

SERVE LEAD INSPIRE

Prendiville
CATHOLIC COLLEGE



ANNUAL REPORT 2019

CONTENTS



PRENDIVILLE CATHOLIC COLLEGE ANNUAL REPORT 2019

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

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www.prendiville.wa.edu.au





MARK ANTULOV | PRINCIPAL

Dear members of the Prendiville Community,

It is with pleasure that I present to you the 2019 Annual Report.

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

In 2019 there has been focus on the following College strategies:

- Continued development and consolidation of our Senior School pathways
- Continued focus on improved student learning and achievement outcomes associated with WACE and Graduation.
- Continued development of the College's Vision for Learning.
- Implementation of the CEWA Code of Conduct policy.
- Implementation of the Child Safety Curriculum and Child Safety Framework now known as the Prendivillian Way.

This year as a community, we have focused attention on the word LIFE, through the following actions:

1. Love learning, living and one another
2. Include others leaving no one out
3. Foster friendship and faith
4. Encourage and enjoy the success of others

Please enjoy reading the latest Annual Report.

For your children | **Mark Antulov** | College Principal

SERVE LEAD INSPIRE





1. Contextual Information

Prendiville Catholic College is a contemporary co-educational, Catholic secondary College located in Ocean Reef. Our aim is to provide a challenging education in an attractive environment for students from Year 7 – 12.

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. In 2019, our enrolment of students was 1119.

The College has a strong history of providing a contemporary, broad, quality education for students across a wide range of curricular and co-curricular activities. 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.

The College offers Aboriginal students the opportunity to apply for the Lennox-Bradley Bursary.

Our Education Support Centre assists students with disabilities and currently caters for approximately 55 students, including some with intensive support needs. We also operate a Learning Enhancement centre, supporting students in literacy and numeracy.

Our 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.

Please visit our school website www.prendiville.wa.edu.au.



Our Name

Dr Redmond Prendiville was Archbishop of Perth from 1933 to 1968. During this period there was a remarkable growth of Catholic primary and secondary education in Western Australia.

Under his spiritual leadership, 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 learning environment.

This education will assist our students to achieve their greatest potential inspiring them to enrich their lives, contribute to 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.

Our Vision | STUDENTS REACHING THEIR GREATEST POTENTIAL | 2019

We recognise each child is unique and we are committed to the personal excellence of each and every learner, regardless of their learning ability. The College always maintains a focus on providing the best support for the intellectual development of every learner. This provides all students the opportunity to excel personally. Our vision, is therefore, to help our students reach their 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. We foster in our young people

the desire to know more, see more and do more in line with our Catholic values. 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.

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.

College Facts

| | |
|---------------------------------|------------|
| School sector | Catholic |
| School type | Secondary |
| Year group range | 7 - 12 |
| 2019 total enrolments | 1119 |
| Girls | 566 |
| Boys | 553 |
| Full-time equivalent enrolments | 1119 |
| Indigenous students | 7 |
| Location | Ocean Reef |

Our Motto

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 College 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



Prendiville
CATHOLIC COLLEGE



Yirri Yaarkin
PRENDIVILLE CATHOLIC COLLEGE

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 blue colour reflects the coastal location of the College whilst the maroon shades reference the colour red, which is a significant aspect of our College identity.

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.



Alumni

Part of our Strategic Directions: #Community 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 2019 the Alumni and Community Hub co-ordinator provided a focus on our Alumni model for the College and continues the positive work of bringing the local community into our College, through the use of multiple facilities.

In 2019, the College's Pastoral Care system transitioned to a year group structure, 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 this team..

Our eight Houses are named after a chosen House Patron and are signed a specific value:



PATRON | St Brigid of Kildare
VALUE | Compassion
COLOUR | White
MASCOT | Polar Bear
CAPTAINS 2019
 Rachel Noris
 Mark Cooper
HOUSE LEADER 2019
 Nathan Pereira



PATRON | Caroline Chisholm
VALUE | Inclusion
COLOUR | Gold
MASCOT | Sulfer Crested Bird
CAPTAINS 2019
 Jessica Marchesani
 Branden Greipel
HOUSE LEADER 2019
 Kate Raphael



PATRON | St Francis of Assisi
VALUE | Stewardship
COLOUR | Green
MASCOT | Wolf
CAPTAINS 2019
 Sienna Mackay
 Brandon Malicia
HOUSE LEADER 2019
 Jeremy Broderick



PATRON | Catherine McAuley
VALUE | Service
COLOUR | Blue
MASCOT | Shark
CAPTAINS 2019
 Chloe Manning
 Benjamin Hillen
HOUSE LEADER 2019
 Leigh Barber



PATRON | Irene McCormack
VALUE | Courage
COLOUR | Orange
MASCOT | Lion
CAPTAINS 2019
 Kate Avery
 Dean Ferro
HOUSE LEADER 2019
 Ryan Lockyer



PATRON | St Oscar Romero
VALUE | Liberation
COLOUR | Red
MASCOT | Hero
CAPTAINS 2019
 Chloe Duncan
 Steven Miranda
HOUSE LEADER 2019
 Paige Warner



PATRON | Bishop Dom Salvado
VALUE | Outreach
COLOUR | Purple
MASCOT | Swan
CAPTAINS 2019
 Jade McManus
 Bailey Cheshire
HOUSE LEADER 2019
 Boston Williamson



PATRON | St Francis Xavier
VALUE | Justice
COLOUR | Black
MASCOT | Dragon
CAPTAINS 2019
 Darcey Brooks
 Ethan Sewell
HOUSE LEADER 2019
 Patrick Devlin



College Board Chair Report

The Prendiville Board is responsible for the financial management and the risk and governance of Prendiville Catholic College. The Board also plays a significant role in the strategic planning and capital development of the College. I am pleased to report that the College is in a sound financial position as at the end of 2019.

What a great year 2019 has been at Prendiville. My third 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 completion 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 is now in force.

One of the highlights of the year was the planning and finance of the refurbishment and the new developments that are either currently underway or will commence very soon. These initiatives will truly be amazing and will support our objective of placing Prendiville at the front of mind as a preferred College of choice in future years.

Academic success has been well documented and having the environment that will support and enhance this is undeniably beneficial. I always take great comfort in seeing our students blossom and succeed at Prendiville.

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

2. Teacher Standards and Qualifications

In 2019, the College employed 89 staff. 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.

Majority of teaching staff hold more than one tertiary qualification, with most holding a Bachelor's degree or Graduate diploma as their highest qualification. All staff participate in comprehensive professional learning experiences.

The following is a summary of the highest teaching qualification held by our teachers in 2019.

| QUALIFICATION | 2019 |
|--------------------|------|
| Certificates | N/A |
| Diplomas | 5 |
| Bachelor's degrees | 29 |
| Graduate Diplomas | 39 |
| Masters | 16 |
| Total | 89 |

3. Workforce Composition

The composition of our entire workforce in 2019 was as follows:

| TYPE OF STAFF | MALE | FEMALE | TOTAL |
|-------------------------|------|--------|-------|
| Teaching Staff | 39 | 50 | 89 |
| FTE* Teaching Staff | 36 | 47 | 83 |
| Non-Teaching Staff | 17 | 43 | 60 |
| FTE* Non-Teaching Staff | 15 | 30 | 45 |
| Indigenous staff | 0 | 1 | 1 |

4. Student 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 90% over the last 2 years – see table right), the College actively addresses this.

Where necessary, we proactively intervene through Home Room Teachers in consultation with Heads of Year.

| YEAR GROUP | 2018 | 2019 |
|--------------------|-------|-------|
| Year 7 | 94.3% | 94.1% |
| Year 8 | 92.4% | 92.5% |
| Year 9 | 92.8% | 92.0% |
| Year 10 | 92.2% | 93.6% |
| Year 11 | 92.2% | 92.4% |
| Year 12 | 93.2% | 91.2% |
| Overall Attendance | 92.9% | 92.6% |

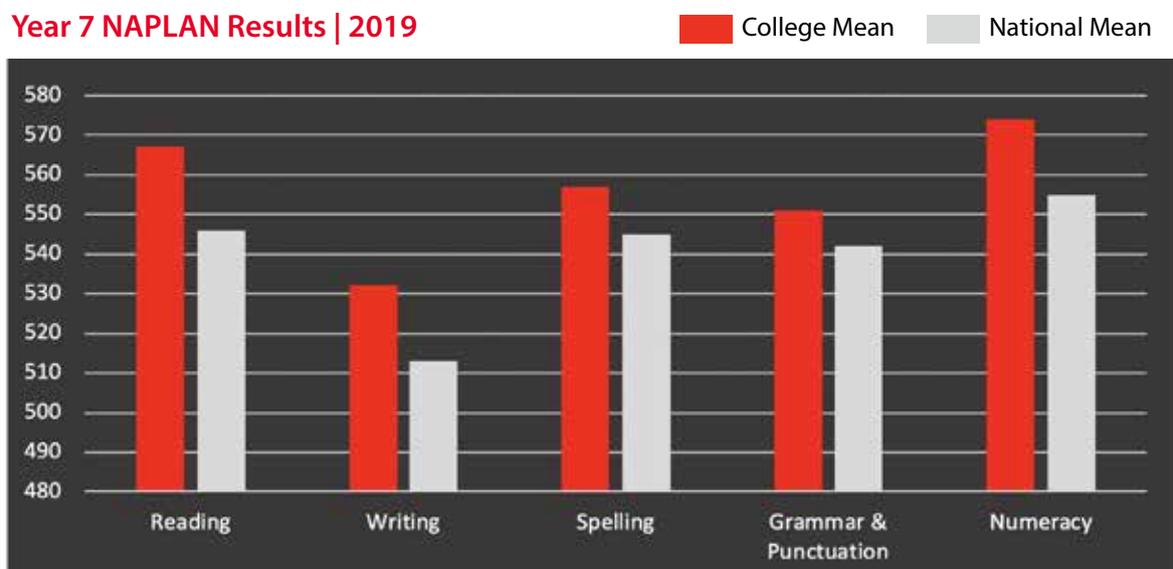
5. NAPLAN Information for 2019

The following table provides the results from the compulsory NAPLAN tests for our Year 7 and Year 9 students over the last 2 years.

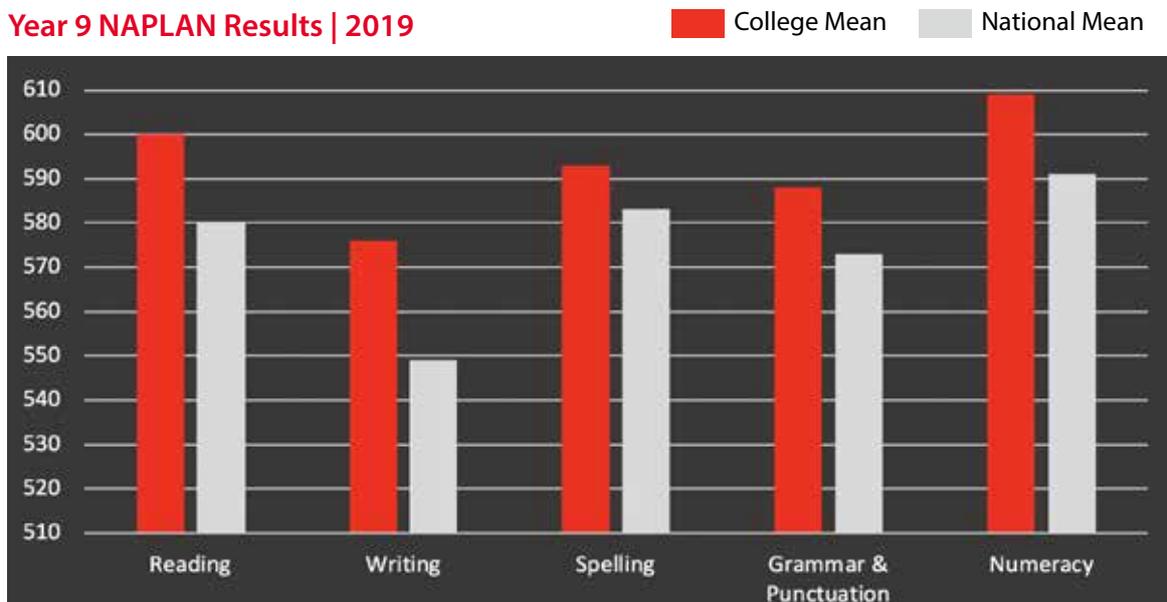
Our results have been consistently above the national average in all categories. Still, we have increased our student support in the areas of numeracy and literacy.

| NAPLAN Results | YEAR 7 2018 | YEAR 9 2018 | YEAR 7 2019 | YEAR 9 2019 |
|-----------------------|-------------|-------------|-------------|-------------|
| Reading | 550 (542) | 606 (584) | 567 (546) | 600 (580) |
| Writing | 515 (505) | 578 (542) | 532 (513) | 576 (549) |
| Spelling | 551 (545) | 609 (583) | 557 (545) | 593 (583) |
| Grammar & Punctuation | 548 (544) | 603 (580) | 551 (542) | 588 (573) |
| Numeracy | 557 (548) | 610 (596) | 574 (555) | 609 (591) |

Year 7 NAPLAN Results | 2019



Year 9 NAPLAN Results | 2019





6. Parent, Student and Teacher Satisfaction

PARENTS | Prendiville Catholic College uses several different sources to communicate with parents. The College website and newsletter are important modes of communication with our families and the broader community. In addition, there is constant communication between the College and families using SEQTA, email, phone and one on one personal conversations.

Student Academic Reports are produced for parents/guardians to access via SEQTA at the end of each semester.

Parent Teacher Evenings are held twice per the year, allowing parents/guardians to meet with individual teachers.

The College uses SEQTA as a medium through which teachers, parents and students can communicate. Information regarding attendance, behaviour and academic performance can be accessed through SEQTA.

STUDENTS | From the start of a student's education at Prendiville Catholic College, students are offered opportunities to experience and explore the many facets of leadership. Student leadership at Prendiville aims to allow student voice and inclusive practice.

These student leaders work closely with, and for the school community encouraging an ethos of service and commitment. They help to create an atmosphere that supports, promotes and seeks opportunities to learn about the many ways individuals and groups can and do create change, inspire action and represent ideas and opinions.

By using this approach, we strive to teach and embody the pattern of servant-leadership exemplified by Jesus Christ. Jesus explained to His followers that their practice of leadership was to be distinctly different to the self-seeking, self-serving and domineering style of leadership often found in the world: "Whoever would be first among you must be servant of all" (Mk 10:42-44; Mt 20:25-28).

By serving others, students not only develop their own leadership but also show others how to lead. At Prendiville Catholic College, students in years 7 – 10 have the opportunity to apply for House Councillor positions.

These students said they enjoyed meeting regularly, as it gave them confidence working as a group and were encouraged in having a student voice amongst their peers.

Students in Year 11 are encouraged to apply for the following positions for their final year at the College:

- Head Boy/Girl
- Ministry, Academic,
- Arts and Sports Captaincy
- House Captains (8 Houses)

Our senior students appointed, said they felt privileged to have been voted for these positions by their peers and enjoyed having the ability to help develop leadership skills and potential with our younger students and enjoyed being part of the Prendivillian leadership team.



STAFF | 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 continues to foster regular staff feedback sessions (the Pulse) to allow staff a direct voice with him. Our College Principal 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 2019, Mrs Lynn Vroombout and Ms Diana Pease were recognised for their 20 years of service and Mrs Fiona Owen was recognised for 30 years of service to the College.

The following table represents staff service at the College:

| YEARS OF SERVICE | STAFF |
|------------------|-------|
| 5 Years | 15 |
| 10 Years | 11 |
| 15 Years | 6 |
| 20 Years | 2 |
| 25 Years | - |
| 30 Years | 1 |

7. School Income

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

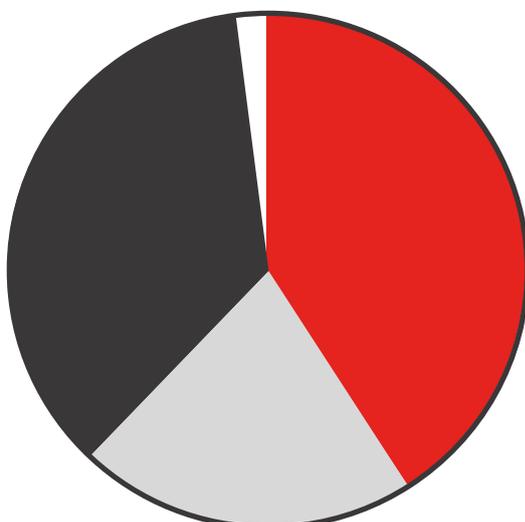
The College Board is responsible for planning for Prendiville Catholic College and thus for ensuring that CEWA and Government requirements are met. Prendiville Catholic College is blessed with state of the art facilities on an extensive campus located near the Pacific Ocean. Part of our collective responsibility 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).

School income is broken down by funding source by the Federal Government. Please refer to the ACARA website <http://www.myschool.edu.au>

| School Net recurrent income 2018 | \$ Total | \$ per student |
|--|---------------------|-----------------|
| Australian government recurrent funding | 7,970,245 | 7,339 |
| State/territory government recurring funding | 4,052,062 | 3,731 |
| Fees, charges and parent contributions | 7,131,375 | 6,567 |
| Other private sources | 418,697 | 386 |
| Total gross income | \$19,572,379 | \$18,022 |
| Less deductions | 1,411,412 | 1,300 |
| Total net recurrent income | \$18,160,967 | \$16,723 |

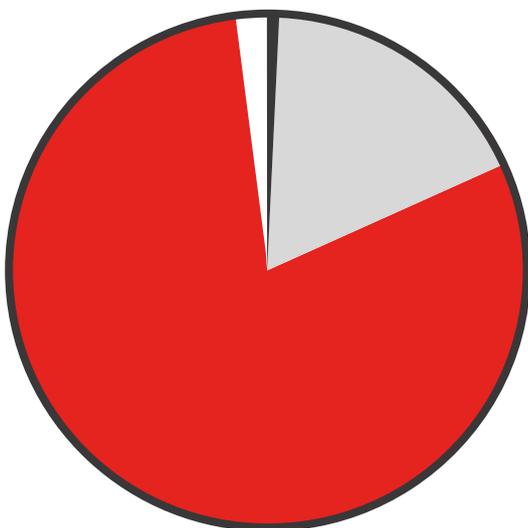
Total Gross Income



- Australian government recurrent funding
- State/territory government recurring funding
- Fees, charges and parent contributions
- Other private sources

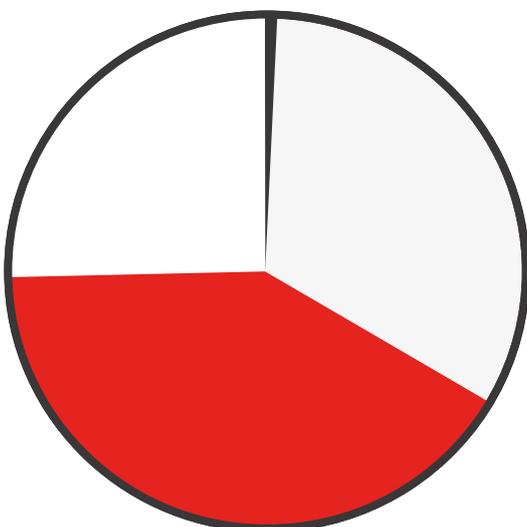
| Capital expenditure | 2018 | 2019 |
|--|------------------|--------------------|
| Australian government capital expenditure | 2,137 | 6,207 |
| State/territory government capital expenditure | 0 | 0 |
| New school loans | 120,000 | 1,200,200 |
| Income allocated to current capital projects | 535,690 | 1,474,342 |
| Other | 11,883 | 917,994 |
| Total capital expenditure | \$669,710 | \$3,598,543 |

Total Capital Expenditure



- Australian government capital expenditure
- State/territory government capital expenditure
- New school loans
- Income allocated to current capital projects
- Other

Total Capital Expenditure Accumulated



- Australian government capital expenditure
- State/territory government capital expenditure
- New school loans
- Income allocated to current capital projects
- Other



8. Senior Secondary Outcomes

YEAR 12 WACE & 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 2019' WACE results.

The 2019 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 2019 it was 97.8%. Whilst we aim for 100 percent, WACE achievement is increasingly becoming more difficult with OLNAs being a factor for some students.

- In 2019 the College VET competency completion rate was 97.9%.
- The College WACE Achievement for 2019 was 97.9%.
- Our median ATAR for 2019 was 81.8 (above the state median of 81.05).
- PCC ranked 46th in the state, out of 189 schools, based on median ATAR.
- PCC ranked in the top 10 Co-educational Catholic schools.
- One student 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.

ACADEMIC STANDARDS & 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 2019, 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 2019, 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.

The following table shows the ATAR student breakdown :

| ATAR | 2019 | 2018 |
|--------------------------|------------|------------|
| Number attaining an ATAR | 78 (56%) | 88 (59%) |
| ATAR over 96 | 3 (3.8%) | 2 (2.3%) |
| ATAR over 90 | 18 (23.1%) | 25 (28.4%) |
| ATAR over 80 | 48 (61.5%) | 63 (71.6%) |
| ATAR over 70 | 62 (79.5%) | 77 (87.5%) |
| ATAR below 65 | 7 (9.0%) | 5 (4.5%) |
| ATAR below 55 | 1 (1.3%) | 2 (2.3%) |
| MEAN ATAR | 89.70 | 82.96 |
| MEDIAN ATAR | 81.80 | 84.6 |

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 2019 show that our students are capable of great achievement. These results certainly reflect our strategies and bold goals set in #Community Strategic Directions related to student excellence and achievement.



Students achieving an ATAR above 90

| | |
|-----------------|--------------------|
| Rosy Allen | Isabelle Nath |
| Gemma Boothroyd | Jane Rofa |
| Nicole Bowman | Ashling Ryan |
| Miguel Da Cunha | James Scotson |
| Dara Hart | Robert Scotson |
| Declan Hart | Ciara Smyth |
| Joseph Hocking | Bayley Starr |
| Tanisha Lizzi | Martina Veneracion |
| Ciaran McChord | Thomas Wilding |

Certificate of Distinction

| | |
|---------------|--------------|
| Dara Hart | Jane Rofa |
| Tanisha Lizzi | Ashling Ryan |

Certificate of Excellence

TOP 0.5% OF CANDIDATES | ENGLISH

| | |
|-------------|---------------|
| Declan Hart | Isabelle Nath |
|-------------|---------------|

Certificates of Merit

| | |
|-----------------|--------------------|
| Maisy Allen | Rachel Noris |
| Rosy Allen | Isabella Nath |
| Gemma Boothroyd | Ciara Smyth |
| Nicole Bowman | Sahira Spaeni |
| Joseph Hockin | Bayley Starr |
| Victoria Mirco | Martina Veneracion |

The Redmond Prendiville Award

The words Serve, Lead, 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 **Darcey Brooks**.

Dux, Proxime Accessit & VET winners

Congratulations **Dara Hart** our Academic Dux, Proxime Accessit (Runner Up Dux) **Martina Veneracion** and **Rachel Noris** was our number one VET student. These are the highest academic honours we recognise at the College and we hold these winners in the highest esteem.

Spirit of Prendiville Award Winners

Rosy Allen
Grace Lenaghan
Nicole Bowman
Jade McManus

Darcey Brooks
Rachel Noris
Jordan Carasco
Jacob Pidhirnyj

Head Girl & Head Boy

Rosy Allen and Callan Williams

Year 12 Vocational Education & Training

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

In 2019, the College had 90, Year 12 students successfully complete a VET certificate qualification, with 2 students completing a Trade certificate as part of the Onsite programs – Certificate 11 in Automotive and Certificate 11 in Auto Electrical.

The following table lists the certificate courses offered in 2019:

Course Performance Recognition

We are pleased to acknowledge that Prendiville had highest performing students in English ATAR.

The table below provides the results for our graduating Year 12 students over the last 2 years.

| Measure | 2018 | 2019 |
|---------------------------|-------|-------|
| Students achieving a WACE | 99.32 | 97.84 |
| Median ATAR | 84.6 | 81.80 |

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

| 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 | 11 |
| FSK20113 Certificate II in Skills for Work | 10 |
| CUA30715 Certificate III in Design – Flex | 11/12 |
| CUA31115 Certificate III in Visual Art | 11/12 |
| 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 |

9. Post School Destinations

Around 53% 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 2 years are shown below.

| Destination | 2018 | 2019 |
|----------------------------|-------|-------|
| Applications to University | 85 | 74 |
| Median Applicant ATAR | 85.05 | 82.90 |
| First Preference Offered | 73 | 70 |
| Total Offers | 86 | 80 |
| Number Enrolled | 75 | 71 |
| Number Deferred | 6 | 1 |
| Total Year 12 Students | 151 | 140 |

Senior School Learning Pathways

In 2019, 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 Edith Cowan 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.

The College aims to introduce a fifth pathway by the commencement of 2020, with Curtin University, which will be known as the Digital Innovation pathway.

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.



10. Annual School Improvement Plan

ANNUAL SCHOOL IMPROVEMENT PLAN AND STRATEGIC INTENT

| FAITH & MISSION | LEARNING & TEACHING | WELL-BEING & BELONGING | SUSTAINABILITY & ENGAGEMENT |
|---|---|--|---|
| <p>Religious Education across the Curriculum</p> | <p>Vision for Learning</p> | <p>Student Leadership & Voice</p> | <p>Capital Development Plan</p> |
| GOALS | | | |
| <p>By the end of 2019 PCC will incorporate (critical thinking and deep conversations of) Catholic social Teaching into at least one Year level of every Curriculum Area.</p> | <p>By the end of 2020 PCC will have developed a Vision for Learning and associated school wide Pedagogy</p> <p>PBL – By the end of 2019 a PBL experience will have been trialled with Years 7 & 8.</p> | <p>A student lead community group will be created to action idea for a safer and supportive community.</p> <p>Review and revision of the process and preparation of the Year 12 Leadership group to be implemented for 2020.</p> <p>Review the current Peer Mentoring programme.</p> | <p>By the end of Term 2, Guided by the Strategic Directions and Vision for Learning, a Capital Development Plan will be developed for the period 2019 – 2021.</p> |
| <p>Faith & Spiritual formation</p> | <p>Innovative Pathways to Success</p> | <p>Pastoral Framework</p> | <p>Partnerships</p> |
| GOALS | | | |
| <p>By the end of 2019 PCC will have:</p> <ul style="list-style-type: none"> strong community partnerships with 3 regional parishes. created an overseas immersion experience, significantly developing the faith and spiritual formation of participants. developed a framework for formation so that Staff enter into a journey of spiritual formation at the College. Aboriginal Education embedded as part of our mission at Prendiville Catholic College. | <p>Engage students with school by providing direct links with industry in the:</p> <p>(i) fields of ICT, (ii) cyber security, and (iii) data analytics by connection with companies such as Bankwest and Fortescue.</p> | <p>By the end of 2019 PCC will have embedded the Keeping Safe and Social & Emotional Learning programs.</p> <p>By the end of 2019 the HOY model of Pastoral Care will have been implemented.</p> | <p>By end of 2019 there will be strengthening of mutually beneficial partnerships with businesses, community groups, parishes, primary schools, tertiary and non-tertiary institutions.</p> |

In 2019 the College entered into a new era being guided by a new strategic plan, #Community. This plan provides guidance for school improvement which is outlined in this section:



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
- Innovation
- Community Engagement
- Strategic Alignment

Looking forward in 2020, the Annual School Improvement Plan has the following as its key focus areas:

- Religious Education across the Curriculum
- Faith and Spiritual formation
- Vision for Learning
- Innovative Pathways to Success
- Student leadership and Voice
- Pastoral Framework
- Capital Development Plan
- Partnerships



11. College Life | Catholic Faith, Life & 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).

Catholic Mission and Identity is at the core of Prendiville Catholic College. Our College community is central to the Church's mission of bringing the Gospel of Jesus Christ to all. As a faith-based community, we seek to ensure that Christian values are reflected in attitudes, policy and practice.

Through Eucharistic celebrations, retreat programs, community service-learning opportunities House events, and localized immersion programs, our community continues to be guided by a rich tradition of Catholic faith and Christian values, which sit at the heart of all we do at Prendiville Catholic College.

YIRRI YAARKIN

2019 saw the introduction of the Yirri Yaakin Program and Stations of the Cross project to ensure that we continue serve our diverse communities.

Through the pilot of the Yirri Yaakin program, we support CEWA's Strategic Direction of responding to God's call of supporting diverse communities

to flourish in an academic setting through a series of interconnected elements including accompaniment, care, celebration, culture, education, faith, family and a growth mindset.

THE STATIONS OF THE CROSS PROJECT

The Stations of the Cross project saw the development of 14 message sticks depicting the Stations of the Cross in aboriginal art. These message sticks are available to be shared across diverse communities and are a 14 step Catholic devotion that commemorates Jesus Christ's last day on Earth as a man.

The 14 devotions, or stations focus on specific events of His last day. Our Stations have also been



depicted on canvas and will be used as a mini pilgrimage for our community to move from station to station in contemplation and meditation.

PRENDIVILLE WITNESS

Our witness at Prendiville Catholic College can be described as behaviour which expresses a personal relationship with Christ.

The Mission and Identity team continuing to develop meaningful liturgical experiences.

- Maintaining an inclusive and respectful atmosphere where all feel welcome and part of the College community.
- Bringing a focus to liturgical feasts, House and, community events and Church celebrations through

the Mission & Identity and Community Engagement.

- Retreats which provide an opportunity for a rich tradition of Catholic faith, practice, reflection and values for all students from Years 7-12.
- Community Morning Mass each week.
- Incorporating Eucharistic celebrations into House Days, Graduations, and Special College Events.
- Development of Service-Learning Programs across all Year Groups.
- Holding Professional Development Accreditation Days devoted to the faith formation of staff.
- Inspiring charity among the community, showing a desire to connect to those on the margins.

- Offering a broad curriculum that allows students to excel and celebrate their unique gifts.
- Acknowledging and respecting other cultural and religious traditions, inclusive of the Yirri Yaakin Program.
- Encouraging stewardship of our grounds and resources.
- The continued development and engagement with local and wider communities with tailored Immersion Programs.
- The continued development and engagement with local and wider parish community.



12. 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 2019, the College transitioned to a horizontal pastoral care system, creating eight Home Room groups led by a Home Room Teacher. Each Head of Year oversees the smooth running of their year group and the pastoral care of students within it. All Heads of Year liaise closely with the counselling team who may refer students to them who present with social, emotional or behavioural problems that impact upon their wellbeing and require further support.

13. Child Protection

WE REGARD CHILD PROTECTION AS OUR PRIME DIRECTIVE

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.

The College complies with the CEWA Code of Conduct Policy through new policies and procedures, mandatory compliance training

and mandatory reporting. In 2018, the College implemented its child safe curriculum.

In 2019, there was a targeted focus on “student voice” with the formation of a Community Student group at the College. This group convenes regularly to provide input. A key focus in 2019 for the group was to create our Student Code of Conduct which they named “The Prendiville Way.”



14. Board Members

COLLEGE BOARD | Many parents volunteer their services to assist our College in a variety of ways, including membership of the Board.

College Board Chair: Kevin Peterson
College Principal: Mark Antulov
College Business Manager: Terry Raphael
P&F Representative: Denny Piovesan

Board Members: Brooke McFarlane | Stephen Harris | Lisa Duffy | Julie Foster | Annette Ellerby
Stephen Dargan | Annette Ellerby | Rosli Wheelock

St Simon Peter Parish Priest: Father Francis
Whitfords Catholic Parish Priest: Father Cyprian
College Secretary: Leishele Pearce

| We thank the Board and P&F Committee members for their service in 2019.

PARENTS & 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.

President: Denny Piovesan
Vice President: Joanne Lewis
Secretary: Yvonne Hawke
Treasurer: Samantha Bresciani

Committee Members: Julie Foster | Samantha Lenaghan | Annabelle Watson | Angela Miller
Jackie Gill | Mandy Brooks | Lindy McQueen
Natalie Calnon | Michael Castlehow
Amanda Mulligan





Prendiville
CATHOLIC COLLEGE

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