



MAZENOD COLLEGE

2016 ANNUAL REPORT

Mazenod College is a Catholic boys' secondary school set in the hills of Perth with over 850 students, including more than 118 boarders. The College caters for 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 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.

STUDENTS

The College student population at the February census was 854 students. It is common throughout any school year that a number of students will move schools through relocation of parents as well as Year 12 students taking up further education at TAFE or pursuing employment or apprenticeship opportunities.

The overall average student attendance rate for 2016 was 96%.

Year	Attendance Rate
7	95.8%
8	95.2%
9	95.4%
10	95.8%
11	96.5%
12	97.8%

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.

STAFF

The Mazenod College has 78 teaching staff made up of 67 full time and 11 part time, 32 female & 46 male. There are 73 non-teaching staff with 52 part time and 21 full time.

During 2016 the Mazenod College teaching staff attendance rate was 97.4%.

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.

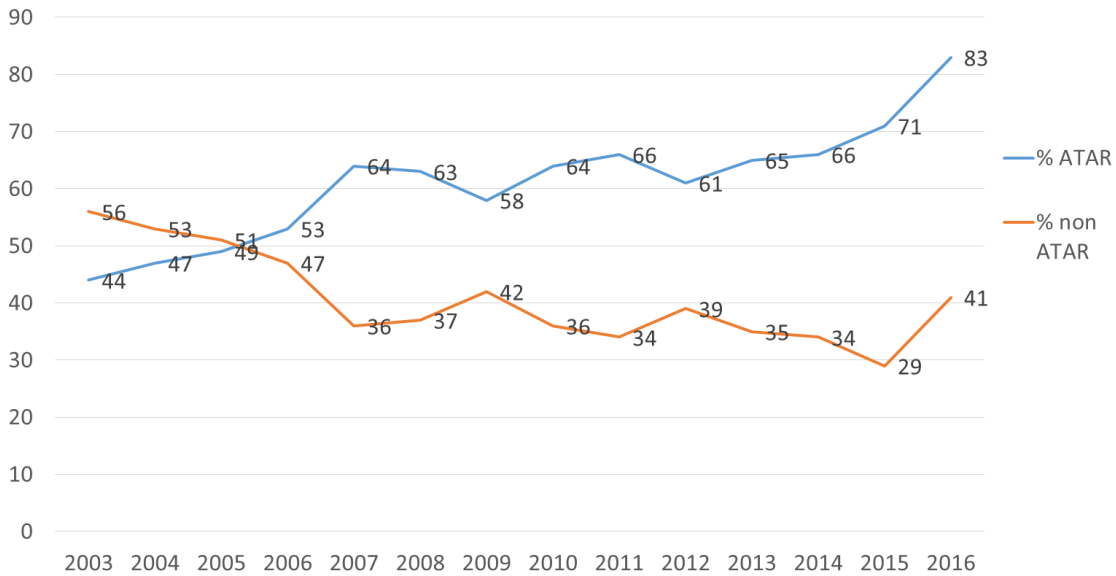
During 2015 teaching staff took part in 841 hours of external professional development, not including the 6 full days of internal professional development days at the start of the year and each term or weekly Monday afternoon PD. The average cost per teacher of external professional development was \$595.

The table below indicates the qualifications held by Mazenod Staff.

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 WACE Analysis 2016 Cohort

Post-school Destination



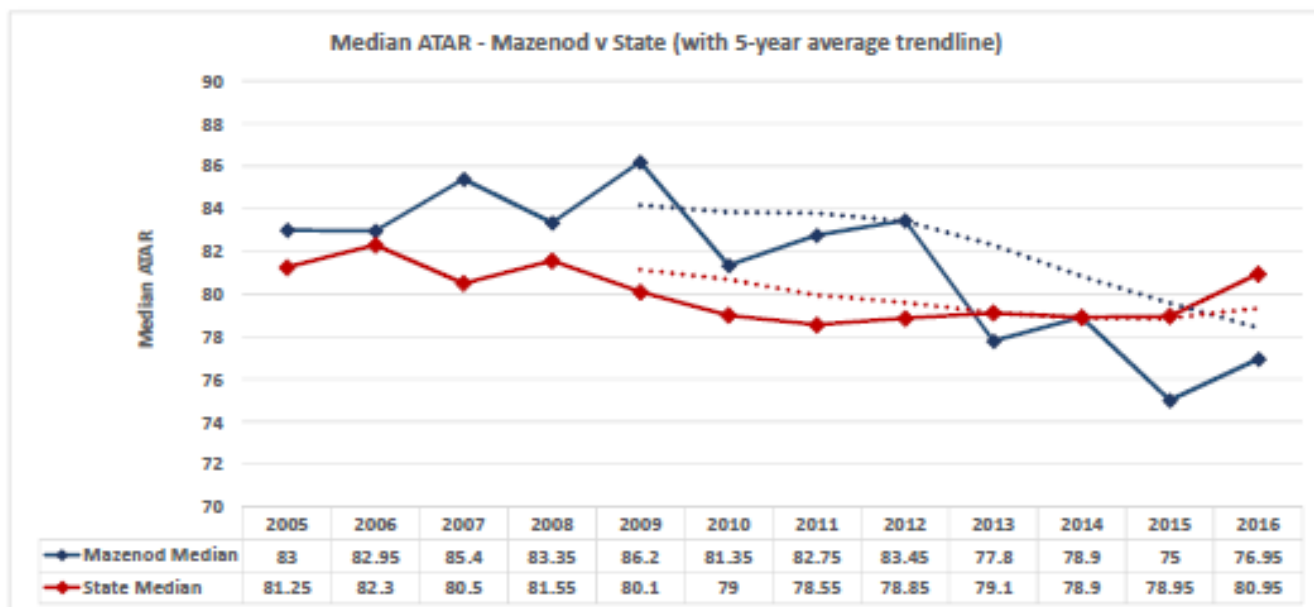
Secondary Graduation

(The Western Australian Certificate of Education)

2016 **99.6%** **State** **92%**
2016 saw the introduction of new requirements for Secondary Graduation

2015	100%	State	96.4%
2014	100%	State	97%
2013	100%	State	97%
2012	100%	State	97%

Mazenod median ATAR vs State



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
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 triciles. In 2016 29% of Mazenod students achieved in the top third in the state.

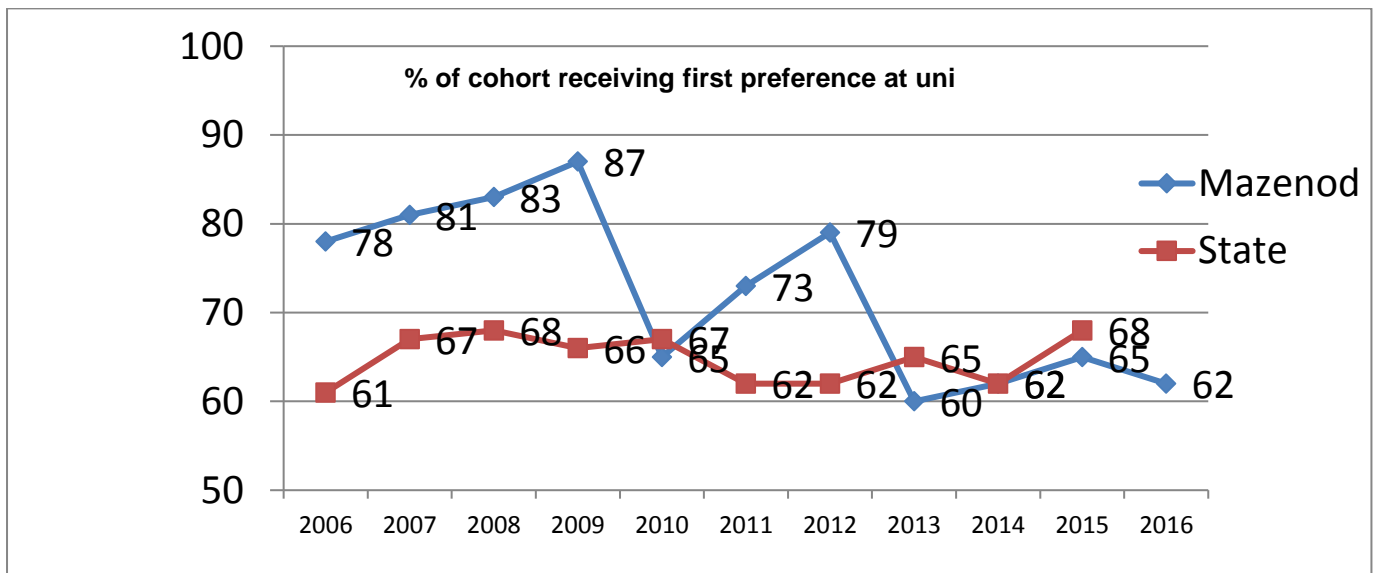
Year	High Third	Middle Third	Low Third
2016	29	33	39
2015	26	40	33
2014	29	42	29
2013	29	38	33
2012	35	48	17
2011	44	40	17
2010	28	57	15

ATAR Breakdowns – History

ATAR breakdown	2016 83 students	2015 87	2014 65	2013 69	2012 72	5 year mean
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>90	13 (16%)	13 (15%)	13 (20%)	15 (22%)	18 (25%)	20%
80 – 89.95	24 (29%)	20 (23%)	18 (28%)	13 (19%)	23 (32%)	26%
Cumulative Total 80+	45%	38%	48%	41%	57%	46%
70 – 79.95	23 (28%)	27 (31%)	16 (25%)	20 (29%)	20 (28%)	28%
65 – 69.95	4 (5%)	10 (11%)	10 (15%)	5 (7%)	5 (7%)	9%
< 65	19 (23%)	17 (20%)	8 (12%)	16 (23%)	6 (8%)	12%

Proportion of students receiving their first preference for university



SUBJECT PERFORMANCE

Top Schools in the State

The following subjects were amongst the top 15 schools in the state for 2016:

- Applied Information Technology
- Geography

Subjects outperforming the state

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

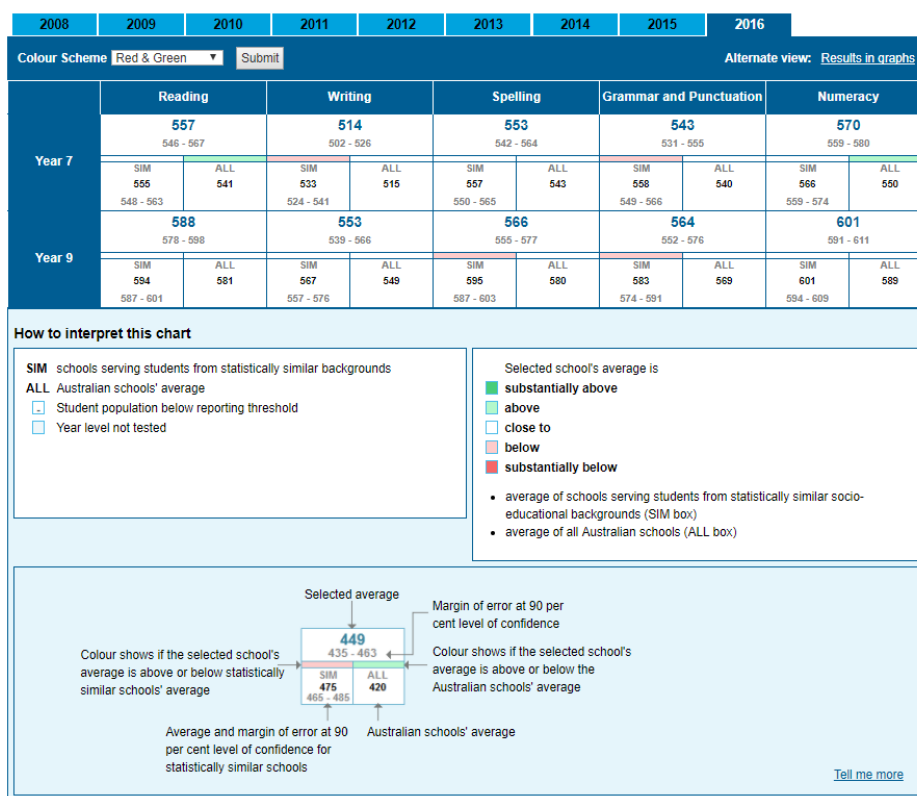
Maths Specialist	+14.77	Drama	+8.77
Drama	+10.2	Geography	+5.99

2016 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

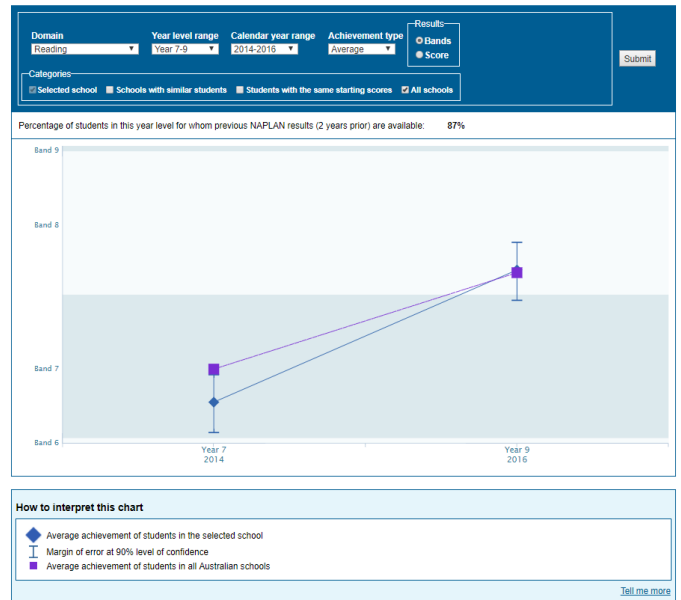
Details of the 2016 NAPLAN results can be viewed at <http://www.myschool.edu.au>



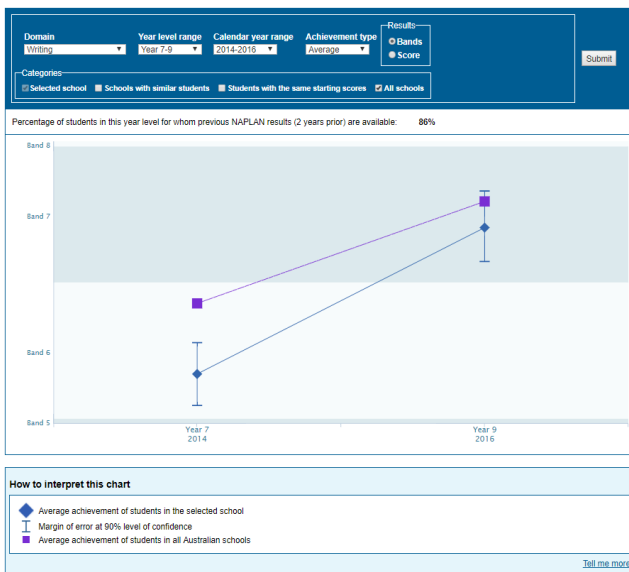
NAPLAN Student Gain

A key measure for NAPLAN is student growth.

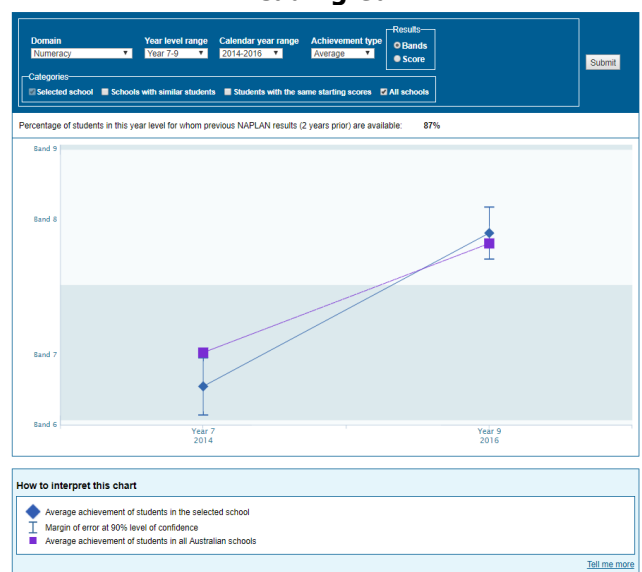
These charts show that students at Mazenod achieved growth significantly higher than the Australian population in Reading, Writing and Numeracy.



Reading Gain



Writing Gain



Numeracy Gain

SCHOOL FUNDING INFORMATION

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

2017 Preliminary Budget Summary:

State/Commonwealth Funding	\$9,947,000
Tuition Fees	\$7,366,410
Capital revenue	\$848,640
Other	\$280,000
Total Revenue	<u>\$18,442,050</u>
Salaries	\$12,486,340
Tuition Costs	\$1,154,950
Interest	\$321,000
Administration costs	\$3,873,908
Total expenses	<u>\$17,836,168</u>
Profit (Loss)	<u>\$605,852</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.

Student satisfaction:

- High student retention rates.
- Low student absentee rates.
- High level of participation on College event days (House Swimming, House Athletics, House Cross-Country, Mazenod Mission Day, Open Day)
- High levels of satisfaction expressed in student small group meetings with Principal.
- High levels of participation in school co-curricular program (Performing Arts, Sport, Debating).
- High levels of rapport between students and staff.
- Large number of students offering themselves for Immersion Program and Leadership.
- Strong take up rates into Old Boys Association.

Teacher satisfaction:

- Low levels of staff absenteeism.
- Very high level of involvement in co-curricular program and Immersion.
- High level of involvement in committees and working groups.
- Feedback through staff interviews.
- Strong interest in promotional positions.

BOARD CHAIR REPORT

Change has been one constant over the last 5 years that I have served on the Mazenod College Board and 2016 has been no different. Every year we welcome a new Year 7 cohort and by the time they leave 6 years later, the young men who are encouraged to "Learn what you are in the eyes of God", graduate enriched with the spirit of Eugene de Mazenod.

During this 50th year of Mazenod we have recognised and celebrated the achievements of all those who have contributed to creating the spirit and sense of community, the unique Mazenod spirit.

Further development and refurbishment of the school buildings and grounds has continued during 2016 with the major project being the upgrading of the Year 7/8 block, new ITC and further landscaping works. This has caused some disruption to the function of the school but when completed will provide a modern, attractive and better workplace for staff and students.

During the year, the 10 Year Capital Development Plan was endorsed and after wide consultation the new Design and Technology Centre was identified as the next major building project. Planning and design work is well advanced and construction is anticipated to commence in early 2017. Existing ageing school infrastructure has also been identified and refurbishment will be programmed over the ensuing years.

2016 was the first year a Lay Principal was appointed to lead Mazenod College. After Fr Daly was called for higher duties at the end of 2015, one of his first duties was to appoint Mr John Payne to guide the school during the transition period. I would like to acknowledge and thank John for the diligent and professional manner in which he has provided leadership for the school community during 2016.

I would also like to welcome our new school principal, Mr Andrew Watson, who will commence as Principal at the start of 2017.

On behalf of the School Board, I would like to thank the professional and hard working staff for their commitment to the students' education and for providing them with a sound understanding of the Mazenod traditions.

Finally, I would like to thank my fellow Board members for their ongoing contribution and look forward, with enthusiasm, for the work ahead in 2017.

Mr Chris Loughnan

2016 ANNUAL SCHOOL IMPROVEMENT PLAN

System Strategic Outcomes	Smart Goals	Progress
Learning	<ul style="list-style-type: none"> ▪ Review Teacher Development Process ▪ Know your students – use relevant data to know and understand student needs ▪ Create a curriculum plan. 	<ul style="list-style-type: none"> ▪ Working on development of analytical tools for Grade Point Average (GPA) AND Prdicted ATART ▪ CREATED a Mentoring Program for staff.
Engagement	<ul style="list-style-type: none"> ▪ Develop marketing of Boarding enrolments. ▪ Engage all stakeholders in development of inaugural Strategic Plan. 	<ul style="list-style-type: none"> ▪ Create opportunities for workshops, drafted plan for implementation 2017.
Accountability	<ul style="list-style-type: none"> ▪ Maintain a viable and sustainable business plan for the College. 	<ul style="list-style-type: none"> ▪ Creation of a long teerm enrolment strategy recognising the necessity for keeping fees at an affordable level.
Discipleship	<ul style="list-style-type: none"> ▪ Increase Oblate iconography at College. ▪ Engage with local and international Oblate Missions. ▪ Plan for Design & Technology Building. ▪ Establish a Staff Wellbeing Committee. 	<ul style="list-style-type: none"> ▪ Commissioning of Oblate iconography for installation of China Pilgrimage initiated in 2016. ▪ Developed Capital Development Plan - stage