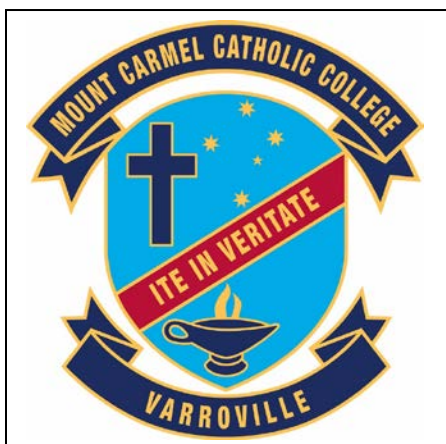


# Annual School Report

## Secondary



2017



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

---

Mount Carmel Catholic College, Varroville is registered by the NSW Education Standards Authority (NESA) 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 CEDoW to ensure compliance with all the NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the Report will be presented to the parent body and be available on the school's website by 30 June 2018.

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

Mount Carmel Catholic College

PO Box 124

Minto 2566

Ph: 02 9603 3000

Fax: 02 9820 3174

Email: [info@mcchsdow.catholic.edu.au](mailto:info@mcchsdow.catholic.edu.au)

Website: [www.mcchsdow.catholic.edu.au](http://www.mcchsdow.catholic.edu.au)

Principal: Wayne Marshall

Date: 29 March 2018

## **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 2017 school year was another full of achievement and growth for the students. Academically the HSC results were more than pleasing, the MISA sports competition saw both team and individual success with some students moving to Diocesan, CCC, State and National honours - and for the first time to the Commonwealth Youth Games in the Bahamas. The College achieved its best ever HSC results, obtaining a First in State in Construction and a music student selected to perform in Encore at the Opera House.

Student learning and teaching again showed significant learning gain from Year 7 to Year 9 NAPLAN 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.

A sincere thank you to the Parents and Friends' Association (P&F) for their work and support of the college. New leadership saw new parents on the committee and again there have been very strong numbers attending the Working Bee.

### ***Parent Involvement***

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

The P&F social activities include the Trivia Night to support the overseas immersion group, Year 12 Graduation Night, Year 7 Orientation Day, 'G' Day, Debutante Ball and Christmas Shopping Bus Trip. The P&F also have a significant role in the school working bees in providing lunch, drinks and a social environment that engages those present.

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

level. The financial support in providing a CatholicCare counsellor for extra days per fortnight for the children is also a priority. The final big contribution the P&F provided was in the purchasing of the first college bus. The 2017 P&F again donated more than \$70,000 to the school to help provide these resources and services.

The P&F would like to wish the Principal well at his new school and thank him for his work, welcoming nature and support of the P&F.

*Parents and Friends Association, President*

### ***Student Leadership***

It has been a privilege to lead the students at Mount Carmel Catholic College in 2017. 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 the college. The school community also celebrates proudly that it is a Marist College and share a bond with other Marist schools across Australia.

The Year 12 group came together as the HSC draws near and the friendships and good times will be remembered forever. The students need to acknowledge the Pastoral Coordinators and the college leadership led by the Principal. Always open to student ideas and willing to allow students to grow in their experiences as leaders. The college came together, in support of the Principal at a tragic time. It was a true example of a Catholic school community in support of each other.

*School Leaders*

## School Profile

---

### ***School Context***

Mount Carmel Catholic College is a Catholic systemic co-educational school located in Varroville. The college caters for students in years 7-12 and has a current enrolment of 1047.

The college, beginning in 1985 onsite 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.

### ***Student Enrolments***

2017 Enrolments	
Boys	528
Girls	519
Total	1047
Aboriginal and Torres Strait Islander	31
LBOTE	402

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](http://www.mcchsdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2017.

### ***Student Attendance***

<b>2017 Attendance</b>	<b>Male</b>	<b>Female</b>
Year 7	93.1%	92.7%
Year 8	91.5%	90.3%
Year 9	92.2%	91.7%
Year 10	92.9%	88.7%
Year 11	89.2%	89.3%
Year 12	92.5%	91.5%
Whole school	92.0%	90.7%

### ***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, monitor 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. Any serious or ongoing concerns are dealt with by the Assistant Principal or the Principal. Monitoring and follow up of attendance is dealt with through the student management system - COMPASS.

### ***Student Retention Rate***

<b>Year 10 Total Enrolment 2015</b>	<b>175</b>
Year 12 Enrolment at Census Date remaining in Year 12 at end 2017	148
Actual Retention Rate (%)	85%

### ***Student Attainment in Senior Years***

<b>Years 11 - 12 2017</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	23%
% of students who have completed at least one (1) VET course in either Year 11 or 12	9%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

### ***Destination Survey***

<b>2017</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	18	16	148
University	0	0	98
TAFE/Tertiary	6	7	20
Employment	5	7	27
Other School	7	0	0
Other/Unknown	0	2	3

## Staffing Profile

---

There are a total of 77 teachers and 24 support staff at Mount Carmel Catholic College. This number includes 65 full-time and 12 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

### ***Teacher Attendance and Retention***

The average daily teacher attendance rate for 2017 was 96.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2016 to 2017 was 90%.

### ***Professional Learning***

During 2017 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 all staff.

These days focused on:

- Differentiating the curriculum to provide a more structured teaching and learning environment
- Staff Spirituality day focusing on journey and community.

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

- Faculty based Learning days – Whole staff in faculty groupings
- COMPASS training day - 4 staff
- COMPASS training 2 hour session - all staff
- Secondary Leading Learning Networks – 16 staff – twice during 2017



- Review of College Assessment program - all staff
- Work deepthing understanding and use of Google classroom
- Learning for Leadership Middle Leaders Course - 3 staff x 3 days
- CEO-run Implementing the Australian Curriculum for Faculty Leaders – 8 staff
- Growth Coaching Phase 1-3 Workshops – 2 staff
- Mentor Induction - 2 staff x 2 days
- Edutech Conference – 2 Staff
- Payroll and Human Resource Information System training – 2 staff
- VET Compliance workshops – for all VET staff
- individual Faculty Days for PDHPE, CAPA and TAS staff.

The average expenditure by the school on professional learning per staff member was \$478.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$507.

## Catholic Life & Religious Education

---

Mount Carmel has continued to be a vibrant Marist community that strives to uphold one of the key guiding principles of the founder Marcellin Champagnat - *To make Jesus known and loved*. This year the school also celebrated the 200th anniversary of the establishment of the Marist institute. Students, staff and the parent community have had endless opportunities to be involved in prayers and liturgies, Masses celebrating significant events, social justice events, excursions and spirituality days and retreats. The Religious Education department has continued to work collaboratively on providing quality and meaningful learning experiences for all students.

The Year 12 Gathering with the Bishop was hosted by Mount Carmel. The school welcomed Bishop Peter Ingham as he joined year 12 students from Magdalene, Chevalier and Mount Carmel Catholic College in conversation and prayer. It was a wonderful opportunity for students to listen to Bishop Peter as well as have the opportunity to ask him questions regarding the current challenges facing the Catholic Church in Australia. It was wonderful that Bishop Peter had the opportunity to express his best wishes for the students as they approach their HSC examinations.

The Encounter events that included a lunchtime concert and twilight afternoon session continued to engage students and were well received. It was an opportunity for students to experience live music, faith formation and spiritual development.

The students also continued to take part in the various Marist student programs including Marist Connect evenings that connect senior students across Sydney Marist schools. These evenings are a great opportunity for students to gather in a Marist community and to learn of the various ways that the Marist organisation is active in the community.

Three of the Year 10 students contributed greatly through the Catechist program. Students attended Robert Townson Public School on a weekly basis and supported the adult Catechists in delivering Special Religious Education lessons. Their contributions have certainly been significant in being role models to the young Catholic students.

The Religious Education staff continued to implement the new teaching programs with the Year 10 cohort and the students have certainly enjoyed the contemporary and relevant teaching and learning strategies. It is wonderful to see the work being produced across the different year groups where students are showing a deep understanding of the teachings of the Gospel and then applying this learning to contemporary situations.

Year 8 again took part in the rigorous Secondary Religious Literacy Assessment throughout Term Three. The students completed a Religious Literacy test that assessed units studied throughout the Stage Four

Curriculum. Students also completed an extended response based on a contemporary Christian who demonstrated their faith by being a witness to the teachings of Jesus.

Various staff members assisted with the Staff Spirituality day. Staff reflected on the Marist theme 'Awaken'. The day provided staff with the opportunity to reflect on the sense of community and on those areas that they want to grow and nurture as community.

The senior students attended their much-anticipated retreat. Students were provided with various opportunities for self-reflection, prayer, and discussion in both small and large groups. Students were also provided with a valuable opportunity for students to connect with self, to build relationships with others and their God. The theme of the Retreat, 'What's in a Name?' challenged students to be their authentic selves and to truly be the person that God is calling them to be.

The Youth Minister continued to run Youth Group on Tuesday afternoons. These sessions involved a number of students from the junior grades gather regularly to discuss scripture, their faith and experiences in a positive and supportive environment. Classes have also been regularly visited and staff supported in the Religious Education classroom.

Throughout 2017 the Mount Carmel Youth Network (MCYN) has gathered together to work on issues that impact the community and assist those in need. The MCYN has assisted in a range of activities that have contributed to the culture of compassion in the college community from Winter Sleepout, Kindness Day, Enviro Week and St Vincent de Paul Christmas appeal.

In addition to the MCYN, Mount Carmel had a passionate group of students entitled Revelation who were driven by servant leadership. This servant leadership has pushed them into new places in their spiritual and personal development and allowed them to lead the college in both mission and ministry for 2017.

Finally, 49 students, 4 staff members and the Youth Minister attended the Australian Catholic Youth Festival in Sydney. They were also involved in a number of formation experiences prior to the event and will regather early in the new year.

### ***Religious Literacy Assessment***

The Religious Literacy Assessment Program (RLA) for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2017 consisted of 197 Year 8 students who sat the RLA on 21 August 2017.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of the divisions arising in the early Church
- understanding of key Biblical themes through exploring the concept of covenant
- understanding of the Church by exploring its organisational structure.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- recognise and value the significance of key people in the development of the Church by reflecting upon the scriptures and historical sources to identify the presence of martyrs, missionaries and converts in the early Christian communities
- recognise and value the importance of right relationships by exploring the Golden Rule and other relevant scripture passages.

In the assessment 12.2% of students were placed in the developing level, 83.7% in the achieving level and 4.1% were in the extending level.

## 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 2017:***

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

1.4 Parents, parishes and the broader Church

Goal: To seek out and investigate ways to increase parent involvement in their child's education.

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

3.1 Curriculum provision

Goal: Review the progress of the implementation of the Australian curriculum.

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

4.5 Overall compliance with legislation and other requirements

Goal: This is already a high priority and adhered to. Continue to meet all compliance matters.

#### **Key Area 5: Resources, Finance and Facilities**

5.3 Environmental stewardship

Goal: To increase student conscience of the responsibility for our shared environment.

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

6.1 Parent involvement

Goal: To improve the level of parental involvement within the College.

#### **Key Area 7: Strategic Leadership and Management**

7.2 Innovation, development and change

Goal: Improve the process of change management to create an improved learning community.

### ***School Review and Improvement components to be reviewed and rated in 2018:***

The existing School Review and Development Plan (2012 - 2017) has been completed. The new plan is to be determined by the new College Leadership team in early 2018. A new Principal, Assistant Principal and Religious Education Coordinator will have commenced.

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

##### 1.2 Religious Education

Goal: To review and support the delivery of Religious Education Programs and Teacher Professional Development.

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

##### 2.1 Educational Potential

Goal: To STEM, Literacy and Numeracy development as a focus.

##### 2.5 Pastoral Care

Goal: To review the Pastoral Care structures within the College to build on current strengths.

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

##### 3.3 Teaching Practices

Goal: To continue to focus on improvement in teaching practices building on the Collaborative Leadership program.

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

##### 4.2 Professional development of Staff

Goal: To support staff in their own Performance and Development Plans and Institute of Teacher accreditation.

##### 4.5 Overall Compliance with Legislation and other Requirements.

Goal: To review structures to ensure compliance with appropriate bodies.

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

##### 6.3 Reporting to the Community

Goal: To ensure that there are effective forms of communication to allow for community understanding of the goals and functioning of the College.

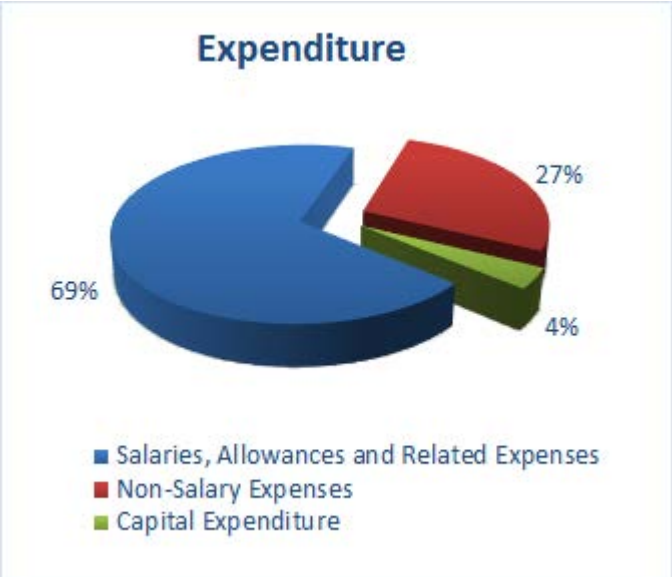
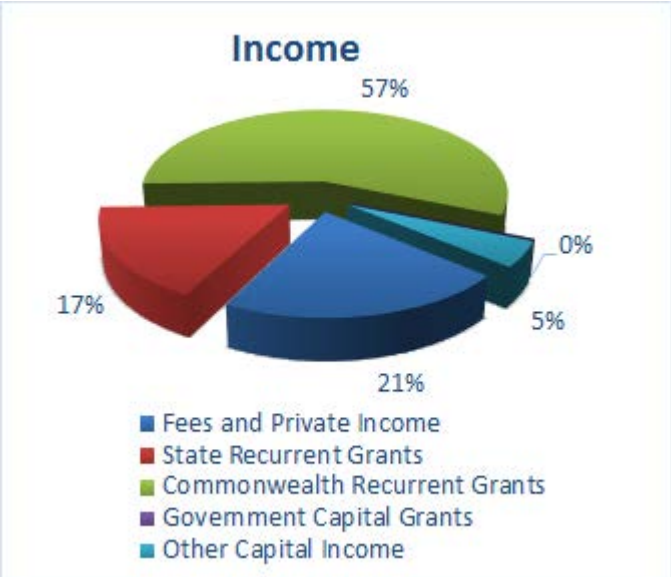
# Financial Summary

---

Spending throughout 2017 included the following areas:

- significant investment in ICT resources for both Staff and students to improve learning
- refurbishment and re-carpeting of the Library facility
- continued improvement of the school grounds and gardens
- extension of the air conditioning program in the school
- creation of a new car-park with bitumen surface
- construction of a school gymnasium
- refurbishment and extension of the existing Staff Study area including new furniture.

The following graphs reflect the aggregated income and expenditure for Mount Carmel Catholic College, Varroville for the year ended 31 December 2017. This data is taken from the 2017 financial return to the Australian Government, Department of Education, and Training.



## Student Welfare

---

In terms of the pastoral care programmes, the LEARN (Learning, Enrichment, Achieving potential, Resilience and Numeracy and literacy), SEEEDS (Social, Emotional, Education, Exercise, Diet, Sleep, Spirit) and The Boomerang Effect<sup>®</sup> have continued to be an effective aspect of the way Mount Carmel cares for their students. A 1 point coordinator for Boomerang Effect program supports these programmes unique to Mount Carmel Catholic College. Year 7 had a team building day where they got to know each other and explored the challenges of growing up an adolescent. Other aspects of successful Pastoral Care were the Year 10 Gender Camps and Year 9 Gender Agenda Days in which boys and girls were separated to discuss key contemporary issues facing teenagers. Each camp had a gender specific focus with guest speakers addressing issues such as overcoming obstacles, both physical and emotional, and mental health issues.

The Pastoral Coordinators have contributed significantly to this throughout the year holding Pastoral Assemblies which often include guest speakers and activities to help the development of the students in each House. Both Year 8 and Year 9 have participated in the My Choicez program addressing cyber bullying, family issues, mental health and gender specific issues. Years 11 and 12 have experienced guest speakers addressing life skills such as organisation, goal setting and self esteem. They explored what it takes to succeed no matter the obstacles. A dedicated pastoral team has supported these initiatives.

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 commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2017.

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.

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. CEDoW requirements are met through the delivery of Studies of Religion I and II and Catholic Studies. In 2018, 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 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 continues to be a focus for the college. In 2017, the college provided a lot of support and professional development (PD) for staff to ensure the understanding of assessment for learning rather than just assessment of learning. Quality assessment practices continues 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. In 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 report templates will be implemented as part of the COMPASS report module rollout in 2018.

Technology continues to play 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.

HSIE, PDHPE and CAPAL faculties underwent CEDoW compliance checks in 2017. 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 2017. Literacy was supported 1-point Literacy Coordinator that worked closely with all KLAs 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 KLAs. Numeracy will be a targeted area in 2018 as a whole school approach to embedding numeracy across all KLAs is developed as part of the college goals. To ensure a cross curricular focus continues in 2018, all year 7 students will engage in 2 lessons per timetable cycle of a skills based course. The objective for this initiative is to develop skills that students will use across all KLA domains.

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

Differentiation continued to be a focus area for the college 2017. 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.

Staff PD 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.

### ***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. 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 (EVET) courses. In 2017 there were a total of 59 students studying school based VET courses in Year 11 and 12 in Construction and Hospitality. There was also 11 students studying EVET courses across Year 11 and 12 in areas including Animal Studies, Business Services, Retail, Tourism and Nursing. In total 23% of Stage 6 students at Mount Carmel studied VET courses in 2017; this included 5 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.

Spelling is consistently an area of strength for Mount Carmel Catholic College, in both Years 7 and 9. The college's numeracy results in the Year 7 cohort were also a strength. 41% of Year 7 students were proficient in spelling whilst only 1% of Year 7 students were below NMS in reading and writing. Only 2% of Year 7 students were below NMS in spelling and numeracy.

In Year 9, 39% of students were proficient in spelling and 8% were above state average for proficiency in spelling. 0% of Year 9 students were below NMS in numeracy and only 2% of Year 9 students were below NMS in spelling.

Once again, expected growth results were quite pleasing. Students in Year 7 showed a 58.9% above expected growth in reading, 59.4% above expected growth in writing, 53.9% above expected growth in spelling, 61.7% above expected growth in grammar & punctuation and 65.5% above expected growth in numeracy. Year 9 showed similar growth patterns with 59% above expected growth in reading, 63.6% above expected growth in writing, 70.2% above expected growth in spelling, 61.7% above expected growth in grammar & punctuation and 83.4% above expected growth in numeracy.

Writing intervention strategies have been embedded across all KLA's for the past three years as part of a whole school Literacy Plan. This has seen a continual growth in Year 9 writing results for the past three years. Numeracy has been targeted across all KLA's with a specific numeracy focus in Mathematics. This has reflected notable growth in numeracy over the past three years.

The College Learning Committee has developed key focus areas and a strategic plan which incorporates the response to students reaching the new HSC minimum standards. This will be implemented in 2018 and beyond in response to student data and student needs.

## 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 2017: % 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	8%	71%	22%	20%	62%	19%
	National	16%	53%	29%	21%	56%	21%
Writing	School	26%	62%	12%	28%	57%	15%
	National	28%	53%	17%	37%	46%	15%
Spelling	School	9%	50%	41%	12%	49%	39%
	National	16%	50%	33%	22%	54%	22%
Grammar & Punctuation	School	15%	61%	24%	20%	60%	20%
	National	19%	51%	29%	25%	54%	19%
Numeracy	School	11%	67%	2%	13%	66%	22%
	National	14%	52%	33%	16%	58%	24%

*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 2017: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	99%	95%
	National	94%	92%
Writing	School	99%	88%
	National	88%	82%
Spelling	School	98%	97%
	National	93%	91%
Grammar & Punctuation	School	95%	94%
	National	92%	89%
Numeracy	School	97%	99%
	National	95%	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 39 students in 2017.

### ***Higher School Certificate***

The Year 12 2017 HSC Cohort achieved fantastic results, and hence the college was ranked 189<sup>th</sup> in State. Collectively, students achieved 78 Band 6s - which is a mark of between 90 and 100 and 209 Band 5s - which is a mark of between 80 and 89. One student's dedication to her studies was rewarded with her achievement of 1<sup>st</sup> in State in Construction. Two students were recognised as 'All Rounders', which means they achieved a Band 6 for every course they completed. The college congratulates these students for this outstanding achievement. Three students were recognised as "Top Achievers" being placed in the top 20 in the state in their respective courses; 1<sup>st</sup> in Construction, 19<sup>th</sup> in Advanced English and 5<sup>th</sup> in Spanish Extension. One student was nominated and selected for Encore for Music, which resulted in her performing her Music major work at the Opera House. Another of the students was nominated for Art Express. This means he achieved a mark of 47 - 50 out of a possible 50 marks for his HSC Body of Artwork.

## Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.92	76.92	21.15
	State	13.66	70.31	16.02
English (Advanced)	School	0.00	16.67	83.33
	State	1.37	34.88	63.75
Mathematics General 2 BDC	School	20.00	48.89	31.11
	State	25.41	48.84	25.75
Mathematics	School	0.00	36.36	63.64
	State	9.11	37.22	53.68
Biology	School	7.41	66.67	25.93
	State	11.95	48.49	39.56
Ancient History	School	0.00	37.50	62.50
	State	18.39	45.12	36.49
Business Studies	School	8.70	52.17	39.13
	State	12.72	50.59	36.69
Music 1	School	0.00	27.27	72.73
	State	1.35	32.98	65.68
Studies of Religion I	School	0.00	44.62	55.38
	State	4.31	45.65	50.04
Industrial Technology	School	50.00	37.50	12.50
	State	25.06	52.46	22.48
Community & Family Studies	School	0.00	65.22	34.78
	State	11.50	58.26	30.23
Personal Dev,Health & Physical Education	School	4.26	59.57	36.17
	State	18.66	50.46	30.88

### Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	106	73.53	69.19
English (Advanced)	24	84.48	80.96
Mathematics General	93	70.47	68.51
Mathematics	22	80.94	77.96
Biology	55	71.74	74.30
Ancient History	9	83.18	71.67
Business Studies	46	74.33	73.17
Music 1	11	82.80	81.45
Studies of Religion 1	67	39.19	38.77
Industrial Technology	8	65.53	67.54
Community and Family Studies	24	77.23	72.71
Personal Dev, Health and Physical Education	48	75.10	71.03



## Comparative Performance over Time

School Performance (%)	2014	2015	2016	2017
English (Standard)	72.98	71.26	71.99	73.53
English (Advanced)	84.38	83.01	85.06	84.48
Mathematics General	70.26	71.65	68.90	70.47
Mathematics	79.51	76.32	76.07	80.94
Biology	72.51	73.49	71.67	71.74
Ancient History	76.60	72.43	80.58	83.18
Business Studies	74.47	71.27	71.18	74.33
Music 1	84.58	84.28	81.29	82.80
Studies of Religion 1	38.34	38.36	38.59	39.19
Industrial Technology	77.12	67.43	69.11	65.53
Community and Family Studies	79.31	74.32	76.85	77.23
Personal Dev, Health and Physical Education	78.02	74.03	65.36	75.10

## Parent, Student and Staff Satisfaction

---

Data was gathered via a survey left in the Front Office that visiting parents were encouraged to complete. The P&F was consulted for their thoughts and the staff asked for any anecdotal information garnered from parent conversation.

The parents at Mount Carmel clearly indicate to the staff their satisfaction with the holistic education that their children receive. The strong faith development and opportunities for the students is often a highlight for all. Similarly, parents were satisfied that the school took a genuine interest in their child, helping and challenging them to achieve their potential. Some parents indicated that they would like to see more detailed information in their child's academic reports, which are produced at the conclusion of the second and fourth Terms. This was raised by parents in the 2016 School Review and a sub committee of Coordinators investigated options.

The students indicated that they felt safe, are proud to attend Mount Carmel Catholic College and appreciated the wide range of co-curricular activities that they could participate in. Some students felt that they could be further encouraged and challenged with academic coursework so as to achieve better learning outcomes.

The staff 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 as well.



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG