



**MAZENOD  
COLLEGE**

**SCHOOL PERFORMANCE  
REPORT**

**2025**

# PART 1. PUBLICATION OF INFORMATION RELATING TO SCHOOLS

## 1. CONTEXTUAL INFORMATION

Mazenod College is a Catholic boys' secondary school (Year 7 to Year 12) set in the hills of Perth with approximately 860 students, including more than 90 boarders. Mazenod College was founded in 1966 by the Oblates of Mary Immaculate and has a long and proud tradition in education with an ongoing commitment to the local community as well as many other communities from which our students come, spanning all corners of the state.

The College offers a broad curriculum, including Gifted and Talented, Specialist Science, Specialist Band programs, providing numerous opportunities for students to harness their unique talents and skills in their pursuit of personal excellence.

The Senior Secondary MyPath program provides great flexibility for study pathways that meet the needs of students.

Catholic values are at the centre of education at Mazenod as we attend to the spiritual, wellbeing, emotional and intellectual needs of our students.

Our students have graduated from Mazenod to explore all parts of the globe as confident, well-rounded and successful young men. They have entered all facets of community life ranging from the theatre to the elite sporting arena, and to international diplomacy.

Staff and parents work together to ensure that when our young men leave the College they will be prepared to make a positive difference in their world.

Source: [www.myschool.edu.au](http://www.myschool.edu.au)

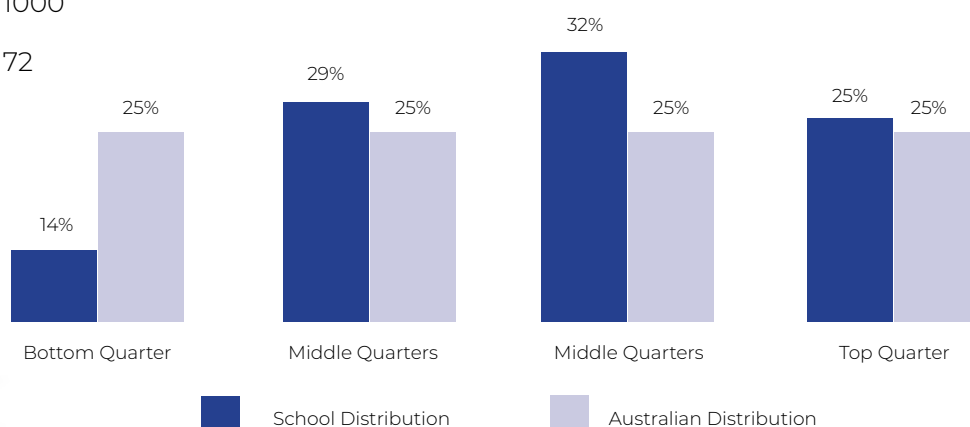
### Student Background

#### Index of Community Socio-Educational Advantage. (ICSEA)

|                     |      |
|---------------------|------|
| School CSEA Value   | 1060 |
| Average ICSEA Value | 1000 |
| School CSEA Value   | 72   |

Source: [www.myschool.edu.au](http://www.myschool.edu.au)

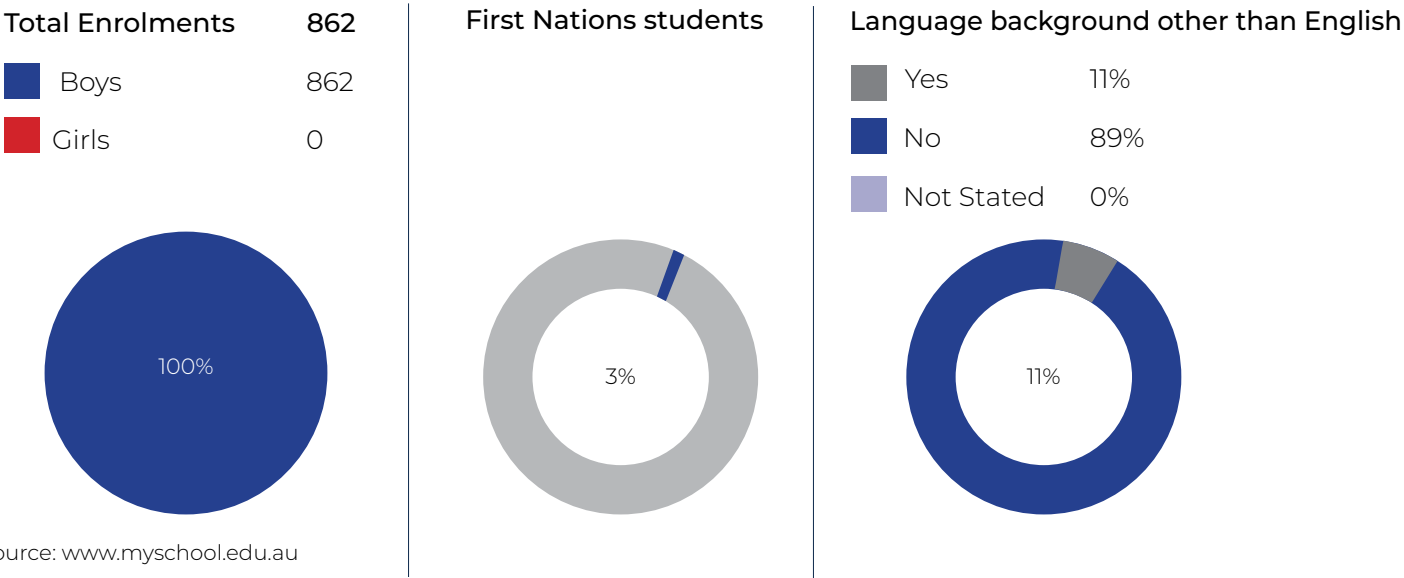
#### Distribution of Socio-Educational Advantages (SEA)



Percentages are rounded and may not add to 100

# Students 2025

Full-time Equivalent Enrolments 862



## 2. TEACHER STANDARDS AND QUALIFICATIONS

Mazanod College is committed to attracting and retaining high-quality, qualified and experienced staff across the College.

All Teaching staff are registered with the Teachers Registration Board of Western Australia (TRBWA).

The College provides ongoing opportunities for professional growth and development for all staff

to foster an environment that supports academic excellence and emotional well-being, and upholds the standards of care, safety and wellbeing of students.

All staff also have the opportunity to complete CEWA Accreditation courses to understand their roles in a Christ centred education community.

| Qualification                  | 2025 |
|--------------------------------|------|
| Bachelor Degree or equivalent  | 61   |
| Graduate Diploma or equivalent | 30   |
| Masters                        | 23   |
| PhD                            | 0    |
| Certificate I                  | 1    |
| Certificate II                 | 5    |
| Certificate III                | 4    |
| Certificate IV                 | 18   |
| Diploma / Advanced Diploma     | 3    |

### 3. WORKFORCE COMPOSITION

Unless specified, the following represent staff numbers, not FTE of staff employed.

| Teaching staff                              | Support staff                               |
|---------------------------------------------|---------------------------------------------|
| <b>75 Staff</b> (Full time equivalent 73.5) | <b>83 Staff</b> (Full time equivalent 52.4) |
| <b>47 (63%) Male Staff</b>                  | <b>28 (34%) Male Staff</b>                  |
| <b>28 (37%) Female Staff</b>                | <b>55 (66%) Female Staff</b>                |
| <b>0 Indigenous Staff</b>                   | <b>2 Indigenous Staff</b>                   |

\*Workforce composition is based at time of Census 2025 (August 2025).

### 4. STUDENT ATTENDANCE AT SCHOOL

The College records daily attendance for all enrolled students for each day the school is open for instruction. Student Attendance is monitored during Form and each Period.

The overall average student attendance rate for 2025 was 91%.

When a student is absent from school the College requires that parents / guardians make contact with the College administration on the day of the absence. Parents / guardians are asked to provide written notification of anticipated absences or unexplained absences. Students' unexplained absences are followed up initially by SMS and then phone calls by College Administration staff.

Heads of Year and Deputy Principals monitor students who are frequently late or absent.

Students who fall below 90% attendance are deemed to be at-risk and reasons for the absence is investigated.

When a student's absence is identified as a concern, staff (Heads of Year, Deputy Principal, Psychologists and Teachers) work collaboratively with the student and parents to develop and implement strategies to restore satisfactory attendance.

Information on the number of days absent is included in the Interim and Semester Reports.

| Year       | Attendance (%) |
|------------|----------------|
| 7          | 92             |
| 8          | 90             |
| 9          | 89             |
| 10         | 90             |
| 11         | 91             |
| 12         | 91             |
| <b>All</b> | <b>91%</b>     |

Source: [www.myschool.edu.au](http://www.myschool.edu.au)

**91%**  
**ATTENDANCE RATE**

## 5. NAPLAN OUTCOMES

NAPLAN participation for Mazenod College is **100%**

NAPLAN participation for all Australian students is **95%**

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then.

| Year 7                | All Australian School's Average |      |      |      | Mazenod College |      |      |      |
|-----------------------|---------------------------------|------|------|------|-----------------|------|------|------|
|                       | 2022                            | 2023 | 2024 | 2025 | 2022            | 2023 | 2024 | 2025 |
| Numeracy              | 546                             | 538  | 540  | 545  | 569             | 569  | 539  | 556  |
| Reading               | 543                             | 536  | 535  | 538  | 547             | 552  | 529  | 536  |
| Writing               | 530                             | 534  | 540  | 538  | 525             | 538  | 518  | 538  |
| Spelling              | 547                             | 539  | 540  | 542  | 546             | 548  | 537  | 537  |
| Grammar & Punctuation | 533                             | 539  | 537  | 539  | 538             | 550  | 519  | 531  |

| Year 9                | All Australian School's Average |      |      |      | Mazenod College |      |      |      |
|-----------------------|---------------------------------|------|------|------|-----------------|------|------|------|
|                       | 2022                            | 2023 | 2024 | 2025 | 2022            | 2023 | 2024 | 2025 |
| Numeracy              | 584                             | 568  | 565  | 573  | 618             | 604  | 591  | 609  |
| Reading               | 578                             | 564  | 535  | 568  | 600             | 582  | 586  | 585  |
| Writing               | 560                             | 567  | 574  | 575  | 576             | 575  | 564  | 582  |
| Spelling              | 577                             | 568  | 567  | 569  | 583             | 568  | 571  | 571  |
| Grammar & Punctuation | 573                             | 557  | 555  | 559  | 590             | 562  | 560  | 561  |

## 6. PARENT, STUDENT AND TEACHER SATISFACTION

Mazenod College recognises that meaningful improvement depends on gathering feedback through both formal and informal channels.

All staff are responsible for integrating day-to-day feedback into improving educational or business practices. Findings from Surveys and Feedback Channels are used to inform strategic planning to ensure that the College continues to improve student services, policies, processes, community engagement and the learning process.

Staff, parents and students are invited to provide formal feedback through various channels such as the Online Feedback Form, Surveys, Exit Interviews and post event feedback.

In 2025, the College participated as a pilot group in the inaugural Assessing Wellbeing in Catholic Education Student Survey conducted by CEWA. The survey assessed a range of Social, Environmental and Personal Considerations and generated data based on student responses relating to wellbeing. This was conducted with the Year 8 cohort and the results demonstrated that Mazenod College has a strong foundation of student wellbeing in the areas of Community, Belonging and Educational and Co-Curricular activities. This was validating and provided data to continue developing these areas in a strategic sense across the whole school community.

The main area targeted for improvement came under the banner of Bullying. Further interrogation of the data identified deficits in positive peer interactions and communications. Strategically, this informed the Year 8 pastoral care program 'Step Up' to pivot their focus to delivering cohort specific pastoral care on respectful relationships, particularly within the peer group. There was a second survey conducted in Term 4 and this showed marked improvement in this domain.

In 2026, the College will conduct the National School Improvement Climate Survey for Staff, Students and Community which will provide an in-depth profile of the College community's particular strengths, as well as areas for improvement.

Cebula Boarding House seeks formal feedback through structured surveys distributed to students and families, and scheduled focus groups with students to ensure Student Voice. Informally, feedback flows through the everyday interactions between Boarding staff and students.

Together, these complementary approaches ensure that the Boarding House remains genuinely responsive to the needs of the students, fostering a culture where every voice is valued and acted upon.

Based on feedback a Dining Room Committee has been established to allow for more Student Voice in relation to food. Additional weekend activity options identified by parents were introduced to keep the boys engaged, and consideration of further recreation activities with other Boarding schools to enable more contact with siblings / family and friends has taken place.



## Feedback Channels

The College also routinely requests formal and informal feedback from the College community in the following ways:

- Open Day and Tour feedback
- Parent Information Evenings
- Parent-Teacher-Student Interview days
- Student Leadership groups
- College Board
- Boarding community survey and forums
- Parents Association
- Performing Arts events (Productions, Music, Drama, Art and Dance)
- Sport teams / Clubs / Co-curricular clubs
- College Community Mass
- Enrolment interviews
- Staff interviews, meetings, Staff Intentions and Staff Briefings
- Presentation Evening
- Immersion and Retreat programs
- High Achiever's Lunch
- Year 12 Morning Tea with the Principal
- Student Prefect and College Leadership Team meetings
- Staff, student, and community online feedback form



## 7. SCHOOL INCOME

Financial information for 2025 can be found on the ACARA My School webpage for Mazenod College, WA.  
Source: [www.myschool.edu.au](http://www.myschool.edu.au)

## 8. SENIOR SECONDARY OUTCOMES

### Secondary Graduation

Mazenod College has consistently maintained high graduation rates, reflecting its commitment to excellence in student support. This success is largely attributed to the provision of high-quality counselling services and academic assistance. With a strong focus on student welfare, we empower our students to reach their full potential—academically, socially, spiritually and emotionally.

Full-time WACE-eligible Year 12 students who achieved the WACE

|      |        |
|------|--------|
| 2025 | 98.32% |
| 2024 | 97.64% |
| 2023 | 97.32% |
| 2022 | 97.48% |
| 2021 | 98.3%  |
| 2020 | 99.2%  |
| 2019 | 97.2%  |
| 2018 | 99.2%  |

### Vocational Education and Training

In 2025, 37.8% (45 of the 119) of Year 12 students were enrolled in at least one VET qualification, earning a total of 56 certificates. These included:

31 Certificate II

1 Certificate III

24 Certificate IV

**56** Certificates  
**AWARDED**

### ATAR Performance

#### Top Schools in the State

Based on the percentage of students at each school who had Year 12 ATAR course combined scores in the top 15 per cent of all students in that course.

### Geography

### Modern History

## 9. POST-SCHOOL DESTINATION

Number of students with an ATAR who applied 50

|                                                                              | Curtin | ECU | Murdoch | NDA | UWA | Total |
|------------------------------------------------------------------------------|--------|-----|---------|-----|-----|-------|
| Number of students with a 1st preference (includes students without an ATAR) | 37     | 5   | 7       | 5   | 15  | 69    |
| Number of students offered their 1st preference                              | 25     | 3   | 7       | 2   | 13  | 50    |
| Number of students offered any of their preferences                          | 30     | 6   | 8       | 6   | 15  | 65    |
| Number of students who have enrolled                                         | 23     | 4   | 5       | 6   | 12  | 50    |
| Number of students who have deferred                                         | 5      | 0   | 1       | 0   | 1   | 7     |



## 10. ANNUAL SCHOOL IMPROVEMENT

Each year, the College Leadership Team, in collaboration with staff, set the school improvement agenda for the Year. These priorities are drawn from the College Strategic Plan.

Our Strategic Plan – Aspire is based on five Pillars: Faith and Identity; Learning; Wellbeing; Community; and Stewardship.

Within each Pillar, the following goals have been the focal point of our school improvement journey in 2025.

### 1. Faith and Identity

This strategic dimension includes quality and character of Catholic life, faith formation, prayer, liturgy and sacraments, community service, advocacy groups, retreats and immersions.

- 1.1 Amplification of practices that accentuate our Oblate charism – eg Moments of Grace, College Prayer, Year Level Retreat Days, Service opportunities for staff, Immersions, de Mazenod Pilgrimage.
- 1.2 Promotion of behaviours expected of our students as people of service and faith through programs such as Vinnies Hampers, Cathedral Outreach and Year 7 and Year 9 de Mazenod Pilgrimages.

### 2. Learning

We believe that our students are blessed with gifts and talents and that we work to teach and learn in a Christ-centred and child-focused community.

We are called to develop our students to be future-ready young men who will make a positive contribution to our world.

- 2.1 Students select pathways to suit their capabilities, interests and aspirations for the future beyond school.
- 2.2 Developed department-level writing strategies around writing and decoding questions.

- 2.3 Revised Teacher Development program through Classroom Observation – teacher to teacher professional learning within departments and across curriculum areas.

### 3. Wellbeing

All members of our community have the right to be safe in our community. We work with families and students to strengthen individual wellbeing and foster belonging so that students may contribute to healthy relationships, community, and flourish individually.

- 3.1 Promoted a safe school environment through implementation of the whole-school use of The Productive Classrooms and Our Mazza Way.
- 3.2 Implementation of Berry Street Education Model through Staff Professional Learning.

### 4. Community

This strategic direction includes parent partnership and communication: Boarding community; involvement of former pupils; Boarding parents; community and business relationships; links to schools, parishes, charitable organisations and higher education institutions.

- 4.1 Staff Professional Development opportunities to facilitate and generate cultural awareness.
- 4.2 Introduction and promotion of our College First Nation program and activities.

### 5. Stewardship

This strategic dimension includes all aspects of space, buildings, grounds and facilities- including staffing, funding, and resources; environmental sustainability; governance, risk and compliance.

- 5.1 Sustained and grew connections to remote and rural communities including deepening connections between Boarding and families - eg “Mazenod For ...” Y10 Boarders community projects and Zinelli House for Boarding families to access Perth at an affordable rate..

## PART 2. BOARD CHAIR REPORT

The end of yet another year brings with it the impetus to reflect upon the events, actions and successes of the 12 months that have flown. As is good practice, the Board has been in planning mode for the past few months to ensure that all is in readiness for 2026.

We have embraced the theme of Moments of Grace. This has been a special calling and encourages us to focus on the present and to be uplifted by the wonder and awe that surround us. Gratitude is an important and uplifting virtue and we need to practise giving thanks on a daily basis. Living in this wonderful state of Western Australia makes it much easier to be grateful for all that we have been gifted.

Our 60th anniversary is fast approaching and the organising committee has worked steadily to ensure that all is in readiness for this wonderful celebration. The Superior General has confirmed his attendance, as has our Provincial, and the various important dates have already been published for us all to place in our calendars.

Importantly all events are free, apart from the Gala Ball, enabling every member of our wider community to attend unencumbered by cost. You are warmly invited to help us to celebrate this wonderful milestone honouring the courage and vision of the Oblates, who, with the support and assistance of many families, made the dream of boys' Catholic education in the Hills a reality.

Our parents and community members need to be explicitly and warmly thanked for their faith and trust and for their strong partnership with the College in the raising of their sons.

One of our God's greatest gifts to us is that of free will. Over the years there are thousands of young people and their families who have heard me challenge them and myself with the adage: It is our Attitude, not our Aptitude that determines our Altitude.

The ability to choose our attitude and how we respond to challenges and opportunities is totally

within our control. At Board level, I am deeply blessed with the calibre of Directors who embrace their considerable responsibilities very seriously and focus on the Vision and Mission that are clearly outlined and imbued with the Gospel values of Jesus Christ and the charism of St Eugene de Mazenod.

As Directors we have a deep sense of gratitude for all who assist and have assisted in creating this wonderful community that is Mazenod College. We witness amazing acts of compassion, dedication and generosity. With the staff and parents, we are proud to be able to affirm that everything we do is aimed at ensuring that our young men are equipped to care for themselves and for others; to be able to courageously embrace challenge and to know what it means to feel secure, supported and loved. God loves us unconditionally and we are reminded "to learn what we are in the eyes of God" each time we see St Eugene's words prominently displayed on our building at the College.

Fr Andrew Chen OMI, The Provincial of the Missionary Oblates of Mary Immaculate, his Council and the Oblates as a whole, continue to work with us and support us in every way possible. Fr Michael McMahon OMI, Fr Matthew Raj OMI and our Rector, Fr Michael Twigg OMI, are great gifts, not only to the College but to the wider community as well. They live on site and work tirelessly and selflessly, being there for us all at our time of need.

We give thanks for the wonderful efforts and dedication of our Principal, Simon Harvey, his team of leaders and all the staff who wholeheartedly give of their energy and share their gifts and talents with our College community. The welfare of the boys and their families is the main and consistent focus of us all and for the Board, we include in this priority, the welfare of our principal and our staff.

There have been many aftermaths of the Covid-19 era and not all were negative. It forced us to deeply consider what it is that we can do very differently

to add value to an already very rich offering. On-line learning and the ability to meet remotely are just two of these positive outcomes that we continue to develop. The sequestering of students at home during the quarantine certainly made the worth of teachers and support staff skyrocket in the eyes of the public, especially parents and many of our students. It is too easy to forget this, so we need to consciously remind ourselves to give thanks for the richness of face-to-face teaching and for the wonderful staff members who do their best to instil in our boys those crucial Gospel values.

Each year brings with it change and innovation yet the centuries old Catholic Christian values, made real through the lens of the charism of St Eugene, remain constant. Our College has an outstanding reputation and we are very proud to be a Catholic College committed to living out the Gospel message of Jesus Christ through the Charism of St Eugene de Mazenod.

This year the Provincial appointed Fr Meno Basti OMI as the Provincial Council's representative

on the Board. Despite his enormous portfolio as Parish Priest and Rector of the Basilica of St Patrick in Fremantle, Fr Basti attended every Board meeting. His wisdom and support have been greatly appreciated.

Fr Basti's duties in Fremantle have become increasingly demanding and as a result, the Provincial has replaced Fr Basti OMI with our own Fr Matthew Raj OMI. Fr Matthew is the Parish Priest of Lesmurdie and is already involved in the College so we are absolutely delighted to welcome him onto the Board. Our Rector, Fr Michael Twigg OMI, continues to be yet another great gift to our community and to the state of Western Australia. He has ensured that the name and outstanding reputation of Mazenod College are known in every Diocese from Broome to Geraldton to Bunbury and of course here in the Archdiocese of Perth. Fr Michael has visited more towns than many of us can dream of and has brought back to the Board real time glimpses of life for our boarders and their families. This has proven invaluable as we continue to focus on ensuring that our boys in the Boarding House experience a home away from home.



What more am I able to say about the legendary Fr Michael McMahon OMI? His energy and commitment are second to none and he is an inspiration to all of us as we progress through the years. Closer to that 90 year old signpost than 80, Fr McMahon continues to respond to the call of the people, administering the Sacraments of Baptism, Marriage and the Last Rites to numerous families, many of whom are ex students of Mazenod and St Brigid's. His almost daily visits to our sister college, St Brigid's, further enrich our long lasting connection.

All our Directors deserve deep thanks and praise for their dedication and willingness to serve the College so selflessly. This year, after 10 years of loyal and dedicated service, we say adieu to James Allingame. An ex student of Mazenod College, James is the epitome of the quiet and outstanding achiever and contributor. He follows in the footsteps of his Dad and Mum, George and Mary Allingame, who have given so very much to this College community over many, many years and who continue to be great supporters. As well as Board Director, James has been a member of the Finance, Building and Grounds committee and for the last few years accepted the role of Chair of that committee. We thank him for his commitment and expertise and his deep loyalty to the College.

We are delighted to welcome Craig Dunne onto the Board in 2026. Craig has many gifts to share with us. A committed Catholic, Craig is a lawyer and has been a member of the College Board's Risk Committee for several years. He is a very welcome addition to our Board.

The first and most important educators of our boys are their parents/caregivers. This responsibility brings with it great joy as well as considerable challenge and, at times, heartache. We continue to ensure that our boys have access to qualified staff. Our Oblate priests, our two psychologists, our nurses and the pastoral care staff are there to assist and support parents in their journey with their sons.

We aim to enable parents to be as fully informed partners as possible in their boys' learning journey

and continually encourage parents to be actively involved in building and enriching our school community. As already stated, our boarding community is very important to us. The use of technology has enabled the College to connect even more deeply and consistently with our boarding parents. Special thanks are extended to our Director of Boarding, Annamaria Cream, who never ceases to look for ways to further enhance the boys' experiences and who is deeply committed to connecting with the boarding families.

The Board continues to demonstrate its commitment to our boarding families in numerous ways. This year saw the opening of the new Malnia Wing which has state of the art facilities. The boys are still in awe of not only having their own brand new private room but also a small fridge. I hesitate to call it a bar fridge lest I give any untoward ideas! The Board also commissioned our architect to come up with a design to upgrade and renovate Wilson House. Grant Adams, a long time supporter of the College, has once again done us proud and we expect Wilson House to be ready to receive the boarders for the new school year. I would also like to extend the thanks of the Board to the builders, Hyde & Son, who have been outstanding in both ensuring that the quality of building has been exemplary and that the timeline has been honoured.

One of the critically important tasks this year for the Board has been the appointment of the new principal for 2026 and beyond. When I announced that Simon Harvey was leaving, there was widespread sadness. It is the mark of the man that Simon has left a significant legacy in the few years that he has been with us. Simon's deep and genuine care of each individual, his gentleness, authenticity and deep commitment to living out the charism of St Eugene have made a lasting impression on our community. Just as Andrew Watson, the previous principal, has been and will continue to be a support to the College, so also will Simon. Sabrina Hughes joins us after 5 years of immersion in boys' education having served in senior leadership positions in

several other colleges. Her role at Trinity College as Vice Principal and Acting Principal equips her admirably for this important role at Mazenod. Sabrina is fortunate to have the big picture having served as Board Director of Mazenod College Limited for six years. Sabrina is an active parishioner at Our Lady of Lourdes Parish in Lesmurdie.

Since being appointed to the role of substantive Principal, Sabrina has spent considerable time at Mazenod College alongside Simon and the senior staff, becoming acquainted with the operational side. We were blessed to have outstanding candidates apply for the position of Principal and the panel of five unanimously chose Sabrina as the person who would best lead the College for the next 12 years. We welcome Sabrina very warmly and pledge our support.

We also said adieu to a number of staff and thank each one for all their dedication and efforts. I will make special mention of four people who have contributed very significantly to the College.

Peter Douthie worked at Mazenod College as a teacher and senior leader for 46 years. His deep commitment to the boys and their families never wavered throughout this time. His contribution has been outstanding.

Jeff Ronan arrived at Mazenod College as a student and completed his secondary education here ending as College Captain in 1976. He returned to the College as teacher in 1981 and served faithfully for 42 years. Jeff's deep ties to the College remain.

John Payne served the College community faithfully for 39 years in the roles of teacher, senior leader and principal. His unwavering support of the Oblates and their Mission earned him deep respect from all members of the Mazenod community.

Damian Wallis was also a Mazenod student who graduated in 1983. After serving in various Catholic colleges in senior positions, including that of principal in two schools, Damian returned to his Alma Mater. Damian held two critically important roles during the past 12 years, that of Head of Religious Education

followed by the Director of Faith and Mission. His unending commitment to the charism of St Eugene and to ensuring that those most marginalized are constantly held to the fore has deeply enriched our College.

There are always so many people to thank and to name them would fill a number of pages. I would like, however, to single out Tamara Laurito, Minutes Secretary to the Board and Eric Paini, Company Secretary, for the work that they do to ensure that all is in readiness for each Board meeting and that the appropriate follow-up occurs in a timely manner. I would also like to thank Angela Orchard, Personal Assistant to the Rector, for her invaluable assistance to me as I led the process for the Principal's appointment. Finally I would like to reiterate my very warm and sincere thanks to each Director for their selfless contributions and to the members of the Board's committees whose work is invaluable.

On behalf of the Directors, I thank each and everyone of you for all that you do to ensure that our College is filled with Christ's love, hope and compassion.

We look forward with enthusiasm to 2026 in the knowledge that come what will, we shall care for one another as Christ has called us to do.

May the joy and peace of the Christ Child be with you and may this precious season be a very special time for your family, especially for our boarding families.

To paraphrase the prayer of St Francis

*"May each of us have the serenity to accept that we are unable to change,*

*May we have the courage to change that which needs to be changed, and above all*

*May we have the wisdom to know the difference".*

May God bless us all.

**Mrs Mary Retel - Chair College Board**





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