



**MOTHER TERESA CATHOLIC COLLEGE  
ANNUAL GENERAL COMMUNITY MEETING – 20 NOVEMBER 2018  
PRINCIPAL'S REPORT**

I begin by acknowledging the Wadjuk Noongar peoples and pay my respect to their Elders, past, present and future. We acknowledge their deep, ongoing spiritual and cultural connection to this Country – and to this land on which our College has been and continues to be built.

Now nearing the end of its fifth year, Mother Teresa Catholic College is well established as a vibrant, flourishing and diverse learning community.

. . . . CHALLENGE, CONNECT, CONTRIBUTE . . . the three words that have captured our imagination regarding what we are about here at MTCC . . .

Our vision for the College is inspired by Mother Teresa's spirit of outreach and love for all human beings – to CHALLENGE our students and all in our community to CONNECT with learning about ourselves, one another and the wider world, and to CONTRIBUTE with confidence, courage and creativity towards making the world a better place.

In undertaking this mission, it is our belief that a 'challenged and connected child' will have the capacity to think critically and creatively, become confident in her or his own ability, and will actively seek out others in need, using their talents to contribute ultimately for the benefit of our world.

Self praise can always be queried. So in this year's report to our College Community, instead of giving my own account, opinions and reflections on how we're travelling on our College journey – I've decided to use three independent sources of data to describe where we've come from, where we're at and where our future is headed. The three sources are, in the order in which their data was collected this year 1. Our 2018 NAPLAN data from early May, 2. The Report from the external Panel-members of our School Cyclic Review (which formed part of our re-registration process as a co- educational K-12 college) and 3. The data from the survey of all PP-Yr 7 students, all staff and all parents – conducted by Curtin University's National School Improvement Partnership Program in early September. These three data sources will provide you with a much more authentic view of how we're travelling.

*At this point I'd like Associate Principal – Junior School, Anne Aquino, to come forward to present the **FIRST SOURCE OF INDEPENDENT DATA** – the 2018 NAPLAN results: . . .*

Our **SECOND SOURCE OF DATA** is from the Report on our School Cyclic Review (SCR) which was conducted in August by a panel consisting of four members from CEWA including the Director of School Improvement, Team Leader of Learning Support, our regional School Improvement Advisor and a current Principal as well as two DET personnel, both retired Principals – Mrs Pauline Coghlin, who was the foundation principal of Shenton College, and Mr Lindsay Usher. The Panel members were at liberty to speak with whomever they chose, either as a panel or individually, while they were onsite here at the College over the two days of the Review.

Their report was a 12-page document. Included here are excerpts from the sections on: 'The school's current context and associated challenges' as well as from their Section 3: Looking Forward in which the SCR Panel outlines its views, endorsing and/or challenging the school's strategic directions and their alignment with the System's Strategic Directions.

***The school's current context and associated challenges.***

*Mother Teresa Catholic College in Baldivis is a co-educational, developing Pre-Kindergarten to Year 12 college. The school opened in 2014 and currently caters for approximately 570 students from Kindergarten to Year 7. The school motto is "Strong in Faith and Love".*

*Between February 2017 and February 2018, enrolment numbers from Kindergarten to Year 7 increased by 142 (+33.6%) from 422 to 564. (Our current enrolment Pre-K to Yr 7 is 583).*

*In 2017, student enrolments included 1% Indigenous students and 13% from a language background other than English. There were 32 families with a Health Care Card.*

*The school's main catchment area (based on new enrolments for Kindergarten between 2014 and 2018) is Baldivis with 83% of student enrolments, followed by Secret Harbour with 3% of student enrolments. The closest schools to Mother Teresa Catholic College are Settlers Primary School (2.6km), Tranby College (2.7km) and Tuart Rise Primary School (2.8km). Between 2017 and 2018, the Catholic and Independent schools near Mother Teresa Catholic College lost enrolments, whilst the majority of Government schools experienced some increase in enrolments.*

*The 2016 census data estimates the population in the catchment area of Mother Teresa Catholic College to be 32,020 people and this is forecast to increase by 36% between 2016 and 2021. The demand for Catholic education is also expected to increase. The main catchment area has a low proportion of Catholics (17.1%), a low proportion of the population that identify as Aboriginal (1.4%), an average proportion of the population who were born overseas (32.3%) and a low proportion of the population who speak a language other than English at home (9.6%) compared to the averages for Greater Perth and WA.*

*In 2011, the Baldivis Parish had a population of 3,604 Catholics, making up 18.5% of the total population in the area; this is below the average of 24.4% for the Archdiocese of Perth. 31.6% of Catholic primary school-age children within the parish attended a Catholic primary school, which was significantly below the average of 53.4% for the Archdiocese of Perth. In 2018, Mother Teresa Catholic College had 564 students of which 42% were non-Catholic. This is well above the WA average of 30.3% non-Catholic student enrolments at CEWA schools. The ratio of non-Catholic student enrolments has increased from 2014 in which 27.2% of the 114 students were non-Catholic.*

*Mother Teresa Catholic College enjoys a strong relationship with the new Baldivis Parish and is currently sharing college facilities for weekend masses until the anticipated new church is built. Father Geoff Aldous and the newly appointed Middle School Chaplain, Father Daniel Chama, are frequent and welcome visitors to Mother Teresa Catholic College. The College and parish sacramental team work in collaboration for sacramental preparation and celebrations.*

***Catholic Identity (Discipleship)***

*In continuing the establishment of Mother Teresa Catholic College as a Catholic School in the Baldivis area, strategies would include further development of a strong Catholic Identity in the school alongside the current enrolment focus demanded of a rapidly growing K-12 College. As occurred in the Junior School, there may be a need to modify processes in keeping with anticipated change of Catholic/non-Catholic enrolment percentages in the future. The emphasis on Making Jesus Real (both as the name of a staff sub-committee and a program which impacts on the students) has been a very effective evangelising initiative at Mother Teresa Catholic College.*

*The gradual growth of the college into the secondary years and the concomitant appointment of staff gives Mother Teresa Catholic College the opportunity to identify and/or employ and*

*develop teachers who are confident and enthusiastic about teaching Religious Education to middle and senior school students.*

### **Education (Learning)**

*Parent sources indicated a perception amongst the Baldivis community that Mother Teresa Catholic College is somehow offering something 'different'. In firming up the curriculum offering for the middle and senior school, the SCR Panel supports the promotion and development of facilities and resources which support both VET and ATAR pathways.*

*General school sports and athletics were valued by student and parent sources and supports the college's prediction of sport as a major foci of the middle and senior schools. The SCR Panel supports expanding current resources and programs in sport and outdoor education areas and also seeking creative solutions to other resource areas such as the K-12 college library.*

*The data provided description of the identification of students lacking confidence and literacy skills in Mathematics. Student sources affirmed the work of literacy and numeracy support staff in making a difference to their learning.*

*Improvement processes in the school demonstrate a commitment to research and evidence-based planning. An impressive number of programs and structures have been implemented over the domains of Learning, Engagement, Accountability, and Discipleship. Consistent with the findings of the SCR Panel was a need for clarity on the evaluative processes across these areas.*

*With a strong pedagogical focus on inquiry learning, the SCR Panel recommends addressing performance indicators with a clear understanding of what it is trying to achieve and measures to address effectiveness of the approach. This enables assessment that supports future resourcing, reinforcement of practice and an opportunity for marketing the point of difference to the school's approach.*

*It is acknowledged that the various enrolment intake points for students to the school create difficulties in analysing trend data on student performance. Where possible, the SCR Panel recommends the tracking of growth of the existing students within a cohort as an indicator of student academic learning progress.*

*Teaching and support staff sources identified the needs of students entering Kindergarten and described current screening and intervention practices. The forward-looking focus on implementation of a school run 3YO kindy daycare facility may provide further earlier opportunities to support the needs of students and their families.*

*The SCR Panel acknowledges the outstanding efforts and energy that the leadership, teaching and non-teaching staff bring to their roles, particularly the requirements in meeting the needs of a foundation school. The identification and inclusion of the Wellbeing pillar in the Leadership structure is supported and brings a focus on tracking staff well-being which would be advantageous to avoid teacher/leadership burn-out. As Mother Teresa Catholic College grows in size and employs more personnel, there is the opportunity to more widely distribute loads and roles.*

### **Community (Engagement)**

*The impressions of the SCR Panel are that the current Mother Teresa Catholic College executive leadership structure is inclusive, effective and cohesive. However, as Mother Teresa Catholic College grows exponentially, some research and consultation into how the college can maintain (and enhance) the success of its executive leadership team while fully transitioning into a large K – 12 college will need to be carried out. One position in particular*

that was drawn to the SCR Panel's attention was the need for the appointment of a VET/Curriculum Coordinator in the next year or two as Mother Teresa Catholic College makes decisions about its Year 10 – 12 offerings.

*In the Looking Back part of this report, there were a number of staff professional learning practices which were highlighted as being extraordinarily effective. In terms of staff professional learning, undoubtedly the major challenge in the Engagement domain over the next 5 – 10 years (as the student and staff numbers increase significantly) will be to maintain the cohesiveness, shared vision, common educational philosophy and sense of 'team' that is such a strong part of Mother Teresa Catholic College.*

*(In time) Mother Teresa Catholic College will take over the provision of out-of-school-hours care for Mother Teresa Catholic College families. This seems to be an excellent idea for five reasons. The first of these is that it emphasises that Mother Teresa Catholic College is a cohesive school community that is inclusive of all families. Secondly, (in particularly due to the high non-Catholic enrolments), it enables the college to expose the children to a Catholic ethos throughout the day. The third is that as it grows larger, Mother Teresa Catholic College will be able to adapt its before/after school facilities offerings e.g. to consider long daycare services which could make use of senior students completing Certificate 11 or Certificate 111 study in the childcare field. Fourthly, such a facility would enable Mother Teresa Catholic College to offer a facility for teenage mothers (from Mother Teresa Catholic College and nearby schools) to continue their formal education in a Catholic setting. Finally, having its own long hours childcare facilities would facilitate the employment of allied health professionals who would also be able to work with the Mother Teresa Catholic College early childhood students.*

*There is, at present, very strong demand in the early childhood area and Mother Teresa Catholic College will introduce a 'bubble' third stream in Kindergarten in 2019; this will presumably transition into a three-stream primary school. However, secondary school numbers are more moderate with 90 x Year Seven students in 2018 and an expected enrolment of 120 (maximum) in 2019. A triple stream primary cohort/five stream secondary cohort would result in a college capacity of approximately 1700 students and the demographic data seems to indicate the potential for this amount of student growth in the Baldivis area. Many of the successful student engagement strategies being implemented by Mother Teresa Catholic College have already been mentioned in this report. However, data from the SCR revealed a large proportion of students whose school attendance is problematic. Given that there is a large correlation between student attendance and academic progress, student attendance is an issue that will need to be monitored (and addressed) for the foreseeable future.*

*Parent and staff sources described the large and unexpected turnout from the general community to the College Open Day, even though this was only advertised within the local school community. The SCR Panel endorses further plans for the college to hold further Open Day opportunities to the general public.*

**Stewardship (Accountability) – (as quoted from the School Curriculum Review Panel Report)**

*The college would benefit from outlining a Framework for Mental Health and Wellbeing. The Framework could outline how Mother Teresa Catholic College identifies students, what processes exist to support students once identified (referral processes), what early intervention or whole-class or whole-school support is put in place, how the college engages parents/carers and what outside agencies or support services assist.*

*It could also include how Mother Teresa Catholic College identifies and/or measures success for students. The conversation around mental health and well-being could be examined across three tiers:*

*Tier 1 - Promotion, prevention and early intervention for all students. How the school builds safe, supportive, inclusive learning environments*

*Tier 2 - Targeted support for groups of students*

*Tier 3 - Case management support for students with high support needs*

*The roles and responsibilities of the teachers, education assistants, ancillary staff and parents can also be examined within the Framework. The Framework might also include a description of strategies which show how the capacity and understanding of staff are built.*

**THIRD SOURCE OF DATA** – the National School Improvement Partnerships Survey - Curtin University (including projected slides of Overviews of Student, Teacher, Ancillary Staff and Parent Responses)

*(Slides of data from the SCR Panel Report inserted here. . . .)*

Taken together the three sources of data we have just presented to you - serve to provide an authentic, independent and reliable description of Mother Teresa Catholic College – of what we have achieved in our first five years as well as what lies ahead – both prospects and challenges – as we continue to grow and develop. The full text of our School Cyclic Review can be made available to members of our college community on request.

There is much to celebrate in what we have achieved together in just five years here at Mother Teresa Catholic College.

However, usually there are some staff FAREWELLS to be bidden at this time of year – as well as WECOMES to new staff for the following year. We thank the following staff for their contribution to our college community in a variety of roles:

Yr 7 Science Technician **Mrs Leen Albert**, Drama and Dance Teacher **Mrs Amanda Day** who is moving to another Catholic College closer to her home, **Mrs Geraldine Williams** who has accepted a position teaching music in China for next year, **Mrs Kaye Elsum** who has been with us on temporary contract for two years as class teacher in Junior School and Mrs **Sumita Quinn**, also on a temporary contract in Yr 4, **Mr Bevan Fleay**, Gardener's assistant this year.

Welcome to our new Middle School staff for 2019:

**Mr Adam Brooks** (from Kolbe and also a parent here at MTCC – Science, Media, ICT and CBL)

**Mr Paul Chant** (from Kolbe – Religious Education and TIDE- Technology Innovation, Design and Enterprise) and CBL

**Miss Harriet Fettis** – Drama and Dance and CBL

**Miss Rhianna Hall** – from Nagle College Geraldton – RE, English, HASS and CBL. She has worked previously as a Family Lawyer

**Ms Michelle Hoffmann** – Experienced English teacher- RE English, HASS and CBL

**Mrs Jo McNally** – experience Learning Support Teacher – Ursula Freyne and Mazenod College

**Miss Corina Penny** – Visual Arts 2D & 3D, Media and CBL

**Miss Jemma Sadler** – Science and CBL – Jemma's former career before teaching was as a Radiochemist

**Mr Glenn Scarterfield** - Phys Ed, Health and HASS

**Ms Kerri Pears** – Food and Textile Technology and CBL

Welcome to the following teachers joining our Junior School for the first time next year:

**Mrs Joslyn Bezant** – 4yo Kindy Wanju (Welcome) Mon-Wed

**Mrs Marisa Cipriani** – Music/Visual Arts

**Mrs Christina Davies** – Physical Education

**Miss Paige Gavin** – 3yo Kindy (Tues) and 4yo Kindy Kaya (Hello) Wed-Fri

**Mrs Julie McMullen** – 4yo Kindy Tjiripin (Happy) Wed-Fri

**Mrs Angela Skates** – Pre-Primary (White)

The Class Teachers for the other Junior School classes for 2019 will be:

PPB – Miss Tina De Sousa and Mrs Sylvia Faed (when she returns from Parental Leave)

Yr 1W – **Mrs Renee Lea**

Yr 1B – **Mrs Anita Chesworth**

Yr 2W – **Miss Ann Priest**

Yr 2B – **Mr Evan Jones**

Yr 3W – **Mrs Nicola Crowdy**

Yr 3B – **Miss Laura Smith**

Yr 4W – **Mrs Louise Rimmer**

Yr 4B – **Mrs Megan Waters and Mrs Lisa Mitchell**

Yr 5W – **Mr Daniel Burro**

Yr 5B – **Mrs Kelly Winfield-Hart**

Yr 6W – **Miss Lorraine Bucknell**

Yr 6B – **Miss Kiara Grigo**

We also welcome **Mrs Katherine Graydon** who has been part-time this term on Junior School Reception and will be our full-time from this week and then Main Receptionist in the new College Administration building next year.

Not all Education Assistants' roles in the College are finalised so they cannot be announced this evening. MTCC is blessed with many dedicated, talented and generous Education Assistants who are vital to the all-round growth and development of our students.

Throughout this year of course there's been significant Capital Development of Stage 3A – again creating its own challenges, which have each been met as they arose. Ready for the 2019 school year will be the new main Administration Building, and the northern Learning Block attached via the Occupies Stair space to the current Stage 3 Learning Block which our Yr 7s have been happily living in this year (since late February). The northernmost 2-storey building – our Learning Hub and Science block, will be ready for handover in March next year. Plans for Stage 4 Performing and Visual Arts Centre and additional classrooms to house a third stream of Junior School are underway.

It's hard work and abundant generosity of time and talents that has grown Mother Teresa Catholic College to what it is today. Tonight I sincerely thank you all. It's been customary for Board and P&F Executive members who are not continuing in their roles the following year to be acknowledged and thanked at this point in my report. However, the Board members whose two-year term has expired are standing for a further term of Board service this evening. And with regards to P&F Executive membership I have not received information as to which Executive members are not intending to re-nominate for 2019 – so there are no official farewells to Board and P&F Executive members this evening – at this stage of the meeting anyway! Thank you to our 2018 P&F Executive members – President **Demelza Pavletich**, Vice President **Sharon Roberts**, Secretary **Carly Kroczeck**, Treasurer **Patricia Hort** and P&F Representative this year on the College Board, **Kaelee Edwards**.

Thank you to **Fr Geoff** Parish Priest and Chaplain to the Junior School and to **Fr Daniel** Chaplain to Middle School – and to **Tara Massey**, Board Chair and all members of the Board. Thank you to our wonderful staff – our Core Leadership Team this year – Associate Principal **Anne Aquino**, Business Manager **Michelle Reed**, Middle School Learning Administrator **Alan Morrison** and Assistant Associate Principals **Alison Romagnolo** and **Aisling Keaney**. Class

and HomeRoom teachers, Specialist teachers, Education Assistants, and Ancillary staff. You are all so generous, dedicated and good at what you do for the children and families of MTCC.

I look forward to continuing to work in partnership with you all – priests, parents and staff – as we together continue to build our reputation as a College that is providing an outstanding Catholic education to the children in the broader Baldivis community.

“Not all of us can do great things, but we can do small things with great love.” Our journey together continues in the spirit of our patron Mother Teresa – “Strong in Faith and Love”.

And may our God continue to be blessing for each of us and for all of us together in the community of Mother Teresa Catholic College.