2010 Annual Report to the School Community

MAZENOD COLLEGE

Registered School Number: 1673
**College Contact Information**

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Our College Vision

"Leave nothing undared for the Kingdom of God."

The College is named after St Eugene de Mazenod, founder of the Oblates of Mary Immaculate and the College motto is to ‘Leave Nothing Undared for the Kingdom of God.’ This translates into taking every opportunity to share the Gospel messages. It requires radical daring with necessary and appropriate risks to share Christ with the world.

At Mazenod we are committed to encouraging the pursuit of excellence in the intellectual, social, moral and cultural sphere for each of our students, according to their individual capacity. Religious Education is a core component, emphasising social awareness, compassion for those left out and a desire for a more just society.

Mazenod College seeks to provide the means by which the potential of each of its students and that of the school Community is realised. These are presented under the College aims which are broken into four basic categories: Faith, Academic, Community and Personal Development. These aims are detailed in this report.

The College seeks to develop fully the intellectual, moral, creative, spiritual and physical potential of each student in a disciplined, fair and challenging environment provided by a committed and well-qualified staff.

It also seeks to instil in its students a sense of their own worth and to promote initiative, self-reliance, integrity and leadership. There is also the broader objective of instilling in students a genuine respect for others of different cultural and social backgrounds.

Such a Christian Education aims to produce well-balanced, committed and articulate young men; equipped to take their place in society; who are receptive to the needs of others and ready to answer Jesus’ call to serve.
Mazenod College Overview

A Catholic Secondary College to serve the boys of the Clayton/Springvale/Waverley region was the vision of the Parish Priests of the area (Frs. Lombard, Coghlan, Ryan and Gavin O.M.I.). These far-sighted men realised that the area, which was largely paddocks in 1960, was going to grow into lively suburbia. They started, even then, to plan for a College. The result of their early action was that when the school was a necessity in the late 60’s, they had already done much of the ground work.

In the first year, there were 79 students and 2 teachers. Mazenod stayed at St Joseph’s Springvale until Tuesday, 22 April 1968 when it moved into the first stage of its present building in Kernot Avenue, Mulgrave.

In 1969 two science rooms were added and in 1971 further (much needed) classrooms. Further extensions were the library / canteen in 1974, the penthouse block in 1975, the administration block in 1978 and the chapel in 1983.

The College expanded to the other side of Kernot Avenue in 1984 when the Manual and Fine Arts Complex was opened. The present school library was built in 1987 when, with the addition of a Lecture Theatre and Year 12 Complex, the O’Rourke Wing opened. Finally, a new Staff and Conference Room was added in 1992 to cater for the needs of an expanding staff.

By the end of 2006 construction of a new complex catering for state of the art Music, Drama and IT had begun. This new Founders’ Complex was completed in 2007 dedicated to those people who founded the College; the Families, the Students, the Staff and Oblates.

More important than the College buildings is the atmosphere. This is closely linked to the aims not merely as a school, but as a Catholic College entrusted with the education of Catholic boys.

Mazenod College has a well-rounded and balanced curriculum in the areas of Religious Education, English, Mathematics, Sciences, Humanities, Commerce, Languages other than English, Visual and Performing Arts, Physical Education and Materials & Information Technology. There is a wide range of offerings at the senior level, including over forty VCE subjects as well as the alternative VCAL certificate. Vocational offerings (VET) include such studies as Engineering and Design, Furnishing, Hospitality Operations, Small Business, Information Technology and Digital Media. Students are given the opportunity to select from a wide range of offerings both in the middle and upper school.

The student population is very clearly multicultural with the boys representing some 86 differing nationalities and cultures. Such a rich diversity leads to a healthy understanding of and respect for our national diversity so that as individuals, as a College and as a society we are all the more enriched.

From its inception, the College has been administered by the Oblates of Mary Immaculate, a missionary order of priests, from whose founder, Saint Eugene de Mazenod, the College takes its name and inspiration.
Principal's Report

Service to our Catholic Identity and faith is the key motivator and driver of our College. In all that I will try and reflect on here, it is this identity that is at our core. We are a Catholic College and Jesus Christ is the focus of our activities. We are also an Oblate College which means that the vision and message of St Eugene de Mazenod will flavour all of our activities. If we are to be a true Catholic College then we need to be welcoming, authentic and inclusive of all. We have aimed to be a school for the whole human person, one that is at the heart of the Church and one that places itself at the service of society. St Eugene de Mazenod founded a Missionary Congregation whose principle service in the Church was to proclaim Christ and the Kingdom of God. He called us all to see the world through the eyes of Christ. The intention of this report is to see the year through the eyes of Christ.

Images and stories have been used for centuries to help understand and appreciate deeper messages. We use symbols and metaphors to help colour and shape our learning. I would like to use the metaphor of the violin to describe the healthy balance that needs to exist within a healthy school environment. We can learn a lot from the violin and the way that it is played. It is the strings of the violin that I would particularly like to focus upon. The tension existing in these strings is crucial if the note is to be played at the correct frequency and in tune. If the strings are too loose then the note’s frequency will be too low. However, if the strings are too tight then the frequency will be too high and the string will possibly snap. Somewhere in between is the desired tension and frequency. Achieving this balance is crucial if the violin is to be played to the best of its ability.

I believe that the humble and beautiful violin provides a wonderful metaphor for the balance of life that we are trying to achieve here at the College. This balance sees us caring and promoting the development of fine young men. It sees us providing opportunities in the spiritual, academic, sporting and musical fields. It sees the very healthy respect that exists between the College and the boys, staff, families and community. It is this balance that I hope you will see in this report on College life in 2010. Not always are our notes hitting the right frequency and, just like the violinist needs to constantly reassess if the strings are in tune, so too do we as a College.

One of the most crucial areas of support offered in the College comes from the College Board. In a very busy calendar, these supporters of the College find time to give to the College in a very real and meaningful way. As each of their meetings happens outside of regular College hours, their work is often unseen, however definitely not unappreciated. The College Board meets each term to review the workings of the College and to hear reports from Staff, Finances, Mothers’ and Fathers’ Associations. Each of the constituent Parishes has both a Priestly and Lay representation. Through the Mothers’ and Fathers’ Association, the parents of the school have a very real and direct voice on the Board. I thank Mrs Sandra Mancini, Mr Danny O’Hara and all of their team for their great contribution and I encourage every parent to become more involved.

I thank Mr Peter Le Grand and the College Board for their dedication and support of the College. This support has been crucial in Mazenod’s continued pursuit of excellence. Our Finance Manager, Mr Kevin Jones and Business Manager, Ms Sue Matthews have provided the College with great financial stability. It is no coincidence that we have been able to maintain affordable fees with first class facilities. The contribution of the Board and Finance Department cannot be underestimated and we are extremely grateful for their dedication.

I would like to say up front that the leadership of this College belongs to many, in many spheres. I am particularly indebted to the leadership of the College Executive who help guide, shape and implement the many facets of College life. In Mrs Anne Johnson, Mr Tony Rolfe, Mr Tony Coghlan, Mr Noel Jenkinson, Mr Mark Rolfe and Mr Jeremy Wright, we have a team of dedicated, passionate and supportive people. Their contribution is both personally supportive as well as supportive of the whole College community. I acknowledge and appreciate that contribution.

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and Music) with equal resources, support and passion and where necessary make the necessary adjustments to ensure that this is so. While this report will reflect on each area separately, it is important to realise that every element of the events and personalities presented contributes to the health of the whole.

Community Life – Spiritual
The College is a Catholic College and education has been a part of the Christian story since the teaching ministry of Jesus. We see our mission as Oblates of Mary Immaculate as working in service. We work with the Archdiocese of Melbourne in providing Catholic Education to the boys of our Region. Any understanding of the identity of the College needs to take this spiritual dimension of community life into account. This spiritual dimension requires a balance of prayer, reflection, social justice, search for knowledge and social action.

I would like to extend my appreciation to the Oblate community who serve here at the College. This year saw the community of Oblates expand to four, with Frs Andrew Chen O.M.I., John Sherman O.M.I., Christian Fini O.M.I. and myself missioned to serve the College community as well as various other ministries, including vocations, Rosies, youth and our Missions overseas.

This commitment demonstrates the Oblate support of the ministry and we thank the Provincial Fr Harry Dyer O.M.I. and Council for providing this support. The Superior General of the Oblates indicated recently his support of the College Ministry here in Australia. He also indicated that vocations to the Oblate community needed to be promoted and encouraged if the Oblates were to continue their ministry here. I sincerely invite any boy in the College to consider a calling to the Oblates as a viable, credible and valid expression of their life’s goals and journeys. While not for everyone, it is definitely a calling of great service and joy and one that I am very glad that I made. While each Oblate’s ministry here was diverse and varied, we have aimed to live, work and recreate as a community. This is our greatest witness here at Mazenod.

The Religious Education structure at the College saw the appointment of Mr Jeremy Wright as Coordinator of Liturgy and Mission as well as Mr Graeme Pender and Ms Natina Giacco as Coordinators of Curriculum. This new structure reflects the great diversity of roles and I thank each of them for the dedication and commitment.

The year began with the Year 12 Retreat down at Portsea under the direction of Mr Jeremy Wright, Fr Andrew Chen O.M.I. and Mr Luke Kenealy. The retreat led the boys through a reflection on being a healthy person in a healthy relationship with a healthy God. Through the support of Staff and Old Boys, the boys were given the space to explore and continue their relationship with God. The liturgies of the College are the core means of identifying the College’s personality. It was at the Inaugural Mass, Ash Wednesday, Mission Action Day, Founder’s Day, Year 11 Retreat, Assumption Mass and the Advent Sharing Mass that the College’s identity is revealed.

Whether it be the 2500 who attended the Inaugural Mass at St Patrick’s Cathedral, or the classroom liturgies of Ash Wednesday, there was a consistent theme. The aim was full, conscious and active participation and I was very pleased to see this as the aim. Every student was offered the opportunity for Reconciliation and were able to discover the joys of believing that God’s love is stronger than our sins. Adoration was celebrated every Friday and the boys were given the opportunity for some quite reflection in an otherwise busy day. That time of silence is one of the treasures of the College and a distinguishing feature in the boys ‘development and maturity. The daily celebration of Mass was well attended and demonstrated a great commitment.

The College once again took its commitment to those in need very seriously. Our Mission Action Day Appeal and Hats for Haiti Appeal raised over $80,000. It was an extraordinary act of generosity on behalf of the
College Community to respond in such a manner. It is obvious to the entire world, that we in Australia, have access to many of the resources of life. It is also true that a great responsibility is given to us, to respond appropriately and positively to those in need. This same call of generosity has been made throughout the centuries of Catholic Christian life and our generation is no exception.

The following areas of need received support through Mission Action Day, Hats for Haiti and the College Musical:

- Oblate Social Projects, Indonesia $30,000
- Haiti Earthquake Appeal $20,000
- Oblate Social Projects, China $10,000
- Oblate Social Projects, Kenya $10,000
- Rosies Oblate Youth Mission $3,000
- Pakistan Flood Appeal $2,000
- Orphanages in India, Vietnam and Sri Lanka $2,000
- Respect Life Office (Melbourne) $1,000
- Beyond Blue $500
- Breast Cancer Research $500
- Prostate Cancer Research $500
- SCOPE Disability Services $500

The service component of the College also received considerable resources and support and I am particularly pleased to see this area of College life continues to grow. Each week, Mazenod boys were working with Monash Special Development School, Rosies Oblate Youth Mission, Red Cross Blood Bank, Waverley RSL and Legacy, Wavlink, Monash Gardens Nursing Home, St Simon’s Confirmation preparation, Building Bridges Interfaith Dialogue, St Vincent de Paul Food and Clothing Drive as well as a range of other Social Justice Initiatives. In a new initiative, the cast of the Musical dedicated each performance to a charity and this year Beyond Blue, Prostate Cancer Council of Victoria, Jane McGrath Breast Cancer Foundation and SCOPE Disability Services were the recipients. This meant that every performance counted and every performance gave. It is these initiatives that again reveal our identity and culture.

At the end of the year, 12 students and 4 staff ventured to Beijing, China to take part in a Missionary Experience with orphaned children. This programme is an alternative to schoolies and is open to Years 11 and 12 students.

I am grateful to all Staff and students involved in any area of service and I encourage every member of the community to be involved. Remember that we are asked to Enter to Learn...but Leave to Serve.

Along the curriculum front there were some major developments with the introduction of the CSYMA (Catholic Schools Youth Ministry of Australia) Programme. This programme embeds ministry and evangelisation within the Year 9 curriculum and will extend into the Year 10 Programme in 2011.

A pilgrimage is a spiritual journey of faith and a deepening of a person’s relationship with God. Through generosity, some Mazenod College Year 11 students and staff were given the opportunity of attending the Canonisation Ceremony of Mary MacKillop in the Vatican and Rome. On October 17, Mary MacKillop was declared Australia’s first Saint. This occasion recognises that she is a model of faith that leads us closer to Jesus. Mary MacKillop stood with and for the abandoned in society and she becomes an Australian example for all to follow. As part of the preparation for the Canonisation, the group went on pilgrimage to Penola, South Australia where Mary first began her ministry of education with poor farming children. All members of the Mazenod Community were prayed for by the pilgrimage group.
A great strength within a community is our efforts at hospitality and this year we have welcomed students from Japan and Hong Kong. I thank those families who hosted students and I also thank Killester College for hosting the girls from our school in Hong Kong.

We experienced much of that same hospitality when our staff and students ventured to Italy and China at the end of the year.

The growth of the spiritual life of the College does not rest in the hands of the Religious Education Department. It is the mission of each and every member of the community. It is this service that drives all areas of College life.

Community Life – Academics/Outdoor Education

Every student and staff member is worth more than numbers or Admissions Ranks. Each and every one of them are people of infinite value and dignity. The College has worked hard over many years to build a culture of respect for the academic pursuits of education that go beyond numbers and rank. However, the scores are also reflective of the hard work and dedication put in by so many over many years. The 2010 results were some of Mazenod’s healthiest on record. The most pleasing aspect of the results was the fact that 97% of all VCE students achieved a first choice, first round Tertiary offer and 100% of VCAL students met the requirements of the course.

The academic results of 2010 were the product of a combination of hard work, great teaching, family support and a desire to succeed. These qualities are being nurtured here at the College. As you know we are not a select-entry school, and do not offer external scholarships, so these results are even more outstanding.

In communicating these results to those in our wider community, we recognise that there are many people involved in the educational journey of each boy. We honour and recognise the valuable contribution of the Primary School teachers and affirm the great teaching and care that occurs there. We also recognise the significant contribution that parents and families make in supporting their sons’ academic and personal journey. There are many sacrifices that families make in order to provide as much support as possible and that is recognised and appreciated.

I also take this opportunity of recognising the efforts of all Mazenod Staff in the academic and pastoral life of the College. It is the support, time, encouragement, challenge and motivation of the Staff here that makes a valuable contribution to the success experienced by each boy.

We congratulate the efforts of all our Valedictory Class, but especially acknowledge the 2 students who scored Australian Tertiary Admission Rank (ATAR) results above 99, the 54 students (33% of the cohort) who scored above 90 and the 43 (26%) students who scored between 80 and 90. Particular congratulations goes to the College Dux, Aiden Parisi who scored 99.70.

The College was again very proud of the fact that one of our students scored a perfect study score of 50 in Mathematics. Mazenod achieved a median study score of 33 with 15% of all study scores above 40. The median (middle) ATAR study score of the whole Year Level was 84.15.

When one couples these results with the Monash University Enhancement Study Results (17 High Distinctions with Maths 15 and 2 History), 7 Distinctions (6 Maths and 1 Computer Systems) and 2 Credits (1 Biology and 1 Maths) and a successful candidate in Accounting. It has been a very successful academic year for Mazenod College VCE students.

The College wishes each of these young men every success in their future endeavours and ask that God continues to bless them, their families and grant them health, happiness and fulfillment.
Our Special Education Department under the guidance of Mrs Anne Johnson and her team care for students with specific needs. To highlight the central role that this Department plays within the College, I invited Mrs Anne Johnson on to the Executive of the College. Every boy within the College benefits either directly or indirectly through the care and support given here. Through modification, consideration, clarification, every boy within the College is given the opportunity to learn.

As most parents would be aware, a number of our senior students in their VCE years attend Holmesglen TAFE with whom we have a reciprocal agreement in order to undertake some VET subjects. For some years now, we have students from our VCAL class and others from the broader range of senior students take on a variety of courses, mainly in the trade and catering divisions. Our students have had notable success in the past including Apprentice of the Year and more recently the Federal Government’s Australian Vocational Student of the Year Award.

Particular recognition and thanks must go to Ms Vivian Seremetis and the guidance she gives in careers, University choices as well as subject selection. She is a staff member of tremendous dedication, talent and empathy for the students and her contribution is crucial.

During the course of the Year, the College hosted an International Politics Convention with a number of local Colleges. Under the direction of Mr Huon Bertino, the Convention looked at Human Rights in Burma. The Conference is a wonderful initiative engaging youth and providing a voice in the political landscape.

The Year 11’s again experienced Business Week where team work, decision making, challenge and support were involved in running a simulated business. Under the direction of Mr David MacGregor and a team of Staff, this great programme ran over four days. The learning gained here was well appreciated by all concerned.

The two weeks Work Experience in Year 10 provides the students with a great opportunity to explore various career pathways. There is a great dignity in the value of work and the boys embraced this opportunity with considerable enthusiasm. I was able to visit such diverse work places as construction sites, universities and hospitals to see the boys in a new and challenging environment. This programme is valuable and has the full support of the College.

The Outdoor Education Programme of the College aims to complement the Learning happening within the College environment. Under the direction of Mr Matt Johnson and dedicated staff, our Outdoor Education Programme provides valuable opportunities. The boys get the chance to experience: horse riding, abseiling, hiking, bike-riding, snorkelling, city days, driver’s education, canoeing, rafting, surfing, camps as well as a trip to Canberra.

Considerable care is undertaken in each of these activities and I am very pleased that the boys are able to learn in these many and varied environments.

This year saw the positions of Enrichment and Enhancement Coordinators undertaken by Ms Fiona Lennon and Mr James Tranter. These positions are helping us continuously update and develop our teaching practices. With a constantly changing landscape, there is a need for continued growth or resources and ideas.

I am very confident in the talents, capabilities and dedication of our staff as they continue to guide the education development of our young men. The student/staff and family relationship of mutual respect continues to be a feature of the Academic Life of the College. I thank all Faculty Heads and all Staff for their commitment to the boys. They regularly go above and beyond what is asked of them and we are blessed to have them with us.

Community Life – Music and the Arts

The Arts landscape of the College is one rich in opportunities. The College has been blessed over many years to have the presence of the Arts in our community. Through drama, choirs, art, ensembles, bands, orchestras and musicals our community has been enriched. It is here that feelings are given a voice.
Every day bands, ensembles and orchestras are rehearsing, choirs are practising and individual lessons are taking place. With first class facilities and an extensive range of instruments of quality, the College has placed considerable emphasis and resources in the Arts. The Arts give the students a unique means of expression, capturing their passions and emotions and allowing them to explore new ideas, subject matter and culture. They bring us joy in every aspect of our lives.

The Visual Arts and Technology Department under the direction of Mr Michael Keady cares for students studying Metal, Timber, Food, Visual Communications and Art. These areas provide genuine opportunities for creativity and expression. Through additional resources and opportunities many boys are experiencing growth in these areas. I particularly congratulate Liam Sieker on being selected as the Cancer Council Award recipient for best youth art entry. His piece of art reflected the loss a child experiences through the death of a parent to cancer. His ability to engage the viewer of his art was powerful and inspirational. He gave feelings an expression of empathy and respect. It is through the Arts that this expression is encouraged.

I genuinely believe that our Music Programme offers an insight to the diverse culture present in our multicultural community. An orchestra contains the full range of musical instruments and provides us with a snapshot of the dialogue and rhythm of College life. Not every instrument is playing at all times. There needs to be great attention given to the balance of notes and expression and the conductor is crucial for this. The instruments need to respect and trust each other to play not only their individual notes but contribute to the expression of the piece. I love how each instrument reflects both individuality and teamwork. We are a community of over 80 different cultural backgrounds and each day we participate in the greatest demonstration of cultural harmony. At times, the trumpet will have its chance to shine, or the drums will beat and at other times it will be the euphonium’s chance to be heard. However, the Orchestra is incomplete and lacking something if it does not hear from us all.

Our Music Gala in September showcases the incredible talent on display. It is well worth the effort to attend and I thank each and every boy and staff member involved. My challenge to the Music Programme at the College is to continue to offer more and more opportunities to the boys through lessons, ensembles and bands.

It is my genuine aim that every student in Year 7 and 8 be exposed to the formal learning of an instrument. We will work on this goal for 2011. Our choral groups under the direction of Ms Claire Patti and Mr Graeme Pender once again provided a great contribution to College life. Whether it be at the liturgies of the College or at Eisteddfods and competitions, the choirs once again excelled. It is a very healthy aspect of the College that there are many students involved in the choirs. During the course of the year over 150 students were involved. This is a wonderful sign of maturity and depth.

The College Musical once again dominated the music landscape in Term 3. This year’s production was Beauty and the Beast. With over 2300 people seeing the show and over 100 Mazenod and Avila students involved in the production, it was an unqualified success. The professionalism, dedication, talent and commitment of each and every member of the cast and crew were a credit to us all. The Colleges have built a fine and well respected reputation of excellence and this year’s musical contributed greatly to this reputation. Our relationship both on and off the stage with Avila College is strong and it is great that we work together so well. At the end of every performance I thanked Mr Ken Nailon (Director), Ms Laura Bomford (Choreographer), Mr Doug Leutchford, Mr Jason Mears, Mr Adrian de Fanti (Music) and Ms Kaye Williamson (Costumes) as well as the dedicated team and backstage crew. The hours of dedication and service that they provided to the students is beyond even trying to count. Plans have already begun for the 2011 Production. Please make the effort to attend next year as it is well worth the effort.
Community Life – Sport

‘Sport does not just build character...it reveals it.’ I believe that this quote expresses well the philosophy of sport at the College. The character that we believe sport reveals is one of respect for ourselves, our opponents and the sport itself. The College has contributed considerable resources to the sporting programmes of the College over many years and this year has been no exception.

Under a new and developing structure of Sport we welcomed new staff members to leadership roles within the College. Mr David May (Director of Sport), Mr Adrian Connolly (Director of House Sport), Mr Emilio Montoya (Director of Inter-House Sport), Mr Jason Crabtree (Physical Education Coordinator) and Mr David Bedwell (Gym Manager) are all responsible for the delivery of the Sport’s Programmes.

I was particularly pleased to hear that over 700 boys officially represented the College in ACC Sport and that every boy in the College was a part of the Sporting Programmes offered. Sport plays a crucial role in the physical and emotional wellbeing of our students. It is promoted, respected and appreciated. We have very high standards expected regarding behaviour and sportsmanship and I am very confident that the boys understand and meet those expectations constantly.

2010 provided many sporting highlights and not all of them are reflected in results.

I would like to highlight and recognise the outstanding results achieved by Mazenod Sporting Teams in 2010. Particular highlights are: 2nd place in the Athletics Carnival, 3rd Place in the Swimming Carnival, Volleyball Premierships in Years 7, 8, 9, 10 and Seniors for the 12th year in a row, Cricket Premierships in Year 7 and 8, Tennis Premierships in Years 7, 8 and 12, Football (Soccer) Premiership in Year 8, Basketball Year 10, Table Tennis in Years 7, 8, 9 and 10 as well as Championship and Runners Up in Chess.

It is important to remember that participation is crucial for all of these programmes to continue. We expect and encourage every boy to be involved. It is particularly pleasing to see how much enjoyment and pride in the College is generated through representation in sporting teams. I am pleased that we have been able to navigate and negotiate with those boys involved in outside sporting commitments a balance of representation. It is expected that students put representing the College as a priority. I am glad that this was the case in 2010.

Conclusion

I wish all of the graduating students of 2010 (VCE and VCAL) all the best for the future. I was extremely pleased with the contribution of the Senior Classes and see in them young men of great integrity and hope. In thanking the class in general I thank Justin Hilliard, Tom Gubbins, Adam Reeves and all Prefects and SRC Leaders.

Leadership is a very important element in any school and student leadership is crucial. It is always more than just wearing a badge. The College invests a significant amount of time in selecting the Prefect Body of the College. The best understanding of leadership that I have seen is that a leader knows the way, goes the way and shows the way. They have knowledge, action and inspiration. The “way” in a Catholic Christian College is via Jesus who said he was the “Way, the Truth and the Life”.

It is this leadership that every member of the College is called to, both within our College boundaries and very importantly outside as well. This leadership is categorised in service. I am not interested in Mazenod becoming simply the best College in Australia. I am committed to help leading this community to be the best College for Australia. I believe with our multi-cultural strength and our willingness to support those in genuine needs that this noble goal is something we should continuously aim for.

While we may all have entered to learn, I sincerely hope we all leave to serve.

Fr. Michael Twigg O.M.I.
**Education in Faith**

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

**Faith**

- Mazenod seeks to foster in all its students development of their knowledge and love of God, through deepening their faith in Jesus Christ
- Mazenod seeks to develop persons who are responsible and inner directed, capable of choosing freely in conformity with a well-informed conscience
- Mazenod seeks to promote a moral consciousness in its students, in accordance with Christ’s teaching and the mind of the Church, and enable them to relate it to their own lives
- Mazenod seeks to provide a suitable Christian atmosphere which encourages the growth of the whole person; provide the opportunity to integrate culture and faith through the acceptance of Christ and his ideas, attitudes and values
- Mazenod seeks to provide a critical and systematic account of the teaching of the Gospel and the Catholic Church in accordance with the guidelines provided by the Archdiocese whilst at the same time enabling students to experience a sense of Christian Community. It will also put students in touch with the unique Australian Catholic Heritage which is theirs

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

**Pastoral Care**

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

Each year level is under the care of a Co-ordinator and each class has a Home Room Teacher whose role is primarily pastoral. In addition to our Priests and a supportive group of teachers, the College has the benefit of a full-time Counsellor and Careers/Pathways Coordinator.

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

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

In a recent article published on the ZENIT website, Pope Benedict XVI explained that, “schools must ask themselves about the mission they are called to undertake in the modern social environment.” It is through daily prayer, prayer services, school liturgies, the sacraments, the integration of morals and values in academic studies, social interaction, and service to others that the school expresses its identity and reflects Jesus’ message of love. At Mazenod we aim to find a balance between academic development, spiritual nourishment and good deeds – Head, Heart and Hands.

A Culture of Leadership

A willingness to stand up for what is right and bear witness to the faith is an integral part of our Catholic Culture Identity. It sees opportunities for boys to challenge the injustices that occur around them and seek innovative ways to do something about it as part of the Social Justice group. Or to take up the leadership of liturgies and class spiritual activities as one of the 115 boys who were Liturgy Prefects this year. Meanwhile models of youth ministry like MAYO, CSYMA and Building Bridges Interfaith Dialogue group thrive in the fertile conditions of Mazenod, nurturing the leadership talents and opportunities of the boys.

A Culture of Reflection

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

A Culture of Service

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

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

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

- That Mazenod will ensure that all its students attain the highest level of literacy, oracy and numeracy appropriate to their level of ability. This involves a positive effort to respect students of lesser ability and to cultivate their abilities to the fullest; whilst also responding to excellence in ability in other students

- That Mazenod will foster the natural creative talents of its students developing creative, imaginative and intuitive ways of thinking. This embraces the twin aims of education for career and education for leisure and involves the cultivation of musical, artistic, craft, technological and manual skills

- That Mazenod will develop through instruction in, and provision of, a wide range of sporting and physical activities, an awareness of the importance of physical fitness and good nutrition as significant elements in healthy living

- That Mazenod will develop skills of analytical and critical thought and emphasize the value of learning as an on-going factor in self-development throughout life. This requires the promotion of good study methods in order that a student’s full potential be realized.

- That Mazenod will provide suitable guidance to students in subject selection throughout their school life and especially career guidance

- That Mazenod, particularly in its teaching of the humanities subjects, promotes an appreciation of Australia’s culture and history as well as those of other societies and systems.

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

Mazenod College offers a comprehensive enhancement programme in such areas as Humanities, Music, Mathematics, English, Robotics and Information Technology. This culminates in Mazenod College being an enhancement centre of Monash University, offering subjects sponsored by Monash enabling students to obtain credits in first year university subjects such as Mathematics and History.

Mazenod has a large and well equipped Learning Centre, with six staff members dedicated to supporting the learning needs of our students, including a significant number of funded students. This includes well structured literacy and numeracy programmes as well as individual support for students on modified courses.
2010 VCE Results

- VCE Completion Rate: 99.4%
- VCAL Completion Rate: 100%
- Median VCE Study Score: 33 (out of 50)
- 32% of students had ENTER scores above 90
- 58% of students had ENTER scores above 80
- 2 students with ENTER score above 99
- College Dux had ENTER score of 99.70
- 1 student achieved a perfect study score of 50

Published VCAA Study Score Details

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>% 40's</td>
<td>9</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

Mazenod obtained a high median score of 33 in 2010.
This result is in the top 10% of all Secondary school providers in Victoria.
A median score of 33 places Mazenod in the top 10 all-boy schools in Victoria.
Only seven Catholic schools in Victoria, and only two all-boy Catholic schools, had a higher median score.
The table shows the ATAR distribution for the years 2005 to 2010. The percentage of students scoring 90+ is consistently above 30% for these years.

58% of Year 12 students had an ATAR score equal to 80 or more in 2010, placing them in the top 20% of the State. 77% of students had an ATAR over 70, as shown in the graph below.

2010 did see an increase in the number of students receiving an ATAR less than 70, partly attributed to the increased retention as shown on page 26. At the top end results remain very strong as shown in the number of ATAR scores over 90 on the next page.
Mazenod College number of ATAR scores over 90

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>90+</td>
<td>33</td>
<td>46</td>
<td>51</td>
<td>34</td>
<td>51</td>
<td>54</td>
</tr>
</tbody>
</table>

University Enhancement Studies in Year 12 at Mazenod College

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

In 2010 a record 29 students participated in this program, achieving 17 High Distinctions and 7 Distinctions.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students enrolled</td>
<td>17</td>
<td>22</td>
<td>15</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Subject enrolments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (at Mazenod)</td>
<td>15</td>
<td>17</td>
<td>14</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>3</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication &amp; Media Studies</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Distinctions (= 5.5 increment)</td>
<td>13</td>
<td>20</td>
<td>9</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Distinctions (= 5.0 increment)</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Credits (= 5.0 increment)</td>
<td></td>
<td></td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pass (= 4.0 increment)</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 3&4 Religion and Society in Year 11 at Mazenod College

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

In 2010, 51 Year 11 students scored a study score of 35 or more in this year 12 subject.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students enrolled</td>
<td>147</td>
<td>145</td>
<td>157</td>
<td>168</td>
<td>163</td>
</tr>
</tbody>
</table>

Results

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study score 40+</td>
<td>16</td>
<td>9</td>
<td>13</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Study score 35-39</td>
<td>38</td>
<td>25</td>
<td>36</td>
<td>42</td>
<td>33</td>
</tr>
</tbody>
</table>

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

In addition to studying Religion and Society in Year 11, a group of enhancement students study a second Year 12 subject in Year 11.

In 2010, 52 students did this as indicated below, achieving 38 study scores of 35 or more.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students enrolled</td>
<td>31</td>
<td>38</td>
<td>38</td>
<td>30</td>
<td>52</td>
</tr>
</tbody>
</table>

Subject enrolments

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT: Software Development</td>
<td>9</td>
<td>12</td>
<td>16</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Music – Group</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Music – Solo</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>International Politics</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Business Management</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study score 40+</td>
<td>9</td>
<td>12</td>
<td>16</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Study score 35-39</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Study score &lt;35</td>
<td>14</td>
<td>16</td>
<td>7</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>
**Post Year 12 Destination Information**

**Summary of Destinations for 2010 Mazenod Year 12 Graduates**

Total of VCE Students 169  
Tertiary Applications 167  
No Applications 2

<table>
<thead>
<tr>
<th>First Round Offers : 161</th>
<th>Number of Students</th>
<th>As a Percentage of Total Year 12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>138</td>
<td>81.7%</td>
</tr>
<tr>
<td>VET Certificate IV+ (TAFE)</td>
<td>21</td>
<td>12.4%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>Total students</td>
<td>161</td>
<td>95.3%</td>
</tr>
</tbody>
</table>

**Summary of University Destinations by Institution**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Offers</th>
<th>As a Percentage of All Students Receiving an Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monash University</td>
<td>65</td>
<td>40.4%</td>
</tr>
<tr>
<td>Deakin University</td>
<td>24</td>
<td>14.9%</td>
</tr>
<tr>
<td>Swinburne University</td>
<td>14</td>
<td>8.7%</td>
</tr>
<tr>
<td>Melbourne University</td>
<td>9</td>
<td>5.7%</td>
</tr>
<tr>
<td>RMIT University</td>
<td>14</td>
<td>8.7%</td>
</tr>
<tr>
<td>ACU</td>
<td>6</td>
<td>3.7%</td>
</tr>
<tr>
<td>Latrobe</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>Victoria University</td>
<td>4</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Total offers</strong></td>
<td><strong>138</strong></td>
<td><strong>85.8%</strong></td>
</tr>
</tbody>
</table>

**Summary of Destinations for TAFE**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Offers</th>
<th>As a Percentage of All Students Receiving an Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMIT TAFE</td>
<td>9</td>
<td>5.7%</td>
</tr>
<tr>
<td>Holmesglen</td>
<td>6</td>
<td>3.7%</td>
</tr>
<tr>
<td>Swinburne</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Vic Uni TAFE</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Box Hill</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>Chisholm</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Total offers</strong></td>
<td><strong>23</strong></td>
<td><strong>14.2%</strong></td>
</tr>
</tbody>
</table>

**Breakdown of Offers by Areas of Study**

<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture &amp; Building</td>
<td>8</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>13</td>
</tr>
<tr>
<td>Education</td>
<td>6</td>
</tr>
<tr>
<td>Engineering &amp; related</td>
<td>20</td>
</tr>
<tr>
<td>Health</td>
<td>18</td>
</tr>
<tr>
<td>Information Technology</td>
<td>11</td>
</tr>
<tr>
<td>Management &amp; Commerce</td>
<td>45</td>
</tr>
<tr>
<td>Natural &amp; Physical Science</td>
<td>22</td>
</tr>
<tr>
<td>Society &amp; Culture</td>
<td>32</td>
</tr>
<tr>
<td>Sport &amp; Fitness</td>
<td>5</td>
</tr>
</tbody>
</table>
National Assessment Program - Literacy and Numeracy Tests 2010

The results from NAPLAN for students at Years 7 and 9 levels provide more information about each student, their strengths and weaknesses in Numeracy and Literacy than was ever available through the AIM tests. This extra information can be most important when it comes to identifying those students who are gifted, remedial, deficiencies in curricula and how the college compares on a State and National Benchmark.

Year 7 NAPLAN Results 2010

1. In the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy all Year 7 students were operating above the minimum national benchmark of 5 – in fact the lowest Mazenod students were operating at a level of just below level 6, and this was in Grammar and Punctuation.
2. Again, the median score in all these disciplines were above the National Benchmark, with our “average student” operating at a level of between 7.3 → 8.2
3. The biggest discrepancy came in the area of those families who speak languages other than English at home – compared to the National Average the gap between Mazenod students and the general populated was most marked. Mazenod LBOTE students achieved appreciably better at both ends of the scale in all disciplines.
4. Our students achieved particularly well in the numeracy aspects of the test compared with the national average – our median score was a whole Band width higher than other students in this discipline

2010 Year 7 NAPLAN Converted to VELS Equivalent Scale
School Median Result

<table>
<thead>
<tr>
<th></th>
<th>Mazenod</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>Writing</td>
<td>4.5</td>
<td>4.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.8</td>
<td>4.2</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.6</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Mazenod students exceed State median in all areas.
**Four Year Comparison: Year 7 AIM/NAPLAN data.**

In the diagrams below the boxplots represent the following cohorts:
- lefthand side buff colored State data
- middle blue colored Like School data
- righthand side red colored Mazenod data

**2007**

![Boxplot for 2007](image)

**2008**

![Boxplot for 2008](image)

**2009**

![Boxplot for 2009](image)

**2010**

![Boxplot for 2010](image)

---

**2006 – 2010 AIM / YEAR 7 NAPLAN Converted to VELS Scale Median Comparison Mazenod College Median**

<table>
<thead>
<tr>
<th>Year 7</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>4.5</td>
<td>4.6</td>
<td>4.3</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Writing</td>
<td>4.6</td>
<td>4.6</td>
<td>4.3</td>
<td>4.3</td>
<td>4.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.6</td>
<td>4.6</td>
<td>4.8</td>
<td>4.7</td>
<td>4.8</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>-</td>
<td>-</td>
<td>4.4</td>
<td>4.4</td>
<td>4.5</td>
</tr>
<tr>
<td>Mathematics / Numeracy</td>
<td>4.4</td>
<td>4.5</td>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
</tr>
</tbody>
</table>
Year 9 NAPLAN Results 2010

1. As in previous years, in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy all Year 9 students were operating above the minimum national benchmark of 6 – in fact, in 2010 the lowest Mazenod students were operating at a level of 6 & 7 and this was in the Writing task.

2. The median score in all these disciplines were above the National Benchmark, with our “average student” again operating at a level of about 8.5.

3. Again our LBOTE students performed significantly better than the rest of the cohort sitting the test – their results were a whole benchmark class better.

4. In terms of the writing ability of our Year 9 students, the majority of our students were performing at the top range of the scale. In particular their ability to address audience, structure text, formulate ideas, ability to devise characters and settings, use of paragraphing and sentence structure, and their ability to punctuate and spell were all pleasing.

5. Numerically Mazenod students outperformed the state in terms of their ability to handle Number, Measurement, Space and Mathematical Structure.

### 2010 Year 9 NAPLAN Converted to VELS Equivalent Scale School Median Result

<table>
<thead>
<tr>
<th></th>
<th>Mazenod</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5.6</td>
<td>5.3</td>
</tr>
<tr>
<td>Writing</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>5.4</td>
<td>4.7</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>5.1</td>
<td>4.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>5.3</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Mazenod students equal or exceed State median in all areas.
Four Year Comparison: Year 9 AIM/NAPLAN data.
In the diagrams below the box plots represent the following cohorts:
- left-hand side buff colored: State data
- middle blue colored: Like School data
- right-hand side red colored: Mazenod data

**2007**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td><img src="image1.png" alt="Box Plot" /></td>
<td><img src="image2.png" alt="Box Plot" /></td>
<td><img src="image3.png" alt="Box Plot" /></td>
<td><img src="image4.png" alt="Box Plot" /></td>
</tr>
</tbody>
</table>

**2008**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td><img src="image1.png" alt="Box Plot" /></td>
<td><img src="image2.png" alt="Box Plot" /></td>
<td><img src="image3.png" alt="Box Plot" /></td>
<td><img src="image4.png" alt="Box Plot" /></td>
<td><img src="image5.png" alt="Box Plot" /></td>
</tr>
</tbody>
</table>

**2009**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td><img src="image1.png" alt="Box Plot" /></td>
<td><img src="image2.png" alt="Box Plot" /></td>
<td><img src="image3.png" alt="Box Plot" /></td>
<td><img src="image4.png" alt="Box Plot" /></td>
<td><img src="image5.png" alt="Box Plot" /></td>
</tr>
</tbody>
</table>

**2010**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td><img src="image1.png" alt="Box Plot" /></td>
<td><img src="image2.png" alt="Box Plot" /></td>
<td><img src="image3.png" alt="Box Plot" /></td>
<td><img src="image4.png" alt="Box Plot" /></td>
<td><img src="image5.png" alt="Box Plot" /></td>
</tr>
</tbody>
</table>

**2006 – 2010 AIM / NAPLAN Converted to VELS Scale Media Comparison Mazenod College Median**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5.3</td>
<td>5.4</td>
<td>5.6</td>
<td>5.5</td>
<td>5.6</td>
</tr>
<tr>
<td>Writing</td>
<td>5.3</td>
<td>5.4</td>
<td>4.8</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>5.3</td>
<td>5.3</td>
<td>5.1</td>
<td>5.3</td>
<td>5.4</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>-</td>
<td>-</td>
<td>4.9</td>
<td>4.9</td>
<td>5.1</td>
</tr>
<tr>
<td>Mathematics / Numeracy</td>
<td>5.2</td>
<td>5.3</td>
<td>5.1</td>
<td>5.2</td>
<td>5.3</td>
</tr>
</tbody>
</table>
Three Year Comparison of NAPLAN Results for Years 7 & 9

The lowest percentage of students meeting minimum standards for Year 7 occurred in 2008 in writing. The lowest percentage of students meeting minimum standards for Year 9 occurred in 2010 in writing. This is the same of group of students as they moved through. Virtually all other reported percentages are above 96%.
Proportion of students meeting National Minimum Standard:

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th></th>
<th></th>
<th>Year 9</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>Reading</td>
<td>99.5%</td>
<td>99.5%</td>
<td>99.5%</td>
<td>99.5%</td>
<td>97.6%</td>
<td>99%</td>
</tr>
<tr>
<td>Writing</td>
<td>96.2%</td>
<td>98%</td>
<td>99.5%</td>
<td>99.5%</td>
<td>98.1%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.6%</td>
<td>98.5%</td>
<td>98.1%</td>
<td>96.4%</td>
<td>99%</td>
<td>98.1%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.1%</td>
<td>98.5%</td>
<td>97.1%</td>
<td>95.3%</td>
<td>98.1%</td>
<td>98.1%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.6%</td>
<td>100%</td>
<td>99.5%</td>
<td>99%</td>
<td>100%</td>
<td>99.5%</td>
</tr>
</tbody>
</table>

More than 95% of Mazenod students met national minimum benchmarks in all areas in 2010.

Change in Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th></th>
<th></th>
<th>Year 9</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007-08</td>
<td>2008-09</td>
<td>2009-10</td>
<td>2007-08</td>
<td>2008-09</td>
<td>2009-10</td>
</tr>
<tr>
<td>Reading</td>
<td>2.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
<td>-1.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Writing</td>
<td>-3.8%</td>
<td>1.8%</td>
<td>1.5%</td>
<td>N/A</td>
<td>-1.4%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Spelling</td>
<td>N/A</td>
<td>-0.1%</td>
<td>-0.4%</td>
<td>N/A</td>
<td>2.6%</td>
<td>-0.9%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>N/A</td>
<td>0.4%</td>
<td>-1.4%</td>
<td>N/A</td>
<td>2.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>5.5%</td>
<td>1.4%</td>
<td>-0.5%</td>
<td>N/A</td>
<td>1%</td>
<td>-0.5%</td>
</tr>
</tbody>
</table>

Student Enrolment Profile

Funding the Catholic schools is determined on the basis of enrolments at key census dates in February and August. The enrolment data for 2007 to 2010 is provided below:

<table>
<thead>
<tr>
<th></th>
<th>Feb 2007</th>
<th>Feb 2008</th>
<th>Feb 2009</th>
<th>Feb 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>209</td>
<td>210</td>
<td>210</td>
<td>209</td>
</tr>
<tr>
<td>Year 8</td>
<td>203</td>
<td>208</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td>Year 9</td>
<td>209</td>
<td>197</td>
<td>206</td>
<td>211</td>
</tr>
<tr>
<td>Year 10</td>
<td>203</td>
<td>210</td>
<td>198</td>
<td>214</td>
</tr>
<tr>
<td>Year 11</td>
<td>193</td>
<td>193</td>
<td>206</td>
<td>200</td>
</tr>
<tr>
<td>Year 12</td>
<td>155</td>
<td>150</td>
<td>161</td>
<td>169</td>
</tr>
<tr>
<td>Total</td>
<td>1172</td>
<td>1168</td>
<td>1191</td>
<td>1213</td>
</tr>
</tbody>
</table>
Student Wellbeing

Personal Development

“The Catholic School is committed to the development of the whole person since in Christ, the Perfect human, all human values find their fulfillment and unity.”

This implies the following objectives:

- That Mazenod seeks to develop the individual character and personality of each student, his sense of dignity and self-worth by promoting in each student:
  - self reliance and self discipline
  - personal initiative and capacity for leadership
  - reliability, honesty and integrity

- That Mazenod seeks to promote in each of its students:
  - tolerance and respect for others and others’ opinions, beliefs and cultures and especially those of their fellow-students who come from diverse cultural backgrounds
  - sensitivity to other peoples’ needs and respect for their rights and property
  - responsiveness to the call from every part of the world for a more just society
  - an appreciation in students of their total environment, physical, cultural and spiritual with its accompanying responsibility to safeguard and promote it

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

Student Attendance

The following student attendance data indicates the average daily attendance as a percentage based on each year level.

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>96.9%</td>
<td>95.6%</td>
<td>95.6%</td>
<td>91.9%</td>
<td>96%</td>
<td>98%</td>
<td>95.66%</td>
</tr>
<tr>
<td>2009</td>
<td>95.2%</td>
<td>94.6%</td>
<td>94.4%</td>
<td>96.3%</td>
<td>96.4%</td>
<td>96.6%</td>
<td>95.58%</td>
</tr>
<tr>
<td>2010</td>
<td>95.5%</td>
<td>94.2%</td>
<td>94.4%</td>
<td>95.1%</td>
<td>96.8%</td>
<td>96.8%</td>
<td>95.42%</td>
</tr>
</tbody>
</table>

The overall student’s attendance percentage is **95.42%**.

This high percentage attendance rate at all levels is testament to the very positive student satisfaction rate.

Student Retention

The apparent student retention rate from Year 9 2007 to Year 12 2010 was **91.4%**.

The College has a very long standing tradition of an extensive vocational based pathway in Year 11. Since the advent of the VCAL certificate, this Year 11 program has become our one year VCAL program. In 2009, 22 year 11 students took this VCAL program and moved to TAFE, apprenticeships and work at the end of year 11.

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

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student retention rate</td>
<td>83%</td>
<td>87%</td>
<td>91.4%</td>
</tr>
</tbody>
</table>
**Leadership and Management**

**Workplace Profile 2010**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>51</td>
<td>23</td>
<td>74</td>
</tr>
<tr>
<td>Part Time</td>
<td>9</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Non-Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Part Time</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>18</td>
<td>35</td>
</tr>
</tbody>
</table>

- Mazenod employed 100 teaching staff in 2010.
- Mazenod employed 87.5 FTE teaching staff in 2010. Of the 87.5 full time equivalent teaching staff, 64% were male and 36% were female.
- Mazenod employed 135 staff in total in 2010.

**Staff Attendance**

Average percentage attendance rate for the 100 teachers in 2010 was **96.23%**. This represents an average of 7.27 days leave per teaching staff member for 2010.

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers average % attendance rate</td>
<td>96.75%</td>
<td>96.33%</td>
<td>96.23%</td>
</tr>
<tr>
<td>All staff average % attendance rate</td>
<td>96.4%</td>
<td>95.5%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Total leave days</td>
<td>606 days</td>
<td>787 days</td>
<td>727 days</td>
</tr>
<tr>
<td>Sick leave days</td>
<td>258</td>
<td>252</td>
<td>255</td>
</tr>
<tr>
<td>Extended leave days</td>
<td>67</td>
<td>154</td>
<td>186</td>
</tr>
<tr>
<td>Compassionate leave</td>
<td>12</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Paternity leave days</td>
<td>13</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Carers leave days</td>
<td>51</td>
<td>48</td>
<td>41</td>
</tr>
<tr>
<td>Leave without pay days</td>
<td>65</td>
<td>32</td>
<td>63</td>
</tr>
<tr>
<td>Long service leave days</td>
<td>140</td>
<td>267</td>
<td>176</td>
</tr>
</tbody>
</table>

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

**Staff Service Presentations 2010**

The following number of staff were awarded service presentations at the end of 2010

<table>
<thead>
<tr>
<th>Number of Years Service</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>30</td>
<td>1</td>
</tr>
</tbody>
</table>
Current Staff Years of Service

In 2010 there were 17 teachers (and 23 total staff) with more than 20 years of service to the College.

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>All Staff</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 25</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>25 - 30</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>30 +</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Staff Retention

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers retention rate</td>
<td>94%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>Number of staff leaving</td>
<td>6</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Teaching staff reasons for leaving:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retired</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Moved interstate</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Moved to country Victoria</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Furthered career at other Schools</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Moved to industry</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Travelled</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Elite Sport</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Full time study</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the end of 2010 school year, Mazenod College had 135 staff; 100 were teaching staff and 35 non-teaching staff. Out of the 100 teaching staff, 93 were retained to 2011. This is a 93% retention of teaching staff.

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

Recruitment of Staff

<table>
<thead>
<tr>
<th></th>
<th>Staff Leaving from this year</th>
<th></th>
<th>Staff Recruitment for next year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Females</td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>2009</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>
Accreditation to teach in a Catholic School

Some 52% of Mazenod teachers have achieved CEO Accreditation to teach in a Catholic school, substantially higher than other school averages.

![Graph showing accreditation comparison]

Teachers Qualifications

![Bar chart showing teacher qualifications comparison]

<table>
<thead>
<tr>
<th>Level</th>
<th>This School</th>
<th>Like Schools</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree - Doctorate</td>
<td>0%</td>
<td>0.73%</td>
<td>0.74%</td>
</tr>
<tr>
<td>Degree - Masters</td>
<td>23.15%</td>
<td>13.01%</td>
<td>12.97%</td>
</tr>
<tr>
<td>Diploma - Graduate</td>
<td>50.93%</td>
<td>41.35%</td>
<td>41.19%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>5.56%</td>
<td>5.04%</td>
<td>5.22%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>82.41%</td>
<td>76.32%</td>
<td>76.97%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>25%</td>
<td>22.01%</td>
<td>23.23%</td>
</tr>
<tr>
<td>No Qualifications</td>
<td>0%</td>
<td>14.4%</td>
<td>13.07%</td>
</tr>
</tbody>
</table>

As evidenced by the graph and table above, Mazenod staff have substantially higher qualification levels than staff in like schools. Note particularly the percentage of staff with Masters Degrees and Graduate Diplomas, evidence of further study beyond the Bachelor Degree level.
Expenditure and Teacher Participation in Professional Learning

All Mazenod teachers have been involved in Professional Learning activities. All teachers and many other staff are involved in a Professional Learning program that runs each term for four successive Tuesday afternoons – after school.

The purpose of this Professional Development Program in 2010 was to continue to assist staff with the introduction of significant curriculum changes in Victorian schools (VELS), to provide staff with skills in curriculum development, curriculum auditing, use of Information Technology (Microsoft Office Products), use of new age graphical calculators, and to assist staff in gaining Accreditation to teach in Catholic schools.

Staff were also encouraged to pursue development and training opportunities outside the College program. Consequently staff were engaged in assisting VCAA in the development of, and assessment of courses at senior level, training days for marking Year 12 examinations, training days for assessment of NAPLAN examinations and staff were also encouraged to be guest lecturers at State-wide Revision courses and Intensive Study days.

Many staff also attended professional learning sessions conducted outside of the College, including subject area seminars, lectures, workshops and conferences.

Total expenditure on professional learning in 2010 was $91,484, which represents approximately $915 per teaching staff member.

<table>
<thead>
<tr>
<th></th>
<th>Total Expenditure</th>
<th>$ Per Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$93,200</td>
<td>$1000</td>
</tr>
<tr>
<td>2009</td>
<td>$77,578</td>
<td>$776</td>
</tr>
<tr>
<td>2010</td>
<td>$91,484</td>
<td>$915</td>
</tr>
</tbody>
</table>
College Community

Mazenod envisioned itself as being a community co-operating together, witnessing Gospel values and responding to a call to service and responsibility to others.

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

Student, Parent and Staff Satisfaction

In 2010 as part of the School Improvement Framework (SIF) surveys were conducted for Staff, Students and Parents. The following data show how Mazenod’s responses compare with all other secondary schools in the State. For example an 82% rating for “effective discipline policy” indicates that Mazenod staff rate this area higher than 82% of other secondary schools in Victoria. In every case, a higher percentage rating is better.

These results show very high staff, student and parent satisfaction with the School.

Staff Climate

<table>
<thead>
<tr>
<th>Job Satisfaction</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Discipline Policy</td>
<td>82%</td>
</tr>
<tr>
<td>Student Motivation</td>
<td>93%</td>
</tr>
<tr>
<td>Student Misbehaviour</td>
<td>90%</td>
</tr>
<tr>
<td>Classroom Misbehaviour</td>
<td>88%</td>
</tr>
<tr>
<td>Excessive Work Demands</td>
<td>80%</td>
</tr>
</tbody>
</table>

Mazenod staff responded very highly in regards to student motivation and behavior.

Student Attitude to School

| Purposeful Teaching | 91% |
| Teacher Empathy    | 77% |
| Stimulating Learning | 93% |
| Connectedness to School | 67% |
| Learning Confidence | 67% |

Students responded in the top 10% of schools regarding Purposeful Teaching and Stimulating Learning.
Parent Opinion

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Improvement</td>
<td>98%</td>
</tr>
<tr>
<td>Approachability</td>
<td>97%</td>
</tr>
<tr>
<td>Behaviour Management</td>
<td>98%</td>
</tr>
<tr>
<td>General Satisfaction</td>
<td>100%</td>
</tr>
<tr>
<td>Connectedness to School</td>
<td>98%</td>
</tr>
</tbody>
</table>

Mazenod parents responded in the top 10% of all schools for 18 of the 19 indicators surveyed.

Catholic Culture

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff – Opportunity</td>
<td>89%</td>
</tr>
<tr>
<td>Students – Importance</td>
<td>95%</td>
</tr>
<tr>
<td>Students – Opportunity</td>
<td>84%</td>
</tr>
<tr>
<td>Parents – Importance</td>
<td>89%</td>
</tr>
<tr>
<td>Parents – Opportunity</td>
<td>98%</td>
</tr>
<tr>
<td>Parents – Behaviour of Staff</td>
<td>95%</td>
</tr>
<tr>
<td>Parents – Behaviour of Students</td>
<td>96%</td>
</tr>
</tbody>
</table>

Staff, students and parents all rated Mazenod Catholic culture extremely highly.

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

- A high attendance rate of some 95.4% across all levels
- Very high student attendance at major College events such as the Inaugural Mass and the annual Speech Night at Robert Blackwood hall
- Very high attendance at House Athletics and House Swimming Carnivals
- The high number of students that volunteer to help the College, for example Mazenod College holds two Open Days a year and many parents within the Community are guided around the school by our current students, who are obviously extremely proud to show off their College

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

- The high number of applications for year 7 enrolment each year, that well exceeds places available
- The large number of sons of old boys and other enrolments related to the extended College family
- The very high attendance rate at parent teacher nights, parent information nights, Open days and other formal College occasions

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

- the high attendance rate for teachers (96.23%),
- the low movement of permanent staff members each year, with a reportable retention rate of 93%
- the high level of qualifications gained and further study being undertaken
- a very active staff social committee
- strong sense of support and belonging as fostered by the presence of the Oblate Religious Community
Sporting Achievements

At Mazenod College, sport has a prominent role in the holistic development of our young men. Sport replicates life in many ways. It encourages and fosters the personal development beyond the obvious physical attributes to most importantly the characteristic traits that define and reflect who we are as individuals within our broader community.

Our Sports Program embraces this notion. Attributes such as perseverance, commitment, cooperation, communication, humility, sportsmanship and leadership are crucial to the development of our young men. In order to achieve success the ability for our young athletes to learn from experiences and deal with both success and failure in a positive manner is extremely important. In order to achieve these objectives, athletes are encouraged to step out of their comfort zone; to dare to dream, to dare to set the bar high and work hard to achieve it, to dare to succeed and not allow the fear of failure to reduce the enthusiasm or endeavour; “to leave nothing undared”, to achieve success in both sport and our lives.

This year has truly been a successful year in the sporting arena, regardless of your definition of success. Mazenod has a strong, positive reputation in the broader community. The manner in which our young men represent us in ACC competition and conduct themselves both on and off campus in House Sport programs have further enhanced how we are perceived in a positive light by others.

The Sports program has two major pillars; ACC Sport which provides a more competitive avenue and our House Sport. The House Sport program is an essential part of our offering. It aims to not only provide a pathway for students to improve and engage in ACC Sport, but primarily to engage our youth in physical activity by offering a more social environment with a range of activities upon which students enjoy activity and exit the program with a lifelong appreciation for all that sport can offer, including long term health benefits.

Of course, we also acknowledge those have achieved success on the scoreboard. Our young athletes won 19 ACC Premierships in ACC Sport in 2010, along with impressive performances in the Carnival Sports. These achievements have been made possible through the contribution of every member of each of the squads. I congratulate not only these teams, but over 700 students who represented Mazenod College and contributed the history of the College.

Part of our core philosophy of our ACC program is to engage our athletes and further enhance a sense of pride associated with representing something more than the individual. It is to leave a legacy behind for future generations to follow in the footsteps and use the experiences of our history to better our future. At the basis of this is a core principle: “focus and control the variables what we can control”. We can control our approach, our sportsmanship, our preparation, our relationships with our team mates. From this success is inevitable as people and scoreboard achievements will take care of themselves. We cannot control the standard of athlete we compete against, but we can face the challenge in a positive manner and leave nothing undared.

We have also seen a long list of individual achievements at an elite level outside of the school. These too are very impressive and include State, National and International representative appearances in a number of sports. I congratulate all these talented young athletes and a special acknowledgement to those who represented our country. I look forward to following your careers and assisting you to achieve your dreams in sport.

Sport at Mazenod College can build upon the impressive achievements of the past as it enters a new and exciting phase. As custodians of the program, we also dare to dream. Dreams being made possible through the support of the College Executive and Board. They have made investments in infrastructure through upgrades and new facilities and via their willingness to change as society changes to meet the demands of the next generation. We endeavour to create opportunities, but it is up to those who have real ownership of our program to accept these and leave a legacy behind them; those who one day with pride will call themselves Old Mazenodians.

Finally, I wish to publicly thank Mr Adrian Connolly, Director of Interschool Sport and Mr Emilio Montoya, Director of House Sport for their enormous contribution to ensuring the delivery of a high quality sporting programs. There is no doubt they always have the young men at Mazenod College as their priority.
## ACC RESULTS 2010

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Senior</th>
<th>Year 10</th>
<th>Year 9</th>
<th>Year 8</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennis A</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Tennis B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Volleyball A</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Volleyball B</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Volleyball Div 2 A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Volleyball Div 2 B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Cricket A</td>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Cricket B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

| Term 2 | | | | | |
|--------| | | | | |
| Football Div 1 | 7<sup>th</sup> | 4<sup>th</sup> | 4<sup>th</sup> | 4<sup>th</sup> | 5<sup>th</sup> |
| Football Div 2 | 9<sup>th</sup> | | 8<sup>th</sup> | | 5<sup>th</sup> |
| Soccer Div 1 | 4<sup>th</sup> | 4<sup>th</sup> | 3<sup>rd</sup> | 1<sup>st</sup> | 4<sup>th</sup> |
| Soccer Div 2 | 2<sup>nd</sup> | | | | 3<sup>rd</sup> |

| Term 3 | | | | | |
|--------| | | | | |
| Basketball A | 3<sup>rd</sup> | 1<sup>st</sup> | 4<sup>th</sup> | 7<sup>th</sup> | 6<sup>th</sup> |
| Basketball B | 5<sup>th</sup> | 3<sup>rd</sup> | 5<sup>th</sup> | 8<sup>th</sup> | 3<sup>rd</sup> |
| Hockey | 8<sup>th</sup> | 4<sup>th</sup> | 7<sup>th</sup> | 3<sup>rd</sup> | 5<sup>th</sup> |
| Table Tennis | 2<sup>nd</sup> | 1<sup>st</sup> | 1<sup>st</sup> | 1<sup>st</sup> | 1<sup>st</sup> |

<table>
<thead>
<tr>
<th>Overall</th>
<th>Senior</th>
<th>Intermediate</th>
<th>Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Athletics</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Cross Country</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Chess</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; &amp; 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; &amp; 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Debating</td>
<td></td>
<td></td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Public Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
Value Added Activities

This is just a snapshot, by its very nature incomplete, of the curricular and co-curricular activities that add value to our students’ experience of College life:

- a very well developed instrumental music programme, with over 200 students receiving weekly individual music lessons on orchestral instruments; and participating in a full range of orchestras, bands and ensembles
- our highly successful annual Musical production Beauty and the Beast at Monash University’s Alexander Theatre
- every student in the school participates in 100 minutes of organized sport each week
- participation in every ACC interschool sport
- a large number of students participated in the Australian Schools Science Competition, with 5 High Distinctions, 37 Distinctions, 50 Credit Certificates
- many students participated in the Australian Mathematics Competition, performing creditably with the top students in Junior and Middle school in the 98th and 99th percentile
- Year 10 students became involved in the Daffodil Day Arts Competition 2010
- 45 Mazenod students participated in a full day International Politics convention with students from other schools
- All Year 11 students were involved in a comprehensive four day Business Week programme and Retreat
- Over 60 students have taken time to volunteer with Rosies Oblate Youth Mission where each Friday night, a team of up to a dozen students offer their friendship and hospitality through the simple gesture of a free hot or cold drink to the homeless.
- Mazenod College students raised $60 000 for Mission Action Day, which is an annual event where students raised money and distributed it to the third world
- Many students participated in our comprehensive Volleyball programme, training and playing weekly, dominating the ACC competitions and winning numerous State and National level honors.
- 15 students represented Victoria State in Volleyball
- 60 students participated in the Chess club, receiving weekly tuition and recording record breaking wins in the ACC, second place in the ChessKids State finals and third place in the ChessKids National finals.
- Mazenod participated in the Building Bridges Interfaith Program with Jewish, Christian and Islamic schools.
- 40 students volunteered once a week at Monash Special Development School.
- Luke Greco represented Australia in the 400m at the Youth Olympics in Singapore as well as the Under 17 State and National Championships
- Anthony Ziino won a Gold Medal at the World Taekwondo Championships
- Jospeh Ziino represented Australia at the World Taekwondo Championships
- Sean Ong represented Australia in Golf
- Sam Alves represented Australia in Volleyball at the World Youth Championships
- Alex Urban represented Victoria at the AFL National Championships
- Scott Gilmore represented Victoria at the National Table Tennis Championships
- Jack Cummings represented Victoria at the National Cycling Championships, National Titles in U17 - won 2000m Individual Pursuit, 3000m Team Pursuit in a National record time, Team Sprint in National Record Time, 2nd in Scratch Race and 3rd in Criterion
- Jared Blatancic represented Victoria at the National Athletics Championships
- 10 students represented Victoria at the National Volleyball Championships
- Brandon Wood represented Victoria at the National Basketball Championships
- Alejandro Aquino represented Victoria at the National Indoor Hockey Championships
New Facilities

The College facilities continue to experience change and 2010 was no exception. Some of that change is obvious and some is subtle. The Year 7s have enjoyed new facilities in their four-square play area with new surfacing as well as passive synthetic grass being laid in the quadrangle. New seats and water dispensers were also added at various locations around the College to maximise students’ recreation at recess and lunch.

The Plans were approved in 2010 for a new elevator, toilet upgrade and Science laboratory and this work was completed early 2011. These new facilities will mean that every area of the school will be accessible to those with disabilities. The Science lab will add a valuable resource to the curriculum.

2010 also saw the establishment of new Football (Soccer) and Cricket facilities at the College. In state of the art synthetic facilities the boys finally have a Football and Cricket ground to be proud of. The surface is FIFA and ICC approved and offers the boys the best facilities in the State. It was completed at the beginning of Term 4 in time for the Cricket Season and will transform into a Football (Soccer) facility in Term 2, 2011. There is a genuine desire to form an Old Boys Football Club (Soccer) that will have the new facility as its home ground.

Plans are also nearing completion of a new multi-sports complex housing the following sports: Volleyball, Basketball, Table-Tennis, Indoor Cricket, Indoor Football, Badminton and Chess all at International Standards. This complex will also feature tiered seating for 1500 people and will see all major gatherings of the College within its structure. As you can see, the College is also committed to providing the best of facilities to the Sport Departments as it does to Music, Academics and the Spiritual Dimensions of the College.
## Financial Performance

### Financial Performance for the year ended 31 December 2010

<table>
<thead>
<tr>
<th>School name:</th>
<th>Mazenod College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location address:</td>
<td>MULGRAVE</td>
</tr>
<tr>
<td>Reporting framework:</td>
<td>Modified Cash</td>
</tr>
</tbody>
</table>

### Recurrent income

- **School fees**: $3,007,996
- **Other fee income**: $158,850
- **Private income**: $500,058
- **State government recurrent grants**: $2,043,855
- **Australian government recurrent grants**: $7,466,053
- **Total recurrent income**: $13,176,812

### Recurrent expenditure

- **Salaries, allowances and related expenses**: $9,716,558
- **Non salary expenses**: $3,337,513
- **Total recurrent expenditure**: $13,054,071

### Capital income and expenditure

- **Government capital grants**: $350,973
- **Capital fees and levies**: $1,905,481
- **Other capital income**: $3,600
- **Total capital income**: $2,260,054
- **Total capital expenditure**: $1,993,648

### Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)

- **Total opening balance**: $1,486,162
- **Total closing balance**: $1,219,756

### Non DEEWR FQ reported items

- **System levies (payments)**: $(96,776)
- **Intra systemic transfer receipts (payments)**: -
- **Diocesan capital fund (SCF) receipts (payments)**: -

Note that the information provided above does not include the following items: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors.