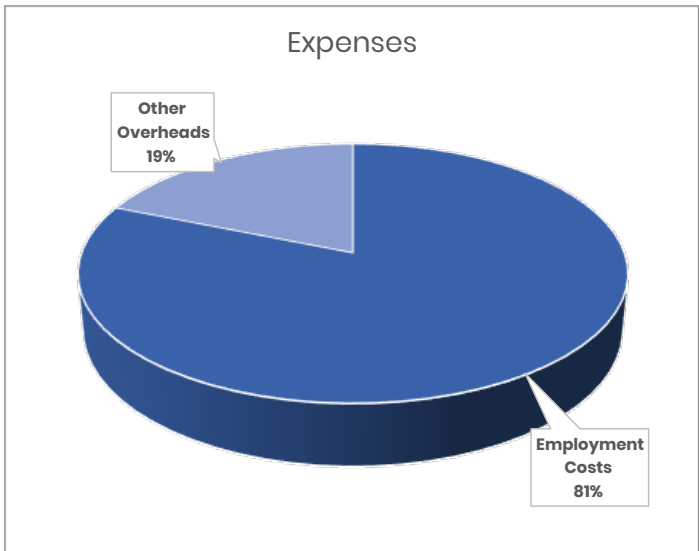


# 5.4 Financial Summary

Income	Value
Fees	\$431,092
Grants	\$6,595,387
Fundraising	\$208,630
Revenue from Services/ Other	\$3,905,667
Capital Grants	\$282,432
<b>Total</b>	<b>\$11,423,208</b>



Expenses	Value
Employment Costs	\$9,242,025
Other Overheads	\$2,145,863
<b>Total</b>	<b>\$11,387,888</b>



**Net: \$35,320**

## Section 6: Our Policies

### 6.1 Enrolment Policy (full text)

#### Enrolment Criteria

Mater Dei's Enrolment Procedures comply with the National Disability Standards for Education. The main criteria for enrolment of a student at Mater Dei is that the student is diagnosed with a mild to moderate intellectual disability as their primary impairment and that the support levels needed for that student are primarily based around their cognitive functioning.

The decision to accept a student for enrolment is a matter for the CEO/Principal of the School. In making a determination to offer an enrolment the CEO/Principal shall gather relevant information so that he/she can determine if Mater Dei has the capacity to address the student's individual needs. Information may include:

- supporting documentation within enrolment application
- information collected from the enrolment interview and observation
- seeking appropriate collegial advice such as current educators, religious, medical or psychological professionals
- evidence to demonstrate the student and family would support the mission of Mater Dei and its expectations of students and parents/guardians

On the basis of information and advice at hand, the CEO/Principal will determine whether or not Mater Dei is an appropriate educational setting for the student and where deemed to be the case, an Offer of Enrolment will be made.

#### Conditions of Enrolment

In accepting an offer of enrolment parents/guardians agree to the following Conditions of Enrolment:

#### Fees and Associated Costs

School fees shall be such as are determined by the Mater Dei School Board and are subject to variation each year. Fees are calculated annually and are billed in four equal installments. Additional charges for services provided by the School outside of the fee schedule will be billed throughout the year.

All fees and charges must be paid within fourteen days of the due dates regardless of whether fees are paid in four installments or by agreed payment plans. All fees and charges must be paid in full by the end of the first week in December and if not paid, the student's enrolment may be reviewed for the following year. Parents who are experiencing financial difficulties in meeting scheduled fee payments at any time during the year are asked to contact the CEO/Principal to make suitable arrangements.

If a student leaves Mater Dei during the school year, a term's notice must be given to the CEO/Principal, in writing, before the removal of the student or a full term's fees may be payable.

#### Religious Inclusion

Acceptance of a position at Mater Dei implies both parents/guardians' acceptance of the Catholic foundations, values and practices of the School and the importance of regular opportunities to affirm these values and practices in religious education classes, Liturgies and school Masses. Spirituality days and Senior Retreats are a compulsory part of the School's ethos and a vital element in the spiritual development of students. As a Good Samaritan Education

school we commit ourselves to a vision of Catholic Education which draws on the strength of the Good Samaritan Benedictine tradition whose ethos is one of peace, prayer, service, hospitality, stewardship and community.

## Attendance

Students are expected to be in attendance at Mater Dei for the duration of each term. Only in exceptional circumstances will permission be given for a student to return late or leave early for vacations or to be absent during the term. In the case of an absence during term time, parents/guardians must seek permission in writing from the CEO/Principal. If a student is away from school on any given day, parents/guardians are required to add an Attendance Note on Compass before 10am. If an explanation is not given on Compass, families will receive a text message requesting them to add an Attendance Note. If no explanation is given via Compass, a written note, stating the child's name, the dates and the reason for the absence is required upon return to school within seven days of their absence. A doctor's certificate is required for four or more days of an illness/sickness related absence.

## Student Code of Behaviour

At Mater Dei we believe in a supportive and harmonious school atmosphere in which all members of staff, children and parents/guardians are consistently treated with dignity, respect and compassion. We believe that the rights and responsibilities of all should be recognised in a place of quality learning and teaching.

Mater Dei provides a positive approach to supporting student behaviour. The balance between duty of care, dignity of risk and Workplace Health and Safety (WHS) issues will always be carefully considered. Please refer to the Mater Dei Behaviour Management Guidelines on our school website. Where individual students are consistently encountering difficulty in meeting appropriate behaviour outcomes, individual Behaviour Support Plans or Incident and Prevention Response Plans will be devised and implemented. It is expected that parents/guardians will support the requirement for students to respond and act in accordance with the directions of school staff within the implementation of the Mater Dei Behaviour Management Guidelines and/or individual Incident and Prevention Response Plan.

## Standards of Dress

All students are required to be neatly groomed and wear the prescribed Mater Dei school and sport uniforms. Please refer to the Mater Dei Uniform and Grooming Guidelines.

## Student Welfare

At the beginning of each year, parents/guardians will be required to complete/update their child's database information including medical, personal and family details as well as emergency contact information. Parents/guardians must update the School of any changes to these details throughout the year, as soon as possible.

Parents/guardians must notify the CEO/Principal in writing of any change of guardianship or custodial arrangements. Where parents/guardians are intending to travel without their child, a guardian must be nominated.

It is expected that parents/guardians will support the School's decision for a student to be collected from school for medical/health reasons and comply with this request in a reasonably appropriate amount of time. Parents/guardians and emergency contacts must all be contactable during school hours.

In the event of a medical emergency, First Aid will be administered by the School Nurse or First Aid staff. If a student needs an ambulance to be called or urgent medical treatment is required and the School is unable to contact the parent/guardian after making reasonable efforts, the parents/guardians authorise Mater Dei to give authority for such treatment. Parents/guardians indemnify the School, its employees and agents in respect to all costs and expenses arising directly or indirectly out of such treatment.

If a student is required to have medication administered at school the parent/guardian is required to access Mater Dei's Medication Policy, available on the school website. A parent/guardian is required to read the Medication Policy and submit necessary forms and documentation to Mater Dei's Registered Nurse (RN) BEFORE any medication can be administered. Medication will only be administered to a student if all the procedures outlined in the policy have been correctly followed and adhered to.

Parents/guardians acknowledge the triage and facilitatory support of our Registered Nurse and School Psychologist at school. This school support in no way replaces or substitutes regular or ongoing specialised medical advice.

### Parent/Guardian Engagement with Mater Dei

A Personalised Plan for Students with a Disability (PPSD) is written for each student and involves a collaborative process with the student, parents, guardians, Pastoral Teacher and advocates directly concerned. Relevant, achievable goals for the student to work towards during the year are determined and reviewed. Parent/Teacher Conferences take place twice during the school year and any additional times as required, based on the student's needs and supports. This is one part of the communication process that forms an important mosaic of how teachers report to parents/guardians about student progress. Other forms of communication may include school diaries, email, informal interviews, telephone calls and parent information sessions. It is an important requirement that parents/guardians mutually participate in these communication processes and reciprocate the relationship of trust and co-operation between the parent/guardian and the School.







### **Amendment of Conditions of Entry**

The Mater Dei Board or CEO/Principal may alter these Conditions of Entry at any time. Reasons for Non-Continuation of Enrolment

- a) If a student no longer meets the enrolment criteria of a mild to moderate intellectual disability as the primary impairment, the CEO/Principal, or any person deputising for the CEO/Principal, may request and facilitate the transition of the student to an alternate, more appropriate educational setting.
- b) If the CEO/Principal believes that a student's support needs increasingly exceed the school's staffing model of supervision and all individual, environmental and medical/health supports have been exhausted over an extended period of time, then the CEO/Principal, or any person deputising for the CEO/Principal, may request and facilitate the transition of the student to an alternate educational setting.
- c) If the CEO/Principal considers that a student is guilty of a breach of the Student Code of Behaviour or has otherwise engaged in conduct which is prejudicial to the school or its students or staff the CEO/Principal, or any person deputising for the CEO/Principal, may discontinue the student's enrolment permanently or temporarily at their discretion.
- d) If the CEO/Principal believes that a mutually beneficial relationship of trust and co-operation between a parent/guardian and the school has broken down to the extent that it adversely impacts on that relationship, then the CEO/Principal, or any person deputising for the CEO/Principal, may require the parent/guardian to remove the student from the School. If a student's fees and charges have not been reconciled in full by the specified due date as per the Schedule of Fees and there has been no communication with the CEO/Principal regarding outstanding fees, then the CEO/Principal, or any person deputising for the CEO/Principal, may require the parent/guardian to remove the student from the School.
- e) If the CEO/Principal believes that any or all of the enrolment Conditions of Entry have not been met by the student and/or parents/guardians then the CEO/Principal, or any person deputising for the CEO/Principal, may discontinue the student's enrolment permanently or temporarily at their discretion.
- f) Mater Dei will only discontinue a student's enrolment permanently if it has provided the student and their parents/guardians with details of the reason/s that may result in a decision to discontinue the student's enrolment and provide them with a reasonable opportunity to respond.
- g) No remission of fees will apply in relation to parts (c) through (f) above.

## 6.1 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 CompliSpace. 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 2020
Attendance	Mater Dei is responsible for ensuring the regular attendance of students. This is carried out via a digital recording system. The school has systems in place to follow up unexplained absences and monitor attendance patterns. Supports are structured and implemented in the event of unsatisfactory attendance, including letters to and meetings with Parents/Guardians identifying attendance concerns, the implementation of attendance improvement plans and referral to or advice from external authorities and agencies.	Reviewed
Child Protection	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: <ul style="list-style-type: none"> <li>• Child Abuse and Harm Definitions, Identification and Initial Responses</li> <li>• Duty to Protect Students from Child Abuse or Harm</li> <li>• Mandatory Reporting of Child Abuse or Harm</li> <li>• Reportable Conduct of Staff, Volunteers and Others</li> <li>• Detecting, Reporting and Addressing Grooming Behaviours</li> <li>• Working with Children Checks</li> <li>• Information Sharing About Students' Safety and Wellbeing</li> </ul>	The suite of Child Protection Policies was reviewed and updated via CompliSpace. Detecting, Reporting and Addressing Grooming Behaviours was added.

Related Policy	Summary of Policy	Changes in 2020
<p>Pastoral Care</p>	<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>Reviewed</p>
<p>Behaviour Management</p>	<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"> <li>• clearly setting behaviour expectations</li> <li>• establishing specific teaching and learning programs</li> <li>• communicating expectations with the the wider School community</li> <li>• acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards</li> <li>• maintaining records with respect to student behaviour</li> </ul>	





Student Welfare, Discipline, Anti-bullying

Related Policy	Summary of Policy	Changes in 2020
Bullying Prevention & Intervention	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.	Reviewed

Complaints & Greivances

Related Policy	Summary of Policy	Changes in 2020
Complaints	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.	Reviewed