



## School Performance Data

▶ **2009**



**Tel: 08 9405 4777**

## Faith With Courage

*Within this motto we have tried to capture something of the essence of the life of Mary. At the same time we wished the motto to encapsulate a message or theme on which our youngsters can base their approach to life.*

*Mary is the supreme example for the human race of a faith filled response to the Word of God. In effect, by her actions, she accepted the gift of **SALVATION** on behalf of the human race. It is most likely that she did so in confusion and lack of full understanding. In this context the strength and depth of her FAITH is all the more remarkable.*

*Mary's faith continued to develop throughout her life and did so at times in the face of great personal sadness and difficulty. She showed great **COURAGE** in holding onto and being open to the growth of her faith. Many of us have faith but sometimes lack the courage to fully live it out.*

*Thus we hope and pray that all within the Mater Dei Community will strive to emulate Mary in the manner in which she responded to God's gift of Faith and in the courage she displayed in living it out.*

*We believe that the theme of the Motto is applicable to all our lives in a variety of ways.*

*Mater Dei College believes in the dignity and the nurturing of the individual and seeks to follow, with courage, Mary's example of faith.*

## Philosophy

Mater Dei College  
believes in the dignity  
and the nurturing  
of the individual  
and seeks to follow,  
with courage,  
Mary's example of faith.

### Mater Dei College

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## School Performance Data

### 1. Contextual information:

Mater Dei College is a Catholic co-educational college serving the northern coastal region of Perth, with approx 1050 students from Year 7 to 12. The College has a focus on Faith, Learning, Service and Community.

The College offers the Ballaruk Bursary to encourage Aboriginal enrolments. The wide ranging curriculum and co-curricular activities provide for a range of learning needs and cultural and recreational interests. This includes the Creative and Performing Arts, Information and Communications Technologies and Design & Technology as well as the traditional core subjects.

The study of Japanese and Indonesian is undertaken by all students in Years 7 to 9, and is available in the upper school as a Curriculum Council endorsed Certificate II course or a WACE course. Student exchange programs with Japan are features of the LOTE program. VET courses are promoted strongly.

The vertical homeroom structure is a feature of a pastoral care program well supported by the College community. Parental involvement in the College management and a range of committees and voluntary involvement is a feature of the College.

An holistic education is provided at the College where independent learning is encouraged, as is a commitment to personal best within the context of 'Learning for Life'.

### 2. Teacher standards and qualifications:

Associate/Graduate/Post-graduate Diploma: 67  
 Bachelor Degree: 141  
 Masters Degrees: 18  
 PhD: 2  
 TAFE Certificate (3 or 4): 13  
 Teacher's Certificate: 7

Teachers with at least Bachelor degree qualification: 71  
 Teachers with post-graduate qualifications: 59

### 3. Workforce composition:

	Female	Male	Total
Teaching*	44	41	85
Non-Teaching*	28	11	39
Total	72	52	124

Includes 1 Indigenous staff member

\*Includes Part-time staff

### 4. Student attendance:

2009 Attendance: 93.9%

(10697 absence days out of 175558 student days)

### 5. Senior Secondary Outcomes:

The Class of 2009 results indicated that 16% of our students excelled in their Tertiary Entrance Examinations gaining a high Tertiary Entrance Rank with a further 70% qualifying for University entry. The top Tertiary Entrance Rank was 99.05 with fourteen students achieving Tertiary Entrance Ranks in the 90s. A number of significant scholarships were awarded to students in Business, Health and Education.

Of special note are the strong performances in TEE English and Economics and in Beliefs and Values. In particular, the College achieved in the top 10% in the latter two. All students at the College study Beliefs & Values as part of the College's own graduation requirements.

The Class of 2009 achieved a 100% graduation rate.

### 6. NAPLAN Information:

Comparing results from 2001 to 2009 with 'like' schools, the performance trend for Mater Dei parallels these schools.

For the period 2005 to 2009 progress for Years 7 to 9 has been as expected although the mean after 2007 was lower than before 2007. There is a greater spread of the middle 50% compared to like schools. Compared to schools categorised as 'like', schools across the state and across the nation, the 2009 Year 9 cohort performed at the same level in the top two bands and better than such schools in the next 3 bands. More than 95% of students are above minimum standards.

Comparison with the 20% 60% 20% typical distribution:

(low, middle, high)

Reading: 14% 66% 21%

Writing: 11% 75% 14%

Numeracy: 14% 60% 26%

### 6. NAPLAN Information (continued):

Proportion of students below minimum standard (2009):

Reading: 3.7% (7 students)

Writing: 5.3% (10 students)

Numeracy: 0.5% (1 students)

Changes in benchmark results from the previous year

Proportion of students below minimum standard (2008):

Reading: 2.6% (5 students)

Writing: 6.9% (13 students)

Numeracy: 1.6% (3 students)

### 7. Parent, student and teacher satisfaction:

A measure of parent satisfaction is the involvement of parents in the life of the school. Mater Dei is proud of the activities of parents including the P&F in supporting House Days, Athletics, Performance Evenings and Community gatherings. There is also active engagement of parents in assisting with Exam supervision and volunteering to work on committees and advisory groups. There are 30 parents on the permanent Uniform Shop/Canteen volunteer roster!

The 2009 survey of Year 12 graduands revealed a very high level of satisfaction with the programmes provided both in and out of class and with the facilities available.

Teacher satisfaction can be measured by the proportion of staff continuing at the College each year. The turnover for 2009-2010 was 6 out of approximately 110 staff.

### 8. Post-School Destinations

For the Class of 2009 the proportions of students moving on to particular destinations were:

- University – 65%
- TAFE (includes apprenticeship/traineeship)– 31%
- Employment – 3%

### 9. School Income:

