

Annual Report 2022



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 they have accomplished throughout 2022, with a dedication to the development, learning, wellbeing and pastoral care of the students.

The Mater Dei Board oversee the entire organisation, and the school is a core component of our responsibilities and 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 affection 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 a very special place, and in the School Year of 2022 we had much to give thanks for and to celebrate. It was some kind of year! The Mater Dei community continued to navigate its way through the pandemic and, when times are tough, we often see the best of people. This was, certainly the case at Mater Dei over the past couple of years and 2022 saw a gradual return to the normal routines. The solidarity and resilience of community has been incredible, and I believe that we all will be stronger for having lived through this experience.

After a two-year hiatus, we finally gained the opportunity to once again celebrate Mater Dei functions and events the way they were intended to be celebrated; and what a way to celebrate! The highlights were many, and include our St Benedict's Feast Day, the Country Fair and the Performing Arts Night. Every day I witness wonderful children who love to come to school and work with their Teachers and Teacher Assistants, and who thrive in this amazing environment.

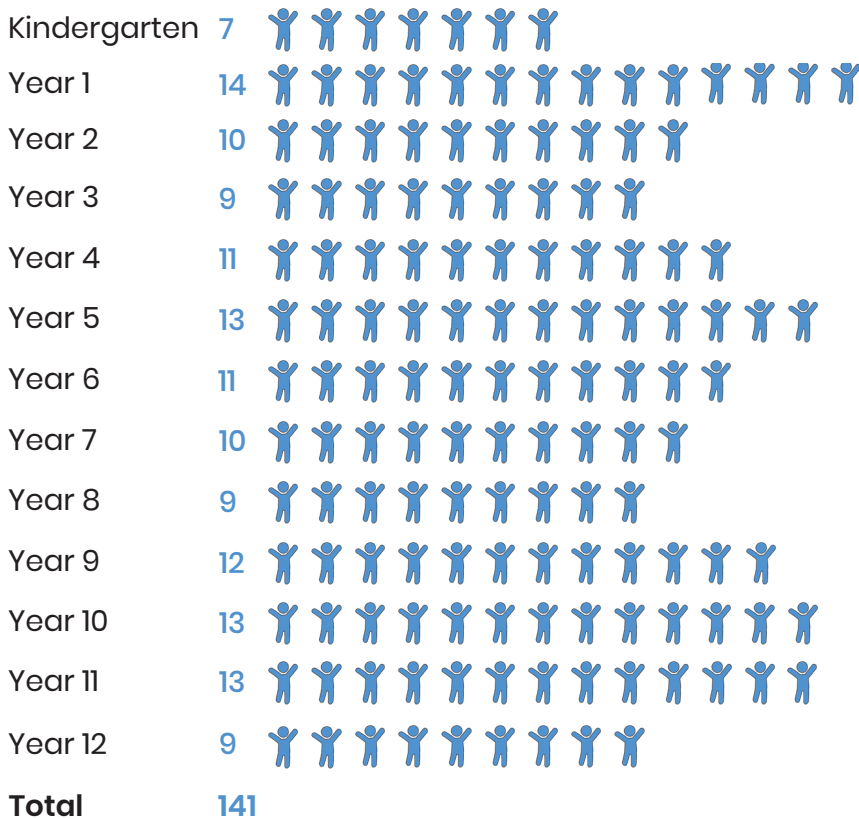
It is, indeed, a beautiful place to come to work each day and I am grateful for the tireless support of so many people who provided wisdom and support to all the happenings in the classroom and beyond. The staff of Mater Dei deserve much credit and they faithfully care for the students and families each and every day. Mater Dei particularly enjoys the support of many people in the local and wider community, and we should never forget what they bring to enrich our lives. Our governance supporters at Board and Good Samaritan Education level, as well as the Sisters of the Good Samaritan, also quietly provide assistance and guidance in our various endeavours. I also cannot forget the parents and carers who contribute enormously to the success of our community.

The 2022 School year was a great year and our families, supporters, donors and community partners continued to help us make Mater Dei the place it is. They embody the Benedictine values of welcome and hospitality for our students and for that and so much more, I am very grateful. The images and stories in this publication capture the spirit of Mater Dei that shone brightly in 2022.



Section 3: Our Students

3.1 Student Enrolment



Male Students:
93



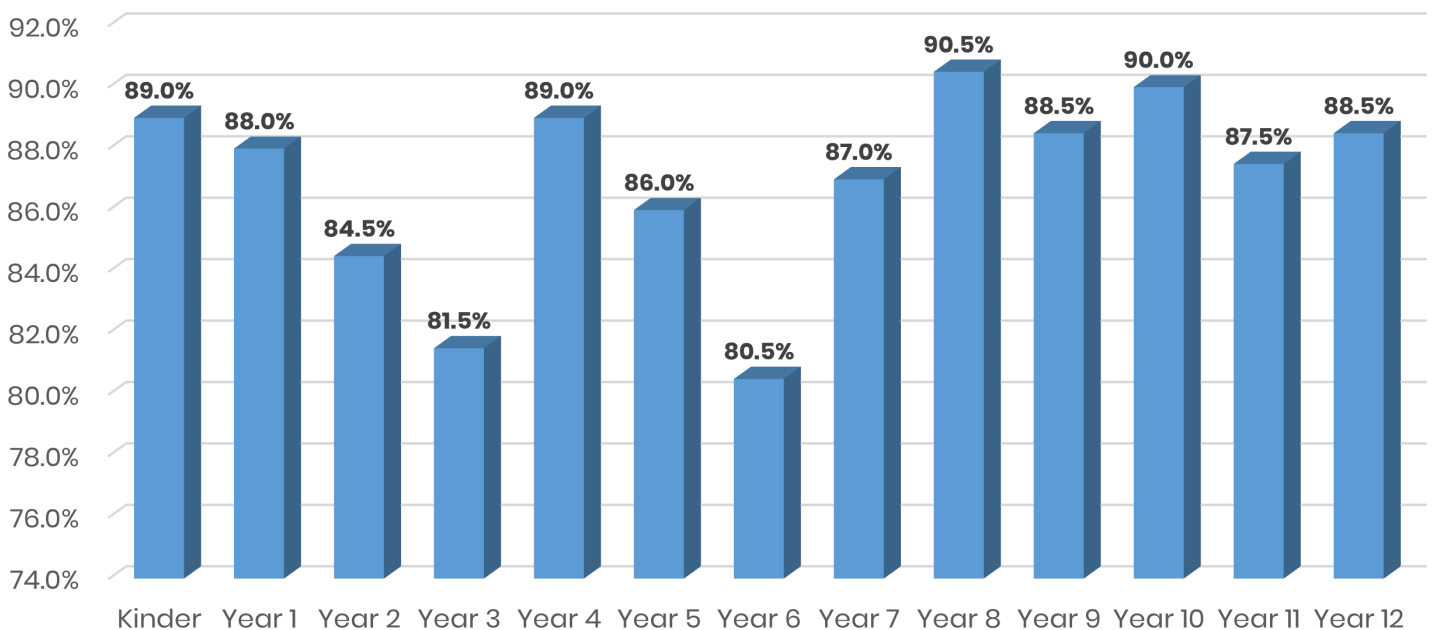
Female Students:
48

Indigenous Students: 7

Students with
a language
background other
than English: 26

3.2 Student Attendance

Attendance Rates (%)



Whole School
Attendance Rate: 87%

Supporting the Regular Attendance of Students at School (Summary)



STUDENT ATTENDANCE FLOWCHART

WHEN A STUDENT IS/WILL BE ABSENT



DAILY ATTENDANCE PROCEDURE



THREE CONSECUTIVE DAYS ABSENT



FOUR CONSECUTIVE DAYS ABSENT



MONITORING ATTENDANCE



FOLLOWING UP UNSATISFACTORY ATTENDANCE



Parent/Guardian to add attendance note on Compass if student is not attending school

Parent/Guardian to submit Application for Leave or Exemption for planned leave for:

- 10-100 days not related to illness OR
- regular external medical/therapy appointments

Leave/exemptions processed and recorded by Compass Admin

9:15am Class roll is taken by the Teacher in classroom

9:30am Reception follows up any class who has not submitted their roll

10:00am Automated SMS distributed to Parent/Guardian of absent students without an attendance note, reminding to submit attendance note

Students who arrive late (after 9:15am) or are collected early (prior to 3:00pm) are signed in/out at Reception via the Compass Kiosk

Compass Admin reviews absence/late reasons and advises any of concern to Stage Leader

Compass Admin advises Classroom Teachers via email of ANY students absent for three consecutive days

Classroom Teacher conducts pastoral phone call to:

- check on student's welfare
- remind Parent to submit attendance note (if unexplained)
- remind Parent that medical certificate is required if student absent the following day

Classroom Teacher records communication/communication attempt

Parent/Guardian to provide medical certificate via Compass (or diary) for absences of four or more consecutive days

Reception uploads hard copy medical certificates to Compass

Compass Admin prepares fortnightly attendance report including all absences, explained/unexplained, reasons/documentation provided and percentages

Attendance monitored fortnightly at the Student Wellbeing Meeting. Students with a poor attendance rate or attendance patterns of concern are noted, discussed and followed up

Phone call to Parent/Guardian by Stage Leader, noting attendance concern, checking on welfare, reminding them of responsibilities and offering support

Letter to Parent/Guardian from Leader of Pastoral Care noting attendance concern and a reminder of responsibilities

Meeting with Parent/Guardian(s) with Assistant Principal to develop an Attendance Improvement Plan to be reviewed regularly

Reporting to appropriate authorities

3.3 Student Retention

Student retention rate is as follows:

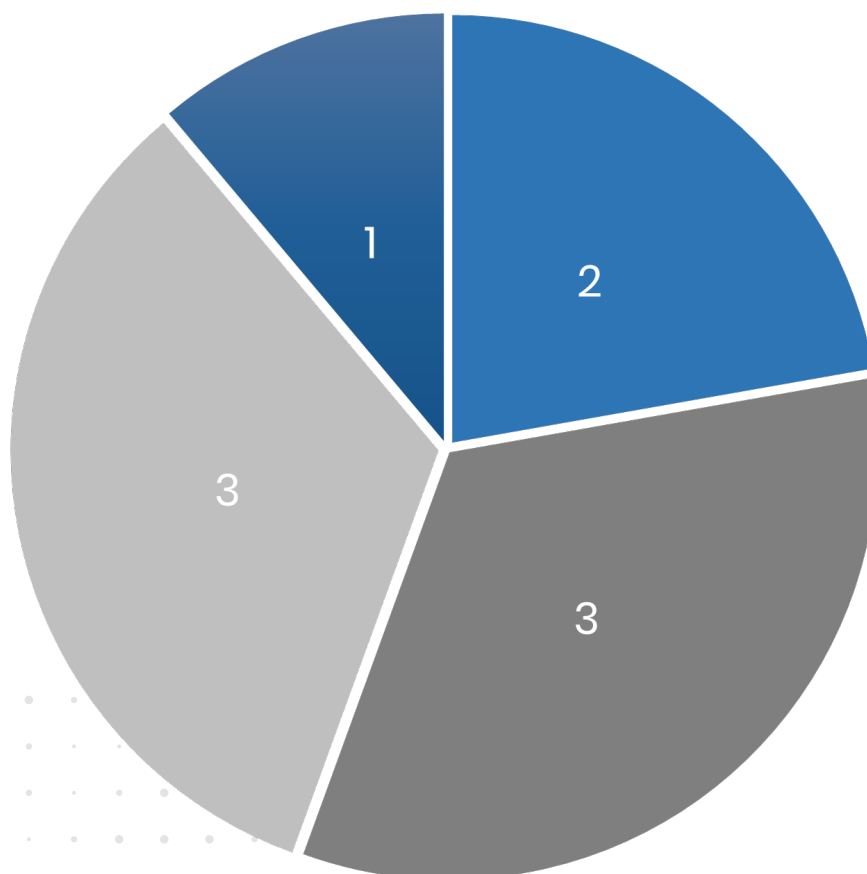
Actual Retention Rate	Year 10 2020 – Year 12 2022	100%
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3.4 Post School Destinations

Transition Planning

Mater Dei supports post-school transition planning by facilitating an annual Post-School Information Evening. Information on transition planning is outlined and the National Disability Insurance Agency (NDIA) also deliver 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. Documentation from this meeting may be utilised at NDIS review meetings.

Post School Destinations



Post School Education (0)
Open Employment (2)
School Leaver Employment Support Service (3)
Supported Employment (3)
Volunteering (0)
Community Participation Service (0)
Unknown (1)

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 44</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 35</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 9</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 9</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	19	16.4	2
Non -Teaching Staff	48	38.6	0

4.2 Teacher Accreditation

Teacher Accreditation

Accreditation Level	Number of Staff
Conditional	4
Provisional	2
Proficient Teacher	23
Highly Accomplished Teacher (voluntary)	0
Lead Teacher (voluntary)	0

Teacher Qualifications

Qualification Level	Number of Staff
Bachelor	14
Master	5
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 2022.

Description of the Professional Learning Activity	Staff
Catholic Schools NSW Early Career Teachers Nationally Consistent Collection of Data Workshop.	2
Project 5 Self-Determination Learning Model of Instruction at the Australian Association of Special Education (ASSE) Conference in Sydney.	2
Student Self-Assessment for Students with Intellectual Disability at Mathematics Association of NSW (MANSW) Primary and Middle Years (PAM) Teach-meet.	1
NSW Catholic Schools Aboriginal and Torres Strait Islander State Conference.	1
Mandatory training for Anaphylaxis & Epilepsy, Midazolam & Diabetes Level 1 & 2, Child Protection and CPR Update.	47
First Aid Course, WAVE Learning.	47
Developing Early Reading Skills for Students with Disabilities, Catholic Schools NSW.	24
Working Mathematically, A closer look at how to plan and teach working mathematically outcomes.	24
Australian sign language (Auslan)	24
Autism Focused Intervention Resources and Modules.	24
Number Talks, Australian Maths Teachers Online Conference.	24
Positive Practices for Classroom Management: Small Changes, Big Impact Description run by AIS. This series of three webinars will describe each practice, detail the steps for implementation and provide opportunities for self-assessment and reflection. The webinars will also reference strategies to support positive behaviours for students with disabilities.	24
ATA eTAPS online module for Teacher Assistants.	23
NSW Primary Curriculum PL Course Maths K-2 Part 1 - the syllabus structure, the evidence base underpinning the Mathematics K-2 outcomes and content, where to find key information related to the NSW Curriculum.	24
NSW Primary Curriculum PL Course Maths K-2 Part 2 - the syllabus structure, the evidence base underpinning the Mathematics K-2 outcomes and content, where to find key information related to the NSW Curriculum.	24
NSW Primary Curriculum PL Course - Part 1-K-2 English - the intent of the syllabus, the evidence base underpinning the English K-2 outcomes and content, the organisation of the content, how the content is linked across outcomes, where to find key information related to the NSW Curriculum.	24

Description of the Professional Learning Activity	Staff
NSW Primary Curriculum PL Course – Part 2 –K-2 English – the intent of the syllabus, the evidence base underpinning the English K-2 outcomes and content, the organisation of the content, how the content is linked across outcomes, where to find key information related to the NSW Curriculum.	24
Universal Design for Learning	24
The 5 Essential Components of Reading	24
Wushka – using decodables and reading resources.	24
Positive Behaviour in Schools.	47
Compass Refresher for Staff.	47
New Students and Health Care Planning Process.	47
Applied Behaviour Analysis.	24
Annual staff Professional Development and Performance Review	47



Section 5: Our Priorities

5.1 School Goals and Planning

Teaching and Learning	
Priorities	Achievements
Preparing for the implementation of the new Kindergarten to Year 2 English and Mathematics Syllabus in 2023.	2022 saw Teachers working diligently in preparation for the implementation of the new Kindergarten to Year 2 English and Mathematics Syllabus in 2023. Teachers engaged in several hours of Professional Development to explore the new syllabus documents and develop Scope and Sequences to outline when content will be covered across the year. Teachers prepared well for the implementation of the new syllabus documents ready to start this exciting journey in 2023.
Continue to embed Evidence Based Practices into Learning Experiences to engage and support student achievement.	Task Analysis is an evidence-based practice that was implemented across a significant number of classes in 2022, where a complex task is broken down into smaller steps or behaviours. Students were explicitly taught how to use the Task Analysis to prompt them to complete each step with increasing independence. An additional strategy that was introduced in 2022 is the Model-Lead-Test, where the teacher modelled and explicitly taught students how to complete a task before working with them to complete a similar task. Students then had the opportunity to complete a task independently. The use of these evidence-based practices assists in ensuring that learning is accessible for all students and builds independence.
Continue to utilise the Universal Design for Learning Framework (UDL) to improve and optimise teaching and learning.	In 2022, teachers continued to implement the Universal Design for Learning Framework (UDL) to ensure access to the curriculum for all students. All teaching staff were given a professional learning text to support their UDL learning journey. Our Leader of Pedagogy presented Science and Engineering Problem Solving and Universal Design for Learning at the Australian Association for Research in Education Conference in Adelaide.
Building student capacity through self-determination.	Mater Dei staff and students worked collaboratively with Research Consultant Dr Rachel Perry, Association of Independent Schools NSW (AISNSW), on a research project, known as Project 5, focused on measuring individual student achievement of their own goals in their Workplace setting, through the Self-Determination Learning Model of Instruction. Project 5 aimed to transform skills, engagement and perceptions through individualisation, through student Work Place Learning opportunities. The journey of Project 5 and the findings were presented at the Australian Association of Special Education Conference in September. Mater Dei staff also presented at the AISNSW Education Research Symposium 2022: Leading Evidence Informed Practice to share and reflect on the PROJECT 5 - Building Capacity through Self-Determination. They took part in the Conference program with a Community of Practice session as the source to share and provide an in-depth insight into Project 5 using an evidence-based approach. The symposium enabled delegates to listen to the journey of what all stakeholders experienced. Project 5 will continue in 2023.

Pastoral Care	
Priorities	Achievements
<p>The implementation of a Positive Behaviours in School (PBIS) Framework for Learning.</p>	<p>2022 saw a focus on the implementation of PBIS to increase our capacity to educate all students by utilising research-based school-wide, classroom and individualised interventions. All classrooms across the school implemented the use of the 'Behaviour Check-in Chart', allowing teachers to positively reinforce behaviours. During the year, students also engaged in pastoral care lessons focussed on exploring emotional wellbeing, teamwork, social skills, friendships and the concept of being kind, an integral part of the PBIS school matrix. A wellbeing Mascot 'Sammy the Kookaburra' was introduced, to help students follow the school behaviour expectations of being kind, being safe and being a learner. Sammy is visible around the school grounds to show our students the behaviour expectations for each area. Throughout the year Samaritan Awards were awarded to students during recess and lunch, transitions, on the playground or during community access to acknowledge positive behaviour.</p>

Mission	
Priorities	Achievements
<p>Re-establishing meaningful relationships with fellow Good Samaritan Education (GSE) Colleges and local Diocesan schools.</p>	<p>With COVID19 interruptions and restrictions encountered in recent years, 2022 provided an opportunity to re-establish connections with GSE Colleges and local Diocesan schools. Where possible in 2022 Mater Dei staff and students interacted both virtually and face to face with these communities. This included our St Benedict's Feast Day with the return of staff and students from visiting schools celebrating with us. Further opportunities will be explored and revisited in 2023.</p>



5.2 Stakeholder Satisfaction

Parent Satisfaction

The 2022 School Year saw a gradual return to the general routine for the Mater Dei School. Getting back into a regular routine was a key element for the development, learning and wellbeing of students whom Mater Dei supports, and was also of great assistance to the students' families. The return to the general routine has allowed parents/carers to visit the school, attend school functions and take part in the social and cultural events organised by the school, and by the Parents and Friends (P & F) Association. This routine contact engenders a sense of community for these families and provides a safe place for them to support each other. Feedback from communications, especially via the Compass Education Management System, also via email and in discussions with the parents/carers who have had contact with the school, and interaction with the school in these various functions and events, is very positive. Expressions of appreciation, dedication and their, high regard for the school, the teachers and support staff for all they do for their families is freely and commonly given. In addition, numerous statements of thank you have been received for the ongoing contact made with parents/carers to meet particular needs, concerns and supports for individual students and families, as they arise.



Staff Satisfaction

A staff workplace review was carried out in June 2022. This review identified the following.

The three most positive outcomes amongst staff were:

- A genuine understanding of the commitment to ensuring that the school is a place where all staff and students can thrive;
- Commendation for the work of the staff and care provided to students; and,
- An acknowledgement of the highly effective communications between the school staff, and Development Team and their work.

Three areas identified for improvement were:

- For staff to gain a deeper understanding of individual roles, responsibilities and delegations of authority so that duplication of work and inconsistent communication of directives can be avoided;
- The establishment of a more streamlined approach to IT; and,
- Not surprising, following the COVID outbreak, clarification of a working from home policy and procedures.

Some initiatives have already been taken to respond to these improvements.

Student Satisfaction

Student satisfaction is evident when one attends the drop off procedures in the morning. The enthusiasm, joy and smiles on the faces of the students and their greetings of friendship to their fellow students and staff, and the care and concern for others is something to experience. This is particularly noticeable on the first week back from school vacations. Also where appropriate, students and their parents are involved and consulted in the development of learning, and wellbeing plans to meet the needs of students. The enthusiasm, enjoyment and involvement of students in special events, such as sporting events, work experiences, and cultural activities demonstrates their satisfaction with the learning and life experiences provided by the school.

Supporter Satisfaction

Mater Dei holds a highly respected position in the Macarthur Region, and the school receives great support and involvement from the larger community. Functions such as the Charity Golf Day, Ladies Lipstick Luncheon, Annual Foundation Dinner and Country Fair all receive substantial support and involvement from the local community. Approximately forty businesses engage in some capacity in supporting the Workplace Learning program for the senior school students. Ongoing communication and engagement with these local businesses is carried out by the staff who lead this program. Almost all the businesses attend a thank you morning tea and school assembly, where students' participation is acknowledged with the presentation of particular Certificates, to recognise involvement and achievements of the students who take part. Neighbouring schools also become willingly involved in supporting the school and engage with the Mater Dei students, and support the school staff in the running of, and assist students to compete in events such as the school's athletic and swimming carnivals.



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.

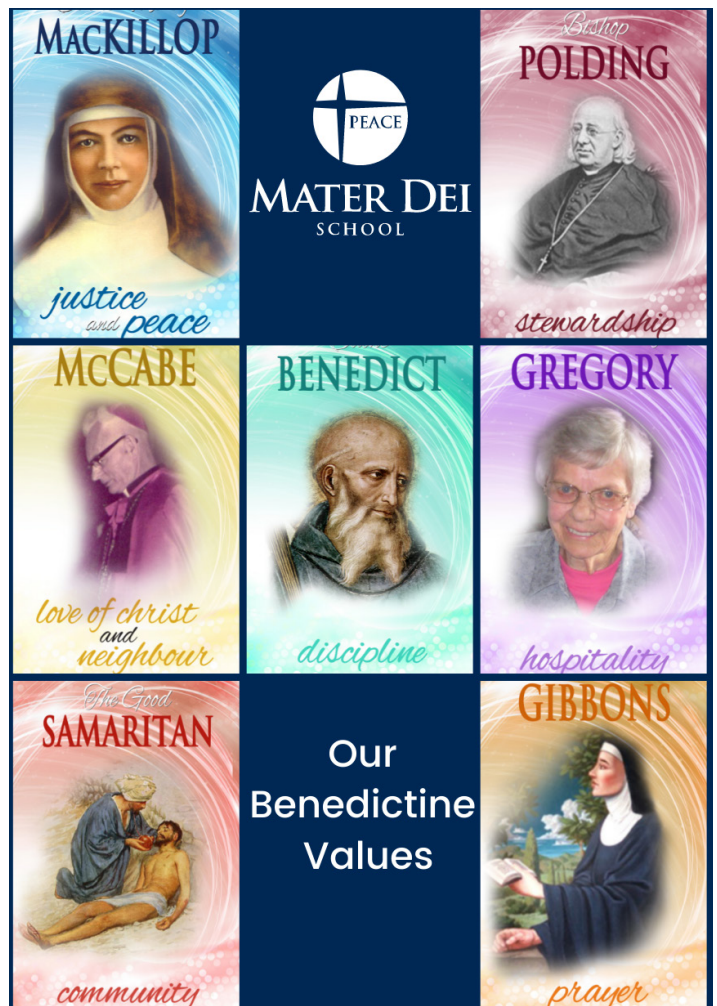
Our Inspiration

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





MATER DEI
SCHOOL



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*

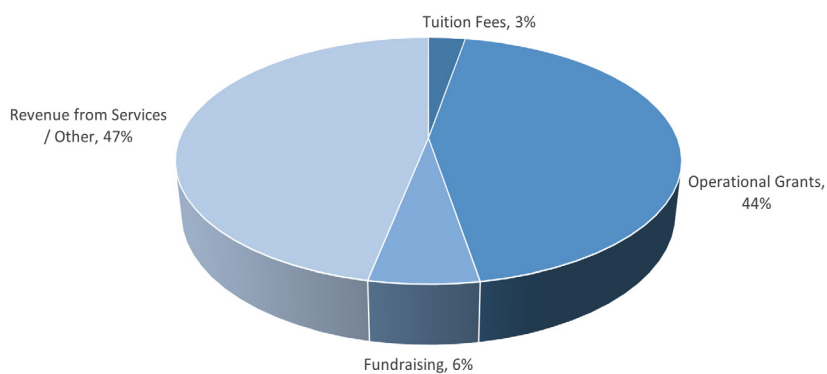
Positive student behaviour and good choices are encouraged and recognised at Mater Dei by way of either:

- 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

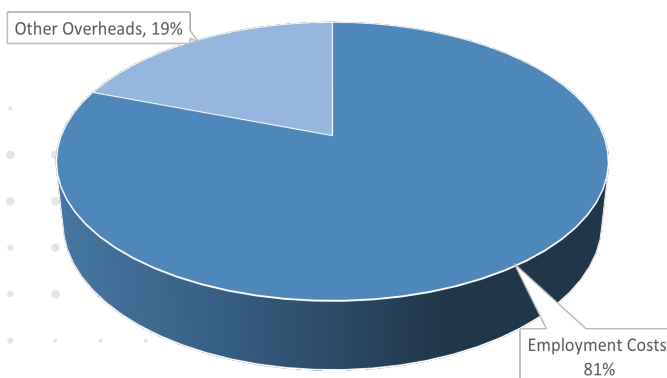
Income	Value
Fees	\$461,685
Grants	\$7,328,592
Fundraising	\$974,832
Revenue from Services/ Other	\$7,710,284
Capital Grants	\$80,000
Total	\$16,555,357

Income



Expenses	Value
Employment Costs	\$10,818,248
Other Overheads	\$2,611,686
Total	\$13,429,934

Expenses



Net: \$3,125,423

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 2022
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>	NIL



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 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 2022
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>	NIL
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 	NIL

Related Policy	Summary of Policy	Changes in 2022
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>	NIL



Related Policy	Summary of Policy	Changes in 2022
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>	NIL
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>	NIL

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>	NIL



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