



Mundaring
CHRISTIAN COLLEGE

2024

Annual Report



Swan Christian
EDUCATION ASSOCIATION



Beechboro
Christian School



Ellenbrook
CHRISTIAN COLLEGE



Kalamunda
CHRISTIAN SCHOOL



Mundaring
CHRISTIAN COLLEGE



Northshore
Christian Grammar School



SOUTHERN HILLS
Christian College



Swan
Christian College

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Our College

Vision

To be a thriving Christian community, inspired and equipped, to learn and live well.

Mission

Trusting in God, Believing in People, Building Opportunities.

Values

Faith | Hope | Love

Our Graduates

We are committed to preparing our Graduates in order that they are ready and able to draw on their God-given gifts and talents to make a meaningful contribution to community. We achieve this by equipping them with the tools necessary to continue learning throughout their lives, both because learning can become a source of lifelong satisfaction and because of the ever-changing nature of our world.

We aim to equip our Graduates with the writing, verbal, and critical thinking skills necessary for career and vocational success, along with the ability to work cooperatively and effectively with others in both leadership and subordinate roles. This empowers our young people to live confidently yet self-critically in a world of competing ideologies.

In addition to the acquisition of a wide and diverse range of knowledge, understanding and skills, we seek to inculcate, within every student, values such as humility, perseverance, generosity, and integrity. We believe these qualities, lived out, will enable our graduates to live successful and fulfilling lives.

An emphasis on the spiritual aspects of life as revealed through the Gospel is a consistent and enduring focus that permeates every aspect of College life. It is our hope that students will leave their time at Mundaring Christian College deeply blessed to have experienced a Christian education.

Our Community

Mundaring Christian College (MCC), set in the picturesque Perth Hills, operates across separate Secondary and Primary campuses, offering stunning views of the surrounding scenery, flora, and fauna. As a non-denominational, co-educational institution owned by the Swan Christian Education Association (SCEA), MCC provides a complete educational journey from Pre-Kindergarten to Year 12.

The College's learning programs cater to each child's unique strengths and needs, with teachers working collaboratively to design engaging, challenging programs that develop students' knowledge, skills, and character. Our nurturing environment supports students' growth spiritually, physically, socially, emotionally, and academically.

Students are welcomed warmly into the community, with smooth transitions between year levels and Primary and Secondary education. The Secondary Campus opened in 2016 on a 110-acre site in Parkerville and features state-of-the-art facilities and expansive outdoor spaces that encourage activities like mountain biking and horticulture, enhancing students' connection to nature and personal growth.

Principal's Report

As I reflect on my first year at Mundaring Christian College, I am filled with gratitude for the warm welcome from the entire school community. From the outset, I have been impressed by the kindness, care, and thoughtfulness of every member of our College family. The staff across both Primary and Secondary campuses have created a professional and nurturing environment where students can thrive. It is a privilege to serve alongside such a dedicated team who share the common goal of helping our students discover and develop their God-given gifts while growing in confidence, resilience, and wisdom.



A significant highlight has been the opportunity to engage with our parents, whether through formal events or informal interactions around the College. These moments of connection are deeply valued, and I strive to remain accessible despite the challenge of managing two campuses. I believe that Christian education is a partnership between parents, the College, and God, and this unity is essential for achieving the best outcomes for our students.

The strength of Mundaring Christian College lies in its unity of purpose and the servant-hearted attitude and commitment of every staff member to serve our students and their colleagues. Our leaders ensure the smooth operation of the College, demonstrating a strong commitment to student welfare. Our Executive Leadership Team supports them, whose integrity and dedication drive the College's mission.

Our student leaders have also contributed significantly, particularly through the Student Leadership Summits, where they shared ideas to improve the College experience. Memorable moments from 2024 include the Year 6 camp to Albany, where students developed teamwork and confidence, and our visit to the Christian Aboriginal Parent Directed School in Coolgardie, where Year 10 students engaged with local students and reflected on God's creation.

Our community gatherings, such as assemblies and award events, continue to provide great joy and affirmation. These occasions allow us to join with our parents to celebrate the many talents, gifts, and positive character traits our students exhibit throughout the year. It is always a blessing to come together as a College family to share in the achievements and milestones of our students, and 2024 was no exception.

I would like to extend my thanks to our Primary Parents in Partnership Committee, whose hard work made our Primary disco and inaugural community Quiz Night such a success. I must also congratulate our incredibly knowledgeable and clever Primary Staff for winning the quiz—it was a well-deserved victory!

I am thankful for the opportunity to serve at Mundaring Christian College and look forward to many more years of growth, service, and success. Together, we continue to build a strong foundation for our students' future, confident that, with God's guidance, we will continue to impact the world positively.

Thank you, Mundaring Christian College, for a memorable 2024!

Blessings,

Doug Holtam

Principal

Christian Education

At Mundaring Christian College, Christian education is central to all that we do. Our mission is to inspire and equip students to live purposefully, understanding their infinite worth and the unique gifts God has bestowed upon them. Through a biblical Christian worldview, we guide students to explore and develop their God-given talents, helping them grow in every aspect of life.

We aim to create an environment of faith, hope, and love, where students feel valued and connected. Our weekly Beacon Program, regular assemblies, and daily devotions with Pastoral Care teachers (Secondary) and class teachers (Primary) provide opportunities for staff and guest speakers to inspire and support students on their spiritual journeys. Morning devotions offer a time of reflection, prayer, and scripture, setting a positive tone for the day and nurturing a supportive school culture.

Through intentional teaching, dedicated staff, and a school culture that prioritises faith, Mundaring Christian College delivers Christian education as a core part of our mission. Our goal is to nurture students who not only excel academically but also grow into individuals who reflect Christ in their daily lives.



Living Well Program

The Living Well Program is designed to draw students nearer to hearing, accepting, and responding positively to the Gospel. Each week, students participate in one session that explores attitudes, knowledge, skills, and practices to enable them to live a “good life” as Jesus intended: “I have come that they may have life, and have it to the full.” The program encourages students to share their thoughts and feelings on spiritual and emotionally significant topics, building trust and fostering open discussions.

Living Well is a central part of our educational framework, ensuring that students engage with age-appropriate content that deepens their understanding of who God is and how much He loves them. This year at the Primary campus, we introduced God-Space, which fosters a consistent approach to biblical literacy across all year levels, aligning with our commitment to providing a strong foundation in Scripture.

Caitlin Chodacowsky was appointed as the Living Well Coordinator in the Secondary campus. Her leadership has refined the Living Well curriculum, enhancing student engagement and the value of the program.

Staff Professional Learning

At Mundaring Christian College, staff are dedicated to their own growth in biblical understanding. Professional learning in biblical literacy remains a key focus, ensuring that teachers are equipped with creative and engaging tools to bring the message of Jesus to life in their classrooms.

By offering consistent support, enriching programs, and professional development for staff, Mundaring Christian College is dedicated to guiding students on their spiritual journey, helping them develop a Christ-centered identity and a life of purpose.



Our Students

Number of Enrolments

Year Level	Females	Males	Students with Disability	Indigenous	Permanent Resident Visa or 457 Visa	Totals	Streams
Pre-Kindergarten	19	17	0	0	1	36	2
Kindergarten	15	13	0	2	0	28	2
Pre-Primary	12	15	3	0	2	27	1
Year 1	15	12	3	0	1	27	1
Year 2	16	19	11	1	1	35	2
Year 3	19	9	9	1	1	28	1
Year 4	26	21	16	1	1	47	2
Year 5	30	24	9	1	1	54	2
Year 6	25	39	16	1	1	64	2
Year 7	43	53	25	1	1	96	3
Year 8	53	62	52	1	0	115	4
Year 9	39	53	42	2	2	92	3
Year 10	40	51	37	2	1	91	3
Year 11	37	44	31	0	1	81	3
Year 12	30	26	20	0	3	56	3
Total	419	458	274	13	17	877	34

Student Country of Birth

Country of Birth	Number of Students
Australia	823
South Africa	13
England	10
United Kingdom	6
Ghana	5
New Zealand	5
Zambia	3
United States of America	3
Thailand	2
Singapore	2
Other	5
Total	877

Attendance Rate of Each Year Cohort

Enrolment by year group	Average student attendance %
Pre-Kindergarten	94.10%
Kindergarten	90.78%
Pre-Primary	82.09%
Year 1	88.36%
Year 2	89.51%
Year 3	87.70%
Year 4	90.03%
Year 5	89.95%
Year 6	91.84%
Year 7	87.30%
Year 8	87.17%
Year 9	84.99%
Year 10	87.02%
Year 11	82.88%
Year 12	78.32%



How Attendance is Managed

Student attendance is recorded twice daily using our student management system. Parents are required to contact the school if their child is absent using telephone or parent portals in our student management system.

Early Leave

Parents must notify Reception if they need to collect their child early on a given day. If they leave school early, the teacher, upon signing out the receipt from the office, will release the child to the parent.

Late Arrivals

Students who arrive at school late are required to sign in at Reception/Student Services and are issued with a late slip. Their status is changed in the student management system from absent to late. The student gives the late slip to their teacher, so they know that they have signed in at Reception/Student Services.

Unexplained Absences

After the first period of the day, an SMS is sent to a nominated parent phone number. If a reply to the SMS is not received, parents and emergency contacts are telephoned.

In the case of excessive or continued absences, the teacher or Student Services contacts parents. Should the incidence of absentees be considered an unexplained issue, parents will be contacted for an interview.



Our Staff

Executive Staff

The 2024 College Executive Team consisted of the following staff:

Name	Position
Mr Doug Holtam	Principal
Mr Ian Ludlow	Business Manager
Mr Tim Oates	Head of Secondary
Miss Kylee Retallack	Head of Student Wellbeing (Secondary)
Mr Nathan Tibbits	Head of Curriculum (Secondary)
Mrs Maura Killalea and Mrs Jacqui Wilmot	Head of Primary
Mr Michael Chan	Head of Student Wellbeing (Primary)

College Staff Profile

Staff	Support Staff (not including Education Assistants)	Teaching Staff	Education Assistants	School Leaders	TOTAL
Male	8.7	23.1	0.9	1	33.7
Female	26.2	43.6	3.4	0	73.2
Indigenous	0	0	0	0	0

Qualifications of Teaching Staff

Highest Qualification of Teaching Staff	Number of Staff
Doctorate	1
Master's degree	16
Postgraduate Diploma	7
Bachelor's Degree	48
Graduate Diploma	3
Diploma	0

TRBWA Registration for Teachers and Leaders

All teaching staff have current registration with the Teachers' Registration Board of Western Australia (TRBWA).



Our Care

Pastoral Care and Behaviour Management

Creating a Safe and Supportive Environment

Mundaring Christian College is committed to fostering a Christ-centered environment where students feel safe, valued, and supported. Our Chaplaincy and Counselling services provide emotional and spiritual guidance, while Year level Classroom Teachers play a key role in student wellbeing, building relationships, and addressing individual needs. Our core principles that every student deserves to feel safe, belong, and be part of our community and culture, as well as develop skills of resilience and accountability, are embedded in all that we do at Mundaring Christian College.

Wellbeing Engagement Check-ins (WEC)

The Wellbeing Engagement Check-ins (WEC) continue to guide our approach, with data highlighting that students' sense of safety is a priority. In response, we emphasise strong teacher-student relationships, ensuring that knowing our students well is central to their ability to learn and thrive. Our Wellbeing teams use this data to address patterns and trends of cohorts and to upskill our students.

Equipping Students with Wellbeing Skills

Primary

Students develop essential self-regulation and emotional awareness through structured programs like Zones of Regulation, which is implemented at every year level across all classes. This program helps students recognise and manage their emotions, supporting resilience and positive behaviour. Additionally, Zones of Regulation help de-escalate behaviour, providing students with strategies to regulate their emotions during heightened stress or frustration.

Secondary

Through our BEACON programs from Years 7 to 12, students are educated and empowered to have the tools to develop wellbeing skills. The wellbeing team, consisting of chaplains, counsellors, Deans of Year, the Head of Student Services, and the Head of Student Wellbeing, actively supports students when needed. Guest speakers and staff-led sessions on wellbeing throughout the year continue to guide students on relevant strategies and build on skills previously learnt. Positive Psychology and the PERMAH model guide the Deans of Year in developing wellbeing skills.



Challenges and Opportunities

As student needs continue to evolve, we recognise key areas requiring focus:

- **Addressing Unmet Needs:** Many behavioural challenges stem from unmet needs, often linked to undiagnosed or unsupported learning and developmental differences. Ensuring timely identification and appropriate support is essential.
- **Inclusive Education and Curriculum Delivery:** Adapting teaching strategies to cater to diverse learning needs remains a priority, ensuring all students are engaged and supported in their academic and personal growth.
- **Student Engagement and Relevance:** Ensuring that curriculum content is accessible, meaningful, and appropriately challenging for all students is critical to fostering engagement and reducing behavioural concerns.
- **Consistency Across Year Levels:** Maintaining a unified approach to behaviour management and wellbeing strategies ensures a seamless support system for students as they progress through their schooling.

Looking Ahead: Strengthening Wellbeing Initiatives

In the coming year, we will focus on:

- **Professional Development:** Upskilling staff in trauma-informed approaches and student wellbeing strategies.
- **Deeper Student Connections:** Embedding a culture where students feel known and supported by their teachers.
- **Expanded Wellbeing Programs:** Strengthening small group interventions, peer mentoring, and additional support mechanisms.
- **Data-Driven Refinements:** Using WEC insights to adapt and enhance our wellbeing strategies.



Student Wellbeing

Primary

Student wellbeing remains a central focus at Mundaring Christian College, with ongoing initiatives designed to create a safe, supportive, and nurturing environment. In 2024, we have seen an increased awareness of student needs alongside higher expectations from students, parents, and carers. While adjusting to these expectations has presented some challenges, the overall impact has been positive, reinforcing the importance of clear communication, proactive support, and well-structured wellbeing strategies.



Ongoing Initiatives to Enhance Student Wellbeing

- **Prayer Wall:** Guided by our Chaplain, Mrs April Edwards, and supported by staff and our counsellor, Mrs Alison Van Corler, the Prayer Wall provides a dedicated space for students to reflect and seek spiritual support.
- **Seasons for Growth Program:** Facilitated by Mrs April Edwards, this program supports students who have experienced loss through bereavement or family separation.
- **Restorative Practices:** Strengthened to provide clear explanations of consequences, promoting student accountability and personal growth.
- **Safe Spaces for Students:** Designated areas where students can take a “Brainy Break” or enjoy a quiet moment to self-regulate.
- **Proactive Student Engagement:** Mrs Alison Van Corler and Mrs Edwards continue to foster strong relationships with students in the classroom and during playtimes, ensuring early intervention and support.
- **Introduction of TOLA Testing for Gifted and Talented Students:** Supporting students through passion projects, with plans to introduce competitions and further develop their talents.
- **Implementation of the Three Pocket Principles: Respect, Resilience, and Responsibility:** These core values are embedded throughout school culture, guiding student behaviour and expectations.
- **Classroom Behaviour Matrices and Common Goals:** Each class has developed a behaviour matrix and a shared goal, reinforcing positive behaviour in a structured and meaningful way.
- **Wellbeing Classes with Student Connection Time:** Dedicated weekly time for students to build relationships, fostering a sense of belonging and connection.

Future Directions

- **Increased Parent Engagement:** Expanding the number of information sessions with our counsellor and external professionals to support parents in navigating student wellbeing challenges.
- **Gifted and Talented Wellbeing Support:** Expanding programs that cater to students requiring academic extension and additional social-emotional development, including competitions and further talent development.
- **Enhanced Student Leadership in Wellbeing:** Exploring peer support initiatives to empower students in fostering a positive school culture.



Secondary

Student wellbeing at the Secondary campus is continually improving, and we are committed to providing students with opportunities to recognise and address their wellbeing needs through practical strategies and support. Other areas of Student Wellbeing support include:

Counsellors

We had two counsellors working two days each in 2024, which has assisted in the caseload. The caseload at the start of 2024 was 42, and at the end of 2024 was 62 students.

Chaplains

- One full-time male Chaplain and one three-day female Chaplain.
- Each Chaplain runs groups at lunch, focusing on support and growth for students who attend.
- The Chaplains provide additional support to students in need.

BEACON

BEACON is our designated pastoral care time on a Wednesday morning, where each cohort addresses key themes specific to their year group and may have guest speakers or activities to build on those skills.

- Zero2Hero is a mental health organisation that has begun to network with our students through workshops, and our goal in 2024 was to develop this network and opportunities for our students.
- Legal Aid is an annual presentation provided to students to assist with Protective Behaviours across each year group.
- We introduced Bully Zone in Year 7 to 9 students, a government-funded presentation to assist with awareness of bullying and skills for students to be empowered.

Student leadership

- Providing opportunities for our students to thrive is crucial to their wellbeing and developing a sense of belonging.
- Each year group has Student Ambassadors, representing their cohort and providing a student voice for the College.
- The Year 12 Leadership Team mentors students in Years 7 to 11, with plans to increase student involvement and host more events next year.

Camps

- We have yearly camps for Years 7, 9 and 11.
- Each camp has a specific focus and has assisted in the wellbeing of our students.
- Day activities and events have been developed for Years 8, 10 and 12 to assist in building culture.

Additional support provided at Secondary in 2024

• Restorative Meetings

- * The student, teacher, and either the Dean of Year, Head of Student Services, or Head of Student Wellbeing hold restorative meetings when a 'send out' is issued or when behaviour needs to be addressed.
- * This practice allows all parties to share their perspective, address issues and/or lagging skills, and enable the student to be accountable and develop resolving skills with the teacher.

• CarePlans

- * We support students who are suffering from anxiety or mental health issues with a care plan. Care plans are created by our Counsellors and implemented by the Wellbeing Team. Staff receives the care plans to assist with support inside and outside the classroom. We review the care plans of students each term.

• Exit Cards

- * The wellbeing team provide exit cards to students with mental health issues or learning difficulties.
- * We communicate support plans and strategies to all stakeholders and review these plans and strategies each term.
- * In 2025, we will move towards wellbeing and inclusive education exit cards to assist in need and understanding the support needed.

Our Priorities

School Improvement Plan

Primary

Priority Area	Goal	Strategies	On Track to Achieve Y/N
To provide high quality explicit engaging teaching that is systematic across all year levels	Improve Literacy across the campus. Creating high expectations for learning and equipping teachers to explicitly develop students.	<ul style="list-style-type: none"> Upskill all classroom teachers in Talk for Writing. Target brand new teachers that needs training / re-training. Whole school literacy block. New whole school assessment schedule for 2024 Target ELC teachers for Diana Rigg PLD Training Implementation of new school Morphology Scope and Sequence. Includes explicit teaching of Grammar and punctuation. Deepen an understanding of Science of Reading across PK - 2 	Y
Improve NAPLAN result (to have more areas on par or above National average) Creating high expectations for learning and equipping teachers to explicitly develop students.	Teaching and learning Numeracy	<ul style="list-style-type: none"> Continue and review iMaths program. Review OCRE How to better implement effective daily reviews Using "Thinking Classrooms" as a guide to assist with classroom and lesson design. Whole school numeracy block Increase hands on resources to be made available for classrooms. New whole school assessment schedule for 2024 Teaching Scope and sequence aligned with SCSA and ACARA across all year levels Upskill new Numeracy Team to lead 	Ongoing
Reduce low level unacceptable behaviour by 20% as noted in TASS in relation to student number by end 2024 Finalise and endorse new behaviour management policy	Building caring and nurturing environments	<ul style="list-style-type: none"> Present updated Behaviour Management Procedures to the staff and community. Defining steps and expectation for behavioural intervention. Update the Consistency document for all school behaviour. Review evidence-based research restorative practices and allow for student voice. Define student leader responsibilities and train student leaders 	Y
Introduce Gifted and Talented Procedures Programs.	Creating challenging learning environment for students.	<ul style="list-style-type: none"> Implement Guidelines for Gifted and Talented including: <ul style="list-style-type: none"> * Assessments of students from Years 4 to 6 * Inclusive or passion groups program * Engage external consultants (Including AISWA) Present Gifted and Talented procedure to the staff and community 	Y



Secondary

Priority Area	Goal	Strategies	On Track to Achieve Y/N
Teaching and Learning: Increasing student engagement to and staff as active learners	Increase teacher understanding and effective use of effective AVID WICOR strategies (AVID resources) so that MCC graduates exit the College with key WICOR skills.	<ul style="list-style-type: none"> AVID PL Discussion in HASS and English Learning Area meetings and Effective learning meetings. Broaden understanding of AVID strategies across MESH (Math, English, Science and Humanities,), Assess AVID effectiveness (how) AVID site team and meet twice per term to talk about AVID implementation at MCC. Use the AVID strategy use survey at the end of the year. 	Y
Teaching and Learning: Assessment and Reporting	Monitor student MESH outcomes to develop clarity on overall progress of students.	<ul style="list-style-type: none"> To oversee this process and create timelines for Learning Areas 	Y
Teaching and Learning: Intervention	Improve student organisation: At the start of semester 1 and end of term 2 have a 2 week focus on ensuring students have the correct equipment.	<ul style="list-style-type: none"> Whole school focus Discussed and implemented through staff and curriculum meetings. 	Y
Teaching and Learning: Student Engagement	Develop student organisation through consistent use of Diary	<ul style="list-style-type: none"> PC teachers to check each week. Teaching staff to include as practice for preparation and organisational skills. 	Ongoing
Student Wellbeing: Systems and Processes - Organisation and Culture - Partnership	<p>Increase clarity and communication on systems and processes focusing on documentation to all stakeholders.</p> <p>Clear expectations for staff, students, and parents regarding student activities to be learned and effectively communicated. Enhance overall attendance rates by 5% within the academic year by fostering a supportive environment that values and prioritizes consistent school attendance.</p> <p>This goal aims to instil in both parents and students a deep understanding of the pivotal link between regular attendance, academic achievement, and overall student well-being. By nurturing a culture that values attendance as a cornerstone of academic success and personal growth, we aspire to ensure that students are not only compliant but also recognize that regular school attendance plays a vital role in their holistic development and long-term success.</p>	<ul style="list-style-type: none"> Networking with SCEA schools on their processes and implementation of policies for camp, excursions, and Student Services. Seek feedback from staff on understanding of the why for process and procedures. Specific time set aside for Dean of Year and Head of Student Wellbeing throughout the year to audit camp documents and develop appropriate documents for camps. Reflect on each camp, risk management and needs for future camp. Designated professional development for Student Services staff on processes needed. Clarifying processes for camps, excursions and Student Services will allow staff to understand process and feel supported by admin and the Wellbeing team. Specific time set aside for Student Services staff and Head of Student Wellbeing to audit Student Health documents. Regular audits of documents and processes to ensure staff are implementing the changes and maintaining standard required. Reviewing policies for student wellbeing eg. student engagement plans, student support plans and exit cards. Review processes and provide professional development for all Student Services staff, regardless of role. Implement an attendance tracking system and process. Conduct regular data analysis to identify trends. Communicate the policies for excused absences and establish procedures. Provide resources to address underlying issues leading to unexcused absences. Maintain platforms for parent-school communication. Communicate events that involve parents in the school community. Design surveys that gauge student well-being in relation to attendance. Maintain and develop wellbeing programs and activities that support student well-being. Develop a rewards system to recognize consistent attendance. Publicly acknowledge and celebrate students with exceptional attendance records. Implement measures to encourage punctuality. Educate students on the impact of tardiness. Processes developed and maintained to record truancy and lateness. Establish mentorship or support programs for students struggling with attendance. Provide resources for students facing attendance challenges. 	Ongoing

Student Wellbeing: Active promotion of care and well-being	<p>Staff to utilise and refine the systems and processes established in 2023 effectively and consistently regarding student behaviour, classroom expectations and teacher, student, parent partnerships.</p> <p>Implementation of PERMAH into Student Wellbeing program. To integrate the PERMAH framework into the school culture, curriculum, and support systems, aiming to cultivate a nurturing environment that fosters holistic well-being, resilience, and positive mental health among students.</p> <p>By focusing on the principles of PERMAH, we aim to empower students with the tools and mindset necessary for emotional intelligence, meaningful connections, and a balanced, healthy lifestyle.</p> <p>The goal is to see a measurable increase in reported well-being and a tangible shift in school culture toward proactive care and support for student mental and emotional health.</p> <p>Cultivate a diverse range of leadership opportunities and platforms that empower students to develop essential leadership skills, embrace responsibility, and contribute positively to the school community. Through these opportunities, the aim is to create an environment where every student has the chance to discover and enhance their leadership potential, ultimately fostering a culture where students thrive, lead with confidence, and actively contribute to the school's growth and success.</p>	<ul style="list-style-type: none"> • Networking with professional learning organisations and guest speakers to inspire staff to refine their skills. • Master classes created at staff meetings by HOSW and Deans of Year on regular professional learning on the system and behaviour management, from Brad Raynor professional development. • Collaboration between Deans of Year and Heads of Learning Areas to reinforce consistent practice and implementation of the support after the restorative meeting. • Regular support for staff that need extra development in their skills. • HOSW and HOS to observe classes and work alongside staff. • Collaborate with Deans of Year and teachers to infuse PERMAH principles into various subjects. • Develop extracurricular activities promoting well-being through the PERMAH framework. • Implement regular formal and informal assessments to gauge student well-being. • Continue to establish and review support structures for students experiencing emotional or mental health challenges. • Create a positive and supportive school environment that prioritizes well-being. • Create opportunities to promote the PERMAH framework on many platforms of school, eg. Assemblies, BEACON, newsletter, group tours, parent nights. • Involve parents and the wider community in promoting the PERMAH principles. • Training and development for student leaders developed and maintained throughout the year. • Define roles and opportunities for each year group with Deans of Years at beginning of the year. • Seek opportunities for students not in the leadership program to thrive and be identified as a future leader. 	Ongoing
Student Wellbeing: - Shared responsibility - Spiritual Development (Scope and Sequence)	<p>Create a comprehensive scope and sequence for the BEACON program spanning Year 7 to 12, integrating the Protective Behaviour curriculum, PERMAH, and Living Well learning activities.</p> <p>This plan will detail the progressive development of skills and knowledge aligning with students' growth from middle to upper school years. Additionally, the year camp programs will be designed and adjusted in accordance with the BEACON's scope and sequence, emphasizing student faith, personal development, maturity, and goal-setting.</p> <p>These camp programs will serve as immersive experiences complementing the academic curriculum to foster holistic student growth and well-being.</p>	<ul style="list-style-type: none"> • Curriculum mapping. • Resource development and adaptation. • Regular evaluation and adjustment. • Align camp program objectives with BEACON scope and sequence. • Curriculum-based camp activities 	Y
Student Wellbeing Team	<p>Enhance the professional development and support structures for the wellbeing team to fortify their expertise, foster collaboration, and ensure a comprehensive approach to student well-being.</p> <p>By providing targeted training, establishing robust support networks, and encouraging ongoing skill development, the aim is to empower the wellbeing team to deliver high-quality, multifaceted support to students, addressing their diverse social, emotional, and mental health needs within the school community, and develop the range of staff teams in the Student Wellbeing realm.</p>	<ul style="list-style-type: none"> • Identify each team needs for professional development and skills needed to thrive. • Upskill, network and be aware of relevant practices in each subgroup. • Regularly meet each team and once as a whole group each term to assist in networking, rapport and sharing resources and knowledge on mission for student wellbeing. 	Y

Student Achievements

NAPLAN (National Assessment Plan Literacy and Numeracy)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9, and is the only nationwide assessment that all Australian children undertake. It's a measure to see whether young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning, and for their productive and rewarding participation in the community. The following is a summary of Mundaring Christian College's results from Years 3, 5, 7 and 9 for 2024.

Year 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	404	404	409	401	409
State Mean (Average)	400	394	411	398	401
College Mean (Average)	369	402	417	385	401
% of College students above the National Minimum Standard	79%	82%	100%	85%	89%

Year 5

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	489	492	485	486	498
State Mean (Average)	486	486	480	487	495
College Mean (Average)	484	490	472	481	505
% of College students above the National Minimum Standard	83%	79%	81%	81%	91%

Year 7

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	540	535	540	540	537
State Mean (Average)	541	535	540	544	537
College Mean (Average)	535	525	539	529	528
% of College students above the National Minimum Standard	82%	74%	83%	83%	82%

Year 9

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	565	565	574	567	555
State Mean (Average)	581	581	586	573	568
College Mean (Average)	584	580	583	563	566
% of College students above the National Minimum Standard	80%	78%	75%	80%	91%

Year 12 Results

The Year 12 graduation class of 2024 at Mundaring Christian College has delivered impressive results across both ATAR and General/Vocational studies.

We are pleased that 100% of our graduating students achieved the Western Australian Certificate of Education (WACE). Our students have been set up well for future success across both pathways, with 90% earning at least one nationally recognised qualification (Certificate I, II, III and/or IV) under the Australian Qualifications Framework (AQF).

Notable achievements include:

- Four students attained an ATAR score of 90.00 or above.
- Seven students were awarded SCSA Certificates of Distinction or Merit, recognising outstanding performance across Years 11 and 12 in the ATAR, General, or VET pathways.
- 90% of Year 12 students earned a Certificate II or higher.
- 56% of our ATAR students achieved an ATAR rank of 70 or greater.

Additionally, one student received a SCSA Certificate of Distinction, awarded for achieving a minimum of 19 'A' grades across their courses and certificates, highlighting exceptional dedication to their studies. Six students were awarded a SCSA Certificate of Merit for maintaining an average of 'B+' across all courses and certificates.

Congratulations to our Vocational Education and Training (VET) and General students, who, together with the ATAR students, collectively completed 80 Certificates at levels I, II, III and IV.

We would also like to acknowledge the dedication and excellence of our teaching staff. The impressive achievements of our students reflect the commitment, expertise, and hard work of our teaching staff and students. Mundaring Christian College takes pride in offering a broad array of pathways, supporting students as they grow into responsible and forward-thinking individuals ready to impact the community positively. The 2024 graduation results underscore our wide range of opportunities, helping students identify and nurture their unique strengths and talents.

Summary of Results	2021	2022	2023	2024
Number of Year 12 students	58	57	63	56
Number of students achieving WACE	100	100	97	100
Number of Students with an ATAR	36	29	15	25
Percentage of students in the top third of state performance	39%	67%	53%	56%

2024 ATAR Subjects Offered	
Chemistry	Human Biology
English	Literature
Geography	Mathematics Application
Modern History	Mathematics Methods
Physics	Mathematics Specialist
Psychology	Media Production and Analysis

Median ATAR Scores

2024	72.5
2023	71.8
2022	78.9
2021	66.5

VET Qualifications Attained

VET Course	Cert II	Cert III	Cert IV
Animal Care		1	
Arts and Culture Administration		1	
Business		41	
Community Services	1		
Electrotechnology		4	
Health services		2	
Horticulture	3		
Hospitality		5	
Make-up		2	
Media		1	
IT		15	
Nursing			3
Tourism		1	
Total	4	73	3

Post-secondary Pathways

Number of Students	Curtin	ECU	Murdoch	UWA	TOTAL
Offered 1st preference	5	3	0	4	12
Offered 2nd preference	1	1	1	0	3
Enrolled in University	6	2	1	2	11
Deferred a university offer	0	2	0	2	4



Satisfaction Surveys

	Parents	Staff	Student
Number and % of Responses	167 (11.9%)	43 (32%)	503 (70.4%)
Satisfaction with the College Overall	41% of parents were 'likely' to recommend the school.	46% of staff were 'like to recommend the school.	31% of students were 'likely' to recommend the school.
Christian Ethos / Christian Education	45% of parents were 'satisfied' with the emphasis on Christian Education.	49% of staff 'agreed' or 41% 'strongly agreed' that the workplace culture is what they would expect of a Christian working environment.	27% of students 'agreed' that Christian Values are embedded in all aspects of learning and school life.
College Leaders and Support Provided	36% of parents 'agreed' that leaders are accessible and interested in their concerns.	38% of staff 'agreed' that Senior leaders respond effectively to feedback and suggestions.	38% of students 'agreed' that their teachers work hard to support their learning.
Staff Behaviours	43% of parents 'agreed' that staff are always helpful and professional.	49% of staff 'agreed' or 41% 'strongly agreed' that staff are competent, treat each other with respect, and have a strong sense of teamwork and collaboration.	45% of students 'agreed' that their teachers challenge them to do their best.
College Safety	45% of parents 'agreed' that their children feel safe at school.	63% of parents 'agreed' that they work in a safe environment.	Only 4% of students report any feelings of being unsafe at school.



College Income

Net Income 2024	\$ Total
Australian Government	\$10,174,758
State Government	\$2,338,931
Fees, charges and parent contributions	\$5,979,072
Other private sources (Enrolment Fee, Computer Rental & SDF Fees)	\$96,192
Total gross income (Excluding income from government capital grants)	\$18,588,953

Other Information - Secondary

InterCru Christian Group

Led by two dedicated staff members, InterCru provides a supportive space for students who are Christians or interested in exploring the Christian faith. The group meets weekly, allowing students to deepen their understanding and engage in meaningful discussions. Additionally, InterCru connects with other schools once a term, fostering a broader community of like-minded students.

CAPS Trip

In Term 4, Mundaring Christian College embarked on its first CAPS (Christian Alliance of Private Schools) trip to Coolgardie, where a small group of students participated in a meaningful experience. This trip marks the beginning of a growing relationship with other CAPS schools and sets the foundation for future collaborative efforts and opportunities for students across the CAPS network.

Student Leaders Summit

Students from Years 6 to 12 participated in two Student Leaders Summits throughout the year to cultivate student voice and leadership within the College. These summits provided a platform for students to discuss leadership skills, collaborate on initiatives, and outline key focuses for the future, including strategies for 2024 and beyond. The initiative is instrumental in nurturing the next generation of student leaders at Mundaring Christian College.

MCC Secondary Band

The MCC Secondary Band has become a vibrant part of our extracurricular offerings, performing at school assemblies, end-of-year events, and the annual MCC Fest. The band showcases students' musical talents and fosters a sense of community and school spirit. It provides students with a creative outlet and opportunities for growth in individual and group performances.

RAC BStreetsmart

An annual excursion funded by RAC, BStreetsmart, is designed to educate Year 11 students about the risks associated with driving. The event offers real-life insights and educational experiences to help students become more aware of road safety and responsible driving practices, ensuring they are better prepared for their future as drivers.

Indonesian Trip Hosts

In 2024, Mundaring Christian College hosted our sister school from Indonesia for a week. This cultural exchange allowed students to engage with international peers, learn about different cultures, and strengthen our global community ties. The visit was an enriching experience for all involved and further solidified the partnership between our schools.

Secondary AVID CEO Visit

In December of 2024, our Secondary Campus hosted two distinguished guests: Thuan Nguyen, CEO of AVID America, and Claire Brown, Executive Director of AVID Australia. AVID (Advancement Via Individual Determination) is a well-established nonprofit organisation that partners with over 7,000 schools and 62 post-secondary institutions worldwide. We've been integrating AVID's research-backed strategies at MCC for the past two years. Our teachers have engaged in ongoing professional development, equipping them with the tools to help students become independent, lifelong learners—skills that will support them in higher education and the workplace.

