

## 1. CONTEXTUAL INFORMATION

MOTHER TERESA CATHOLIC COLLEGE - PROFILE 2023 Mother Teresa Catholic College is an inclusive learning community. The College is situated in the extensive and rapidly growing suburb of Baldivis, about 60kms south of Perth in the city of Rockingham. Now in its tenth year, the college has enrolled students from Pre-Kindergarten to Year 12. In living the Gospel values and inspired by Mother Teresa's spirit of outreach and love for all human beings, we aim to CHALLENGE our students and all in our community to CONNECT with learning about ourselves, one another, and the wider world, and CONTRIBUTE with confidence, courage, and creativity towards making the world a better place. These goals relate to our Catholic tradition by helping students to grasp the Christian vision of both them and others, and learning to live and love as Jesus did.

Our student population is diverse. 75 students were born overseas in 33 different countries. Their families have registered 11 different religions, including 'no religion'. Our enrolment includes 41 Indigenous students, 81 students from Defence families, 52 students diagnosed with disabilities, including 47 students with Autism Spectrum Disorder, and 171 students are registered on the Nationally Consistent Collection of Data as having had adjustments in the curricula to enable their access.

Our significant pedagogy is Inquiry Learning – in the Early Years through the walker Learning Approach of Investigations and continuing in Years 3 to 6 with Education Research Projects. In Middle School Inquiry Learning continues with dedicated time in Years 7 and 8. Apple technologies have been embedded at the college with one-to-one iPads from Years 1 to 12. The iPad is an integral teaching and learning tool across all curricula and has empowered students to show learning in a variety of different ways. Teachers plan activities and assessments that challenge students to use various modes of communication. The integration philosophy at our college removes barriers to creativity and allows our students not only to be consumers of knowledge but also creators of content. Our college features multi-award-winning, rammed earth buildings where flexible spaces and contemporary furniture impact intentionally on our pedagogical approach of Inquiry Learning.

The facilities and environs of our beautiful College are unique in their high visibility and strong connectivity inside and out – all of which afford our students (from Pre-Kindergarten to Year 12) a rich and broad spectrum of learning experiences. Embracing technology, inquiry learning and digital media in creative and flexible learning spaces, our learning community of staff, students and parents enjoy a school built for the world of today – and tomorrow.

## 2. TEACHER QUALIFICATIONS

The 94 qualified teachers employed on both full-time and part-time at Mother Teresa Catholic College hold the following qualifications (in summary): -

Number of staff who hold Qualifications	Qualification
1	Doctoral Degree
18	Masters Degrees
115	Bachelors Degrees
26	Graduate Certificates
21	Diplomas

These qualifications are both in Education as well as in other Academic Disciplines.

## 3. WORKFORCE COMPOSITION

The composition of the workforce of Mother Teresa Catholic College is as follows:

Number of staff	Staff
94	Teachers
73	Non-teaching Staff
44	Male staff
123	Female staff
1	Indigenous Staff
167	Total staff
excluding 10 staff on various long-term leave e.g. Parental Leave, etc.	

## 4. STUDENT ATTENDANCE AT SCHOOL

The Junior School attendance is 91%, Secondary School, 84% and overall, 87% for the 2022 school year.

K	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
91%	91%	92%	92%	93%	93%	93%	90%	91%	91%	87%	85%	85%	N/A

Every day that a student does not attend school can have a negative impact on their learning.

Mother Teresa Catholic College monitors student attendance and works with other agencies and service providers to maximise student engagement with learning. It does this in a way that builds shared responsibility for student attendance between schools, students, parents and the broader community.

Staff at the college manage student attendance in accordance with the CEWA procedures. This includes:

- promoting the importance of school attendance to their school community;
- engaging in community-initiated approaches to strengthen student attendance;
- developing plans in partnership with students, families, communities and other agencies to improve student attendance, including documented plans where required, to address the persistent absence of individual students;

- maintaining accurate attendance records;
- responding to Stakeholder requests for reporting and disclosure of attendance data;
- managing alternative attendance arrangements where these are in the best interests of the student; and
- retaining all relevant documentation

## 5. NAPLAN OUTCOMES

2022 NAPLAN – Mean Score Comparison								
	Year 3		Year 5		Year 7		Year 9	
	MTCC	WA	MTCC	WA	MTCC	WA	MTCC	WA
<b>READING</b>	448	428	453	505	456	541	475	586
<b>WRITING</b>	448	419	457	480	457	527	462	565
<b>SPELLING</b>	448	414	460	505	455	549	456	582
<b>GRAMMAR</b>	453	424	456	496	453	532	460	580
<b>NUMERACY</b>	453	395	450	487	458	549	474	595

## 6. PARENT, STUDENT AND TEACHER SATISFACTION

Every year the College undertakes a school climate survey.

The National School Improvement Partnership's (NSIP's) Effective School Improvement program is an initiative of Curtin University, Western Australia. The development of this survey program has been based on many years of research in improving the performance of primary and secondary schools in Australia, at both the classroom and whole-school level. The practical, evidence-based program of measurement tools and processes, made-up of a series of online surveys, offers an easier way for school leaders and teachers to introduce cultural change that allows each student to achieve their best and realise their true potential.

The areas surveyed online were:

**Parent/Caregiver Voice:** Catholic Identity, Child/Children's Experience and Parent/Caregiver's Experience.

**Staff Voice:** Catholic Identity, Organisational Climate and Work Engagement, Efficacy and Satisfaction.

**Student voice:** Catholic Identity, School Climate, Protective and Risk Factors

For 2022 Mother Teresa Catholic maintained acceptable scores across all levels of Junior and Secondary students A marked increase in scores was attained by our Middle Primary students. There were 143 families who undertook the Parent and Caregiver voice survey with results that showed consistent scores in all areas compared with 2021 and 2019 when previous surveys had been undertaken. Additionally, similar results were attained for staff voice and student voice in Early Childhood and Secondary schools.

## 7. SCHOOL INCOME

STATEMENT OF FINANCIAL POSITION		
ASSETS	2022	2021
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	2,442,566	2,572,529
Trade and other receivables	186,505	193,621
Inventories	326,200	320,360
Other financial assets		
Managed fund investments		
Other current assets	1,217,558	265,174
<b>Total current assets</b>	<b>4,172,829</b>	<b>3,351,684</b>
<b>NON-CURRENT Assets</b>		
Trade and other receivables Other financial assets		
Property, plant and equipment	61,984,554	51,024,086
Intangible assets		
<b>Total non-current assets</b>	<b>61,984,554</b>	<b>51,024,086</b>
<b>Total assets</b>	<b>66,157,383</b>	<b>54,375,770</b>
<b>LIABILITIES</b>		
<b>CURRENT LIABILITIES</b>		
Trade and other payables	1,919,254	1,738,110
Borrowings	3,006,510	3,030,893
Lease liabilities	11,305	9,048
Long service leave benefits		
Provisions	44,908	39,496
Contract liabilities		
<b>Total current liabilities</b>	<b>4,981,977</b>	<b>4,817,547</b>
<b>NON CURRENT LIABILITIES</b>		
Trade and other payables	30,950	32,825
Borrowings	44,373,032	37,129,456
Lease liabilities	40,110	2,464
Long service leave benefits		
Provisions		
<b>Total non current liabilities</b>	<b>44,444,092</b>	<b>37,164,745</b>
<b>Total liabilities</b>	<b>49,426,069</b>	<b>41,982,129</b>
<b>Net assets</b>	<b>16,731,314</b>	<b>12,393,478</b>
<b>EQUITY</b>		
Accumulated surpluses	16,731,314	12,393,478
Reserves		
<b>Total Equity</b>	<b>16,731,314</b>	<b>12,393,478</b>

<b>STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME</b>		
<b>REVENUE</b>	<b>2022</b>	<b>2021</b>
Government grants	17,742,419	14,119,713
Fees and charges	3,635,723	2,823,158
Other revenue	450,828	408,685
<b>Total Revenue</b>	<b>21,828,970</b>	<b>17,351,556</b>
Finance and Investment Income	5,076	1,592
Other income	1,051,854	1,297,439
<b>Total Other Income</b>	<b>1,056,930</b>	<b>1,299,031</b>
<b>EXPENSES</b>		
Employee benefits expense	14,039,241	10,912,874
Operating expenses	2,308,958	2,133,219
Finance costs	622,764	572,508
Depreciation and amortisation	1,335,321	1,581,366
Other expenses	241,778	220,941
<b>Total Expenses</b>	<b>18,548,062</b>	<b>15,420,908</b>
Surplus/(Deficit) for the year	4,337,838	3,229,679
Total other comprehensive income /(loss) for the year		
<b>Total comprehensive income / (loss) for the year</b>	<b>4,337,838</b>	<b>3,229,679</b>

## **8. SENIOR SECONDARY OUTCOMES – N/A**

(The first Yr 12 Cohort in 2023)

## **9. POST-SCHOOL DESTINATIONS – N/A**

(The first Yr 12 Cohort in 2023)

## 10. SCHOOL IMPROVEMENT PLANNING

CATHOLIC IDENTITY	
Improvement Goals	Success Indicators
Successful implementation of CSL program	Successful Christian Service Program with plans to continue into the following year CSL is well understood and actioned by MTCC students (20 hours minimum per year)
Strong faith formation of staff at MTCC	Development of Catholic Teaching & Religious Education knowledge by non-teaching staff and teachers at MTCC Non-Catholic staff-members wanting to know more about Faith
Deepened knowledge and meaningful shared practice of prayer, liturgies, and rituals of faith throughout the college	Students want to be involved in prayer, liturgies and rituals of faith and are not 'turned off' by them. Upward trends/growth in BRLA data
Community engagement with the most vulnerable in and beyond our College community	Feedback from School Culture survey Staff Review reports
Strong witness from all in our college community to our faith in God, our love of others and to 'making Jesus real' everyday	Making Jesus Real cards used throughout the school Random acts of kindness by students and staff towards others

EDUCATION	
Improvement Goals	Success Indicators
Increased student confidence and engagement in their own learning and faith formation	Teaching staff knowing, understanding and implementing teaching and learning around the global competencies – 6Cs (Communication, Collaboration, Critical Thinking, Creativity, Character and Citizenship)
Inquiry Learning pedagogy and learning environments that support the needs and aspirations of all students	Inquiry Learning embedded across curricula. Digital Learning embedded across curricula. Innovative learning and teaching
Authentic integrated curricula to enable deep learning and higher order thinking and to encourage high levels of student achievement	Positive feedback from School Climate surveys
Early Years Focus – enhance student voice and agency in early years and beyond	Continual enrolments of students of all learning abilities
Strengthen our digital and equity foundations and improve delivery of digital teaching and learning	Development of a team mentality in both the planning and delivery of learning opportunities for students

<b>EDUCATION Continued:</b>	
A culture of staff freedom to create, share, implement shared ideas, challenge, support and make positive contributions to learning and teaching together	Open, rigorous, and animated discussion among staff re: learning and teaching Improvement initiatives welcomed and embraced by the critical mass
Acknowledge, support, and tap into difference among staff and acknowledge and celebrate the many and various backgrounds, languages, talents, knowledge, and specific expertise of staff members	Staff engagement and buy-in in their joint endeavour of learning and teaching. Staff demonstrating that they are life-long learners. Staff learning from each other. Multi-cultural acknowledgement through events, - staff prayer in diverse languages.

<b>COMMUNITY</b>	
<b>Improvement Goals</b>	<b>Success Indicators</b>
All members of our College community will abide by our Code of Conduct and the College policies	Students, staff, and community members acknowledge and abide by the Code of Conduct
Increased parental engagement in their children's learning	'Friends of Mother Teresa' is an active and effective movement in the school which all families know about and actively support
Increased staff engagement in their own learning and faith formation	Catholic staff more knowledgeable and active about their faith. Non-Catholic staff expressing interest in knowing about the Catholic faith etc.
Clear communication and professional resources allocated to promote and sustain the health and wellbeing of all in the College community	Communication procedures and processes are observed by all in the College community
Inclusive and responsive practices to cater for diversity in the College community	All practices counter to inclusivity throughout the college are identified, communicated to relevant staff, and replaced by inclusive and responsive practices
Wellbeing of all in the MTCC community - students' staff and families - as a priority	MTCC is a safe place where the wellbeing of all is continually facilitated
Develop a framework for Aboriginal perspectives across all core subject areas and aspects of College life	Students and staff have greater awareness of Noongar terms, traditions, and relationship to the land. Evidence of celebration of diversity education through all curricula and college practices

## STEWARDSHIP

Improvement Goals	Success Indicators
Initiatives to ensure the accessibility, affordability, sustainability, and continuing growth of the College	Continuing enrolment waiting lists. Increasing enrolments towards full 3-stream Primary years and 6-stream secondary years Continuing assistance for families in need of fee reductions
Clear and concise Leadership Structure customised to meet the needs of our rapidly developing College	All in the college community know and understand the Leadership Structure for 2022 and the lines of Accountability
Research and development of future partnerships with entities in the wider community to establish viable courses and enhance learning and employment opportunities for our secondary students	Students in senior secondary years are offered a broad curricula, tailored to their learning needs and abilities, which will support their future employment and tertiary study prospects.
Ongoing planning of future-focussed capital development to ensure facilities and spaces, both interior and exterior, are contemporary, flexible, fit for purpose and support the Inquiry Learning pedagogy of the College	MTCC completes 7 of its 8-stage Capital Development Master Plan by end 2024. Stage 6 – Gymnasium, 3 additional classrooms and additional parking completed in 2023. Stage 7 – 4 external hardcourts, large oval, access road and additional parking completed in 2023.
Sustainable practices and care of both the immediate College environment and beyond. Established Sustainability Centres in both Junior School and secondary years.	MTCC continues its achieved status as a Sustainability School and a Water-Wise School