

Mazenod College is a Catholic boys' secondary school set in the hills of Perth with over 850 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.

COLLEGE BOARD CHAIRPERSON'S REPORT

Mrs Mary Retel

The Board of Mazenod College Ltd is very proud of the college that it governs. The principal and staff of the college are fully committed to offering excellence in contemporary education. The focus is on ensuring that the boys are able to thrive in a safe and appropriately challenging environment. The Gospel enriches all aspects of college life through the lens of the charism of St Eugene de Mazenod. We are a catholic school and to that end are deeply committed to ensuring that growth of the whole person is our aim. Our deep belief in the dignity and worth of each and every individual is evident in all that occurs within the college.

The Board takes its governance role very seriously. As a ministry of the Oblate Fathers, the Board is very conscious of its responsibility to follow the direction set by the Provincial and his council. The fact that there are two Oblate priests serving on the Board is very significant. There is a focus both on the spiritual formation and on the professional development of Board Directors at every meeting. The Faith and Mission subcommittee is charged with the duty of offering insights into the charism of St Eugene de Mazenod. The Chair has taken the responsibility this year of providing articles to enhance the understanding of the Directors' roles with particular emphasis on ensuring that the distinction between the role of Directors and the role of Executive is fully understood.

The Board's primary role is that of governance. The Principal of the College is also the Chief Executive Officer of Mazenod College Ltd. He has ensured that the Board is kept informed of how the College is enacting the strategic plan. The Board monitors compliance and accountability and ensures that appropriate policies are in place. This year the particular focus has been 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 catch cry for the past number of years has been St Eugene's challenge to "Learn who you are in the eyes of God." A very affirming and life-giving call to the boys and indeed to us all to embrace our gifts and our shortcomings and to rejoice that we are so very loved by our God.

The Board is delighted with the number of programs and activities that are provided for the students. There is a deep commitment to challenging the boys to achieve personal excellence in all fields and to celebrate these achievements whilst setting further goals that stretch them. The boys are encouraged to accept challenges and to learn to deal with disappointment as well as to celebrate success. Many very valuable life's lessons can be learned by those willing to embrace the plethora of opportunities that are presented each term. The vast array of offerings are a testament to the dedication, selflessness and generosity of our staff, parents, past parents and ex staff, ex-students and our current

students. 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 in which the boys engage is wide ranging and makes a significant difference to promoting a more just and loving world. Parents are honoured and respected as the first educators of their boys and are often reminded of the enormous responsibility and joy that accompanies being a parent. Parents are invited to be fully informed partners in their boys' learning journey and the college is consistently examining ways to make this both achievable and enjoyable.

The culture of a school is deeply influenced by its most important resource, the staff. Mazenod College is very blessed to have very professional, deeply dedicated staff members who are very capably led by the Principal and his team. The Board is ever cognisant of the need to support the Principal and his team so that they can continue to do outstanding work to further enrich the lives of our students.

Thank you to our Provincial, Fr Peter Daly, OMI, for his trust and his willingness to encourage new ways of thinking and operating.

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 2019 and further commit themselves to faithfully serve the mission of the College.

STUDENTS

The College student population in 2018 was 830 students. Among these, there are 10% LBOTE students and 1% ATSI students enrolled in the College.

The overall average student attendance rate for 2018 was 93%.

When a student is absent from school the College requires that parents make contact with the College administration on the day of absences. Parents are asked to provide written notification of anticipated absences or unexplained absences.

If the College does not receive parental notification of the reason for an absence then a text message is sent to the parent notifying them that their son is marked as absent. If the College cannot obtain an acceptable confirmation of the reason for the absence then the matter may be referred to the appropriate government authority.

Year	Attendance
7	93.2%
8	91.7%
9	91.3%
10	92.3%
11	94.1%
12	95.2%
All	92.9%

STAFF

The Mazenod College has 75 teaching staff made up of 67 full time and 8 part-time, 31 female and 44 male. There are 71 non-teaching staff. There were no Aboriginal or Torres Strait members of staff in 2018.

During 2018 the Mazenod College teaching staff attendance rate was 97%.

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

All teachers at Mazenod are registered with the Teachers Registration Board of WA (TRBWA) and have the appropriate teaching qualifications.

During 2018 teaching staff took part in 630 hours of external professional development, not including the 6 full days of internal professional development days at the start of the year and each term or weekly Monday afternoon PD. The average cost per teacher of external professional development was \$335.

The table below indicates the qualifications held by Mazenod Staff.

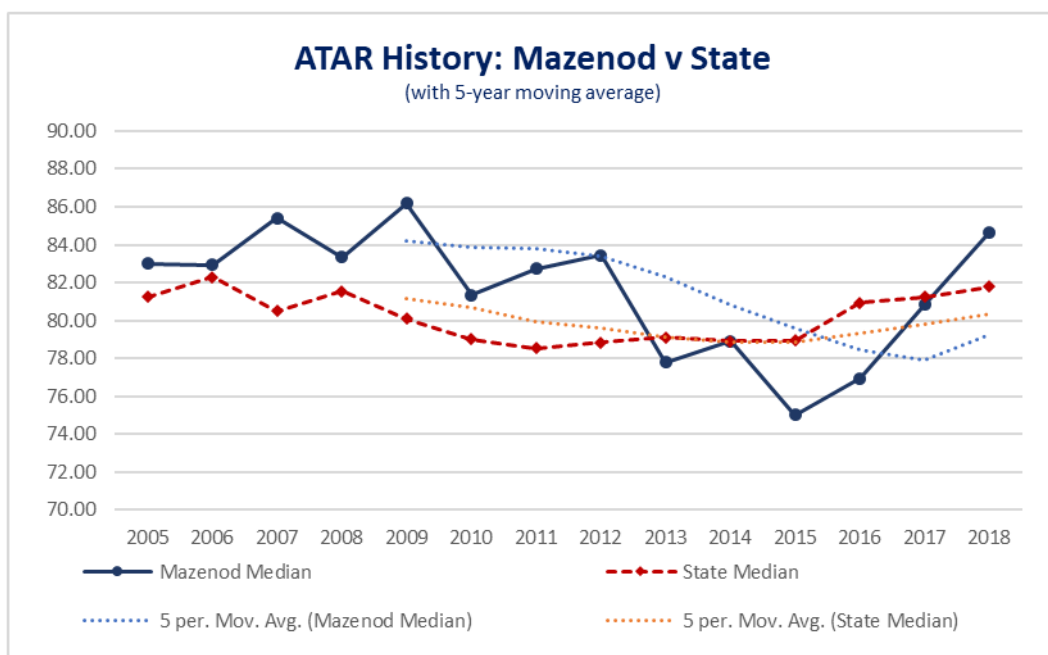
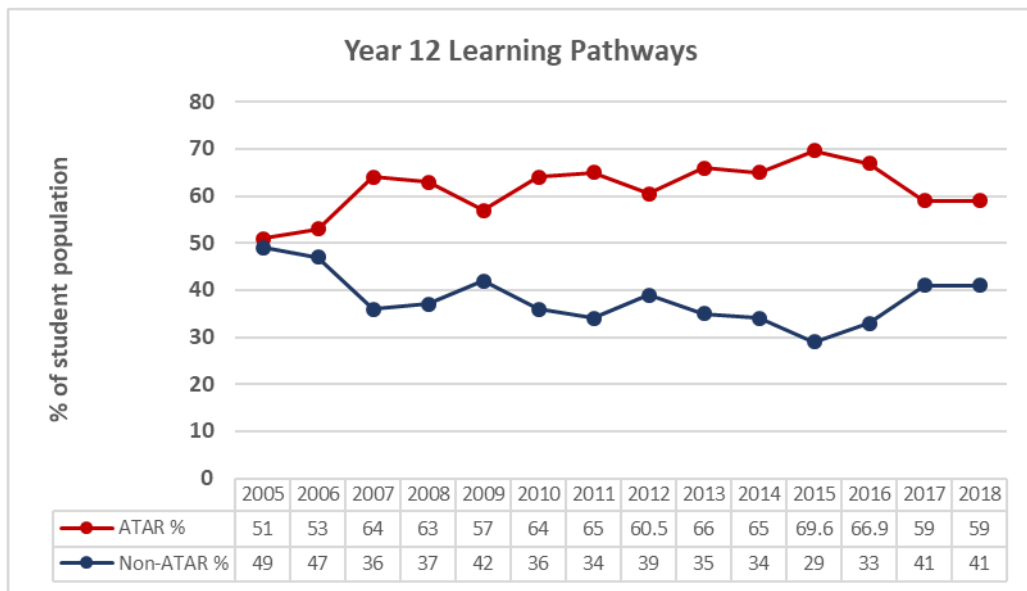
Qualification	Number
Bachelor of Education	38
Graduate Diploma of Education (or equivalent) with a Bachelor Degree	40
Postgraduate Certificate	13
Masters	12
PhD	0
Certificate I	2
Certificate II	5
Certificate III	1
Certificate IV	15
Diploma/Advanced Diploma	1

YEAR 12 PERFORMANCE DATA

Secondary Graduation

(The Western Australian Certificate of Education)

2018	99.2%	State	91.6%
2017	99.2%	State	91.6%
2016	99.6%	State	92%
<i>2016 saw the introduction of new requirements for Secondary Graduation</i>			
2015	100%	State	96.4%
2014	100%	State	97%
2013	100%	State	97%
2012	100%	State	97%



RECENT HISTORY OF YEAR 12 RESULTS

Median ATAR

The table below provides the recent median ATAR scores for Mazenod College. A median score of 80 indicates that 50% of students achieved an ATAR above that score.

Year	Median ATAR	% students achieving an ATAR
2018	84.65	59
2017	80.85	59
2016	76.95	67
2015	75	71
2014	78.9	66
2013	77.8	65
2012	83.45	61
2011	82.75	66
2010	81.32	64

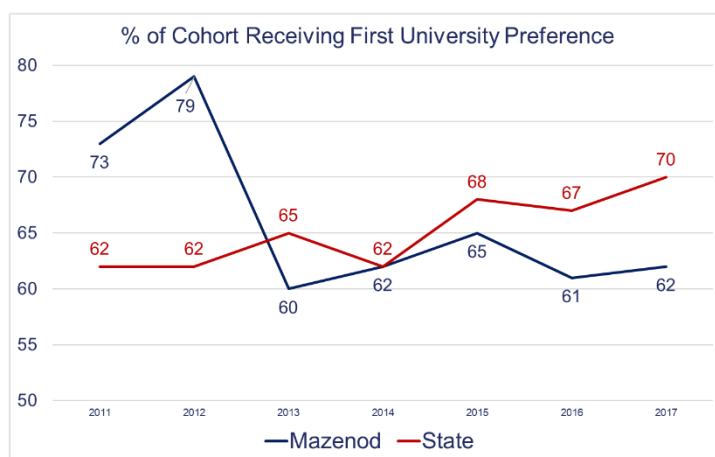
Distribution of ATAR Marks

The table below indicates the distribution of ATAR scores in terms of triles. In 2018 XX% of Mazenod students achieved in the top third in the state.

Year	High Third	Middle Third	Low Third
2018	38	38	24
2017	37	32	32
2016	29	33	39
2015	26	40	33
2014	29	42	29
2013	29	38	33
2012	35	48	17
2011	44	40	17
2010	28	57	15

University first preferences

The chart below shows the historical trend of students at Mazenod receiving their first preference at university.



SUBJECT PERFORMANCE

Top Schools in the State

The following subjects were amongst the top 15 schools in the state for 2018

Applied Information Technology Computer Science
Mathematics Specialist

Subjects outperforming the state

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

Drama	+15.6	Computer Science	+11.1	Geography	+5.2
PE Studies	+7.6	Visual Art	+5.1		

8 other subjects outperformed the state.

13 out of 18 subjects outperformed the state average.

2018 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>

YEAR 7	All Australian Schools' Average		Mazenod College		% at or above National Minimum Standard	
	2018	2017	2018	2017	2018	2017
Numeracy	548	554	561	568	100%	99%
Reading	542	545	549	550	99%	98%
Spelling	545	550	542	558	96%	97%
Grammar/Punctuation	544	542	546	545	99%	97%
Writing	505	513	497	500	91%	90%

YEAR 9	All Australian Schools' Average		Mazenod College		% at or above National Minimum Standard	
	2018	2017	2018	2017	2018	2017
Numeracy	596	592	627	613	100%	100%
Reading	584	581	603	607	99%	100%
Spelling	583	582	594	590	94%	96%
Grammar/Punctuation	580	574	590	582	97%	97%
Writing	542	552	551	548	85%	96%

SCHOOL FUNDING INFORMATION

Information about school income can be found on the My School website <http://www.myschool.edu.au>

2018 Preliminary Budget Summary:

State/Commonwealth Funding	\$10,229,710
Tuition Fees	\$7,339,840
Capital revenue	\$903,645
Other	\$232,000
Total Revenue	<u>\$18,705,685</u>
Salaries	\$12,661,390
Tuition Costs	\$1,108,329
Interest	\$301,211
Administration costs	\$4,409,422
Total expenses	<u>\$17,836,168</u>
Profit (Loss)	<u>\$225,331</u>

PARENT, STUDENT and TEACHER SATISFACTION

Parent satisfaction:

- High levels of positive affirmation provided by parents through surveys (Boarding, Communication), meetings with Principal and College Leadership Team and in informal situations.
- High levels of participation in Parent-Student-Teacher Consultation meetings, parent information evenings and parent forums.
- Strong Parents & Friends Association and volunteer participation in cultural/sporting groups.
- High involvement by parents in special event days.
- Very respectful relationships between parents and staff.
- Parent involvement on College Board.

ANNUAL SCHOOL IMPROVEMENT

The following tables articulate the goals in the Annual School Improvement plan and the progress made against each goal.

Faith and Stewardship

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

Goal 1.1

Maintain a strong Catholic identity and Oblate tradition.

Action Statements	Progress
1.1.1 Develop and articulate the Mazenod Journey (to promote the Mazenod story) with reference to Core Values and Mission.	Journey document begun. Articulated through Staff Days and student leadership initiatives. Staff Days and Staff Meetings focus on Courage and Passion, Legends at Lunchtime established. Old Boys guest speakers in areas of interest. Year, House and Special Interest Group Masses calendarized. Each group has responsibility to host the Mass. Assemblies, staff development sessions themed to follow Courage and Passion understanding in Oblate sense. Established new partnership with Mary's Mount Catholic Primary School. Tuesday morning reading and numeracy assistance for students provided by Year 12 and Year 11 students.
1.1.2 Student and Staff Oblate formation/leadership.	
1.1.3 Develop a list and process for Old Boys' interaction with students	
1.1.4 Ensure Wednesday Mass initiative for 2017 grows with House identity and student representation at Mass.	
1.1.5 Develop the annual focus on Core Value- 2018 - Courage and Passion.	
1.1.6 Hands of Eugene Program developed and extended for participation.	

Goal 1.2

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

Action Statements	Progress
1.2.1 Establish Boarding Strategic Plan and prioritise annual goals.	Strategic areas identified for boarding development.
1.2.2 Establish contemporary learning space brand for Mazenod classrooms	Year 7 and 8 classroom blocks refurbished to the new Mazenod learning space standard.
1.2.3 Review existing and establish new brand strategy, signage, presence for Mazenod.	Updated information and approaches for communication with past, present and future families.

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.

Action Statements	Progress Made
2.1.1 Embed 'Strategies for Improved Academic Performance' in all pursuits... particular emphasis on -student assessment feedback.	Groups of staff choosing the area of 'student assessment feedback' as teacher development goal, staff involved with this area of Teacher Development program
2.1.2 Set and articulate high standards of conduct through homework, revision and study practices. ... Learning Excellence	'The Productive Classroom' approach developed by staff with student input into the statements to create the environment for learning. Academic Leadership Team developed the Learning Excellence guides for senior students. The guides provide examples for students to base their work and revision on in preparation for assessments and examinations.
2.1.3 Implement GaTE program in first two stages: external/internal enhancement competitions and student tracking mechanism) External competitions and students identified... Elective created for Year 8 2019... further program development pending	A Gifted and Talented Co-ordinator appointed with the goals of identifying students to support and learning opportunities inside and outside classroom. The first stages of planning for a Gifted and Talented elective in Humanities was undertaken for implementation on 2019. This Year 8 and 9 elective sits alongside Specialist Band and Specialist Science programs.
2.1.3 Refine the 2017 Academic Tracking model for 11--12 implementation Mentoring program program	The Year 12 academic tracking program was extended to involve more staff in mentoring students in Year 12. Past student presentations to existing students in areas of their expertise and study were introduced at lunch times.

Goal 2.2

Further enhance the culture where all strive for academic and personal excellence.

Action Statements	Progress Made
2.2.1 Refine the 2017 Academic Tracking model for 7-12 implementation	Tracking students' progress across all years and monitoring student performance changes.
2.2.2 Middle Leader development program implemented and review process for their growth goals.	Editing the roles of middle managers to include middle leadership framework. Provision of professional learning to develop the capacity of middle leaders in their role as team leaders.
2.2.3 Teacher Development. Articulating key areas where teachers can have significant impact in progressing students learning.	Process developed into 4 key areas of teacher practice . Online literature, videos and scaffolds to support staff in developing high impact goals.
2.2.4 Review the VET Pathway and supporting electives leading into Senior Studies.	Vocation and Education Training pathways reviewed and recommendations put in place to support a stronger suite of General pathway study in Year 11-12. New roles established to support this pathway.

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.

Goal 3.2

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

Action Statements	Progress Made
3.1.1 Explore Engage, Grow, Flourish Approach for implementation. Meeting Thursday Week 10 (parents)	Workshops held with parent groups to determine further parent-school partnership.
3.1.2 Host Parent Sundowner.	College increased the inclusivity and welcome to parents through two new events for parents.
3.2.1 Launch Igloo for Parent Portal. Parent information sessions.	Web-based access to student progress for parents was established in 2018. The movement to electronic distribution and archiving of academic reports to parents. Boarding parents received their sons' reports immediately, eliminating the lag in hard copy post.

Courage and Passion

Goal 4.1

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

Action Statements	Progress Made
4.1.1 Review breadth of co-curricular offerings for students (G&T, Year 10 Media offered)	The establishment of a pathway for gifted and talented students through Year 7 to 10.
4.1.2 Establish Year of Courage and Passion in communications, assemblies, themed events. Done... Are our students making this connection to St Eugene etc?	Theme of assemblies, student development sessions and community communication to understand the College Value statement "Courage and Passion".
4.1.3 Action new Portfolio Student Leadership approach. Done- more work to establish...staff uptake. Waste management is the opportunity	Develop with incoming senior student leaders a portfolio approach to leadership. Initial stage in 2018 to focus on a few areas only.

Charity

Goals 5.1

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

Goals 5.2

Develop staff opportunities

Action Statements	Progress Made
5.1.1 Create consistent program from 7-11.	Construction of a pathway for students Christian Service Learning.
5.1.2 Develop viable pathway for staff service learning.	Develop resource around outreach to "Shop Front".

