



St Mary MacKillop College

School Performance Information 2022

It is an Australian Government requirement that a report is available to parents relating to numerous data from the 2022 academic year. The nature of this data is determined by the Australian Government and is grouped under 10 categories (as detailed below).

1. CONTEXTUAL INFORMATION (SIMILAR TO INFORMATION CONTAINED ON THE ACARA WEBSITE):

St Mary MacKillop College is the only co-educational Catholic school in the South West 'Capes region' for students from Pre-Kindergarten to Year 12. Situated in Busselton, with an enrolment of approximately 1600 students we aspire to deliver a quality, holistic education for all students, that is grounded in the Catholic tradition and in the spirit of Mary MacKillop to 'choose life with courage'. A strong focus on Pastoral Care is integral to the College's culture, thereby nurturing a lifelong love of learning, challenging individuals to explore and develop their unique personal gifts and to strive for excellence in all areas of life. The College offers a wide range of courses to meet the needs of all students, with equal focus placed on developing study pathways to University, TAFE and the workforce. The whole school co-curricular program encourages teamwork, loyalty, school spirit, and the value of physical activity and cultural engagement, with a range of opportunities to nurture the skills, gifts and talents of students competitively as well as in service to the community and to each other. At St Mary MacKillop College, we seek to choose life with courage in its fullness, not only for ourselves but also for others.

2. TEACHER QUALIFICATIONS:

Most teaching staff hold more than one qualification. The highest qualification held by staff is listed below.

Qualification	Number of staff
Masters of Education	15
Graduate Diploma	49
Bachelor of Education	61
Diploma	3

3. WORKFORCE COMPOSITION:

Our workforce consists of the following staff

	Male	Female	Indigenous
Teaching Staff Full Time (including Principal)	37	59	
Teaching Staff Part Time	4	28	
Non Teachers Full Time	9	19	1
Non Teachers Part Time	3	62	2

4. STUDENT ATTENDANCE AT SCHOOL:

	Student Numbers	Student Attendance %
Kindergarten	56	86.93
Pre-Primary	82	87.81
Year 1	73	89.4
Year 2	78	90.08
Year 3	84	90.53
Year 4	93	88.07
Year 5	94	89.91
Year 6	95	89.11
Year 7	188	88.32
Year 8	156	86.06
Year 9	152	87.52
Year 10	176	86.33
Year 11	113	87.2
Year 12	97	85.96
Whole School	1537	88.09

A DESCRIPTION OF HOW THE SCHOOL MANAGES NON-ATTENDANCE

In order to exercise a duty of care towards students, the College must be aware of all cases of school absence, late arrival and early departure.

If a student is absent from the school for any reason it is asked that on the day of the absence before 10am, a parent email absences@mackillop.wa.edu.au, or phone the 24 hour Student Absentee Line and send an email or a written note as confirmation of the reason and dates of the student's absence. The College will message parents after the 10am cut off to advise that their child is not at school.

If a student is absent for more than three days for a medical reason, they must present a Medical Certificate on their return to the College.

The College continually monitors each student's attendance record and where attendance is a concern, the parents will be contacted by the appropriate Classroom Teacher, Head of Year or Head of School.

5. STUDENT NAPLAN OUTCOMES IN 2022 - Standardised national literacy and numeracy testing

Year 3 2022	Our School	Statistically Similar Schools	National
Reading	459	437	439
Writing	437	427	423
Spelling	431	419	418
Grammar	462	431	433
Numeracy	409	397	400

Year 5 2022	Our School	Statistically Similar Schools	National
Reading	510	513	510
Writing	493	490	485
Spelling	512	509	505
Grammar	501	500	499
Numeracy	490	490	489

Year 7 2022	Our School	Statistically Similar Schools	National
Reading	550	546	543
Writing	540	535	531
Spelling	560	552	548
Grammar	546	538	534
Numeracy	563	554	547

Year 9 2022	Our School	Statistically Similar Schools	National
Reading	596	595	578
Writing	571	578	561
Spelling	580	587	577
Grammar	583	588	574
Numeracy	605	602	585



6. PARENT, STUDENT AND TEACHER SATISFACTION

Through Catholic Education WA (CEWA) the College conducts a staff, student and parent "Climate Survey" every two years. The first survey was conducted in 2021 and those results were reported last year. The next survey will take place in 2023.

St Mary MacKillop College uses a number of different mediums to communicate with parents. The College Website and Newsletter (MacKillop Happenings) are important mediums 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 twice a year. Parent/Student Teacher Evenings are held three times a year, in Terms 1, 2 and 3, 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.

7. SCHOOL INCOME

Access to this information is available through the ACARA My school website.

www.myschool.edu.au

8. SENIOR SECONDARY OUTCOMES:

WACE PERFORMANCE - SENIOR SECONDARY OUTCOMES

- | | |
|---|--------|
| • Percentage of students achieving Secondary Graduation | 93.75 |
| • Percentage of Students achieving Vocational Education and Training | 100.00 |
| • Percentage of students undertaking vocational training or training in a trade (87 students) | 91.00 |
| • Percentage of students attaining a Year 12 certificate or equivalent in vocational education and training qualification | 100.00 |

The highest ATAR score for 2022 was 97.95

Five students were awarded Certificates of Merit or Distinction.

- CERTIFICATE OF DISTINCTION (Awarded to students who obtain 190-200 points in course units or equivalent and achieve the WACE)
- CERTIFICATE OF MERIT (Awarded to students who obtain 150-189 points in course units or equivalent and achieve the WACE)

Five of our students achieved an ATAR of over 90.

87 Vocational Education and Training students achieved at least one Certificate II, III or IV.



9. POST SCHOOL DESTINATIONS

92% of ATAR students received an offer for a place at a Public University.

11 students accepted Apprenticeships.

A broad range of **ATAR**, **General** and **Certificate** courses are offered in Senior School, preparing all students to graduate with excellent prospects for university, apprenticeship, career training or employment.

- Drama Studies
- Dance
- English
- Literature
- Media Production Analysis
- Visual Arts
- Humanities (Politics, Geography, Economics, History)
- Mathematics (Applications, Methods and Specialist)
- Religion
- Sciences (Chemistry, Physics, Biology, Human Biology, Psychology)
- Visual Arts
- LOTE
- Accounting & Finance
- Physical Education Studies
- Technology & Enterprise (Materials Design & Technology-Wood)
- Design - Photography

Specialised practical pathways are also offered for the Manufacturing or Hospitality industries, with Certificate II, III or IV courses in:

- Manufacturing Industries Studies (Furnishing, Metal Engineering, Building & Construction)
- Hospitality

The College also delivers Certificate courses in:

- Community Services (Age care focus)
- Music
- Dance
- Business
- Sports Coaching or Recreation

Students at the College can also apply to study Certificate courses in:

- Preparation for Health & Nursing Studies (Certificate IV)
- Horticulture
- Business
- Education Support
- Information Technology
- Tourism

Other Traineeships and Certificate courses are available to access upon request.

10. SCHOOL IMPROVEMENT PLANNING 2022

CATHOLIC IDENTITY Inspiring Christ-centred Leaders				
Improvement Goals	Relevant Actions	Timeframe	Success Indicators	September 2022 Progress Review
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	
Life in Christ – witness and celebrate 'Josephite presence in community'. Create opportunities to grow practises of prayer & reflection.	Celebrate centenary of Josephite presence in school – 100 years event. Course on prayer offered to SMMC staff.	Nov 2021 – Dec 2022. 2022-2024.	Celebrate & understanding effect of Josephite association with school.	100 years of Josephite presence in the Busselton Community celebrated at the College with invited Sisters on MacKillop Day.
Increase knowledge of theology & scripture. Engage staff with ways to reflect the divine within.	'Focus on traditions of Catholic Faith and Eucharist. Series of reflections on history and ways of naming God, with scripture reflections.	2022 – ongoing. 2022 – CLT reflections.	Scripture understandings. Familiarity with Theological concepts of Scripture & Christology. Familiarity of Lectio Divina – staff prayer.	2022 Names of God reflections used in CLT.
Stewardship and justice – increase staff knowledge of stewardship and engagement with social justice.	Staff Retreat course on Social Justice statement. 'Cry of Creation, Cry of the Poor'/ Laudato Si.	June 2022 – ongoing.	Staff can articulate Stewardship. Ability to highlight & action ways to improve ongoing stewardship at SMMC.	Due to COVID restrictions – a Staff Retreat on Service and Well being completed 2022.
Promote the College House system with particular attention to the College values and how they can be found in one's everyday life. Integrating Faith and Life through the example of our Founders.	Promotion of College Values through the House system. Regular engagement with students in linking College values to their everyday lives – PC Monday assembly. House Awards – Presentation Night (SC).	2022 onwards.	Displays of College values via posters, newsletter, Introduce values into home room sessions, assemblies, reflections. Witness to students doing acts of kindness towards others. Increase in House points awarded. Service hours.	House activities very strong during Parton's Week leading into MacKillop Day. House promoted well in Newsletters. House Points connected to College values embedded in the Primary campus.

EDUCATION Catholic Schools of Excellence

Improvement Goals	Relevant Actions	Timeframe	Success Indicators	September 2022 Progress Review
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	
<p>Develop the College's Vision for Learning.</p> <p>Underpin the Vision for Learning through five teacher practices: Quality Relationships, Learning Design, Instructional Range, Engagement and Place, Space and Technology.</p>	<p>Proactively institute these strategies into classrooms.</p> <p>PD Sessions.</p> <p>Classroom observation by Principal to gauge progress and implementation of 5 Teacher Practices.</p>	2022 onwards.	<p>Informed by Hattie and Sharratt research on effect size impact and quality learning.</p> <p>Improved student engagement.</p> <p>Use of OneNote and evidence of High Impact Strategies in Classrooms.</p>	College Vision for Learning completed.
Sequential programme delivery of Wellbeing Curriculum in the College K-12.	<p>Subscription to PEEC (Positive Education Enhancement Curriculum) has been rolled out to all staff.</p> <p>Head of Wellbeing will be overseeing implementation through HOYs in Secondary.</p> <p>Primary are utilising PEEC in a targeted approach. (2022 piloted with Character Strengths resources and followed up with Character Strengths Day in Week 9 Term 4).</p> <p>1. Anna Foley (Kadam Kinetics) to deliver early learning module to Years 1 and 2 during week 9 of Term 4 2022. Linked in with character strengths PosEd focus.</p> <p>2. Kid's Catalyse Programme Pilot programme for SEL in primary. Anna Foley has designed. Aim is to train teachers to deliver modules.</p>	Entire Program 2023 – 2025.	<p>Professional Learning Calendar.</p> <p>Lesson Plans.</p> <p>Informal walkthroughs.</p> <p>Job descriptions.</p>	<p>1. Head of Wellbeing is currently developing scope and sequence of PCP 7-12, and PDP Yrs 7 and 8 in conjunction with HOYs. Staff PD opportunities or PLC meetings to expand on use.</p> <p>1.2 Primary Coordinator is coordinating character strengths day Monday 5th December.</p> <p>2.1 Head of Wellbeing is coordinating this with Yr 1-2 teachers.</p> <p>3. Head of Wellbeing to continue to work with Anna Foley and Primary staff to train staff and roll out.</p>

EDUCATION Catholic Schools of Excellence

Improvement Goals	Relevant Actions	Timeframe	Success Indicators	September 2022 Progress Review
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	
Engage higher order thinking skills across Literacy and Numeracy.	<p>Continue employment of judging standards to assist teachers understanding of A and B grade descriptors. Ensure students are exposed to opportunities in class to display their ability at working at these levels.</p> <p>Investigation of Close Reading strategies in middle and upper primary.</p> <p>Use of Learning Support teacher to assist middle and upper teachers learn how to apply critical thinking skills to novel studies.</p>	2022 onwards.	Teachers to present to whole of primary staff at PLC beginning of Term 4.	Timed for Term 4 2022.
<p>Streamline K-12 SEN & SWD Individual Education Plans (IEPs) reporting procedures.</p> <p>Map the trends in relation to number of students needing support and service delivery.</p> <p>Complete the Primary and Secondary Learning Support Centres. Appoint a Secondary Learning Support Centre Teacher. Establish the capacities of the secondary centre and build appropriate facilities such as the disabled toilet and hoist etc.</p>	<p>Develop Connect and Reconnect readiness programs.</p> <p>*Build capacity of classroom teachers to write, implement, review and report on education plans.</p> <p>*HOLAs to oversee curriculum adaptations.</p> <p>*Improve report comments for students with SEN & SWD to ensure that comments reflect objectives.</p>	2021-2023.	<p>Evidenced by:</p> <p>Quantitative.</p> <p>Creation of Connect and Reconnect programs.</p> <p>Comprehensive set of IEPs.</p> <p>Will see reports capture impact of IEPs.</p> <p>Staff and Parent feedback on the implementation of IEPs.</p> <p>Number of IEPs.</p> <p>Successful appointment of K – 1, 2 - 5, 6, 7 – 10 and 11 - 12 Teacher Learning Support.</p>	<p>Initiatives undertaken.</p> <p>Primary and Secondary Learning Support Centres completed.</p>

COMMUNITY Catholic Pastoral Communities

Improvement Goals	Relevant Actions	Timeframe	Success Indicators	Monitoring Process and Progress
<p><i>Performance & development goal to be achieved (stated simply).</i></p>	<p><i>What actions will we take to achieve the goal?</i></p>	<p><i>What are the timeframe milestones?</i></p> <p><i>Timeframe within which the goal will be achieved.</i></p>	<p><i>How will we know we have been successful (quantitative and measurable)?</i></p>	<p><i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i></p>
<p>Continue to update and maintain College Procedures for Student with Mental Health Issues in line with CEWA Guidelines for School response and planning guidelines for students with suicidal behaviour and non-suicidal self-injury.</p>	<p>Review and implement processes for supporting students with emotional and mental health problems.</p> <p>Redefine responsibilities of Pastoral Team members in supporting students.</p> <p>Promote referrals of students at high risk to Community Health Professionals.</p>	<p>2021 onwards.</p>	<p>Maintain list of staff accredited in both Youth Mental Health First Aid and Gatekeeper: Suicide Prevention.</p> <p>Reduction in emotional workload on pastoral team.</p>	<p>Commence Case Management Meetings with Learning Support in Primary. <i>Head of Student Wellbeing and Leadership.</i></p> <p>Staff to be trained to deliver Teen Mental Health First Aid.</p> <p>Head of Wellbeing to complete training to deliver Youth Mental Health First Aid to staff.</p>
<p>HR Working Parties.</p> <p>Striving to improve staff voice and engagement in whole-school decision making and processes.</p>	<p>Development of working parties focussing on:</p> <p>*Performance Management.</p> <p>*Targeted Professional Development Opportunities.</p> <p>*New Starter Onboarding Process.</p>	<p>Term 3 2021 onwards.</p>	<p>Development and implementation of a consistent and transparent staff appraisal and performance management process.</p> <p>Clearly defined process for identifying Professional Learning opportunities for whole school and individual development.</p> <p>Creation of an updated, informed and detailed induction package and process for new staff.</p>	<p>Work commenced in regards the Working Parties.</p> <p>Growth Plan documentation and meetings have commenced in the Primary campus.</p>
<p>Develop a House Structure that focuses on all aspects of student development:</p> <ul style="list-style-type: none"> • Academic. • Service. • Sport. • Arts. <p>Examine the role of House Coordinators with a notion of extending involvement across the K – 12 College.</p>	<p>House Coordinators.</p> <p>House Coordinators promote the values of their House and the individuals that the houses are named after.</p> <p>House assemblies have been changed to House days that are celebrated during Week 3 of Term 3.</p>	<p>2020 onwards.</p>	<p>Success has been achieved in selecting House Coordinators and changing the assemblies to House Days.</p> <p>Positive feedback from staff regarding the new format for Week 3 of Term 3.</p>	<p>House Points system involving:</p> <ul style="list-style-type: none"> • Academic • Service • Sport • Arts <p>is in place for Secondary.</p> <p>House Points system involving:</p> <ul style="list-style-type: none"> • FIRST Values <p>is in place for Primary.</p>



COMMUNITY Catholic Pastoral Communities

Improvement Goals	Relevant Actions	Timeframe	Success Indicators	Monitoring Process and Progress
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Move from the House Assemblies to House days oriented around MacKillop Day. Develop student leadership House Portfolios. Look at effective ways to promote House Point progress.	This week culminates with the College Feast Day.			Reorganisation of House Days to Patron's Week completed.

STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals	Relevant Actions	Timeframe	Success Indicators	Monitoring Process and Progress
<i>Performance & development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Cultural awareness education and promotion.	Opportunities for engagement with significant events – Sorry Day, NAIDOC. Activity Week Year 7 – Focus Indigenous Learning. Cultural Classes with ALO to support student engagement and learning. Planning and learning about plants and use and care of species for cultural quad.	2022 – ongoing. 2022 – ongoing. Term 3 2022 & Ongoing 2023.	Appropriate space available for Aboriginal events (e.g. smoking ceremony). Increase in enrolment number of Aboriginal students. Positive feedback from Aboriginal families. Survey feedback activities.	Aboriginal cultural experiences and knowledge continues to be embedded into the College curriculum. Cultural classes 2022 Yr 7-8.

St Mary MacKillop College
College Advisory Council
Chair Report 2022

It provides me great pleasure to present the Chair report for 2022.

Another school year is nearly done and while there is much to look forward to it is worth taking some time to reflect on the events of the year.

Being in a senior leadership role in a College of this size presents many challenges and headaches as we work to find solutions. For some the challenges can seem insurmountable and will diminish them, for others every challenge is an opportunity and is attacked with a determination to resolve. I like working with the second type of person and in the leadership team at the College, headed by Frank Norton and the College Advisory Council we are fortunate to have that type of person.

In March 2020 a new word or phrase entered our world - COVID 19, and at the beginning of this school year as the state borders began to open you could be forgiven for thinking the worst of COVID was behind us. How wrong. Over the ensuing few months the College was ravaged by COVID as it spread through year groups like wildfire and inevitably hit the teaching ranks as well. This presented a significant challenge to the operations of the College but with quick and decisive actions and goodwill on the part of many the challenges were overcome. Sure, COVID had an impact on our ability to come together, to hold school events, camps and the like but my observation is that we made do, we recalibrated what could be done, we made alternate plans and got on with the job of providing our students with a quality Catholic education. Job well done.

The role of the College Advisory Council is not operational, that means we don't tell teachers how or what to teach or how to run a sports carnival. What we do is more at the strategic end of planning for the development of the College, listening to the College Executive and providing a sounding board with appropriate and considered advice. A highlight for me during this year were the presentations at council meetings from College staff on new initiatives for education in the College. We are blessed to have thoughtful, intelligent and enterprising staff members who seek new and better ways to deliver education outcomes for our students.

If you have an involvement with the College for a number of years now you will have noticed the significant expansion of the built form of our school. It seems there is a building project every year. With the growth in population in this part of the world combined with the excellent reputation of the College, enrolments have been on the rise and rapidly. We are now in reach of being a 3 stream primary and 6 stream secondary K to 12 College. Like any business going through an expansion the College has also experienced growing pains. It takes a lot of time and effort to plan for, design and then manage a building program. Not to mention the financial strain. I have been involved with the College's finances for a number of years and just as it looks like accumulating toward some cash reserves another building project sticks its head up to punch a hole in the budget. At the College Advisory Council level we talk about it and offer support but don't get our hands dirty. The person getting their hands dirty is Rachel and we owe her a debt of thanks for the tireless work she puts in toward her role as Business Manager for the College. Rachel goes beyond the call of duty and for that we are and should be grateful.

Growing the College to a 3 and 6 stream K to 12 school will have enormous benefits in the future. Once at capacity, new building projects will lessen and the financial pain will ease. The College will start to see surpluses and that extra cash will open opportunities to broaden the offerings of the College for the betterment of all, students and staff alike.

It is with sadness that we farewell our Principal Frank Norton. I have liked Frank from the first time I met him, he has a warm and engaging personality and a can do attitude. The College has been blessed to have him as our Principal. At College Advisory Council meetings we hear about the difficult things Frank and the Executive are dealing with in the College and I often think what a tough job he has, but Frank has always taken it in his stride, accepted the challenge and worked toward solutions. When you listen to Frank discuss issues relevant to the College or you attend a College graduation ceremony or presentation night where Frank gives a speech you just know this man is all in and cares deeply for the College, students and staff. Frank, you leave the College in a better place than when you joined us, we thank you and wish you well in retirement.

As one door shuts, another opens. I had the good fortune to be part of the recruitment process for Frank's successor, Mark Browning. As our new Principal Mark has big shoes to fill but I am confident he will be a success. A new Principal provides an opportunity for a fresh set of eyes to have a look at what we do as a College and continue to fine tune the excellence we strive for. I wish Mark well in his role with our College.

I wish to thank my fellow College Advisory Council members. We all have busy lives and other commitments so firstly thank you for putting yourselves forward to join the council. But it is more than that, you all have bought a genuine concern and a desire to participate and take seriously the role we play in the life of the College. Special thanks to our retiring council members, Janine Page, Holly Hopkins and Darren Maisey for their contributions to the College.

I wish to also thank the staff of the College. There are a varied number of roles performed in the College – teaching, administration and maintenance – and you all contribute to make it a school we can be proud of.

Finally, as the year draws to a close I wish everyone a Merry Christmas, Happy New Year and continued success for St Mary MacKillop College.

Thankyou.

Mr Ric Toovey

St Mary MacKillop College
P&F President Report 2022

2022 was a changing of the guard of the P&F. This year started off with a nervous and reluctant President, not because I didn't want to do it, but because I didn't think I could give the commitment to the role that it deserved. We hear it every day, I'm busy, you're busy, we are all busy, but I think the answer is surrounding yourself with the right group, and my first thanks goes to Executive Committee members our **Secretary Marella Bridgham, Vice President Jemma Hansen and Treasurer Amy Ovans**. We were thankful to have the continued guidance of **Jocelyn Bird and Brooke Regan**.

Things would not have run so smoothly and felt so easy without your support, and I think we have found a pretty good groove! I can't tell you how many times I have heard, 'What can I do for you? 'What else do you need me to do?' 'I'll do that!' and for me that has been the most memorable part of this year. Jemma, Amy and I all being new to the roles have begun to find our feet, scrambled through most things together and relied heavily on Marella, Joce and Brooke for their memory and guidance.

We started off our year of events, with two cancellations straight away due to our favourite friend COVID... so no Family Welcome Night or our Parents' Wine and Cheese Night to start the year.

However, during the lull of events to that usually kept us busy we had the opportunity to assess where we as the P&F were heading.

- What was our purpose?
- Why should people join us?
- What do you guys do at meetings?

With three new members on the Exec Committee, we embarked on a journey of self-discovery and identity. We are so thankful to have had the chance to work with Council Advisory member, Holly Hopkins from Consolidated Operations guide us through the process of working on a Strategic Plan for the P&F.

We brainstormed and agreed on our vision statement, fundamental values, strategic priorities and will continue to work on our key actions for the next few years. We have begun to set goals which will guide budget decisions in the future. Early next year we hope to ask the College community their thoughts on our priorities and engage with them about potential projects and goals.

We also moved to a streamlined Terms of Reference brought in by CEWA, which further guides us on how we make decisions and conduct ourselves. Part of the new terms of reference was to move our banking over to the College banking system, which Amy and I were thankful to have the support of Julie, Sandra and Rachel.

Having set our strategic priorities also gave us the parameters on how to assess budget requests from the College and gave us some guidance for inclusion in the budget based on how the request will benefit students. We are excited about some of the programs that will be implemented next year, and particularly excited to see the gorilla pelvis and femur arrive in the Science Department. Thank you to the College Admin and Finance team for their patience and guidance in this process. Thanks also goes out to Jo, Sandy and Deb in Primary for their assistance with other events in the Primary campus.

The few events we did get to participate in this year were fantastic, from giving out the icy poles at the Fun Run, to wrapping Easter baskets, and then some bigger events like Athletics Carnival Cake Stall, Grandparents' Day and the Year 12 Graduation. We had an amazing amount of people volunteer for these roles, many new faces and some old, but it was great to have them all involved in different aspects of College life. Special thanks goes out to Anne Kooloos who offered to be our Parent Rep Coordinator, and got out lots of communications direct to Class Reps in Primary, setting up a Facebook group and organising catch ups.

The success of the P&F wouldn't be possible without the continued and unwavering support from our College leader Frank Norton. We aren't sure what we will do without you next year Frank. Nothing is ever a hassle, you accept and consider all of our ideas, you have been patient when dealing with the same questions over and over, you give insightful Principal's Reports at each meeting.

At one of our first meetings, the Committee were presented with a proposal to change the uniforms for our Year 1-2 students to full time sports uniform, which previously had been only Kindy and Pre-Primary. Frank grabbed this idea, and after a discussion with us, put it to the Leadership Team at the College and then out to a whole College parent survey. We got a fantastic positive response with about 280 families taking part which will see the implementation of the change in uniforms from next year. For me, this built the confidence in the P&F that an idea can be delivered, acted upon and changed.

Frank, we appreciate how you valued the P&F and wish you all the very best as you embark on retired life.

In answer to a few questions I raised at the start of this report, here is how we ended 2022

- **What is our purpose?**
We will enrich the College environment for all, by promoting connection and a sense of community, through our activities and service at the College.
- **Why should people join us?** Because we are way cool people.
- **What do you guys do at meetings?** Usually just chat about what's for dinner, how good it is getting out of dinner and bed duties, try to remember to pass items with a seconder and laugh at Frank's jokes.

For us, next year the future is looking bright, we have a full year of events planned, with us looking to get an inaugural Colour Run going, the return of the Quiz Night, and many other favourites. This year we have continued to see one or two new faces at each of our meetings, which gives us confidence that we must be heading in the right direction.

For me personally, my confidence and pride has grown in this role, it has been a privilege to be the Chair of this P&F Committee, and I look forward to what 2023 brings to the P&F.

Danielle Paul