



**MAZENOD  
COLLEGE**



# 2019

Annual Report to the School Community

Registration Number: 1673  
Kernot Avenue Mulgrave 3170

# Contents

Contact Details	3
Minimum Standards Attestation	3
Prinipal's Report	4
Vision and Mission Document	6
Education in Faith	7
Catholic Culture	8
Learning & Teaching	9
VCE Results 2019	10
VCE Results Comparison	11
Post School Destinations	14
School Performance Data (NAPLAN)	15
Three Year Comparision (NAPLAN)	17
Proportion of Students meeting National Standards (NAPLAN)	18
Student Wellbeing	19
Leadership and Management	21
Professional Learning	23
College Community including Student, Parent and Staff Satisfaction	24
Stategic Review Summary	25
Child Safe Standards	27
Sporting Achievements	28
ACC Results 2019	29
Value Added	30

## College Contact Information

<b>ADDRESS</b>	5 Kernot Avenue, Mulgrave, VIC 3170
<b>PRINCIPAL</b>	Mr Tony Coghlan
<b>RECTOR</b>	Fr Christian Fini OMI
<b>PRESIDENT OF CANONICAL ADMINISTRATORS</b>	Fr Kazimierz Trawicki CR PP Good Shepherd, Wheelers Hill
<b>SCHOOL BOARD CHAIR</b>	Mr Peter Le Grand
<b>TELEPHONE</b>	(03) 9560 0911
<b>EMAIL</b>	<a href="mailto:principal@mazenod.vic.edu.au">principal@mazenod.vic.edu.au</a>
<b>WEBSITE</b>	<a href="http://www.mazenod.vic.edu.au">www.mazenod.vic.edu.au</a>

### Minimum Standards Attestation

I, Mr Tony Coghlan, attest that Mazenod College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Date: 6/07/2020

## Principal's Report



During 2019 the college continued to excel and achieve remarkable results in academics and co-curricular activities. This report shows that anecdotal and quantitative measures have been used to identify our many accomplishments. I would like to acknowledge the dedication required of staff, the trust and support of our parents, and the talent and hard work of our students, whether it be in the classroom, on the stage, on a sporting field or in the area of social justice. We are equipping our students for the future, but we are also conscious of the findings of this year's NSIT (National School Improvement Tool) which highlights areas needed for improvement. The need in 2020 will be to focus on data and develop our programmes around Visible Well Being and Visible Learning.

When contemplating the priorities for schools in the 2020s a common theme has emerged. Whether it be professional reading, various conferences and organizations, college reviews and strategic planning, the themes are consistent for universities and schools. Schools are focusing on decisions and planning based on data analysis and a rapidly changing workplace. At a biennial conference for the Heads of Independent Schools (Forging the Future) the comment was made, "When considering our history there has never been a time when global change regarding technology and innovation has been so rapid. When considering the future there will never be a time in the future when global change and innovation will be as slow as what we are witnessing today." Daunting comments. How do we educate for a future that is changing and provide skills required for such a dynamic workplace?

We can find some of the answers as we flick through the images and read the articles in our annual magazine, the Mazenodian. We need to provide a curriculum that enables our students to develop skills to be life-long learners. No longer are graduates expected to be completely skilled when they enter a vocation. Employers are training and upskilling their staff constantly so we need our students to have the skills and attitude to be life-long learners, continually adding and changing to accommodate change within a career. Demographers are also telling us that their first job will be one of 5 careers and 17 jobs that they will enjoy in their working life.

The many wonderful experiences that are reflected in the Mazenodian and are part of school life were once called extra-curricular activities. For many years now we have referred to them as co-curricular activities, a bid to try and highlight their intrinsic value.

Activities such as sport, music, public speaking, debating, social justice, competitions, outdoor education, study tours, immersion tours, leadership programmes etc. have all been part of the Mazenod tradition and now universities and employers are recognising the importance of skills associated with such activities as essential when determining success post-study and training. Those skills are entrepreneurship, grit, resilience, citizenship education, ethical and cultural competencies, collective identity, independent thinking and a capacity to collaborate and be flexible. The citizenship education and ethical and cultural competencies, in a Catholic context, complements the many opportunities in our social justice and Religious Education Programmes.

The emphasis on the skills mentioned does not diminish the need for academic excellence and academic rigour. Our students need it all. When I bump into one of our Old Collegians, one of many who regularly volunteer their time for the street mission work with Rosies, I see a student who has benefited from immersing himself in college life.



He manages to meet his study obligations associated with Medicine, volunteers his services to Rosies, enjoys membership of Oblate Youth and when he was at school, he contributed extensively to the Music Programme and various sporting activities. Academic excellence is a priority that should not be diminished in any way by participating in as many aspects of college life as possible. The curriculum is changing too with coding, digital intelligence, artificial intelligence and STEM being thrust to the forefront of timetabling needs and subject development.

Change in a place like Mazenod that cherishes its traditions is a challenge. "The strengths of a school come from its stories and traditions but the future of a school rests in its relevance and innovation" (Michael McCreadie). So much of the Mazenod story is the people. The college was reviewed in 2019 and the most outstanding aspect of our programmes from a reviewer's perspective was our sense of community.

The Parents' Associations, the Old Collegians, MOCA and the Sporting Clubs amazed them. We do not take them for granted because relationships and connections to the College are priorities for parents, staff and students. The epitome of the community is the Oblates who are the story and the tradition. During 2019 there were several opportunities to reflect and appreciate the amazing contribution so many of the Oblates have made to the spiritual lives and culture of the college.

The 125th Anniversary of the Oblates in Australia was celebrated with a gathering in Freemantle of the De Mazenod Family. Representatives of the various communities and ministries of the Oblates gathered to celebrate the 125 years but also to consider and commit to the future of Oblate schools and ministries. The importance of the lay community sharing in leadership and fostering the traditions was highlighted. Another poignant moment for 2019 was the celebration of Fr Kevin Davine's 60th Anniversary of Ordination. This event and celebration encapsulated the wonderful contribution and witness of faith Fr Kevin has made to the college and the De Mazenod Community more broadly.

When considering the changes at Mazenod, whether it be the creation of a new Board structure for 2020, the changing dynamic when a year level graduates, or when staff, many who have been icons of the college retire, we worry about a void being created. Each year we welcome new students, new parents and new staff who are invited to join the charism and culture that exists in the De Mazenod Family because of the traditions of the Oblates of Mary Immaculate. We thank God for the witness and service for the Oblates and for all in the De Mazenod Family that makes our college so special.

Mr Tony Coghlan, Principal



# VISION & MISSION DOCUMENT

## Vision

**Mazenod College is a Catholic boys' secondary school striving to live the charism of the Oblates of Mary Immaculate. Centred on the person of Jesus Christ, our community is built on faith, nourished by the Eucharist and seeks to live and share Gospel values in word and deed.**

## Mission

**Mazenod College is committed to the pursuit of excellence in the intellectual, social, moral, spiritual and cultural development of each student according to his unique capacity. Each person at Mazenod is encouraged to contribute to a welcoming and caring community in collaboration with our local Parishes.**

## Guiding Principles

### 1. Let us be united in the love of Jesus Christ

We seek to develop a personal relationship with Jesus Christ, the Saviour, and to see people and the world through His eyes. By regularly turning our hearts and minds to Him, and by opening ourselves to the gift of the Holy Spirit, we seek, like Mary Immaculate, to receive God's holiness and bring it to reality in our daily lives.

### 2. Be a burning flame not a smouldering wick

We serve to light the fire inside our students, fostering a burning desire to achieve academic excellence and to cultivate their abilities to the fullest. We see education as a lifelong process of formation in the truth, not just a moment in time, encouraging our students to be the flame, continuously burning brightly and sharing their talents.

### 3. We have but one heart, one soul

We strive to nurture a friendly and caring school, enabling students to develop a sense of loyalty, solidarity and service. We provide pastoral care and encourage participation in all aspects of College life. Nourished by the Eucharist, and led by the Oblates of Mary Immaculate, we believe that once a student enters the College, he and his family become part of our community for life.

### 4. Learn who you are in the eyes of God

We aspire to instil in all people the knowledge that God's unconditional love is real and everlasting. Through the creation of an inclusive community and an environment that is conducive to students discerning their unique worth in the eyes of God, all members of the Mazenod family are free to flourish and grow.

### 5. Enter to Learn, Leave to Serve

We endeavour to emulate St Eugene de Mazenod's model of standing with the poor in our community and beyond. Acts of service are a key component of an education at Mazenod. On their journey, our students recognise their call to bring the transforming presence of Christ to the world.





## EDUCATION IN FAITH

Mazenod College has been served by the Oblates of Mary Immaculate in partnership with the Catholic Archdiocese of Melbourne since 1967. It sees daring and commitment to Christ as essential central elements in its character. We are reminded of this daring in our College motto, 'Leave Nothing Undared for the Kingdom of God'. It requires us to seek, find, share and celebrate the presence of God among us. The College is named after the Founder of the Oblates, St Eugene de Mazenod and he asks us to do this as a Community. St Eugene de Mazenod called the people of post-revolutionary France (19th Century) back to a relationship with God. He was especially interested in supporting those that are excluded and left out.

### **Faith**

Mazenod seeks to foster in all its students development of their knowledge and love of God, through deepening their faith in Jesus Christ. Mazenod seeks to develop persons who are responsible and inner directed, capable of choosing freely in conformity with a well-informed conscience. Mazenod seeks to promote a moral consciousness in its students, in accordance with Christ's teaching and the mind of the Church, and enable them to relate it to their own lives.

Mazenod seeks to provide a suitable Christian atmosphere which encourages the growth of the whole person; provide the opportunity to integrate culture and faith through the acceptance of Christ and his ideas, attitudes and values. Mazenod seeks to provide a critical and systematic account of the teaching of the Gospel and the Catholic Church in accordance with the guidelines provided by the Archdiocese whilst at the same time enabling students to experience a sense of Christian Community. It will also put students in touch with their unique Australian Catholic Heritage.

The presence of Priests of a missionary tradition and a beautiful Chapel with daily Eucharist are great blessings. Mass is offered at 8.10 am Monday to Friday in the College Chapel, and the whole school celebrates the Eucharist together at important times during the year. The Priests are always available pastorally for students. Reconciliation is formally made available to all students during Lent and before Christmas.

The College aims to foster the Faith of its students and to build upon the positive practice of faith and the example set by their families.

### **Pastoral Care**

The College is proud to provide a very distinctive atmosphere, which is caring, friendly and cooperative.

Each Year Level is under the care of a Coordinator and each class has a Homeroom Teacher whose role is primarily pastoral. In addition to our Priests and a supportive group of teachers, the College has the benefit of two full-time Counsellors and a Careers/Pathways Coordinator.

Mazenod has established a Peer Support and Pastoral Care Program which promotes a caring, supportive and friendly environment across the year levels. The program allows senior students to further develop their leadership skills and was also introduced to extend the pastoral care network within the College Community.

# CATHOLIC CULTURE

In February 2014, at the Congregation for Catholic Education held in the Vatican, Pope Francis made the following observation that “Catholic education institutions offer to all an approach to education that has as its aim the full development of the person, which responds to the right of every person access to knowledge”, and “they are also called upon to offer the Christian belief that is to present Jesus Christ as the meaning of life, the cosmos and history.” It is through daily prayer, prayer services, school liturgies, the sacraments, the integration of morals and values in academic studies, social interaction, and service to others that the school expresses its identity and reflects Jesus’ message of love. At Mazenod we aim to find a balance between academic development, spiritual nourishment and good deeds – Head, Heart and Hands.

## **A Culture of Leadership**

A willingness to stand up for what is right and bear witness to the faith is an integral part of our Catholic Culture Identity. It sees opportunities for young men to challenge the injustices that occur around them and seek innovative ways to do something about it as part of the Social Justice group. Or to take up the leadership of liturgies and class spiritual activities as one of the many students who were Liturgy Prefects this year. Meanwhile models of youth ministry like MAYO and Building Bridges Interfaith Dialogue Group thrive in the fertile conditions of Mazenod, nurturing the leadership talents and opportunities of our young men.

## **A Culture of Reflection**

Blessed with the inclusion of the Oblate community here at Mazenod, we have been able to continue the tradition of daily Mass at 8.10 am. This gives each student the opportunity to be intrinsically involved in the various steps of preparation and ministry of a celebration of the Eucharist, as well as the confidence and engagement that we hope will inspire them to become more involved in the lives of their own Parishes. Morning prayers, Rosary and Adoration of the Blessed Sacrament give students a regular and profound opportunity for reflection. The staff’s passion for the teaching of Religious Education supports the place that spiritual reflection has in the daily life of the College. Furthermore, various Retreats and opportunities for the Sacrament of Reconciliation are designed to deepen the relationship with self, community and God for each of our students and staff.

## **A Culture of Service**

Guided by the message of St Eugene de Mazenod to ‘Leave Nothing Undared for the Kingdom of God’ Mazenod students are challenged to serve others. The staff and students are given many opportunities and much encouragement to assist those who are disadvantaged. Helping people, through raising donations for ‘St Vinnies’ or the Developing World, giving blood, making a ‘cuppa’ for the homeless, lending an ear to elderly citizens or running activities at schools and neighbourhood houses, fills a need in the community. In many ways it serves to ground the young men, enabling them to get perspective on what is important and how lucky they are. It is hoped that these opportunities will inspire the boys to see the value of their gifts and to continue to serve others long after their final days in a Mazenod classroom.

The balance between serving God through our Heads, our Hearts and our Hands is central to our Catholic Culture Identity. Providing opportunities to staff and students and an environment within which they can blossom is central to our mission at Mazenod. The practical elements of ‘Service for Others’ are intertwined so naturally with the opportunities for personal and spiritual growth. Essentially it is our goal that students ‘Enter to Learn, but Leave to Serve’, enriched by their experiences with us, aware of who they are in God’s eyes and connected to their community at large.



## Learning and Teaching

Learning is a means to self-fulfillment, material prosperity and success. It is especially a call to serve and be responsible for others. At Mazenod, this implies the following objectives:

- That Mazenod will ensure that all its students attain the highest level of literacy, oracy and numeracy appropriate to their level of ability. This involves a positive effort to respect students of lesser ability and to cultivate their abilities to the fullest; whilst also responding to excellence in ability in other students
- That Mazenod will foster the natural creative talents of its students developing creative, imaginative and intuitive ways of thinking. This embraces the twin aims of education for career and education for leisure and involves the cultivation of musical, artistic, craft, technological and manual skills
- That Mazenod will develop through instruction in, and provision of, a wide range of sporting and physical activities. An awareness within its students of the importance of physical fitness and good nutrition as significant elements in healthy living
- That Mazenod students will develop skills of analytical and critical thought and emphasize the value of learning as an on-going factor in self-development throughout life. This requires the promotion of good study methods in order that a student's full potential be realised.
- That Mazenod will provide suitable guidance to students in subject selection throughout their school life and especially career guidance
- That Mazenod, particularly in its teaching of the humanities subjects, promotes an appreciation of Australia's culture and history as well as those of other societies and systems

A varied program is offered, designed to serve the mixed abilities and interests of students, and the demands of their future work place. The college recognises the changing demands of society in this technological age and the importance of not only an academic program but also vocational education and training. As a consequence, information technology is utilised across the curriculum and close ties with TAFE and Industry have been developed and expanded.

Mazenod College offers a comprehensive Enhancement Program in areas such as Humanities, Music, Mathematics, English, Robotics and Information Technology. Some students in our Enhancement Program obtain credits in first year university subjects such as Mathematics and History. Mazenod has a large and well equipped Learning Centre, with nine staff members dedicated to supporting the learning needs of our students, including a significant number of funded students. This includes well-structured literacy and numeracy programs as well as individual support for students on modified courses.

The Library is well equipped to support learning and teaching across the college.



# Mazenod College VCE Results

**Mazenod College remains committed to being: Christ-Centred, Non-Select Entry; No External Scholarships and Accessible Fees**

Mazenod College congratulates and honors all students from all schools who have worked hard to achieve results of which they can be justifiably satisfied. Our local area is blessed with Catholic Schools who continue to provide wonderful educational opportunities for our Community and we wholeheartedly congratulate the communities at surrounding Catholic Colleges on their results. The Archdiocese of Melbourne can be truly proud of all of our Colleges who strive so tirelessly to provide an education that is truly based on the dignity of each person as expressed by Jesus Christ. Our local Catholic Colleges remain committed to non-selective entry, no external scholarships and accessible fees.

Whilst these results are significant, every person's self-worth is not to be judged on the basis of a ranking score or a comparison between schools. Each and every one of our families would know the dedication and hard work that their sons have committed to their education. They would also know the sustained support offered by the staff of the college.

The results presented here can only ever tell part of the story of the commitment of our families, our young men and staff as we aim to develop the intellectual, moral, creative, spiritual and physical potential of each student. The ATAR (Australian Tertiary Admission Rank) is the measure used in offering places in Higher Education and is also the measure that we use in determining our place within the educational landscape. Currently over 93% of graduating students from Mazenod will undertake Higher Education.

Certainly what is presented in the newspapers offers one measure of comparison and achievement, however, the picture is so much clearer when ATAR Scores are taken into consideration. This is particularly true if the raw scores of subjects are scaled upwards to determine an ATAR score. This is evident in the large number of Mazenod Students studying Specialist Maths, Maths Methods, Chemistry and Physics.

## VCE Overall Results

Our Median ATAR Score was 81.1 and our Median Study Score was 32. Furthermore, 11.2% of all Study Scores were 40 and above.

- 8 Students (4.4% of our cohort) received an ATAR above 99 (top 1% of the State)
- 22 Students (12.1% of our cohort) received an ATAR above 95 (top 5% of the State)
- 46 students (25.3% of our cohort) received an ATAR above 90 (top 10% of the State)
- 98 students (53.8% of our cohort) received an ATAR above 80 (top 20% of the State)
- 130 students (68% of our cohort) received an ATAR above 70 (top 30% of the State)

## VCE Subject High Achievement

For every VCE subject there is a published table of the number of students from each school scoring a VCAA study score of 40, placing them in the top 8% of the subject cohort.

In the following six subjects Mazenod placed in the top ten schools – in many cases there are many more than 100 schools offering the subject. These results are outstanding.

Mazenod had the most students scoring 40+ in the State for both Religion & Society and Software Development. Also placing in the top five schools was History Revolutions. This is strong testament to our very long standing enhancement programs in all these subjects: academic Religious Education, Software Development (IT Coding) and Enhancement History. All three of these subjects have large numbers of enhanced students culminating in very strong groups of Year 11 students taking Year 12 subjects.

Most noteworthy is the achievement of the Humanities Department in 2019, with three subjects all placing in the top 10 on these tables (Politics, History and Geography) – Mazenod is the only College to achieve this.

Religion and Society	1 <sup>st</sup> in the State	17 scores of 40+
Software Development	1 <sup>st</sup> in the State	7 scores of 40+
History Revolutions	4 <sup>th</sup> in the State	
Japanese Second Language	eq. 6 <sup>th</sup> in the State	
Global Politics	eq. 7 <sup>th</sup> in the State	
Geography	eq. 8 <sup>th</sup> in the State	

## Mazenod College DUX



**We congratulate our college DUX for 2019, Sam Warner who achieved an ATAR Score of 99.80**

## VCE Top All Round High Achievers Award

Sam Warner was awarded a Top All Round VCE High Achievers award for scoring five study scores of 46 and above. Sam was one of only 28 students in the state to receive this award. In Year 11 Sam scored 48 for both History Revolutions and Religion and Society. He followed this up with scores of 49 in Literature, 48 in English and 46 in Global Politics in Year 12.

## VCE Premiers' Awards

Perfect Study Scores of 50 were achieved by Jordan Bassilious in English and Sean Ng in Software Development. Both Jordan and Sean received a Premier's Award for being one of the best students in these subjects.

## University Enhancement DUX Awards

Four students studied a university enhancement whilst in year 12 2019. They received two distinctions and two high distinctions. Joran Bassilious (Monash University Politics) and James Klonis (Monash University Information Technology) both were awarded DUX of their subjects.

## VCE Arts High Achievers

We are also proud to announce that Adam Balm and Lucas Afferi were invited to audition for Top Class in Drama and Francesco Mandarino was invited to audition for Top Class in Dance. In Studio Arts, Nicholas Burgos was exhibited in The Ian Potter Gallery at Federation Square as part of the VCE Top Arts exhibition.

# VCE Comparison Results

## Certificate completion rates are:

VCE Completion Rate: 99%

VCAL Completion Rate: 97%

VET Completion Rate: 93%

## Highest VCAA study scores in each subject

Subject	Result	Subject	Result
Accounting	40	Maths: Further Mathematics	42
Biology	43	Maths: Mathematical Methods	49
Business Management	43	Maths: Specialist Mathematics	46
Chemistry	45	Music Investigation	32
Computing: Informatics	31	Music Performance	26
Computing: Software Development	50	Physical Education	41
Drama	41	Physics	43
Economics	36	Psychology	45
English	50	Religion And Society	46
English Language	41	Studio Arts	39
Geography	45	Vet Creative And Digital Media	40
Global Politics	46	Vet Engineering Studies	38
History: Revolutions	44	Vet Furnishing	37
Languages: Chinese Second Language	36	Vet Sport And Recreation	42
Languages: Italian	45	Visual Communication Design	35
Languages: Japanese Second Language	44		
Legal Studies	44		
Literature	49		

## Published VCAA Study Score Details

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Median	34	34	34	33	34	33	33	32	32	32	32	32	32
% 40's	14	13	14	15	16	14	12	10	10	11.5	10.9	12.6	11.2

Mazenod obtained a median score of 32 in 2019.

## ATAR Distribution

	2011	2012	2013	2014	2015	2016	2017	2018	2019
Median ATAR	86.8	82.3	82.5	80.7	82.80	79.2	78.05	80.2	81.1

ATARs	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
90 + (%)	33	24	32	32	38	36	31	32	24	24	26	27	25
80 – 90 (%)	26	36	37	26	28	27	27	22	27	24	21	24	29
70 – 80 (%)	19	21	19	19	17	18	20	16	17	18	15	20	14
Less 70 (%)	22	19	12	23	17	19	22	30	32	34	37	29	32

54% of Year 12 students had an ATAR score equal to 80 or more in 2019, placing them in the top 20% of the State.

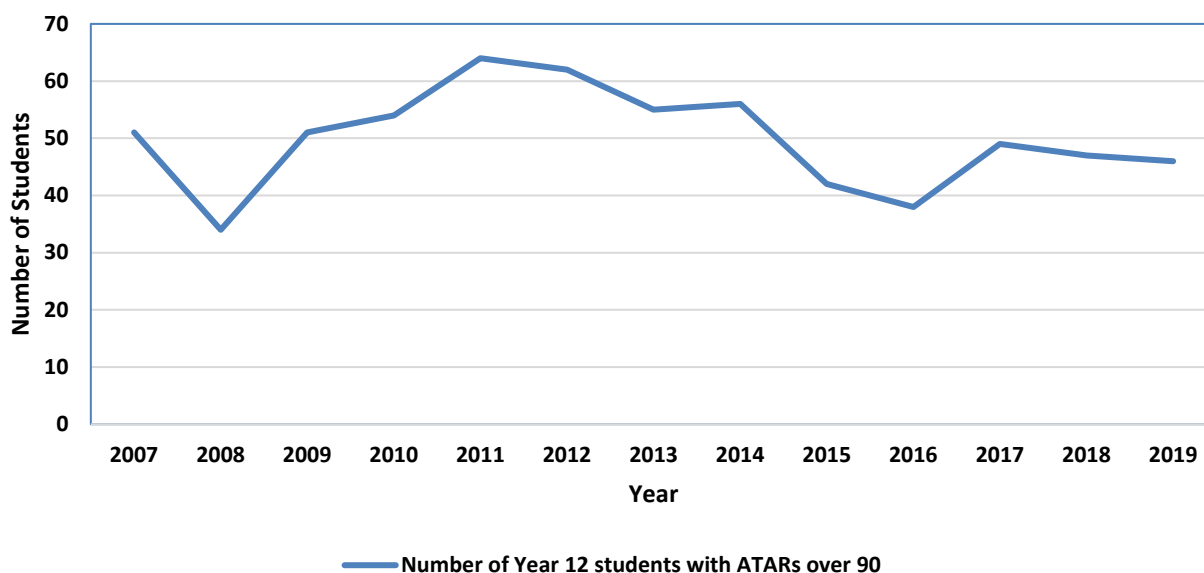
68% of students had an ATAR score equal to 70 or more.



## Mazenod College number of ATAR scores over 90

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
90+	51	34	51	54	64	62	55	56	42	38	49	47	46

Number of Year 12 students with ATARs over 90



## University Enhancement Studies in Year 12 at Mazenod College

As a culmination to our enhancement programs across Years 7-12. Some of our high achieving students study a University subject in Year 12.

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total students enrolled	15	28	29	11	7	14	8	2	1	1	2	4
<i>Subject enrolments</i>												
Mathematics	14	22	22	9	4	11	7					1
History	1		3	1	1	1					1	
Biology												
Accounting		3	2									
Information Technology		1	1	1	2	1	1	2	1	1	1	1
Communication & Media Studies		1										
Philosophy						1						
Physics												
Politics												2
<i>Results</i>												
High Distinctions (= 5.5 increment)	9	16	17	5	3	5	2	1				2
Distinctions (= 5.0 increment)	5	6	7	4	1			1				2
Credits (= 5.0 increment)		6	2	2								
Pass (= 4.0 increment)	1		1			4	3					

## Unit 3&4 Religion and Society in Year 11 at Mazenod College

The majority of our Year 11 students study Unit 3&4 Religion and Society in Year 11. They achieve outstanding results as indicated below.

In 2019, 50 Year 11 students scored a study score of 35 or more in this Year 12 subject.

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Total students enrolled</b>	157	168	163	173	173	166	156	155	171	168	148	148
<b>Results</b>												
Study score 40+	13	17	18	12	15	14	19	14	21	23	31	17
Study score 35-39	36	42	33	43	27	38	47	39	46	50	38	33

## Unit 3&4 Enhancement Studies in Year 11 at Mazenod College

In addition to studying Religion and Society in Year 11, a group of enhancement students study a second Year 12 subject in Year 11. In 2019, 50 students did this as indicated below, achieving 31 study scores of 35 or more.

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Total students enrolled</b>	38	30	52	63	50	48	57	46	46	58	47	50
<b>Subject enrolments</b>												
IT: Software Development	16	8	13	17	9	7	9	7	7	11	13	14
History	5	8	5	13	7	10	8	9	14	8	8	9
Biology		4	10	13	14	13	23	10	10	20	9	10
Music – Group (Performance)	5	2	9	6	9	5	9	9	5	7	3	6
Music – Solo (Investigation)												
Italian	1	1	1	1				1		2		
Chinese									2	1	1	1
Japanese	5	2	2	2	2	5	1	2	1			1
Accounting	1		1							1		
International Politics		2	3									
Psychology	3	2	7	8	3					1		
Business Management	2	1	1	3	5	5	4	6	2	2	8	3
Further Mathematics							1					
Mathematical Methods					1			1		1		
Geography						3		1				
Physical Education							2					1
Dance												1
<b>Other (Languages)</b>									5	4	5	4
<b>Results</b>												
Study score 40+	16	10	21	17	15	19	16	16	13	17	21	15
Study score 35-39	15	12	17	30	19	14	20	15	19	22	15	16
Study score <35	7	8	14	16	16	15	21	15	14	19	11	19



# Post Year 12 Destination Information

## Summary of Destinations for 2019 Mazenod Year 12 Graduates

Total of Year 12 Students 203      VCE students 187      VCAL Senior students 16  
Tertiary Applications 174      No VTAC Application 29      Apprenticeship/Full-time      Employment 29

First Round Offers : 172	Number of Students	% of Total Year 12 Cohort
University	164	80.39
VET Certificate IV+ (TAFE)	6	2.95
Other (Private Providers)	2	0.09
<b>Total students</b>	<b>172</b>	<b>84.72</b>

## Summary of University Destinations by Institution

Institution	Number of Offers	% of all Students Receiving University Offer
Australian Catholic University	8	5
Deakin University	34	21
Federation University	1	0.6
La Trobe University	4	2.4
Monash University	71	43
RMIT University	27	16.4
Swinburne University	10	6
The University of Melbourne	8	5
Victoria University	1	0.6
<b>Total Offers</b>	<b>164</b>	<b>100</b>

## Summary of Destinations for TAFE

Institution	Number of Offers	% of all Students Receiving TAFE Offer
Holmesglen	2	33.3
Melbourne Polytechnic	1	16.6
RMIT TAFE	2	33.3
Swinburne TAFE	1	16.6
<b>Total Offers</b>	<b>6</b>	<b>100</b>

## Summary of Private Provider Destinations by Institution

Institution	Number of Offers	% of Students Receiving Private Provider Offer
Australian College of Applied Psychology	1	50
SEA Creative Media Institute	1	50
<b>Total Offers</b>	<b>2</b>	<b>100</b>

## Breakdown of Offers by Areas of Study, including double degrees

Architecture & Building	10	Information Technology	18
Creative Arts	13	Management & Commerce	47
Education	7	Natural & Physical Sciences	35
Engineering & Related Technology	22	Society & Culture	32
Health	32		



# National Assessment Program - Literacy and Numeracy Tests

The results from NAPLAN for students at Years 7 and 9 levels provide more information about each student, their strengths and weaknesses in Numeracy and Literacy than was ever available through the AIM tests. This extra information can be most important when it comes to identifying those students who are gifted or need extra assistance; finding deficiencies in our curriculum delivery and determining how the college compares to State and National Benchmarks.

## Year 7 NAPLAN Results 2019

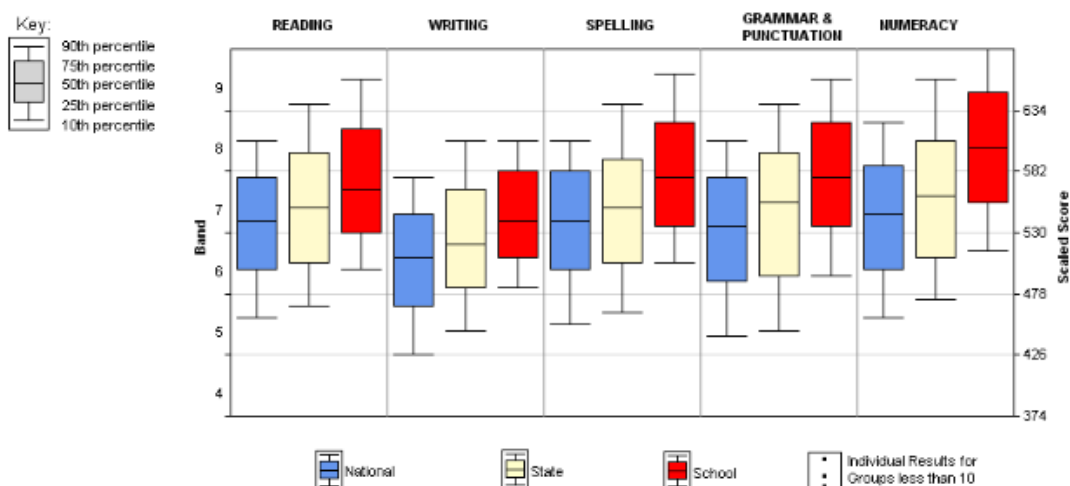
Page 1 of 1  
Date: 18/06/2020  
Time: 7:37:27 AM

Mazenod College  
National Assessment Program - Literacy and Numeracy Tests 2019

### School Summary Report

Year 7 - Gender: All, LBOTE: All, ATSI: All

THIS TABLE DISPLAYS SCALED SCORES



1. In the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy all Year 7 students were operating above the minimum national benchmark of 5 – in fact the lowest Mazenod students were operating at a level equal to level 6, and this was across all the NAPLAN domains..
2. Again, the median score in all these disciplines were above the National Benchmark, with our “average student” operating at a level of between 7.3 → 8.0
3. Our students achieved particularly well in the numeracy aspects of the tests compared with the national and state average – our median score was almost a Band width higher than other students in this discipline.

## 2019 Year 7 NAPLAN National Assessment Scaled Scores

YEAR 7	Mazenod	State	National
Reading	573	552	546
Writing	546	523	513
Spelling	580	548	546
Grammar & Punctuation	577	546	542
Numeracy	603	562	554

Mazenod students exceed State median in all areas.

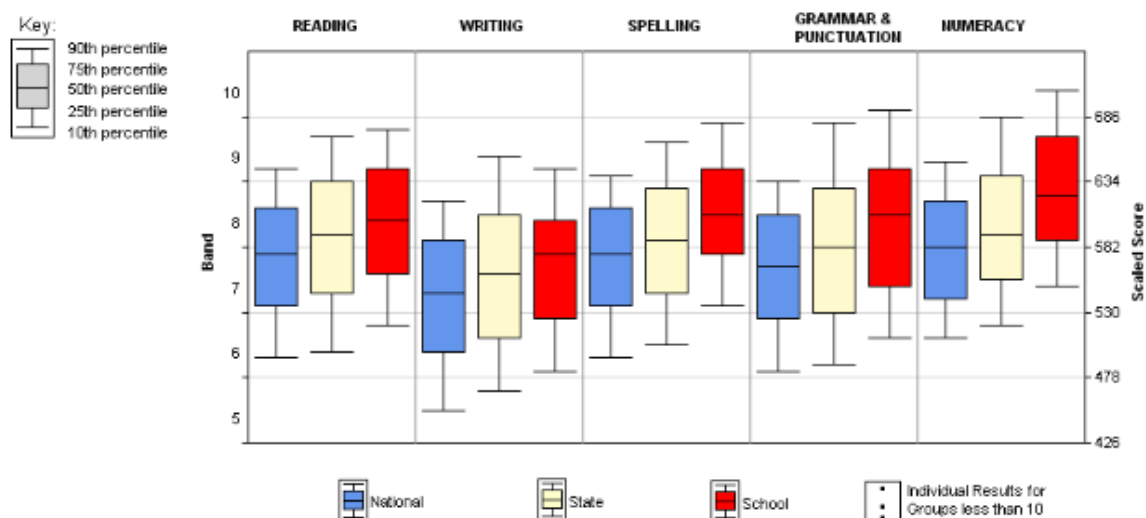
## 2011 – 2019 Year 7 NAPLAN National Assessment Scaled Scores

YEAR 7	2011	2012	2013	2014	2015	2016	2017	2018	2019
Reading	560	561	571	572	570	575	563	560	573
Writing	553	557	548	557	549	547	546	534	546
Spelling	565	577	581	577	572	575	585	572	580
Grammar & Punctuation	556	570	564	561	574	560	564	563	577
Numeracy	586	577	581	587	589	603	582	586	603

Our Year 7 cohort for 2019 shows that the results achieved in each of the NAPLAN disciplines improved in 2019 compared to the immediate previous years but remained relatively consistent with other cohort results recorded in this reporting period.

## Year 9 NAPLAN Results 2019

### School Summary Report Year 9 - Gender: All, LBOTE: All, ATSI: All



Year 9 results are reported in Band 5 to 10 (with the minimum standard being at Band 6 and the normal VEL's rating a 5.25).

1. As in previous years, in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy all Year 9 students were operating above the minimum national benchmark of 6.
2. The median score in all these disciplines were above the National Benchmark, with our "average student" again operating at a level of about 8.
3. In terms of the numeracy and spelling ability of our Year 9 students, the majority of our students were performing at the top range of the scale and there were significant improvements in the writing skills as indicated by the NAPLAN assessment
4. Numerically Mazenod students outperformed the state and nation in terms of their ability to handle Number, Measurement, Space and Mathematical Structure.

### 2019 Year 9 NAPLAN National Assessment Scaled Scores - Median Result

YEAR 9	Mazenod	State	National
Reading	603	591	581
Writing	567	558	540
Spelling	607	584	584
Grammar & Punctuation	613	580	575
Numeracy	621	592	588

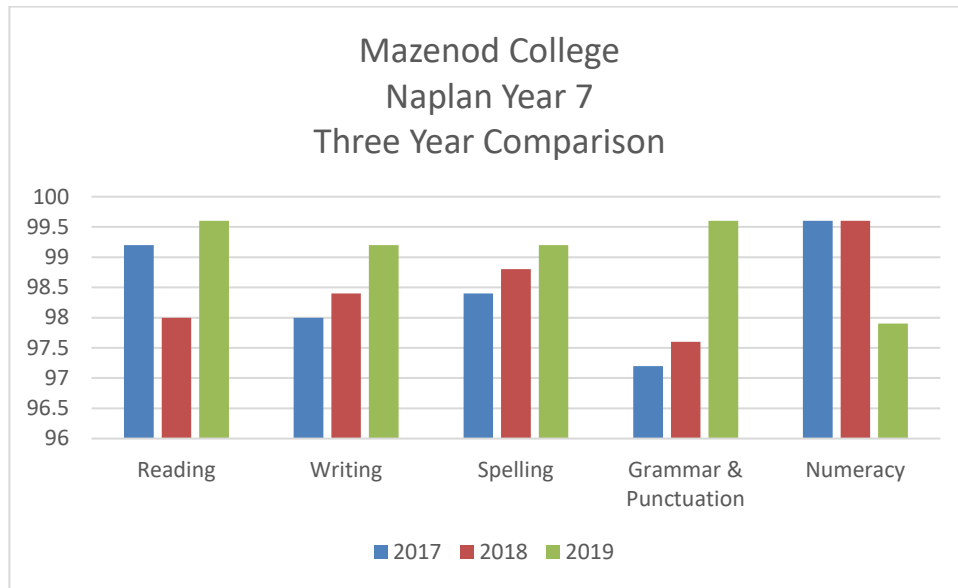
Mazenod students exceeded State and National median in all areas.

### 2011 – 2019 Year 9 NAPLAN National Assessment Scaled Scores

YEAR 9	2011	2012	2013	2014	2015	2016	2017	2018	2019
Reading	603	597	604	610	609	605	598	619	603
Writing	603	592	585	599	598	585	606	581	567
Spelling	616	613	611	623	618	616	612	618	607
Grammar & Punctuation	609	604	608	609	600	590	590	611	613
Numeracy	629	633	631	631	642	624	627	643	621

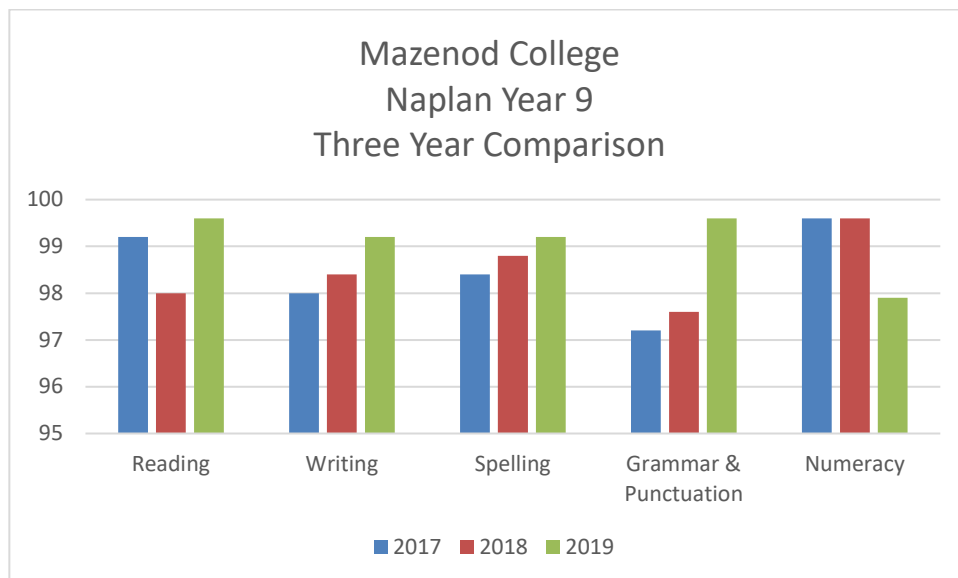
Our Year 9 cohort for 2019 shows a general levelling off in Numeracy, Reading, Spelling, Writing, and Grammar & Punctuations compared to other Year 9 cohorts. The college is continuing to make an effort to both monitor and analyse the results achieved by our middle school students in their numeracy and literacy skills, and to design programs that cater for their individual abilities. Also other results will be used to inform curriculum development to ensure that students are engaged in programs that promote academic growth and well-being.

## Three Year Comparison of NAPLAN Results for Years 7 & 9



The percentage of Year 7 students meeting National minimum standards for all domains from 2017 to 2019 are above 97.9%. All areas showed a marked increase except Numeracy which dropped to its lowest level in the reporting period. It had been peaking at above 99.5%.

Significant gains were made in the areas of Grammar and Punctuation and Reading and Writing. This was a pleasing achievement.



In Year 9, the percentage of students achieving a national minimum standard in Reading, Grammar & Punctuation has improved to 99% this reporting period, whilst the percentage of students meeting this benchmark in Numeracy uncharacteristically dropped to 97.9%. When compared to student results on the State and National stage, these results are significantly higher, on a school level this is a cause for reflection.

However the percentage of all students meeting National minimum standards across the five disciplines for Year 9 from 2017 to 2019 are above 97.2% and this figure has increased steady over the last three years from 2017 when our lowest result in Grammar and Punctuation was recorded.



## Proportion of Students meeting National Minimum Standards

Year 7 (%)	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Reading	99.5	99.5	100	99.1	100	99.6	99.2	98	99.2	98	99.6
Writing	98	99.5	99	98.6	98.6	99.6	98	100	98.0	98.4	99.2
Spelling	98.5	98.1	99	99.5	100	98.3	97.6	98.8	98.4	98.8	99.2
Grammar & Punctuation	98.5	97.1	99	99.5	98.6	97.9	98.4	98.8	97.2	97.6	99.6
Numeracy	100	99.5	99.5	99.5	99.5	98.7	99.6	100	99.6	99.6	97.9

Year 9 (%)	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Reading	97.6	99	99	98	99.5	99.1	99.1	99.1	98.0	98.7	98.8
Writing	98.1	95.2	94	96.1	94.9	97.7	96.4	95.7	96.7	94.1	92.6
Spelling	99	98.1	99	97.6	98.5	98.6	98.7	96.5	98.8	98.8	97.5
Grammar & Punctuation	98.1	98.1	97	99.5	99	98.6	97.3	97.0	97.0	98.3	96.3
Numeracy	100	99.5	99	99.5	99.5	97.2	99.5	99.6	99.6	100	98.4

**More than 97.9% of Mazenod Year 7 students met national minimum benchmarks in all areas in 2019 and more than 92.6% of Year 9 students met their national minimums in 2019.**



# Student Wellbeing

## Personal Development

*"The Catholic School is committed to the development of the whole person since in Christ, the Perfect human, all human values find their fulfillment and unity". (The Sacred Congregation for Catholic Education)*

This implies the following objectives:

- That Mazenod seeks to develop the individual character and personality of each student, his sense of dignity and self-worth by promoting in each student:
  - ❖ Self reliance and self discipline
  - ❖ personal initiative and capacity for leadership
  - ❖ reliability, honesty and integrity
- That Mazenod seeks to promote in each of its students:
  - ❖ tolerance and respect for others and others' opinions, beliefs and cultures and especially those of their fellow-students who come from diverse cultural backgrounds
  - ❖ sensitivity to other peoples' needs and respect for their rights and property
  - ❖ responsiveness to the call from every part of the world for a more just society
  - ❖ an appreciation in students of their total environment, physical, cultural and spiritual with its accompanying responsibility to safeguard and promote it

Mazenod will cultivate the development of our young students into confident young adults with a sense of compassion, initiative and well-being. The college will also continue to promote and strengthen student leadership from Year 7-12. The college will maintain its progress to resource and develop programs which help identify and extend our gifted students, as well as developing the Special Needs Program and ESL.

## Student Enrolment Profile

Funding for Catholic schools is determined on the basis of enrolments at key census dates in February and August. The enrolment data for 2010 to 2018 is provided below. Mazenod continues to grow as our new stream rolls through, with a projected maximum of 1500 by 2021.

	Feb 2010	Feb 2011	Feb 2012	Feb 2013	Feb 2014	Feb 2015	Feb 2016	Feb 2017	Feb 2018	Feb 2019
Year 7	209	216	218	224	237	252	250	252	252	245
Year 8	210	212	213	221	224	238	251	249	250	252
Year 9	211	209	210	206	220	226	232	249	245	251
Year 10	214	210	203	204	205	219	221	226	242	246
Year 11	200	213	209	198	200	202	218	214	219	236
Year 12	169	171	181	188	183	177	187	206	202	204
Total	1213	1231	1234	1241	1269	1314	1359	1396	1410	1434

## Student Attendance

The following student attendance data indicates the average daily attendance as a percentage based on each Year Level. Student's attendance is recorded every morning during Homeroom, and during every period of the day. We record students in Homeroom or whenever they arrive to school after this. Parents are required to ring the school if their child is absent. All school related and long term absence are noted. We then send a system generated SMS message to all parents whose students have been marked absent with no reason given. In 2015 we upgraded our attendance recording methods to capture data for every period electronically, not just Homeroom or the last period.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Overall
2010	95.2	94.2	94.4	95.1	96.8	96.8	95.42
2011	95.1	94.8	94.0	95.0	96.6	97.8	95.55
2012	96.0	95.1	94.4	95.6	95.8	97.3	95.7
2013	96.1	95.1	93.8	95.5	97.4	96.2	95.7
2014	95.4	95.4	94.5	95.6	96.4	97.4	95.8
2015	96.4	95.0	94.7	95.6	95.1	96.5	95.5
2016	96.5	95.6	94.8	95.6	96.0	96.5	95.8
2017	96.0	95.0	95.0	95.2	96.5	97.4	95.8
2018	96.1	94.9	95.0	95.3	96.4	97.1	95.8
2019	95.6	94.5	94.4	94.9	95.7	96.6	95.3

The overall student's attendance percentage is **95.3%**. This high percentage attendance rate at all levels is testament to the very positive student satisfaction rate.

## Student Retention

The apparent student retention rate from Year 9 2016 to Year 12 2019 was **91.3%**.

The college has a very long standing tradition of an extensive vocational based pathway in Year 11. Since the advent of the VCAL certificate, this Year 11 program became our one year VCAL program. In 2018, six Year 11 students took this VCAL program and moved to TAFE, apprenticeships and work at the end of Year 11. In addition, in 2019 we had a VCAL program in Year 12 with an enrolment of 16.

Percentage figures in the following table includes students enrolled in Year 12 of the current year together with those completing VCAL in Year 11 in the previous year.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Student % retention rate</b>	87	91.4	93.9	94.7	97.2	91.4	90	95.1	94.1	92.5	<b>91.3</b>



## Leadership and Management

### Workplace Profile 2019

Teachers	Male	Female	Total
Full time	61	30	91
Part Time	10	22	32
<b>Total</b>	<b>71</b>	<b>52</b>	<b>123</b>
<b>Non-Teachers</b>			
Full time	18	13	31
Part Time	12	23	35
<b>Total</b>	<b>30</b>	<b>36</b>	<b>66</b>

- Mazenod employed 123 teaching staff in 2019.
- Mazenod employed 107.3 Full Time Equivalent teaching staff. Of the 107 full time equivalent teaching staff, 63% FTE were male and 37% FTE were female.
- Mazenod employed 189 staff in total.

### Staff Attendance

Average percentage attendance rate for the 123 teachers was **94.2%**.

This represents an average of 11.1 days leave for all reasons per teaching staff member.

The average number of sick, extended illness and maternity leave days per teaching staff member was a low 5.5 days.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Teachers average % attendance rate	96.3	96.2	94.7	96.4	94.9	94.7	93	94.7	94.6	94.7	<b>94.2</b>
All staff average % attendance rate	95.5	96.3	95.3	96.8	95.2	95.1	94.2	95.3	95.3	95.1	<b>94.5</b>
<b>Teaching staff leave</b>											
Total leave days	787	727	1061	696	1035	1126	1582	1226	1266	1194	<b>1361</b>
Sick leave days	252	255	255	336	320	332	358	389	424	422	<b>524</b>
Extended leave days	154	186	173		210	375	300	273	174	277	<b>138</b>
Compassionate leave	18	6	6	9	4	14	14	20	16	4	<b>5</b>
Paternity leave days	16	14	5	5	9	15	7	22	25	0	<b>20</b>
Carers leave days	48	41	45	31	44	59	87	124	131	165	<b>139</b>
Leave without pay days	32	63	110	67	36	62	132	34	113	84	<b>48</b>
Long service leave days	267	176	467	249	412	269	684	364	383	242	<b>487</b>

This high percentage attendance rate is testament to the very positive teacher satisfaction rate.

### Staff Service Presentations 2019

The following number of staff were awarded service presentations at the end of 2019

Number of Years Service	Number of Staff									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	
<b>10</b>	2	10	7	5	5	3	8	7	6	
<b>15</b>	2	4	4	2	3	3	10	4	2	
<b>20</b>	1	1	4	2	2	2	3	4	1	
<b>25</b>	1	4	2	3	2	2	2	1	1	
<b>30</b>				2			4	2	1	
<b>35</b>	1			1					1	
<b>40</b>							1		1	
<b>Total</b>	7	19	17	15	12	10	28	18	13	

## Current Staff Years of Service

In 2019 there were 25 teachers (and 30 total staff) with more than 20 years of service to the college

Years of Service	All Staff	Teachers
20 - 25	11	7
25 – 30	9	7
30 +	10	9
<b>Total</b>	<b>30</b>	<b>25</b>

## Teaching Staff Retention

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Teachers retention rate	91%	93%	96%	91%	94%	96%	96%	96%	93%	93%	92%
Number of staff leaving	9	7	4	9	6	4	5	5	8	9	11
<b>Teaching staff reasons for leaving:</b>											
Retired	3	3	1	3	1	2	3	1	2	2	4
Moved interstate/overseas	1		2	1						2	
Moved to country Victoria		2					1	1	1	3	
Furthered career at other Schools	3	1	1	5	5	2	1	1	4	2	2
Moved to industry	1							1	1		3
Joined a Religious Order								1			
Travelled	1										1
Elite Sport		1									
Full time study											1

This high percentage retention rate is testament to the very positive teacher satisfaction rate.

## Recruitment of Teaching Staff

	Staff Leaving from this year		Staff Recruitment for next year	
	Females	Males	Females	Males
2009	3	6	6	3
2010	1	6	2	5
2011	2	2	1	4
2012	3	6	7	2
2013	4	1	5	3
2014	3	1	7	2
2015	3	2	3	5
2016	2	3	4	8
2017	5	3	2	6
2018	4	5	6	9
2019	5	6	5	9

## Teachers' Qualifications

Level	% Mazenod Staff
Degree - Doctorate	0
Degree - Masters	19.7
Diploma - Graduate	49.6
Certificate - Graduate	3.4
Degree - Bachelor	76.1
Diploma - Advanced	20.5
No Qualifications Listed	0

## Expenditure and Teacher Participation in Professional Learning

All teachers (123) at Mazenod College undertook a variety of professional learning activities in 2019, building on projects commenced in 2018 or undertaking new tasks for 2019. Staff again worked in Professional Learning Teams (PLT) as part of the Staff Development Program and also participated in external professional learning activities that complemented the focus of their PLT.

In 2019 these Professional Learning Teams worked in subject based groups on areas of interest related the College goals and particularly focused on:

- Teaching practice and methodology
- Translating research to practice
- Focused and directed ICT development
- The implementation of our new Learning Management System - Schoolbox

The flexibility enabled by this broader approach to the activities of Professional Learning Teams saw teaching staff choose to focus on a range of useful topics, such as effective teaching of key concepts, use of specific ICT programs in the classroom, use of "Schoolbox" in the classroom and enhancing assessment practices. Integrating a component of school infrastructure as vital as an LMS is an enormous undertaking that requires considered and intensive staff training if it is to succeed. Much of the professional learning time in 2019 was devoted to this.

As a follow up to the choice of our new LMS ("Schoolbox"), and in response to our full school review in 2019, professional learning at Mazenod College in the second half of the year included the investigation and eventual adoption of a new Data Tracking System. This system is Track One. Professional learning for Track One will form a component of the 2020 professional learning program.

As well as professional learning that had as its focus improved teaching practice, staff also completed a number of workshops and online training modules including:

- First Aid level 2
- Anaphylaxis Training
- Elevate Education on supporting students study and metacognition
- Disability Standards for Education online e learning modules
- Protecting Children – Mandatory Reporting and other obligations
- Child Safe: Mandatory Reporting online modules
- Safe School Implementation – becoming compliant with Ministerial Order 870

Many staff again also assessed VCAA examinations and the GAT, and participated in the review and writing of VCE Study Designs; such professional development provides genuine benefits, both to the teachers involved but also to other teachers at the college.

Other significant professional learning that Mazenod staff participated in includes:

- Introduction to Visible wellbeing, Professor Lea Waters, half day inservice for all staff
- NCCD Briefing for leaders
- Schoolbox use for leaders
- A range of subject association annual conferences
- Education Research and Theory Annual conference, QLD – 2 staff
- Data Driven Evidence Based Teaching in Schools, Sydney – 4 staff
- Coaching in the Classroom, Melbourne
- IBSC International Conference, Montreal
- EduTech International conference, Melbourne
- Respectful Relationships Training, CEO

**Total expenditure on professional learning in 2019 was \$200,941.00 which is approximately \$1633 per teaching staff member**

	\$ Total Expenditure	\$ Per Teacher
2008	93,200	1000
2009	77,578	776
2010	91,484	915
2011	94,591	918
2012	105,866	1048
2013	138,723	1309
2014	128,524	1168
2015	141,022	1205
2016	141,456	1179
2017	142,257	1176
2018	146,996	1215
<b>2019</b>	<b>200,941</b>	<b>1633</b>

## College Community

Mazenod envisions itself as being a community cooperating together, witnessing Gospel values and responding to a call to service and responsibility to others. We aim to:

- ❖ Provide pastoral care to the individual student
- ❖ Cultivate a friendly and caring atmosphere
- ❖ Cultivate community by maximising personal communication between staff and students and among staff, students and parents
- ❖ Develop an attitude of cooperation with, and a sense of belonging, not only to the school community but also to related community groups. This includes involvement with wider and different community groups, e.g. Parish, local social organisations and organisations with different concerns such as Red Cross Appeals and St. Vincent de Paul Society
- ❖ Promote within Mazenod's Community an appreciation of the family as the basic unit of society, as the source of its being, and that in responding to each student, we respond to the basic community
- ❖ Cultivate the loyalty and solidarity of students towards the college

## Student, Parent and Staff Satisfaction

Students have a positive experience of college life at Mazenod, and this is reflected in a number of ways:

- A high attendance rate of some 95.3% across all levels
- The participation of students in Sport, Music and Community Service, along with our sound academic results, is a testament to the diverse and flourishing culture of our college.
- Very high student attendance at major college events such as the Inaugural Mass and the annual Speech Night at Robert Blackwood hall
- Very high attendance and participation at House Athletics and House Swimming Carnivals
- The high number of students that volunteer to help the college, for example Mazenod College holds an open day and a number of tours each year and many parents within the community are guided around the school by our current students, who are obviously extremely proud to show off their College

Parents have a very positive regard for and strong affiliation with the college as reflected by:

- The high number of applications for Year 7 enrolment each year, that well exceeds places available
- The large number of sons of Old Boys and other enrolments related to the extended college family
- The very high attendance rate at college events such as parent teacher days and evenings with an average of nearly 7000 interviews, parent information nights, open days and other formal college occasions

The college enjoys high staff morale and this is reflected in a number of ways:

- The high attendance rate for teachers (94.2%),
- The low movement of permanent staff members each year with a reportable retention rate of 92% between 2019 & 2020
- The high level of qualifications gained and further study being undertaken
- A very active staff social committee
- A strong sense of support and belonging as fostered by the presence of the Oblate Religious Community



## 2019 School Review

*A School review was conducted by Catholic Education Melbourne in May 2019. The review was broadly affirming of Mazenod and many positive findings and commendations were presented. A summary is listed here. The report also provided a set of recommendations that will form the basis of our strategic planning for 2020 and beyond. The reports major findings and commendations are presented here.*

### A sample of the findings:

- The Mazenod College Strategic Intent 'To leave nothing undared for the Kingdom of God', provides the foundations upon which all decision making and planning are developed. The Mazenod College community is highly committed to this strategic intent.
- Mazenod College's vision is to strive to live the charism of the Oblates of Mary Immaculate. The core principles of the Oblates are embedded in the culture of the college and evident in the way in which all members speak of the strong sense of community and importance of service.
- The commitment to a college community built on faith is expressed through daily prayer and mass, liturgies and sacrament, a Religious Education program, and the integration of morals and values in academic studies.
- Parents, students and staff speak of their pride in and loyalty to Mazenod College. This loyalty and sense of belonging is particularly evident in the commitment of graduates and 'old boys' who regularly support the college in a number of ways, for example, returning to mentor students.
- The college's commitment to their guiding principle of 'fostering a burning desire to achieve academic excellence' is evident through regular celebrations of current students and graduates' academic success and opportunities for students to participate in enrichment and extensive activities within and beyond their academic studies.
- Students demonstrate high levels of respect for their teachers and leaders. Expectations of students are made clear in policy documents and well understood in the community. Teachers and students report that disruption to learning because of inappropriate behaviour is minimal.
- The college places a priority on building and maintaining partnerships with parents. Regular communication occurs through newsletters, a website and the Parent Portal. Families receive feedback about their boy/s' learning through continuous online reporting, formal report cards and during parent teacher interviews.
- Active Mothers' and Fathers' Associations provide opportunities for parents to network with other families, and actively contribute to college life.
- Student wellbeing is closely monitored. Senior leaders, year level coordinators, nurses and counsellors meet regularly and work closely together to provide a comprehensive wrap around service for students identified for additional support.
- Staff morale is generally high, with teachers reporting enjoyment in their teaching and working with their students and pride in being part of the Mazenod Community.
- The belief that each person is created in the image of God leads the staff of Mazenod to respect the dignity and value of all. Inclusive practice reflects these beliefs and is integral to the ethos of the College.
- The college places a high priority on attracting and retaining high calibre teachers. This includes using teacher employment agencies where necessary and employing teachers from interstate and overseas.
- The Victorian Curriculum is the reference point for planning at Mazenod College. Course outlines have been developed for all learning areas and make direct reference to the Capabilities, Learning Area Strands and Achievement Standards. These also include a description of the assessment tasks and a week by week planner.
- Whole of school curriculum planning documents include: A Teaching and Learning Policy which articulates the college's expectations of curriculum delivery; a curriculum overview that maps the subjects offered across the six years of schooling; and a year by year Curriculum Development and Reporting Plan.
- A strong emphasis is placed on staff knowing students well as individuals and personalities and some teachers are supplementing this knowledge with reference to data. Home room teachers, year coordinators and other leaders collect and share valuable information.
- Many families have long standing relationships with the college, and this coupled with the way in which individual teachers work to get to know their students both in classes and through the co-curricular program, ensures that students of the college are recognised and treated as individual learners.
- The Oblate Community has formed the nucleus of the Mazenod Community and has ministered to students throughout the history of the College. Their ministry, together with the support and presence of priests, have ensured that the faith and aspects of Catholicism and the St Eugene de Mazenod charism are embedded in the real life of students at the college. The partnership between the college and Catholic community provides the foundation upon which Mazenod has been built.

## The Review Commendations

Mazenod College is to be commended for:

- The strong commitment by the Mazenod College community to the strategic intent: *'To leave nothing undared for the Kingdom of God by being people who value learning and service'*. The strategic intent provides the foundations upon which all decision making, and planning is developed.
- The way in which the Oblates charism permeates all aspects of college life at Mazenod. Students, staff and parents speak of standing together as one community where people care for one another and those in need in their communities and beyond.
- The emphasis that is placed on the pursuit of excellence in the intellectual, spiritual, social, moral and cultural development of every student. Parents and students speak of how the college strives for excellence, has high expectations of every student's learning and celebrates success. Students can pursue a broad range of interests and talents through an extensive academic and co-curricular program.
- The genuine and nurturing relationships between all members of the college community.
- The commitment of teachers who dedicate considerable personal time to supporting the learning and wellbeing needs of their students. Many teachers offer their time freely during lunch hours, after school and on weekends to provide additional tuition. The college is well served by many highly committed and experienced staff.
- The way in which teachers and leaders support each other professionally and personally.
- The priority the college places on the importance of wellbeing evidenced in how the college has resourced an extensive support team who provide an array of services and programs.
- The development of outstanding facilities and the way these facilities are utilized to enhance student learning and welfare both during and beyond the college day.
- The extensive and outstanding mutually beneficial embedded partnerships developed with organisations and institutions such as the Oblates, the Old Boys, fellow Oblate colleges, social justice focused groups, universities, TAFEs and employers to deliver enhanced learning opportunities aligned to further developing the intellectual, social, moral and cultural skills of individual students.
- The opportunities for former students to maintain contact with one another and stay connected with the college. The Mazenod Old Collegians' Association (MOCA) has an active and regular presence, mentoring current students, providing a network in a range of employment areas and fund raising. 'Old boys' regularly return to the college as guest speakers and attend a range of college events. Multiple opportunities to remain aligned to the college through participation in a range of MOCA sporting clubs/teams are provided.

# Child Safe Standards

## Goals and Intended Outcomes

In complying with Ministerial Order 870, Mazenod College has initiated its own Child Safe policy that specifically designates responsibility to all members of the college in providing a safe learning environment for all of its students. All community members have a responsibility to minimise the risks that students may be subjected to and have been instructed to immediately act upon any issue that comes to their attention.

Specifically Mazenod College has:

- Attended in-service activities conducted by Victorian Registration and Qualifications Authority (VQRA). The Department of Education Training Victoria and Catholic Education Melbourne that have guided the Executive in developing the Child Safe Policy
- In-serviced staff as to their specific responsibilities in regards to Child Safety
- Developed a Code of Conduct that adheres to the guidelines set down by Government Bodies and ensured that this Code was signed and available to all Staff Members, Volunteers and Contractors
- Advertised our Code of Conduct on the college Website and the wider community through our weekly newsletter and parent emails.
- Ensured that our hiring practices comply with Child Safe Standards as set out by Catholic Education Melbourne.



# Sport at Mazenod College

Students at Mazenod College are fortunate to be given the opportunity to participate in a wide array of physical activities during their time at the college. Participation in physical activity should be a key component of any teenager's schedule as there are many physical, social, emotional and mental benefits that result in the regular participation in exercise. For many of our students the Mazenod Sport program is the only time during the week, that they are given the chance to undertake structured physical activity, so it is imperative that the Sports program is conducive to the interests of the Mazenod students.

The Sport program is broken up into two areas, with both parts of the program running concurrently on Tuesday, Wednesday and Thursday afternoons. Associated Catholic Colleges (ACC) Sport, headed by Mr Adrian Connolly, gives the students an opportunity to represent the college against other member schools of the ACC such as St. Bede's College, St. Bernard's College and De La Salle College.

This involves students playing both on college grounds and at other colleges. This occurs on Tuesday (Years 9 and 10), Wednesday (Years 11 and 12) and Thursday (Years 7 and 8) afternoons, with a ladder being constantly updated and finals being played to determine a winner. Mazenod has a strong record in sports such as Volleyball, Table Tennis and Soccer.

The schedule for sports is as follows:

**Term 1 (Senior Years 11 and 12)**

- Cricket
- Volleyball
- Tennis

**Term 2 (All Year Levels)**

- Australian Football
- Soccer

**Term 3 (All Year Levels)**

- Table Tennis
- Basketball
- Hockey

**Term 4 (Junior Years 7 and 8 and Intermediate Years 9 and 10)**

- Cricket
- Volleyball
- Tennis

Other sports such as Badminton, Golf and Lawn Bowls have one off carnival days organised by the ACC for those students that are interested.

For those students that don't participate in ACC sports, students participate in a House Sports Program, run by Director of Inter House Sports Mr Ben Phibbs. This gives students an opportunity to choose a House Sport to participate in and one that suits their interests.

Sports such as Badminton, Indoor Soccer, Basketball, Weights and Fitness, F45, Golf and Strength and Flexibility are available for the students. All these sports gives the student the ability to participate in structured physical activity and hopefully develop a pattern of regular physical activity in their lives.

Mr Emilio Montoya, Director of Sports Operations, works closely with both programs to ensure the program cover a wide range of sports and abilities as well as helping students refine their skills and participate enthusiastically in their desire sport.

The Sport Program is a key component in the development of Mazenod students and the Sport staff pride themselves on delivering a program where students are given the opportunity to participate in physical activity to get the best out of themselves and achieve their personal objectives.



## ACC Results 2019

Mazenod excelled in 2019 in the areas of:  
Volleyball, Soccer, Badminton, Table Tennis, Chess,  
Lawn Bowls, Badminton, Debating and Public Speaking.

**State Champions:** Senior Soccer, Middle Years Chess

**State Runners Up:** Lawn Bowls, Open Chess

**National Runners Up:** Middle Years Chess

**Oblate Cricket Cup:** Runners Up



Associated  
Catholic  
Colleges

	Senior	Year 10	Year 9	Year 8	Year 7
<b>Term 1 &amp; 4</b>					
Tennis Div 1	6	3	2	3	3
Tennis Div 2				2	2
Volleyball Div 1 A	1	1	1	1	2
Volleyball Div 1 B		1	1	2	2
Volleyball Div 2 A	1			1	1
Volleyball Div 2 B				2	3
Cricket A	3	9	4	1	5
Cricket B	1			3	7
<b>Term 2</b>					
Football Div 1	5	6		8	7
Football Div 2	5		4	9	8
Soccer Div 1	1	2	3	6	4
Soccer Div 2	4		9	5	4
<b>Term 3</b>					
Basketball Div 1 A	4	8	6	7	7
Basketball Div 1 B	5	6	5	7	7
Basketball Div 2 A				5	5
Basketball Div 2 B				6	6
Hockey Div 1	2	2	8	10	6
Hockey Div 2					
Table Tennis Div 1	1	1	1	1	4
Table Tennis Div 2				1	3

	Overall	Senior	Intermediate	Junior
Swimming Div 1	7	7	6	7
Athletics Div 2	3	3	6	4
Cross Country Div 2	2	2	3	4
Chess		1	1	1
Debating			1	2
Public Speaking			1	1
Badminton		2	1	1
Golf Div 2		3		2
Lawn Bowls	1			

## Value Added: Education in Faith

- Year 11 students were offered two retreats of three days – 25 students took up this opportunity.
- Our Year 12 students took time to volunteer with Rosies Oblate Youth Mission where each Friday night, a team offer their friendship and hospitality through the simple gesture of a free hot or cold drink to the homeless.
- Mazenod College students raised more than \$70 000 for Mission Action Day, which is an annual event where students raised money and distributed it to the Oblate Missions
- Students and families donated generously to the Oblate Missions Christmas Appeals and local St Vincent de Paul Christmas Appeals
- The school community was involved in awareness raising activities for National Reconciliation Week, culminating in the Dreamtime AFL match and activities at Federation Square attended by YR 12 Leaders and Staff
- Mazenod participated in the Building Bridges Interfaith Program with Jewish, Christian and Islamic schools
- Year 10 students facilitated the Monash Community Games at Mazenod with students from Monash Special Development School, Springvale Park Special Development School and Glenallen school Year 9 & 10 students volunteered weekly at the Monash Gardens Aged Care Facility
- Year 11s were given the option of community Service initiatives in sitting and talking with the homeless on the year 11 Retreat, teaching English to the children of migrants in Beijing slums, feeding the elderly homeless in Hong Kong, engaging with drop out school aged youth in Beijing.
- 30 students attended 5 days in Perth at Australian Catholic Youth Festival
- Year 12 Students were inspired with Catholic singer and story teller Josh Angrisano and various speakers on faith and life after school.
- The college facilitated the attendance of many youth to various local parish youth groups through advertising and a Year 9 Youth Ministry activity
- The Year 10 Youth ministry classes ran retreats for all Year 7 classes
- Liturgy prefects attended St Patricks Cathedral for an experience of Catholic Culture
- Over 120 students in Year 10 participated in a Sleep Out and raised a significant amount of money and donated items
- Mass is offered at 8.10 am Monday to Friday in the college Chapel, and the whole school celebrates the Eucharist together at four important times in the year.
- Reconciliation is formally made available to all students during Lent and before Christmas.
- Year 8s had a half day where they were challenged to make decisions in line with Christian faith
- All students were encouraged to join their local youth groups to participate in the 6th Catholic Youth Games held at the college. This was followed by a vibrant youth mass. 150 attended
- 30 students attended a weekend festival called Rise celebrating faith and culture
- Year 9s joined with Avila girls at Mazenod where they chose from a variety of challenging activities finishing with youth singer Gen Bryant leading praise and worship
- Year 12 students prompted by Alpha video discussed their faith in small groups
- Year 12 students were fully engaged by David Kobler in dealing with sexuality and future family life on two occasions
- Year 10 students interacted with Sam Clear as he talked about his walk around the world for Christian unity. He challenged them to deepen their faith
- Year 7s reflected on what is to be male in a commercialised and sexualised society
- Year 12 students involved themselves in Stations of the Cross, listened to three fellow students talk on life struggles (two with cancer, one with acceptance) and their faith
- Year 12 students spent the day at Lysterfield Salesian retreat centre
- Year 12 students have two evening masses with parents preceded by dinner
- Year 11 students viewed the movie “Case for Christ”
- Year 11 students viewed the movie “The Way”. One person’s journey to faith.
- Year 12s engaged with Timorese people to learn about struggles in life
- Year 12s were invited to a “Faith and Pizza” evening with Fr John. About 30 students took the opportunity

## Value Added: Student Wellbeing

- A very well developed instrumental music program, with hundreds of students receiving weekly individual music lessons on orchestral instruments and participating in a full range of orchestras, bands and ensembles.
- Our highly successful annual Musical production “Seussical the Musical” at the Besen Theatre
- Every student in the school participates in 100 minutes of organised sport each week
- Participation in every ACC Inter-School Sport
- The vast majority of students represented the college in at least one ACC event (Association of Catholic Colleges)
- Many students participated in our comprehensive Volleyball program, training and playing weekly, dominating the ACC competitions and winning numerous State and National level honors
- 60 students participated in the Chess club, receiving weekly tuition and recording record breaking wins in the ACC. Our Open Chess Team won Silver in the State Championships and Middle Years team won Gold in the State and Silver in the National Championships
- Our Senior Badminton Team won the ACC Badminton Championship. This Sport is one of the fastest in the world and the team can be very proud of their achievement
- Outstanding Debating success at ACC level, and at the Debating Association of Victoria’s (DAV) state finals.
- Our Public Speakers competed with success at the VCAA’s Plain English Speaking competition and the annual Lions Club Youth of the Year competition.
- The Performing Arts Department held a Performing Arts Festival in the evening featuring music, dance and film items from all levels
- The Music Department held its annual Music Gala evening, with over 200 students participating
- A group of music students travelled to Mt Gambier for the Generations in Jazz Music Festival with students from across the region
- The Stage Band and the Founders’ Ensemble represent the college at the Victorian Schools Music Festival, receiving awards
- Our musicians competed in the annual Boroondara Eisteddfod
- Groups of students travelled to Japan and to China for two week cultural exchanges
- Years 10, 11 and 12 also participate in Mazenod’s Social Justice program which includes; Rosies and RE days, Red Cross door knock, retreats, St Vincent de Paul Winter Sleepout, Community Services and Special Olympics.
- A group of 19 Year 10 and 11 students participated in a two week cultural tour to central Australia.

## NASA Trip 2019

In December 2019, 9 of our senior students had the privilege of going to an exciting expedition to NASA, Houston, USA along with a staff member. This added further exposure and experience to the learning journeys of our students.

The two-week long program was filled with adventurous discovery, development and lots of hands on learning. The students were able to grasp a lot of knowledge in a very short time due to the excellent structure of the program and being in a learning environment so different from the usual.

The trip had a few meaningful checkpoints. The first was the NASA tour itself. It started with the NASA mission control room. Experiencing the real thing first hand, the students got a taste of what it would be like being part of an actual space mission. Next, they saw the Saturn 5 rocket. This launch vehicle has been used by NASA for 6 years and is the one which supported the Apollo program for exploring the moon. There were also some rocks from Mars and the Moon on display. The students were exhilarated when they got to touch the space rocks!

Next came the Space University at NASA. There, they got to participate in a number of STEM activities. It started off with them teaming up and making rockets and launching them for testing, making thermal shields and cryogenics and testing them as well. All were also truly engaged in designing Mars rovers/robots. There were coding activities, giving a touch of digital technology learning experience to it. The students not only saw actual astronauts training in the neutral buoyancy lab, but they also got a chance to experience neutral buoyancy first hand by a scuba diving routine. There was plenty more to stimulate the learning minds of the kids in the form of water robotics and designing their own Mars habitats.

All this apart, there were also some development programs to participate in. These included situations to enhance the students' problem solving, critical thinking and leadership skills. They got to exercise their brains nicely with challenges which were given to them daily. Students also got another rare opportunity of mission control simulation and space suit engineering activities. What followed was a trip to the Houston museum of natural sciences. There was a dinosaur exhibit there which included some very rare fossils which was pretty intriguing for everyone.

At the end of the program they all graduated from the Space University and got their Space school graduating certificates!





## Value Added: Learning & Teaching

- 111 students from Mazenod College participated in the International Science Competitions and Assessments for Science (ICAS), with 1 High Distinctions, 14 Distinctions, 41 Credit and 15 Merit Certificates. High Distinction Certificate achievers are rated in the top 1% of all entrants. Statistically 50 % of students from Mazenod College achieved a certificate of credit or higher, an outstanding performance.
- The Science Talent Search is an annual competition open to all primary and secondary school students in Victoria. The Year 10 Enhancement Class participated in the competition, with 27 entries from Mazenod College with a number of bursary winners. Many students from Mazenod College were given special mention on their practical investigation tasks from the judges.
- Students achieved great results this year in the Australian Mathematics Competition. 347 Students participated in the competition with 9 High Distinctions (top 3% in Country) and 52 distinctions (top 20% in Country).
- All year 11s participated in the inaugural Careers and Industry conference for three days residential in the city
- Our Year 7&8 Enhancement students participated in the Da Vinci Decathlon
- Many of our Literature, Enhancement and Visual Arts students were published in Catholic Educations annual anthology Shared Stories
- Our Year 8 Enhancement Students participate in a semester long Robotics course using the Lego Mindstorms kits
- Students participated in our Book Club and kerbal Space Program in the Library
- Humanities students participated in the Australian Institute of International Affairs Australian and Global Politics Essay Competition, with Sam Warner being awarded first place
- Our VCE Japanese students participated in a mock UN General Assembly
- Our Language students participated in the annual Dante Alighieri competition, with Sam Warner taking out first place
- 140 students participated in the 2019 Victorian Premiers' Reading Challenge with a large number successfully meeting the challenge to read the required number of books between February and August
- Year Ten Japanese and Italian students participated in interschool language club with other local schools studying these languages. This activity strengthened our bond with other nearby Catholic schools, networking and language learning.



## Value Added: Learning and Teaching Developments

At Mazenod in 2019 we saw further growth in our teaching and learning practices and our classroom curriculum offerings. In 2019 our teachers worked together to:

- Our schoolwide **Personal and Social Learning** program was now fully implemented across Years 7-9w
- Our **1-1 devices** program at Mazenod was now fully implemented, with the new year 7s and 10s of 2019 all utilising a laptop for their day to day schooling in addition to all other year levels now involved.
- Teachers developed enhanced and engaging units of work and **ICT enriched classroom activities** with particular emphasis on the use of the Google Suite and Hapara Teacher Dashboard.
- We implemented a brand new Learning Management Systems (LMS) to complement the 1-1 program and Google suite. This system (the Schoolbox program) has been given the title of MAZCOM. We believe that by providing enhanced and immediate access to the internet, digital learning resources and detailed course outlines and materials these developments encourage collaboration and research, increase student engagement and support preparation for our students future participation in technology rich workplaces.
- With MAZCOM we have continued significant changes to our **online assessment and reporting** practices in 2019. We believe this gives parents more immediate feedback and a clearer understanding of the work and progress of their sons during the semester and thus allows for more ongoing discussion regarding progress at school between parents and their sons. Staff reported results in real time throughout this year, including two comments on major assessment tasks, online via MAZCOM, the College Learning Management System and viewable for parents on their MAZCOM College Parent Portal. In 2019 staff broadened the range of comments, utilizing both audio and video feedback and online marking via the KAMI system in MAZCOM.
- The end of semester reports are immediately distributed to parents as a PDF also on the MAZCOM Parent Portal. The **Parent Portal** gives parents access to real time results, all past reports, College calendars including assessment calendars and other resources.
- In 2019 the Victorian Curriculum became fully implemented. In 2018 – 2019 we saw significant changes to our **Digital Technology** curriculum with a new subject introduced at Year 7. This subject involved students coding and creative problem solving with their own BBC Micro:Bit. A BBC Micro:Bit is a pocket-sized computer 70 times smaller and 18 times faster than the original BBC Micro computers used in schools. It has 25 red LED lights that can flash messages and be used to create games. This new Digital Technologies course introduces students to Computer Science and leads them onto the three streams of Digital Technology (Programming, Creative Digital Media and Software Applications) available in three pathways from Years 9-12. Creative Digital media has been further developed at Year 9 and now leads directly into the VCE VET Creative Digital Media course that commences in Year 10.
- The new units of work utilising the BBC Micro:Bit in our Victorian Curriculum **Design Technologies** subject, introduced in 2018 in Year 8, was refined and continued into Year 9. This subject involves students working with Design Technologies including a range of Materials and Digital Solutions that leads onto our Materials Technology (Timber and Metal) streams from Years 9-12.
- In 2019 we changed our Year 11 VCE Chinese study from VCE Chinese 2<sup>nd</sup> Language to VCE Chinese Culture and Society. We believe this will be a more accessible study for our predominantly non-Chinese speaking students. This will flow to Year 12 in 2020.

## Value Added: Learning Diversity and Student Learning Support

- The Learning Diversity Team at Mazenod is dedicated to supporting the individual learning needs of our students. With a staff of 13, the college is able to offer well-structured Literacy & Numeracy support programs that are vital in ensuring that all students are able to access their learning. In addition, the provision of Homework Program and social activities such as Film Club provide students with varied opportunities to develop holistically.
- In 2019, 182 students were identified as having adjustments made to their program and were submitted in the Nationally Consistent Collection of Data. Of these 182 students, 126 students were identified as requiring supplementary assistance and 19 students required substantial assistance. These 145 students accessed Government Funding to assist with ensuring they can access their learning on the same basis as their peers.

## Value Added: Enhancement Program

Mazenod College offers a comprehensive enhancement program in areas such as Humanities, Music, Mathematics, English, Robotics and Information Technology.

Program	Number of Students
Enhancement Studies Year 7	13
Enhancement Studies Year 8	13
Enhancement Studies Year 9	7
Enrichment Mathematics Years 7 & 8	91
Enhancement Mathematics Year 9	56
Enhancement Mathematics Year 10	56
Enhancement English Year 10	52
Enhancement Science in Year 10	28
Enrichment History Year 7	11
Enrichment History Year 8	21
Enrichment History Year 9	18
VCE Units 1 & 2 History Year 10	15
Enrichment Robotics Year 8	10
Enrichment Music Year 8	30
Enrichment Religious Education Year 9	12
RE Units 3 & 4 in Year 11	149

## Value Added: Instrumental Music Program

Number of students receiving individual music lessons in the college instrumental program at the end of 2019 was 328.

Instrument	Years 7 – 9 Students	Years 10 – 12 Students
Bassoon	2	2
Cello	21	4
Clarinet	32	11
Cornet	0	1
Double Bass	21	2
Euphonium	3	0
Flute	13	10
French Horn	6	2
Oboe	9	0
Percussion	37	14
Saxophone	8	7
Trombone	15	5
Trumpet	32	5
Tuba	3	0
Viola	12	3
Violin	34	14

Ensemble	Students	Ensembles	Students
Boyle Strings	28	Junior Vocal	10
Chamber Strings	24	Liturgy Choir	81
Chet Baker Band	15	Monk Big Band	18
Concert Band	51	Senior Vocal	40
Dorsey Band	16	Stage Band	18
Flute Ensemble	13	Swing Band	17
Founders Ensemble	53	Symphonic Wind Band	47
Junior Strings	28	Symphony Orchestra	59



**MAZENOD**  
**COLLEGE**

# 2019

# ANNUAL REPORT