

*faith in the future*



# Annual Report 2022



**Mundaring**  
CHRISTIAN COLLEGE



## OUR VISION

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

## OUR MISSION

Trusting in God,  
Believing in People,  
Building Opportunities.



## OUR VALUES

*Faith*  
*Hope*  
*Love*

## OUR MOTTO

*faith in the future*

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# Principals Report

If 2021 was the year our story changed, characterised by accommodating rapid growth, 2022 was the year our story got interrupted. I am speaking about the pandemic and its effect on our community. Schools are themselves complex communities and we're intrinsically connected to our families, friends, local communities and broadening concentric circles that extend through business, state, national and international relationships. It is reasonable to say that the pandemic created fundamental initial and lasting disruption change through every level of society. This was particularly so in the case of education in these areas:

- 1. Wellbeing:** anxiety and mental health in our community amongst staff, students and parents was affected by fear of uncertainty, health vulnerability isolation and the polarization of opinion regarding government and medical intervention. On a practical level, wearing masks in Term One disrupted ease and comfort, intervened in classroom practice and relationship development, increased anxiety, and hindered the assimilation of students new to our college. Term Two was characterised by absence from school of students and staff at levels that severely disrupted the flow of learning and assessment. Year 12 students were particularly affected in their last year of schooling. Further restrictions disrupted camps, school watershed events and opportunities to build community. Our college placed a premium on providing pastoral care, building trust, and providing continuity at every level of community. The effect on every member of our community was uniquely demanding.
- 2. Staffing:** Some staff didn't notify the College of their work readiness until 31 December 2021. This led to staff shortages particularly in English that were unable to be replaced until the end of Term One. There was a general shortage of staff for vacancies broadly and relief staff in particular. This meant many staff members had to be very flexible and accommodating to provide consistent learning for students.

The responsiveness and resilience of the entire Mundaring Christian College was remarkable and overwhelming. Staff pulled together and made the necessary accommodations without complaint. Students remained cooperative and resilient and coped with learning disruptions, and some disappointments with maturity. It is significant that amidst this disruption our Year 12 results continued with 100% graduation and a disproportionately high number of students achieving rankings above 90 and our highest ever individual achievement since our first cohort in 2017 of 99.5. Parents continued to support one another and the College with a graciousness and cooperation, which has become characteristic of our culture.

The second semester was a time of settling into the rhythm of our college and planning for the consolidation that is a necessary element for fulfilling our future vision.

**Mr. Rod McNeill**  
Principal

# Christian Education

All MCC Secondary Students participate in one class per week in which students seek to explore and develop their understanding of Christianity, ethics, morality, psychology, world issues, and personal development.

During the past 12 months, MCC have had numerous guest presenters speak into the lives of our students about God's work in the world and to unpack with them an understanding of the biblical world view. In Term 3, Geoff Westlake from OAC Ministries spoke to our Year 9's -12's about "Why Oz needs Christianity?". Geoff's presentation was engaging and created some very thought-provoking discussion.

Darren Reynolds, from Destiny Rescue, spoke in Term Four to our Year 11's and 12's, giving them insight into the plight of many women and children caught up in sex trafficking and how his organisation works to free them from this bondage.

The Year 7's had numerous gospel talks from the Youth and Young Adults Pastor, Jason Brooks, from Parkerville Baptist Church. Jason's relational approach really connected with the Year 7 students, and as a result, some of them began actively attending the Parkerville Friday Night Youth Program. Finally, a representative from Tearfund encouraged our Year 7's to follow Jesus example by helping those living in poverty. As a result, they raised over \$3,000 to provide education, sanitation, clean water, and women's empowerment.

Mundaring Christian College is proud to be involved with CruWest, a group dedicated to supporting school discipleship groups and running Christian holiday camps. At Mundaring Christian College, we have a Cru group that meets every Friday at lunch, where our students and teachers come together to support one another and grow in their faith. We also attend interCru events once a term, where we have the opportunity to meet and connect with other Cru groups from around the state.



# Our Students

## Number of Enrolments

Year Level	Females	Males	Students with Disability	Indigenous	Permanent Resident or 457 Visa	Totals	Streams
Pre-Kindergarten	15	11				26	1
Kindergarten	13	12		1	1	25	2
Pre-Primary	9	16	3	1	1	25	1
Year 1	11	6	16	1		17	1
Year 2	11	9	6		2	20	1
Year 3	13	12	5		2	25	1
Year 4	12	22	14	1	2	34	2
Year 5	12	18	7			30	1
Year 6	32	32	19	3		64	2
Year 7	38	58	36		5	96	3
Year 8	46	50	40	1	1	96	3
Year 9	37	56	37	3	3	93	3
Year 10	38	40	21		3	78	3
Year 11	34	40	22	1	1	74	3
Year 12	24	33	17		1	57	2
<b>Total</b>	<b>345</b>	<b>415</b>	<b>243</b>	<b>12</b>	<b>22</b>	<b>760</b>	<b>29</b>

Table 1. Number of enrolments

## Student Country of Birth (or not born in Australia)

Country of Birth	Number of Students
Canada	1
England	7
Ghana	5
Japan	1
New Zealand	5
Philippines	1
South Africa	13
Sweden	2
Thailand	5
United Kingdom, Channels Islands and Isle of Man	7
United States of America	3
Zambia	3

Table 2. Student Country of Birth

## Attendance rate for Year One to Ten cohorts as reported to the Department of Education for Term Three

Year Cohort	% of total days of instruction attended
Year 1	87.35
Year 2	89.34
Year 3	92.24
Year 4	91.05
Year 5	86.61
Year 6	89.18
Year 7	88.5
Year 8	83.75
Year 9	84.48
Year 10	84.84



Table 3. Attendance rate for Year One to Ten cohorts as reported to the Department for Term Three

### How Attendance is Managed

Students who are absent, are required to present a note from their parents/guardian detailing their absence. Parents may also telephone the College or send an email to explain why their child was absent. 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 endeavor 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.

# Our Staff

## Executive Staff

The 2022 School/College executive Team consists of:

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

## School Staff Profile

Staff	Support Staff (not including Education Assistants)	Teaching Staff	Education Assistants supporting teaching staff	School Leaders	Total
Male	3	22	3	3	31
Female	20	42	11	2	75
Indigenous					0

Table 4. School Staff Profile

## Qualifications of Teaching Staff

Highest Qualification of Teaching Staff	Number of staff
Doctorate	1
Master	12
Post-graduate Diploma	22
Bachelor	31
Graduate Diploma	1
Diploma	2
<b>Total</b>	<b>69</b>

Table 5. Qualifications of Teaching Staff

## Statement about staff attendance and retention rate

- Staff Attendance Rate: The average daily staff attendance was 94% in 2022.
- Staff Retention Rate: The proportion of Primary and Secondary Staff retained from 2021 to 2022 was 90.4%.

## Statement about TRBWA registration for teachers and leaders

All teachers are currently holding a TRBWA teaching registration and have been identified by the TRBWA as holding correct qualifications for their areas of teaching.

# Our Care

## Christian Education

Christian education is about a Christian way of understanding and a Christian way of living. We are inspired by God's Word, to live the life to which Jesus has called us. When Jesus said, 'Follow me', he was inviting people to dedicate their lives to serving God. Christian education informs, invites, and inspires young people to live this way. Our values of Thrive, Inspire and Equip can be seen through the lens of the Christian way of life. We hope that our students **thrive** in life to prosper and grow (*Psalm 92:12*); to be **inspired** by what God has called them to be (*Jeremiah 29:11*); and to be **equipped** when facing challenges and hurdles in life (*2 Timothy 3:17*).

At MCC, our Christian education seeks to teach this way of life every day through all that is done and taught. The College is unified in a community of love and learning between parents, children, and teachers. In providing this loving and nurturing environment, we hope to enable our students to feel a sense of love, value, and belonging, regardless of any personal battles they may face.



Our staff continues to be exceptional role models and mentors for our students. The involvement of our College Chaplain and Counsellor within everyday school life has provided our students with another layer of mentoring and a 'listening ear' to them. We continue to be blessed by the sharing of personal testimonies and how their lives have been transformed by God. This year, we welcome youth from the surrounding churches who have a desire and willingness to respectfully build relationships with our students. At the heart of these relationships is the openness of the youth to share their faith journey and experiences to inspire students to grow and question their spiritual identity and understanding of faith in an atmosphere that is safe and transparent.

Our students continue to participate in Christian Living lessons once a week and the scripture studied becomes a focus for their week. Our assemblies are a place whereby Christian speakers are invited to speak with students and share their testimonies. Christian Living education is also interlinked with the YCDI (You Can Do It Health Program) which highlights the importance of bringing the scripture understanding to our everyday living and well-being.



**Wellbeing Focus** – This continues to be a priority within the College. This includes the understanding of expectations in Code of Conduct, dealing with student behaviours both in a disciplinarian and restorative practice way. Teachers continue to be supported with strategies, providing practical and emotional support to deal with stress and anxiety. The introduction of a Head of Wellbeing / Dean of Students has seen greater 'control' of unpredicted behaviours that may arise during the day. Behaviours are dealt within a compassionate and timely manner so not to disrupt any further.

**Progress** – We are reviewing the Christian Living Program and determining how effective this program is amongst our students. Are they understanding? Where do we need to do better? Staff Professional Learning in the area of Biblical truth and understanding is being reviewed.

## Our Priorities - Primary

Our goals are built around our Vision, Mission and Culture, through Inspiring, Thriving and Equipping. We aim to:

- set high expectations for learners and professionalism in practice,
- promote collaboration and clarity of communication,
- consider and communicate the implications of decision making and
- promote staff pastoral care and well-being.

During 2022, eight areas of need were identified based on the results of MiniLit and MacQLit Testing and NAPLAN results. It was clear that many students were tracking below the benchmark, both at the State and National level.

## Behaviour Management - Secondary

Mundaring Christian College's vision is to be a thriving Christian community that is inspired and equipped to learn and live well. Part of learning well is also behaving well inside and outside the classroom. Behaviour, attitudes and engagement of students contribute to the culture of our College. Disrupting our culture and ability to learn is not the MCC way. Every student has a right at Mundaring Christian College to feel safe, have a sense of belonging and to be given an opportunity to correct behaviours or attitudes that may be impacting others or their own learning.

This year, the behaviour policy at MCC has been refined and clarified so all students, parents and teachers are aware of how behaviour is managed by all stakeholders. A year length policy will be released at the start of 2023. This behaviour policy ensures all stakeholders are aware of our behaviour expectations and steps taken to support students to correct poor behaviour choices and to ensure all students feel safe at school.

## Student Wellbeing - Secondary

In 2022, MCC was able to provide a Dean of Year for each group. This has allowed for each cohort to have a specialised pastoral care program lead by a Dean of Year, addressing protective behaviours, student wellbeing and culture. BEACON is a weekly period where cohorts participate in activities, have guest speakers and create opportunities for student leadership. The Dean of Year is proactive in addressing behaviour trends, uniform infringements and student wellbeing. The Dean of Year works closely with the Head of Student Wellbeing in overseeing their cohort and needs, including facilitating a cohort camp or event.

Exit cards have been introduced to assist students with wellbeing, medical and learning needs. Students are encouraged to use their exit cards when feeling overwhelmed, needing extra support or seeking time to self-regulate. Support is offered to the student when they have used their exit card and data is tracked for trends and need for review.

Student Engagement Plans have been developed to assist students that are not attending school to come back to school and not feel overwhelmed. Work and assessments are modified and support is provided to the student via the Dean of Year.

Student Behaviour Support Plans have been developed to assist students in improving behaviour and focusing on positive change. Communication is sent to staff and parents on goals and the Dean of Year facilitates regular check ins and monitoring of behaviour.



## Counselling - Secondary

Student Wellbeing support is vital at MCC, with a counsellor available to students two days a week. The counsellor acts immediately with students at risk, provides care and support for students suffering from anxiety, and works closely with parents and the Head of Student Wellbeing to assist in the child being at school and receiving the right support. Our counsellor develops risk management and care plans to assist students with their care. A goal of 2023 is to expand our counselling services and have an additional counsellor for two days, resulting in a counsellor being available to provide support four days a week.

## Chaplains - Secondary

With a focus on student wellbeing, we have a male chaplain for five days and a female chaplain for three days. Both chaplains work together in providing additional support to students and programs to our students. Boyz2Men program for male students and a Christian group, Explorers, is offered to students to attend, providing pastoral care, guidance and support.

# Our Priorities

Priority and annual Target	Strategies	On track to achieve target? Y/N
Increase student engagement, self-efficacy and academic achievement	Whole school focus on increasing student organisation to ensure they are bringing the correct equipment to all classes without being prompted by the teacher.	Achieved
	Teach students applied neuroscience, helpful mindsets (e.g. Growth mindset) and effective learning strategies that will lead to increased student engagement and learning effectiveness.	Achieved
	Upskill all teaching staff in effective strategies for teaching student writing, inquiry, collaboration, organisation, reading and memory.	Achieved
	Develop student paragraph writing through the explicit teaching of TEAL paragraph writing in HASS.	Achieved
	Increase the frequency of science experiments completed by students in Year 7-10 science classes.	Achieved
	Year 9 and 10 students visit a University campus and a Careers Expo to facilitate their career path education and aspirations.	Achieved
Increase positive student behaviour and engagement with learning.	Refine processes associated with student uniform, lateness to class, discipline and develop the consistent use of these processes by staff.	Achieved
	Create a clear learning habit expectation for all students in all classes. 'We are ready, respectful, safe and engaged'.	Achieved
	Reduce the length of lunch break and increase the length of recess and allocated clear change over times between class sessions.	Achieved
	Introduce consistent routines for entering and exiting the classroom.	Achieved
Review the College Master Building Plan with the view of accommodating a fourth stream in Year 7 in 2023.	Plan and facilitate the building of new general area classrooms.	Achieved

Table 6. Priorities and Annual Target

## Staff Professional Learning

Throughout the year, Secondary staff participated in Professional Learning (PL) provided by AVID. This PL develops teacher understanding of research-based strategies to teach student writing, inquiry, collaboration, organisation and reading skills.

The Head of Wellbeing and Deans (Leaders of each student year group) attended a two-day conference on student wellbeing.

Various staff attended various PL opportunities regarding how best to engage students in understanding the Christian faith and gospel.

All staff completed First Aid training.

# Student Achievements

## NAPLAN (National Assessment Plan Literacy and Numeracy)

### Year 3

The results from 2022 NAPLAN tests have been analysed and reflected upon with the leadership team at the end of 2022. We identified that the primary school needs to work on the grammar and punctuation component which leads to better overall literacy skills and achievements. 'Talk for Writing' has been implemented to address this. We will be reviewing our current programs and subscriptions to better align with the School Improvement Plan.

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	400	439	423	418	433
State Mean (Average)	395	428	419	414	424
School/College Mean (Average)	387	445	407	395	428
% of School/College students above National Minimum Standard	100%	100%		100%	100%

Table 7. Year 3 NAPLAN Results 2022

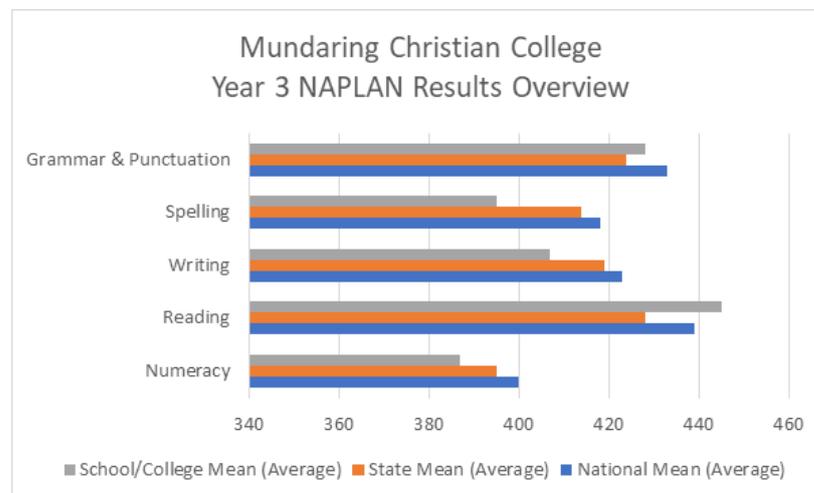


Figure 2. Year 3 NAPLAN Results Overview

### Year 5

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	489	510	485	505	499
State Mean (Average)	487	505	480	505	496
School/College Mean (Average)	471	486	444	474	451
% of School/College students above National Minimum Standard	96%	96%		92%	92%

Table 8. Year 5 NAPLAN Results 2022

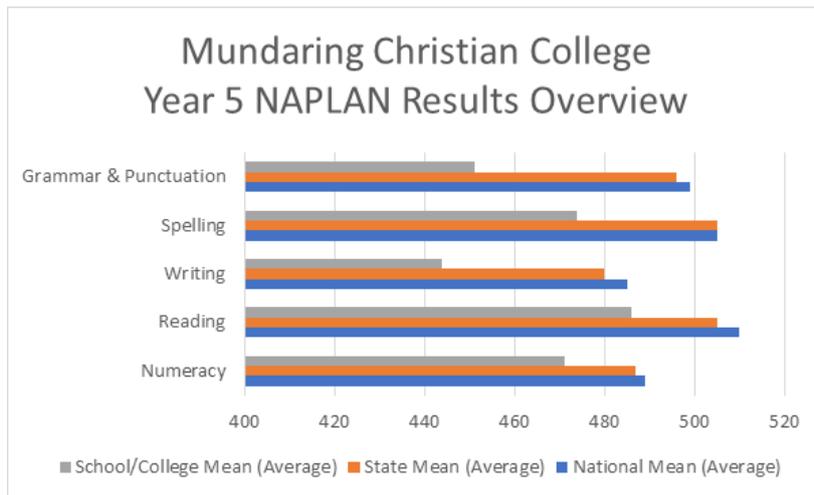


Figure 3. Year 5 NAPLAN Results Overview

### Year 7

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	548	544		549	535
State Mean (Average)	549	541		549	532
School/College Mean (Average)	553	556		540	540
% of School/College students above National Minimum Standard	95.5 %	94.4 %		90.9 %	93.2 %

Table 9. Year 7 NAPLAN Results 2022

### Notes

- National Minimum Standard – Year 7 = Band 5
- % is based on students who completed the NAPLAN assessment, during 2022 not all students completed all assessments due to COVID surge though MCC.
- NAPLAN 2022 Writing assessment results are currently redacted in Valuate.

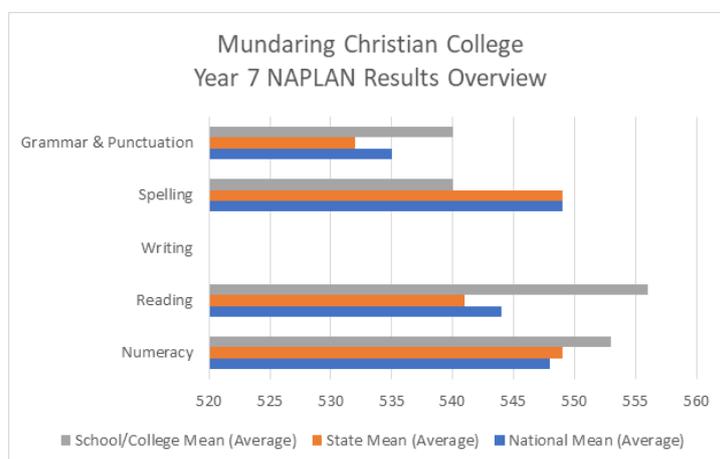


Figure 4. Year 7 NAPLAN Results Overview

## Year 9

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	586	580		579	577
State Mean (Average)	595	586		581	580
School/College Mean (Average)	586	578		565	566
% of School/College students above National Minimum Standard	100%	95.5 %		88.6 %	91.1%

Table 10. Year 9 NAPLAN Results 2022

### Notes

- National Minimum Standard – Year 9 = Band 6
- % is based on students who completed the NAPLAN assessment, during 2022 not all students completed all assessments due to COVID surge though MCC.
- NAPLAN 2022 Writing assessment results are currently redacted in Valuate.

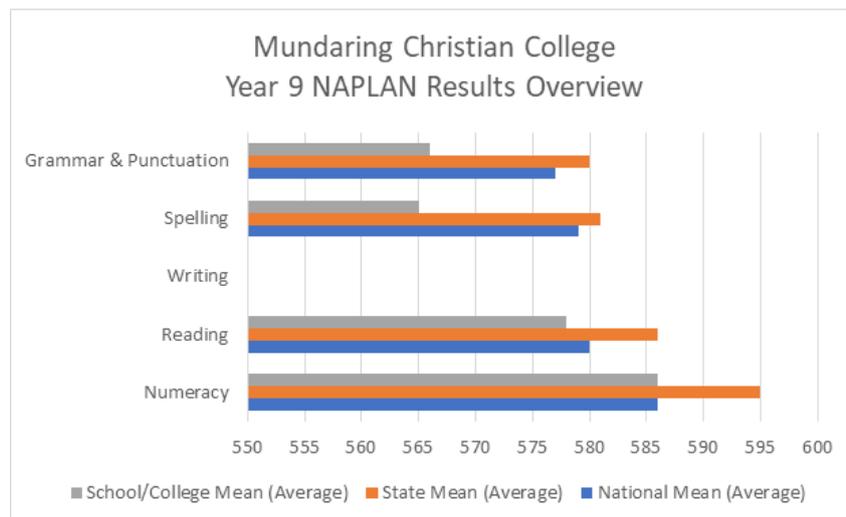


Figure 5. Year 9 NAPLAN Results Overview

## Year 12 Results

In Year 11 and 12, MCC continues to offer students quality courses and pathways towards University, TAFE and the workplace. In 2022, 100% of MCC graduates achieved a WACE certificate. The College was delighted that 25% of ATAR students achieved a median ATAR above 90 with one student achieving 99. Our Year 12 VET students completed 45 Certificate III courses and 22 Certificate II courses. We acknowledge and thank our dedicated students and staff for their excellent effort and achievement.

### Summary of Results

Year	2019	2020	2021	2022
Number of MCC Year 12 Student	16	37	58	57
% of students achieving a WACE	100	100	100	100

Table 11. Summary of Year 12 Results

## 2022 ATAR Courses Offered

ATAR Course	ATAR Course
Chemistry	Maths Applications
English	Maths Methods
Geography	Maths Specialist
Human Biology	Media Production
History	Psychology
Literature	Physics

Table 12. ATAR Courses Offered

## Median ATAR Scores

<b>2021</b>	Mundaring Christian College	88.6
	Like schools	86.4
	State	82.5
<b>2020</b>	Mundaring Christian College	83.7
	Like schools	85.2
	State	83.1
<b>2019</b>	Mundaring Christian College	79.6
	Like schools	76.4
	State	58.9

Table 14. Median ATAR Scores

# Satisfaction Surveys

- General responses from parents are very positive and at enrolment interviews parents regularly comment that MCC has become the school of choice in our community. This is attested to by our strong growth and waitlists, and that the entry year to the College is moving well into Primary school. Currently Year 4 is the place where students can be ensured of enrolment and continuation in our college.
- Staff responses were consistently above our association for both campuses. There is a very high retention rate of staff and continuation of students that begin as graduates at MCC. The characteristic culture of our staff is positive, helpful, professional, and dedicated to common vision.
- Students report a high degree of morale and belonging at the College. They appreciate one another, feel safe and relate well to teachers.

	Parent (29%)	Staff (81%)	Student (53%)
Satisfaction with the school/college overall	Over 80% equally from both campuses likely and very likely to recommend College to others. Very high levels of satisfaction with well-being, academic, extracurricular and sense of community. Primary recorded more positive results than Secondary.	Above Association average for both campuses as a workplace.	Consistently high, especially amongst primary students. Students commented that teachers motivate them, and they feel valued.
Christian ethos/Christian education	80% satisfaction across both campuses.	Very high response by staff that this school attracts new staff who share Christian values.	71% in Primary and 59% in Secondary. Comparatively above average number of students feel safe at school.
School Leaders and support provided	Comparatively high response to school leaders are accessible and interested in my concerns.	93% of staff surveyed 'agreed' or 'strongly agreed' that leaders are accessible and listen to me.	High response for teachers challenge me to do my best and I am treated fairly.
Staff appreciation	Above 90% 'agreed' or 'strongly agreed' that staff are always helpful and professional.	Exceptionally high response from staff who feel their contribution is valued, work-life balance is respected and there is a strong sense of teamwork and collaboration.	Improve practical opportunities for student voice in decision making.
Area for Development	Parents responded that areas for development involved uniform and behaviour.	Improvement of physical workspaces as college continues to build and grow.	Only 2% of students report any feelings of being unsafe at school.

Table 17. Satisfactory Survey Results

# School Income

Net Income 2022	Total
Australian Government	\$7,887,000
State Government	\$2,056,170
Fees, charges and parent contributions	\$4,595,109
Other private sources (Enrolment Fee, Computer Rental, SDF Fees)	\$405,357
Total Gross Income (Exl. income from government capital grants)	\$14,943,636

Table 18. Net Income 2022

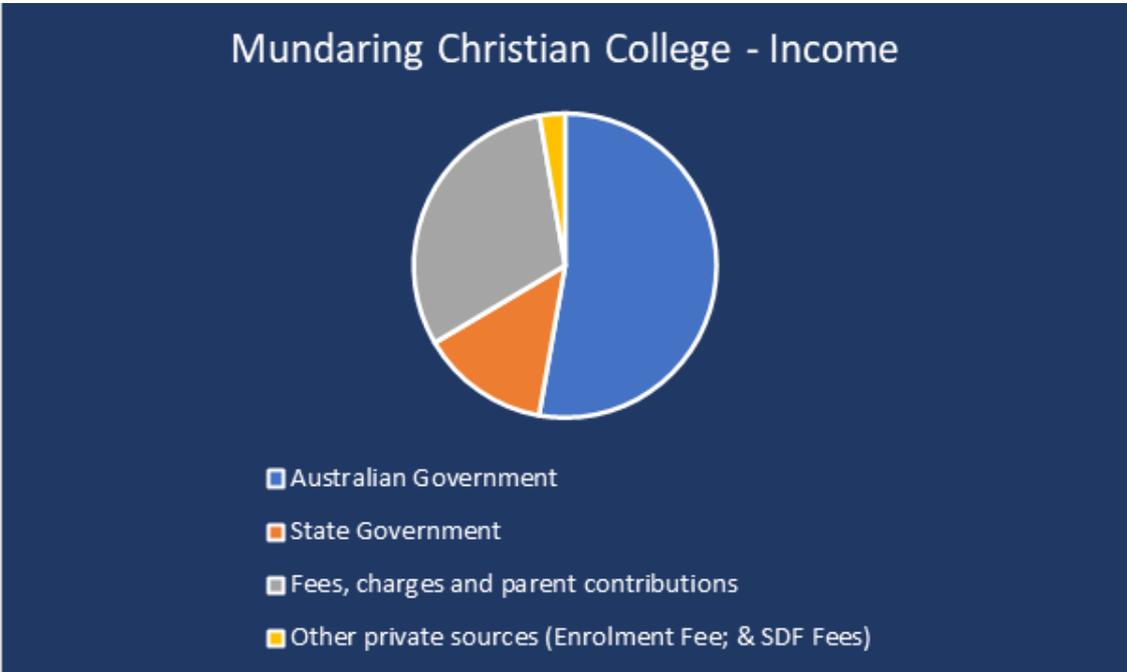


Figure 6. Net Income 2022

# Other Selected Information

## World's Greatest Shave

The Student Ambassadors facilitated the World's Greatest Shave in Term One, involving 10 students from Years 7 to 12, and with the primary and secondary fundraising events, raised over \$15,000. Students fundraised through sponsors, a dress casual for a cause and sausage sizzle. A few teachers also participated in shaving their heads for this great cause.



## Career Choices

MCC has developed a career choices program, that provides opportunities for students in Years 9 to 10 to attend university open days and career expos to assist in pathway options and education.

## Red Frogs

The Year 12s participate in two sessions from Red Frogs during the year to prepare them for life beyond school and the importance of their choices. A presentation on risks of partying and leavers assists the Year 12s in making smart choices when taking risks.



## Keys4Life

Year 10s participate in Keys4Life, a pre-driver education program to assist students in learning about road safety and licensing opportunities.

## Community Service

Community service is at the heart of MCC. Year 7s fundraising for Zambia, Year 8s for poverty and Year 11s for Wooroloo community throughout the year with cohort events and activities.