

As a requirement of the Australian Government Programmes for Schools Quadrennial Administrative Guidelines for 2005-2008, all schools must ensure that its School Performance Information is made publicly available to the school community within six months of the completion of the program year – 30 June 2009. Following is the report for Mater Christi College, Registered School Number 1644.

Staff attendance

According to the August 2008 Census of Non-Government Schools, Mater Christi College had a total of 96 (83.5 full time equivalent) teaching staff.

The teacher attendance rate was 87.77%

Staff retention

Seven permanent members of the teaching staff (8.3%) retired, resigned, relocated and/or took up new challenges in other education institutions.

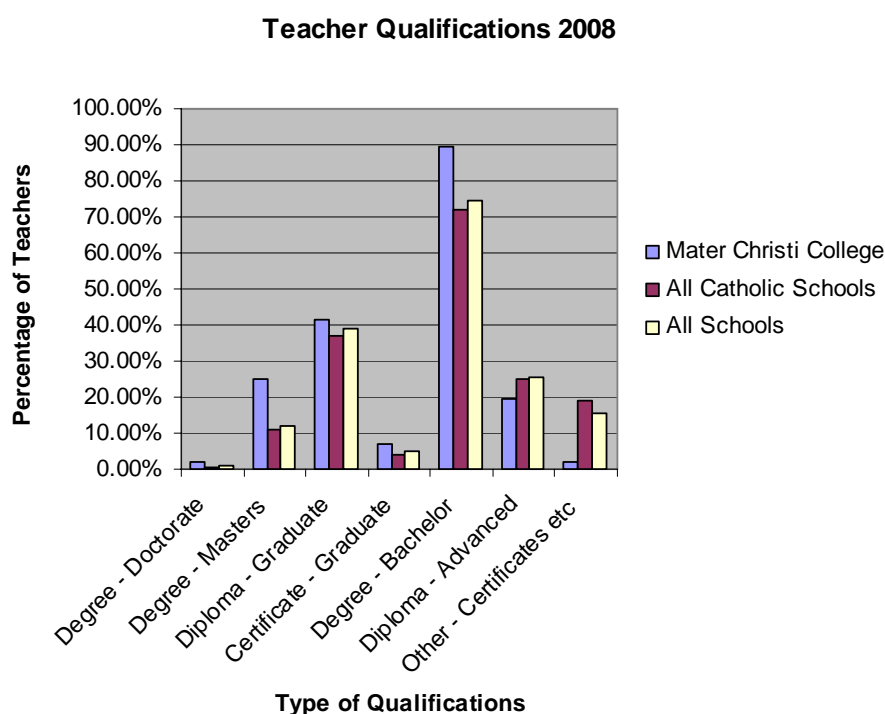
The proportion of teaching staff retained from the previous year was 86.67%.

The College farewelled two members of the teaching staff who were on fixed term and replacement contracts covering staff on Long Service Leave.

Teacher qualifications

All Mater Christi College teaching staff are fully qualified and registered to teach with the Victorian Institute of Teaching (VIT). Teachers holding VIT registration have met professional practice standards and are required to renew their registration every five years. The requirements for registration with VIT can be located in detail at their website - www.vit.vic.edu.au.

Figure 1 (Source: Catholic Education Victoria Network)



Many staff at Mater Christi have attained significant post graduate qualifications, with almost 50% holding post graduate Diplomas and Certificates and over 25% holding Masters/Doctorate Degrees. Others are continuing to attain further qualifications. This shows a strong commitment by Mater Christi staff to lifelong learning, despite the imposition on personal time and the additional financial burden.

Expenditure and teacher participation in professional learning

All 139 (121.2 full time equivalent) staff participated in a number of professional learning activities throughout the year, both internally and externally. Total expenditure for the 2008 year was \$111,247.70.

For teaching staff there was a total expenditure of \$82,884.29, with an average of \$863.38 per teaching staff member.

Professional learning involved whole staff sessions within the school and individual staff attendance at conferences, both local and overseas, seminars and workshops.

Whole staff sessions focused on classroom management, Policies & Procedures, School Improvement Framework and e-Learning/Interactive Whiteboards. Conferences, Seminars and Workshops covered both subject specific sessions, such as new methods in the teaching of particular disciplines to more generalist options that focused on general classroom practice and student learning.

As in 2007, teachers continued with professional development opportunities in the area of workshops run by the International Baccalaureate as part of the ongoing implementation of the Middle Years Program (MYP). Staff developed their own professional learning plans from performance feedback, especially through the Mater Christi College 'Third Voice' program.

Several staff also participated in individual self funded or Catholic Education Office sponsored study programs.

Student attendance

Student attendance during 2008 averaged 96.89% each day. This equates to an average of 32 students absent on each day. (Source: MCC Synergetic Management System)

At the August 2008 Census there were 1029 students enrolled at the College.

The College utilises Personal Digital Assistants (PDA) which provide for 'real time' marking of student attendance. A Short Messaging Service (SMS) is sent to parents/guardians when an unexplained absence occurs.

Proportion of students meeting national benchmarks at Years 7 & 9

Mater Christi College students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests conducted by the Victorian Curriculum and Assessment Authority (VCAA), in Years 7 and 9. The College is provided with summary data (according to VELS) on achievement levels in Reading, Writing, Spelling and Mathematics.

Figure 2 on the following page provides summary data on achievement of levels in Reading, Writing and Spelling as measured by Year 7 and Year 9 NAPLAN testing. Comparison is made with 'Like' Catholic schools based on percentage of students with LBOTE and 'All Schools' which includes all Victorian Catholic schools.

Figure 2

| | | 2008 | | 2007 | | 2006 | |
|---------------------------|--------------|--|-----------------------------------|--|-----------------------------------|--|-----------------------------------|
| | | % At or above expected VELS Level | % Above National Benchmark | % At or above expected VELS Level | % Above National Benchmark | % At or above expected VELS Level | % Above National Benchmark |
| AIM YR 7 - ENGLISH | | | | | | | |
| Reading | MCC | 66.7 | 99.5 | 74.7 | 98.9 | 68.1 | N/a |
| | Like schools | 61.2 | 98.9 | 69.2 | 96.0 | 69.4 | N/a |
| Writing | MCC | 72.3 | 99.0 | 74.7 | 100.0 | 84.7 | N/a |
| | Like schools | 71.9 | 98.1 | 70.2 | 99.9 | 72.9 | N/a |
| Spelling | MCC | 67.2 | 100.0 | 64.0 | N/a | 63.8 | N/a |
| | Like schools | 66.8 | 97.8 | 60.9 | N/a | 61.9 | N/a |
| AIM YR 7 - MATHS | | | | | | | |
| Maths | MCC | 61.5 | 100.0 | 71.5 | 91.6 | 63.8 | N/a |
| | Like schools | 62.1 | 99.2 | 69.3 | 89.6 | 63.8 | N/a |
| AIM YR 9 - ENGLISH | | | | | | | |
| Reading | MCC | 78.7 | 96.5 | 69.6 | N/a | 66.1 | N/a |
| | Like schools | 77.9 | 98.6 | 68.6 | N/a | 71.3 | N/a |
| Writing | MCC | 45.4 | 97.9 | 87.8 | N/a | 83.6 | N/a |
| | Like schools | 39.2 | 97.8 | 76.1 | N/a | 75.5 | N/a |
| Spelling | MCC | 48.6 | 95.7 | 58.0 | N/a | 63.0 | N/a |
| | Like schools | 54.9 | 96.6 | 56.2 | N/a | 59.0 | N/a |
| AIM YR 9 - MATHS | | | | | | | |
| Maths | MCC | 49.6 | 99.3 | 57.4 | N/a | 58.8 | N/a |
| | Like schools | 46.3 | 98.9 | 47.1 | N/a | 48.9 | N/a |

Changes in national benchmark results from the previous year at Year 7 & 9

In comparing the Year 7 2008 cohort with the Year 7 2007 cohort:

0.6% more of the 2008 cohort are above the national benchmark in Reading.

1% fewer of the 2008 cohort are above the national benchmark in Writing.

8.4% more of the 2008 cohort are above the national benchmark in Maths

Other comparisons between cohorts are not possible at this stage in the history of this testing.

Changes in national benchmark results within cohort over two years

Comparisons with the national benchmark for cohorts is not possible at this stage, however, a comparison with "Like Schools" provides some data on changes over the two years. This data does not reflect changes to the student cohorts over the two years, nor any change from AIM tests of 2006 to NAPLAN tests of 2008.

Reading:

In 2006, Year 7 was 1.3% below like schools; In 2008 Year 9 was 0.8% above like schools

Writing:

In 2006, Year 7 was 11.8% above like schools; In 2008 Year 9 was 6.2% above like schools

Spelling:

In 2006, Year 7 was 1.9% above like schools; In 2008 Year 9 was 6.3% below like schools.

Maths:

In 2006, Year 7 was equal to like schools; In 2008 Year 9 was 3.3% above like schools

Value added

The College provided a Catholic-faith community, based on the Benedictine and Good Samaritan traditions for students to experience, encounter and respond to the Gospel message so that they will develop as “informed and compassionate women of faith who will participate actively and creative in the affairs of society”.

In addition to a formal religious education program in Years 7 to 12, students participated in school liturgies, especially celebrating the Church Seasons, prayers, reflections, retreat programs and community days. In 2008, World Youth Day and Days in the Diocese events provided a unique opportunity for young students to enrich their faith awareness.

Pastoral care is offered through seven Houses where students are supported to meet their unique challenges and learning responsibilities in a supportive environment. The Student Leadership Certificate was introduced to provide opportunities for students to articulate and develop leadership skills.

Additionally, a co-curricular program is provided for all students to experience diverse learning challenges to extend talents and skills in areas such as the Arts, sports, public speaking, leadership and community service.

A complete description of these and many unique opportunities offered to our students can be found on the College website, in its newsletters, annual magazine, Annual Report of the Principal and curriculum guide. Individual achievements are recognised and celebrated in home groups, assemblies and in College publications throughout the year.

Average standardized results at Year 9

The median score is the middle score obtained by Year 9 students at Mater Christi College, e.g. when all the scores are ranked from highest to lowest, half the scores will be above and the other half will be below the median. The median score generally will be between 4.5 and 6. The average NAPLAN standardised results in 2008 were:

| | |
|-------------|------|
| Reading | 5.46 |
| Writing | 4.89 |
| Spelling | 4.87 |
| Mathematics | 5.05 |

Senior secondary outcomes

One hundred and twenty two students (100%) successfully completed their final year of studies in VCE Programs. Four students completed combined VCAL and VCE programs. The median VCE study score was 32

Highlights include:

- Over 30% achieved a TER of 80 or higher
- Over 50% received a TER of 70 or higher
- 96% of applicants were offered a place for tertiary study. Round 1 offers included:
 - 70 offers to university
 - 10 offers to independent tertiary colleges
 - 23 offers to TAFE
- 84 study scores of 40 and higher
- Of the Year 11 students undertaking Unit 3 & 4 studies, 17 received scores of 40 or higher
- Perfect Scores were achieved in 2008 for 2 students in Maths Methods-CAS and Psychology
- Perfect scores were achieved in Year 11/2007 contributing to ENTER in 2008 for 3 students in Economics, Health & Human Development and Studio Arts

- 5 students were short listed for VCAA Seasons of Excellence, 3 in Top Arts (Design & Technology) and 2 in Top Acts (Dance & Music)

Year 9 – Year 12 student retention

Of the cohort of students who were in Year 9 in 2005, 69.15% of those students remained with the College through to completion of Year 12.

Post-school destinations

Mater Christi College provides a pathways program to further learning at universities, TAFE colleges, traineeships and apprenticeships, or employment.

On Track Survey Data

| In Education and Training | as at April 2009 |
|--------------------------------------|-------------------------|
| University enrolled % | 55% |
| TAFE/VET enrolled % | 13% |
| Apprentice/Trainee % | 3% |
| Not in Education and Training | |
| Employed % | 14% |
| Looking for work % | 2% |
| Deferred % | 11% |

The On Track data relates to the exit students at the end of 2008. The information demonstrates that students are moving forward from the College to opportunities of further learning, employment or “GAP” year experiences.

Parent, student and teacher satisfaction

Parent satisfaction is qualitatively demonstrated through the following:

- Reports from enrolment interviews of high satisfaction
- Strong levels of attendance for school functions, especially Progress and Information Meetings
- Regular volunteers who support canteen, camps, sporting, drama and music performances
- Positive feedback to College leaders for management and support through critical incidents, discipline matters and emergency events
- Positive perceptions generally from recent survey, especially highlighting student safety and homework practices

Teacher satisfaction is qualitatively demonstrated through:

- High retention level
- Strong commitment to pastoral, co-curricular and staff support activities
- High level involvement in professional development, training and ongoing study opportunities
- Learning, Empathy and Engagement factors were well balanced in recent survey, with higher than average results for morale, discipline procedures, professional growth and job satisfaction

Student satisfaction is qualitatively demonstrated through:

- Pride in school community
- Strong participation in co-curricular and optional activities
- Support for initiatives such as Student Leadership Certification/Peer Mediation, Outreach Ministry activities, "Tinnies for Vinnies" and Mater Idol
- High level participation in Student Leadership Certificate program
- Positive experiences generally, especially highlighting peer connectedness, school safety and classroom behaviours as per recent survey

Financial Performance for the year ended 31 December 2008

| Reporting Framework | Accrual \$ |
|--|-----------------------------|
| Recurrent income | Tuition (includes boarding) |
| School fees | 2,880,208 |
| Other fee income | 2,639,244 |
| Private income | 236,794 |
| State government recurrent grants | 1,646,104 |
| Australian government recurrent grants | 5,742,301 |
| Total recurrent income | 13,144,651 |
| Recurrent expenditure | Tuition (includes boarding) |
| Salaries, allowances and related expenses | 9,118,040 |
| Non salary expenses | 5,181,582 |
| Total recurrent expenditure | 14,299,622 |
| Capital income and expenditure | Tuition (includes boarding) |
| Government capital grants | 206,070 |
| Capital fees and levies | 569,306 |
| Other capital income | - |
| Total capital income | 775,376 |
| Total capital expenditure | 465,659 |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | Tuition (includes boarding) |
| Total opening balance | 10,844,499 |
| Total closing balance | 10,847,848 |

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2009, which may ultimately change the method of reporting these exclusions.