



School Performance Information

2019



**MAZENOD
COLLEGE**

Part 1 School Information

1 Contextual Information

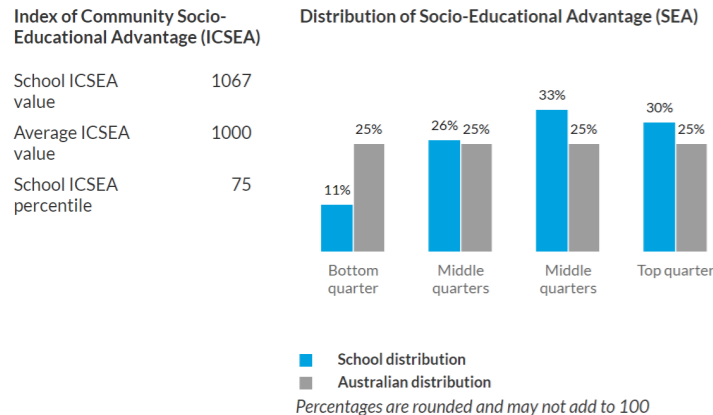
Mazenod College is a Catholic boys' secondary school set in the hills of Perth with over 840 day and boarding students from Years 7 to 12. Mazenod College was founded in 1966 by the Oblates of Mary Immaculate and has a long and proud tradition in education with an ongoing commitment to the local community 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

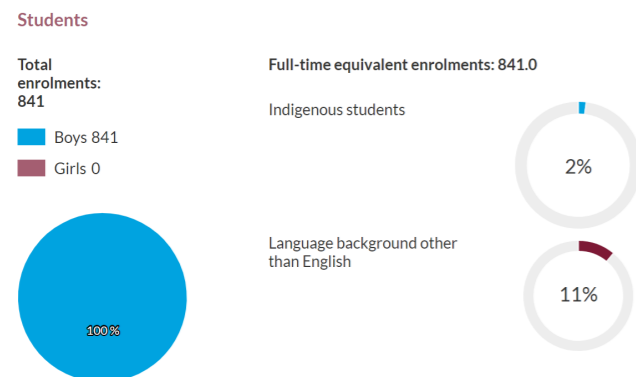
values are at the centre of education at Mazenod as we attend the spiritual, emotional and intellectual needs of our students.

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 2019 (source: www.myschool.edu.au)



Students 2019 (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	38
Graduate Diploma of Education (or equivalent with a Bachelors Degree)	40
Masters	13
PhD	1
Certificate I	0
Certificate II	5
Certificate III	1
Certificate IV	15
Diploma / Advanced Diploma	1

3 Workforce Composition

Teaching Staff	Non-Teaching Staff
76 (71.15FTE) Staff	58 staff
41 (54%) Male staff	18 (31%) male staff
35 (46%) Female	40 (69%) female staff
0 Indigenous staff	1 Indigenous staff member

*Workforce composition is based on the staffing in Term 4 of 2019

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 2019 was 94.4%.

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	94.5%
8	93.2%
9	93.9%
10	94.0%
11	95.1%
12	96.4%
All	94.4%

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 2019 NAPLAN results can be viewed at <http://www.myschool.edu.au>

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 2020), School Cyclic Review, exit interviews and Boarding Survey.

School Cyclic Review

The School Cyclic Review, completed in 2019, is a two-day external panel visit which examines the school improvement agenda against data sources of stakeholders, school results, and provision of education to the community. The review focusses on key areas of Catholic Identity (Discipleship), Education (Learning), Community (Engagement) and Stewardship (Accountability).

Overall stakeholders were positive, key indications:

- Having a voice in Boarding life
- Immersion Programs
- College events
- Consultations opportunities with regard to building new amenities
- Staff feeling heard and able to have input into developing procedures in the College
- Students feeling safe and well cared for by staff; one student commented, "There is a place here for everyone". The high retention rate of staff, continuous growth of parent involvement in volunteer committees and clubs, strong Mazenodian and Old Boys Association connection, and increasing attendance rate at College events is a positive indication of community satisfaction.

Suggestions for future direction focussed on further developing initiatives introduced in 2018-2019 such as the Service Learning Program, new immersion programs, Gifted & Talented program, Dance ('Stomp'), and the Aboriginal Education Plan, and these will continue to be a priority in the 2020 College Improvement Plan.

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
- 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

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 834.0

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	7,140,947	8,562
State / territory government recurring funding	2,871,380	3,443
Fees, charges and parent contributions	5,624,594	6,744
Other private sources	772,352	926
Total gross income	16,409,273	19,675
Less deductions	903,963	1,084
Total net recurrent income	15,505,310	18,591

8 Senior Secondary Outcomes

Secondary Graduation

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

Year	School	State
2019	97.2%	91.3%
2018	99.2%	91.6%
2017	99.2%	91.6%
2016	99.6%	92%
2016 saw the introduction of new requirements for Secondary Graduation		
2015	100%	96.4%
2014	100%	97%
2013	100%	97%
2012	100%	

Vocational Education and Training

In 2019, 68 (62%) Year 12 students worked towards a VET qualification, earning a total of 104 certificates. These included:

- 91 Certificate II
- 5 Certificate III
- 8 Certificate IV

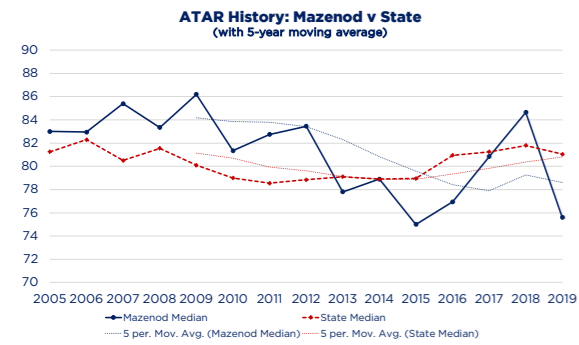
VET Certificates Achieved

Certificate II in Sport and Recreation	38
Certificate II in Business	20
Certificate II in Engineering Pathways	14
Certificate II in Information, Digital Media and Technology	11
Certificate IV in Business	6
Certificate II in Electrotechnology (Career Start)	2
Certificate IV in Education Support	2
Certificate III in Early Childhood Education and Care	1
Certificate II in Data and Voice Communications	1
Certificate II in Aeroskills	1
Certificate II in Building and Construction (Pathway - Trades)	1
Certificate II in Plumbing	1
Certificate III in Retail	1
Certificate III in Screen and Media	1
Certificate III in Education Support	1
Certificate III in Information, Digital Media and Technology	1
Certificate II in Hospitality	1
Certificate II in Automotive Vocational Preparation	1

ATAR Performance

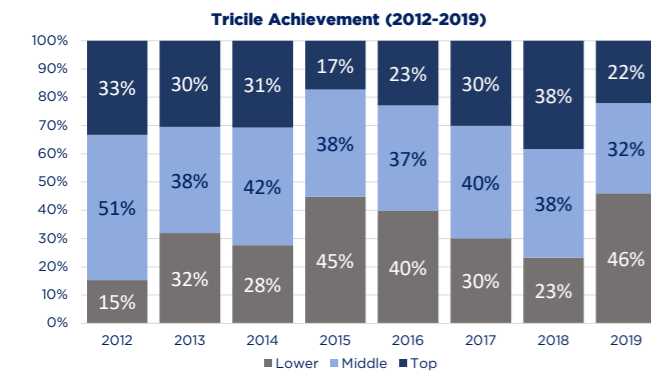
Median ATAR

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 tritiles. In 2019 22% 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

Mathematics Methods

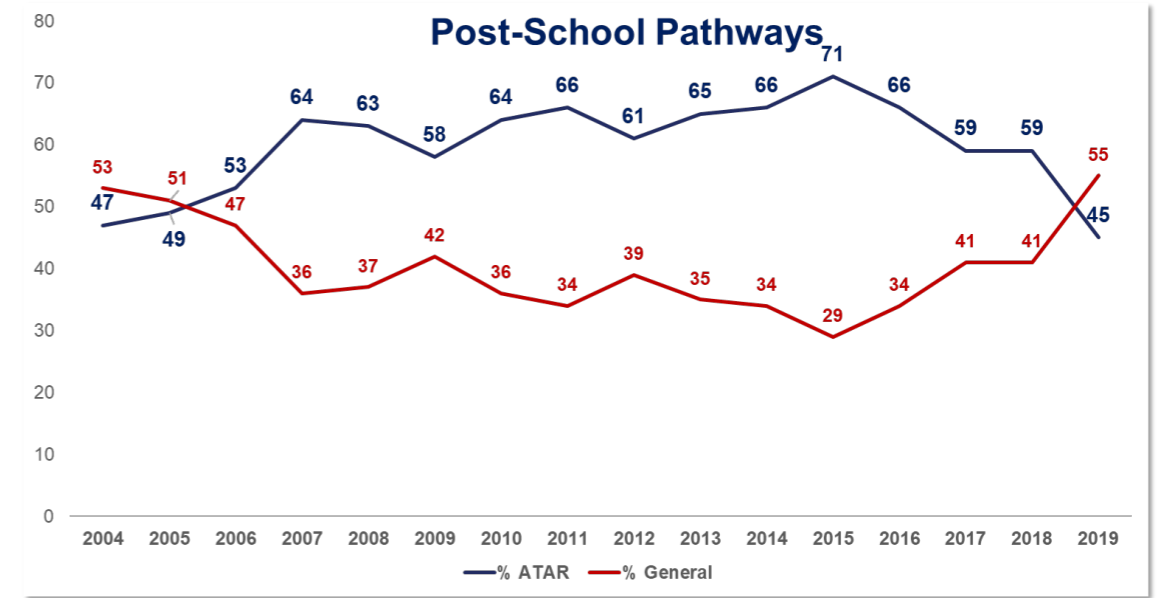
Subjects outperforming the state

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

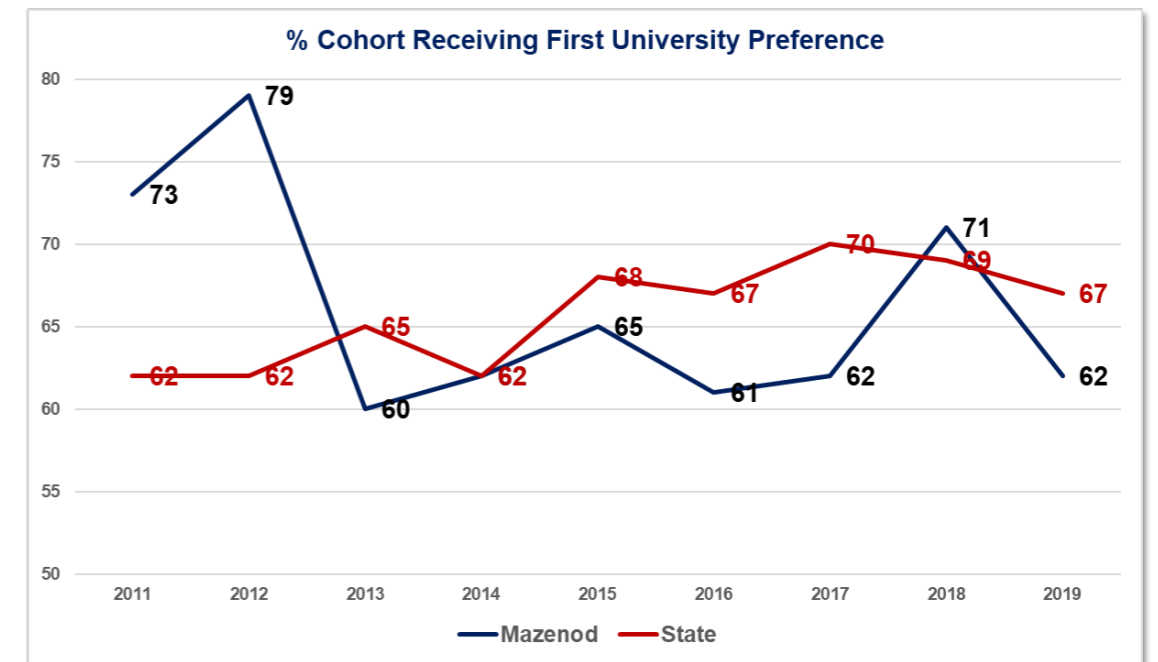
- Earth & Environmental Science +5.0
- 4 other subjects outperformed the state.

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. These priorities are drawn from the [College Strategic Plan](#). Below were the school improvement goals for 2019.

Faith and Stewardship

As a College we are charged with the responsibility of continuing the Mazenod story. We are challenged to nurture the charisma and Oblate traditions and integrate them into the formation of young Christian men.

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. Instigate the Oblate Cross home visit program for staff and families
- 1.1.3. Articulate the values of Compassion and Charity 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. Consolidate brand strategy, signage, presence for Mazenod
- 1.2.4. Develop a plan for the old D&T space
- 1.2.5. Align maintenance and development plans with Capital Development 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. Engage with the Literacy Collective Project (Lyn Sharratt)
- 2.1.2. Develop keyboarding skills for lower school
- 2.1.3. Review the Learning Excellence Guides
- 2.1.4. Develop common Writing frameworks in each discipline and include in Learning Excellence Guides

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

- 2.2.1. Support the middle-leader instigated "Mazen-Up" project to develop case studies of students to use in the process of developing a vision for learning and for decision making.
- 2.2.2. Engage the students in the process of developing a Student Code of Conduct.
- 2.2.3. 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. Extend roadshows to family venues in relation to Field Days.

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

- 3.2.1. Implement key priorities from Community Engagement workshop.
- 3.2.2. Implement first stages of the new Community information strategy
- 3.2.3. Implement changes to the pastoral care program developed through the pastoral care scope and sequence review wellness focus
- 3.2.4. Strengthen vertical relationship using the new initiative of House Feast Days and celebration.

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. Instigate Middle Leadership program
- 4.1.2. Further develop staff learning through Digital Transformation Team and Professional Learning Committee
- 4.1.3. Resource and support RIOT program and Just Start It project
- 4.1.4. Articulate and implement the Arts pathway

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.

Part 2 School Community Report

It is my pleasure to present the 2019 Annual Report of Mazenod College Limited. The Provincial of the Oblates of Mary Immaculate and his Council have charged the Board with the responsibility of ensuring that the College maintains its outstanding reputation. To that end we focus on being a Catholic College committed to living out the Gospel message of Jesus Christ through the values of St Eugene De Mazenod. The continuation and enhancement of the excellent academic, spiritual, social, and physical offerings are of prime importance.

Looking back over the many, many achievements of our College in 2019, we are filled with gratitude knowing that the combined efforts of all have impacted significantly on the quality of lives of our students and their families.

The Board of Mazenod College is very proud of the College that it governs. Our Principal, Mr Andrew Watson, and his staff are constantly looking at ways to further improve the life of the College. The main aim is to have a safe and appropriately challenging environment where each young man feels deeply valued and where the God given gifts and talents of each can be developed to the full.

The Gospel continues to enrich all aspects of College life. The charism of St Eugene De Mazenod is woven throughout the life of the College, bringing with it richness and meaning. Our deep belief in the dignity and worth of each individual is evident in all that occurs within the College.

The Board is deeply appreciative of the physical and spiritual support consistently given by the Oblate Fathers. Up to very recently we have had two Oblate Fathers as Directors on the Board. Our community was devastated when Fr Peter Daly OMI, former Rector of Mazenod, died very suddenly. A beautiful and moving Requiem Mass celebrated by a number of Oblate priests was held with a huge gathering of family and friends. It was very fitting that the students formed a dignified guard of honour. The presence of a number of girls from our sister school, St Brigid's College highlighted the close and important relationship that these two colleges nurture and value.

It is important to be reminded that the Board's primary role is that of governance. The Principal of the College is also the Chief Executive Officer of Mazenod College Limited and keeps the Board fully informed of how the College is enacting the

strategic plan. The Board monitors compliance and accountability and ensures that appropriate policies are in place. Once again the focus continues to be on Child Safe Standards and Child Protection obligations. The Board and all who work at the College hold the safety and protection of our young men to be of paramount importance.

The boys are offered a well-balanced number of programs and activities. The boys are challenged to achieve personal excellence in all fields and to celebrate these achievements. They are urged to dream and to set further goals that stretch them. They are constantly encouraged to take appropriate and life-giving risks, to dare to make mistakes and to learn from these, understanding that coping with disappointment is an important part of life.

The dynamic and changing world is there to be embraced and our boys are being prepared and encouraged to be courageous and discerning in what they embrace and what they challenge.

Our community is a very diverse one greatly enriched by the differences that we celebrate. The dedication, selflessness and generosity of our staff, parents, past parents, former staff, Old Boys and our current students is one of our wonderful strengths.

Of extreme importance is the culture in which the young men find themselves. Each boy is encouraged to embrace his own talents, to look beyond himself to serve, to enrich not only his family and his own school community, but also the world beyond Mazenod's gates. The Christian Service program continues to be highly valued and enables the boys to see and experience how they are able to make a significant difference to promoting a more just and loving world.

The first and most important educators of our boys are their parents/caregivers. This enormous 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 priests who are there to assist and support parents in their journey with their sons. The aim is to enable parents to be fully informed partners in their boys' learning journey as well as to continually encourage parents to be part of building and enriching our school community.

The culture of a school is deeply influenced by

its most important resource, the staff. Mazenod College is blessed to have professional and deeply dedicated staff members who are very capably led by the Principal and his team. The Board is deeply committed to supporting the Principal and his team, so that they can continue to further enrich the lives of our students and our College community.

Thank you to our Provincial, Fr Christian Fini OMI, for his trust and his willingness to encourage new ways of thinking and operating. Thank you to our Principal, Andrew Watson, for his vision, courage, determination and his hard work, which is deeply appreciated by all in the community as was evident in the comprehensive review that took place this year.

Thank you also to Lyn McDonald, Minutes Secretary and Eric Paini, Company Secretary for the significant 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. The Directors look forward with enthusiasm to 2020 and further commit themselves to faithfully serve the mission of the College.



Mary Retel
Board Chairperson



MAZENOD COLLEGE

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