

MANDURAH CATHOLIC COLLEGE

Annual College Report

In 2015, Mandurah Catholic College continued to provide a Catholic education informed by our College Mission and guided by our motto to 'Seek Truth'. The College Strategic Plan 2014-2018 provides the framework by which I make this Annual Report to the community. The Annual School Improvement Plan, which is referenced in our daily work and reported to the community through newsletter items, the Board meetings, Parents & Friends and parent evenings provides the means by which we achieve our strategic plan.

The following areas from the College Strategic Plan have formed the focus for 2015:

Ministry and Faith Life – Engagement in Faith Formation

Under our most important 'pillar' of education at Mandurah Catholic College we have set a new Evangelisation Plan to support the faith life of the College. The College seeks to fulfil its commitment to ministry by evangelisation, inviting students, staff and parents to a stronger relationship with Jesus Christ. As a part of this we invite students to engage in Christian Service Learning, justice activities and leadership.

Opportunities for the celebration of the Eucharist increased in 2015. Staff undertook professional learning in the Catholic Social Teaching, referencing these principles in their teaching programs. The Christian Service Learning Program was extended from Year 11-12 down to Year 7, and our Junior School has developed groups for primary students to be active in service.

The House Missions were re-visited against the reference of Catholic Social Teaching.

Student Learning – Student and Staff Engagement in Their Own Learning

There have been many activities over the course of 2015 which enabled Mandurah Catholic College students to showcase their talents and abilities. These activities include:

Junior School

- Extension clubs open to all students with a passion for particular learning activities
- Quest Program
- Extension Science
- Extension Visual Arts
- Drama Club
- Author in Residence Program
- Mathematics State Competitions and Events
- Fremantle Literature Centre Workshops
- Christian Service Activities
- Mandurah Junior Council

Secondary School

- Writers Workshops
- Science and Engineering Competitions
- Australian Mathematics Competition and Local Competitions
- Public Speaking Competitions
- Christian Service Activities
- Catholic Performing Arts Festival
- YoHFest
- Drama Club
- National History Competition

Focus on Teacher Practice

Staff aspire to provide effective teaching to assist student learning across K-12. There has been a sharp focus on developing teacher practice that enhances student engagement and improved student outcomes.

Explicit emphasis is given on the learning progress of each student. Teachers have developed further feedback mechanisms (student surveys, reference to Insight SRC survey) and data analysis (NAPLAN, diagnostic assessment, moderation partnerships with Peel Catholic schools) to evaluate the impact of their teaching on student learning.

The most significant influence on student learning that we can control in school is the quality of the staff we put before the students. As such, Mandurah Catholic College staff have worked to develop a sustainable professional enhancement program to further develop their teaching practices. Known as the Professional Growth Program (PGP), staff identify their strengths and areas for further impact through reference to the Australian Institute for Teaching and School Leadership resource, devising learning goals to further advance student learning and engagement in the classroom. PGP groups work collaboratively and involve themselves in targeted observation of classes and professional conversation to enact their goals successfully. PGP is in place ready for 2016 implementation.

Catering for all learners and all learning types in a classroom is crucial and to assist teachers with this important task the College has undertaken some structural change to support the best use of student learning data and teacher professional goals. The position of Director of Learning Enhancement has been created to work with individual teachers and teams to better differentiate the teaching in the classrooms. A Deputy Principal Staff and Formation role has also been created to support teachers with best possible professional learning and achievement of their learning goals. The Library is undergoing a transformation in thinking and in look; it has become our Learning Hub and strives to bring together the best in physical resource and virtual resource to be a place which facilitates learning.

WACE RESULTS SUMMARY POINTS

Key Achievements for 2014:

- Excellent median ATAR of 83.25
- A Certificate of Distinction for English (top 0.5% in the course)
- 14% of students gaining an ATAR greater than 90
- Recognition for being a top performing school in 2 courses
- 34% of students were placed in the top tricile for scaled course marks. This is our highest percentage in the period 2008-2014
- 95.2% of the cohort achieved Secondary Graduation

Enhance Student Achievement and Wellbeing

Enhancing student achievement and wellbeing has also been an emphasis in 2015. In the latter half of the year we concentrated on developing an integrated, sequenced plan for pastoral care and wellbeing of our students. The College has researched the Positive Education platform and will launch a new wellbeing program in 2016 called 'Flourish'. The explicit teaching of character strengths, awareness of emotional wellbeing and a framework for dealing with positive and challenging moments in life are at the heart of this program.

The College has trialled in Year 12 a study skills approach for students through the 'Elevate' program. This has provided great benefit for student organisation, study skills and examination preparation and will be used from Year 8 to 12 in 2016.

The Junior School teaching team has been given a room to design as a Data Room for the analysis and collaborative planning, implementation and review of data-informed learning. This will enhance the professional conversation and delivery of learning for each Junior School student going into 2016.

A Communication Strategy to all Staff, Students and Parents of Support Available

There has been two ways in which the College approached this area of engagement in 2015. Firstly, we worked on communicating the various services the College has to support the three parties of partnership and the ways in which we ensure the services are available to staff, students and parents at point of need. Secondly, the College undertook an audit of its overall communication strategy. The end result has been the development of the Community Relations Team with responsibility for quality communication through our web site, SEQTA resource, forums and Skoolbag.