



Prendiville
CATHOLIC COLLEGE

Annual Report 2018



SERVE LEAD INSPIRE



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For a school to be Catholic, it must first be a good school. Otherwise it will be unable to fulfil its mission. With many other education traditions, the Catholic school's concept of education is the school must begin from the principle that its educational programme is intentionally directed to the growth of the whole person."

Bishop's mandate



Principal's Message

Dear members of the Prendiville Community,

It is with pleasure that I present to you the 2018 Annual Report.

This report provides commentary and evidence of what Prendiville Catholic College delivers. It highlights the achievement and resources of the College and shares the agenda that strives to continually progress the College:



In 2018 there has been continued focus in the following areas:

- Consolidation of our Senior School pathways.
- Review of our leadership structure to meet the needs of a growing College community in all areas of college life - pastoral, academic, spiritual, physical and cultural.
- Review of the Pastoral framework.
- Continued focus on improved student learning and achievement outcomes associated with WACE, Graduation and NAPLAN.
- Continued development of the College's Vision for Learning.
- Continued application of the CEWA Code of Conduct Policy.
- Implementation of Child Safety Curriculum and Child Safety Framework.
- Development of the College Strategic Plan 2019-2021.

This year as community, we have focused attention on SMILE through the following actions:

- **S** **Support each other**
- **M** **Motivate to excel**
- **I** **Involve yourself in College activities**
- **L** **Listen to learn**
- **E** **Engage and enjoy every moment**

Please enjoy reading this latest Annual Report.

For your children

Mr Mark Antulov
Principal



College Board Report

The Prendiville Board is responsible for the financial management, risk and governance of Prendiville Catholic College. The Board also plays a significant role in the strategic planning and capital development of the College and I am pleased to report that the College is in a sound financial position as at the end of 2018.

What a great year 2018 has been at Prendiville. My second year as Board Chair has been extremely enjoyable and made easy by a very committed Board, a strong partnership with Principal Mark Antulov and his leadership team, Business Manager Terry Raphael, and the teachers and staff at the College. I would also like to acknowledge the fantastic support provided by the P&F under the leadership of Denny Piovesan.

The Board has spent a considerable amount of time on the priorities identified: the formation of a risk assessment framework, policy overview, the Prendiville brand, the capital development plan and, of course, the financial position of the College. In recognition of these priorities we have developed a number of committees that will work with the Prendiville leadership Team to ensure that we meet our objectives. The new strategic plan will also encompass support from the establish committees.

During 2019, the CEO will be rolling out the new major software program “Leading Lights”. Stay tuned to hear about this very exciting development and how this software will help further bond the Board, the College, and beyond.

The Board would like to thank the teaching, administrative and all support staff for their outstanding commitment to the College and students.

We will continue to serve the College to ensure we obtain the best results for all.

To be part of the Prendiville family as both a parent and Board Chair is an honour and one I will continue to treasure.

Mr Kevin Peterson
College Board Chair



Prendiville Catholic College is a modern, progressive, co-educational, secondary Catholic College located in Ocean Reef. The College has outstanding facilities situated on a 10-hectare campus, including a state of the art Performing Arts Centre, large gymnasium, modern Library, Chapel and learning spaces. Enrolment from 2018 is expected to be 1120 students across Years 7-12.

The College has strong history of providing a contemporary, broad, quality education for students across a wide range of courses. We consider ourselves to be innovative in the use of technology and implementation of 21st Century pedagogy. All students make use of personal devices to access learning resources and follow course programmes.

We are committed to providing the best quality education for our students through employing highly motivated, committed, enthusiastic, creative and skilled staff, who are well resourced to cater for the complex and diverse needs of our students. Most teaching staff hold more than one tertiary qualification, with most holding a Bachelor degree or Graduate Diploma as their highest qualification. All staff participate in comprehensive professional learning experiences.

We choose to take an inclusive approach and not to specialise in any particular area, preferring to accommodate the strengths and interests of as many students as possible. Our programmes are broad and include Gifted and Talented and Vocational pathways, plus Literacy and Numeracy Support to cater for students' individual needs. An Education Support Centre for students with disabilities opened in 2011 and currently caters for approximately 55 students, including some with intensive support needs. We also operate a Learning Enhancement centre supporting students in numeracy and literacy.

The College's Pastoral Care structure is currently 'House' based. This structure will transition to a Year Group structure in 2019 maintaining a high level of personalised pastoral care being provided to students, complemented by a variety of inter-house and inter-school sporting and arts competitions. The College employs a nurse, chaplain, counsellor and psychologist as part of the Pastoral Care Team.



Our Name

Dr Redmond Prendiville was Archbishop of Perth from 1933 to 1968. During this period there was a remarkable growth of both Catholic primary and secondary education in Western Australia. Under his spiritual leadership, the opportunity of a Catholic education was made possible for the majority of Catholic families across the vast, lightly populated State. Archbishop Prendiville is fondly remembered for his pastoral concern for others.

In the spirit of Redmond Prendiville, our College is committed to provide holistic, rigorous and broad learning experiences in a contemporary Catholic environment. This educational experience will assist our students to achieve their greatest potential inspiring them to enrich their lives, contribute to their community and to flourish in a diverse and ever changing society. Ours is an education that inspires the desire to see more, know more and be more.





Students Reaching their Greatest Potential

We recognise each child is special and unique. We are committed to the personal excellence of each and every learner, regardless of their learning ability. We value diversity and the challenge to meet every child where they are at in their spiritual, emotional, physical and intellectual development. The College maintains a constant focus on providing the best support for every learner so they have every possible chance to excel personally. Our vision is therefore to help our students reach their greatest potential.

We take a holistic approach to the development of our students, combining excellence in teaching and learning with strong pastoral care in a Christian learning environment that is faithful to a Catholic heritage. Our College provides opportunities



for students to learn and grow in a variety of settings so that they may become active and productive participants in society.



Our students are encouraged to seek Christ in their personal and communal lives, to deepen their knowledge of the Catholic tradition, grow in their faith and seek opportunities to put their faith into action. We wish our students to live faith-filled and Christ-centred lives with compassion for others and a sense of social justice based on real world learning. We nurture our students to show mercy to others, promote justice and serve those in need as a demonstration of their Christian faith.



Our Purpose

Prendiville Catholic College is a contemporary Catholic secondary, co-educational College which provides a challenging education in an attractive environment. We will foster in young people the desire to know more, see more and “be” more. Our purpose or mission is to provide a holistic, rigorous and broad curriculum, driven by contemporary pedagogy delivered in a 21st Century Learning Environment that creates lifelong, independent learners with the ability to think critically.





Christus Pastor Meus – Christ is my Shepherd

The College motto, Christ is My Shepherd, reflects a strong emphasis on pastoral care, evidenced by feedback from students and parents that students feel happy and safe.

Christus In the Catholic school the message of Christ is central and the foundation of Catholic education.

Pastor Qualities such as love, trust, strength, security, compassion, friendship, warmth and acceptance are the type of qualities we aim to instil into our students.

Meus A focus on the good that is in each and every one of us which means we must be committed to the needs and care of each individual all of the time.

Our Beliefs

As a Catholic school we are established on these beliefs:

- Jesus Christ, as revealed in the Gospels, is our model for life
- Reflection and prayer are central to a Catholic life
- The family is the core unit in Christian community
- Parents are the first and foremost educators of children
- Each person is worthy of respect, trust and dignity
- Gifts and talents are developed for the service of others



Our Values

We encourage all members of the College community to uphold the following values:

- Taking pride in oneself, pride in the College and pride in the achievements of others
- Living with integrity
- Displaying a sense of justice and service towards others
- Respect, tolerance, acceptance, forgiveness and compassion for others
- Aspiring to personal excellence
- Contributing to the College community
- Diversity of gender, physical or mental ability, culture and background is a strength to be respected.

Each of our Houses has a specific value that it focuses on:

- **Brigid – Compassion:**

St. Brigid was a woman of rare ability, strength and kindness, was an early feminist and was known for her hospitality and her generosity to the poor.

- **Chisholm – Inclusion:**

Caroline Chisholm was a woman of vision, selflessness and perseverance who instilled in those around her a sense of equality, self-respect and generosity.

- **Francis – Stewardship:**

St. Francis of Assisi viewed all of God's creatures as his brothers and sisters; his story is one of humility, stewardship of the earth and demonstrating a preference for the poor and the sick.





- **McAuley – Service:**

Catherine McAuley founded the Sisters of Mercy to educate the poor, visit the sick and serve people in need; she had a close connection with the development of education in Western Australia and the provision of services for the needy.

- **McCormack — Courage**

Irene McCormack was an Australian member of the Sisters of St Joseph of the Sacred Heart and a popular teacher and Principal in Western Australia for 30 years. Irene became a missionary worker in Peru, showing bravery and courage as she continued her missionary work prior to her execution in Peru.

- **Romero – Liberation:**

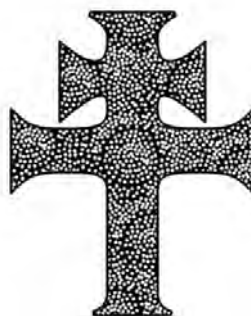
Bishop Oscar Romero spoke out against corruption, the lack of democracy and human rights violations in El Salvador.

- **Salvado – Outreach:**

Bishop Dom Salvado arrived in Australia with a vision to live and learn from the Indigenous people of the country at the same time as spreading the values of the Gospel.

- **Xavier — Justice**

Francis Xavier was the greatest Roman Catholic missionary of modern times and was instrumental in the establishment of Christianity in India and Japan. In 1542 he spent three years on the south eastern coast of India evangelizing and baptizing tens of thousands of people, always providing for the continuing pastoral care of the communities he founded. In 1927 he was named patron of all missions.





Our Crest

The Prendiville Catholic College Crest is inspired by the Christian symbol of the cross. The horizontal bar of the cross is represented by stylistic images of waves and the wind. The Crest highlights our spirituality is contemporary and is recognised in the awe and wonder of creation and the natural world. This contemporary design challenges our College to be adaptable, flexible and in tune with the signs of the times in all aspects of its education endeavour.





Prendivillan—Our Graduate Profile

The words SERVE, LEAD and INSPIRE are used to describe our graduate profile or what we refer to affectionately as being 'Prendivillian'. These qualities were chosen by our Class of 2015 students. In 2018 a 'Prendivillian' is described as someone who serves with pride, leads with confidence and inspires to impact others positively. They are people who display integrity, service and dependability.

SERVE LEAD INSPIRE





Strategic Directions 2015–2018

The document, 'Beyond 30' has highlighted The College's Strategic priorities for the period 2015-2018. This Strategic Plan is based around the strategic direction set by the Catholic Education Office of Western Australia (CEWA) for 2015-2018, which is encapsulated in the acronym **LEAD**. During the course of 2018 data was received to generate the College's new Strategic Plan for the plan 2019-2021. This plan will be released in March 2019.

Learning – Engagement – Accountability – Discipleship

The Strategic Plan also utilises the Quality Catholic Schooling (QCS) mandatory school review and improvement framework set by the CEWA. It describes the components that each Catholic school must incorporate into their strategic plan for each of the LEAD strategic directions. The following table summarises the College's Strategic Plan Beyond 30.

ENGAGEMENT IS ESSENTIAL	STRATEGIES
Engagement with the School Community <ul style="list-style-type: none">• Provide multiple opportunities for parents and alumni to be actively involved in College life	<ul style="list-style-type: none">• Board• P & F• Alumni• Volunteers• 30th celebrations - PLUNGE
Wider Community Partnerships <ul style="list-style-type: none">• Actively seek opportunities to enhance student learning and well-being through partnerships with the wider community	<ul style="list-style-type: none">• Professional• Sporting• Disabilities• Church• Universities• aCross the World project



ACCOUNTABILITY IS NOT OPTIONAL	STRATEGIES
Staff Wellbeing <ul style="list-style-type: none"> Foster a collegiate atmosphere amongst staff that contributes to their well-being 	<ul style="list-style-type: none"> Workload Wellbeing Policy Behaviour Affirmation Agreed norms
Pastoral Care of Students <ul style="list-style-type: none"> Ensure that all students achieve their best in a safe, nurturing diverse and healthy learning environment 	<ul style="list-style-type: none"> Transitions College Identity House Identity Health and well-being programmes
Financial and Facilities Management <ul style="list-style-type: none"> Responsibly manage College finances and facilities in line with CEWA policy 	<ul style="list-style-type: none"> Minor Capital Development Capital Development Plan Maintenance Additional Income

DISCIPLESHIP IS OUR CALLING	STRATEGIES
Systemic Evangelisation Planning <ul style="list-style-type: none"> Ensure an appropriate Evangelisation Plan and Staff Formation Plan is always in place, current and reflected in daily practices 	Catholic Liturgies Accreditation support program Religious Education 'Living the Vision' Faith, Story, Witness
Integrating Faith, Life and Culture <ul style="list-style-type: none"> Foster students who develop their values, life, culture and faith within a Catholic framework 	Christian Service Learning Immersion Programmes Incursions Aboriginal Education



Improvement Agenda

In 2018 a new Strategic Plan for the College was developed called **Strategic Directions 2019-2021**. The new plan to be released in March 2019 aligns with Catholic Education Commission of Western Australia strategic directions for the same period. The College's **2019 Annual School Improvement Plan (ASIP)** is derived from the overarching Strategic Plan.

In 2018 The **College Leadership Team (CLT)** took an ongoing responsibility to continue to review and evaluate progress against our strategic objectives and 2018 ASIP. Ongoing evaluation and monitoring involved:

- Analysis of WACE, ATAR and NAPLAN results
- Monitoring student attendance
- Monitoring planned and unplanned staff absences
- Input from previous School Climate Surveys
- Reviewing peer-based feedback from the Educator Impact programme
- Informal feedback from staff in Prendiville Pulse sessions
- Annual compliance audit of school policies
- Periodic review of ASIP progress by CLT
- Regular Board review of progress

In 2019, the Annual School Improvement Plan has the following as it's key focus areas:

- Religious Education across the Curriculum and Faith and Spiritual formation
- Vision for Learning and Innovative pathways to success
- Implementation of the new Pastoral framework and student voice
- Capital Development Planning and Community partnerships



The College Leadership Team continued to review its leadership structure and portfolios to ensure the needs of a growing College community and changes are met. At the end of 2018 the following key leadership portfolios and alignment resulted in the focus of leadership for 2019 to be:

- Staff, Innovation and Improvement
- Mission and Identity
- Diversity and Excellence
- Curriculum and Academic Standards
- Pastoral Care and Well Being Years 7—12
- Performance and Development
- Religious Education across the curriculum

Academic Standards and Student Outcomes

The **Deputy Principal - Curriculum and Academic Standards** has a distinct focus on using data to identify needs, improving instructional practices, and informing school-wide improvement activities. Data use has become common practice at Prendiville Catholic College to inform and support improvement in individual student achievement. In 2018, active conversations continued both within and across the Learning Areas about moderation processes, analysis and use of data to guide teaching and intervention practices.

Test data in areas such as literacy and numeracy are key elements in the review and improvement process. All staff have access to individual student NAPLAN reports. Teaching staff have been guided to utilise Appraise Reporting Online for the purpose of analysing NAPLAN Literacy and Numeracy data.

In 2018, the work of the **Student Awards and Recognition (StAR) Committee** continued to investigate further ways of increasing recognition of student achievement. A system of awards was consolidated to honour personal excellence and meritorious achievement by students in the categories of Academic, Cultural, Service and Sport. House points were also awarded for Certificates of Excellence and Merit earned during the year.

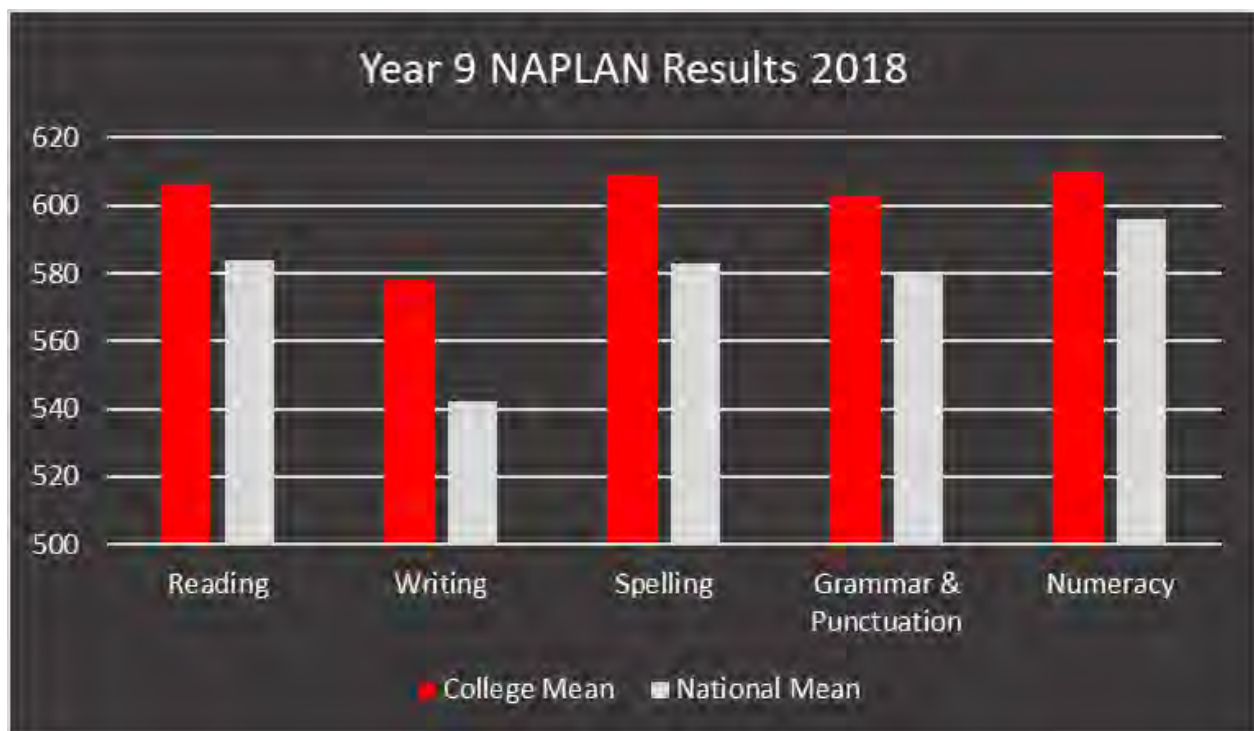
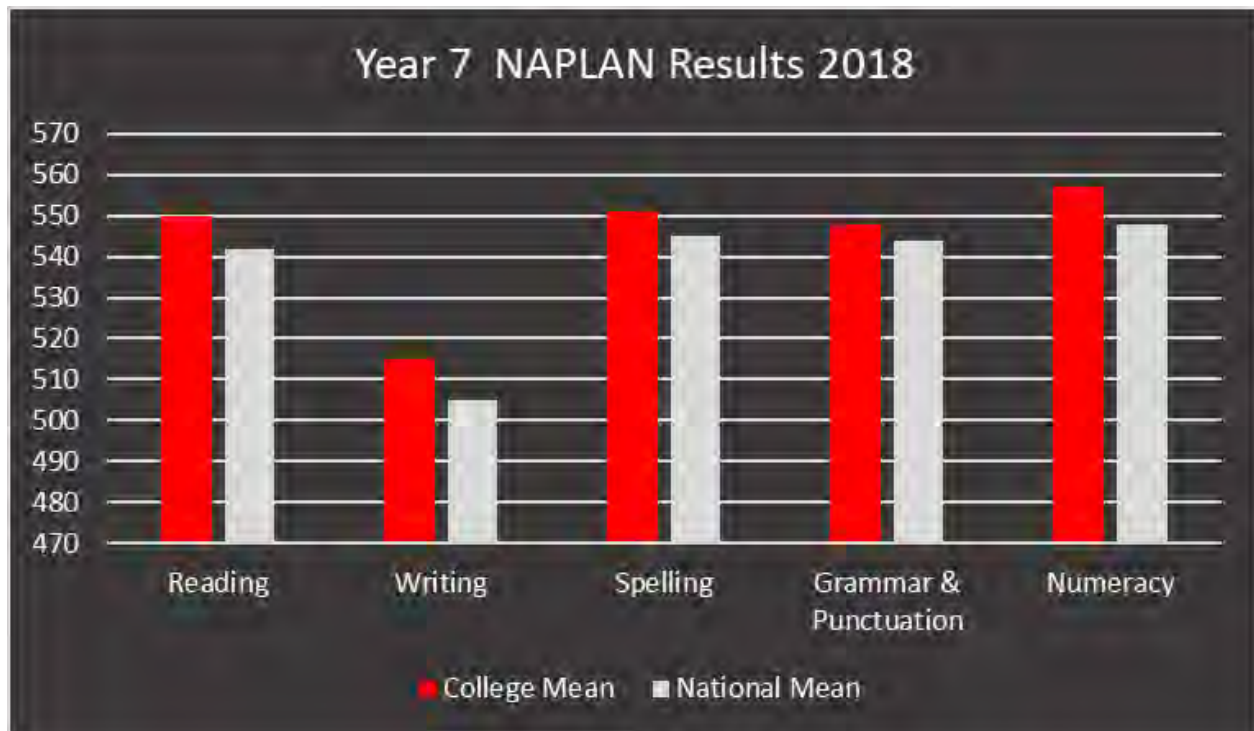


Year 7 and Year 9 NAPLAN Results

The following table provides the results from the compulsory NAPLAN tests for our Year 7 and Year 9 students over the last 3 years. Our NAPLAN results have been consistently above the national average in all categories. Nevertheless, we have increased our student support in the areas of numeracy and literacy.

NAPLAN Results	Year 7 (2016)	Year 9 (2016)	Year 7 (2017)	Year 9 (2017)	Year 7 (2018)	Year 9 (2018)
Reading	555 (541)	600 (581)	552 (544)	600 (581)	550 (542)	606 (584)
Writing	539 (515)	576 (548)	532 (513)	584 (552)	515 (505)	578 (542)
Spelling	553 (543)	598 (580)	552 (549)	598 (581)	551 (545)	609 (583)
Grammar & Punctuation	558 (540)	584 (570)	549 (542)	586 (574)	548 (544)	603 (580)
Numeracy	561 (550)	603 (589)	561 (553)	609 (592)	557 (548)	610 (596)







Year 12 WACE and ATAR Results

The College is committed to working with our students to achieve their greatest potential. We have set ourselves targets for our students and we are pleased to celebrate the benchmarks achieved and are proud to celebrate the 'Class of 2018' WACE results.

The 2018 WACE results are outstanding with continued significant improvement in all key performance areas and achievement across all aspects of WACE. In particular, we celebrate:

- The College graduation rate is our key priority and for 2018 it was 99.32%, up from 96.20% in 2017. Whilst we aim for 100 percent, WACE achievement is increasingly becoming more difficult with OLNA being a factor for some students.
- In 2018 the College VET competency completion rate increased and rose considerably to 98.7% up from 89.66% in 2017.
- Our median ATAR continued to improve with an overall student median ATAR of 84.6 for 2018.
- PCC Median ATAR was above the State Median of 81.8.
- PCC ranked 32nd in the state based on median ATAR (out of 186 schools)
- PCC was in the top 10 highest performing Catholic schools in the state (out of 35 schools) based on median ATAR and was in the top 4 co-educational Catholic schools.
- 2 students had an ATAR placing them in the top 10 percent of the state (96.4 and above)
- 100% of students who participated in the FLEXed Enterprise Pathway received WACE Graduation.



The following table shows our comparison with the past two years:

	2018	2017	2016
Number attaining an ATAR	88 (59%)	107	122
ATAR over 96	2 (2.3%)	8 (7%)	7 (5.7%)
ATAR over 90	25 (28.4%)	19 (18%)	22 (18.0%)
ATAR over 80	63 (71.6%)	58 (54%)	58 (47.5%)
ATAR over 70	77 (87.5%)	81 (75%)	87 (71.3%)
ATAR below 65	5 (4.5%)	15 (14%)	23 (18.9%)
ATAR below 55	2 (2.3%)	8 (7%)	5 (4.1%)
MEAN ATAR	82.96	78.20	77.38
MEDIAN ATAR	84.6	82.00	79.38

There is much evidence here to indicate we, as a College, continue to make significant progress with our results and standing as a College in our community. We wholeheartedly congratulate the students, their families, the teachers and all the people who have been involved in the students' education incorporating much more than just the formal academic curriculum of the past few years.

The results of 2018 show that our students are capable of great achievement. These results certainly reflect our strategies and bold goals set in "BEYOND 30" strategic directions related to student excellence and achievement.



Learning is what we do

In 2018, we also had a large number of high personal achievements. Below is a summary of the wonderful achievement of individual students.

Students achieving an ATAR above 90

Jaimee Adams	Molly Gerrans	Megan Ogle
Sofia Ampil	Chloe Grattan	Tessa Piovesan
Joseph Bell	Jacob Jarvis	Alicia Politi
Moritz Bergemann	Natalie Karow	Kristian Rados
Joshua Bowman	Emma Landrum	Yanik Schaub
Alana Celenza	Mark Laundry	Luke Schofield
Kye Chamberlain	Megan McGloin	James Wang
Gavin Day	Hamish McMillan	
Nikita Evans	Thomas O'Donnell	



The College also celebrates the following students SCSA Certificates of Distinction or Merit awarded to:

Certificates of Distinction

Moritz Bergemann

Chloe Grattan

Yanik Schaub

Certificate of Excellence (top 0.5% of candidates)

Mathematics Methods: Moritz Bergemann

Physical Education Studies: Thomas O'Donnell

Certificates of Merit

Jaimee Adams

Nikita Evans

Megan Ogle

Joseph Bell

Cristina Fernandes

Tessa Piovesan

Joshua Bowman

Molly Gerrans

Alicia Politi

Sophia Colbourne

Cate Graham

Kristian Rados

Alana Celenza

Jacob Jarvis

Jessica Vidot

Kye Chamberlain

Emma Landrum

Felipe Valsani

Gavin Day

Hamish McMillan



Course Performance Recognition

We are pleased to acknowledge that Prendiville had highest performing students in the following ATAR courses:

- Physical Education Studies
- Computer Science

The table below provides the detailed results for our graduating Year 12 students over the last 3 years.

Measure	2016	2017	2018
Students achieving a WACE	94%	96.20%	99.32
Median ATAR	79.3%	82.0%	84.6

WACE – Western Australia Certificate of Education; ATAR – Australian Tertiary Admission Rank



Year 12 Vocational Education and Training

The College also offers Vocational Education & Training (VET) to some students.

The following table lists the certificate courses offered.

Certificate Course	Year
BSB20115 Certificate II in Business - Flex	11/12
BSB20115 Certificate II in Business - General	11/12
BSB20115 Certificate II in Business - General	11
BSB30115 Certificate III in Business	12
SIS20115 Certificate II in Sport and Rec.	11
SIS20513 Certificate II in Sport Coaching	12
ICT20115 Certificate II in IDMT	11
CHC22015 Certificate II in Community Service	12
SIT20116 Certificate II Tourism	Y12
FSK20113 Certificate II in Skills for Work	10
CUA30715 Certificate III in Design - Flex	11/12
CUA31115 Certificate III in Visual Art	11
SIT20216 Certificate II in Hospitality	11
SIT20213 Certificate II in Hospitality	12
CUA20615 Certificate II in Music	10
CUA30915 Certificate III in Music	11/12



Post School Destinations

Around 80% of our students currently make applications to University and are therefore dependent on their ATAR and WACE results. Those students who chose to enrol in university courses over the last 3 years are shown below.

Destination	2016	2017	2018
Applications to University	116	107	85
Median Applicant ATAR	80.10	82.3	85.05
First Preference Offered	89	84	73
Total Offers	108	103	86
Number Enrolled	81	74	75
Number Deferred	11	14	6
Total Year 12 Students	156	159	151

Senior School Learning Pathways

In 2018, we continued rigorous subject counselling for Year 10 students to assist their choices moving into Year 11 and 12. All Year 10 students and their parents met with at least one of our counselling team.

The College continued its development of four **Senior School Learning Pathways** beyond Year 10 as part of our commitment to ensuring we provide the best pathway for students to achieve their greatest potential no matter their interests, abilities or goals in life.

In 2016, we introduced the concept of **Senior Learning Pathways** that are now unique to Prendiville Catholic College. These pathways recognise that students learn differently. Our development of alternative pathways beyond Year 10 is now consolidated with students choosing across all four pathways offered.

The College offers two University entry pathways. An **ATAR pathway** for those students choosing to use an ATAR score to gain entry to a University and our **LINKed pathway** for those students who aspire to enter university via alternative entry.

The College has two General Pathways that lead our students to TAFE, the workforce or University via alternative entry.



The **FlexED pathway** was introduced from 2016 and is focused around the enterprise theme of Design and Technology. This pathway is for students who are seeking to graduate from school with certified accreditation. It will provide them with a rigorous understanding of business and enterprise that can lead to employment, further study or even a practical trade.

The fourth College pathway is the **general pathway**, which provides students opportunities to complete certified courses, ONSITE work placement and future VET possibilities.

Our **Year 10 Curriculum** continues to develop to align to Year 11 offerings and enables students to begin consideration of pathways and also increase rigour across all courses offered.

The College takes an active role in mentoring students in career pathways in order to facilitate decisions about post school destinations, including taking a 'gap' year.

Individualised Learning

Prendiville Catholic College recognises each child is special and unique, and we are committed to the personal excellence of each and every learner. Our vision is therefore to provide an environment and culture that inspires all our students to reach their potential, regardless of their learning ability.

The **Director of Diversity and Excellence** is responsible for promoting the use of differentiated teaching, and ensuring that every student is engaged and learning successfully in all contexts. A range of students require significant adjustments to their learning through education support, learning enhancement, acceleration and functional support programmes.

Teachers support and monitor student progress through our process of developing Individual and Curriculum Adjustment Plans tailored towards achieving the best outcomes for all our learners. **Learning Enhancement** continues to grow through the provision of in class support, one to one support, small group support, and supervised extra test time for eligible students.

Learning Enhancement has been introduced to respond to our gifted and talented students. We continued to respond to student diversity by expanding our Diversity and Excellence Programmes. In 2017, we introduced the **Paideia programme** as a response to the diverse spectrum of academic ability in our Middle School students and we expect to expand its scope and reach over the coming years. The programme is designed to develop and encourage critical thinking, which will enhance the selected student's learning in a challenging and creative way.



School Attendance

One strategy to maximise student engagement and motivation is to closely monitor patterns of absenteeism. While non-attendance affects only a small minority of students (attendance rate has been greater than 92% over the last 3 years – see table below), the College actively addresses this. Where necessary, we proactively intervene through Pastoral Care Advisors in consultation with House Coordinators.

Year Group	2016	2017	2018
Year 7	94.2%	93.7%	94.3%
Year 8	91.4%	92.9%	92.4%
Year 9	93.2%	91.7%	92.8%
Year 10	91.0%	91.8%	92.2%
Year 11	92.9%	90.6%	92.2%
Year 12	93.2%	90.6%	93.2%
Overall Attendance	92.6%	92.3%	92.9%





College Staff

The College employed 93 staff in 2018. Most teaching staff hold more than one qualification. The following is a summary of the highest teaching qualification held by our teachers.

Qualification	2016	2017	2018
Certificates			
Diplomas	6	5	5
Bachelor Degrees	42	34	29
Graduate Diplomas	48	46	42
Masters	12	13	17
Total	108	98	93



The composition of our entire workforce was as follows:

Type of Staff	2016	2017	2018
Teaching Staff	115	98	93
FTE* Teaching Staff	99	89	85
Non-Teaching Staff	59	63	58
FTE* Non-Teaching Staff	45	47	45



Community Engagement

Prendiville Catholic College aims to provide multiple opportunities for parents to be actively involved in College life. The College has continued to meet its long-standing commitment to keep parents and the wider community informed of its progress.

In 2018 the College undertook the Diagnostic Inventory Survey Analysis (DISA) survey as part of its Vision for Learning process and also piloted the Catholic Education Western Australia climate surveys. General feedback from this data highlighted:

- There are high levels of satisfaction from Parents across all dimensions of the College
- School communications made people feel included
- Staff and students still felt they would like more input in shaping the College's vision
- Staff and Parents believe the staff hold high expectations for their students
- Staff feel they work in a collegial environment and students feel valued
- Students expressed a desire for a stronger student voice
- Parents believe the College encourages the students to care for others
- There is a strong culture of belonging
- The College offers a large range of pathway and a rich curriculum where technology enhances student learning
- All members of the community recognise the school's pleasant environment and resourcing.



College Board

Many parents volunteer their services to assist our College in a variety of ways, including membership of the Board. We thank the following people for their service on the Board in 2018.

Role	Name
Board Members	Kevin Peterson—Board Chair Mark Antulov—Principal Terry Raphael—Bursar Denny Piovesan Brooke McFarlane Craig McEvoy David Villa Stephen Harris Lisa Duffy Julie Foster Annette Ellerby Stephen Dargan Father Francis (St Simon Peter Parish) Father Cyprian (Whitfords Parish) Leishele Pearce—Secretary



Engagement is Essential

Parents and Friends

The College has a committed group of parents with a mission to promote community and partnership between the College and parents, e.g. by organising various family events and quiz nights, etc. The Parents and Friends (P&F) also raise significant amounts of money that they use to support the College through purchase of various items and projects.

We thank the following P&F representatives for their service to the College in 2018.

Role	Name
President	Denny Piovesan
Vice President	Joanne Lewis
Secretary	Yvonne Hawke
Treasurer	Samantha Bresciani
Committee Members	Julie Foster Samantha Lenaghan Stephanie Michielsen Annabelle Watson Candy McKnight Jackie Gill Mandy Brooks Lindy McQueen Natalie Calnon





Alumni and Community Engagement

Part of our Strategic Directions: Beyond 30 is a priority commitment to connect with our former students and form a strong Alumni Association that will involve former students in formal and informal activities related to College life. In 2018 the position of Alumni and Community Hub co-ordinator was created to provide a focus on the development of a Alumni model for the Prendiville context and continue the positive work of bringing the local community into our College through the use of multiple facilities.



Wider Community Engagement and Partnerships

Prendiville Catholic College aims to actively seek opportunities to enhance student learning and wellbeing through engagement and partnerships with the wider community. The highlights from 2018 were:

- Students attended the annual Mayoral Prayer Breakfast held at Joondalup Resort
- The College welcomed students from Sagami Japanese College. The students enjoyed a home stay experience with Prendiville families.
- Leeuwin Estate Winery supported our Flexed programme in 2018





Many community groups also utilised the Redmond Theatre during the year including:

- Momentum Dance Company
- Yirri Yaakin
- Ray Smith Super Talk
- Jazz Band Recordings
- Joondalup Arts Festival Activities
- The oval space has become a venue for two sport academies (cricket and soccer)
- Natasha Gansky Russian Theatre Group
- St Simon Peter Catholic Primary School Music Concert and Musical
- Tim-O Magic
- Wanneroo Senior High School Dance concert
- Belridge Secondary College Dance concert
- Erin Nash Ballet School
- Catherine Davey Dance Academy
- Perth Circus and Dance Academy
- Matt Hale—Fringe Festival

Accountability is not optional

Staff Engagement

Prendiville Catholic College aims to foster a culture of cooperation, trust and mutual respect amongst staff, whereby all individuals are treated with dignity and can work at their optimum level. Staff are encouraged to provide feedback on all aspects of College life, are actively involved in making decisions that affect them and setting the future direction of the College.

The Principal continued to foster regular staff feedback sessions (**The Pulse**) to allow staff a direct voice with him and he communicates weekly with all staff via his newsletter '**Ocean Views**'.

Prendiville aims to be a welcoming workplace free from bullying, harassment, victimization and discrimination. In order to deal with any incidents that do occur, in 2017 we appointed and trained four new **Contact Officers** who are volunteers from amongst the staff.

The Counselling Team also continues to lead staff through the **PERMAH model of wellbeing** via a series of weekly articles in Ocean Views.

Staff Recognition

The College annually recognises staff who serve the College for 5, 10, 15 and 20 years with an Honour Board for those who serve for 20 years or more. At the end of 2018, Mrs Margaret Tavelli was recognised for her 20 years of service. Mrs Kaye Thayer was recognised for her 25 years of service and Mrs Fiona Owen was recognised for her 30 years of to the College.

5 Years	10 Years	15 Years	20 Years	25 Years	30 Years
Yvonne Burton	Stephanie Davies	Sharon Murphy	Margaret Tavelli	Kaye Thayer	Fiona Owen
Chris Greenwood	Karen Peters	Stacey Walker			
Abdalla Mackedy					
Louise Monaghan					
Ciara O'Gorman					
Krystal Skelin					
Jason Todd					
Boston Williamson					



Staff Retirement

We acknowledge the following staff who retired from the College in 2018:

Stephen Blaney retired after 30 years service as a teacher at the College. Stephen (whose real name is actually James) has been a compassionate, caring and faith filled teacher at the College. He has witnessed the College grow over time from the foundation years to now. His gentle nature and sincere care for students are hallmarks of his character.

Greg Hunt's contribution to the College also spanned nearly 30 years of service to the College. He and Stephen Blaney pioneered the early years at Prendiville to ensure that the College had a strong foundation for an exciting future.



Marie Graystone retired after seven years as the College Receptionist. Marie had been the first face for visitors at our College. Her patience, commitment, smile and dedication have made her the ideal College receptionist. Marie is loved by everyone and will be sadly missed by all. Marie and Grace have been a great partnership ensuring that the first contacts with the College are provided with efficient service always accompanied by a charming smile.

Heather Downsborough also retired at the end of term. Heather has had a very long career in Catholic Education primarily in Finance roles. For the past seven years she was the College Executive Assistant to the Principal. Heather is respected by everyone for her authentic care and concern she displays to all. She always prides herself on serving others in our community and never put herself first. She has an amazing internal wisdom and has played a major role in supporting the Principal, College Leadership Team and College Board.



Accountability is not optional

Pastoral Care of Students

Prendiville Catholic College community is welcoming, happy, busy, vibrant, connected, caring, safe and Christ-centred. All students are well known and cared for through our pastoral care system. Our students, staff and parents interact in a respectful way with each other that is indicative of a healthy school culture. We uphold Catholic values, embrace diversity and create opportunities for all members of our community to thrive and grow.

In 2018 the College cares for students through a vertical, House-based pastoral care system. Each of the six Houses were divided into eight **Pastoral Care Groups** (PCGs) which are led by a Pastoral Care Advisor (PCA). Each House Coordinator oversees the smooth running of their House and the pastoral care of students within it. House Coordinators liaise closely with the counselling team who and refer students to them who present with social, emotional or behavioural problems that impact upon their wellbeing and require further support.

The key focus area in 2018 was a review of the College's Pastoral framework and structure. The result in work will result in the College transitioning into a year group structure and the introduction of 2 new houses for 2019.

Child Protection

Prendiville Catholic College operates within the framework of the Catholic Education Commission and is bound to adhere to legislative requirements of State and Federal Governments. Pastoral Care policies and practices adhere to all these obligations.

We regard Child Protection as our Prime Directive

In 2017, CEWA developed a new **Code of Conduct Policy** to further protect our students, which will be rolled out at all Catholic Colleges from 2017. The College complies with this directive through new policies and procedures, mandatory compliance training and mandatory reporting. In 2018, the College implemented its child safe curriculum.





Accountability is not optional

Financial and Facilities Management

Prendiville Catholic College aims to responsibly manage College finances and facilities in line with CEWA policy.

The College Board is responsible for planning for Prendiville Catholic College and thus for ensuring that CEWA and Government requirements are met.

Prendiville Catholic College is blessed with state of the art facilities on an extensive campus located near the Pacific Ocean. Part of our collective responsibility is to be wise stewards of these facilities. We continue to renovate and upgrade our campus to enhance our teaching and learning experiences. We are in the process of progressively creating more alternative learning spaces (such as breakout areas, discussion and collaboration areas, and modern classrooms). In 2018 we utilised the benefits of the refurbished former P BLOCK into the GATEWAY. This complex now provides an independent learning area, learning enhancement classrooms, onsite gallery and FLEXed classrooms.

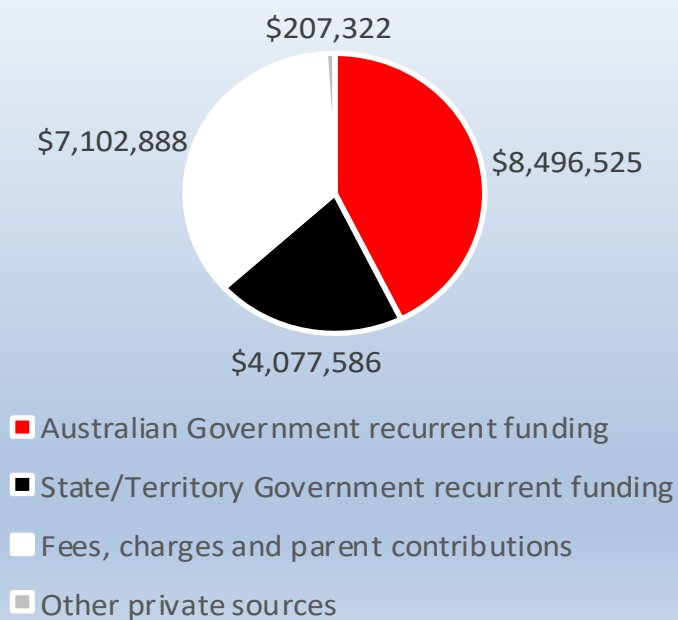
School Income

School income as shown below is broken down by funding source by the Federal Government and placed on the ACARA website [<http://www.myschool.edu.au>]. The data has also been presented per student (in 2017, there were 1,097 students enrolled at Prendiville Catholic College).

Net Recurrent Income 2018	\$ Total	\$ Per Student	% of Total
Australian Government recurrent funding	\$8,496,525	\$7,745	42.7%
State/Territory Government recurrent funding	\$4,077,586	\$3,717	20.5%
Fees, charges and parent contributions	\$7,102,888	\$6,475	35.7%
Other private sources	\$207,322	\$189	1.0%
Total Gross Income	\$19,884,321	\$18,126	100.0%
Less Deductions	\$1,505,557	\$1,372	8%
Total Net Income	\$18,378,764	\$16,754	92%



Gross Income



Notes:

1. In 2018, the State Government increased State Grant funding to Prendiville by 0.8% for Years 11&12 and 1.5% for Years 7 -10.
2. The Catholic Education Commission indexed the Australian Government Grant by 1%.
3. The College Board has worked diligently to provide an outstanding educational service with
4. minimal fee increases to Parents.
5. In 2018, tuition fees increased on average of 2.5% across all year levels. This increase fell well below the maximum fee increases recommended by CEWA.

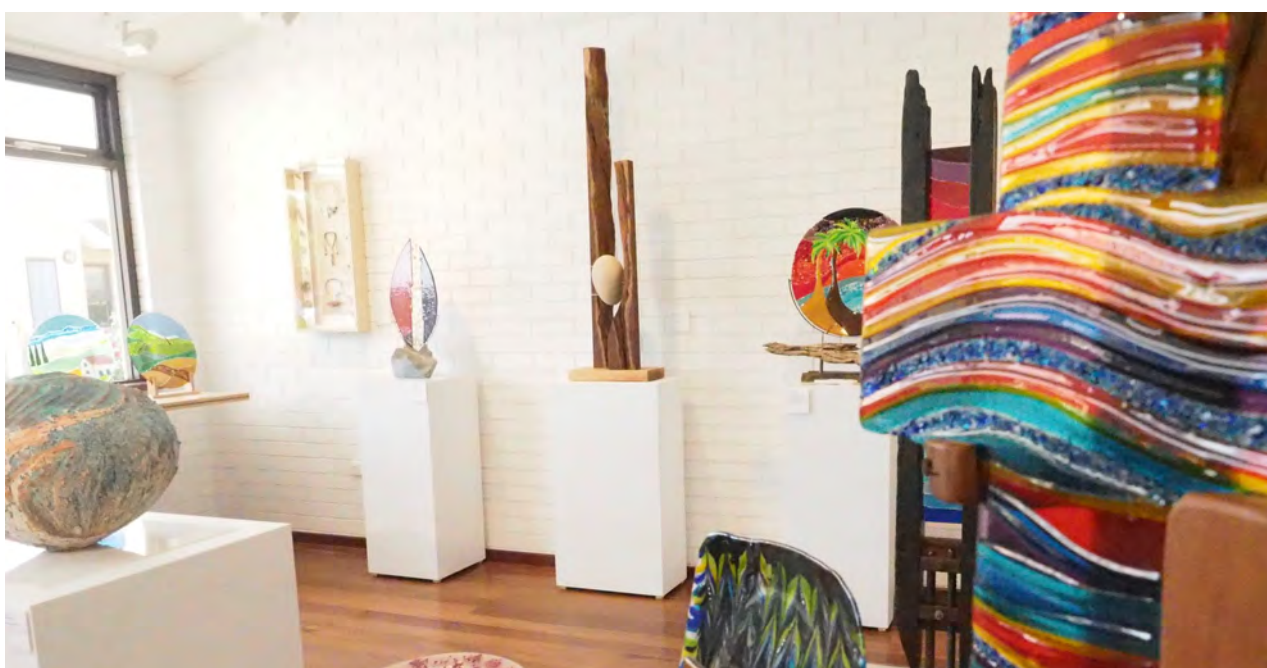


Accountability is not optional

Capital Expenditure

In 2017 the College, renovated the former P Block area and created the Gateway Centre. This area was built to accommodate the new College Pathway of FLEXed and provide a large collaborative working space and learning support centre. This project was built in line with the approved College Capital Development Plan. A loan through the CDF of \$900,000 was established to complete the project.

Capital Expenditure 2017	\$ Total	\$ Per Student	% of Total
Australian Government capital expenditure	\$2,007	\$1.82	0.13%
State/Territory Government capital expenditure	\$0	0	0
New school loans	\$1,080,000	\$984	63.47%
Income allocated to current capital projects	\$478,835	\$436	28.14%
Other	\$140,620	\$128	8.26%
Total Capital Expenditure	\$1,701,462	\$565	





We also completed the first stage in naming of our buildings and spaces in line with our Catholic heritage. The following names have now been endorsed:

1. Brosna Village
2. Kepler Science Discovery Centre
3. Keller Tech Hub
4. MICAH Humanities Centre -
5. Infinity Maths Centre
6. MAGIS English Centre
7. Prendiville Gymnasium
8. Peter Batty Sports Fields - Priddis Oval - Hussey Oval
9. Good Shepherd Chapel
10. MacKillop Library
11. UBUNTU Centre
12. Endeavour Centre
13. GATEWAY - Gifted and Talented and alternative pathways
14. TIDE - Technology, Innovation, Design and Enterprise
15. Prendiville Performing Arts Centre
16. Prendiville Gallery
17. Dante's Corner



Discipleship is our Calling

Evangelisation Planning

Prendiville Catholic College aspires to be one of the leading schools in WA for Religious Education (RE). The **Director of Mission and Identity** and **Head of Religious Education and Leader of Liturgy** ensures the school always maintains a focus on its mission as underpinned by the Bishops of Western Australia's mandate by providing the best possible RE Teaching, meaningful and engaging Liturgies, a thriving Christian Service Learning programme which provides opportunity to show faith in action, and a Retreat programme that is age and year appropriate for students.

In 2018, all staff that commenced employment at the College, or had not completed the **Faith, Story and Witness Programme** previously were required to do so. Faith Story and Witness assists in integrating staff into the school and highlights:

- The faith story of the school in which the staff work
- The role staff have as witnesses of evangelisation
- The Catholic nature of the school curriculum

All staff participated in a day of Faith Formation with Father Richard Leonard sj. Father Richard also facilitated a session on prayer with early career teachers.

Catholic Faith, Life and Culture

Prendiville Catholic College places a high priority on discipleship ensuring that students understand what is involved in integrating faith with life and faith with culture, which will help students develop a Gospel vision for Australian society. The College presents Jesus as the model for how to live a truly human life, and promote the good and unity in society (from Bishop's Mandate).

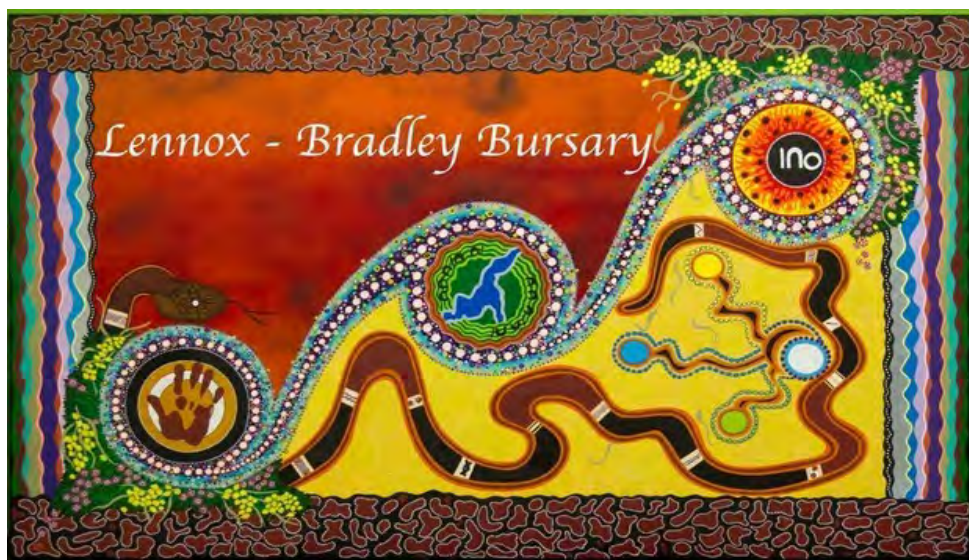
Through the College's **Christian Service Learning** programme students come to realise that we are all a part of a global community and that if we all help one another we all benefit. This year, we introduced a **Young Christian Students** (YCS) group at Prendiville for students within the College who are interested in Social Justice. YCS is a group run by students for students with the



help of a teacher leader whose motto is 'See, Judge, Act'.

One of our strategies in our Strategic Directions: Beyond 30 is to improve our **Aboriginal Education Programme** in line with CEWA policy that creates an understanding and appreciation of Aboriginal and Torres Strait Islander (ATSI) people, their histories, values, languages and cultures. This year, the College continued work in this area which included:

- Introduction of Aboriginal Bursaries
- Conducting of two staff and student immersions
- Commitment to the goals and aims of the CEWA Transforming Lives policy 2025
- The Stations of the Cross project
- Hosting Transforming Lives Education Officer at Prendiville Catholic College
- Conducting various Aboriginal community groups and ATA meetings at the College
- The naming of the Professor Hannah McGlade Learning centre as part of the Mica Humanities centre
- Student participation in Aboriginal Cultural Smoking Ceremony
- Whadjuk/Balladong Elder - Welcome to Country Protocols, Student, staff and parent participation.
- Hosted students from Edmund Rice College Bindoon and Clontarf Aboriginal College for collaborative student activities.
- The College now has two Aboriginal Board Members





Redmond Prendiville Award



The words Lead, Serve, Inspire are used to describe our graduate profile or what we refer to affectionately as being 'Prendivillian'. A 'Prendivillian' is described as someone who serves with pride, leads with confidence and inspires to impact others positively. They are people who display integrity, service and dependability. Each Prendivillian enriches the lives of others and inspire our community in a positive way seeking personal excellence across the physical, spiritual, cultural and academic aspects of College life. The Redmond Prendiville Award is the College's highest honour and recognises the student or students who have displayed exemplary Prendivillian qualities. This year we congratulate our Redmond Prendiville award winner Tyrah Spencer.

Dux

Congratulations to Moritz Bergemann, our Academic Dux. Proxime Accessit (Runner Up Dux) was Kristian Rados and Lydia Baker was our number one VET student. These are the highest academic honours we recognise at the College and these winners are held in the highest esteem.



Spirit of Prendiville Award Winners

- | | | |
|--------------------|--------------------|--------------------|
| • Alana Celenza | • Jessica Mullen | • Tyrah Spencer |
| • Sophia Colbourne | • Thomas Norman | • Ella-Rae Studman |
| • Gavin Day | • Taj O'Hayon | • Brooke Tkachenko |
| • Molly Gerrans | • Thomas O'Donnell | |
| • Grace Moran | • Tessa Piovesan | |

Head Boy and Head Girl

Dylan Holden and Tyrah Spencer



SUPPORT EACH OTHER

MOTIVATE TO EXCEL

INVOLVE YOURSELF IN
COLLEGE ACTIVITIES

LISTEN TO LEARN

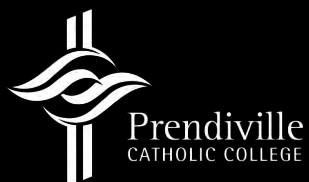
ENGAGE & ENJOY
EVERY MOMENT

SMILE



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