



MAZENOD COLLEGE



**MAZENOD
COLLEGE**

**SCHOOL PERFORMANCE
REPORT**

2022

PART 1. PUBLICATION OF INFORMATION RELATING TO SCHOOLS

1. CONTEXTUAL INFORMATION

Mazenod College is a Catholic boys' secondary school (Year 7 to 12) set in the hills of Perth with approximately 850 students, including more than 80 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 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.

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 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. Staff and parents cooperate to ensure that when the boys leave the College they will be prepared to make a difference in their world.

Source: www.myschool.edu.au

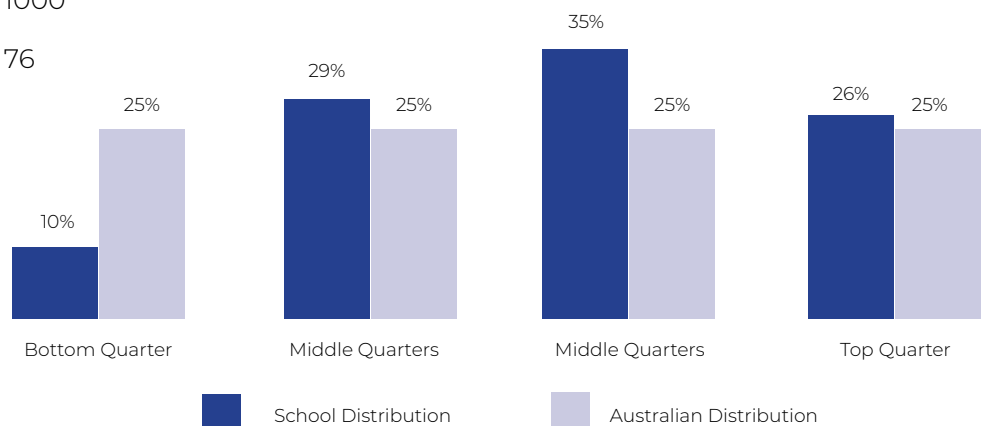
Student Background

Index of Community Socio-Educational Advantage. (ICSEA)

| | |
|---------------------|------|
| School CSEA Value | 1072 |
| Average ICSEA Value | 1000 |
| School CSEA Value | 76 |

Source: www.myschool.edu.au

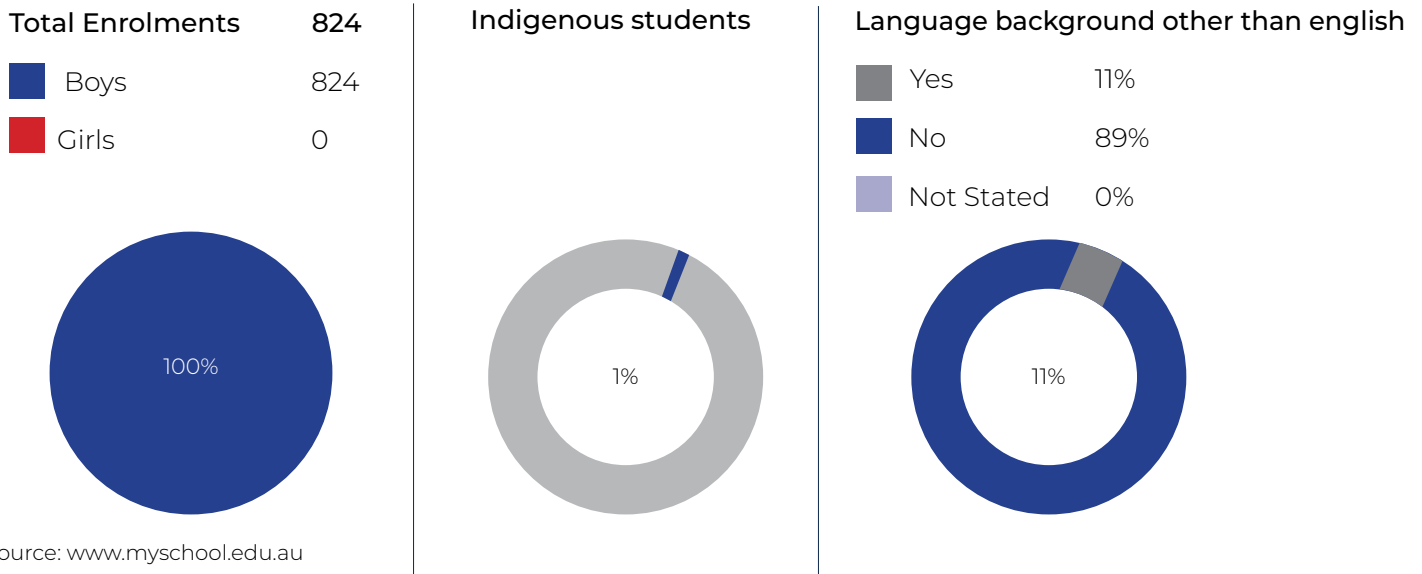
Distribution of Socio-Educational Advantages (SEA)



Percentages are rounded and may not add to 100

Students 2022

Full-time Equivalent Enrolments 824



2. TEACHER STANDARDS AND QUALIFICATIONS

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

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

Staff at Mazenod undergo ongoing professional learning to ensure that they understand and can

enact the policies and procedures of the College, in particular those that pertain to the safety and wellbeing of students.

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

| Qualification | 2022 |
|--------------------------------|------|
| Bachelor Degree or equivalent | 61 |
| Graduate Diploma or equivalent | 34 |
| Masters | 18 |
| PhD | 0 |
| Certificate I | 0 |
| Certificate II | 3 |
| Certificate III | 2 |
| Certificate IV | 18 |
| Diploma / Advanced Diploma | 2 |

3. WORKFORCE COMPOSITION

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

| Teaching staff | Non-teaching staff |
|---|---|
| 71 Staff (Full time equivalent 68.3) | 72 Staff (Full time equivalent 47.2) |
| 40 (56%) Male Staff | 28 (38%) Male Staff |
| 31 (44%) Female Staff | 45 (62%) Female Staff |
| 0 Indigenous Staff | 1 Indigenous Staff |

*Workforce composition is based at time of Census 2022 (August 2022).

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 each Period.

The overall average student attendance rate for 2022 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 who have 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 attendance is investigated.

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

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

| Year | Attendance (%) |
|------------|----------------|
| 7 | 92 |
| 8 | 90 |
| 9 | 90 |
| 10 | 91 |
| 11 | 92 |
| 12 | 90 |
| All | 91% |

Source: www.myschool.edu.au

91%
ATTENDANCE RATE

5. NAPLAN OUTCOMES

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.

NAPLAN participation for Mazenod College is 98%

NAPLAN participation for all Australian students is 95%

NB In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

| Year 7 | All Australian School's Average | | | Mazenod College | | |
|-----------------------|---------------------------------|------|------|-----------------|------|------|
| | 2019 | 2021 | 2022 | 2019 | 2021 | 2022 |
| Numeracy | 554 | 551 | 546 | 580 | 578 | 569 |
| Reading | 546 | 542 | 543 | 556 | 554 | 547 |
| Writing | 513 | 522 | 530 | 499 | 530 | 525 |
| Spelling | 542 | 553 | 547 | 542 | 549 | 546 |
| Grammar & Punctuation | 546 | 533 | 533 | 548 | 543 | 538 |

| Year 9 | All Australian School's Average | | | Mazenod College | | |
|-----------------------|---------------------------------|------|------|-----------------|------|------|
| | 2019 | 2021 | 2022 | 2019 | 2021 | 2022 |
| Numeracy | 592 | 596 | 584 | 615 | 627 | 618 |
| Reading | 580 | 578 | 578 | 602 | 605 | 600 |
| Writing | 549 | 551 | 560 | 572 | 573 | 576 |
| Spelling | 573 | 580 | 577 | 590 | 586 | 583 |
| Grammar & Punctuation | 582 | 571 | 573 | 593 | 585 | 590 |

6. PARENT, STUDENT AND 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 event, community engagement and College facilities.

Staff, parents and students are invited to provide formal feedback through various avenues such as the Online feedback form, School Climate Survey, School Cyclic Review, Registration Audit, Exit Interviews and Boarding Survey.

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 (productions, 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 achiever's lunch
- Year 7 letters to the Principal
- Year 12 morning tea with the 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 Surveys and feedback from the above forums is used to inform business planning to ensure that the College continues to improve student services, policies, processes, community engagement and the learning process.

“Both my sons attend Mazenod College and I couldn't be more satisfied with their educational experiences. At Mazenod, they provide personalised support and guidance to help boys excel in academics, emotional wellbeing and social development. The College offers diverse opportunities for boys to explore and nurture their talents in academics, music and sports, as well as being located in a beautiful setting.”

Fiona C. Parent

“ I love science the most – we are always doing interesting experiments, I get to use the science equipment and have the opportunity to work in groups as well as on my own. ”

Ryan G. Student Year 10

“ I have two boys that currently attend Mazenod. Both boys love the fact that they can be active during recess and lunch time with their friends by playing sports with their mates. Staff often get involved in the sporting activities which is a testament of them wanting to foster an inclusive environment for the boys, they genuinely are invested in their wellbeing. ”

Eloise S. Parent

“ The choices we have at Mazenod are great with sports programs, academic extension programs, and the opportunity to participate in in-class and in after hours programs. ”

Leif D. Student Year 8

“ The Mazenod Boarding experience for us has been a very positive one. It is nice to know that our son is being encouraged to be the best version of himself, and is supported academically, socially and emotionally. We really feel that he is cared for and not just looked after. ”

Brett and Jo D. Parents

“ I like the fact that I’m with the same group of friends throughout Form and day classes. Coming into Year 7 was scary but staying with my group helped me to overcome this, and I have made some great friends. ”

Narayan J. Student Year 7

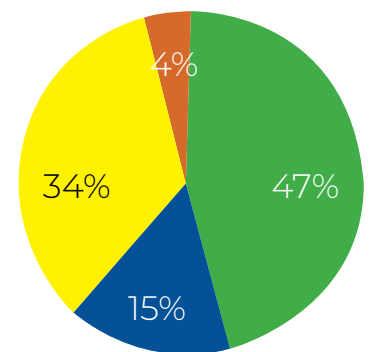
“ Since joining, I’ve enjoyed a welcoming atmosphere from the staff, engaging activities for students, efficient systems, and standout IT support. The lively conversations with students about the potential Women’s World Cup winner and the ensuing prize discussions have added a fun twist to the experience. This school truly excels in fostering a positive and dynamic learning environment. ”

Katherine M. Teaching Staff

7. SCHOOL INCOME

For full information on the recurrent and other income of Mazenod College, together with its capital expenditure, please refer to the ACARA My School webpage for Mazenod College, WA.

| | Net Recurrent Income 2022 | Total | Per student |
|--|--|---------------------|-----------------|
| | Australian Government recurrent funding | \$8,358,015 | \$10,143 |
| | State / Territory Government recurrent funding | \$2,627,435 | \$3,189 |
| | Fees, charges and parent contributions | \$6,101,353 | \$7,405 |
| | Other private sources | \$808,201 | \$981 |
| | Total gross income: <i>(excluding income from government capital grants)</i> | \$17,895,004 | \$21,717 |
| | Less deductions | \$1,158,376 | \$1,406 |
| | Total net recurrent Income | \$16,736,628 | \$20,311 |



Total gross income

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.

| | |
|------|--------|
| 2022 | 97.48% |
| 2021 | 98.3% |
| 2019 | 97.2% |
| 2018 | 99.2% |
| 2017 | 99.2% |
| 2016 | 99.6% |

Vocational Education and Training

In 2022, 46.2% of students were enrolled in at least one VET qualification, earning a total of 67 certificates. These included:

43 Certificate II

1 Certificate III

23 Certificate IV

67 students
AWARDED
certificates

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.

Computer Science

Applied Information Technology

Subjects outperforming the State

12 of our 19 subjects outperformed the State. The following subjects outperformed the state by more than 5%

Applied Information Technology

Drama

Geography

Mathematics Methods

Mathematics Specialist

Physics

12 of our **19** subjects
OUTPERFORMED
the **STATE**

9. POST-SCHOOL DESTINATION

Number of students with an ATAR who applied

45

| | Curtin | ECU | Murdoch | NDA | UWA | Total |
|--|--------|-----|---------|-----|-----|-------|
| Number of students with a 1st preference (includes students without an ATAR) | 43 | 4 | 6 | 1 | 5 | 59 |
| Number of students offered their 1st preference | 38 | 2 | 6 | 1 | 4 | 51 |
| Number of students offered any of their preferences | 42 | 4 | 7 | 1 | 5 | 59 |
| Number of students who have enrolled | 35 | 2 | 3 | 1 | 2 | 43 |
| Number of students who have deferred | 3 | 0 | 1 | 0 | 0 | 4 |

10. ANNUAL SCHOOL IMPROVEMENT

Each year, the College Leadership Team, in collaboration with staff, sets 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 2022 – 2023.

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 Promulgation and articulation of College House charisms and stories in the life and events of the College.
- 1.2 Staff involvement in various College faith-based activities in line with the De Mazenod Family.

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-focussed 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 Consolidation of Learning Intentions and Success Criteria as a whole-school priority.
- 2.2 Improvement of student Writing by providing explicit, discipline-specific instruction throughout programs of learning supported by feedback.
- 2.3 Development and implementation of homework plans to effectively use homework opportunities to support student learning.

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 Pastoral Learning programs ensure opportunities for students to develop and contribute to positive and healthy relationships within their community.
- 3.2 Extended opportunities for student voice, agency and engagement in College activities.

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 Further developed connections with Madalah and Future Footprints.
- 4.2 Careers / VET / WPL programs introduced Career Expos to expand community connections.

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 Growth of sustainable practices to minimise our environmental impact and footprint.
- 5.2 Framework to guide whole of school wellbeing strategies.

PART 2. BOARD CHAIR REPORT

It is with pleasure that I write this report to honour and farewell the year 2022. The achievements of the past year are numerous. This Year Book captures glimpses of the rich tapestry that has been embroidered by our Oblate priests, students, staff, parents, past students and past parents. The Covid-19 pandemic brought with it challenges, of that there is no doubt. It also brought to the fore the often unseen acts of generosity and inclusion that have enriched our community.

The Board has continued to focus on the life of St Eugene de Mazenod at the beginning of each of our meetings. This has enabled us to have a deeper sense of the gift of the charism that is ours to nurture and enrich. St Eugene's own life was dotted with enormous challenges. Born into an aristocratic family, the French Revolution brought about enormous changes for his parents and his sister which not only decimated their wealth but threatened their very lives. St Eugene experienced the separation of his parents and the traumas of being a refugee. All these challenges enabled him to choose to live a life which made him the saint that he has been declared. A man deeply committed to being there for the oppressed, to give voice to the voiceless and hope to those most downtrodden.

We are so very blessed to have our own Oblate priests both here in our midst, and as part of our community from afar. As always, Fr Christian Fini OMI, The Provincial of the Oblates of Mary Immaculate, his Council and all the Oblates continue to support us untiringly. Fr Michael McMahon OMI and Fr Bill Ousley OMI are invaluable, not because of the sheer amount of work that they managed to undertake, but importantly for who they are. Their generosity and deep love of the College, their sense of community and in particular the manner in which they live the charism of St Eugene are inspirational. Fr John Sherman OMI continues to be a very active and discerning member of our Board. His energy and wisdom are deeply valued.

The De Mazenod Family network has grown in strength and is demonstrating its value by connecting all of us committed to the values of St Eugene across Australia. A richness and a confidence have sprung from this which will continue to strengthen as each year goes by.

The Board's Strategic Plan, which is aptly named, INSPIRE, ensures that we are faithful to a focus on the present, and are committed to the future whilst ensuring that the past is honoured. The Directors are deeply committed and talented individuals who are determined to give of their very best to ensure that the College continues to thrive with the needs of the students always held to the fore.

This year presented us with the challenge of recruiting a new principal for Term 2 2023 when our outstanding leader, Andrew Watson, applied for and was successful in attaining the role of Principal of Newman College.

Fr Christian Fini OMI requested that I, as the Chair of the Board, ensure that a rigorous and fair appointment process be set in place with an experienced panel of five chosen to recommend the final applicant to the Provincial. We were delighted that Simon Harvey, a well-respected and experienced principal was moved to apply for the position. Simon delighted both the panel and the Provincial with his vision for the College, his deep faith, his lived commitment to the welfare of the students and his sheer excitement at the prospect of coming to Mazenod College. We look forward to officially welcoming Simon at the beginning of Term 2.

Despite this excellent outcome, there has been a sense of grief at the thought of losing Andrew Watson. There are so many accolades that Andrew has earned. He has demonstrated a very deep commitment to further enriching the charism of St Eugene, to continuing to build the community spirit and importantly to supporting staff and parents so that together the best interests of the boys can be furthered.

Andrew's accomplishments are numerous, and I look forward to further enumerating these at the formal farewell which shall take place in Term 1 2023.

The Board's focus always is on the welfare and safety of our boys as well as ensuring that the welfare of the principal and his staff are held to the fore.

We are well aware that the greatest asset that the College has is the dedication and talent of its staff. Just flick through this year book and be reminded of the selflessness that is evident by staff giving up time and more time in order to enrich the offerings available to the boys. It is timely to encourage our young men to express their appreciation for what is being given to them purely because our staff choose to go above and beyond the call of duty.

As stated, the wellbeing of students continues to be a priority of the College with the Mental Health strategy becoming further developed with each passing month.

Each year I reflect on the special nature of the Mazenod community. The sheer number of volunteers, the various and numerous associations and the energy that comes from all these enriches the College significantly. This cannot be taken for granted and will only continue whilst each of us makes the effort to contribute what we can when we are able.

There have been some delightful occasions this year with one of the most memorable being the celebration of Fr Bill Ousley OMI's 50th Anniversary of Priesthood. We were privileged to have ten priests concelebrate the Mass with Fr Bill. It was a joy filled and very moving Liturgy where we were given the opportunity to thank God for the Vocation given to Fr Bill and for his years of dedication and service as an Oblate priest both in Australia and New Zealand. The College has been enriched by Fr Bill's enthusiasm and desire to take part in every aspect of College life.

Thanks to our staff, our boys and our parents, our College continues to maintain its outstanding reputation. 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.

Our ties with our sister college, St Brigid's, continue to grow in strength with trips to different areas in the state being conducted by both principals. The boarding section always occupies a special place in the minds and hearts of the Board and the Oblates. We have been delighted with the arrival of our Director of Boarding, Annamaria Cream. Annamaria has enabled a number of innovative practices to be trialled with significant success. We look forward to the new set of ideas that will continue to come forth from her liaison with the boarders and their parents.

As always, I thank our Provincial, Fr Christian Fini OMI, for his unwavering trust and support. Sincere thanks to our Principal, Andrew Watson and to the outstanding staff whom he leads as they strive to live out the values of St Eugene

Thank you to all those who enable us as Directors to complete our important work. In particular I would like to mention 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. I reiterate my thanks to my colleagues. Each Director shares their time and their skills selflessly for the betterment of the community. Thank you to all those who serve on the various committees of the Board and who add significant value.

On behalf of the Directors, may 2023 be a year in which we can, together, once again embrace the values of St Eugene and ensure that our boys and we all experience Christ's love and compassion.

Mrs Mary Retel
Chair College Board



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