

Annual School Report

Secondary



2016



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 2017.

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

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Principal: Wayne Marshall

Date: 21st March 2017

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

The 2016 school year was marked by achievement and growth for the students. Academically the HSC results were of a high standard, the MISA sports competition saw both team and individual success with some students moving to Diocesan, CCC, State and National honours.

Student learning and teaching again showed significant learning gain from Year 7 to Year 9 in NAPLAN tests and an improved result in the Religious Literacy test. Enrolment applications remain strong and a possibility of an extra stream in the coming years will be explored.

The Parents and Friends Association is acknowledged and thanked for their work and support of the College with very strong numbers attending the Working Bee.

Parent Involvement

The Parents and Friends Association (P&F) works effectively with the College Executive in planning for change and discussing options for events and actions. It is the belief of the P&F when children are happy and love attending the College then they will achieve and perform better.

The P&F supports many events at the College including working bees, Year 12 Graduation and Mass, the Community Service Debutante Ball, Year 7 Orientation Day, "G" Day and events where catering was supplied.

In 2016 the P&F levy raised almost \$75,000, which, in consultation with the College Executive, was spent on:

- The Brother Clarence Foundation (to support disadvantaged families)
- Working Bee expenses
- CatholicCare counsellor
- Peer Literacy Program
- P&F Annual draw \$1000 (for financial families)
- Sponsorship towards individual children and teams that assists them competing at State and National level.

Thank you to Mr Wayne Marshall - Principal, Mr Matthew McMahon - Assistant Principal, the executive and all the teaching and admin 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 our children. We wish Mr McMahon well as he moves to the Principalship at Magdalene Catholic High School.

Parents and Friends Association, President

Student Leadership

Student leaders have the opportunity to exercise leadership and discuss ways to improve the College with new items and activities. The Senior Leadership Team consists of 12 elected students that meet formally, fortnightly to discuss a range of items. Year 10 students take on the role of House Sport Captains and experience leadership in the special days of whole school carnivals. These two groups work with all students to develop school culture and pride in ourselves and our College.

The students acknowledge our Pastoral Coordinators and the College leadership, led by Mr Marshall. Always open to our ideas and willing to allow us to grow in our experiences as leaders. We also celebrate proudly that we are a Marist College and share a bond with other Marist schools across Australia.

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 1065. The school, beginning in 1985 at John Therry and moving to the current site 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 College also has applicants from over twenty local Government schools.

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. In 2016 the College increased enrolments in Year 7 to 210 to meet the community need.

Student Enrolments

2016 Enrolments	
Boys	532
Girls	510
Total	1042
Indigenous	32
LBOTE	362

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.mcccdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Year 7	93.9%	93.4%
Year 8	92.3%	93.5%
Year 9	92.7%	90.8%
Year 10	90.2%	89.3%
Year 11	92.8%	91.0%
Year 12	88.0%	90.2%
Whole school	91.6%	91.6%

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.

Student non-attendance is, initially the role of the Pastoral Advisor. They monitor the provision of notes and contact with the home. Any student of concern is passed onto the Pastoral Coordinator who will consult the Assistant Principal and make contact with family. The Assistant Principal or the Principal deals with any serious or ongoing concerns. Monitoring and follow up of attendance is dealt with through the student management system - IRIS.

Student Retention Rate

Year 10 Total Enrolment 2014	175
Year 12 Enrolment at Census Date remaining in Year 12 at end 2016	148
Actual Retention Rate (%)	86%

Student Attainment in Senior Years

Years 11 - 12 2016	
% of students undertaking vocational training or training in a trade during Years 11 and 12	22%
% of students who have completed at least one (1) VET course in either Year 11 or 12	20%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

All students at Mount Carmel are encouraged to seriously consider their future options and supported in developing skills to attain them.

Destination Survey

2016	Year 10	Year 11	Year 12
No of School Leavers		10	148
University		-	90
TAFE/Tertiary		6	15
Employment		3	18
Other School		1	0
Other/Unknown		-	25

Staffing Profile

There are a total of 79 teachers and 24 support staff at Mount Carmel Catholic College. This number includes 64 full-time, 15 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 2016 was 95%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 91.4 %.

At the conclusion of 2016 a number of staff moved to other schools/Colleges in promotions positions or to further their careers.

Professional Learning

During 2016, Mount Carmel Catholic College personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Mount Carmel Catholic College whole school development days involving 79 teachers.

These days focused on:

- Curriculum and learning
- SMART data workshops
- Staff development in Literacy skills.
- Presentations and workshops on Staff spirituality and wellness
- Workshops on Google classrooms
- Review of the College Reporting process.

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

- Faculty based learning days - whole faculty groups.
- Early career teacher days (ECT) - 3 staff x five days
- SLLN meetings for KLA Coordinators - 7 staff x 3 days
- Mentor Induction Day - 2 staff x 2 days
- Learning for Leadership Middle Leaders Course - 3 staff x 3 days
- Faculty based courses - e.g. Legal Studies Association. Various Staff.
- Diocesan Spirituality courses. Various Staff.
- ACEL Conference, Sydney. 4 staff x two days.

The average expenditure by the school on professional learning per staff member was \$475.00

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$509.

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 9 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.

Staff who had completed the Shining Lights and Lamplighters Spirituality programs facilitated the Staff Spirituality Day at the Hermitage in Mittagong. The theme of the day was ‘Our Song’. This day saw staff reflect on their contribution to the religious dimension of the College as well as had staff reflect on what our common approach was and the powerful influence that we can have on others through our song. 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 instill 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.

Mt Carmel hosted the inaugural Bishop's breakfast. Student leaders from across the Macarthur Catholic high schools accompanied Bishop Peter Ingham to breakfast and informal conversations. Bishop then addressed all students and wished them well for their upcoming HSC examinations. This message was made available to all students across the Macarthur.

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

Mount Carmel again appointed a Youth Minister in 2016. 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 a new youth group on a Tuesday afternoon. This 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 engaged in 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. Students also had the opportunity to watch a lunchtime concert as part of the Encounter diocesan program. Over 30 students remained for the afternoon session that included music and evangelisation.

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

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese in 2016. The school cohort in 2016 consisted of 178 Year 8 students who sat the Religious Literacy Assessment (Part A) on 22 August 2016 and 187 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, 3.4% (compared to the Diocesan average of 1.3%) achieved an extending classification. The percentage of students achieving at the "extending" classification has continued to increase over the last few years.

In Part B a higher percentage of students were in the achieving range (50.8%); however, a greater proportion of students achieved an extending grade compared to the previous year (12.8% with the Diocesan performance at 18.5%). The overall combination of both parts placed students primarily in the achieving grades. Mount Carmel's results were similar to those of the Diocese for Part A (stronger for the

extending), however, weaker results were noted for Part B with 36.4% developing compared to the Diocesan figure of 26.5%.

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
- Recognise the place of prayer in the Catholic Tradition by exploring the cycle of the Church's liturgical year
- Origins of the Bible
- Qualities of the early Church which are evident in the Church today
- Jesus' teaching of The Beatitudes
- The purpose of Parables
- Recognise and value the Catholic identity and mission of their school community by investigating its, history, traditions and particular charism/s

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

- Reflecting upon the communal experiences of the Israelites
- Identifying ways in which Christian living is counter-cultural

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, 15.7% of students were placed in the developing level, 80.9% in the achieving level and 3.4% were in the extending level.

For Part B, 36.4% of students were placed in the developing level, 50.8% in the achieving level and 12.8% were in the extending level.

Combining Parts A and B, 27.8% of students were placed in the developing level, 67% in the achieving level and 5.1% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an on-going 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 2016:

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: Continue to endorse the RE program as central to all we do and are.

Goal: Maintain the increasing understanding and alignment with our Marist charism.

Key Area 2: Students and their learning

2.2 Rights and responsibilities

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

Key Area 3: Pedagogy

3.6 School climate, learning environment and relationships

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

Key Area 4: Human resources, Leadership and Management

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: Parents, Partnership, Consultation and Communication

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.

School Review and Improvement components to be reviewed and rated in 2017:

Key Area 1: Catholic Life and Religious Education

1.4 Parents, parishes and the broader Church

Goal: Investigate ways to increase parent involvement in their child's education.

Key Area 3: Pedagogy

3.1 Curriculum provision

Goal: Review of current course offerings in line with the needs and wishes of the student population, including BOSTES changes to HSC qualification through NAPLAN performance..

Key Area 4: Human resources, Leadership and Management

4.5 Overall compliance with legislation and other requirements

Goal: Continue to ensure the college meets all compliance matters.

Key Area 5: Resources, Finances and Facilities

5.3 Environmental stewardship

Goal: Further develop options for students to enter into stewardship. The College Environmental group will continue.

Key Area 6: Parents, Partnership, Consultation and Communication

6.1 Parent involvement

Goal: Work with the P&F in exploring options for parent involvement

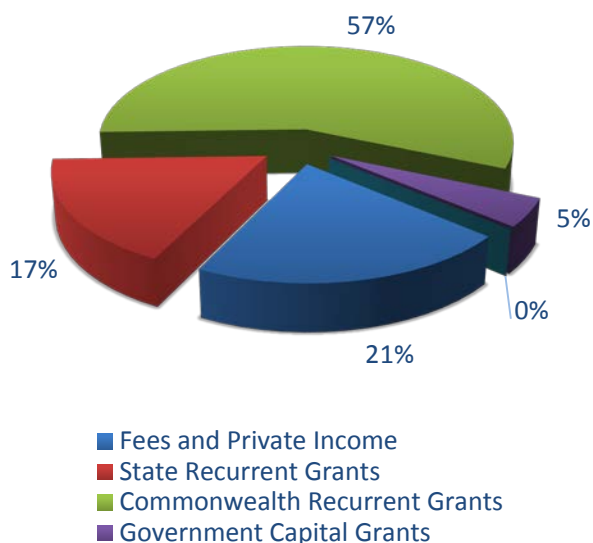
Financial Summary

Spending throughout 2016 included items such as:

- Re-carpeting of the Library, seminar rooms, ITLC and workspaces.
- Re-furbishing and extending the Staff Study- including new furniture.
- Replacing aged IT equipment and improving other learning spaces.
- New furniture in many of the classrooms.
- Air conditioning installed in music rooms.
- Ongoing repairs and maintenance of the College plant.

The following graphs reflect the aggregated income and expenditure for Mount Carmel Catholic College, Varroville for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education, and Training.

Income



Expenditure



Student Welfare

The Pastoral Care system at Mount Carmel Catholic College makes every effort to support the varied needs of the students. It consists of both a proactive and highly responsive network of pastoral coordinators and advisors who work to promote a safe, supportive and respectful environment for both students and staff to arrive at each day.

Catholic Care counsellors work with students 9 out of 10 days at the College. On these days they work with students to meet their special needs that the Pastoral Advisors or Coordinator may not be able cater for. The counsellors are an integral part of the Pastoral Care system at the College.

The Pastoral Care principles underlying the whole college approach stem from the Diocesan framework “Path to Life” document. Programs such as “The Boomerang Effect” (which continued in 2016) linked the concept of life long learning and student wellbeing. This student program explored the importance of mindfulness, positivity and resilience in the everyday life including their education and home life. There were a number a modules expanding on these ideas with Pastoral Advisors and students facilitating these. Students took some ownership of the modules by presenting a part of these “lessons”. The Boomerang Effect Coordinator continued to oversee the program and the Pastoral Care Team continued to meet fortnightly and sometimes more depending on need. Other Pastoral programs which helped students with the challenges of life were the LEARN (Learning, Enrichment, Achieving potential, Resilience and Numeracy & literacy) and SEEDSS (Social, Emotional, Education, Exercise, Diet, Sleep, Spiritual). These programs were carried out during morning pastoral time at the beginning of the day. A new program inaugurated in 2016 was the MTC mentoring program, which was aimed at those students who displayed leadership potential from Years 8 and 9. These students benefited greatly, with the help of external mentors, by raising awareness of a community-based cause raised, while at the same time learning valuable life skills such as communication, assertiveness and organisation.

In 2016, Mt Carmel Catholic College participated in a pilot program for the installation and integration of COMPASS. This is a new pastoral, academic and finance database that is envisaged to be adopted by the whole diocese in 2017/18. This meant transitioning away from IRIS (pastoral and reporting database) system and learning the different aspects of this new system. This took the majority of 2016 to work through in terms of training staff and integrating a new processes and procedures. This continues to be a challenge to staff. The House points system continues to work well promoting student participation in all the different events occurring at the College.

The Pastoral Care system is made up of talented, experienced, passionate and capable Pastoral Coordinators who, with their pastoral teams, work diligently to implement these programs mentioned above, for the goal of the well-being of the whole student.

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 Diocesan 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 2016.

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 continues to offer a diverse and comprehensive curriculum from Year 7 to 12. Stage 4 and 5 curriculum is mandated by NESA 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 hour and 200 hour 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 Key learning Areas of English, Mathematics, Science and History. Professional learning opportunities were provided by Catholic Education Office and well supported by the College staff to ensure that 2016 was a time for consolidation and the continued development of programming for explicit teaching and.

Stage 6 Curriculum provides students with a broad and diverse range of subject areas that include both ATAR and Non-ATAR pathways. NESA compulsory requirements are met through the implementation and study of English Advanced, English Standard or the Board endorsed subject of English Studies. Diocesan requirements are met through the delivery of Studies of Religion I and II and Catholic Studies. In 2017, students who wish to pursue a Non-ATAR pathway will be offered patterns of study that incorporate VET subjects, TVET subjects, School Based Apprenticeship 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. The College has offered more Non-ATAR courses and pathways for those students not wishing to pursue a University pathway beyond Year 12. Students have completed courses through distance education and students have successfully studied languages through Open High School and Saturday School Of Languages.

All Key Learning Area (KLA) Coordinators have been involved in College Compliance Meetings to ensure policies, procedures, administration processes and curriculum requirements have been met by all staff within the faculty. These meetings are 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 work towards improvement, developing consistency and setting standards of excellence.

Quality assessment was a College Focus area in 2016 and will continue to be in 2017 and beyond. The College provided support and Professional Development for staff to ensure the understanding of assessment for learning rather than just assessment of learning. Quality Assessment practices continued to be a College focus area targeting the development of quality tasks to inform quality learning opportunities in the classroom, and improved student learning outcomes.

Reporting of student achievement is of high importance at the College and occurs at a variety of points throughout the year. Term 1 and Term 3 students are given a tracking report that demonstrates a point of achievement and effort whilst a full academic report is completed at the end of both Semester 1 and 2. As per NESA mandates, reporting of outcomes is achieved through grade allocation using Course Performance Descriptors and the common grade scale. In 2016 a report Committee worked towards improving the College Reporting practices. Parents, staff and students were surveyed to inform the development of new College Report templates and practices. These new reports will be implemented in Semester 2 2017.

Technology continued to play a major role in the classroom as a learning tool and staff are continuing to develop skills through Professional Development 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.

English, Science and TAS faculties underwent CEDoW Compliance reviews in 2016. These mandatory procedures ensure the quality and consistency of the College's curriculum and pedagogy. The College received positive feedback from these meetings, reinforcing the value of and future directions for the faculties.

Cross Curriculum

Literacy and Numeracy remained key focus areas across the College in 2016. Literacy was supported by a Literacy Coordinator who worked closely in all KLA's to ensure explicit teaching of literacy strategies within the classroom and that all teaching and learning programs had demonstrated embedded literacy activities and experiences. Numeracy remains a priority as staff continue to embed strategies across all KLA's. Numeracy will be a targeted area in 2017 as a whole school approach to embedding numeracy across all KLA's is developed as part of the College goals.

Meeting the needs of all students

Differentiation continued to be a focus area for the College 2016. Programming, assessment and learning experiences were supported by staff Professional Development, 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; Extended, Core, Structured. These groupings in themselves allowed for differentiation to occur with explicit planning and teaching that catered for the diverse needs of learners.

Staff Professional Development supported the explicit teaching and modelling of quality literacy practices to support differentiation within the learning environment. Staff were exposed to learning opportunities to develop greater understanding of and skills to offer more breadth, depth and complexity in the classroom and beyond for those students working beyond the stage outcomes.

The learning support team at the College continues to support those students with special needs as they work closely with students, staff and parents to develop personalised plans to ensure the needs of all students are met equitably.

Many extra curricular opportunities were available to students to provide a range of diverse learning opportunities outside the classroom.

Expanding Learning Opportunities

Many extra curricular opportunities were available to students to provide a range of diverse learning opportunities outside the classroom. These opportunities included; debating, chess competitions, Youth of the Year, Australian Mathematics, English, Science competitions, Fast Forward to name a few. The creative and performing arts faculty held a number of nights through 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 carnival groups. These events were aimed at bringing youth together to enhance their faith and develop young adults.

Many students represented the College in MISA sports each Tuesday, along with Diocesan sporting events, with a select few students continuing to compete at both state and National level. The College proudly supports 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 including Construction, Hospitality and a range of other courses. Students studied school based VET courses as well as TAFE NSW VET (TVET) courses. In 2016 there were a total of 71 studying school based VET courses in Year 11 and 12 including Construction, Tourism, Nursing and Hospitality. There was also 6 students studying TVET courses across Year 11 and 12. In total 24% of Stage 6 students at Mount Carmel studied VET courses in 2016. This included 6 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.

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 2016: % 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	18%	63%	20%	21%	62%	17%
	National	17%	55%	26%	22%	56%	21%
Writing	School	19%	64%	16%	31%	51%	18%
	National	27%	56%	16%	38%	30%	12%
Spelling	School	10%	55%	35%	16%	50%	34%
	National	18%	53%	28%	23%	54%	22%
Grammar & Punctuation	School	22%	54%	25%	28%	57%	16%
	National	20%	51%	28%	27%	55%	16%
Numeracy	School	15%	69%	16%	19%	60%	21%
	National	15%	53%	30%	18%	58%	23%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2016: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	96%	94%
	National	95%	93%
Writing	School	95%	91%
	National	90%	83%
Spelling	School	98%	94%
	National	93%	90%
Grammar & Punctuation	School	96%	86%
	National	93%	91%
Numeracy	School	99%	99%
	National	96%	95%

Record of School Achievement

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 24 students in 2016.

Higher School Certificate

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.00	80.00	17.00
	State	12.67	73.83	13.47
English (Advanced)	School	0.00	15.00	85.00
	State	1.04	36.94	62.00
Mathematics General	School	8.00	56.00	21.00
	State	24.31	49.77	25.89
Mathematics	School	3.00	54.00	42.00
	State	7.79	39.51	52.67
Biology	School	0.00	67.00	28.00
	State	9.74	54.94	35.28
Ancient History	School	0.00	54.00	46.00
	State	17.42	51.54	31.01
Business Studies	School	0.00	68.00	24.00
	State	12.84	52.37	34.75
Music 1	School	0.00	38.00	62.00
	State	1.70	35.24	63.02
Studies of Religion I	School	2.00	49.00	51.00
	State	5.10	44.78	50.09
Industrial Technology	School	0.00	89.00	6.00
	State	22.14	51.82	26.01
Community and Family Studies	School	0.00	52.00	48.00
	State	14.15	54.87	30.95
Personal Dev, Health and Physical Education	School	0.00	60.00	12.00
	State	16.49	48.70	34.78

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	107	71.99	68.70
English (Advanced)	20	85.06	80.72
Mathematics General	82	68.90	68.51
Mathematics	26	76.07	77.84
Biology	36	71.67	73.71
Ancient History	13	80.58	71.16
Business Studies	38	71.18	73.21
Music 1	13	81.29	80.91
Studies of Religion 1	59	38.59	38.34
Industrial Technology	18	69.11	69.02
Community and Family Studies	29	76.85	72.20
Personal Dev, Health and Physical Education	25	65.36	72.13

Comparative Performance over Time

School Performance (%)	2013	2014	2015	2016
English (Standard)	69.43	72.98	71.26	71.99
English (Advanced)	83.75	84.38	83.01	85.06
Mathematics General	67.96	70.26	71.65	68.90
Mathematics	76.40	79.51	76.32	76.07
Biology	75.59	72.51	73.49	71.67
Ancient History	70.96	76.60	72.43	80.58
Business Studies	71.76	74.47	71.27	71.18
Music 1	79.46	84.58	84.28	81.29
Studies of Religion 1	37.91	38.34	38.36	38.59
Industrial Technology	70.76	77.12	67.43	69.11
Community and Family Studies	75.87	79.31	74.32	76.85
Personal Dev, Health and Physical Education	74.70	78.02	74.03	65.36

Parent, Student and Staff Satisfaction

A number of classes were surveyed and data gathered from parents for the School Review in 2016. The Parents and Friends was consulted for their thoughts and the Staff also contributed. There is clear indication that the parents at Mount Carmel are happy with their child's education. The strong faith development and opportunities for the students are often highlighted. 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 opportunities and challenges offered to their children and the support of Staff as coaches and mentors.

The students indicated that they felt safe, are proud to attend Mount Carmel Catholic College and appreciated the wide range of co-curricular activities in which they could participate. The recent focus on increasing the capacity of Staff to be better leaders of learning is appreciated by the community.

Parents raised some concern over the current reporting system in feedback for the College review. This will be taken up as part of the development of the new Information System - COMPASS.

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 in a positive light. The staff also clearly indicate 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.

