



MATER DEI

Mater Dei Annual Report 2019



1. Message from Chair of the Mater Dei Board

MESSAGE FROM THE CHAIR OF THE BOARD – JOHN ADAM

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 co-educational school for children with an intellectual disability in the mild and 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 NSW, 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. Five meetings of the Board were held during 2019.

I would like to thank my board for their outstanding efforts in 2019. They give up their time without hesitation and offer significant skills to ensure the smooth running and continued development of our wonderful school.

John Adam

Chair of the Mater Dei Board

2. Contextual Information about Mater Dei School and Characteristics of the student body

SCHOOL PROFILE

Mater Dei is a co-educational Catholic Congregational school located in Camden; a proud member of the ten Colleges that together comprise Good Samaritan Education. Our culture is one of peace, prayer, service, hospitality and stewardship.

Our Mission is to offer an individual and holistic education in a safe, non-threatening environment for students from Kindergarten to Year 12 who have been assessed with Mild to Moderate Cognitive Disability. At Mater Dei, we are committed to the belief in the giftedness of each child. We respect the right of each child to have hopes and dreams, to be active participants in determining their future and to continue to strive to find ways that will enable each student to find and be their best. We have high expectations for our students. We do not presume what they cannot achieve. We do not place limits on their horizons. Rather, informed by contemporary evidence based research and professional development as well as a culture of profound commitment among our staff, we continually explore new and different strategies to make learning opportunities accessible for students with all range of ability.

Our staff are committed to professional development that is benchmarked against best practice. They are motivated by the best interests of the children they teach. Teaching strategies are informed by research and

evidence and there is a continuous commitment to improvement. Data is used extensively to benchmark, track, report and inform future planning for each individual student. We believe in possibility and we are committed to capacity building in our students to facilitate their full participation in the communities in which they live and work.

Student Data for 2019

Kindergarten	10	Year 7	13
Year 1	11	Year 8	13
Year 2	12	Year 9	11
Year 3	9	Year 10	13
Year 4	9	Year 11	12
Year 5	4	Year 12	13
Year 6	13	Total	143

3. Student outcomes in NAPLAN

Students in Years 3, 5, 7 and 9 were provided the opportunity to participate in NAPLAN. In 2019 all students were issued an exemption from participating in NAPLAN due to intellectual disability.

4. Senior Secondary Outcomes (Student Achievement)

Record of School Achievement (ROSA)

The school did not have any students that required the award of a Record of School Achievement.

Higher School Certificate (HSC)

100% of Year 12 students were issued with an 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).

5. Teacher Professional Learning, Accreditation and Qualifications

The School Executive participated in professional learning conducted by Good Samaritan Education. All teaching staff participated in professional learning around meeting the needs of diverse learners during school development days and regular professional learning sessions conducted weekly. In addition, the following professional learning activities were undertaken by staff throughout 2019.

PD Course Title	Course Date	Further Details	Accredited Hours	Training Provider	Presenter	No of Attendees
New Students & Health Care Plans	6/02/2019		1	Mater Dei	Kylee Laugesen	19
Presenter - New Students & Health Care Plans	6/02/2019		1	Mater Dei		1
Co-Presenter - UDL (Strategy One from Six Successful Strategies)	13/02/2019		1	Mater Dei		3
Universal Design for Learning - Strategy One from Six Successful Strategies	13/02/2019		1	Mater Dei	Jennifer Twine & Gemma Croft	16

Co-Presenter - PDPR Cycle (Teacher Self Reflection on Evidence Based Practices)	27/02/2019		1	Mater Dei	Eryn Lonergan	1
PDPR Cycle (Teacher Self Reflection On Evidence Based Practices)	27/02/2019		1	Mater Dei	Dr Bree Jimenez & Eryn Lonergan	14
Management of Actual & Potential Aggression (MAPA) Foundation Program	1/03/2019	Includes Disengagements and Physical Holding Skills. Valid until 01/03/2021 (Class #M5321320190311214515809M)	7	Association of Independent Schools NSW	Leanne Woodley	15
Managing Actual and Potential Aggression	1/03/2019	Standard Descriptors: 1.1.2, 1.2.2, 3.5.2, 4.3.2	6	Association of Independent Schools NSW	Leanne Woodley	2
UDL - Unit Planning Module (Part 1)	13/03/2019		1	Mater Dei	Dr Bree Jimenez	17
UDL - Unit Planning Module (Part 2)	20/03/2019		1	Mater Dei	Dr Bree Jimenez	15
Manual Handling Personalised Planning for Students with a Disability	5/04/2019	Online Course - Video and Test provided by Chanel 1 Creative Media	0	Other Training Provider		14
Presenter - Personalised Planning for Students with a Disability	5/04/2019		6	Mater Dei	Eryn Lonergan	15
Cyber Security Training	1/05/2019		1	Simplicity IT	Trent Slater	13
MiniLit	8/05/2019		1	Mater Dei	Gemma Croft	10
Presenter - MiniLit	8/05/2019		1	Mater Dei		1
Co-Presenter - Schema Based Maths Instruction & Maths Chat	31/05/2019		6	Mater Dei		1
Schema Based Maths Instruction & Maths Chat	31/05/2019		6	Mater Dei	MUSEC, Dr B Jimenez & J Twine	12
Co-Presenter - Video Modelling (Session 1)	5/06/2019	Course: MDVM0119 Session: 201901	1	Mater Dei		3
Video Modelling (Session 1)	5/06/2019	Course MDVM0119 Session 201901	0	Mater Dei	Dr B Jimenez, G Croft, J Elvin & L Irving	14
Data Based Decision Making (Master Course)	6/06/2019	Course No.: MDDB0119 Provider Session Code: 201901 (Five 30 minute sessions with fidelity check - Weeks 1 to 5 of Term 2, 2019)	3	Mater Dei	Dr Bree Jimenez	6
Co-Presenter - Video Modelling (Session 2)	12/06/2019	Course: MDVM0119 Session 201901	1	Mater Dei		3
Video Modelling (Session 2)	12/06/2019	Course MDVM0119 Session 201901	1	Mater Dei	Dr B Jimenez, G Croft, J Elvin & L Irving	12
Co-Presenter - Video Modelling (Session 3)	26/06/2019	Course: MDVM0119 Session: 201901	1	Mater Dei		3
Video Modelling (Session 3)	26/06/2019	Course: MDVM0119 Session 201901	1	Mater Dei	Dr B Jimenez, G Croft & J Elvin	13
Co Presenter - Registration & Accreditation Snapshot	24/07/2019		1	Mater Dei		2
Registration & Accreditation Snapshot	24/07/2019		1	Mater Dei	Gemma Croft & Eryn Lonergan	15
Back to Basics in Behaviour	7/08/2019		1	Mater Dei	Dr Bree Jimenez & Kylee Laugeson	14
Co Presenter - Back to Basics in Behaviour	7/08/2019		1	Mater Dei		1
Spirals of Inquiry: Science & Technology	16/08/2019		6	Association of Independent Schools NSW	Sue Pike	14

Peer Mentoring - Part 1	21/08/2019		0	Mater Dei	Dr Bree Jimenez	17
Co Presenter - Spirals of Inquiry: Science & Technology	28/08/2019		1	Mater Dei		4
						8 (but 1 staff member unable to gain NESAs hours due to being an Early Career Teacher)
Functional Behaviour Assessments/Behaviour Intervention Plans (FBA.BIP) (Master Course)	28/08/2019	Six 30 minute sessions with fidelity check - Weeks 1 to 6, Term 3, 2019	3	Mater Dei	Dr Bree Jimenez K Bonfield, A Todorovic, J Gorey, G Croft & Dr B J	
Spirals of Inquiry: Science & Technology	28/08/2019		1	Mater Dei		15
Peer Mentoring - Part 2	4/09/2019		1	Mater Dei	Dr Bree Jimenez Sarah Humphries, Dr Bree Jimenez & Gemma Croft	18
Big Ideas & Student Achievement	11/09/2019		1	Mater Dei		16
Co Presenter - Big Ideas & Student Achievement	11/09/2019		1	Mater Dei		1
	25/09/2019				Mater Dei Occupational Therapists	15
Sensory Processing	25/09/2019		1	Mater Dei		15
Co Presenter - Spirals of Inquiry: Science & Technology	16/10/2019		1	Mater Dei		5
Spirals of Inquiry: Science & Technology	16/10/2019		1	Mater Dei	The Spirals Team	13
	22/10/2019 - 06/11/2019	Obligations in Identifying and Responding to Children and Young People at Risk - Online Module	1.5		Association of Independent Schools NSW	23
Child Protection Annual Update	23/10/2019		1	Mater Dei		3
Co Presenter - Spirals Of Inquiry: Working Scientifically	23/10/2019		1	Mater Dei		3
Spirals of Inquiry: Working Scientifically	23/10/2019		1	Mater Dei	The Spirals Team	14
Presenter - Student Support Plans & Student Risk Profiles for 2020	20/11/2019		1	Mater Dei		1
Student Support Plans & Student Risk Profiles for 2020	20/11/2019		1	Mater Dei	Kylee Laugesen	18
Co Presenter - Spirals of Inquiry: Working Scientifically (Science Spirals)	22/11/2019		1	Mater Dei		3
	22/11/2019		3	ELB Education		17
Prowise Training	22/11/2019		1	Mater Dei		12
Spirals of Inquiry: Working Scientifically (Science Spirals)	22/11/2019		1	Mater Dei	The Spirals Team	12
Peer Mentoring Follow Up	27/11/2019		1	Mater Dei	Dr Bree Jimenez	15
Master Course: Teacher Leadership	10/12/2019	NESA Registered PD Course	3	Mater Dei	Dr Bree Jimenez	2

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	1

Provisional	2
Proficient Teacher	20
Total	23

Teacher Qualifications

Category	Number of Teachers
1. Teachers having teacher education qualification from a higher education institution with Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	23
2. Teachers having a bachelor's degree from a higher education institution with Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher education qualifications	0

6. Workforce Composition

School Staff 2019	
Teaching Staff	23
Full Time Equivalent Teaching Staff	20
Non-Teaching Staff including TA's, admin etc	36
Full Time Equivalent Non-Teaching Staff	28.1

One member of the teaching staff identifies as aboriginal

7. Student Attendance, Retention Rates and Post School Destinations in Secondary

Year	% Attendance	Year	% Attendance
Kindergarten	94	Year 7	96
Year 1	92	Year 8	90
Year 2	91	Year 9	93
Year 3	96	Year 10	90
Year 4	93	Year 11	90
Year 5	93	Year 12	94
Year 6	94	Whole School Attendance Rate	93

Whole School attendance in 2019 was 93%. This is a positive figure considering the complex medical needs and physical capacities of a number of our students. We believe these figures indicate enthusiasm and a joy for learning as students are very positive with regard to school attendance.

Management of Non Attendance

It is the responsibility of the CEO/Principal and nominated staff members of Mater Dei to remind parents/guardians of their legal obligations under the Education Act (1990) to ensure the regular attendance of their child at school.

The CEO/Principal is responsible for the identification of students who display poor attendance patterns and in determining whether their lack of attendance raises safety, welfare or wellbeing concerns.

As a means of restoring and maintaining regular school attendance Mater Dei implements sound attendance monitoring practices and the regular follow-up of unexplained absences by contacting parents/guardians promptly. Other school based interventions that Mater Dei may use to assist in the resolution of attendance difficulties include:

- advising parents/guardians in writing of the attendance concerns
- parent/guardian meetings;
- devising and implementing School Attendance Improvement Plans;
- reviewing the appropriateness of the student's educational program;
- referral to relevant support agencies; or
- support from school based personnel.

If a range of school-based interventions proves unsuccessful, Mater Dei may gain support by referring individual cases of unsatisfactory attendance to the Catholic Schools NSW (CSNSW). CSNSW manages the process of informing NSW DET. Police officers are authorised to act as attendance officers under Section 122 of the Education Act (1990).

Student Retention Rates and Post School Destinations

Student retention rates at Mater Dei are excellent with very little student turnover. The retention figure for students moving from Year Ten to Years Eleven and Twelve is 100%.

Mater Dei implements the Australian Curriculum through mandated guidelines as stipulated by the NSW Education Standards Authority in each Key Learning Area with courses modified to meet the individual needs of students. A Personalised Plan for Students with Disability (PPSD) is written for each student from Kindergarten to Year 12 and involves a collaborative process with the student, parents/guardians, Pastoral Teacher and advocates directly concerned, to meet and determine relevant, achievable outcomes for the student to work towards during the following months at school. The document is a written plan of action specifying agreed priority measurable goals that are set against syllabus outcomes. For the subsequent months, staff will provide consistent support, education and training across all areas of the student's life to measure success of each goal. Parent/Teacher meetings take place twice during the school year and any additional times as required based on student needs and supports.

Post School Destinations: Mater Dei students qualify for Post School Programs under NDIS funding. All students and their families were supported by Mater Dei staff through planning meetings. They were also provided with Post School Transition documentation, which families were encouraged to use in their NDIS review meetings to apply for School Leaver Employment Support (SLES) funding. In 2018, 25% of students entered into some form of paid work after leaving Mater Dei and 75% of students took up post school options through the SLES program. 37% of Year 12 students in 2019, enrolled in Mater Dei's NextPath Continuous Learning Program.

8. Enrolment Policies

Enrolment Criteria

Mater Dei Enrolment Procedures will at all times comply with the National Disability Standards. 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 and seek appropriate collegial advice, so that he/she can determine if Mater Dei has the capacity to address the student's individual needs.

Relevant information may include:

- a. recent psychometric assessment and adaptive assessment
- b. documentation of student's diagnosis and support needs provided by a psychologist, speech pathologist, occupational therapist, physiotherapist or medical specialist;
- c. a current school report;
- d. information collected from parents/guardians during the interview process;

- e. a reference from a parish priest or someone who is able to comment on areas that are relevant to consideration of the application; and
- f. evidence to show that the student and family would be supportive of the mission of Mater Dei and its expectations for its students and parents/guardians.

Appropriate collegial advice may include:

- a. advice from the Enrolment Officer that there is an appropriate vacancy for the applicant;
- b. advice from the student's current educator/s that Mater Dei is a suitable educational setting for the applicant; and
- c. other advice from educational, religious, medical or psychological professionals relevant to the application.

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 will need to 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 4 equal installments by the end of week two in each term. 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 end of the first week in December, and if not paid the student may be refused continuing enrolment at the School in 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 the Mater Dei during the school year, a term's notice in writing must be given to the CEO/Principal 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 vital element in the spiritual development of students. As a Good Samaritan 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 social justice.

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 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 the parent/carer must call Mater Dei with the reason for the absence, which will then be recorded on the student's absentee register. If no explanation is given via phone a written note, on a reasonable size piece of paper, stating the child's name, the dates and the reason for absence is required upon return to school within 7 days of their absence. A doctor's certificate is required for four or more days of 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, parents and 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, that specifically caters for each student's disability and reflects their individual needs.

Mater Dei will ensure that in providing a positive approach to behaviour management, 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 intervention 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 intervention response plan.

Standards of Dress

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

Student Welfare

At the beginning of each year parents/guardians will be required to complete/update their student's database information including medical information, personal and family information 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 Mater Dei student, 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 of any nature and the School is unable to contact the parent/guardian after making reasonable efforts, the parents/guardians authorize the 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 must notify our Registered Nurse, so that a Medication Pack can be sent home. This package contains a hard copy of the Medication Policy, as well as all paperwork requiring completion before medication may be sent to school and subsequently administered. Parents/guardians acknowledge that 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 however recognise that this school support does in no way replace or substitute for regular or ongoing specialised medical/health advice/diagnosis/treatment.

Parent/Guardian Engagement with Mater Dei

A Personalised Learning Plan (PLP) is written for each student from Kindergarten to Year 12 and involves a collaborative process with the student, parents, guardians, Pastoral Teacher and advocates directly concerned. Relevant, achievable outcomes for the student to work towards during the following months at school are determined and reviewed. Parent/Teacher Interviews take place twice during the school year and any additional times as required based on student needs and supports. They are one part of the communication process that forms an important mosaic of how teachers report to parents and guardians about student progress and daily routines, including communication diaries, email, informal interviews, telephone calls, case conferences 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 absolute 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.
- e) 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.
- f) 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 absolute discretion.
- g) Mater Dei will only discontinue a student's enrolment permanently if it has provided the student and the parents/guardians of the student with details of the reason which may result in a decision to discontinue the student's enrolment and provide them with a reasonable opportunity to respond.
- h) No remission of fees will apply in relation to parts (c) through (f) above.

9. Other School Policies

Student Welfare

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 pastoral care, safety, behaviour management, student welfare, anti-bullying, discipline 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 and procedures give witness and structure to our commitment to the welfare and safety of our students.

Mater Dei's Assistant Principal and Leader of Pastoral Care are responsible for student welfare. Their role is to work with parents and students to ensure that the rights of students and families are respected, that welfare matters are dealt with confidentially and sensitively, and to act as a bridge between families and the school in matters where sensitivity and compassion are required.

The Staff of Mater Dei are committed to providing a safe and secure environment for all students. Every student has an Individual Risk Assessment that is reviewed once a term. This allows safe and successful planning of class based supports and school based events. Staff are committed to providing support and assistance to families and caregivers in any areas where they can be of assistance. The staff are supported by the Mater Dei Board in this commitment and this is very much at the centre of the Board's agenda in providing each student at Mater Dei with opportunities to achieve their full potential and to take their rightful place in their communities.

Anti Bullying

Mater Dei School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Mater Dei School.

It is our policy that:

- bullying be managed through a 'whole-of-School community' approach involving students, staff and parents/guardians
- bullying prevention strategies are implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies are tailored to the circumstances of each incident
- staff establish positive role models emphasising our no-bullying culture
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.
- Mater Dei School recognises that the implementation of whole-School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within the School:

- a structured pastoral program that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year
- education, training and professional development of staff in bullying prevention and response strategies
- promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians
- promotion of responsible bystander behaviour amongst students, staff and parents/guardian
- reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below)
- records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate
- education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear
- anti-bullying posters are displayed strategically within the School.

Student Discipline

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

The School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- 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.

Prohibition of Corporal Punishment

It is our policy that:

- we prohibit corporal punishment
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.
- The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- know what the rules are and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made
- have a decision reviewed (but not to delay an immediate punishment).
- Mater Dei School is committed to ensuring procedural fairness when disciplining a student.

Reporting Complaints and Resolving Grievances

Mater Dei School is committed to a safe and supportive environment that is characterised by fairness, mutual trust, and reconciliation. Parents and caregivers, or indeed any member of our community who has a complaint or grievance, has the right to have this issue addressed.

Mater Dei School has a comprehensive Complaints Handling Program that ensures parents/guardians and other external complainants can raise matters of concern and lodge complaints and have them dealt with and responded to fairly and efficiently.

This complaints and disputes handling program is based on the principles set out in the International Standard ISO 10002:2018 and AS/NZS 10002:2014.

10. School Determined Priority Areas for Improvement

School Priority Areas for Improvement		
Initiative	Goal/s	Implementation & Progress
<p>Improve student learning outcomes</p>	<p>Collect and interpret student data to inform teaching and learning</p>	<ul style="list-style-type: none"> • K-12 Classroom Teachers continue to use the Literacy and Numeracy Continuums, along with data from school-wide assessments including the Phonological Awareness Skills Test (PAST) and Schedule for Early Numeracy Assessments (SENA 1 and SENA 2) to track, monitor and plan for student progress. • The Leader of Curriculum (LOC) continues to liaise with the Association of Independent Schools of NSW (AISNSW) to work on gaining access to the Planning Literacy and Numeracy 2 (PLAN2) software as a way to effectively use the Learning Progressions to collect and analyse student data. • The LOC analysed data collected from school-wide assessments to determine students who required additional assessments to track and monitor their growth. A group of Stage 5 students were identified and the LOC administered Literacy and Numeracy assessments. These students were re-assessed in Term 4 and the data collected was analysed and communicated with their teachers.

Improve student learning outcomes	Review opportunities for senior students in preparing for life after school, including Structured Work Placement (SWP), Vocational Education and Training (VET) and Post-School Transition Planning	<p>The Assistant Principal (AP) will contribute to the development of a new strategic plan to highlight the focus required on Years 7-12 in what may be considered a "hidden curriculum" and strategically plan:</p> <ul style="list-style-type: none"> • transition planning • work education and readiness, including supports and strategies to ensure success • self determination • life skills <p>Dr Bree Jimenez and the LOC continue to liaise with Olivia Transport NSW, regarding possible Engineering opportunities for students. Transport NSW attended Mater Dei on 17 October to complete a Transport for NSW safety briefing with Year 11 students. Year 11 students attended a Community Access visit on 15 November to Macarthur Train Station where they completed an accessibility audit as well as engaging in opportunities to problem solve and design solutions to create better accessibility for all individuals.</p>
	Review and refine the delivery of Literacy and Numeracy across Kindergarten to Year 12 (K-12)	<ul style="list-style-type: none"> • The LOC completed compliance checks on all K-12 programs (Term 2/Semester 1), with a focus on English and Mathematics. Specific feedback was given to all teachers and the LOC worked closely with selected teachers to ensure NESA and Nationally Consistent Collection of Data (NCCD) requirements are being met. • The LOC has formed a small group of Stage 2 students, identified using data from the Numeracy Continuums, to participate in the Early Numeracy Program (Jimenez, Saunders, Browder). Students participate in the program two times weekly. The data indicated that students are engaging in all aspects of the program and beginning to make progress in some areas. • The LOC continued to work with students from Stage 1, Stage 2 and Stage 3, as identified using data from the Literacy Continuums, using the Early Literacy Skills Builder (ELSB) (Browder, Gibbs, Ahlgrim-Delzell, Courtade, Lee) Program. Students participated in the program two times weekly. The data indicates that all students are made progress.
	Strengthen Shared Learning experiences through authentic opportunities for inclusion for students with other catholic schools and the wider community	<ul style="list-style-type: none"> • LOMV arranged for new sport options for 2019 as part of shared learning with Magdalene Catholic College (MCC). Stage 4 students participated in Lawn Bowls and Bujutsu within the community. • LOMV has had initial discussions with Magdalene TAS/Science Teaching Department re: working on a joint Engineering program through Stage 4 Technology Mandatory, possibly for Term three. • Stage 4 students attended Magdalene Catholic College's Feast Day on 26th July. • School Captains attended the Campbelltown Catholic Club Schools' Mass on Sunday 28th July. • The LOMV arranged Shared Learning visits for Year 6 students with St Clare's Catholic Primary School. • Mater Dei Choir performed at aged care facilities throughout the year.
Meet the support needs of all students through a Universal Design for Learning (UDL)	Continue to develop the use of assistive communication so all students can access the curriculum and demonstrate understanding	<ul style="list-style-type: none"> • The Bring Your Own Device (BYOD) Policy was reviewed • Therapy delivery models were considered and the inclusion of assistive technology in the classroom • Teacher participated in PECS (Picture Exchange Communication System) training
	Continue to implement evidenced based, researched instructional teaching practices to allow all students to learn	<ul style="list-style-type: none"> • Bree Jimenez (Special Education Research Consultant [SERC]), Jacqueline Gorey (Leader of Mission and Vision [LOMV]), Jen Twine (Instructional Leader [IL]) and the LOC developed a K-12 Engineering Scope and Sequence. The LOC is currently incorporating this with the current K-6 Science and Technology Scope and Sequence (see attached) as well as the Stage 4 Technology Mandatory, Stage 5 Science and Stage 6 Work and the Community Scope and Sequences. • Generation STEM Project: A program that provides Stage 5 students with an opportunity to engage in student-led STEM-based projects to address challenges faced by the local community. The IL and Leanne Steedman (Classroom Teacher) continue to deliver the program in a team teaching environment, focusing on developing students' knowledge of Chemical Science and Agriculture and their skills in Engineering.
	Develop an overarching Pastoral Care Framework to umbrella the breadth and capacity of our Pastoral Care initiatives	<ul style="list-style-type: none"> • The School Psychologist, Leader of Pastoral Care and Assistant Principal will review the draft pastoral care framework and its links to the wellbeing framework. The development of the framework will also inform the new strategic plan. This will be reviewed in depth in 2020 • LOPC attended Launch of DOW Pastoral Care and Diverse Learning Policy Launch which will be drawn upon in 2020 to undergo intensive reviews of current policy and processes.
	Review how Allied Health, including Speech Therapy (ST) and Occupational Therapy (OT) is accessed and utilised in the school environment	<ul style="list-style-type: none"> • The AP and Director of Continuous Learning (DCL) reviewed Mater Dei's current model of students receiving therapy from Mater Dei Therapists through withdrawal sessions. • The AP and DCL explored a model whereby a Therapist (Speech Pathologist and Occupational Therapist) are allocated to a class and the students who receive the service. The Therapists deliver group sessions within the classroom that align with the lessons occurring. • This model is considered best practice and increases the likelihood of students generalising skills in the classroom as well as ongoing collaboration with the Teacher and the Therapist. • A Stage Three class began participating in a pilot of the model with a view to extend in 2020.

<p>Nurture an effective professional learning culture</p>	<p>Continue the delivery of capacity building professional development for all staff (Assistant Principal Special Education Research Consultant)</p>	<p>Staff participated in the following Professional Learning:</p> <ul style="list-style-type: none"> • Universal Design for Learning (UDL) • PDPR Cycle • Unit Planning • MiniLit • Video Modelling • Research Projects and Knowledge Transfer • Back to Basics in Behaviour • Peer Mentoring • Spirals of Inquiry (Science & Technology) • Big Ideas and Student Achievement • Sensory Processing • Child Protection • Schema Based Mathematics Instruction • Community Based Instruction • Prowise <p>Master Courses</p> <ul style="list-style-type: none"> • Through the application of the SERC, Mater Dei has recently been endorsed as a School Based provider of NSW Education Standards Authority (NESA) Registered Professional Development. • Mater Dei has been approved for six courses, three of these will be offered as Master Courses this year. Each course includes six sessions) and completion of a fidelity check. • Master Courses offered in 2019: <ul style="list-style-type: none"> ○ Data-Based Decision Making ○ Functional Behaviour Assessments (FBA) & Behaviour Intervention Plans (BIP) ○ Research to Practice – Teacher Leadership & Implementation Science
<p>Build capacity across IT platforms</p>	<p>Facilitate inventory and regular upgrading of IT resources across the school</p>	<ul style="list-style-type: none"> • IT Coordinator is currently updating software and working with Simplicity IT to ensure efficiency of how software updates are rolled out across the school.
<p>Strengthen partnerships with external institutions and agencies</p>	<p>Continue to upskill staff in the area of IT and it's implementation in the classroom</p>	<ul style="list-style-type: none"> • Increase networking and engagement with universities, organisations and Structured Work Placement (SWP) host employers • LOPC continues to collaborate with Job Coaches to expand the existing network of host employers, who will work with students across both School and NextPath, as well as strengthen current relationships and look for different opportunities for students and NextPath participants. • LOPC is working with Job Coaches to build more effective processes and communication for Structured Work Placement staff and class teams.
<p>Strengthen safe learning environments for students and staff</p>	<p>Continue to build upon Child Protection safe learning practices within the school for staff</p>	<ul style="list-style-type: none"> • All staff completed annual Child Protection Training as well as Managing Actual and Potential Aggression (MAPA).
	<p>Build upon current Pastoral Care Supports which promote student wellbeing, safety and positive relationships</p>	<ul style="list-style-type: none"> • Each Term the LOPC continues to purchase literacy texts which will form part of our two year scope and sequence for explicit Pastoral Lessons which will have a common theme each term across K-12. • Each term, Class teams explicitly taught Pastoral lessons which focused on topics including "Conflict Resolution" and "The Power to Choose". • LOPC has reviewed the current Student Risk Profile tool and will present new tool for 2020.

11. Initiatives Promoting Respect and Responsibility

The staff and students of Mater Dei are part of a community of faith with a very long and proud tradition. As a Catholic School, we follow the teachings of the Catholic Church and endeavour to live out the values inherent in the Gospels. We are proudly a school of Good Samaritan Education. It is from this foundation that our ministry to the poor, the marginalised and the disadvantaged has its basis. We are also very much committed to working with children who have an intellectual disability and their families and supporting them in ways that reflect the teachings and the actions of Jesus.

Mater Dei has a strong commitment to pastoral care and this commitment extends to our students, their families and our staff. An essential part of our pastoral work as a school community is to treat people with dignity and compassion. Therefore, we promote very actively the rights and the responsibilities of all members of the Mater Dei community.

Mater Dei's behaviour management philosophy is based on evidence-based teaching practice known as 'Positive Behaviour Interventions and Supports'. 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 have three clearly defined rules of Be Kind, Safe and Respectful Learners. These expectations are positively stated and clearly defined to reflect the Benedictine Values of safety, peace, and stewardship. Staff and students annually engage in lessons around these rules and expectations across all learning environments to ensure a consistent approach.

All students have their own individual Student Support Plan that outline various information regarding their diagnosis, family, behaviour supports, social skills, sensory supports, health issues and communication supports. Staff regularly refer to these plans to meet the diverse needs of students in their care. In cases where behaviours present a greater risk or become an ongoing concern, staff and parents collaborate to establish an individual Incident Prevention and Response Plan. These plans identify appropriate supports and strategies to be used consistently across the school. We have found this cooperative approach to be both successful and inclusive as it focuses on all areas of a child's life and builds positive partnerships between school and home.

Mater Dei works to build positive relationships with families and also have a School Psychologist on staff. Mater Dei can provide support and assistance to families to access various support services and community networks to assist students and their families.

12. Parent, Student and Teacher Satisfaction

Mater Dei is a school that educates students with intellectual difficulties. This can lead to quite a stressful learning environment for students and staff. However, it continues to be the case that staff and parents rate highly their experience of Mater Dei. Equally, we are enriched by the support of a generous and caring extended community who readily and willingly engage with our community throughout the year.

Parent Satisfaction: It is evident that there is a high level of parent satisfaction because of the very low level of complaints and grievances received. Mater Dei is committed to good communication with our Parents/Carers. Teachers, Executive Staff and the CEO/Principal are available to address issues that may arise. A large portion of the parent community attend school events and are heavily involved in their child's education.

Parents and Friends

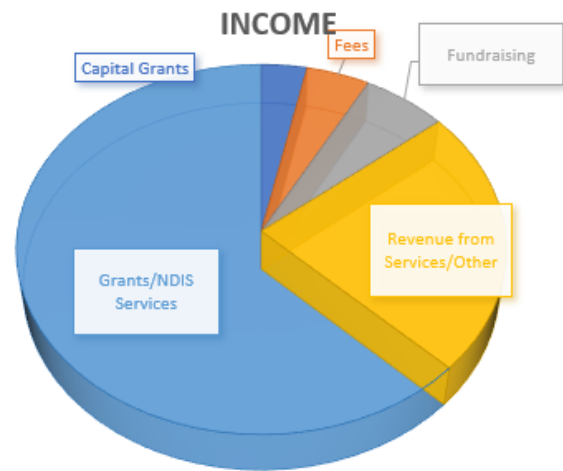
Mater Dei has a small but active Parents and Friends Association that provides support and assistance to Mater Dei School. Through the conduct of our Annual Country Fair and assistance with gala days, our parents play a vital role in building community at Mater Dei. A number of wonderful initiatives were continued by our parents in 2019, including the Mother's Day and Father's Day stalls, as well as a cake stall at our annual Athletics Carnival. The Mater Dei healthy Canteen continues to thrive as an important service and support and now includes over the counter sales at recess and a visual menu.

Student satisfaction: In terms of student satisfaction, Mater Dei scores very highly, with students expressing great satisfaction with regard to their education and the school itself. Discussions with Year 11 & 12 students again indicated very high levels of satisfaction with the education programs, the work opportunities, community access programs and the social aspects of school life. These findings were replicated when we discussed the success of these programs with parents of graduating students.

Staff Satisfaction: Mater Dei staff engage in planning meetings each year and the general view one gains is that staff are happy in their work. We work in a high stress environment and staff can often feel quite pressured. However, our staff are a very committed and hard working group who put the students' needs before all others. In terms of the accepted indicators of work satisfaction, staff retention rates and levels of sick leave, Mater Dei has excellent retention rates and reasonably good attendance figures for work.

13. Summary Financial Information – Mater Dei Financial Report Year Ending 31.12.19

Income	\$\$\$
Capital Grants	\$353,250
Fees	\$489,470
Fundraising	\$652,755
Revenue from Services/Other	\$2,474,198
Grants/NDIS Services	\$6,689,481
Total	\$10,659,154



Expenses	\$\$\$
Employment Costs	\$7,935,111
Other overheads	\$2,157,653
Total	\$10,092,764



NET \$566,390