



School Performance Information

2020



**MAZENOD
COLLEGE**

Part 1 School Information

1 Contextual Information

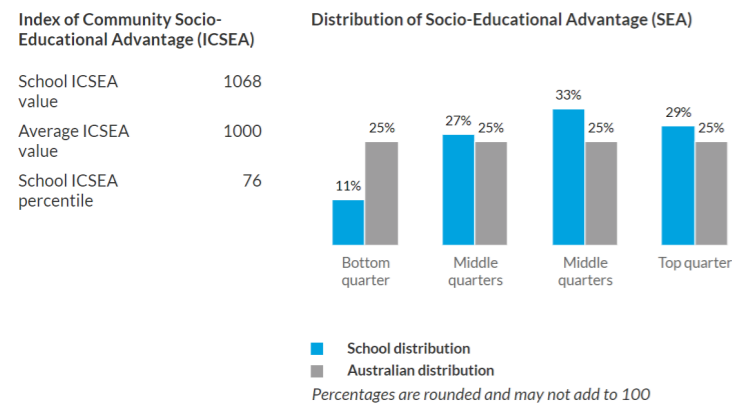
Mazenod College is a Catholic boys' secondary school set in the hills of Perth with over 840 day and boarding students from Years 7 to 12. Mazenod College was founded in 1966 by the Oblates of Mary Immaculate and has a long and proud tradition in education with an ongoing commitment to the local community as well as the many other communities from which our students come, spanning all corners of the state.

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

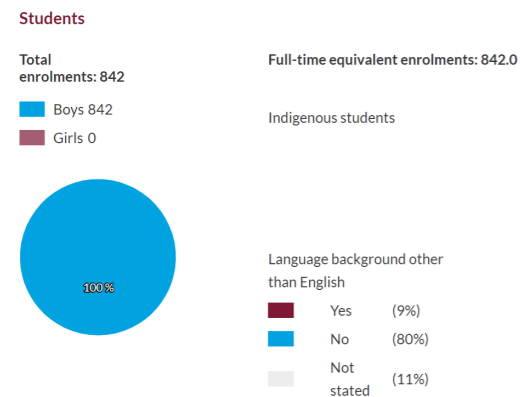
values are at the centre of education at Mazenod as we attend the spiritual, emotional and intellectual needs of our students.

Our boys have gone from Mazenod to 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. The staff and parents cooperate to ensure that when the boys leave the College they will be prepared to make a difference in their world.

Student background



Student Background Information 2020 (source: www.myschool.edu.au)



Students 2020 (source: www.myschool.edu.au)

2 Teacher Standards and Qualifications

All staff at Mazenod hold the appropriate qualifications for their roles.

All teaching staff have the appropriate tertiary teaching qualifications and have the necessary TRBWA and WWCC accreditation.

In addition, staff at Mazenod undergo ongoing professional learning to ensure that they understand and can enact the policies and procedures of the College, and in particular those that pertain to the safety and wellbeing of children.

Staff also undergo CEWA accreditation courses to understand their roles in a Christ-centred education community.

The table below indicates the qualifications held by Mazenod Staff.

Qualification	Number
Bachelor of Education	42
Graduate Diploma of Education (or equivalent with a Bachelors Degree)	44
Masters	13
PhD	12
Certificate I	0
Certificate II	5
Certificate III	1
Certificate IV	15
Diploma / Advanced Diploma	1

3 Workforce Composition

Teaching Staff	Non-Teaching Staff
86 Staff	70 staff
56 (65%) Male staff	23 (33%) male staff
30 (35%) Female	47 (67%) female staff
0 Indigenous staff	1 Indigenous staff member

*Workforce composition is based on the staffing in Term 4 of 2020

4 Student attendance at school

The College records daily attendance for all enrolled students for each day the school is open for instruction.

The overall average student attendance rate for 2020 was 94.3%.

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 who have unexplained absences are followed up initially by SMS and then phone calls by College Administration staff.

Weekly reports are sent to Heads of Year to follow up on students who are frequently late or absent. Students who fall below 90% attendance are deemed to be at risk and reasons for the

attendance rate is investigated. When a student's absence is identified as a concern, staff (Heads of Year, Dean of Students, Psychologists) work collaboratively with students and parents to develop and implement strategies to restore satisfactory attendance.

Year	Attendance
7	94.37%
8	94.07%
9	93.83%
10	94.13%
11	95.51%
12	94.39%
All	94.3%

5 NAPLAN Results

In 2008, the National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian schools. Every year, all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

*Prior to the introduction of NAPLAN in 2008 students were tested using MSE (State based) assessments and therefore some historical comparisons are no longer valid

Details of the 2018 NAPLAN results can be viewed at <http://www.myschool.edu.au>

Due to COVID-19, NAPLAN was not conducted in 2020. The data up to 2019 is provided here.

Year 7	All Australian Schools' Average		Mazenod College		% at or above National Minimum Standard	
	2019	2018	2019	2018	2019	2018
Numeracy	554	548	580	561	100%	100%
Reading	546	542	556	549	99%	98%
Writing	513	505	499	497	92%	91%
Spelling	542	545	542	542	97%	96%
Grammar & Punctuation	546	544	548	546	95%	99%

Year 9	All Australian Schools' Average		Mazenod College		% at or above National Minimum Standard	
	2019	2018	2019	2018	2019	2018
Numeracy	592	596	615	627	100%	100%
Reading	580	584	602	603	99%	99%
Writing	549	542	572	594	91%	85%
Spelling	573	583	590	590	98%	94%
Grammar & Punctuation	582	580	593	551	97%	97%

6 Parent, student & teacher satisfaction

Mazenod College is committed to continuous improvement and seeking feedback from the College community is a fundamental component of this process. Throughout the year there are a number of opportunities for the College community to provide feedback, both formally and informally, on the experiences they have had at the College. Feedback covers areas such as the teaching and learning process, missionary and Oblate charism, co-curricular and sporting opportunities, community events, community engagement, and College facilities.

Staff, parents and students are invited to provide formal feedback through various avenues such as the School Climate Survey (scheduled for 2021), School Cyclic Review, Registration Audit, exit interviews and Boarding Survey.

Registration Audit

The School Registration Audit was completed during 2020. The review provided an opportunity to engage staff, students and families to give feedback on to the College in terms of its policies, procedures and culture in ensuring that the College meets federal government compliance.

The feedback from the audit was outstanding, indicating that the College consistently meets its obligations to its students and families.

Further feedback

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

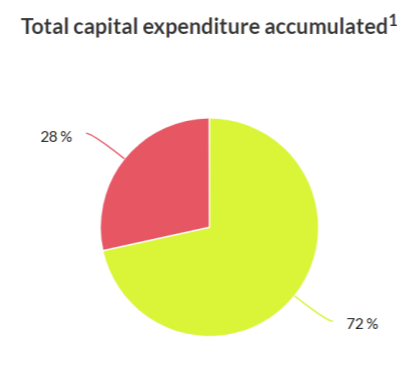
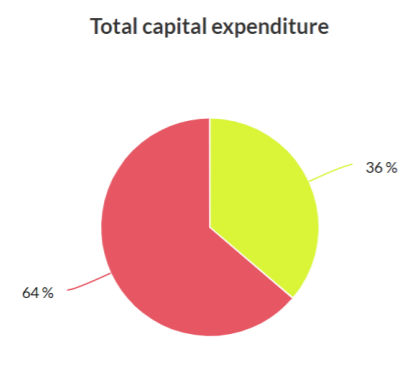
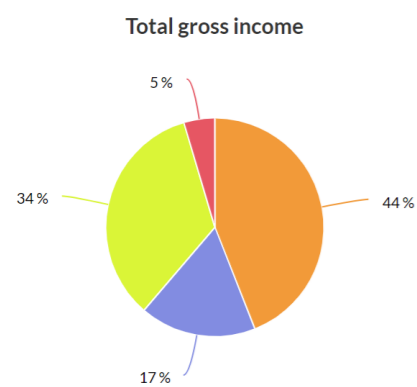
- Open Day and Tour Feedback
- Parent Information Evenings
- Parent-Teacher-Student Interview Days
- Student Leadership Groups
- College Board
- Boarding community forums
- Parents Association
- Performing Arts Events (Production, Music, Drama, Art and Dance)
- Sport Teams / Clubs
- Co-curricular Clubs
- College Community Mass
- Enrolment Interviews
- Staff Interviews, Meetings and Staff Briefings
- Presentation Evening
- Immersion and Retreat Programs
- High Achievers Lunch
- Year 7 letters to the Principal
- Year 12 Morning Tea with Principal
- Staff, Student and Community Online feedback form.

All staff are responsible for integrating day to day feedback into improving educational or business practices. Findings from the Review and feedback from the above forums will be used to inform business planning to ensure that the College continues to improve student services, policies, processes, amenities, community engagement and the learning processes.

7 School Income

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	7,512,250	8,933
State / territory government recurring funding	2,943,903	3,500
Fees, charges and parent contributions	5,825,386	6,927
Other private sources	782,963	931
Total gross income	17,064,502	20,291
Less deductions	1,361,463	1,619
Total net recurrent income	15,703,039	18,672

Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	0	0
State / territory government capital expenditure	0	0
New school loans	171,078	6,571,077
Income allocated to current capital projects	0	0
Other	301,115	2,611,044
Total capital expenditure	472,193	9,182,121



(excluding income from government capital grants) Percentages are rounded and may not add up to 100%

¹ Accumulated capital expenditure is the sum of three consecutive years.

8 Senior Secondary Outcomes

Secondary Graduation

Mazenod College has enjoyed a long period of high graduation rates. This is the result of high quality counselling of students and extensive support for students to achieve literacy and numeracy standards required to achieve a Western Australian Certificate of Education.

Year	School	State
2020	99.2%	93.8%
2019	97.2%	91.3%
2018	99.2%	91.6%
2017	99.2%	91.6%
2016	99.6%	92%
Introduction of new requirements for Secondary Graduation - 2016		
2015	100%	96.4%
2014	100%	97%
2013	100%	97%
2012	100%	

Vocational Education and Training

In 2020, 64 Year students worked towards a VET qualification, earning a total of 119 certificates. These included:

- 84 Certificate II
- 5 Certificate III
- 29 Certificate IV
- 1 Diploma

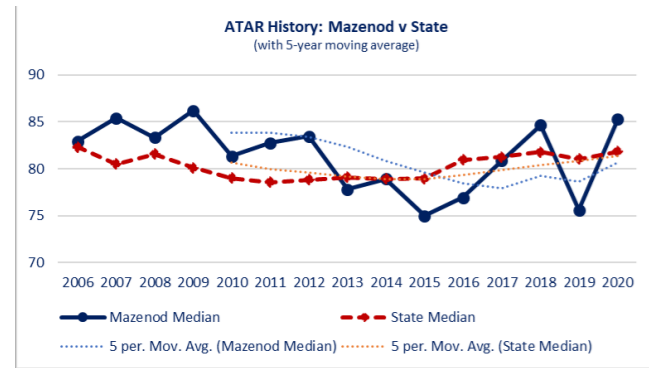
VET Certificates Achieved

Certificate IV in Business	29
Certificate II in Outdoor Recreation	28
Certificate II in Engineering Pathways	19
Certificate II in Information, Digital Media and Technology	8
Certificate II in Business	6
Certificate II in Automotive Vocational Preparation	5
Certificate II in Electrotechnology (Career Start)	5
Certificate II in Engineering	4
Certificate II in Electronics	3
Certificate II in Aeroskills	1
Certificate II in Automotive Servicing Technology	1
Certificate II in Building and Construction (Pathway - Para Professional)	1
Certificate II in Building and Construction (Pathway - Trades)	1
Certificate II in Kitchen Operations	1
Certificate II in Plumbing	1
Certificate III in Education Support	1
Certificate III in Engineering - Technical	1
Certificate III in Events	1
Certificate III in Fitness	1
Certificate III in Screen and Media	1
Diploma of Sport Development	1

ATAR Performance

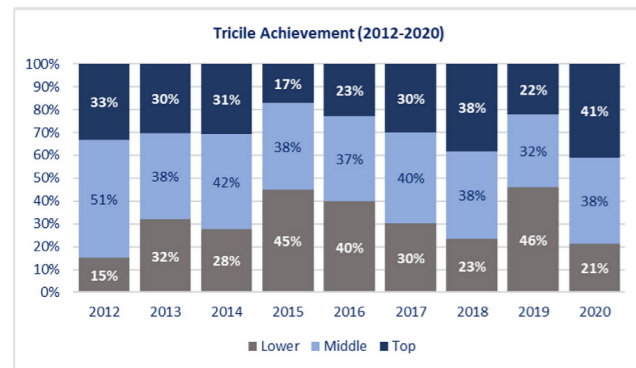
Median ATAR

The table below provides the recent median ATAR scores for Mazenod College. A median score of 80.05 indicates that 50% of students achieved an ATAR above that score.



Distribution of ATAR Marks

The table below indicates the distribution of ATAR scores in terms of triciles. In 2020 41% of Mazenod students achieved in the top third in the state.



Subject Performance

Mazenod College has enjoyed a long period of high graduation rates. This is the result of high quality counselling of students and extensive support for students to achieve literacy and numeracy standards required to achieve a Western Australian Certificate of Education.

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

- Eart & Environmental Science
- Mathematics Methods

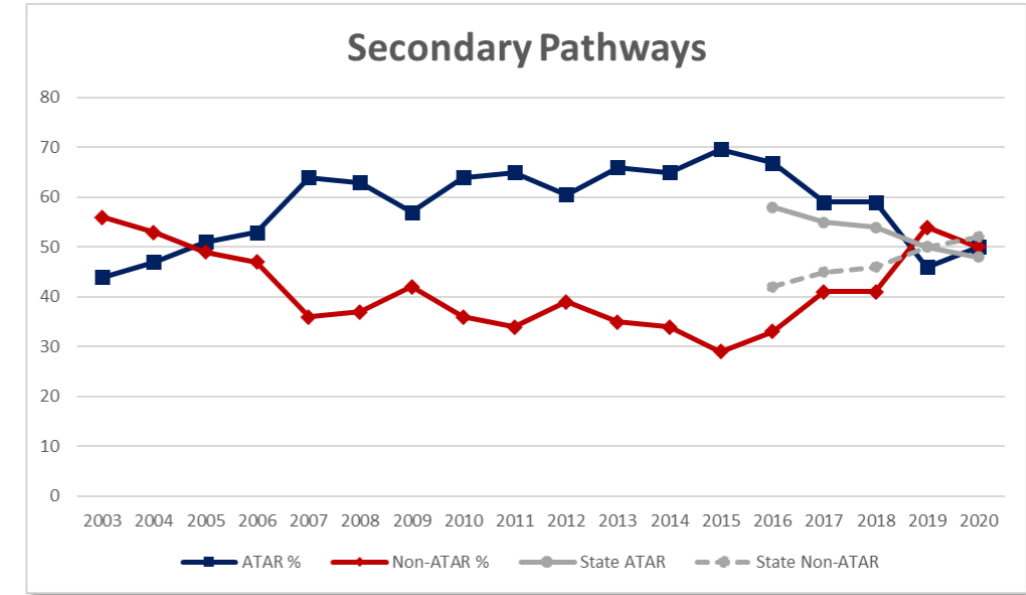
Subjects outperforming the state

The following subjects outperformed the state by more than 5%.

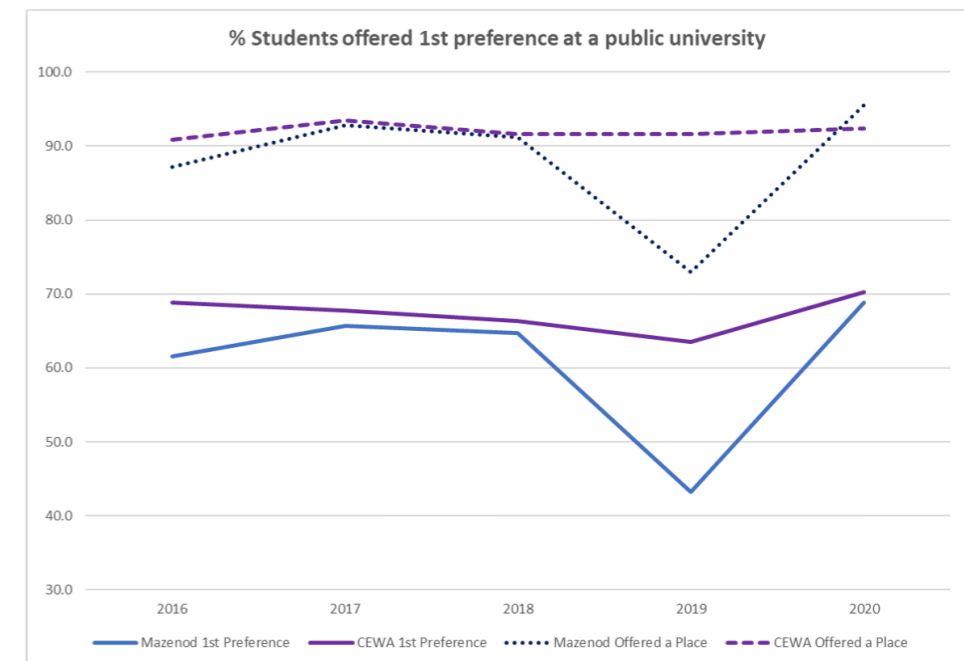
- Geography +14.4
- Mathematics Specialist +8.8
- Physics +7.3
- Mathematics Methods +6.3
- Mathematics Applications +5.2
- 9 other subjects outperformed the state.

9

Post-School Destination



Historical Learning Pathways



Historical percentage of students being offered their first university preference

10 School Improvement

Each year, the College Leadership Team, in collaboration with staff, sets the school improvement agenda for the following year. Below were the school improvement goals for 2020. These priorities are drawn from the COLlege Strategic Plan.

Goal 1.1 - Maintain a strong Catholic identity and Oblate tradition.

- 1.1.1. Implement the Mazenod Journey as a framework to understand our Mission and Core Values
- 1.1.2. Articulate the values of Personal Excellence as the yearly focus, bringing them into learning programs, students leadership, pastoral and co-curricular programs

Goal 1.2 - Ensure good governance and the resource allocation required to meet our mission.

- 1.2.1 Continue the refurbishment of classroom spaces
- 1.2.2 Consolidate the 5-year maintenance plan
- 1.2.3 Develop a plan for the old D&T space
- 1.2.5 Align maintenance and development plans with Capital Development Plan
- 1.2.6 Develop new Strategic Plan

Excellence

St Eugene demanded excellence of himself and those with whom he worked. Our mission requires a commitment to learning and perseverance if we are to achieve our personal best.

Goal 2.1 - Raise the academic standards.

- 2.1.1 Continue to engage with the Literacy Collective Project (Lyn Sharratt)
- 2.1.2 Implement Data Wall
- 2.1.3 Develop focus on Learning Intentions, Success Criteria and Learning Walks
- 2.1.4 Focus on improving internal moderation strategies and processes
- 2.1.5 Develop Case Management Approach to student interventions

Goal 2.2 - To develop a clear process for using student voice in planning, decision making, and feedback on practice.

- 2.2.1 Review and use data from 2019 Mazen- Up project
- 2.2.2 Engage all teachers in using student feedback on their teaching practice.

Community

We grow together as a community through strong connections and relationships built on trust. This deep sense of community is enriched by the College's links with the local parishes and the wider community.

Goal 3.1 - Continue to strengthen relationships with families through the P&F and College Old Boys Association and maintain a culture of welcome and inclusion.

- 3.1.1 Develop next step in Aboriginal Education Improvement Plan
- 3.1.2 Facilitate an active parent group in Boarding, planning of social events and family engagement in Boarding.

Goal 3.2 - Establish new ways of communicating with parents, keeping them informed of their son's progress.

- 3.2.1 Implement changes to the pastoral care program developed through the pastoral care scope and sequence review with explicit connection to the Mazenod Journey. Develop a strengths-based approach to pastoral care.
- 3.2.2 Consolidate initiatives to enhance student voice. Embed Student Code of Conduct in College life, child safety and programs.
- 3.2.3 Implement Portfolio Student Leadership groups

Courage and Passion

Goal 4.1 - Provide opportunities for boys and staff to be daring in the pursuit of their interests; Portfolio Leadership

- 4.1.1 Continue to develop middle leadership program
- 4.1.2 Further develop staff learning through Digital Transformation Team and Professional Learning Committees
- 4.1.3 Develop Learning Diversity Plan

Charity

Goals 5.1 - Develop a service-learning program that operates across the year groups

- 5.1.1 Initiate changes to the CSL program- refined service criteria per group, service hours and recognition
- 5.1.2 Provide staff and students with enhanced Immersion opportunities:
 - Kimberley Immersion
 - India Immersion
 - Staff Oblate pilgrimage

Part 2 School Community Report

In order to write the annual report for 2020, I have reflected upon the year that is about to end with a feeling of deep gratitude. I am grateful that I can describe our year as one filled with extraordinary acts of compassion, dedication and generosity. We as a Board have witnessed what it means to have a community that deeply cares about one another and is prepared to courageously embrace challenge in order to ensure that our young people have felt secure, supported and loved throughout this year that has been filled with uncertainty.

Fr Christian Fini OMI, The Provincial of the Oblates of Mary Immaculate, his Council and the Oblates as a whole have supported us in every way possible. Distance did not preclude their presence and the internet proved its worth a thousandfold. The Oblates enabled us to be spiritually fed by having livestreaming of Masses. The establishment of the De Mazenod Family was invaluable with outstanding resources being developed for us to use.

The Board continued to focus on our five strategic priorities and on the Core values enunciated in our Strategic Plan which are:

To have RESPECT for and an awareness of the DIGNITY of all people

- To strive for personal EXCELLENCE
- To be people of COURAGE and PASSION - 'Leave nothing undared for the sake of the Kingdom'
- To demonstrate COMPASSION and CHARITY and commitment to the Missionary and Prophetic Church

We give thanks for the wonderful efforts and dedication of our principal, Andrew Watson, his team of leaders and all of the staff who wholeheartedly embraced the necessity to adapt to the rapidly changing landscape. The welfare of the boys and their families was the one focus without exception. For the Board, this too was a priority as was the welfare of our principal and our staff.

One of the many things learned this year was that we need to deeply consider what it is that we need to continue doing as always and what we can do very differently to add value to an already very rich offering. On-line learning occurred apparently seamlessly though only those who were in the thick of it all could see that enormous amount of

effort that our amazing staff put in to enable this to happen. The worth of teachers in the eyes of the public, especially parents, skyrocketed. May this never be forgotten! Face-to-face teaching has proven its value. None-the-less there have been valuable lessons learned that could well enhance our offerings by incorporating technology wisely and more consistently.

The Wellbeing of students has always been a priority of the college. This year has highlighted the need for social connection. Our staff and our student leaders used innovative ways to maintain this connection throughout the shutdown. The Mental Health strategy will continue to be a focus for 2021 and beyond.

Our staff members are our most valuable and valued resource. This year has given us a window of opportunity to witness how technology can assist in freeing our staff to become more and more the mentor, guide and enricher and less the means of input. This will be deeply considered over time and will hopefully lead to freeing up our staff to further enrich their professional learning.

The Mazenod community is a very special one. One of the highlights this year has been the generosity of spirit that has been evident in a multitude of ways. A number of our families have suffered significant hardship and we were deeply touched when we received donations to cover some of the fees for those who had lost their livelihood. A truly moving gesture.

The internet again proved its worth by enabling increased participation of our parents. This will be further examined and developed to enrich the connections that have already been established.

Sadness again struck the community. In July this year we lost a wonderful man, friend and priest. Fr Don Hughes OMI was born in 1932 and was baptised at St Patrick's in Fremantle. In 2020 his Funeral Mass was celebrated at St Patrick's in Fremantle. Fr Don was a very gentle and humble priest who lived to serve his God. Dignity, Humility and Service were synonymous with his name.

Fr Don played a very important role in our College taking on the responsibility of being the first Rector from 1966 to 1972. He would often reminisce with pride and deep gratitude on the way in which the College has grown and matured. Fr Don returned to Mazenod in 2011 and continued to faithfully serve the staff and students. Despite

his illness, there were no complaints rather he soldiered on willingly undertaking duties that he felt would enhance the Mission of the College. We give thanks to God for Fr Don and know that he is now at peace with the Lord whom he loved and served so faithfully. Our deep sympathies were extended to his family and to his brother Oblates.

Many things changed this year but the constant has been the enactment of the Charism of St Eugene de Mazenod. Our College has an outstanding reputation which has been enhanced by the manner in which the challenges of this year have been handled. 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.

We continue to have Fr John Sherman OMI as a very active and involved Director on our Board. Fr John's extensive experience enriches every meeting. We are also blessed to have Fr Michael Twigg OMI as the Provincial Council's representative on the Board. Our own Fr Michael McMahon OMI is the living legend who now singlehandedly serves our staff and our boys. He somehow manages to travel the state administering the Sacraments of Baptism and Marriage to numerous families many of whom are ex students of Mazenod. Fr Michael is also a very important link with our sister college, St Brigid's, and our connections have continued to grow over the past few years due to the commitment of both principals and the Board.

At the beginning of this year Dean Newton left the Board. An ex student of Mazenod College, Dean was an enthusiastic member of the Board who was the inaugural Chair of the Board's the Risk Committee. We thank him for his commitment and expertise. At the end of this year we bid adieu to another member of the Board. Grant Adams completed 10 years of service as a Board Director. Grant's enthusiasm and expertise will be deeply missed and we thank him for his tireless efforts over many, many years.

We are delighted to welcome Karen Evans onto the Board in 2021. Karen's two sons attended Mazenod College hence she is well versed with the important aspects of the Charism and Mission. Karen has an extensive career in human resources, financial management and regulatory compliance. She has a Masters in Human Resource and has recently completed a Corporate Governance unit at Curtin University. We have no doubt that Karen

will enhance the work of our Board.

As stated on numerous occasions, our community is a very diverse one greatly enriched by the differences that we celebrate. The dedication, selflessness and generosity of our staff, students, parents, past parents, ex staff and ex students is one of our wonderful strengths.

The first and most important educators of our boys are their parents/caregivers. This responsibility brings with it great joy and often considerable challenge and at times heartache. The college has two psychologists on its staff as well as our Oblate priest and the pastoral care staff who are there to assist and support parents in their journey with their sons. The aim is to enable parents to be as fully informed partners as possible in their boys' learning journey as well as to continually encourage parents to be part of building and enriching our school community. Our boarding community is very important to us and we shall continue to explore how we can use our technology to connect even more deeply and consistently with our boarding parents.

I thank once again our Provincial, Fr Christian Fini OMI, for his trust and his support. Thank you to our Principal, Andrew Watson and to the staff whom he leads with compassion and courage.

Thank you also to Lyn McDonald, Minutes Secretary, 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. Very warm thanks to each Director for their selfless contributions. Thank you to the members of the Board's committees whose work is invaluable.

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

We look forward with enthusiasm to 2021 in the knowledge that come what will, we shall care for one another as Christ has called us to do.



Mary Retel
Board Chairperson



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