

FROM THE BOARD

The Mandurah Baptist College Board has the privilege of serving students, their families and staff. The Board's role is to provide good governance to the College to ensure that the students are able to fulfil their God given potential: culturally, socially, spiritually and academically, and progress from their school life to make a significant contribution to the world in which they live. This is why the College motto of "Be Strong and Courageous" is so important.

The Board meets regularly to provide clear strategic direction and objectives in order to provide an excellent Christian based education, responsible financial management, and effective risk and compliance management. The Board continually monitors these in cooperation with the Principal and Executive staff.

I have had the privilege of serving as Chairman of the Board since July 2016, having succeeded Cameron Bulstrode. The Board and College community pay tribute to Cameron for his unswerving commitment to the College's mission and ministry. Cameron has now retired from the Board but still maintains a strong interest in the College. Greg Holland has also stepped down after providing significant experience, expertise and service as Treasurer of the Board. We have welcomed Luke Mason as the new Treasurer and Phil Ridden has returned to the Board after a brief absence.

This year has seen the continued development of the College facilities in a number of Learning Areas. In 2017 we are developing a College Master Plan to meet the needs of the future. These developments all enhance and enable the College's mission and vision to be fulfilled as we move forward.

While the WACE results for 2016 were very pleasing, even more significant are the stories behind the results, which are a tribute to both the students' commitment to their studies, and the staff's provision of academic and pastoral assistance and encouragement.

Finally, I would like to thank God, parents, staff and students for another successful year.



PHILIP BRYANT

CHAIR OF THE COLLEGE BOARD

Board members: Anina Findling (Secretary), Luke Mason (Treasurer), Stephen Anson, Dean Oates, Phil Ridden, Joseph Tan and Nina Tassell.

FROM THE PRINCIPALS

Congratulations to Mandurah Baptist College community for a wonderful 2016 year.

Hallmarked by active student leadership, in 2016 we witnessed outstanding achievements across a wide variety of platforms. Engaging learning experiences resulted in many great projects and opportunities for Mandurah Baptist College students to shine and prove again that our motto of “be strong and courageous” is very apt for the secondary school journey.

Behind all the great achievements of 2016 were an array of people dedicated to our students thriving on their educational journey: Thank you to our supportive Parents and Friends who have partnered with the College this past year – your impact in 2016 was tangible and we have enjoyed working with you on events for the College. To the dedicated staff who consistently give over and above just a teaching role, we thank you for your investment in time, teaching, mentoring and care. To the Board who couch their role in governance within the view of the Mandurah Baptist College students and community, we thank you for your wise counsel. And to our students, who are impressive in pushing themselves to be challenged, take risks and aspire to be active leaders and not just participants in life, we congratulate you too for your impressive achievements, both individual and College-wide.

We look forward to building upon an impressive 2017 year as we continue the journey together, and in seeing our students thrive as they continue to aspire to their goals. Congratulations MBC.



TRACY HOLMES

SENIOR SCHOOL PRINCIPAL

During 2016, staff continued their quality teaching and learning programs guided by the Western Australian Curriculum, the Western Australian Kindergarten Guidelines and the Early Years Learning Framework and Phase Two learning areas of the WA Curriculum were implemented. Pedagogical strategies focused on meeting the individual needs of our students. Teachers adopted the Reading Lesson Structure from the Literacy Practices Guide and trialled PLD Spelling strategies. In addition to these Growth Mindset and a whole school literacy strategy, VCOP (Vocabulary, Connectors, Openers, Punctuation) were introduced.

Early Childhood Education (ECE) was a priority and Kindergarten to Year Two staff aligned their practice with the National Quality Standards (NQS). An internal audit of our performance against these standards indicated that our ECE service was meeting or exceeding six of the seven NQS quality areas.

Supporting our students socially, emotionally and spiritually is a core function of our College. To ensure effective social and emotional well-being programs, the Progressive Achievement Test of Social and Emotional Well-being was conducted with a range of students. This data will inform improvements in future programs. During 2016 students and parents were also supported pastorally through the pro-active work of our Chaplain, Psychologist, Inclusive Education Coach and College leaders.

The Primary School's success is built on the quality of the staff who work here each day. I commend all my staff for the dedicated manner in which they undertook their professional responsibilities throughout 2016. I also thank the College Board and P&F for their ongoing support.



ROB GRATTON

PRIMARY SCHOOL PRINCIPAL

TEACHER STANDARDS AND QUALIFICATIONS

Mandurah Baptist College staff are committed to educational excellence, and invest significant time in professional learning and associations to retain currency of relevant information and to maintain ongoing learning and compliance.

The College's teachers come from diverse educational backgrounds and bring a wealth of professional experience to enhance the learning experiences. A wide range of expertise enables the provision of quality and challenging programs across all learning areas. The majority of teaching staff have more than ten years relevant teaching experience.

To enhance learning support at Mandurah Baptist College the College has invested in support staff and in providing opportunities for training.

Highest Qualification	Number of Teachers	% Teachers
Doctorate	2	1%
Masters	7	7%
Honours/Post Graduate	21	22%
Bachelor Degree	54	57%
Diploma	12	13%
Total Number of Teachers	96	100%

WORKFORCE COMPOSITION

Of 137 staff members working at Mandurah Baptist College (both teaching and non-teaching) 101 are female and 36 are male. None is of Indigenous descent.

STUDENT ATTENDANCE AT SCHOOL

Attendance Rates for each year of compulsory schooling:

Year Group	Percentage of Attendance
Pre-Primary	93.59%
Year 1	93.04%
Year 2	93.85%
Year 3	94.83%
Year 4	93.47%
Year 5	93.84%
Year 6	94.83%
Year 7	93.9 %
Year 8	94.45%
Year 9	91.93%
Year 10	93.91 %
Year 11	91.78%
Year 12	94.52%

Average rate of student attendance: 93.69%



MANAGEMENT OF NON-ATTENDANCE

- Teachers mark the attendance register twice daily in the Primary School and in every class during the day in the Senior School.
- Correspondence received explaining student absences is recorded on the attendance register.
- Text messages are sent daily to parents if no contact has been made with the school.
- Replies to daily text messages explaining student absences are recorded on the attendance register.
- On a weekly basis follow-up contact (letter/email) is made if no written explanation of the absence has been received from the parent/guardian.
- Students who have failed to attend (without notification) after 4 days are personally followed up by the Receptionist/Deputy Principal/Principal through parent meetings, including home visits as necessary.
- A small number of compulsory events are required by students as part of the MBC community. Attendance is taken at these events.
- Support is available to families who experience attendance issues via the Student Support team.



STUDENT ACHIEVEMENT

Top ATAR: 97.2

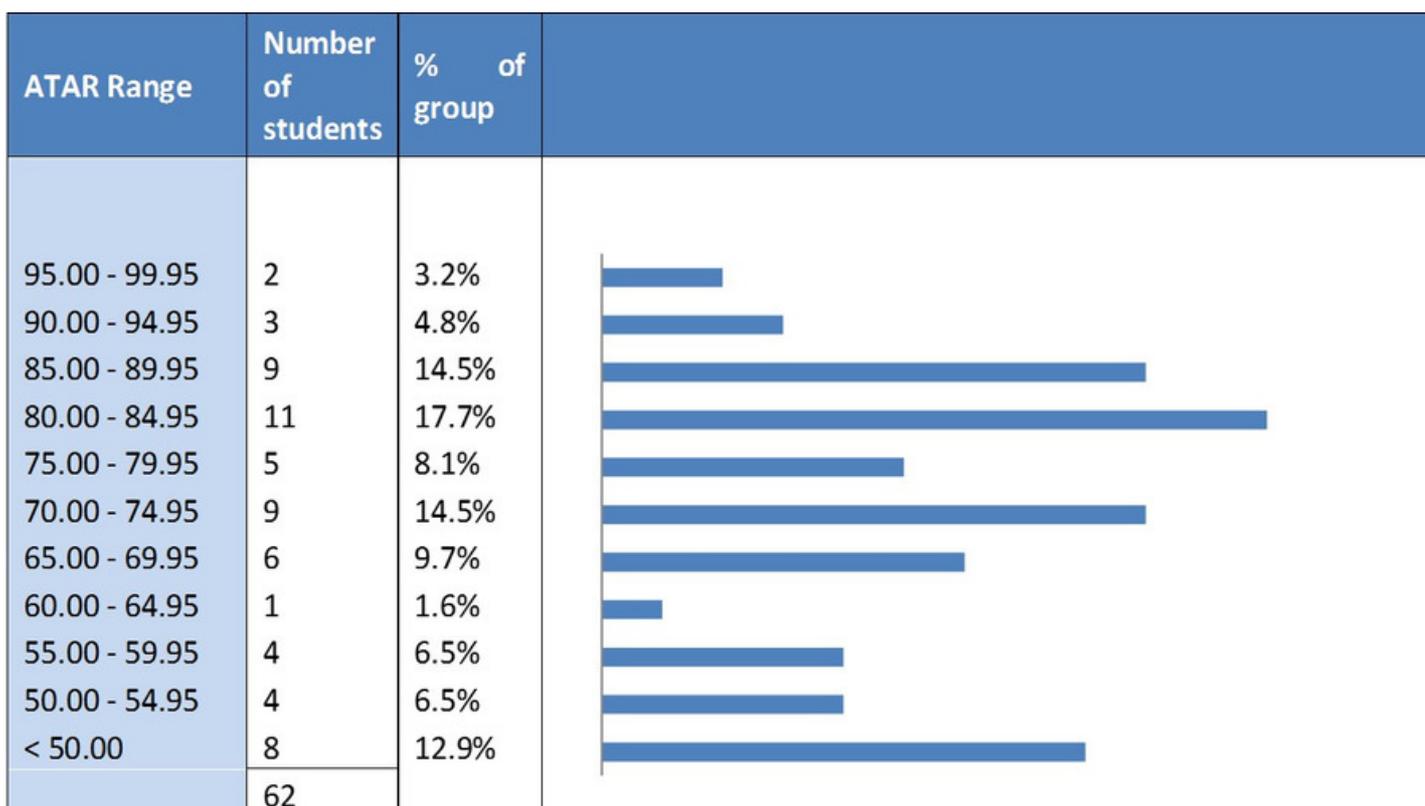
63.8% gained their first preference to university (State 74.1%).

87.9% offered place at university (State 90.1%).

Out of 25 subjects: 5 subjects ('School Moderated Mean') above state; 8 subject (or components) ('School Raw Exam Mean') above state; 5 subjects ('School Standardised Course Combined Score') above state.

2 students received Certificates of Excellence and 12 received Certificates of Merit.

39 students completed TAFE Certificates during Year 11-12.



	Total
Number of students with an ATAR who applied for university placements	58
Median ATAR of the students who applied for university placements	76.05
Number of students with a first preference (including non-ATAR)	60
Number of students offered their first preference	37

The Senior School is very proud of the students' individual progress and recognises students who achieve at a high level annually. Senior students (Years 11-12) who achieve over 80% for assessments are acknowledged with a Club 80 certification, and in 2016 over 1400 certificates were issued. 153 Lower School students (Years 7-10) who achieved at least 5 grades at 'A' level in 2016 were also acknowledged with Certificates of Academic Merit, Distinction or High Distinction.

Reading	National	State	MBC
Year 3	426	416	420
Year 5	502	495	506
Year 7	541	537	539
Year 9	581	585	599
Persuasive Writing	National	State	MBC
Year 3	421	414	417
Year 5	475	470	475
Year 7	515	512	511
Year 9	548	554	557
Spelling	National	State	MBC
Year 3	420	412	394
Year 5	493	488	485
Year 7	543	540	538
Year 9	580	538	579
Grammar and Punctuation	National	State	MBC
Year 3	436	425	405
Year 5	505	499	505
Year 7	540	537	534
Year 9	570	573	574
Numeracy	National	State	MBC
Year 3	402	395	386
Year 5	493	486	499
Year 7	550	548	552
Year 9	589	594	607

Senior Secondary Outcomes:

Students are eligible to achieve their WACE through a combination of courses and programs delivered wholly at the College, in conjunction with the College or via College partnerships with a growing number of external providers. Courses completed outside of the College are supported by administration and management from within the College.

Year 12 Students	Percentage
Attaining a WACE	95%
Attaining a vocational education and training qualification	43%
Completing an endorsed program	35%

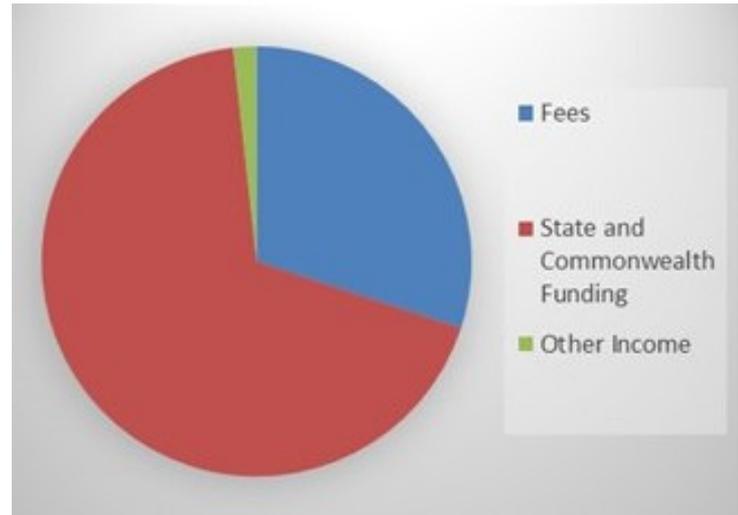


Post-school destinations:

Students successfully attained placements in universities, institutes of technology, traineeships and apprenticeships. Statistics that are currently available are shown below:

	Total
Number of students with an ATAR who applied for university placements	58
Median ATAR of the students who applied for university placements	76.05
Number of students with a first preference (including non-ATAR)	60
Number of students offered their first preference	37
Number of students offered any of their preferences	51
Number of students who have enrolled	41
Number of students who have deferred	6

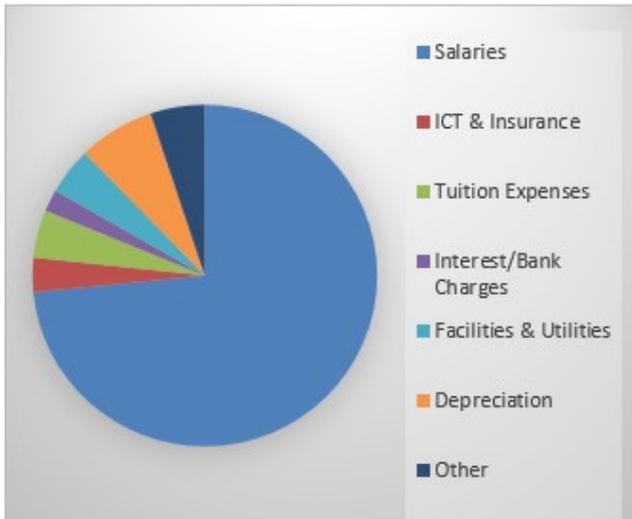
SCHOOL INCOME BY FUNDING SOURCE



Income	Amount
Fees	\$5,605,553
State and Commonwealth Funding	\$12,739,151
Other income	\$328,652
Total	\$18,673,356



SCHOOL EXPENDITURE



Expenditure	Amount
Salaries	\$12,576,582
ICT & Insurance	\$553,534
Tuition Expenses	\$777,405
Interest/Bank charges	\$350,887
Facilities & Utilities	\$763,353
Depreciation	\$1,227,038
Other	\$872,406
Total	\$17,121,205

COMMUNITY SATISFACTION WITH THE COLLEGE

MYP Corporation conducted a School Results Survey (SRS) of the Mandurah Baptist College community in November 2016. Mandurah Baptist College provides educational services to students from 744 families. Survey responses were received from 510 out of a total of 1049 eligible respondents which equates to a response rate of 48.6%.

From these responses Mandurah Baptist College recorded an overall community satisfaction score of 80%. Best practice areas included: Learning Environment, Resources & Facilities, School Communication, Leadership & Direction, Values & Culture, Parent Engagement, Curriculum.

Fair to good areas included: Pastoral Care/Wellbeing, Reporting, Co-curriculum, Learning & Extension, Student Engagement, Teaching Standards, Student Transition, General and Homework.

The graph below provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest. Data from the survey was reviewed by College leaders and areas determined as requiring improvement will be addressed through the Primary School and Senior School improvement plans.

