Mater Dei Catholic Primary School
2025 Annual Report

About this Report

Mater Dei Primary School Wagga Wagga (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Office Diocese of Wagga Wagga (CEDWW), (the 'Proprietor'), with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

Mater Dei Primary School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that Mater Dei Primary School has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to Mater Dei Primary School social media posts, and weekly Compass updates. Further information about Mater Dei Primary School may be obtained by contacting the school directly, or by visiting the School's Website.

Section 1: Message from Key Groups in Our School Community

Message from the Principal

2025 has been another successful year of learning and personal growth for our wonderful students at Mater Dei Catholic Primary School. We are proud to be a faith-centered, learning community that nurtures and inspires every student to be the best version of themselves.

At Mater Dei, our students, from Kindergarten to Year 6, participate in an enriched curriculum framed by the transformative learning approach of Catholic Education, Diocese of Wagga Wagga. Our Catholic Faith places Jesus at the centre, shaping teaching and learning experiences and forming our students through positive relationships with God, with themselves, and with others. We are deeply connected to Sacred Heart, Kooringal Parish and take pride in our strong partnership with Fr Grace and the Parish.

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As a Catholic Learning Community, our Positive Behaviours for Learning Framework, illuminates our approach. It is centred on four core values: Kindness, Learning, Respect, and Resilience, which we aspire to reflect and uphold at all times in our interactions with others. These values were carefully developed to portray and support the behaviours and attitudes we hold dear as a Catholic School.

Throughout the year, our students have exemplified these principles, demonstrating what it means to be an active contributor to Mater Dei. We have seen tremendous displays of kindness through student-led initiatives, like Mini Vinnies, supporting the Kooringal Conference of St Vincent de Paul.

Our focus on Learning has fostered a culture of curiosity and learning growth, with students embracing new challenges across all curriculum areas. Furthermore, our commitment to respect is evident in the positive relationships maintained between students and staff, creating a harmonious and supportive environment for learning and developing social and emotional literacy. This year also highlighted the deep resilience of our students, who approach every obstacle, sporting challenge, or learning competition, with a positive mindset and a willingness to persevere.

A particular highlight of 2025 was the fantastic staging of our School Musical, 'The Wizard of Oz.' The production was a vibrant showcase of student talent, teamwork, and commitment to creative expression. The enthusiastic cast and crew, including students from across the school, truly shone on stage, embodying the spirit of dedication and community success we cherish.

Our holistic approach to education ensures that each child is regarded and respected as unique; created in the image and likeness of God. Together, our community commits to supporting each child to feel nurtured, valued, and united as 'One in Spirit'. At Mater Dei, we foster a sense of belonging, where each child grows not only in knowledge but also in their relationship with God and others. Our aim is to develop resilient, self-confident and informed young people, ready to contribute to the world around them!

Through targeted communication, engaging events, and an emphasis on our Catholic values, particularly the pillar of Welcome. We have enhanced the way we share our school's story and connect as a community. Key initiatives included Open Days and Nights, a welcome evening for new families, and greater visibility through digital platforms and community engagement.

By engaging in a collaborative consultation with staff, parents and students we successfully implemented a revised approach to Uniform for students in Years K to 6. By carefully considering our uniform items and student presentation, we continue to foster a deep sense of pride and community identity. This integrated approach provides clear, consistent guidelines for families while reflecting our commitment to high standards and a strengthened sense of belonging across the Mater Dei Community.

Mrs Kylie Chacon, resigned from her position as Principal in November and made the decision to return to Sydney. We thank Mrs Chacon for her contribution to the Mater Dei Primary School Community during 2024 and 2025. We wish Kylie and her family every blessing for the future.

Mrs Angela Cook, retired from her role as Assistant Principal of Mater Dei at the end of this school year. Mrs Cook's commitment to the Mater Dei Primary School Community has extended over the last 15 years, a testament to her loyalty, reliability and faith filled service to Catholic Education. We wish Angela and her family every continued blessing.

We also thank and farewell Mrs Alison Wheeler, who departed during the year, along with Mrs Tina Hoban who tendered her resignation late in 2025. Alison and Tina are long serving members of our community who have supported our staff, students and families over many years. We thank them sincerely, and wish them all the best for the future.

We are fortunate to have a strong network of parent engagement at Mater Dei, including our School Advisory Council, chaired by Mr Grant Bourne, which plays a vital role in supporting the direction of our school and engaging the community. We also have parent representatives who support their year group families and serve as a key communication link between school and home. Their dedication, along with the involvement of so many parent volunteers and parents, strengthens the sense of belonging that defines our school.

I take this opportunity to thank our Parents and Carers who provide unwavering support for our community. We are grateful for their partnership, as we work together to promote and enable the flourishing of the children, our students, in their every endeavour.

May I also thank our Teaching and Support Staff Teams for their collective efforts throughout 2025. We are incredibly proud of the growth and achievements of every student this year. They are a living expression of being "One in Spirit", following in Jesus' footsteps, as they live our values of Kindness, Learning, Respect, and Resilience.

We invite new families to come and experience the heart of Mater Dei Primary School for yourself, nestled in the serene surroundings of Lake Albert. All are very welcome to join our community of welcome, faith, service, and learning, as we endeavour to provide children with the opportunity to embark on a journey of growth and discovery.

Message from the Parent Body on behalf of Mr Grant Bourne

Our School Advisory Committee (SAC) year commenced our 2025 year with our AGM in December 2024 where we were farewelled with huge thanks to Michael Suidgeest and Fiona Piltz (Outgoing Chair and Secretary) after their three years of service to the Council. Myself, Emma Brown and Sarah Heath entered our second years and we welcomed Julia Roche, Anthony Gray and Roanna O'Hara into the Council. I was elected Chair for the upcoming two-year period and Sarah Heath took on the Secretary role.

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2025 saw Kylie Chacon enter her second year of her Principalship though Kylie resigned from her position in November and we now excitingly welcome Amelia Bright (Millie) as interim Principal for the next 12-month period. Millie has commenced her time with energy and connection, and we all look forward to working with and supporting Millie through 2026.

Sadly, this year we experienced the sad passing of two parents in our school community. The unity and compassion of our entire school community was again on display during these difficult times. The work of the Parent Representatives in unison with the school was appreciated during these times in organising meals and hampers for the families and providing other support. We continue to pray for both families and we also continue to pray for those families in our community that are experiencing hardships or ill health.

Father Grace commenced his second year as Parish Priest for the Sacred Heart Kooringal Parish and continued to assist our children with school Masses, Liturgies and the wonderful sacraments of Reconciliation, First Communion and Confirmation. We look to continue to build on our positive relationship with our parish over the upcoming year. The increase in proactive annual planning and earlier communications of the parish and school has been very welcomed by our parent community.

Our school community had a number of wonderful events throughout the year with a focus on quality of events versus quantity of events being the focus. Our Mother's Day, Father's Day and Grandparents Day morning teas were a wonderful success yet again. Our Father's Day gathering saw the launch of our Mater Dei Family Raffle which was an incredible fundraiser! This was accompanied by the inaugural Family Golf Day in November which culminated with the parent community raising an incredible $17000.00, $4000.00 of which was kindly donated to the George Maher and Hamish Howard Foundation, a foundation close to the hearts of our Mater Dei Community.

In August we celebrated the life of a much loved ex-student with a beautiful memorial service in our school hall followed by a well-organised procession of children onto our school oval where each year group formed a letter of their name. Some incredible overhead photography was taken. A special moment for a special boy in our school community, never forgotten.

Our year of events was bookended by our Welcome Evening in February, the tradition of welcoming Kindergarten families and new families into our community; and our Wizard of Oz School Musical in November. Both such incredible community and culture building events. A special thanks to Anne Loiterton for her efforts and dedication to her craft in organising the Musical.

The School Advisory Council had two sub-committees this year; the P&F Subcommittee and Grounds and Projects Subcommittee. The P & F met once per term and in August farewelled Virginia O'Rourke as Chairperson and Renee Goring as Secretary after multiple years in their roles. A special note of thanks to you both for your significant contribution to

our school, notably your final act was the securing of a grant for our school to invest in a water refilling station. Thank you on behalf of our school community.

Thanks also to Tim Bradley for chairing our Grounds Sub-Committee. This year we finalised the installation of the Family Paver Pathway, thanks to Clint of Taylormade Landscapes for your assistance and craftsmanship here. A special thanks to Andrew and Alison Hamilton who have assisted the school oval improvement processes and assisted Pip Harris in the planning of the Tree Day event.

The School Advisory Council would like to thank Kylie Chacon for the contribution she has made to this school through 2024 and 2025 and is eager to continue to welcome and support Millie Bright in 2026 and continue to support our staff and students. The Council is equally pleased to welcome our new Assistant Principal, Olivia Schultz and Religious Education Coordinator, Sonya Buchanan, when they commence in the role in 2026.

The School Advisory Council would like to thank Angela Cook for her huge contribution to Mater Dei as a Parent, Teacher and Assistant Principal. She will be a significant loss to our school and we hope she knows how deeply appreciated she has been!

The School Advisory Council would finally like to thank all school staff who have helped to make 2025 a success for our children. Also to acknowledge the contributions of Alison Wheeler and Mike Rankin.

Finally, a thank you from the SAC to all of our parents for all you do in partnership with the school, and a huge thank you to our Parent Representatives who continue to voluntarily support the school in communications, feedback, social events and engaging parent participation.

As parents and as SAC, we look forward to a positive and community-spirited 2026, and building on the positive partnership we as parents have with Mater Dei Primary as we strive to help our children learn and thrive. Another kindergarten class has reached the end of their first year of school, another year six class is ready to move on to high school. As a parent group we congratulate all students for what they have achieved for themselves in 2026.

We particularly wish our graduating class of 2025 all the best in their high school endeavours.
Mr Grant Bourne
MDP School Advisory Council Chairperson

Messages from the Student Body - Year 6 Students
Jackson Britt - My past seven years at Mater Dei have been very exciting and happy times. I really loved the water fun day in Kindergarten, the Ballarat excursion and Borambola, especially doing the mud run with my mates. Becoming school captain this year was pretty cool and made me really proud. The Canberra excursion was really fun because of Questacon, the late nights and seeing the Prime Minister of Australia. My hopes and

dreams are to do well in high school, become a pilot for Rex and to have a great wife and family. If I don't make it to Rex, I would like to become a building engineer. I will always remember and appreciate the wonderful times I experienced here at Mater Dei.

Mikayla Arentz - My past seven years at Mater Dei have been amazing and memorable. I have made many wonderful friendships and memories that I will never forget. Some of my favourites have been participating in the Paul Kelly cup AFL and making it to the state finals. The excitement we felt when we won the regional carnival and the lead up to Sydney was so much fun. I also really loved our Year Five excursion to Ballarat and all the bus rides we took going to different school events. In the future I want to finish high school well and become a surgeon. I will always remember what this school has taught me and I wish everyone the best for the years to come.

Charles Dunn - Over the past seven years at MDP, I have made many friends and great memories. I loved going to Ballarat because that's where I grew up and I got to share the experience with my friends. I loved becoming School Captain, which meant a lot to me. A great memory was going to Canberra where I learnt all about the government of Australia and had so much fun. My hopes and dreams for the future are to do well in high school. Then I would like to pursue a career as either a drummer because I love rock music, a sports professional (either waterpolo or rugby) or something in Agriculture because my Dad works in that industry. This is a great school that I will always treasure.

Violet McPherson - These past 7 years of primary school have been filled with fun and exciting memories such as going on school field trips to places like Ballarat, Borambola, Canberra and the Junee Chocolate Factory. My most treasured memory is going kayaking with all my friends in Borambola. I've had so many exciting memories with the teachers, but taking the top would be when Mrs Lotition jumped around all excited when we finally got the dance correct for the school play the Wizard Of Oz]. Also along my way I have made some friends that I will never forget and I hope will last forever. When I grow up I aspire to be an Architect and travel the world with friends. Mater Dei is an experience I will never forget.

Chevy Williamson - I first came to Mater Dei in Year Two and I've learnt so much since then. My hopes and dreams for the future are to do well in high school and either become a professional dancer or hairdresser. I have a lot of fond memories throughout the years at Mater Dei. Some of my favourites were going to Sydney for the Paul Kelly Cup AFL finals and the Ballarat excursion in Year Five. Both were great experiences, as was our recent excursion to Canberra. I'm very grateful for all the teachers that have taught me and got me ready for high school. I wish everyone the best of luck for the future.

Ishan Roopesh - I've been at Mater Dei for over six years and in that journey I've met an amazing lot of friends and teachers along the way that I'm never going to forget. My favourite memory is really hard to choose since it's impossible with all the fun I've had over the years. If I had to choose, I'd probably say when we won the Sydney FC Cup. When I grow older I'm going to pursue my dreams of becoming either a professional soccer player or an engineer. This school will always hold a special place in my heart and I will miss everyone in it too.

Section 2: School Features/Context

Mater Dei Primary School is a two stream school located in the Wagga Wagga suburb of Lake Albert. The school is one of two Catholic primary schools, within Sacred Heart Parish Kooringal.

Mater Dei Catholic Primary School has the capacity to accommodate approximately 400 students and is fortunate to have spacious grounds and well equipped contemporary learning spaces. The school is adjacent to Mater Dei Catholic College (catering for students from Years 7 to 12) and Community Kids Lake Albert Early Education Centre. The close proximity and strong bonds with these two educational institutions assists the smooth transition of students from preschool to Kindergarten and then from Primary to Secondary School.

Mater Dei Catholic Primary School was established in 1990 in response to the increased demands for enrolments within the Sacred Heart Parish Kooringal. The school was staffed entirely by lay teachers. In 2021, the school acknowledged 30 years of providing quality Catholic education for families. A time capsule to commemorate the occasion was placed beneath the newly constructed decks in the primary courtyard. The latest stage of building development, the stage three classrooms, provides a contemporary learning environment that is flexible in its design allowing teachers and students to access a variety of learning space options which can be used depending on the programs being offered.

Parents and families are valued as active participants in the daily life of the school. Mater Dei strives to be 'One in Spirit' by nurturing and inspiring others within a faith filled community. Mater Dei means 'Mother of God' and both Mary and Jesus are at the heart of all we do.

The school recognises and respects the uniqueness of each individual. Mater Dei aims to educate and support each student in their academic, spiritual, social and physical development in an inclusive and welcoming environment. The growth mindset of staff ensures current, research based pedagogical practices are maintained in order to prepare students for a positive future within an ever changing world. Students develop skills for lifelong learning and become globally aware citizens, able to think critically and creatively. Mater Dei as a vibrant community works hard to maintain a culture of collaboration and striving for excellence.

Bowyer, Plunkett, Trinity and MacKillop are the four house groups. Special days to recognise each of these houses is one way Mater Dei reaches out to support the broader community.

Mater Dei is committed to working in partnership to build a capacity and culture that supports a safe and secure Catholic educational environment.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2025:

Girls	Boys	LBOTE*	Indigenous	Total
160	163	31	10	323

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.
See CEDWW policy here.

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	92%
Year 1	92%
Year 2	90%
Year 3	91%
Year 4	92%
Year 5	90%
Year 6	91%

The average student attendance rate for 2025 was 90%.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of

students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

Mater Dei Primary staff, under the principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment that fosters students' sense of wellbeing and belonging to the school community.
- Maintaining accurate records of student attendance.
- Acknowledging excellent and improved student attendance.
- Conducting fortnightly attendance meetings to identify students at risk.
- Following the MDP referral process to our fortnightly MDP Wellbeing meeting, where our team conducts case meetings and collaboratively designs support and targeted strategies to address concerns and/or students at risk.
- Implementing processes and practices to address attendance issues as they arise, including wellbeing check-ins and effective communication chains.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

Section 4: Staffing Profile

There are a total of 25 teachers and 14 support staff at Mater Dei Primary School. This includes 14 full-time and 11 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers

Conditional/Provisional	1
Proficient	24
Highly Accomplished	0

Percentage of staff who are Indigenous	2

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga. This includes welcome and induction support for new teaching and support staff members.

2025 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2025, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

1. Promoting a community of Love, Hope and Joy.
2. Implementation of the Charter in building an authentic Catholic community with a focus on the pillar of 'Welcome'.
3. To embed 'A Pedagogy of Wonder and Awe' across all aspects of teaching, learning and daily school life.
4. Using the TransFORMATIVE learning framework to inform schoolwide approaches to curriculum reform and all aspects of the learning community.
5. Wellbeing for Learning Framework: embed a whole school approach to wellbeing including Positive Behaviours for Learning

Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Mater Dei Catholic Primary School follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing our Story,*** coupled with ***A Pedagogy of Wonder and Awe.***

Catholic Heritage

Mater Dei has been providing education for families in the southern areas of Wagga Wagga since 1990. Great pride is taken in the accomplishments of the school. Academically, students continue to achieve results indicative of their learning progress. The school community is proud of the holistic development of our students across all domains including: religious, sporting, academic, social and emotional.

Mater Dei Catholic Primary School is one of two parish primary schools of the Kooringal Sacred Heart Parish. It was constructed after Sacred Heart Primary School struggled to accommodate the number of families seeking enrolment in the late 1980s and early 1990s. Both schools continue to provide a quality education in a Catholic context, and are very visible within the overall life of the parish.

The purpose of the school is very holistic, that being to educate and support each student in their academic, spiritual, social and physical development and engage them in quality educational activities that set them up for a positive future.

In 2024, Kooringal Sacred Heart welcomed priest, Father Grace. Father Grace continued to support and provide guidance to the school through his active presence within the school and community, ensuring the rich heritage of participation, presence and active contribution by the clergy of the diocese continued to remain a strong and valuable element of Mater Dei School.

Liturgical Life of the School

Under the spiritual leadership of Father Andrew Grace, the liturgical life of our school continued to be a cornerstone of our faith community. Masses and Liturgies were celebrated in the school hall, with each grade taking turns to plan and lead these sacred gatherings. Guided by Religious Education Leader Rebecca McGowan for the first part of the year and then by Pip Harris for the remainder of the year, students embraced the opportunity to deepen their understanding of the Mass, supported by the presence of parents and grandparents.

Sacramental celebrations remained a significant part of the school year, with Year 3 students receiving the Sacrament of Reconciliation, Year 4 celebrating their First Eucharist, and Year 6 students receiving the Sacrament of Confirmation. We were privileged to welcome Bishop Mark Edwards, who conferred the Sacrament of Confirmation, marking an important milestone in the students' faith journey.

The school community gathered for a range of liturgical celebrations throughout the year, including whole-school Masses and liturgies for key feast days such as Catholic Schools Week, Holy Week, and the Feasts of Saints. A special highlight was the combined Mass with Mater Dei Catholic College on the Feast of the Assumption, honouring Mary's patronage of both schools.

Family participation played an integral role in our liturgical life, with Mother's Day, Father's Day, and Grandparents' Day offering meaningful opportunities for students to celebrate with loved ones. The End-of-Year and Graduation Masses remained cherished traditions, providing moments of reflection and gratitude for the year's blessings.

As an active part of the wider parish, one Parish Schools Mass took place each term where students from the three schools in our parish shared in leading aspects of the liturgy. The school once again hosted the annual Christmas Eve Mass for Sacred Heart Parish, Kooringal, creating a welcoming space for families to come together in worship during this special time of year.

Staff and Student Faith Formation

Under the guidance of Father Andrew Grace, the faith formation of both staff and students remained central to the mission of our school. Regular school Masses and liturgies provided meaningful opportunities for spiritual engagement, deepening the connection between our school and Sacred Heart Parish.

Staff actively participated in their own faith formation through various experiences. This year, the Principal attended a three-day retreat, while the Assistant Principal and Religious Education Coordinator also took part in faith formation retreats. In addition, staff engaged in faith development through online modules and a formation day led by Mrs Gemma Hale (CEDWW), providing opportunities for deep reflection on faith and mission. These experiences allowed for personal reflection and spiritual renewal, strengthening their ability to lead and support the Catholic identity of the school.

For students, faith formation extended beyond the formal Religious Education curriculum. Through participation in school Masses, sacramental programs, prayer, and reflective discussions, they were immersed in a faith-filled environment that nurtured spiritual growth and a deeper understanding of Catholic traditions.

By taking an active role in preparing and leading liturgical celebrations, both students and staff continued to develop their connection to the faith, ensuring that Catholic values remained at the heart of our school community.

Social Justice

Our school remains deeply committed to social justice and responding to the needs of others. Throughout the year, each term focused on a different community need, with students actively engaged in fundraising, awareness-building, and giving to support those less fortunate through Catholic charities.

Mini Vinnies are a group of students who gather in their lunchtime for a small period of time to live the values of their faith and acts as an excellent output for nurturing their giving and compassionate natures. The group plans a range of activities through the year to support the work of St Vincent de Paul, specifically the Kooringal Conference, connected with our Parish.

In Term 1, our Lenten fundraising efforts were dedicated to Project Compassion. Students participated in various activities to raise funds for Caritas, supporting communities in need around the world. This focus on global outreach helped deepen our students' understanding of the importance of social justice. Term 2 saw our school come together for one of our biggest events of the year: the Morning Tea to raise money for the Cancer Council. Students, staff, and families contributed by preparing and enjoying delicious treats, with all proceeds going towards cancer research and support services. In Term 3, our Mini Vinnies group took the lead in organising a Pyjama Day, encouraging students to dress in their pyjamas to raise funds for those in need. The funds raised were directed towards supporting local initiatives that help families in crisis. In Term 4, our whole school community participated in the St Vincent de Paul Christmas Appeal, donating essential goods to support those who would otherwise go without during the festive season.

Through these acts of service and giving, students and staff also reflected on the importance of social justice as part of our Religious Education program, conversations, and learning opportunities. They learned the value of sharing resources, standing up for what is right, and caring for those in need.

The staff engage in outreach programs to support the community of Wagga Wagga. Throughout the year staff volunteered to cater for dinner at Lillier Lodge. Lillier Lodge is a residential home that provides accommodation for those who receive medical treatment (or their families) at the Wagga Hospital and live too far from their homes to travel on a daily basis. Such an act provides a sense of welcome and belonging for those involved and challenges the staff to continue to reach out to others who might be in need.

By connecting our social justice efforts to liturgical celebrations and other community events, we demonstrated the importance of missionary discipleship and living out the values of love, hope, and service.

Professional Learning in Evangelisation and Religious Education

Catholic Education Diocese of Wagga Wagga established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools across the Diocese.

In 2025, our staff continued to implement the Diocesan Catholic Education Charter, which articulates that we are communities of Welcome, Faith, Service and Learning. This document expresses definitively the purpose and priorities of our Catholic School.

This year has been a significant step forward in rebuilding and strengthening our Mater Dei community, with a strong focus on the Catholic Charter, particularly the pillar of Welcome. Every aspect of school life has been framed with the pillars of Welcome, Faith, Service and Learning , ensuring that all students, families, and staff feel a deep sense of belonging.

Our liturgical celebrations and special events, such as Mother's Day, Father's Day, and Grandparent's Day provided opportunities for families to come together with staff and students, sharing in both faith and friendship over morning tea and breakfast. We saw larger crowds than previous years and received a lot of positive feedback from our parent body.

Aligned with the pillar of 'Welcome', our Open Days and Nights allowed both prospective and existing families to engage with the life of the school. These initiatives have not only strengthened our Catholic identity but have also reinforced Mater Dei as a place of warmth, faith, and shared purpose.

A major focus for professional learning in Evangelisation and Religious Education was the Pedagogy of Wonder and Awe. Our staff have been embedding this pedagogical approach with a focus on building their understanding and capacity to implement this new pedagogy with confidence. Staff completed the online modules and formation experiences encouraging deep reflection on their faith and their shared vocation and mission. These experiences allowed for personal renewal and strengthened staff members in their role as faith leaders within the school.

Led by the Leadership Team, staff engaged in professional learning and relationship-building strategies to strengthen collaboration and develop a unified team with a shared purpose, aligned to the school's vision and mission and the Catholic Charter. A continued focus on the pillar of 'Welcome', fostered ongoing dialogue on how to more fully embody the Charter's values. This process led to the consideration of schoolwide and classroom initiatives to integrate these values into all aspects of life at Mater Dei Primary.

Through these efforts, our staff has been empowered not only to nurture their own faith but also to serve as powerful witnesses and faith leaders, creating a vibrant and welcoming Catholic community for both students and their families.

Section 6: Curriculum

At Mater Dei Catholic Primary School, we offer a transformative, faith-based education grounded in the CEDWW Education Charter's pillars of welcome, faith, service, and learning. Our holistic approach nurtures each student's intellectual, physical, emotional, and spiritual growth in a supportive environment.

Our teaching team delivers the educational program aligned with the NSW Education Standards Authority (NESA) Curriculum and for Religious Education, the Sharing our Story Curriculum is taught through an approach infused with the Pedagogy of Wonder and Awe. Religious Education is taught in our Catholic School from Kinder through to Year 6. Our students develop an understanding that God loves them, and they are invited to go deeper into this relationship through prayer and an understanding of scripture and Gospel values.

The Key Learning Areas (KLA's) of Religious Education, English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education are explored in depth throughout Early Stage One to Stage 3. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and Mater Dei implements the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

The new NESA Curriculum for Mathematics and English has been introduced and continues to be evaluated and refined in practice, with the support and coaching from Instructional Teachers of Literacy and Maths. This sequence of learning and teaching emphasises systematic synthetic phonics to build early reading fluency in Kinder to Year 2 (introduced in 2023). The English Curriculum for Year 3 to Year 6 (first taught in 2024), increases the focus on grammar, vocabulary, and decoding complex texts. Mathematics across Kinder to Year 6 (implemented in 2024), focuses on strengthening foundational knowledge, understanding sequencing, and numerical reasoning.

Our staff have been preparing for the new KLA Curriculum areas (to be implemented in 2027) for Science, HSIE, PDHPE and Creative Arts which prioritises the intentional building of background knowledge and vocabulary to ensure every child develops the "mental models" necessary for reading comprehension and critical thinking. A knowledge rich curriculum ensures that students are empowered to make meaningful connections with their world, fostering a sense of belonging and the cross-cultural understanding needed for global citizenship.

Our dedicated learning teams, including specialist literacy and mathematics teachers, a curriculum coordinator, counselors, inclusive education teacher and support staff, work collaboratively with the religion coordinator, assistant principal, and principal. Together, they design and implement educational opportunities that support our students, teachers, and families. Additionally, students enjoy regular library lessons, the integration of STEM, Information Technology, and specialist instruction in Sport, Health, Music, Drama, and Visual Arts.

Literacy Support

Aligned with the NSW English Syllabus, Mater Dei Catholic Primary provides targeted literacy support and intervention for students requiring additional assistance. This is delivered through our specialised Year 1 Reading Intervention, MiniLit, and MacqLit programs.

Specifically designed for students who have completed their first year of schooling, the reading intervention program supports Year 1 learners experiencing challenges with reading. Following evidence based reading research practices, the program employs a systematic and explicit instructional phonics model, utilising decodable texts to build foundational literacy skills. Lessons are delivered in small, needs-based groups for 30 minutes, multiple times per week, ensuring consistent and targeted support. Literacy instruction is aligned with the NSW English Syllabus spelling sequence to support integration with classroom learning.

MiniLit (Meeting Initial Needs in Literacy) is a research-based early intervention program designed to support young learners who are struggling with reading. Tailored for students in Year 2, MiniLit provides targeted instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program is structured to offer systematic and explicit teaching methods, ensuring that students build a strong foundation in essential literacy skills. Through engaging, evidence-based activities, MiniLit aims to boost students' confidence and reading abilities, setting them on a path for academic success. Perfect for small group settings, MiniLit complements classroom instruction and helps bridge the gap for students needing additional support.

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. It is ideal for students who fall in the bottom 25% of a standardised reading test or curriculum-based measure, and who have particular difficulties in the area of word recognition.

Mathematics Curriculum and Support

At Mater Dei Catholic Primary School, we teach Maths from the NSW Mathematics K-10 Syllabus (2022). This focuses on strengthening foundational numeracy, reasoning, and problem-solving through a streamlined, student-centered approach. Key highlights include a stronger focus on "Working Mathematically" across all strands, increased emphasis on place value, and the integration of multiplicative thinking from an earlier age. The whole school approach emphasises quality classroom teaching and learning of Mathematics. This new curriculum was implemented in 2023 for Kinder to Year 2, with Years 3 to 6 following in 2024.

The highlights of the new K–6 Mathematics curriculum center on the Working Mathematically outcome, which integrates understanding, fluency, and reasoning across all learning areas. In the early years, the focus shifts from simple arithmetic to conceptual additive relations, while the later primary years deepen knowledge of multiplicative relations and place value. The curriculum also redefines Measurement and Space to prioritise spatial reasoning and structural understanding alongside a data-driven approach to Statistics and Probability. Rather than relying on rote procedural rules, the content is

structured around developmental trajectories like partitioning and flexible grouping to support long-term mathematical growth.

We use Extending Mathematical Understanding (EMU) to monitor student learning in Numeracy to guide our teaching so we can ensure that students work on tasks that provide suitable challenges to drive their learning. Extending Mathematical Understanding (EMU) is an evidence-based, whole school approach for the teaching and learning of Mathematics. It is an essential element of our school to continually improve mathematical outcomes for students through the development of conceptual understanding of Mathematics.

All students engage in Maths Assessment Interviews (MAI) at the commencement of the school year. The MAI data provides valuable information for classroom teachers that allows their planned learning experiences to be targeted to the needs of their learners. It also supports the Instructional Teacher of Maths to target specific learning programs for students, and design professional learning for staff that responds to areas of identified risk and need. At risk students were identified and given support and intervention. The Instructional Teacher Maths works closely with teachers, with the sole purpose of improving teaching practice in order to increase student outcomes.

We recognise that for some students this may not be sufficient to enable them to thrive mathematically and may require more targeted support with their Mathematics learning at different points in their schooling. EMU Specialist Teachers are qualified specialists with a deep understanding of the learning process of Number and provide intervention for the most mathematically vulnerable students. The highly effective EMU intervention accelerates growth in conceptual understanding for the most mathematically vulnerable students to enable them to access the classroom curriculum.

The Extending Mathematical Understanding (EMU) Intervention Program builds on and is coordinated with classroom mathematics programs but involves additional levels of support and teaching aimed at accelerating students' mathematics learning. Each level of support represents an increase in intensity of teaching and assistance offered to a student by the EMU specialist teacher.

The three levels are:

Level 1. Advice provided to classroom teachers supplemented with Individual Learning Plans which outline learning goals and experiences that will boost students' learning. Ongoing monitoring of each student's progress is also provided.

Level 2. Advice provided for classroom teachers and in-class support for students supplemented with Individual Learning Plans outlining learning goals and experiences that will boost students' learning; and

Level 3. EMU intervention program for groups of 3 students (10-20 weeks) that is planned and taught by the specialist teacher and coordinated with a student's classroom mathematics program.

Library Resources
Students have ready access to a well-resourced library and have access to Information Technology through a one to one chromebook program which is used to integrate technology into KLA areas. Mater Dei Catholic Primary School implements a no homework policy, however, all students are encouraged to regularly read at home, and they are able to access quality programs such as Reading Eggs and Mathletics through the home environment.

Inclusive and Diverse Learning
Intervention Programs to assist students with additional needs include Mini- Lit, Maqu-Lit and Extending Mathematical Understanding (EMU) in Stage 1, Multi-lit in Stage 2, Maqu- Lit in Stage 3. The Inclusion and Diversity Teacher works closely with teachers and parents to develop personalised learning plans for students who were part of the Nationally Consistent Collection of Data (NCCD) program to ensure their particular needs were being accommodated and met within the regular class programs.

At times, students may need assistance to expand and develop their social and emotional skills in areas such as friendship issues and emotional regulation. Such needs are met through the work of our School Wellbeing Practitioners (CentreCare) through whole class, small group and individual sessions spending on the particular need.

Sporting Opportunities and Pathways
Throughout the year, students have the opportunity to participate in a broad range of sporting events. These experiences allow them to maximise their potential and develop their skills in both individual and team sports.

Sporting opportunities include school events such as Athletics Day and the Swimming Carnival, as well as Gala Days featuring a variety of sports, including soccer, touch football, AFL, and rugby.

Mater Dei is part of the Wagga Wagga Diocese Sport Pathways, which offers students from Years 3 to 6 the chance to develop their skills and talents in sport as an integral part of their academic, social, and physical development.

Through Diocesan sport, students can build confidence, self-esteem, and overall well-being, while also enhancing their sporting abilities. They have the opportunity to progress through various sporting pathways, with the potential to compete at Diocesan, State, and National levels.

Section 7: Student Performance in State-Wide Tests and Examinations

NAPLAN 2025 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2025, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	48	430	410
Reading	48	446	408
Writing	48	430	424
G&P	48	429	419
Spelling	48	432	416
Year 5			
Numeracy	53	487	499
Reading	53	502	496
Writing	53	485	486
G&P	53	506	506
Spelling	53	493	496

Section 8: Pastoral Care and Wellbeing

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well being Policy which is implemented by all schools of the Diocese. The implementation of this Policy is supported by CEDWW. The Student Wellbeing and Pastoral Care Policy (CEDWW) is attached **HERE**.

Mater Dei is a faith centred community that nurtures and inspires. At Mater Dei, pastoral care is viewed as an extension of the lived expression of our faith, and is the responsibility of clergy, staff, students and families.

The community is valued and the spiritual, social and emotional wellbeing of all members of our school is at the core of pastoral care. Initiatives and examples of pastoral care in action include:

● The Mater Dei Wellbeing Committee meets each week to support case management discussions and facilitate action plans for students who are experiencing difficulty socially, emotionally, or academically. Teachers identify students who may be struggling and make the appropriate referrals to the team. Leadership representatives, IDL Teacher, and Centrecare Wellbeing Practitioner personnel consider appropriate channels of support and communication with parents/carers and service providers, as needed.

● Small group workshops are undertaken by Centrecare Wellbeing Practitioners (as needed) in support of age appropriate social and emotional issues including: building friendship connections, zones of regulation, resolving conflict and strengthening social skills.

● Grade workshops with topics ranging from self-esteem development to anti-bullying and conflict resolution. These workshops are led by Centrecare Wellbeing Practitioners and supported by classroom teachers. Topics are determined by areas that require skill development for that year group, or can be suggested by the grade teachers to address topical issues they and their students are facing.

● Parent/Carer Workshops: are led by Centrecare Wellbeing Practitioners, or external providers (as needed) on topical issues designed to inform and upskill parents/carers in responding to contemporary issues facing our children.

● Parent/Carer Support: Technology advice, support and Protective Behaviours information is shared with families, as needed throughout the year to ensure parents/carers are equipped with the necessary information to support their children to manage issues which may emerge.

● High School Transition Program: facilitate a smooth transition to high school, sessions are run for Year 6 which allow them to develop the insights needed for Year 7. A skills focus is fostered, which enables students to consider how best to build healthy friendships, adopt anti-bullying approaches and develop organisational management techniques.

● Our Buddy Program: brings our Year 5 students together with Kindergarten students. To enhance a nurturing environment, Year 5 students are partnered with Kinders to help them settle into school and feel welcome. This also enhances the warm and welcoming atmosphere experienced by students from the classroom to the playground.

● The Student Representative Council: is led by our Year 6 Student Leaders and provides a student voice around a range of issues including wellbeing and service projects that are of interest or concern for the students.

Positive Behaviour Management

The Catholic Education Diocese of Wagga Wagga has established a Positive Behaviour Management Policy, which is implemented by all schools in the Diocese. The

implementation of this Policy is supported by CEDWW. The Positive Behaviour Management Policy is attached **HERE**.

Principals and school leaders play an active role in building a positive learning environment where the whole school community is inclusive, promotes a sense of belonging, is safe, respectful and connected. Schools promote restorative approaches and reconciliation to foster personal growth and responsibility.

School develop and implement systems of support and procedures that are:
● Reflective of multi-tiered systems of support, i.e include universal, targeted and individual approaches
● School-wide and based on positive behaviours for learning grounded in behavioural and prevention science principles
● Fair, equitable, inclusive, proportionate, and expressly prohibit the use of corporal punishment
● Considerate of the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.
● Based on procedural fairness
● Aligned to the CEDWW Student Wellbeing and Pastoral Care Policy, the Suspension, Transfer and Exclusion Policy and the Anti-Bullying Policy
● Not explicitly or implicitly sanctioning the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the schools.

Mater Dei Primary is committed to the development of the whole person: body, spirit, heart and mind. Our school aims to establish a community of care through:

- welcoming and including students and their families.
- respecting the dignity and uniqueness of each student.
- providing a safe, secure and stimulating environment conducive to learning.
- ensuring fairness and justice within appropriate discipline structures.
- promoting self-esteem and critical thinking in students.
- processes that allow parents to express their concerns or grievances.

The philosophy behind this work has been based on Positive Behaviours for learning. Positive Behaviour for Learning (PBL) is a framework that encourages high expectations, framed using positive statements and the language of expectation. Supports are established for students who need assistance to manage themselves and effectively contribute to a safe and supportive learning environment for all. Coupled with the Multi-Tiered System of Support, this framework establishes a continuum of support that helps students with diverse academic and social needs.

Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is supported by CEDWW. The Anti Bullying Policy is attached **HERE**.

School communities work together to educate, prevent and proactively address issues of student bullying in order to build respectful relationships, to create a safe and supportive school culture based on positive behaviours for learning.

All students and staff have the right to be treated with dignity, both online and offline, in an environment free from intimidation, violence, harassment, victimisation and discrimination. Bullying in any form is an unacceptable behaviour in any CEDWW school. Bullying, including cyber-bullying, can adversely affect the wellbeing of students (bully, victim and bystanders).

Initiatives Promoting Respect and Responsibility

Restorative Practice is a key element of the Positive Behaviour Management Policy, and is used as a tool for repairing damaged and hurt relationships. Teachers utilised the practice of affective questioning with students and encourage reflective practice and listening skills to foster a culture of reconciliation, forgiveness and healing following challenges.

Affective questions in restorative practices are structured, open-ended questions designed to address harm, promote empathy, and resolve conflict by focusing on feelings and impact rather than blame. These questions help participants reflect on their behaviour, understand the consequences, and determine how to make things right

Our School Representative Council provides an opportunity for students across each year level starting with year 2 upwards to develop leadership skills and contribute to creating an opportunity for student voice.

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is supported by the Catholic Education Diocese, Wagga Wagga. Please see the Complaints Handling Policy attached **HERE**.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for

WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site. The WHS Policy is attached **HERE**.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2023. In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

Priority Key Improvements for 2025

Implementation of the Education Charter: Enact the Charter in building an authentic Catholic community with a focus strengthening the Pillar of 'Welcome'.

- Engaging and partnering with Parents to provide a welcoming school community. In 2025 we hosted: Welcome Afternoons and Evenings; Meet the Teacher; Welcome evening for Kindergarten families and new families; Mother's Day and Father's Day breakfasts followed by liturgies; Grandparents' Day and morning tea; School musical; Book week parade; Invitations to Friday Assemblies for PBL awards; Sporting events.
- Staff Formation Day: The focus of day was on Evangelisation, Mission, Encounter and Discipleship through the lens of Luke's Gospel .
- Staff Professional Learning on unpacking and living our Vision and Mission
- Positive Behaviours for Learning: Lessons across the school to further embed and teach behaviour to support engagement.
- PBL Awards have been presented at Assemblies with Parents/Carers in attendance.

- Celebrations of positive behaviour across year groups, is routinely embedded every term.

Religious Education Program: 'A Pedagogy of Wonder and Awe'

- Emphasis on the holistic development of students, intellectually, morally, and socially.
- Strengthening a culture of staff, classroom prayer, liturgies and Masses.
- Building staff capacity and confidence with support of the Evangelisation and Religious Education Team from CEDWW.
- Classroom Visits and Learning Walks to watch RE learning in action.
- Consideration of staff professional learning needs and opportunities for 2026.
- Review of dedicated RE Resources for 2026.

TransFORMATIVE Learning: Using Transformative learning pedagogy to inform schoolwide approaches to curriculum reform, wellbeing and all aspects of the learning community.

- Integration of Reading Intervention Assessment Tool - Dibels has been integrated as an assessment tool for oral reading fluency and vocab development from Year 1 to Year 6.
- PDHPE content mapping and scope and sequence in alignment with new Curriculum.
- Guided Literacy Instruction and explicit co-teaching support using mentor texts.
- Development of a school wide spelling program (to be continued for 2026).
- Developing data literacy, undertaking NAPLAN analysis to inform learning and teaching priorities, shape intervention and guide formative assessment practice.
- Review of dedicated Reading Resources - Decodables for take home readers required.

Wellbeing for Learning Framework: a whole school approach to wellbeing including Positive Behaviours for Learning.

- Use of CED3 data to track minor and major behaviour concerns - Compass Chronicles.
- Student Wellbeing Interventions: social stories, friendships and restorative practice.
- Continue developing student understanding of PBL affirmations and expected behaviours (continue for 2026).
- Enhance Parent Partnerships and understanding of PBL Expected Behaviours (continue for 2026, make visible our values matrix).
- PBL Affirmations and Awards (continue for 2026)

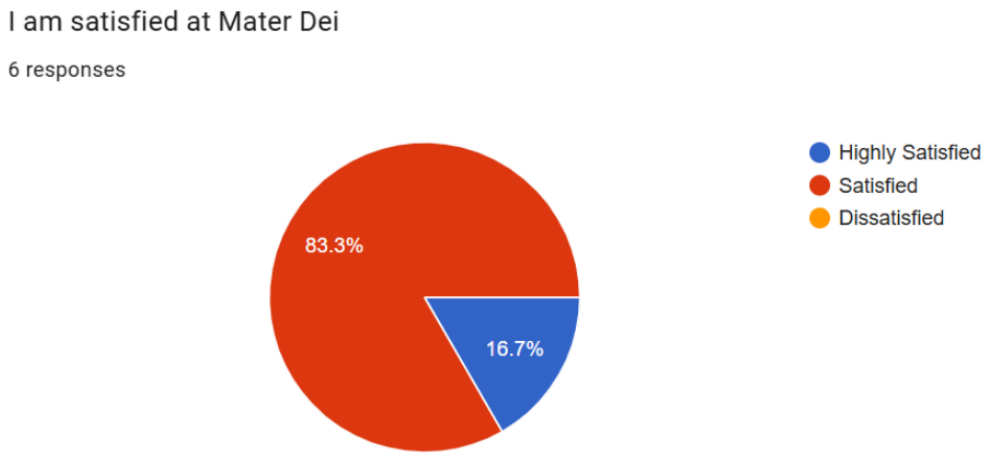
Section 10: Parent and student Participation

Parents are the primary educators of their children and are always welcome at Mater Dei Primary School. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students.

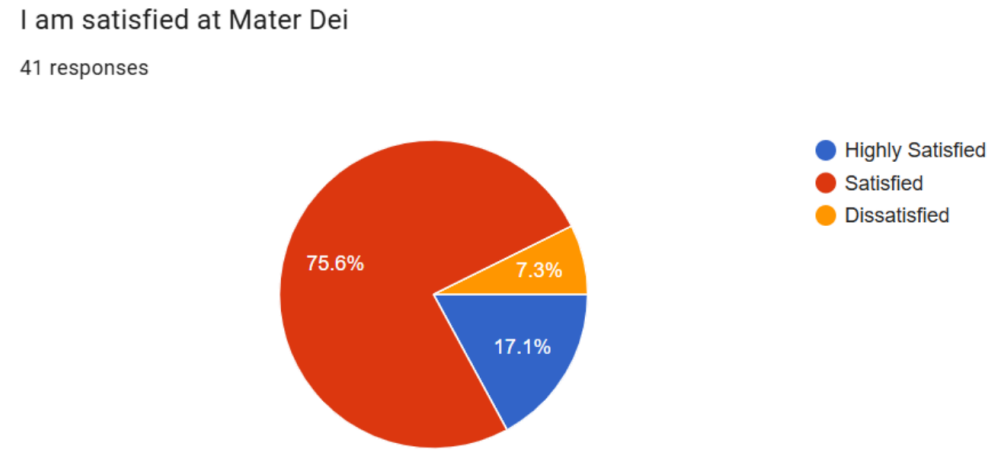
The School Advisory Council has continued to meet throughout the year to provide timely advice and support to the Principal and the Leadership Team. The Parents and Friends Subcommittee is a great asset to the school and operates in support of major fundraisers or events. Successful fundraising from the Major Raffle and the Golf Day has allowed for significant funds to be allocated to school improvement initiatives such as a filtered, chilled water station, as well as classroom desk refurbishment.

The School Captains and Sport Captains leadership roles also involve listening to the student body as well as working with teachers to maintain a safe and supportive school environment. This year, the principal developed and led a new student leadership program.

Parent Satisfaction



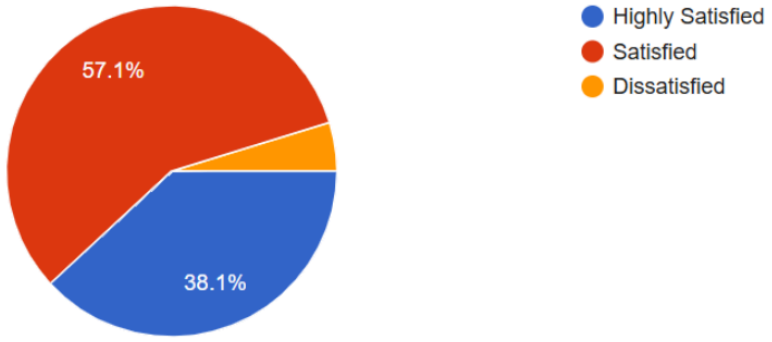
Student Satisfaction - Year 5 (2025)



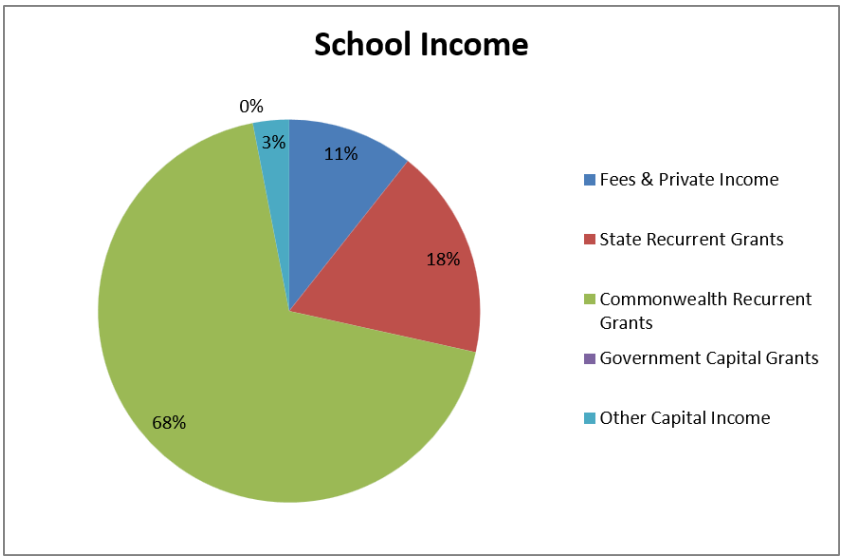
Teacher Satisfaction

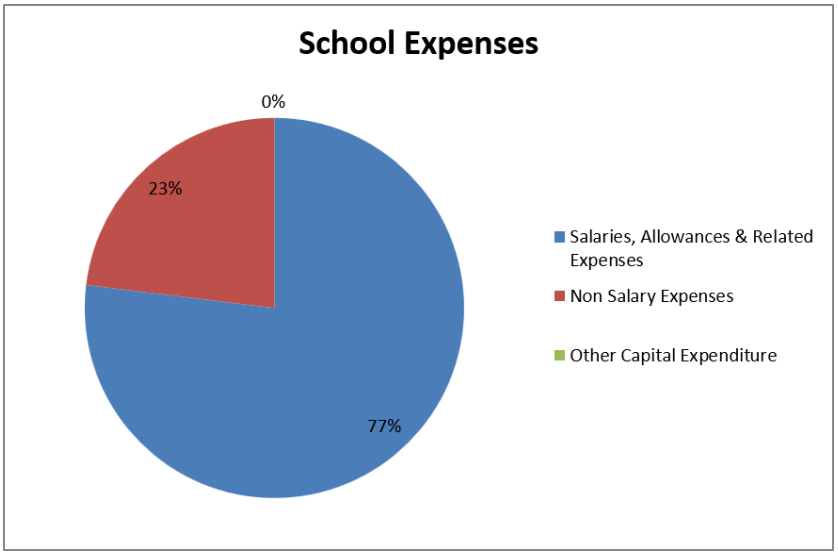
My satisfaction level at Mater Dei Primary is:

21 responses



Financial Report 2025




School Expenses
0%
23%
77%
Salaries, Allowances & Related Expenses
Non Salary Expenses
Other Capital Expenditure