

## 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

**2012**



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### 1. Contextual information:

*Mater Dei College is a Catholic co-educational college serving the northern coastal region of Perth, with approximately 1020 students from Year 7 to 12. The College has a focus on Faith, Community, Service and Learning.*

*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 Indonesia and 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: 58  
Bachelor Degree: 107  
Masters Degrees: 18  
PhD: 2  
TAFE Certificate (3 or 4): 13  
Teacher's Certificate: 5

Teachers with at least Bachelor degree qualification: 61  
Teachers with post-graduate qualifications: 67

### 3. Workforce composition:

	Female	Male	Total
Teaching*	40	40	80
Non-Teaching*	36	10	46
Total	76	50	126

Includes 1 Indigenous staff member  
\*Includes Part-time staff

### 4. Student attendance:

2012 Attendance: 96.6%  
(6829 absence days out of 201 055 student days)  
Student absences must be explained through a note from parents. Student absences are included on each Student report posted to parents.

### 5. Senior Secondary Outcomes:

Statistics for students with an ATAR (includes students not aiming for university studies):  
Number of students with  $\geq 4$  unit pairs at stage 2: 129  
Number of students with ATAR  $\geq 80$ : 44  
Number of students with ATAR  $\geq 70$ : 77  
Number of students with ATAR  $\geq 65$ : 88

Median ATAR: 72

The Class of 2012 achieved a 98% graduation rate.

### 6. NAPLAN Information:

Comparing results from 2001 to 2012 with 'like' schools, the performance trend for Mater Dei generally parallels these schools.

Comparison with all schools across Australia against the 20% 60% 20% (low, middle, high) typical distribution:

	low	middle	high
<b>Year 7</b>			
<b>Reading:</b>	2%	74%	24%
<b>Writing:</b>	9%	75%	16%
<b>Numeracy:</b>	3%	80%	17%
<b>Year 9</b>			
<b>Reading:</b>	4%	79%	17%
<b>Writing:</b>	21%	69%	10%
<b>Numeracy:</b>	3%	72%	15%

### 6. NAPLAN Information (continued):

*Proportion of students below minimum standard (2012):*

	Reading	Writing	Numeracy
<b>Year 7</b>	2.6%	5.2%	1.0%
	(5 students)	(10 students)	(2 students)
<b>Year 9</b>	2.2%	1.6%	0.54%
	(4 students)	(3 students)	(1 student)

*Proportion of students below minimum standard (2011):*

<b>Year 9</b>	1.7%	2.2%	0.56%
	(3 students)	(4 students)	(1 student)

### 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 2012 survey of Year 12 graduands revealed a level of satisfaction with the programmes provided both in and out of class and with the facilities available rated as 'very high'.

Teacher satisfaction can be measured by the proportion of staff continuing at the College each year. The departure rate for 2012-2013 was 3 out of 126 staff.

### 8. Post-School Destinations

For the Class of 2010 the proportions of students moving on to particular destinations were:

- University – 68%
- TAFE (includes apprenticeship/traineeship) – 21%
- Employment (includes 'gap' year) – 11%

### 9. School Income (2012):

Federal Government: 45%  
State Government: 24%  
School Fees: 26%  
Other Income: 5%