

Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

Mount Carmel Catholic College, Varroville is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW and managed by Catholic Education Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by Wollongong CEDoW to ensure compliance with all Board of Studies, Teaching and Educational Standards (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 2016.

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

Mount Carmel Catholic College

PO Box 124

Minto NSW 2566

Ph: (02) 9603 3000

Fax: (02) 9820 3174

Email: info@mcchs.dow.catholic.edu.au

Website: www.mcchsdow.catholic.edu.au

Principal: Wayne Marshall

Date: 11 March, 2016

Vision Statement

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

Principal's Message

2015 was another year of significant achievements for Mount Carmel Catholic College. The school continued to enjoy sporting success in the Macarthur Independent Schools Association (MISA) competition and individual students achieved success at a State and National level. Amongst some of the many notable highlights of the year was the joint Parish and College trip to Spain. In recognition of St Teresa of Avila's 500th birthday, a group from the College and Parish joined 10 000 others in the Teresian festival in Avila. This occasion recognised the woman who reformed the Carmelite Order in the 1500's and was a large part of the Catholic Reformation.

Academically the College results were again sound. NAPLAN results demonstrated solid learning gain for the students and the Religious Literacy test showed an improvement on 2014. The HSC results placed us second in the Diocese of Wollongong.

Student leadership was again a focus and Diocesan and Marist programs provided many opportunities for students to be involved. A highlight of the liturgical year was a whole College Mass at St Mary's Cathedral, celebrated by Bishop Peter Ingham and con-celebrated by many of the Parish Priests.

Parent Involvement

As the first year of being in the role of President of the Mount Carmel Catholic College Parents' and Friends' Association (P&F) it has been a privilege to work alongside other committee members and be part of the school community for the good of the school, and most importantly the students. It was rewarding to be involved and connect with the students' education and wellbeing. The P&F worked very effectively with the Mount Carmel executive in 2015. Examples of this were the change of name, update of the constitution, uniforms, behaviour management, the College's overall appearance and presentation, the school gym and communication and support between families and the college.

The P&F at Mount Carmel continues to show strength and commitment with many social events in 2015 which included; a wine and cheese night, the girls' night in, working bees, Year 12 graduation and Mass, community service debutantes ball, Year 7 orientation, "G" day and general assistance and support for other school events.

In 2015, the P&F levy raised \$80 000, which we donate back to the college for designated projects to support the students and school community. In 2015 these funds were directed to the following items, events and projects:

- Brother Clarence Foundation (support for families with finance issues);
- Working Bee expenses (BBQ, paint);
- CatholiCare counsellor (one day per week);
- Peer literacy program (support for Year 7 students with needs);

- P&F levy annual \$1 000 draw (for financial parents);
- Industrial fans in the Champagnat hall (for the whole College community); and
- Sponsorship towards individual children and teams that succeed to compete at State and National Level.

A big thank you to the Principal and Assistant Principal, the executive and all the teaching and administrative staff at Mount Carmel Catholic College for their continued commitment and support to the P&F but most of all for all their dedication, hard work and efforts in educating the children. It would be a pleasure to meet more parents at P&F meetings (8 per year), as this provides the opportunity to keep up to date and to have a say in your child's future.

Parents and Friends Association, President

Student Leadership

Mount Carmel Catholic College's Student Representative Council (SRC) consists of 12 Year 12 students, consisting of 2 school captains, 2 vice captains and 5 portfolios, 2 of which being the vice captains. The student leadership team has an important role in decision making and trying to oversee issues occurring within the College. College captains have a responsibility to look-over all ideas and actions raised at fortnightly leadership meetings. SRC portfolios cover all areas of school life, with roles comprising of; Leaders of Sport, Leaders of Social Justice, Leaders of Academia, Leaders of Spirituality and Leaders of Culture and Hospitality. The leadership team strive to encourage the students to partake in College events, in particular fundraising for Caritas.

Sixteen Year 10 students are given the opportunity to be House Captains. Their role is to encourage and support the younger students of the college, in leading their house groups. These range from Year 7 students through to Year 10 students. These 16 students work tirelessly with the Year 12 leadership team in helping to promote and communicate events that are occurring in the college and in getting the junior students on board.

School Leaders

School Profile

School Context

Mount Carmel Catholic College 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 1035. 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 (OLMC), Varroville.

The College 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. For 2016 the College will increase enrolments in Year 7 to 210 to meet the community need.

Student Enrolments

2015 Enrolments	
Boys	558
Girls	477
Total	1035
Indigenous	30
LBOTE	352

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.mcchsdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Year 7	93.2%	92.2%
Year 8	92.8%	92.0%
Year 9	89.5%	88.9%
Year 10	91.0%	89.8%
Year 11	93.4%	94.2%
Year 12	96.2%	93.9%
Whole school	92.6%	91.7%

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

Year 10 Total Enrolment 2013	171
Year 12 Enrolment at Census Date remaining in Year 12 at end 2015	149
Actual Retention Rate (%)	87%

Student Attainment in Senior Years

Years 11 - 12 2015	
% of students undertaking vocational training or training in a trade during Years 11 and 12	14%
% of students who have completed at least one (1) VET course in either Year 11 or 12	10%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Mount Carmel supports a diverse array of options for students to experience and develop skills to take them to the future.

Destination Survey

2015	Year 10	Year 11	Year 12
No of School Leavers	24	24	149
University	0	0	98
TAFE/Tertiary	6	1	24
Employment	2	11	22
Other School	16	12	3
Other/Unknown	0	0	2

Staffing Profile

There are a total of 78 teachers and 24 support staff at Mount Carmel Catholic College. This number includes 62 full-time, 16 part-time 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 2015 was 95.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 95.4%. At the end of 2015 several staff moved schools to accept promotions positions and further their careers.

Professional Learning

During 2015, Mount Carmel personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review and Improvement priorities.

These included:

A. Mount Carmel whole school development days involving 78 staff. These days focused on:

- Curriculum Day - focus on differentiation and pre-testing, use of data, gradual release model, Literacy, quality assessment and use of technology on learning;
- DOW Compliance PowerPoint training;
- Disability Discrimination Act (DDA) training modules;
- Self-Administered Legal Training (SALT) training modules;
- Reviewing whole College pastoral vision statement and values;
- Literacy presentations and Faculty workshops led by the Literacy Coordinator;
- SMART data workshops (large and small groups);
- Depthing Marcellin (Facilitated by Marist Schools Australia);
- Curriculum Staff Day - developing a College Statement on Assessment, various Workshops including Reading for Meaning, Gradual Release Model and the Flipped Classroom;
- Pastoral Care Staff Day focused on the Boomerang Effect (Positivity & wellbeing), Path to Life and Staff wellbeing initiatives;
- Curriculum technology workshops including workshops on using Google Drive;
- eSMART and Google Classrooms;
- SRI – planning, review and implementation; and
- Cardio-Pulmonary Resuscitation training (102 Staff).

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

- Australian Council for Educational Leaders (ACEL) Conference (6 staff);
- Building the capacity of Middle Leaders – workshops with Growth Coaching;
- International – (25 Staff);
- Positivity in Schooling Conference (2 staff);
- Secondary Leading Learning Networks (16 staff);
- Vocational Education and Training (VET) compliance meetings & workshops – VET staff;
- Faculty Days for Maths, English, Science, HSIE, PDHPE, CAPAL, RE and TAS (8 staff);
- Accidental Counsellor (2 staff);
- Various Teacher Training Australia (TTA) Workshops; and
- Professional Council Workshops

The average expenditure by the school on professional learning per staff member was \$901. In addition, professional learning opportunities were provided by the CEDoW with an additional average expenditure per staff member of \$180.

Catholic Life & Religious Education

Throughout the year staff, students and the parent community had numerous opportunities to be involved in prayer, liturgies, Masses celebrating significant events, social justice and mission projects, excursions, spirituality days and retreats. In addition, the formal Religious Education program aimed 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 new curriculum was successfully implemented with the Year 8 cohort and proved successful in engaging students and provided them with the opportunity to strengthen their understanding of the Catholic faith. Studies of Religion staff attended various “Twilight Retreats” and were provided with a range of professional development experiences.

The Marist Mission and Life Formation team facilitated the Staff Spirituality Day at the Hermitage in Mittagong. The theme of the day was ‘Just Love: hearts without borders’. The five Marist characteristics are: In the Way of Mary, Simplicity, Love of Work, Family Spirit and Presence. Being a Marist school, the school’s aim is to instil in students the importance of living one’s life in a “Marist way”. These are regularly referred to during morning prayer, fortnightly liturgies that commence the School Assemblies and during other significant gatherings. Mount Carmel has actively supported staff attendance at a variety of Marist conferences and programs such as ‘Footsteps’ that explored the Marist Charism, identity, pedagogy and spirituality.

A significant event in 2015 was the College celebrating a milestone 30th anniversary. It was quite the expedition with the entire school catching a train to the city to celebrate the Feast of Our Lady of Mount Carmel (OLMC) with Bishop Peter Ingham at St Marys Cathedral. We also celebrated the 500-year anniversary of St Teresa of Avila. A group of 13 students, the Principal and 2 teachers joined Fr. Shane, Fr. Greg and parishioners from OLMC Parish to participate in the European World Youth festival for St Teresa of Avila.

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

Mount Carmel again appointed a Youth Minister in 2015. The role was varied and included working alongside staff in 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. Students were provided with the opportunity to be involved 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 got involved in engaging activities to explore and deepen their faith. ‘Conversations with the Bishop’ was again a highlight and attendance at Marist camps focused on leadership and vocations. A number of students also trained to become Extraordinary Ministers of Holy Communion.

Year 12 Retreat continued to be a highlight for 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 2015. The school cohort in 2015 consisted of 164 Year 8 students who sat the Religious Literacy Assessment (Part A) on 17 August 2015 and 170 completed the Extended Task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Disciples, Martyrs and Witnesses to the Faith. The performance of each student was described as developing, achieving or extending.

Students performed satisfactorily in Part A with many students classified as either achieving or developing, however, only 0.6% (compared to the Diocesan average of 0.3%) achieved an extending classification.

Part B saw a higher percentage of students in the developing range; however, a greater proportion of students achieved an extending grade (7.1% with the Diocesan performance at 8.8%). The overall combination of both parts saw students primarily in the developing and achieving grades. Mount Carmel's results were similar to those of the Diocese for Part A, however, weaker results were noted for Part B with 53.5% developing compared to the Diocesan figure of 35.6%.

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 contribution of significant people to the early Church;
- Understands the structure of the Old and New Testaments;
- Liturgical colours;
- Origins of the Bible;
- Key people from the Hebrew story;
- Jesus' teaching of The Beatitudes; and
- The purpose of Parables.

The students' responses demonstrated the need to develop a deeper understanding of their religious tradition in relation to:

- The purpose of the Council of Jerusalem;
- Classifying signs, symbols, rituals and sacraments;
- The Christian teaching about stewardship; and
- Qualities of the early Church which are evident in the Church today.

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 that were indicative of their efforts, their ability to link their work to the Sacred Text as well as their understanding of Disciples, Martyrs and Witnesses to the Faith.

For Part A, 39% of students were placed in the developing level, 60.4% in the achieving level and 0.6% were in the extending level.

For Part B, 53.5% of students were placed in the developing level, 39.4% in the achieving level and 7.1% were in the extending level.

Combining Parts A and B, 45.1% of students were placed in the developing level, 51.2% in the achieving level and 3.7% were in the extending level for Religious Literacy.

School Review and Improvement

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 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. Focus on quality assessment and incorporate focused feedback

- 2.3 Reporting Student Achievement

- Goal Review the effectiveness of the College's reporting process - including timing of P/T/S interview, presentation of Reports and content.

- 2.5 Pastoral Care

- Goal Mount Carmel has a strong Pastoral program and this is widely recognised. Streamlining the LEARN, Social, Emotional, Education, Exercise, Diet, Spiritual and Sleep (SEEDSS) and Boomerang Effect programs to a more effective structure.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the Diverse Needs of Learners

- Goal Re-structure classes to: 1. Extended 2. Core 3. Structured; continue transition program, maximise impact of resources.

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

- 4.3 An Ethical Workplace Culture

- Goal Staff surveyed in regard to their understandings and realities; a Staff Representative on the College Executive, create a culture of raising issues at or prior to Staff Meetings.

School Review and Improvement components to be reviewed and rated in 2016:

- **Key Area 1**

- 1.2 Religious Education

- Goal: To continue to endorse the RE program as central to all we do and are. Maintain the increasing understanding and alignment with our Marist charism.

- **Key Area 2**

- 2.2 Rights and responsibilities

- Goal: Continue to provide high quality Pastoral Care of all students at Mount Carmel. This includes the SEEEDDS and Boomerang Effect program.

- **Key Area 3**

- 3.6 School climate, learning environment and relationships.

- Goal: To continue to focus on quality teaching and learning. Raising the level of professional competence of Staff and the standard of results expected by the students.

- **Key Area 4**

- 4.1 Recruitment, selection and retention of staff

- Goal: Mount Carmel is a College of improving performance. Staff are key to this. 2016 will see continued work in expectations, support and performance with clear direction, focus and leadership is provided.

- 4.4 Succession planning

- Goal: Developing high quality teachers and future leaders is to remain a focus of the leadership team.

- **Key Area 6**

- 6.2 Reporting to the Community

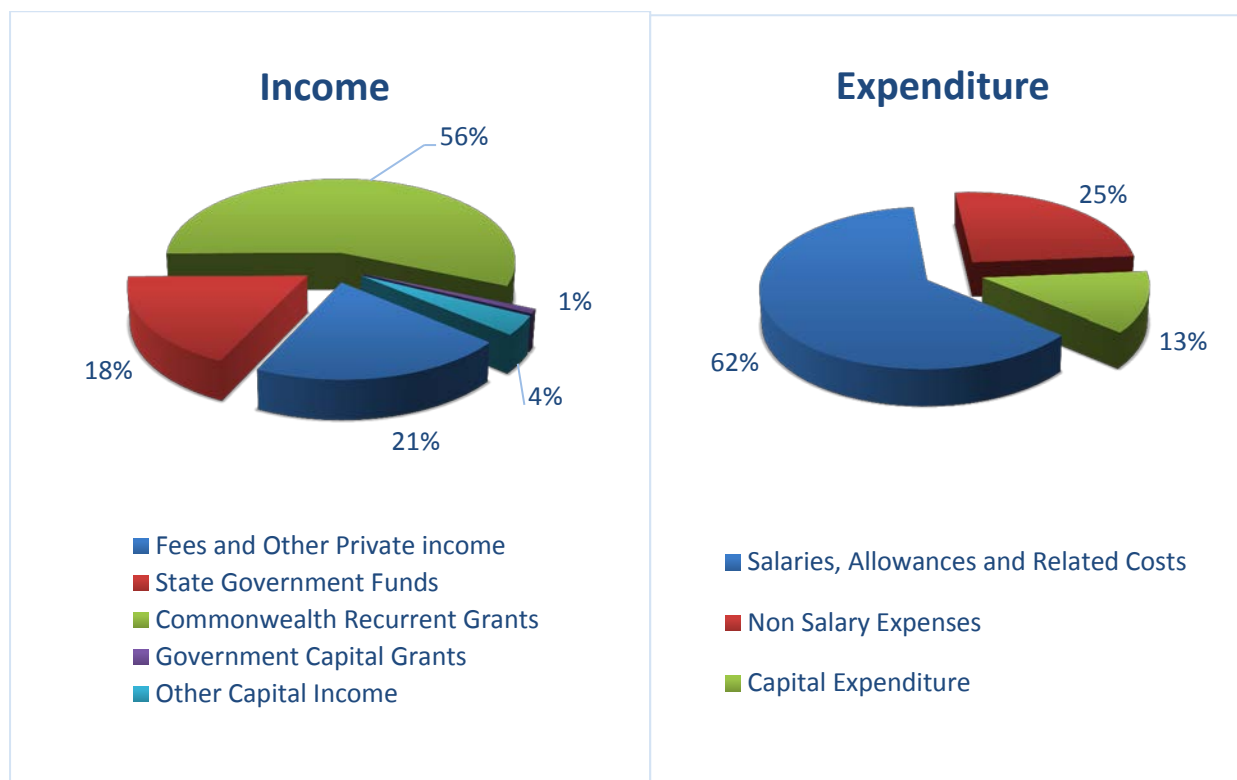
- Goal: Communication within the College has improved in recent years with new systems and personnel. This will continue as a focus area.

Financial Summary

Major areas of spending throughout 2015 included the following areas:

1. Expenses due the change of name from High School to College.
2. Events attached to the name change and celebrations.
3. Continued improvement of the school grounds and gardens.
4. Extension of the air conditioning program in the school, encompassing the Music rooms.
5. Repairs to the damaged carpark bitumen,
6. Provision of equipment for the College gymnasium.
7. Replacement of aged IT equipment, including projectors and laptops
8. Replacement of dust extraction units in the TAS block.

The following graphs reflect the aggregated income and expenditure for Mount Carmel Catholic College, Varroville for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

Mount Carmel continues to have a strong Pastoral Care system that fully supports the multiple needs of students and works to create a safe, supportive and respectful learning environment that fosters student well-being. This belief underpins all that happens at the College.

CatholicCare counsellors work with students 9 out of 10 days per fortnight and assist students with specific needs that are sometimes beyond the training for Pastoral Coordinators, Advisors and/or general teaching staff. The Counsellors are therefore a significant part of the student welfare program.

The Diocesan framework “Path to Life” continues to be a document which underpins the schools Pastoral Care values. Embracing student wellbeing and creating connections to life-long learning is important at Mount Carmel and this was strengthened in 2015 with the on-going adoption of the Boomerang Effect Resilience Program, a Pilot Programme which was supported by the Catholic Education Office and the Canterbury Bulldogs NRL team. A continuing component is being “always positive, 24/7, always on”. Students in the junior school experience a range of modules covering bullying, social skills, behaviour management and bounce-back. A Boomerang Effect Coordinator, appointed in 2015, led this project.

The Pastoral Care team continues to meet fortnightly, with extra meetings when required, to discuss student related issues and work towards positive outcomes for all involved stakeholders.

The student management database (IRIS) provides a broad-range of information for staff and assists in the process of following up various issues and incidents (especially by Pastoral Advisors and classroom teachers). 2015 was the second year of the College's House Cup where students were able to collect points for their House based on their involvement in a broad range of sporting, cultural and academic endeavours. 2015 saw the clearer articulation of a range of different aspects of the Pastoral program such as LEARN (Learning Enrichment, Achieving Potential, Resilience and Numeracy & Literacy), SEEDSS (Social, Emotional, Education, Exercise, Diet, Spiritual and Sleep) and the "Boomerang Effect".

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. No changes were made to these Diocesan documents in 2015.

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

Curriculum and Pedagogy

Mount Carmel continued to offer a diverse and comprehensive curriculum from Year 7 to 12. Stage 4 and 5 curriculum is mandated by BOSTES with students in stage 5 choosing 400 hours of elective study. Mount Carmel provides students with the opportunity to study up to 4 elective courses across stage 5. Students may study two 200 hour courses or a combination of 100 hours and 200 hours courses to add to a maximum of 400 hours of study across the stage. This enables students not only choice but to experience a range of subject areas prior to choosing stage 6 subjects. It also provides those students who choose to study 200 hour courses a more in depth learning experience in the chosen subject.

The Australian Curriculum was implemented across 2014 and 2015 in the KLAs of English, Mathematics, Science and History. Significant planning and resource allocation supported the design and development of new programs, scope and sequences, assessment and resources. Professional learning opportunities were provided by CEO and well supported by the College staff. 2016 will be a time for consolidation of such and the continued development of programming for explicit teaching and learning opportunities.

Stage 6 Curriculum at the College is both broad and diverse. The range of subjects has increased throughout the last two years as the College strives to meet the changing curriculum needs of students entering stage 6 education. Students may study either ATAR or Non ATAR subjects or a combination of both. Students have successfully studied languages through Open High School and Saturday School of Languages.

All KLA Coordinators were involved in school compliance meetings to ensure policies, procedures, administration processes and curriculum requirements have been met by all staff

within the faculty. These meetings were also an opportunity to provide feedback for future direction and improvement in line with College goals and strategic planning. Leadership has been a key focus for KLA Coordinators as they worked towards improvement, developing consistency and setting standards of excellence.

Stage 6 Curriculum provided students with a broad and diverse range of subject areas that include both ATAR and Non-ATAR pathways. BOSTES compulsory requirements were met through the implementation and study of English Advanced, English Standard or the Board endorsed subject of English Studies. CEDoW requirements were met through the delivery of Studies of religion I and II and Catholic Studies. In 2016 students who wish to pursue a Non-ATAR pathway will be offered patterns of study that incorporate VET or TAFE based VET (TVET) subjects and School Based Apprenticeship/Traineeship (SBAT) opportunities. These packages will enable students to develop skills and attain accreditation in an industry based learning environment that is recognised in the workplace for future career paths and employment opportunities.

Quality assessment was a College focus area in 2015 and will continue to be in 2016 and beyond. The College provided support and Professional Development (PD) for staff to ensure the understanding of assessment for learning rather than just assessment of learning. The focus continued to incorporate ongoing assessment strategies to inform quality learning opportunities in the classroom. Reporting of student achievement was of high importance at the College and occurred at a variety of points throughout the year. Term 1 and Term 3 students were given a tracking report that demonstrated a point of achievement and effort whilst a full academic report was completed at the end of both Semester 1 and 2. As per BOSTES mandates, reporting of outcomes was achieved through grade allocation using Course Performance Descriptors and the common grade scale.

2015 saw Mount Carmel become a Bring Your Own Digital Device (BYODD) school. Technology plays a major role in the classroom as a learning tool and staff are continuing to be up-skilled through PD opportunities both at the College and externally. Staff are using Google Classrooms, Google sites and Google drive as a means to share information with students and between students.

Cross Curriculum

Literacy and Numeracy remained key focus areas across the College in 2015. Literacy was supported by a 1-point Literacy Coordinator that worked closely with all KLA's to ensure explicit teaching of Literacy strategies within the classroom and that all teaching and learning programs included embedded Literacy activities and experiences. Numeracy remained a priority as staff continued to embed strategies across all KLA's. Numeracy was also supported by the use of technology in the classroom and on-line resources to support teaching and learning. There was a cross curricular focus where possible emphasising the holistic nature of learning.

Meeting the needs of all students

Differentiation was a College goal in 2015. programming, assessment and learning experiences were supported by staff PD, the College Curriculum Development day, College policies and procedures along with the Learning Support team. Differentiation was supported by the nature of class groupings at the College being; Extended, Core, Structured. These groupings in themselves allowed for differentiation to occur with explicit planning and teaching that catered for the needs of diverse learners. The learning support team at the College continues to support

those students with special needs as they worked closely with students, staff and parents to develop personalised plans to ensure the needs of all students were met.

Expanding Learning Opportunities

The College was proud of the many extracurricular activities that students were involved in. These opportunities included; debating, chess competitions, Youth of the Year, Australian Mathematics, English, Science competitions. A number of year 10 student leaders were involved in the Gifted and Talented workshops held at the Campbelltown Catholic Club. The creative and performing arts faculty held a number of nights throughout the year, showcasing the many talents of students at the College, including visual arts and musical performances.

The College once again supported many of the Marist initiatives including Marist Basketball and Netball. Students in Years 10 and Year 11 participated in a number of Marist events throughout the year as part of the red and blue caravel groups. These events were aimed at bringing youth together to enhance their faith and develop young adults.

Many students represented the College at MISA and Diocesan sporting events, with a select few students continuing to compete at both state and National level. The College proudly supported the development of the whole person, including the promotion of a healthy lifestyle.

Vocational Education and Training

The College continued to offer a strong Vocational Education and Training (VET) Curriculum in Years 11 and 12, including; Construction (18 students) and Hospitality (31 students) Students studied school based VET courses as well as TVET courses.

In 2015 there were 25 students studying TVET courses in Year 11 and 12 including: Nursing, IT, Tourism and Animal Studies. In total 14% of Stage 6 students at Mount Carmel studied VET courses in 2015; this included 7 students completing School based Apprenticeships.

Student Achievement

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 at Mount Carmel exhibit a significant learning gain from Year 7 NAPLAN Testing to Year 9 NAPLAN Testing. This was again true in 2015. Results show that the performance in Year 7 is below the State Average. The results show that the performance at Year 9 is at State Average.

A pleasing factor of the 2015 results has been an improved performance in 2015 from previous years.

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.

NAPLAN 2015: % 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	13%	63%	23%	20%	56%	24%
	National	17%	55%	29%	25%	54%	21%
Writing	School	24%	65%	10%	26%	58%	16%
	National	31%	54%	16%	41%	46%	13%
Spelling	School	10%	47%	43%	15%	59%	26%
	National	18%	51%	31%	24%	52%	24%
Grammar & Punctuation	School	15%	57%	29%	29%	57%	14%
	National	21%	51%	28%	31%	52%	17%
Numeracy	School	21%	62%	18%	12%	70%	18%
	National	18%	56%	26%	19%	57%	24%

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 2015: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98%	98%
	National	95%	92%
Writing	School	96%	90%
	National	87%	80%
Spelling	School	98%	95%
	National	93%	90%
Grammar & Punctuation	School	95%	93%
	National	93%	89%
Numeracy	School	98%	99%
	National	96%	96%

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 20 students in 2015.

Higher School Certificate

Mount Carmel Catholic College had very pleasing HSC results in 2015 with students achieving 55 Band 6 results. Initial predictors suggested a total number of Band 6's almost half of the total that was attained. Analysis of the results indicated that the top one third of students performed above expectation while the bottom third performed slightly below expectation.

The College achieved 189 Band 5 results and 55 Band 6 results, with 14 students attaining an ATAR over 90.00.

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	7.89	67.54	24.57
	State	15.33	76.31	8.36
English (Advanced)	School	0.00	23.81	76.19
	State	0.87	41.26	57.87
General Mathematics	School	17.05	50.00	32.96
	State	25.09	49.02	25.90
Mathematics	School	3.85	61.54	34.62
	State	9.24	38.29	52.47
Biology	School	5.55	64.82	29.63
	State	15.73	56.13	28.14
Ancient History	School	0.00	85.72	14.29
	State	16.74	50.39	32.87
Business Studies	School	7.14	67.85	25.00
	State	11.46	52.21	36.33
Legal Studies	School	13.64	81.82	4.55
	State	10.07	49.32	40.60
Studies of Religion I	School	13.64	61.36	25.00
	State	4.40	44.59	51.01
Design and Technology	School	0.00	73.68	26.32
	State	4.86	58.92	36.22
Community and Family Studies	School	20.00	32.50	47.50
	State	8.99	61.18	29.82
Personal Dev, Health and Physical Education	School	9.52	64.28	26.19
	State	8.99	61.18	29.82
Hospitality	School	0.00	88.89	11.11
	State	3.43	59.36	37.20

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	114	71.26	67.10
English (Advanced)	21	83.01	80.43
General Mathematics	88	71.65	68.64
Mathematics	26	76.32	77.89
Biology	54	73.49	71.13
Ancient History	7	72.43	71.34
Business Studies	28	71.27	73.65
Legal Studies	22	67.18	74.60
Studies of Religion I	62	38.36	38.49
Design and Technology	19	75.69	76.25
Community and Family Studies	40	74.32	72.73
Personal Dev, Health and Physical Education	42	74.03	73.10
Hospitality	9	72.98	75.96

Comparative Performance Over Time

School Performance (%)	2012	2013	2014	2015
English (Standard)	73.47	69.43	84.38	71.26
English (Advanced)	84.04	83.75	72.98	83.01
General Mathematics	68.31	67.96	70.26	71.65
Mathematics	74.17	76.40	79.51	76.32
Biology	74.28	75.59	72.51	73.49
Ancient History	75.38	70.96	76.60	72.43
Business Studies	74.20	71.76	74.47	71.27
Legal Studies	69.93	72.03	70.10	67.18
Studies of Religion I	37.33	37.91	38.34	38.36
Design and Technology	72.45	75.16	76.31	75.69
Community and Family Studies	78.93	75.87	79.31	74.32
Personal Dev, Health and Physical Education	73.95	74.70	78.02	74.03
Hospitality	72.75	81.09	79.20	72.98

Parent, Student and Staff Satisfaction

Data and opinion was gathered via several methods with surveys constructed and left in the front office. Over a period of 3 months any parent that attended was asked to complete a survey. For students, surveys were conducted by several classes across several year groups. For staff surveys an online survey tool from the 'Beyond Blue' site was used as the basis for surveying staff and administered at a staff meeting.

The majority of Parents who responded to the survey gave positive results to questions, with a response of either strongly agreed or agreed. Questions included: that the College provided appropriate information about their child's progress, that the College provided a safe and supportive environment and that the school prepares students for life after school.

Student survey results were also significantly positive with the majority of students either strongly agreeing or agreeing that: teachers encourage and support their learning, feeling safe at school and being offered a range of Co-curricular activities to be involved in.

Staff survey's contained a variety of questions with responses almost exclusively falling into the top 2 categories of either Extremely or Highly. Examples of survey questions were: Is your work fulfilling? Do your work activities give you a sense of direction and meaning? Are you content with the way your employer treats you? Does your work offer you challenges to advance your skills? And do you feel that you have a voice in the workplace?

