

***Mount Carmel  
Catholic High School  
Varroville***



***Annual School Report  
2010***

## About This Report

Mount Carmel Catholic High School, Varroville is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. 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 Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by the Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2011.

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

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**Acting Principal:** Karen Wright  
**Date:** 25 March 2010

## **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**

2010 marked the twenty - fifth year of Mount Carmel Catholic High School providing high quality education in the Macarthur area.

The school has grown this year with 2010 having the highest enrolment in the history of the school with 1024 students. The focus of the school year continued to be one of providing an education that developed the whole person. With this in mind it was a successful year in all major areas - academic, spiritual, sporting and, of course, social justice. Throughout the year there were many instances which highlighted the gifts and talents of the students from assemblies to performing arts nights. Such events were a great opportunity for students, staff and parents to be involved and be proud to be part of the school community.

The Middle School Program continued to grow offering a more consistent teaching approach to Year 7 and Year 8 and the great work by the staff was recognised with an award from the Catholic Education Office for Excellence in Teaching. We continued to build on our 1:1 notebook program with five of the six years having their own personal apple notebook. This was supported with the introduction of Smartboards throughout key areas of the school.

As a Catholic school we continued our tradition of celebrating key moments in our history. Two of these included Champagnat Day with Mass and a concert and our Mount Carmel Day Mass, which this year was very special as we celebrated our 25<sup>th</sup> year. This day was a credit to our past and present communities and a wonderful day to acknowledge our strong Marist tradition.

### **Parent Involvement**

The Mount Carmel Catholic High School Parents and Friends' Association continues to be a very proactive organisation supporting the school as well as providing opportunities for parents to meet and work together on a regular basis. The meetings held each month provide the parents with an opportunity to share ideas as well as a chance to learn more about the school and the directions it is taking. It is also a chance for the school to provide presentations on particular aspects of interest for the parents.

Once again the association showed its strong support of the school by continuing with their donation towards air-conditioning of classrooms. This pledge was made a number of years ago and without the support of the levy, and the work of the committee, the school would not have these important facilities. The students especially have enjoyed the benefits it has brought to them in making their learning environment more comfortable.

The working bees, which run on a house basis, have continued to be a success and add to the social dimension of the school by providing an opportunity for parents to meet and work together. The association helps in many other ways, such as providing hospitality at school events and it is the combination of all these things and the hard work of the committee that makes the association one that can be proud of all it achieved in 2010.

*Parents and Friends Association, President*

### **Student Leadership**

The school leaders of 2010 led the school in a very professional and mature way through what was one of our more memorable as well as difficult years. Through their leadership we were able to proudly celebrate our 25<sup>th</sup> year as a school community and at the same time remember and mourn the loss of one of our own.

Our structure of having the school leaders in Year 12 was once again supported in a positive and vibrant way by the Year 10 House Captains. This structure has been going for two years now and in 2010 we were able to see the real positives it has brought to the school. The House Captains have given a new respect and understanding to the junior school and have been invaluable in their support of their Pastoral Coordinators and the needs of the students in their respective houses.

The role all of our leaders play in the daily organisation is crucial to the students having a voice and they work together to make our school one which they are proud to call their own. Their work at assemblies and liturgies is integral to making these highlights of the school week and their support and willingness to always help out is very much appreciated and acknowledged.

“Don’t let anyone look down on you because you are young, but set a good example for the believers in your speech, in life, in love, in faith and in purity.” (1 Timothy 4:12)

*School Captains*

## **School Profile**

### **School Context**

Mount Carmel Catholic High School is a Catholic systemic coeducational secondary school located in Varroville. The school caters for students in years 7-12 and has a current enrolment of 1024. 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 coeducational high school. The demand for student enrolments remains very high with waiting lists in all year groups from Year 7 to Year 11.

### Student Enrolments

2010	Boys	Girls	Total	Indigenous	LBOTE
	517	507	1024	12	391

The Diocesan Enrolment Policy and Procedures exist 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 the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to this Diocesan Policy in 2010.

### Student Attendance

2010	Year 7	Year 8	Year 9	Year 10
	92.5%	89.5%	89.5%	87.2%

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. Any serious concerns are passed onto the Assistant Principal or Principal.

### Student Retention Rate

<b>Year 10 Total Enrolment 2008</b>	176
Year 12 Enrolment at Census Date remaining in Year 12 at end 2010	146
Actual Retention Rate (%)	82.9%

### Student Attainment in Senior Years

<b>Years 11 - 12 2010</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	15%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

## Destination Survey

2010	Year 10	Year 11	Year 12
No of School Leavers	17	8	144
University	0	0	73
TAFE/Tertiary	5	7	28
Employment	10	1	37
Other School	2	0	0
Other	0	0	6

## Staffing Profile

There are a total of 68 teachers and 21 support staff at Mount Carmel Catholic High School. This number includes 55 full-time, 13 part-time teachers.

### Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

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

### Teacher Attendance and Retention

The average daily teacher attendance rate for 2010 was 95.28%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 94.12 %.

### Professional Learning

Professional learning opportunities are highly valued and sought by all members of Mount Carmel Catholic High School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

- Cyber Safety – Pastoral Team;
- Restorative Justice – Whole School;
- Technology in the Classroom – Whole School;
- Middle Leader Professional Development – Curriculum Team;
- First Aid – Whole School Staff Training; and
- Staff Spirituality – School based and the Marist “Sharing our Call” program.

School based expenditure on professional learning in 2010 was \$15,999. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

### **Catholic Life & Religious Education**

In addition to the Foundation Day Mass in term one, and the Champagnat Day Mass in term two, the school community acknowledged its twenty-fifth year with a Mass celebrated by Most Reverend Peter Ingham on 22 July.

Another liturgical focus of 2010 included celebration of the four house patrons: St Teresa of Avila, (Avila House), Br Charles Howard FMS, (Howard house) Saint Mary MacKillop (MacKillop house) and Most Reverend William Murray (Murray house), at appropriate times throughout the year. This initiative is building further on the development of a vertical pastoral system with students grouped according to their houses. Naturally a highlight of the year was the canonisation of Saint Mary MacKillop, and the school was proud to send a year eleven representative to the Vatican to witness this memorable event.

Retreat experiences for year eleven and twelve students were still a priority, as well as attendance by year twelve students at the Prayer and Conversation with the Bishop and Liturgical Ministry training for three students in year ten.

The Marist charism continued to flourish with visits by Br Tony Leon FMS to students in Years ten, eleven and twelve, and the attendance of a young religious education teacher to the Religious Education Congress in Anaheim, California.

Staff faith formation opportunities were provided through the staff spirituality day at the Hermitage, Mittagong, in third term, and the hosting of the E- Conference: Jesus the Christ on 16 September. Eight staff members attended Sharing Our Call, one attended Journey, and two males attended the Men’s Spirituality Retreat. Five beginning teachers attended the first Beginning Teachers’ Retreat in March, and three followed up with the second day in October.

As the summary of Charitable Works demonstrates, the school community emphasized social justice events that provided financial support to many deserving causes. In addition students participated in a number of awareness raising events: Caritas Just Leadership Day, Catholic Mission Month, the Wollongong Diocese Social Justice Day and Hands of Hope for Catholic Mission. The social justice workshops, including the Micah Challenge and the Oxfam Paupers’

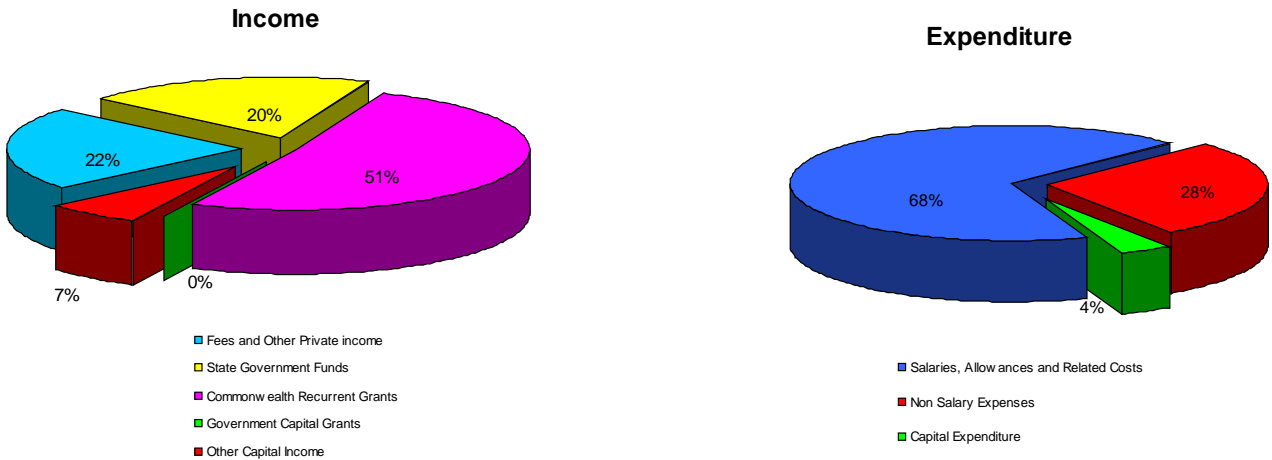
Banquet provided further opportunities for year ten students to learn about poverty and issues of justice in the world.

Finally four students from year eleven once again travelled to the Solomon Islands to live and work at the Marist Rural Training College, Vanga Point during their October school break. This life-changing experience continued to arouse great interest amongst our students.

### Financial Summary

The good school fee collection rate and the continued support of the Campbelltown Catholic Club and the Parents and Friends Association, once again enabled the school to meet all of its financial obligations.

The following graphs reflect the aggregated income and expenditure for **Mount Carmel Catholic High School** for the year ended 31 December 2010. This data is taken from the 2010 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.





## Student Welfare

### Pastoral Care

The heart of Pastoral Care at Mount Carmel Catholic High School is the growth and development of the individual. This occurs in a myriad of different ways as each teacher contributes their own personality and experience to their lessons and extracurricular activities. A common theme of our Pastoral Care is the way in which staff and students interact, especially at a time when school rules and expectations are enforced. A professional development program entitled “*Restorative Justice*” was completed by all staff in 2010. This program features the development of constructive relationships between staff and students and focuses on restoring the dignity and self-esteem of each student when things go wrong. The program was well received by staff and opportunities exist to extend the skills contained in the program during 2011 and also to inform parents of the strategies used in dealing with adolescents. This program closely reflects our Marist ideology and concentrates on the dignity of each person.

Along with our successful Year 7 Camp and Year 12 Retreat, each year group experienced many activities and guest speakers including a dramatic presentation from “Camp Quality” on the life of young people with terminal illness. Also, students heard a frank and open talk from a victim of abuse from the “Enough is Enough” organisation on bullying and violence in society.

The school introduced an electronic database to incorporate many administrative and pastoral details relating to students. This database will be extended in 2011 to school reports and parent online remote access.

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*** and ***Safe Work Environment*** are 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 our school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to these Diocesan documents in 2010.

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

## Introduction

2010 has been a year of consolidation and review for the whole school community, as we aim for the continued improvement in the delivery of quality learning and teaching which caters for the diversity of the learner. The school has reviewed data from external sources so as to reflect upon current performances as well as having undertaken extensive review of learning and teaching experiences in order to best cater for the diversity of learners placed under our care.

## Curriculum & Pedagogy

The NSW Board of Studies syllabus has continued to be implemented across all Stages in the school. In Stage 6, 30 different courses were delivered, while in Stage 5; electives are offered as either 100 or 200 hour courses. This provides an opportunity for students to broaden their exposure to a variety of different Key Learning Areas (KLA). Regular reporting and feedback is provided to parents each term. These reports are in the form of either progress reports or full semester academic reports. There are also Parent teacher Interview nights for additional discussion opportunities.

The continuation of the school's priorities including the 1:1 Notebook program to the Year 7 and Year 11 cohort, the Middle School Program in Stage Four as well as a continued focus on meeting the needs of the diversity of the learner. With regards to the continued development of the 1:1 Notebook program there were regular meetings at school coordinated by the Learning Technology Coordinator as well as regular meetings with the other Macarthur 1:1 schools so as to discuss ongoing pedagogy development.

A review of current literature and practice in regards to the diverse needs of learners and innovative teaching and learning has continued to be the focus at Mount Carmel. This proved to be the focus of a Staff Development opportunity as well as regular staff meetings.

## Cross Curriculum

The school has been focusing on improving the learning experiences of the students as a means to improve their literacy and numeracy skills. 2010 was the second year of the Stage 4 Middle School program that allows for the integration of Religious Education, English and History in Year 7; and Religious Education, Science and Personal Development, Health and Physical Education in Year 8. This program allows for a continued focus on the literacy needs of the students, the limiting of content repetition and improving the relationships between parents, teachers and the students. This program has resulted in a decrease in reporting of behavioural issues.

A continued focus of the Diocesan Learning and Teaching Framework at KLA meetings as a means to improve the quality of the learning and teaching and assessment events was implemented.

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

The diverse needs of the students have been the school's SRI goal for 2010. This shaped the professional development opportunities of the staff and was regularly the focus of staff meetings and KLA meetings.

Mount Carmel continues to provide differentiated learning experiences within mixed ability classrooms. This has been a positive force to highlight the needs of all students and bring about change in the learning and teaching experiences.

### **Expanding Learning Opportunities**

Students have had many opportunities to participate in a variety of different academic and sporting based competitions.

On Tuesday afternoons, students are able to compete in the Macarthur Independent Schools Association (MISA) Sport Competition. The sport choices include Basketball, Netball, Soccer, Volleyball, Rugby League and Hockey. Students are also able to participate in the Diocesan carnivals including Tennis, Swimming and Athletics.

Other learning opportunities can be gained from the Australian English, Mathematics, Science and Geography competitions. Another opportunity includes the MISA Debating and Public Speaking events as well as local Youth of the Year Competitions.

Year 11 students are invited to represent the school at the Caritas Australia Leadership day. This was an opportunity to work with other leaders and focus upon the message of Project Compassion.

Mount Carmel, through its association with the Marist Brothers, is able to participate in the Australian Marist Netball and Basketball Competitions. This enables students to travel and meet students from other Marist schools. In 2010 Boys Basketball team had a very successful competition with a student being named in the All Australian Team.

### **Professional Learning**

The Curriculum Staff development Day focused upon the schools SRI goal of Diversifying Learning. The school was able to engage the KLA Coordinators as the facilitators of a series of workshops each focused upon a different philosophy of catering for the different learners under our care.

### **Vocational Education and Training (VET)**

Students have the opportunity to study school based VET courses as well as TVET courses (courses offered at TAFE). School-based VET courses included Hospitality and Construction. In

2010, 30 students in Year 11 and 19 students in Year 12 undertook school based VET courses. In addition, 7 Year 11 students and 24 Year 12 students completed TVET courses. 11.6% of Stage 6 students in 2010 completed a VET course.

## **Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the national literacy and numeracy testing program 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**

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May 2010. NAPLAN replaces the previous State-based Basic Skills Test 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.

In Year 7, Mount Carmel had a lower percentage of students achieve in the lower Bands 4 & 5 than the national percentage in all areas other than numeracy. Mount Carmel had a higher percentage of students achieve in the higher Bands 8 & 9 in writing and spelling, and a lower percentage achieve Bands 8 & 9 in reading, grammar and punctuation, and numeracy.

In Year 9, Mount Carmel had a lower percentage of students achieve in the lower Bands 5 & 6 than the national percentage in all areas tested. Mount Carmel had a higher percentage of students achieve in the higher Bands 9 & 10 in all areas except for writing, where the school was marginally below the national percentage.

2010 was also the first year where the Year 9 cohort had also sat the Year 7 NAPLAN test and so student gain could be measured. Mount Carmel's Year 9 cohort showed impressive student gain, which exceeded the national student gain average for all areas measured.

### **Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 7 and 9. It provides 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. 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 2010: % 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	15%	60%	25%	20%	55%	26%
	National	17%	53%	29%	26%	55%	18%
Writing	School	11%	58%	31%	24%	60%	17%
	National	20%	56%	24%	30%	49%	19%
Spelling	School	14%	42%	44%	14%	56%	31%
	National	18%	51%	30%	25%	52%	22%
Grammar & Punctuation	School	15%	63%	21%	19%	53%	29%
	National	21%	51%	26%	24%	54%	22%
Numeracy	School	18%	60%	23%	11%	65%	24%
	National	16%	53%	30%	21%	55%	23%

### 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), represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2010: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	96%	94%
	National	95%	91%
Writing	School	98%	95%
	National	92%	87%
Spelling	School	97%	96%
	National	93%	90%
Grammar & Punctuation	School	92%	97%
	National	91%	91%
Numeracy	School	98%	98%
	National	95%	93%

## School Certificate

In 2010 there were 178 students who received a School Certificate.

The School Certificate is awarded to students who have satisfactorily completed all mandatory School Certificate courses and who have made a serious attempt at all School Certificate tests. Results are awarded to students for external tests in English-literacy, Mathematics, Science, Australian History Civics and Citizenship, Australian Geography Civics and Citizenship and Computing Skills. Student achievement is 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*. Reporting in Computing Skills is in three Bands: *Competency Not Demonstrated*; *Competent*; *Highly Competent*.

### Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English-literacy	School	1.13	66.10	32.76
	State	2.76	59.94	37.31
Mathematics	School	7.34	64.97	27.68
	State	15.21	56.73	28.05
Science	School	2.25	49.15	48.59
	State	6.07	51.97	41.95
Australian History Civics & Citizenship	School	16.38	66.66	16.94
	State	18.17	62.87	18.97
Australian Geography Civics & Citizenship	School	5.08	74.57	20.33
	State	13.39	59.87	26.75
Computing Skills	School	0.00	39.11	60.89
	State	0.16	43.52	56.32

### Student Achievement (Mean Performance)

Mean Performance (%)	School	State
English-literacy	77.36	76.87
Mathematics	73.43	72.10
Science	78.38	76.67
Australian History Civics & Citizenship	70.25	70.16
Australian Geography Civics & Citizenship	72.75	72.38
Computing Skills	80.27	79.44

### Comparative Performance over Time

School Performance (%)	2008	2009	2010
English-literacy	79.70	79.76	77.36
Mathematics	71.18	73.44	73.43
Science	77.24	78.48	78.38
Australian History Civics & Citizenship	74.72	76.23	70.25
Australian Geography Civics & Citizenship	78.33	74.87	72.75
Computing Skills	83.51	83.77	80.27

### Higher School Certificate

In 2010, 144 students sat for examinations in the Higher School Certificate and 144 students received their HSC. The results from the 2010 cohort were strong with a number of high achieving students.

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 6 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	10.17	79.67	10.17
	State	27.82	67.83	4.35
English (Advanced)	School	0.00	11.54	88.46
	State	0.91	41.15	57.94
General Mathematics	School	4.85	59.23	35.92
	State	13.96	59.77	26.29
Mathematics	School	9.52	42.86	47.62
	State	10.69	41.14	48.17
Biology	School	0.00	64.11	35.90
	State	9.86	56.65	33.50
Ancient History	School	8.00	60.00	32.00
	State	14.76	46.72	38.54

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
Business Studies	School	6.98	65.12	27.91
	State	9.43	53.38	37.19
Modern History	School	7.69	69.23	23.07
	State	8.57	49.55	41.89
Studies of Religion I	School	0.00	44.64	55.36
	State	5.18	43.64	51.18
Visual Arts	School	0.00	20.00	80.00
	State	1.66	47.65	50.70
Community & Family Studies	School	7.14	69.05	23.81
	State	10.72	60.65	28.63
Personal Dev, Health & Physical Education	School	0.00	61.76	38.23
	State	6.51	54.90	38.58
Hospitality	School	0.00	66.67	33.33
	State	6.42	57.73	35.85

*Student Achievement (Mean Performance)*

Mean Performance (%)	Students	School	State
English (Standard)	118	69.51	63.83
English (Advanced)	26	85.18	80.57
General Mathematics	103	75.66	71.33
Mathematics	21	77.72	76.10
Biology	39	76.70	73.41
Ancient History	25	73.32	73.11
Business Studies	43	70.88	74.35
Modern History	13	72.40	75.45
Studies of Religion I	56	39.19	38.47
Visual Arts	20	83.50	78.87
Community & Family Studies	42	72.34	72.44
Personal Dev, Health & Physical Education	34	79.16	75.07
Hospitality	9	77.89	75.55



### Comparative Performance over Time

School Performance (%)	2008	2009	2010
English (Standard)	73.17	74.17	69.51
English (Advanced)	86.86	87.26	85.18
General Mathematics	75.29	73.60	75.66
Mathematics	78.43	72.97	77.72
Biology	79.13	74.67	76.70
Ancient History	74.29	76.75	73.32
Business Studies	70.65	75.61	70.88
Modern History	76.32	75.60	72.40
Studies of Religion I	39.95	40.51	39.19
Visual Arts	81.04	83.73	83.50
Community & Family Studies	82.09	81.39	72.34
Personal Dev, Health & Physical Education	74.07	75.68	79.16
Hospitality	79.94	79.20	77.89

### Parent, Student and Staff Satisfaction

Parent, student and teacher responses via surveys indicate a high degree of satisfaction for nearly all areas of school life.

Students indicated satisfaction with features such as:

- being proud to attend a Catholic school; and
- teachers encourage and support student learning.

Parents responded strongly to:

- the school strives to meet my child's learning needs; and
- the school helps my child develop a knowledge and understanding about Catholic tradition.

Staff highest responses were:

- students understand their rights and responsibilities; and
- the school provides appropriate information to parents about student progress the school provides a safe and supportive environment.

Areas identified for future development include:

- providing a wider choice of co-curricular activities; and
- ensuring that class work is challenging and feedback is productive.

## School Review and Improvement

School Review and Improvement 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 2010:

- **Key Area 1: Catholic Life and Religious Education**
  - . 1.2 Religious Education
- **Key Area 2: Students and their Learning**
  - . 2.2 Rights and Responsibilities
- **Key Area 3: Pedagogy**
  - . 3.2 Provision for the diverse needs of learners
  - . 3.4 Planning, Programming and Evaluation
- **Key Area 4: Human Resources, Management and Leadership**
  - . 4.3 An Ethical Workplace Culture
  - . 4.5 Overall compliance with legislation and other requirements
- **Key Area 5: Resources, Finance and Facilities**
  - . 5.1 ICT Resources
- **Key Area 7: Strategic Leadership and Management**
  - . 7.1 Planning for Improvement

### School Review and Improvement components to be reviewed and rated in 2011:

- **Key Area 1: Catholic Life and Religious Education**
  - . 1.3 Catholic Life and Culture
- **Key Area 2: Students and their Learning**
  - . 2.4 Integration of Information and Communication Technology (ICT)
- **Key Area 3: Pedagogy**
  - . 3.7 Professional Learning

- **Key Area 4: Human Resources, Management and Leadership**
  - . 4.2 Professional development of staff
- **Key Area 5: Resources, Finance and Facilities**
  - . 5.4 Financial Management
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - . 6.2 Reporting to the Community
  - . 6.3 Linkages with the wider community
- **Key Area 7: Strategic Leadership and Management**
  - . 7.2 Innovation, development and change

