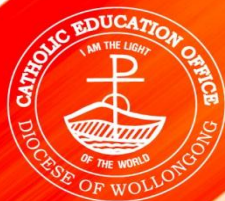


# Annual School Report

2014



## About This Report

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Mount Carmel Catholic High School, Varroville is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office Diocese of Wollongong (CEO). The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all BOSTES NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

Further information about the school or this Report may be obtained by contacting the school:

Mount Carmel Catholic High School  
PO Box 124  
Minto NSW 2566  
Ph: (02) 9603 3000  
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Website: [www.mcchsdown.catholic.edu.au](http://www.mcchsdown.catholic.edu.au)

**Principal:** Wayne Marshall  
**Date:** 28 March 2015

## **Vision Statement**

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Mount Carmel Catholic High School, guided by prayer and through spiritual formation, aspires to be a Catholic community reflecting gospel values. The students receive a holistic Catholic education, in the Marist tradition, with the aim of attaining moral, academic and personal excellence.

## **Message from Key School Bodies**

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### ***Principal's Message***

Mount Carmel is an improving school. Solid foundations in the fields of academic excellence, sporting success and co-curricula activities are being re-focused with the aim to improve the outcomes for all students. Further work was undertaken with Pastoral and Learning Statements

In 2014 our students achieved excellent results in the Higher School Certificate (HSC) being the top ranked school in the Diocese of Wollongong for learning gain as identified by the DeCourcy data.

Mount Carmel students and staff continue to play an active part in the local Church. This year this included: Salvation Army 'Red Shield Appeal'; St Vincent de Paul Door Knock Appeal and Marist Asia Pacific Solidarity (MAPS). Eight year 11 students accompanied by two staff members participated in an immersion experience at St Dominic's Rural Training School at Vanga Point in the Solomon Islands.

From the commencement of 2015 Mount Carmel will assume a new name – Mount Carmel Catholic College. This process of parent/student consultation was followed by an application to the Bishop's Office and the CEO. An application to the Minister was then formally lodged.

### ***Parent Involvement***

Mount Carmel has a very active Parents and Friends Association (P&F). This group meets twice a Term and works to advise and provide thoughts and direction for the school. The Principal attends meetings and is a participant in them. These meetings also provide opportunities for parents to meet one another.

The P&F social activities include the Parents Wine and Cheese Night, The Girls Night In, Trivia Night for the Solomon's support and Christmas Shopping Bus Trip. The P&F also plays a significant role in school Working Bees, providing lunch, drinks and an engaging social environment.

The P&F has again continued to have a voluntary fundraising levy. The majority of the funds raised have been allocated for a range of activities around the school including, funding the gymnasium equipment, further air conditioning of teaching and learning spaces, assisting with some maintenance costs, financial support of the reading program, Marist Netball and Basketball teams and students who represent at State or National level. The 2014 P&F again donated more than \$70,000 to the school to help provide these resources and services.

*Parents and Friends Association, President*

### ***Student Leadership***

Mount Carmel's Student Representative Council (SRC) is led by the Year 12 Leadership Team, which comprises the two School Captains, two Vice Captains and six Senior Counsellors.

Student leadership teams take responsibility for leading many student activities throughout the year. Student leaders host school assemblies and the fortnightly senior assembly. As a Marist school there is a range of community service opportunities that are promoted and led by the Leadership Team. The involvement and willingness to support key events taking place in and out of the school has been a highlight and the school is proud of what they have achieved.

The School Captains have an overarching role whilst the other leaders are paired in the following roles: Leaders of Community & Media; Leaders of Spirituality; Leaders of Sport; Leaders of Social Justice & Environment; Leaders of Hospitality & Cultural Events; and Leaders of Academia.

Year 10 students fulfill a leadership role in the school as House Captains. They take on the responsibility for their House in leading, communicating and encouraging the junior years. In particular, they take responsibility in whole school sporting carnivals. The eight captains then work with the senior leadership team to bring forth the ideas and thoughts of the student body in a positive and productive way. Each Pastoral Group has a male and female Class Captain responsible for working with and assisting the Pastoral teacher and setting example during Pastoral time.

*School Leaders*

## **School Profile**

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### ***School Context***

Mount Carmel Catholic High School is a Catholic Systemic co-educational secondary school located in Varroville. The school caters for students in years 7-12 and has a current enrolment of 1038. The school, beginning in 1986, provides Catholic secondary education for students from the Parishes located in the northern sector of the Diocese including: St John the Evangelist (Campbelltown), Mary Immaculate (Eagle Vale); Holy Family (Ingleburn), Holy

Trinity (Minto), Mary Mother of the Church (Macquarie Fields), St Thomas More (Ruse), and Our Lady of Mount Carmel (Varroville).

The school is a six stream co-educational high school. The demand for student enrolments remains very high with waiting lists in all Year groups from Years 7 to Year 11.

### ***Student Enrolments***

<b>2014 Enrolments</b>	
Boys	552
Girls	486
Total	1038
Indigenous	27
LBOTE	358

The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: [www.mcchsdown.catholic.edu.au](http://www.mcchsdown.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2014.

### ***Student Attendance***

<b>2014 Attendance</b>	<b>Male</b>	<b>Female</b>
Year 7	94.8%	95.2%
Year 8	93.4%	93.8%
Year 9	95.0%	94.0%
Year 10	93.1%	94.7%
Year 11	93.6%	93.0%
Year 12	94.9%	93.4%
Whole school	94.2%	93.4%

### ***Management of Student Non Attendance***

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

Non-attendance is managed by the Pastoral Advisers – part of their role is to follow up on student absences, and then pass any concerns on to the House Coordinator. Parents are contacted. Any serious or ongoing concerns are then passed on to the Assistant Principal or Principal for further parental discussion. Monitoring and follow-up of student absence is managed via the Student Learning Management System (IRIS).

### **Student Retention Rate**

<b>Year 10 Total Enrolment 2012</b>	182
Year 12 Enrolment at Census Date remaining in Year 12 at end 2014	150
Actual Retention Rate (%)	85%

<b>Years 11 - 12 2014</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	23%
% of students who have completed at least one (1) VET course	16%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification at the conclusion of Year 12	100%

### **Destination Survey**

<b>2014</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	16	16	150
University	0	0	104
TAFE/Tertiary	1	5	26
Employment	0	2	11
Other School	12	5	0
Apprenticeship	3	2	5
Gap year	0	0	3
Other/Unknown	0	2	1

### **Staffing Profile**

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There are a total of 78 teachers and 24 support staff at Mount Carmel Catholic High School. This number includes 60 full-time, 18 part-time/job share teachers.

## **Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

\*Australian Education Institution – National Office of Overseas Skills Recognition Staff

## **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2014 was 95.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 93 %.

## **Professional Learning**

During 2014, Mount Carmel Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review and Improvement (SRI) priorities.

Mt Carmel whole-school development days involved all teaching staff.

These days focused on:

- CEO Compliance - PowerPoint training;
- Disability Discrimination Act (DDA) training modules;
- Reviewing School Pastoral Processes;
- Literacy workshops focusing on enhancing student writing and staff skills for the enhancement of Literacy (staff focus based on School Measurement and Assessment Reporting Toolkit 'SMART' data);
- Marist Spirituality (Br Bill facilitated at Staff Day);
- Further Accidental Counsellor (Rocky Biasi as external presenter);
- Curriculum workshops including workshops on using technology for effective learning (especially using iPads for learning);
- School Review and Improvement (SRI) – planning, review and implementation
- Implementing a School Vision Statement; and
- Cardio Pulmonary Resuscitation (CPR) for all staff (teaching and administration).

B. Other professional learning activities provided at school level including CEO run courses:

- Building the capacity of Middle Leaders – 2 half day and 1 full day set of workshops with

- Growth Coaching International – 23 Staff;
- Middle Leaders leadership professional development (working with an external facilitator) – 23 Staff;
- faculty based learning days – whole staff in faculty groupings;
- Principal’s Association Conference – 2 staff;
- Secondary Leading Learning Networks – 16 staff;
- CEO-run Implementing the Australian Curriculum for Faculty Leaders – 8 staff;
- Growth Coaching Phase 1-3 Workshops – 2 staff;
- Edutech conference & expo – 2 Staff;
- Payroll and Human Resource Information System (PHRIS) training – 2 staff;
- Vocational Education and Training (VET) Compliance workshops – all VET staff; and
- individual Faculty Days for PDHPE, CAPA and TAS staff.

The average expenditure by the school on professional learning per staff member was \$490.

In addition, professional learning opportunities were provided by the CEO with an additional average expenditure per staff member of \$338.

## **Catholic Life & Religious Education**

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Throughout the year both staff and students have had numerous opportunities to be involved in prayer, liturgies, Masses celebrating significant events, social justice and mission projects, excursions, spirituality days and retreats. The formal Religious Education program aims to assist students to develop their knowledge and understanding of their Catholic faith, so that they may live and interact with others as true Disciples of Christ.

The 2014 Staff Spirituality Day was facilitated by a group of staff undertaking the Diocese of Wollongong Lamplighters Program and a Marist Brother, at the Hermitage in Mittagong and was based around the theme of Presence. The five Marist pillars are: In the Way of Mary, Simplicity, Love of Work, Family Spirit and Presence. Being a Marist school, our aim is to instill in students the importance of living one’s life in a “Marist way”. These are regularly referred to during our morning prayer, fortnightly liturgies that commence our School Assemblies and during other significant gatherings. Mount Carmel has actively supported staff attendance at a variety of conferences and programs offered by the Marists throughout the year.

In 2014 opportunities were provided to strengthen the links with feeder Parishes. Local Parish Priests were regularly invited to attend school functions and students were provided opportunities to receive the Sacrament of Penance during Holy Week and Advent.

Students were provided with the opportunity to involve themselves in a variety of programs throughout the year. Programs included Marist Connect, a program from Marist Youth



Ministry where senior students from other Marist schools in the Macarthur region came together. 'Conversations with the Bishop' was again a highlight and attendance at Marist camps focused on leadership and vocations. A number of students have also trained to become Extraordinary Ministers of Holy Communion.

Mount Carmel again appointed a Youth Minister in 2014. The role is varied and has included working alongside staff in their classrooms in assisting with the Religious Literacy Assessment, providing prayer opportunities for both staff and students as well as running the "Thank God Its Friday" (TGIF) program. The TGIF program has been well attended with students meeting to discuss and explore their faith and the place of God in their lives. The Youth Minister has also organised a multicultural night that included cultural dances, performances and the sharing of international food. Money raised was used for the support of Youth Ministry to assist students within the school to attend various youth camps and Youth Mission Team weekends.

Year 12 Retreat continues to be a highlight for our students. The program provided the opportunity for personal growth and spiritual reflection. The aim was for students to be proud of whom they are and the person God is calling them to be. Other camp/reflection days include the Year 7 camp, Year 9 Gender Day, Year 10 Gender Camp, Year 10 social justice days and a year 11 Leadership Camp.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese in 2014.

The school cohort in 2014 consisted of 179 Year 8 students who sat the Religious Literacy Assessment (Part A) on 18 August 2014 and 177 completed the Extended Task (Part B). The Extended Task was based on the Unit: Early Christian Communities and undertaken during Term 3. The performance of each student was described as developing, achieving or extending.

Our students performed satisfactorily in Part A with many students classified as achieving and developing but there was an absence in the extending classification for our students. Part B witnessed a high proportion of our students in the developing and achieving areas with a small number in the extending domain. The overall combination of both parts saw our students based primarily in the achieving area. Mount Carmel's results, at large, paralleled the Diocesan results.

Students showed a satisfactory to high level of performance in their knowledge of the religious tradition.

This satisfactory to high level of performance was particularly noticeable in relation to the following areas of learning:

- The Setting of the Gospels;
- Jewish Religious Culture;
- Ways of Being Catholic education;
- early Christian communities;
- the teachings of Jesus and their transfer to the contemporary world;
- People and Ministries in the Church;
- Sacraments of initiation;
- the liturgical life of the Church; and
- The Bible: Sacred Text.

Through their responses, students demonstrated the need to develop a deeper understanding of:

- The Life of Jesus;
- the structure of the Church in the world today;
- early Church leaders and their teachings;
- the parables of Jesus;
- the structure of the Catholic Church;
- terms associated with sacramental life; and
- traditional prayer.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge.

As a cohort, the Mount Carmel students received a diverse range of results which were indicative of their efforts, their ability to link their work to the Sacred Text and their understanding of Early Christian Communities.

For Part A, 39% of students were placed in the developing level, 60.9% in the achieving level and 0% were in the extending level.

For Part B, 41.8% of students were placed in the developing level, 48.4% in the achieving level and 9.9% were in the extending level.

Combining Parts A and B, 36.9% of students were placed in the developing level, 60.3% in the achieving level and 2.8% were in the extending level for Religious Literacy.

## School Review and Improvement

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School Review and Improvement (SRI) is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

### **School Review and Improvement components reviewed and rated in 2014:**

In line with the School vision and values statement, areas have been identified by staff, under the direction of the School Executive. Components reviewed in 2014 were:

- **Key Area 1: Catholic Life and Religious Education**

#### 1.3 Catholic Life and Culture

Goal: A strong commitment to the Marist Charism is reinforced by our connections to the Carmelite Fathers in our local Parish and school name.

- **Key Area 3: Pedagogy**

#### 3.5 Assessment.

Goal: Assessment Review Committee was commenced in 2014 – targeting Stage 4 assessment. A review of why we assess, the effect of this assessment and then the connection to feedback was explored.

#### 3.7 Professional Learning.

Goal: A focus on the quality of the learning of Staff and developing the connection to the performance of the students in improving the quality of teaching and learning.

- **Key Area 4: Human Resources Leadership and Management**

#### 4.2 Professional Development of Staff.

Goal: the development of staff skills continued with the incorporation of Information and Communication Technologies (ICT) in the learning process. Aligned with this is a re-conception of what good teaching and learning looks like.

- **Key Area 5: Resources, Finances and Facilities**

#### 5.1 ICT Resources.

Goal: the maintenance and provision of Information and Communication Technologies (ICT) as a learning tool as the key to raising student learning outcomes. Looking at best practice and priced options for maintaining the high quality education delivery at Mount Carmel.

#### 5.4 Financial Management

Goal: recommendations from the Financial Audit of 2013 were implemented. We again had an audit in 2014 and demonstrated significant improvement in all areas.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

#### 6.3 Linkages with the Wider Community.

Goal: continuing to build the good name of Mount Carmel in the Macarthur district and broader community.

### **School Review and Improvement components to be reviewed and rated in 2015:**

#### **Key Area 2: Students and their Learning**

##### 2.1 Educational Potential

Goal: exploring the current teaching and learning practices with a focus on improvement.

##### 2.3 Reporting Student Achievement

Goal: reviewing effectiveness of the schools reporting process in achieving its aims for all parties involved, Students, parents and staff.

##### 2.5 Pastoral Care

Goal: Mount Carmel has a strong Pastoral program and this is widely recognised. We will have a review of effective use of time and the commitment to new pastoral programs.

#### **Key Area 3: Pedagogy**

##### 3.2 Provision for the Diverse Needs of Learners

Goal: are the resources provided for this important and inclusive area enough and being best used?

#### **Key Area 4: Human Resources Leadership and Management**

##### 4.3 An Ethical Workplace Culture

Goal: Staff will be surveyed in regard to their understandings and realities in this important area.

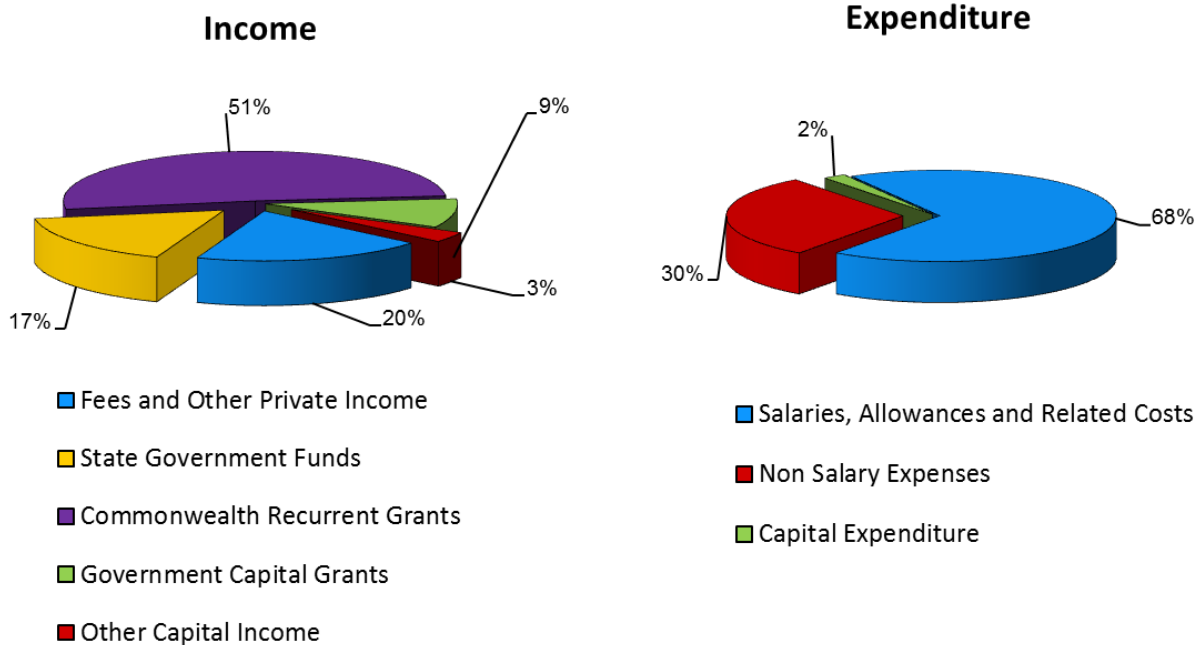
## Financial Summary

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Spending throughout 2014 included the following areas:

- Significant investment in ICT resources for both staff and students to improve learning;
- the refurbishment of 'I' block into a new Food Technology facility and presentation room;
- continued improvement of the school grounds and gardens;
- extension of the air conditioning program in the school;
- construction of the La Valla Trade Skills Centre;
- repairs to the damaged car park bitumen; and
- construction of a school gymnasium.

The following graphs reflect the aggregated income and expenditure for Mount Carmel Catholic High School Catholic High School, Varroville for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



## Student Welfare

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### Introduction

At Mount Carmel there is a strong pastoral system that fully supports the total needs of all students and works to create a safe, supportive and respectful learning and teaching environment that fosters student well-being. This belief underpins all that we do.

CatholicCare counsellors work with students who have specific needs that can sometimes be beyond the training for pastoral staff. This is a significant part of the student welfare program. The Diocesan framework, "Path to Life", states that it 'embraces student wellbeing and creates connections to life long learning'. This is an active aim at Mount Carmel.

The pastoral team meet fortnightly, with extra meetings when required, to discuss issues relating to the students in their care and work as a team to ensure a positive outcome. The student management database (IRIS) has further strengthened the information and follow up with the students and it has provided teachers with a valuable asset to ensure all students are monitored by their Pastoral Adviser and that parents are well informed as to how their child is progressing throughout the year. 2014 saw the students work very closely in their House groups in the Junior School and other Pastoral Classes in the Senior School to build on the structures already in place.

### Pastoral Care

2014 saw further development of a wellbeing program and also the introduction of the "Boomerang Effect". This program centres on building resilience, positivity and capacity in students as they develop into adulthood. This is a pilot program between four schools (only Mount Carmel from the Wollongong Diocese) and the Canterbury Bulldogs NRL team. A further significant component is decision making and decision effect.

There are a number of pastoral care initiatives focussed on the differing needs of students, with a number of programs implemented to meet the specific needs of the students. These needs vary across the Year groups. Programs targeted for the junior school are related to bullying, social skills and behaviour management. In the senior school the focus was on maintaining relationships as well as issues such as stress management and study skills.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2014.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

## **Learning and Teaching**

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### ***Curriculum and Pedagogy***

Mount Carmel has continued to offer a diverse curriculum from Year 7 to 12. The Stage 4 and Stage 5 curriculum closely follows the BOSTES syllabus in each course as required. The Stage 5 pattern of study is the mandatory courses in English, Mathematics, Science, Australian History and Geography and Personal Development Health and Physical Education (PDHPE). Additionally the students choose two elective courses. A strong feature of the stage 5 program was the 100 hour elective courses, which enabled students the opportunity to study up to 4 elective subjects across Year 9 and 10. Students may study two 200 hour courses or a combination of 100 hour and 200 hour courses to add up 400 hours. This provided students with the opportunity to explore multiple areas of interest while still enabling those who wished to study an area in greater depth the opportunity to do so.

The implementation of the Australian Curriculum in 2014 in English, Mathematics, Science and History for Year 7 and 9, has meant significant resource allocation to this area. This planning was underpinned by a focus on Understanding by Design principles and has been a significant opportunity to refocus and reinvigorate teaching and learning programs. CEO led professional learning and networking opportunities, school based relief for planning and development and other external professional development was provided for a range of staff.

Mount Carmel continues to provide a broad and diverse curriculum to our Year 11 and 12 students and in 2014 we have looked to provide a broader range of subjects to students not wishing to receive an ATAR. The compulsory requirements for English are met through Advanced English, Standard English or the Board Endorsed English Studies.

### ***Cross Curriculum***

Literacy and Numeracy remains a significant focus across the school and was supported by a 1-point Literacy Coordinator. Literacy and numeracy remained a key cross curriculum priority across all KLA's with integrated activities in learning programs. The use of technology in the area of numeracy has seen student's access online resources to supplement classroom learning and teaching.

### ***Meeting the needs of all students***

Individual planning, support and guidance to students with particular needs remain a focus of our learning support team. This team provides a wide variety of strategies and techniques to help students achieve all that they are capable of. This includes in-class support, withdrawal services and the provision of a wide range of initiatives that help students reach their full potential. Regular meetings occur between parents and students with personal plans, to review the effectiveness of these strategies.

A focus on improving the literacy ability of all students was prioritised in 2014 with the appointment of a Literacy Coordinator to create interventions and resources in this area. Data obtained from a range of sources including NAPLAN, was used to inform strategies used.

Mount Carmel's approach to the effective use of data and evidence based teaching, highlights the need for the classroom teacher to know the students and their capabilities and plan appropriately for their learning. Flowing from this is a differentiated learning environment which also involves setting challenging learning opportunities for all students and being able to monitor and track their progress towards the intended learning outcomes.

### ***Expanding Learning Opportunities***

A number of additional learning opportunities were offered through all Key Learning Areas (KLAs) on various levels. Activities in 2014 included school based debating and chess competitions, Youth of the Year, entrance in the Australian Mathematics, Science and English Competitions; also the Chemistry Titration competition for senior students, amongst other opportunities. The Creative and Performing Arts faculty have held various musical and creative arts performance nights to provide students with an opportunity to perform for an authentic audience. Artworks are displayed and a prize giving evening held.

Marist pathways again provided an opportunity for students to develop their faith through sport and compete against opposition not in the normal sports group. The school again participated in a range of Marist sporting events including hosting the Marist Netball and Marist Basketball in Sale, Victoria. We encourage students to lead healthy active lifestyles and promote activities within the local community that support this. Students had the opportunity to represent the School at the Macarthur Independent School Association (MISA), Diocesan, NSW and Australian levels through the range of pathways and sports offered to students.

### ***Vocational Education and Training***

Mount Carmel offered a strong Vocational Education and Training (VET) Curriculum including: Construction, Hospitality and a range of other courses. Students took the opportunity to study school based VET courses as well as Technical and Further Education (TAFE) NSW based VET (TVET) courses. In 2014 there were a total of 37 students studying school based VET courses in Year 11 and 12 including Construction, Tourism, Nursing, Hospitality and Sport Coaching. There were also 24 students studying TVET courses across Year 11 and 12. In total 23% of Stage 6 students at Mount Carmel studied VET courses in 2014. Included in this number are 2 students completing School based Apprenticeships.



## Student Achievement

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The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

### **NAPLAN**

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Students attending Mount Carmel exhibit a significant learning gain from NAPLAN testing in Year 7 to that of Year 9. The Year 7 results indicate the students are performing below state average in most areas. At the Year 9 testing point the students demonstrate a proficiency at the State Average. Significant resources are employed to ensure the learning gap that exists when the students arrive for the Year 7 NAPLAN testing, is removed by the Year 9 testing.

### **Student Achievement in Bands**

Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement.

**Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2014: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	14%	63%	23%	17%	57%	26%
	National	18%	54%	29%	24%	49%	27%
Writing	School	30%	56%	14%	34%	49%	17%
	National	30%	54%	16%	39%	45%	17%
Spelling	School	12%	44%	44%	12%	60%	28%
	National	17%	51%	31%	20%	55%	26%
Grammar & Punctuation	School	27%	49%	24%	29%	49%	22%
	National	21%	49%	30%	30%	46%	25%
Numeracy	School	17%	59%	24%	18%	62%	21%
	National	19%	53%	29%	20%	51%	29%

## Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2014: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98%	96%
	National	95%	92%
Writing	School	92%	90%
	National	89%	81%
Spelling	School	98%	97%
	National	93%	91%
Grammar & Punctuation	School	96%	95%
	National	93%	90%
Numeracy	School	98%	99%
	National	95%	97%

## Record of School Achievement

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

The RoSA was granted to 10 students in 2014.

## Higher School Certificate

Mount Carmel again performed well in the 2014 HSC exams. A total of 59 Band 6s and 241 Band 5s demonstrate the solid work of staff and students. 2014 also saw a student attain First in State in the 2 Unit Ancient History Course, with another coming 19<sup>th</sup> in Standard English. Two students were nominated for Art Express and one for Music Encore. The DeCourcy analysis shows that Mount Carmel had the highest learning growth in the Diocese of Wollongong. A total of 13 students attained ATAR scores over 90.00

The Higher School Certificate is reported according to a standards-referenced approach. The results for all 2 unit courses are reported as a percentage, referenced to standards with a mark of 50 representing minimum standard. Achievement is also reported in Bands 1 to 6 with Band 1 representing below *minimum* standard. For 1 unit or extension courses marks are reported out of 50. The following courses represent those that have been studied in all 7 Diocesan schools and that have a Diocesan candidature greater than 100. Hospitality has also been included as the highest candidature of all VET courses and is based on the examination mark only.

### Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	3.06	68.37	28.57
	State	14.26	77.52	8.23
English (Advanced)	School	0.00	8.33	91.67
	State	8.21	76.94	14.68
General Mathematics	School	16.47	63.53	20.00
	State	24.04	50.63	25.33
Mathematics	School	3.33	50.00	46.67
	State	8.45	37.66	53.88
Biology	School	11.86	66.10	22.03
	State	13.82	57.73	28.45
Ancient History	School	14.28	33.33	52.38
	State	16.30	50.61	33.07
Business Studies	School	0.00	77.27	22.73
	State	11.59	51.11	37.29
Legal Studies	School	25.00	41.67	33.33
	State	15.20	44.57	40.22
Studies of Religion I	School	9.23	44.62	46.15
	State	5.93	45.22	48.86
Design and Technology	School	0.00	58.82	41.18
	State	4.77	57.89	37.32
Community and Family Studies	School	2.04	44.89	53.06
	State	8.45	54.48	37.06
Personal Dev, Health and Physical Education	School	5.56	50.00	44.44
	State	11.12	58.17	30.70
Hospitality	School	0.00	27.27	63.64
	State	4.21	59.86	35.92

### Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	98	72.98	67.46
English (Advanced)	24	84.38	80.53
General Mathematics	85	70.26	68.89
Mathematics	30	79.51	78.37
Biology	59	72.51	71.65
Ancient History	21	76.60	71.68
Business Studies	22	74.47	74.00
Legal Studies	12	70.10	73.36
Studies of Religion I	65	38.34	38.15
Design and Technology	17	76.31	75.86
Community and Family Studies	49	79.31	74.37
Personal Dev, Health and Physical Education	36	78.02	72.86
Hospitality	10	79.20	75.23

### Comparative Performance over Time

School Performance (%)	2011	2012	2013	2014
English (Standard)	73.07	73.47	69.43	84.38
English (Advanced)	85.70	84.04	83.75	72.98
General Mathematics	74.75	68.31	67.96	70.26
Mathematics	75.60	74.17	76.40	79.51
Biology	73.00	74.28	75.59	72.51
Ancient History	73.85	75.38	70.96	76.60
Business Studies	70.73	74.20	71.76	74.47
Legal Studies	76.25	69.93	72.03	70.10
Studies of Religion I	38.09	37.33	37.91	38.34
Design and Technology	74.89	72.45	75.16	76.31
Community and Family Studies	81.75	75.87	75.87	79.31
Personal Dev, Health and Physical Education	81.46	73.95	74.70	78.02
Hospitality	79.51	72.75	81.09	79.20

## Parent, Student and Staff Satisfaction

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A number of classes were surveyed and data gathered. The P&F was consulted for their thoughts and the staff asked for any anecdotal information garnered from parent conversation. The parents at Mount Carmel clearly indicated to staff their satisfaction with the holistic education that their children receive. The strong faith development and opportunities for the students is often a highlight for all. Similarly, parents were satisfied that the school took a genuine interest in their child helping and challenging them to achieve their potential. Many parents are pleased with the sporting opportunity and challenge offered to their children and the support of Staff as coaches and mentors.

Students indicated that they felt safe, are proud to attend Mount Carmel Catholic High School and appreciated the wide range of co-curricular activities that they could participate in. Some students felt that they could be further encouraged and challenged with academic coursework so as to achieve better learning outcomes. Some parents indicated that they would like to see more detailed information in their child's academic reports, which are produced at the conclusion of the second and fourth Terms.

A common understanding of staff is that the students understand their rights and responsibilities and are able to access options to discuss them when needed. Staff opportunities for faith development at Mount Carmel are often mentioned. The staff also clearly indicated that the school provides a safe and supportive environment as well as providing a variety of opportunities. The need to further challenge students to maximise their learning outcomes has been identified by staff.

The concerns raised here will be part of the 2015 SRI process.

