



Annual Report 2021



Mundaring
CHRISTIAN COLLEGE

faith in the future

1 | 2021 Annual Report



Contents

	PAGE
Principals Report	4
Contextualized Information	5
Christian Education	6
Progress made on school priorities and targeted initiatives	7
Outcomes on National Literacy and Numeracy tests (to come)	9
Year 12 performance and post school destination	11
Parent, student, and teacher satisfaction	12
School income broken down by funding source	14
Our Staff	15

Our vision is to be a thriving Christian community inspired and equipped to learn and live well.

Opportunity. Voice. Character. Community

faith in the future

Principals Report

“Enlarge the place of your tent and let the curtains of your habitations be stretched out; do not hold back; lengthen your cords and strengthen your stakes.” Isaiah 54:2

I often call 2021 the year our story changed. This scripture speaks of growing, strengthening, and deepening. It’s a good picture.

Over ten years ago we began the journey of planning and building a New Secondary Campus. SCEA bought 110 acres of land in Parkerville in 2010. Prior to this, MCC had been a PK to Year 10 school. There was strong sentiment from parents for student to be able to complete their education. It began with visions, dreams, plans, and conflicts. Initially the Shire refused planning approval and nearby residents opposed a secondary campus on their quiet street. We, however, worked through it, gained approval, and now live in good relationship with our community. Quite a few of our students come from the immediate locality.

We held a competition to choose architects and entered the process of consulting students, staff, and parents regarding the design of the new building. Our priorities were to build a campus that respected the values of the hill’s community: loving nature and its beauty, getting outdoors, having room to move, and knowing and being known by one another. If we were going to be an authentic Christian campus, we needed to reflect the glory of God in our value of people and our positive effect upon our community. I love the design of our buildings. You can see into classes and students are engaged. The atmosphere here is positive, welcoming, and unique.

It wasn’t all smooth sailing. I want to congratulate and thank our parents and students from our first Year 12 Cohort to Graduate this year. Our smallest Year 12 cohort from the early days was less than 20 students. I was amazed at how well the year went. The first stage of the Secondary campus opened in 2016, the second in 2018, and the third in 2021. At each stage, we moved from promise to reality. We started to look like a complete campus. During the expansion and development of the Secondary campus, our Primary campus was consolidating and growing.

I cannot admire and praise our staff more. They are the real story of a good school. There were many adjustments that had to be made. Staff were teaching in odd places across the campus. Students named two of the room’s the “dungeon” and the “cave.” This is a true story of coping and adjusting to change whilst waiting for something to be built. Staff maintained their professionalism, cooperation, support, and good humour throughout. Good staff are the heart of a good school. On both campuses, this is our experience.

In 2021 the story changed. Previously as the school was growing, people could come at any time and enrol in any year. Then, between March and April 2021, our year groups suddenly started to fill up, creating waitlists up until 2024. This rapid growth surprised us and our community. We had to put on an extra class in Year 7 for 2023 and open a new class in Year 6 for 2022. Our story is now, come for the long journey. As the Primary school grows to two streams in every year group, it has been a joy to watch students become part of our primary community, grow through the years, graduate as young adults that we are proud of, and step out into the world as they embark on their wider journey.

We are still building and growing.

Mr. Rod McNeill
Principal

Contextualized Information

Table. A review of class and composition

Roll Group	Female	Male	Total
Pre-Kindergarten	15	7	22
Kindergarten	9	9	18
Pre-Primary	12	6	18
Year 1	6	8	14
Year 2	11	10	21
Year 3	11	20	31
Year 4	8	11	19
Year 5	19	20	39
Year 6	10	16	26
Year 7	45	51	96
Year 8	32	51	83
Year 9	37	40	77
Year 10	31	47	78
Year 11	24	38	62
Year 12	28	30	58
Total	298	364	662

Table. 2021 student attendance in %

Primary Campus	Percentage	Secondary Campus	Percentage
Pre-Kindergarten	91.3%	Year 7	87.7%
Kindergarten	89.9%	Year 8	85.3%
Pre-Primary	88.6%	Year 9	84.0%
Year 1	92.0%	Year 10	83.0%
Year 2	90.2%	Year 11	74.1%
Year 3	91.7%	Year 12	80.7%
Year 4	87.6%		
Year 5	89.2%		
Year 6	81.1%	TOTAL	86.4%

Students who are absent, are required to present a note from their parents/guardian detailing their absence. Parents may also telephone the College, send an email to explain why their child was absent, or log their child's absence via the Parent Lounge portal. If no explanation is given before 10.00 am, the College sends a text message requesting this information. If the parent/guardian does not reply to the text message by 1.20 pm, a phone call is made to establish a reason. All attendance explanations are recorded in a database which calculates the student's absence over the calendar year. If a student is absent for three days consecutively without contacting the College, the student's Pastoral Care teacher or an Administrator will endeavour to contact their parents/guardian to source an explanation for the child's absence. Once a week, Administration generates a list of any unresolved absence for the current term to follow-up.

Christian Education

Our desire is to inspire and equip our students to live well. To live with the surety that they have great value, that their life has a purpose and to enjoy growing and realizing their potential including through life's trials. For them to know the satisfaction of contributing to other people's lives and of knowing and honouring their Creator.

The significant number of people and young people who struggle with mental health reflects the fact that living well is not as easy as it sounds. Each week our students participate in one session per week our Living Well course where they explore attitudes, knowledge, skills and practices that will enable them to live the 'good life'. Jesus said 'I have come that that they may have life and life in abundance'. Exploring all that the Christian life has to offer is a key aspect of our living well course. As is exploring ethics, positive psychology, and other religions.

As a staff we continued to strive to provide a Christian school environment that enabled students to feel a sense of love, value and belonging. Our camp program provided wonderful opportunities for developing such a culture by building quality relationships, developing student character and providing opportunities to serve others. Our year 8 camp where students served the community was a great example of this.

Our caring, committed and humble Christian staff provided wonderful role models and mentors for our students. Our weekly Beacon program and assemblies provided a great opportunity for visiting speakers to inspire and challenge students in their spiritual life. We were blessed this year to hear testimonies of lives transformed by God's love and grace.



Progress made on school and targeted initiatives

Literacy focus

- Literacy Specialist – providing effective strategies and oversee Support programs.
- Using DATA to inform change – NAPLAN (Valuate), MultiLit Standardized testing, WARN, and WARP Testing,
- PAT testing to be introduced – background work to develop the skill amongst staff in progress, Networking with Secondary.
- ELC foundational teaching revisited to expose any weaknesses in teaching and learning.
- In Primary a focus:
 1. To improve grammar and spelling differentiation with rubrics (created with standardized DATA),
 2. Regular guided reading,
 3. Students to work in Literacy groups,
 4. Professional Teamwork/capital – to support each other.
 5. Student practice to improve ICT competency for NAPLAN.
- Improve Teacher's ability to reach targets by providing support and professional development.
- PSA focus to drive accountability.
- AVID training for teachers to improve student engagement.

Progress

- Professional Learning teams have been focused and productive, to equip teachers; Strategies have been adopted in practice;
- Professional development sessions have been arranged (outside providers)
- Testing have been done and support has started for struggling students – with good reports coming in.

Well-being focus

- For all staff to be clear on and able to teach Protective behaviours curriculum.
- For all staff to understand expectations in Code of conduct.
- Revisiting Well-being strategies – dealing with student behaviour and social challenges.
- Teachers being supported with strategies, practical and emotional support, to deal with stress and anxiety – wholistic and Community focused (Students, teachers and parents) -training, arranged experiences.
- To Encourage voice – for all to be encouraged to speak out when having a concern: students, teachers and parents. To have confidence that they will be heard – now how to complain appropriately?
- Unacceptable behaviour target with effectively with a more consistent approach to expectations related to all behaviour, as well as related consequences.
- Focusing on positives – Fostering positive relationship with struggling students, focused PEEC teaching (positive education) and related diaries.
- More information about students with needs is given to staff.
- Staff working in lower Primary now have a shared EA to support them (with working with students with special needs).

Progress:

- Staff code of conduct revisited in all Primary staff meeting
- Protective behaviours expectations and Curriculum revisited in all Primary staff meeting
- New Head of well-being is supporting the staff well with behaviour issues. Some issues between specific students are no longer a problem.

- New Head of well-being is supporting the staff well with behaviour issues. Some issues between specific students are no longer a problem.
- Parents appreciate his relational approach and have responded with a calmer responses.
- The events arranged so far to improve well-being have been well received by staff; more specific training sessions have been postponed.
- The daily morning anxiety displayed by some students has been reduced
- The EA in lower Primary has been welcomed and she is constantly busy, giving more time for teachers to work with others.
- Training for staff, to deal with special need, is being organized,
- Better information about triggers and strategies to use, to deal with challenging behaviour, is on the shared drive and in emergency folders.
- A more consistent approach, by all staff, is starting to show signs of helping our student behaviour improve.

Student Wellbeing

A house point system was introduced to affirm student achievement and character development.

Data from the student Wellbeing and Engagement Survey conducted over the past few year contributed to the decision to pursue a whole school wellbeing Curriculum. The Positive Enhanced Education Curriculum created by Geelong Grammar School was determined to be the best fit and plans to start implementing this curriculum in 2023 were made.

Teaching and Learning

Staff focused on fostering student learning habits that contribute to academic progress including organisation.

A review of rubric use across the school was conducted resulting in a decision to refine rubrics to incorporate marks and shift the focus of rubrics from Blooms taxonomy to State based standards.

The Christian Living course was reviewed resulting in the creation of a new framework and the course name changing to Living Well to assist all students to see the relevance of the course.

Staff reviewed student educational needs including their need for increased motivation and engagement. The decision to start upskilling staff and implementing AVID in 2022 was made. AVID is a school wide system of teaching and learning focused on empowering students by equipping them with key skills in writing, inquiry, organisation, collaboration and reading.

Staff Development

A group of staff were again involved in the High Impact Teaching Practices professional learning program.

Staff participated in professional learning on emotional intelligence which is as key aspect of learning, emotional regulation, decision making and wellbeing.

Resource Allocation and Development

Two science rooms were upgraded to full science laboratories.

Outcomes on National Literacy and Numeracy Tests

NAPLAN Results Analysis 2019 - 2021

Numeracy			
		2019	2021
Year 9	MCC	595	587
	SCEA	602	583
	National	592	588
Year 7	MCC	554	539
	SCEA	556	542
	National	554	551
Year 5	MCC	478	485
	SCEA	497	496
	National	496	495
Year 3	MCC	393	413
	SCEA	408	395
	National	408	403

Analysis & General Strategies (Numeracy)	
Mundaring Christian College (Primary)	Having a whole school approach through organizing and prioritizing core learning outcomes is steadily producing results. Students are taught to engage deeply in the concepts through problem solving and challenges instead of rote learning. As we have had a number of staff changes this year (2022) our focus at the primary campus would be to ensure that all staff are trained and continues with the whole school approach through PLT's. Teachers will also be focusing on providing lesson experiences to master the four operations (Addition, Subtraction, Multiplication and Division)
Mundaring Christian College (Secondary)	Results indicate that our students are working at National median in Numeracy.

Reading			
		2019	2021
Year 9	MCC	594	594
	SCEA	600	588
	National	580	578
Year 7	MCC	560	535
	SCEA	552	542
	National	546	542
Year 5	MCC	485	510
	SCEA	507	515
	National	506	512
Year 3	MCC	427	431
	SCEA	451	431
	National	432	437

Writing			
		2019	2021
Year 9	MCC	554	551
	SCEA	557	551
	National	549	551
Year 7	MCC	509	509
	SCEA	515	512
	National	513	522
Year 5	MCC	462	457
	SCEA	484	476
	National	474	480
Year 3	MCC	394	430
	SCEA	422	420
	National	423	425

Spelling			
		2019	2021
Year 9	MCC	594	590
	SCEA	592	589
	National	582	580
Year 7	MCC	548	540
	SCEA	556	554
	National	546	549
Year 5	MCC	493	485
	SCEA	510	507
	National	501	505
Year 3	MCC	433	416
	SCEA	428	415
	National	419	421

Grammar & Punctuation			
		2019	2021
Year 9	MCC	586	596
	SCEA	577	587
	National	573	571
Year 7	MCC	553	517
	SCEA	548	528
	National	542	533
Year 5	MCC	498	499
	SCEA	510	507
	National	499	503
Year 3	MCC	457	426
	SCEA	454	426
	National	440	433

Analysis & General Strategies (Literacy)	
Mundaring Christian College (Primary)	<p>The introduction for Seven Steps to Writing Success is producing mixed results. Due to recent staffing changes, the main focus is to ensure that all new staff are trained as well as refresher training for remaining staff. Re-training and upskilling staff of existing programs would be our priority to ensure that students receive quality learning experiences and outcomes as well as increasing the effectiveness of implemented programs.</p> <p>Investigating new reading and comprehension programs that better supports and extend student learning.</p>
Mundaring Christian College (Secondary)	Results indicate that our students are above National standard in reading, spelling and punctuation and grammar.

Year 12 performance and post school destination

For the fifth year in a row all 58 of our year 12 students achieved 100% graduation. 93% of ATAR student were offered University placements and 67 VET certificates were completed by students.

Table. Year 12 post School Destinations

Destination	% of students
University	10
Gap Year leading followed by University	17
Gap Year followed by TAFE	17
Bridging Course leading to university	3
Apprenticeship	3
TAFE	3
Working	30
Defense	3

Parent, Student and Teacher Satisfaction

Well-being and engagement census: 2021

Table. Department of education: Government of South Australia

Rear Level	Mundaring Christian College			South Australian Public Schools
	Number of valid survey responses	Number of enrolments	% Participation	Number of valid survey responses
Year 4	17	19	89	11811
Year 5	35	38	92	11562
Year 6	20	27	74	11799

Table. Data from this survey

Engagement with school				Year			
Important adults at school	259	173	14	58%	39%	3%	2021
Connectedness to adults at school	244	139	57	55%	32%	13%	2021
Emotional engagement with teachers	269	136	33	61%	31%	8%	2021
School climate	117	217	103	27%	50%	24%	2021
School belonging	151	176	106	35%	41%	24%	2021
Peer belonging	198	161	76	46%	37%	17%	2021
Friendship intimacy	291	93	51	67%	21%	12%	2021
Engagement (flow)	90	161	181	21%	37%	42%	2021
Absence of physical bullying [^]	296	106	31	68%	24%	7%	2021
Absence of verbal bullying [^]	218	151	64	50%	35%	15%	2021
Absence of social bullying [^]	231	145	56	53%	34%	13%	2021
Absence of cyberbullying [^]	343	67	22	79%	16%	5%	2021

Encouraging comments in this survey:

- At my school there is a teacher or another adult:
 - Who really cares about me,
 - Who believes that I will be a success
 - Listens to me when I have something to say
- Most of my teachers:
 - I get along with

- Are interested in my well being
- Really listen to what I have to say
- Give extra help if I need it
- Treat me fairly
- Teachers and students: Treat each other with respect
- People care about each other in this school
- Students help each other in our school, even if not friends
- I feel I belong to this school

Christian Schools Australia Community Profile Survey 2021

23 – 25 August 2021

25 families responded

Families were satisfied with school:

Table. General higher rated factors (higher than 'Small schools', 'WA schools' and 'All Schools')

Reason	%
Accessibility where you live	92
Leadership	92
Pastoral care and support programs	91
Safety and supportiveness of the school	88
The quality of relationships with child's teachers	84
Character formation programs at school	82
Quality relationships with other students	79
Christian Studies program	78
Contributing to the common good in society	88
Dealing with life's problems	84
Interacting with Society and culture around them	83
Dealing with interpersonal relationships and conflicts	79

4 main words used by parents to describe the school

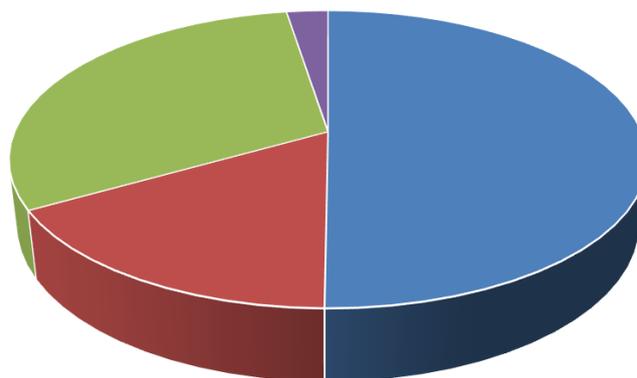
- Supportive
- Safe
- Nurturing
- Respectful

School Income Broken Down by Funding Source

School Income Broken Down by Funding Source

Net Recurrent Income	\$ Total	\$ Per Student
Australian Government Recurrent Funding	6,331,651	9,408
State/Territory Government Recurrent Funding	2,117,650	3,147
Fees, Charges, and Parent Contributions	3,901,800	5,798
Other Private Sources	447,987	665
Total Gross Income	12,799,088	19,019

Net Recurring Income - Total



- Australian Government Recurrent Funding
- State/Territory Government Recurrent Funding
- Fees, Charges, and Parent Contributions
- Other Private Sources

Student Country of Birth

1 student was born in the Philippines, 3 in the United States of America, 14 from the United Kingdom, 5 from Ghana, 5 from New Zealand, 17 from South Africa, 5 from Thailand, 1 from Canada, 1 from Japan and 2 from Sweden. The remaining students were born in Australia including 14 indigenous students.

Workforce Composition

The total number of Staff at Mundaring Christian College in 2021 was 103; not all of whom were fulltime and included 72 female and 31 male staff. No indigenous staff were employed in 2021.

Our Staff

The 2021 School/college executive Team consists of:

- Mr Rod McNeill, Principal
- Mr Tim Oats, Head of Secondary Campus
- Mrs Antoinette Wilson, Head of Primary
- Mr Craig Choveaux, Business Manager

Table. School Staff Profile

Staff	Support Staff (Not including Education Assistants)	Teaching Staff	Education Assistants supporting teaching staff	School Leaders	Total
Male	5	15	2	4	26
Female	15	38	10	2	65
Indigenous	-	-	-	-	-

Table. Qualification of Teaching Staff

Highest Qualification of Teaching Staff	Number of Staff
Doctorate	-
Master	10
Post-graduate Diploma	15
Bachelor	29
Graduate Diploma	-
Diploma	4
Total	58

- Statement about staff attendance rate and retention rate – Mundaring Christian College have a staff retention rate of 88% in 2021, and attendance rate of 75%.
- Statement about TRBWA registration for teachers and leaders – All teaching staff are TRBWA registered.