

Annual School Report

Secondary



2018



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 2019.

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

Mount Carmel Catholic College

PO Box 124

Varroville NSW

Ph: 02 9603 3000

Fax: 02 9820 3174

Email: info@mcccdow.catholic.edu.au

Website: www.mcccdow.catholic.edu.au

Principal: Stephen Lo Cascio

Date: 2 April 2019

Vision Statement

Mount Carmel Catholic College, 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. The overall aim of the college is to provide a Christ-centred community which provides opportunities for excellence.

Message from Key School Bodies

Principal's Message

2018 was once again a very successful year for the students and community of Mount Carmel Catholic College. With a new Principal and Assistant Principal, the opportunity was taken to review structures and processes with the intention of improving what was an already successful community. There were numerous successes on the sporting fields with teams winning interschool and regional competitions and individuals achieving state representation.

In the academic fields, the student's Higher School Certificate results were outstanding with one student achieving first place in the state in English Advanced and fifth in English Extension 1. Two students were named as all-rounders with a total of 56 band 6 results achieved. One student was invited to participate in the Art Express exhibition. 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 with waiting lists in many of the year groups at the start of each year.

In the cultural arena, students competed in debating and chess competitions and one of the highlights of the year was the college musical 'Shrek Junior' which was performed over 3 evenings.

A very large thank you needs to be given to the Parents and Friends' Association (P&F) who have supported the college throughout 2018. With an entirely new executive, their support at college events such as the working bees and presentation evenings was invaluable.

Parent Involvement

During the course of 2018, the P&F was once again heavily involved in supporting the college through financial donations and assistance for various community events. The P&F provided funds for an extra day of CatholicCare Counsellors each week as well as immersions, Mother's and Father's Days, sporting activities and repairs to the irrigation system on the oval. The P&F also had representatives attending major college events such as information evenings and the Year 12 graduation activities.

Each year, the P&F organises and coordinates working bees at the college which aims to assist in areas over and above the everyday maintenance. The P&F meets regularly each term and has been invited into discussions around the vision and direction of the college. On behalf of the parent body, thank you to the

P&F executive and the college leadership team for a close and productive working relationship to provide benefits for the students.

Parents and Friends Association, President

Student Leadership

Student leaders at Mount Carmel strive to represent the student body in all aspects to improve and expand each dimension of the college. The honour of being selected as a member of the Student Representative Council (SRC) gives the leaders the opportunity to raise concerns and initiatives, effectively becoming the voice of the students. These positions of student leadership provides an opportunity to give back to an extremely well deserving college. This would not be possible without the willingness and determination of the Principal and Assistant Principal to provide the regular time for the student leaders to meet and discuss their work. Additionally, all twelve members of the SRC meet fortnightly to do the same. The team of hard working, dedicated students never fail to step up to the demanding - yet rewarding - job of being a leader.

The role of College Captain has provided numerous opportunities for personal growth, developing skills and expanding one's knowledge of the wider community. To have been able to be at the forefront of the year 12 cohort throughout this final, and most important, year of schooling is an indescribable feeling. This leadership position does not place the College Captains above the rest of the cohort, instead it reaffirms one's place among them. It has been a great pleasure to serve the college.

College Captains

School Profile

School Context

Mount Carmel Catholic College is a Catholic systemic co-educational school located in Varroville. The school caters for students in years 7-12 and has a current enrolment of 1061.

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 seven stream co-educational high school. The demand for student enrolments remains very high with waiting lists in most year groups from years 7 to year 11.

Student Enrolments

2018 Enrolments	
Boys	538
Girls	523
Total	1061
Aboriginal and Torres Strait Islander	32
LBOTE	411

The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.mcchsdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2018.

Student Attendance

2018 Attendance	Male	Female
Year 7	91.8%	91.8%
Year 8	90.5%	90.6%
Year 9	88.4%	89.8%
Year 10	90.1%	89.6%
Year 11	90.6%	89.0%
Year 12	91.5%	88.1%
Whole school	90.5%	89.9%

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.

The monitoring of student non attendance is initially the role of the Pastoral Advisor. They monitor the provision of notes and contact with home. Any student of concern is passed onto the relevant Pastoral Coordinator who will consult the Assistant Principal and make contact with family. Any serious or ongoing concerns are dealt with by the Pastoral Coordinator in conjunction with the Assistant Principal and/or the Principal. At all times, the focus of such interventions is directed towards addressing the factors that are causing the frequent absences. Where necessary, intervention is also sought from the CEDoW. Monitoring and follow up of attendance is dealt with through the student management system - COMPASS. Students who become aware of an upcoming known absence are required to collect an "Application for Leave Form" via the front office and submit this to the college Principal for consideration.

Student Retention Rate

Year 10 Total Enrolment 2016	171
Year 12 Enrolment at Census Date remaining in Year 12 at end 2018	140
Actual Retention Rate (%)	82%

Student Attainment in Senior Years

Years 11 - 12 2018	
% of students undertaking vocational training or training in a trade during Years 11 and 12	35%
% of students who have completed at least one (1) VET course in either Year 11 or 12	33%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2018	Year 10	Year 11	Year 12
No of School Leavers	11	20	140
University	0	0	76
TAFE/Tertiary	1	5	18
Employment	5	8	32
Other School	4	6	0
Other/Unknown	1	1	14

Staffing Profile

There are a total of 83 teachers and 25 support staff at Mount Carmel Catholic College. This number includes 63 full-time, 20 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	9
Proficient	74
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2018 was 93.97 %. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2017 to 2018 was 90%.

Professional Learning

During 2018 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 members. These days focused on:
- Staff Spirituality Day - Making Sense: Presence and Prayer
 - Curriculum Professional Development Day - Academic Culture, Academic Care, Learning Intentions and Success Criteria.
- B. Other professional learning activities provided at school level including CEDoW run courses:
- Faculty based Learning days (83 staff)
 - Ongoing support/PD via the COMPASS implementation program (83 staff)
 - Secondary Leading Learning Networks (16 staff)
 - Faces on Data PD (4 staff)
 - Learning Intention and Success Criteria PD (83 staff)
 - Learning for Leadership Middle Leaders Course (3 staff)
 - Mentor Induction (2 staff)

- Marist Induction Program (6 staff)
- Footsteps Spirituality Program (4 staff)
- Learning for Leadership Program (3 staff)
- Alight for the World Program (3 staff)
- Studies of Religion PD program - all SOR teachers
- World Youth Day 2019 Pilgrimage and Formation (4 staff)
- HSC DeCourcy Analysis PD (2 staff)
- Edval Timetabling Software training (3 staff)
- VET Compliance workshops – for all VET staff
- Mandatory First Aid/CPR/Anaphylaxis training (83 staff)
- Individual Faculty planning days for all staff
- Youth Mental Health Conference (2 staff)
- Multiple KLA specific PD days.

The average expenditure by the school on professional learning per staff member was \$281.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$552.

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- *Good Christians and Good Citizens*. Students, staff and the parent community have had many opportunities to be involved in prayers and liturgies, Masses celebrating significant events, social justice events, excursions, reflection days and retreat.

The Year 12 Conversation with the new Bishop, was hosted by Mount Carmel for the second year. The college welcomed Bishop Brian Mascord as he joined year 12 students from John Therry, Chevalier and Mount Carmel in conversation and prayer. It was wonderful for students to meet the new Bishop and have the opportunity to ask him questions regarding the current challenges facing the Catholic Church.

Throughout 2018, Youth Ministry consisted of two dimensions - an interested group of like-minded students and the Revelation Team, which focused on student leadership. Events included lunchtime concerts, twilight gatherings, a Youth Christmas Mass as a means to continually engage students in faith development opportunities. Also, students could participate 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 CatholicCare Christmas appeal. To further enhance the connection between faith and action, students participated in a range of fundraising activities which supported St Vincent de Paul, Catholic Mission, and Caritas.

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.

The catechist program was supported by five Year 10 students, they have contributed greatly to the students at Robert Townson Public School on a weekly basis and supported the adult catechists in delivering Special Religious Education lessons. They have been role models to the young Catholic students.

The staff spirituality day was held in Term 3, with the theme of “Presence” as the focus; it was facilitated by the CEDoW CLEM team. The day provided staff with the opportunity to reflect on the sense of community and on those areas that the college wants to grow and nurture.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2018 consisted of 171 Year 8 students who sat the Religious Literacy Assessment on 27 August 2018.

The performance of each student was described according to the Common Grade Scale (A to E).

As a result of the assessment, the 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:

- people as stewards of creation
- the actions and the parables of Jesus
- rights and responsibilities.

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:

- recall key people and events of the early Church.

In the assessment 1% of students were placed in the elementary level, 15% in the basic level, 65% in the sound level, 18% in the thorough level, and 1% were in the extensive 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 2018:

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 consolidate and develop a range of strategies aimed at improving student literacy and numeracy.

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.

School Review and Improvement components to be reviewed and rated in 2019:

Mission Dimension 2 - Learning and Teaching

Student Achievement (2.1, 2.2A, 2.2B, 2.3, 2.6, 2.8)

Improving learning outcomes and student learning gain through a focus on literacy and numeracy and an improvement in the pedagogy of teachers to ensure deeper knowledge and improved student self-reflection.

Mission Dimension 3 - People and Culture

School Environment (3.1, 3.2, 3.7)

Refinement of structures to improve Pastoral/Academic Care of students.

Staff (3.4, 3.5)

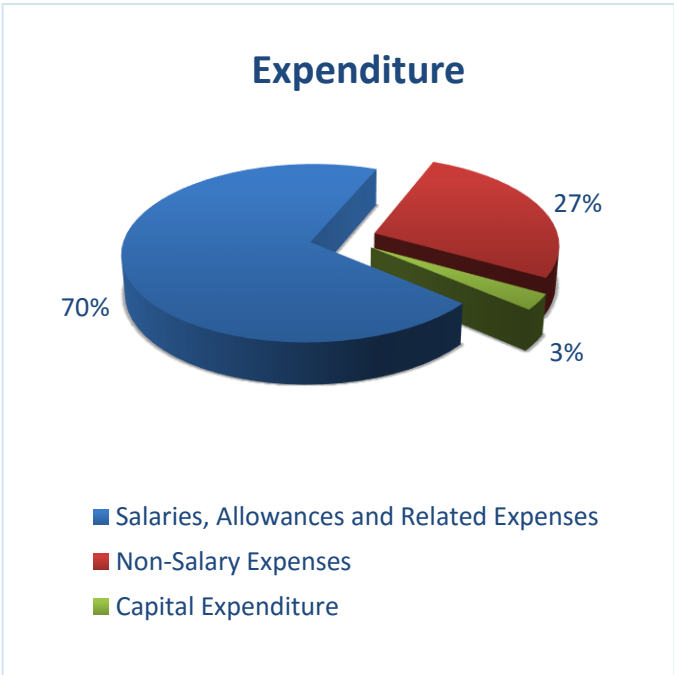
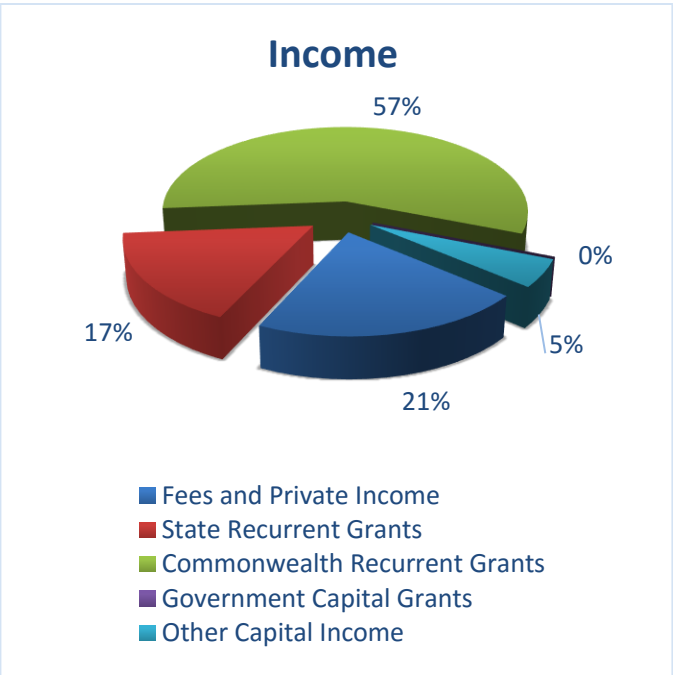
Enhancing staff capacity.

Financial Summary

Spending throughout 2018 included the following areas:

- significant investment in ICT resources for both Staff and students to improve learning
- refurbishment and building of a new senior girl’s toilet block
- continued improvement of the school grounds and gardens including seating for students
- continuation of the air conditioning program in the college
- repair of irrigation on college ovals
- purchasing of furniture in classrooms and office areas
- repair of sound and lighting system in college hall
- repair of college driveway.

The following graphs reflect the aggregated income and expenditure for Mount Carmel Catholic College, Varroville for the year ended 31 December 2018. This data is taken from the 2018 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

The college continued to place a significant focus on the provision of high quality, authentic pastoral care throughout 2018. Specific targeted programs were sought and offered to students in all year groups and at various times throughout the year. The college pastoral program included the appointment of a Boomerang Effect Coordinator and the appointment of student Boomerang Captains who in most cases, led the delivery of this program on a weekly basis. Year 7 students participated in an extensive transition program to assist with their move into secondary schooling including their participation in the Year 7 Camp. Year 8 participated in reflection opportunities and the 'Who We Are' workshop that highlighted the importance of appropriate and respectful relationship and online behaviours. Year 9 and Year 10 students participated in Gender Agenda Days and Gender Camp respectively which allowed male and female students to be separated in order to discuss and explore a range of contemporary issues facing teenagers today. Year 11 and 12 students had a range of guest speakers present on a range of topics pertinent to their stage of life, focusing on topics that addressed risk taking behaviours, relationships and career paths and options in readiness for their lives beyond school.

Student welfare and pastoral structures were overseen and delivered by a team of six Pastoral Coordinators and a further 42 Pastoral Advisors that worked closely with their students on a daily basis. Where necessary, the work of this team was also supported by CatholicCare counsellors who supported a number of students in dealing with a range of pastoral issues.

In addition to the quality pastoral care that was afforded to all students, a thorough review was undertaken throughout 2018 that invited staff, students and parents to offer feedback regarding the various pastoral structures that were in operation at the college. Feedback from this review suggested that the provision of pastoral care and the focus on student welfare may be improved by a change from the existing vertical homerooms in Years 7-10 (students from 7-10 in the one pastoral class) to a horizontal structure (pastoral classes are comprised of students from the one year group) from the commencement of 2019. Feedback also suggested that the extended homeroom, or LEARN, time that had followed pastoral each morning, could be removed and invested back into greater opportunities for teaching and learning. Towards the end of 2018, the decision to adopt these two proposals was made and a process was developed to inform students, staff and parents of these prior to the commencement of the 2019 school year.

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 Dioceses' 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 2018.

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. The college 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. Students have the opportunity to experience a range of subject areas prior to choosing Stage 6 subjects. This also provides those students who choose to study 200 hour courses a more in-depth learning experience in the chosen subject area.

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 2019, students who wish to pursue a Non-ATAR pathway will be offered patterns of study that incorporate VET subjects, TVET subjects and 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 and continues to offer 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 as well as those students who have successfully studied languages through Open High School and Saturday School of Languages.

Quality assessment continues to be a focus for the college. The college continues to provide 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 review of college report process and practices was conducted, with a report committee formed to work 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 2019, starting with the Year 11 end of course reports in Term 4 2019.

Data analysis continues within the college as a framework for improvement. Staff are engaged in reviews of HSC data and analysis of such results to develop strategies and set directions for continued improvement for students. College compliance meetings continue with KLA Coordinators to ensure policies, procedures, administration processes and curriculum requirements have been met by all staff within each 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. KLA Coordinators remained focused on leading learning within their KLA's ensuring learning remains at the centre of all that happens within the college.

In 2017, the college engaged in professional learning opportunities with Dr Lyn Sharratt. Phase 1 of this project focused on "putting faces on the data" with an emphasis on student learning gain. A group of year 8 students were used as a target research group, providing an opportunity for the college and staff to reflect and review the use of data to ensure learning gain and student growth. Learning intentions and success criteria was launched in 2018 at the college staff development day, with the emphasis continuing to be on maximising student learning gain and quality teaching practices in the classroom. Staff have continued to engage with professional learning related to this practice and the embedding of such into each learning experience in the classroom.

Pre and post testing of student knowledge and understanding along with an array of test data – NAPLAN, AGAT, PAT Maths, PAT Reading and Comprehension tests continue to be used to provide individual student data profiles. Teachers engage with data regularly to monitor student growth and ensure learning gain continues. The overall aim of the college is for every student to attain a year's learning growth in every academic year.

Academic forecasting was introduced in 2018 to support subject selection processes and ensure students make the right choices regarding future pathways. This process will continue in 2019 incorporating Stage 5 subject selection processes as well.

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.

English and Mathematics faculties underwent CEDoW compliance checks in 2018. 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

Cross curriculum literacy and numeracy remained a key focus area across the college in 2018. Literacy was supported by a 1-point Literacy Coordinator who 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 remained a priority as staff continued to embed strategies across all KLAs. Numeracy will be a targeted area in 2019, utilising the implementation of a Numeracy Instructional Coach as a whole school approach to embedding numeracy across all KLAs, as part of the college and CEDoW goals for improvement.

All year 7 students engaged in two lessons per timetable cycle of a skills-based course to ensure a cross curricular focus. The objective for this initiative was to develop skills that students could use across all KLA domains.

Meeting the needs of all students

Differentiation continued to be a focus area for the college in 2018. Programming, assessment and learning experiences were supported by staff PD, the college curriculum staff 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 and 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 a greater understanding of and skills to offer more breadth, depth and complexity.

The Year 9 Extended class group was targeted in 2018 with the focus on improving the top 20% of students. A 1-point Coordinator facilitated the professional development of staff, utilising the research and work of Dr Lyn Sharratt, to implement a framework for improved professional practice to improve overall learning gain.

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 Netball. Students in Year 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 and Hospitality. Students studied school based VET courses as well as TAFE NSW VET (EVET) courses. In 2018 there were a total of 80 students studying school based VET courses in Year 11 and 12 in Construction and Hospitality. There were also 17 students studying EVET courses across Year 11 and 12 in areas including Animal Studies, Business Services, Retail, Tourism and Nursing. In total 33% of Stage 6 students at Mount Carmel studied VET courses in 2018; 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

Spelling is consistently an area of strength for Mount Carmel Catholic College, in both Years 7 and 9. In the Year 7 cohort spelling is an area of strength with a +1.4% difference to the State mean and a +2.6% to the National mean.

In Year 9, all literacy areas were above the State mean. Writing is a significant area of strength for the college in Year 9, with a +3.3% difference to the State mean and +4.6% difference to the National mean. Spelling is a second area of strength with a +2.5% difference to the State mean.

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 has a strategic plan which incorporates the response to students reaching minimum literacy and numeracy standards. This will be implemented in 2019 and beyond in response to student data and student needs, utilising the implementation of Instructional Coaches in literacy and numeracy.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess 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 2018: % 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	57	27	14	67	18
	National	16	55	27	19	77	21
Writing	School	30	55	14	28	59	13
	National	32	53	14	41	45	12
Spelling	School	9	52	38	11	61	30
	National	17	51	30	22	53	24
Grammar & Punctuation	School	24	52	25	19	56	26
	National	18	52	30	21	57	20
Numeracy	School	18	60	21	13	67	20
	National	15	55	29	15	58	29

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 2018: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98	98
	National	94	94
Writing	School	95	94
	National	87	80
Spelling	School	98	95
	National	93	90
Grammar & Punctuation	School	93	97
	National	92	92
Numeracy	School	97	100
	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 11 students in 2018.

Higher School Certificate

The Year 12 2018 HSC Cohort achieved fantastic results, and hence the college was ranked 200th in the State. Collectively, students achieved 56 Band 6s - which is a mark of between 90 and 100 and 196 Band 5s - which is a mark of between 80 and 89. One student's dedication to her studies was rewarded with her achievement of 1st in State in English Advanced. 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. One student was recognised as a "Top Achiever" being placed in the top 20 in the state in the respective courses; 1st in English Advanced, 5th in English Extension 1. Another of the students was nominated for Art Express. This means she achieved a mark of 47 - 50 out of a possible 50 marks for her 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	4.3	62.1	33.6
	State	15.0	69.4	15.1
English (Advanced)	School	0	0	100
	State	1.4	35.8	62.7
Mathematics General 2 BDC	School	10.2	67.0	22.7
	State	19.9	52.5	26.6
Mathematics	School	0	65.2	34.7
	State	7.4	40.5	51.8
Biology	School	3.9	74.5	21.6
	State	10.1	52.6	36.9
Ancient History	School	0	57.1	42.9
	State	14.9	47.9	36.1
Business Studies	School	6.0	72.2	22.2
	State	12.2	49.7	37.0
Music 1	School	0	0	100
	State	1.6	33.4	64.5
Studies of Religion I	School	5.3	68.4	26.4
	State	6.6	56.5	36.7
Industrial Technology	School	0	66.7	33.3
	State	23.4	53.6	22.4
Community & Family Studies	School	5.0	55.0	40.0
	State	13.1	56.3	28.9
Personal Dev, Health & Physical Education	School	8.0	58.0	34.0
	State	13.5	52.4	33.1

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	118	74.8	68.7
English (Advanced)	10	90.8	80.6
Mathematics General	91	72.6	69.9
Mathematics	23	76.3	78.2
Biology	51	72.9	74.1
Ancient History	7	80.4	72.8
Business Studies	51	71.9	73.6
Music 1	6	90.4	81.5
Studies of Religion 1	39	35.9	37.0
Industrial Technology	12	74.6	68.0
Community and Family Studies	21	76.3	72.0
Personal Dev, Health and Physical Education	50	72.3	72.3

Comparative Performance over Time

School Performance (%)	2015	2016	2017	2018
English (Standard)	71.3	72.0	73.5	74.8
English (Advanced)	83.0	85.01	84.5	90.8
Mathematics General	71.7	68.9	70.5	72.6
Mathematics	76.3	76.1	80.9	76.3
Biology	73.5	71.7	71.7	72.9
Ancient History	72.4	80.6	83.2	80.4
Business Studies	71.3	71.2	74.3	71.9
Music 1	84.3	81.3	82.8	90.4
Studies of Religion 1	38.4	38.6	39.2	35.9
Industrial Technology	67.4	69.1	65.5	74.6
Community and Family Studies	74.3	76.9	77.2	76.3
Personal Dev, Health and Physical Education	74.0	65.4	75.1	72.3

Parent, Student and Staff Satisfaction

Data was gathered through a number of forms and forums to determine parent, student and staff satisfaction. Various information was collected through Google survey, discussion opportunities at P&F meetings and through student exit surveys and SRC and Captains' meetings. At various stages, parents were also invited to comment as a response to newsletter items.

Overall, the parents indicated that they have opportunities to become involved in discussions around the vision and direction of the college and they are supportive of the way in which the college educated students from a holistic approach and provided opportunities for a range of activities. Parents were complimentary of the academic achievements of the students and the way that many staff encouraged and provided support for their children. Some parents have commented on a preference for a review of communication structures such as the college newsletter and website and continued evaluation of the academic reports provided to students. The number of reports issued during the year was a positive however, greater detail could be included.

Students overall were proud to attend Mount Carmel Catholic College and felt that there were many and varied opportunities for them to succeed. They had access to sporting, spiritual and cultural activities as well as the delivery of academic courses. Some students expressed a desire for greater differentiation in some classes to enable them to develop deeper knowledge and skills.

Staff indicated support for the overall direction of the college and the vision and ethos that was apparent in its vision and practice. Many acknowledged and recognised the positive behaviours of the students and the supportive environment that existed within the community. Staff said that there was a strong academic culture and that recent structural changes were believed to have a positive impact on improving learning outcomes. Continued development of pedagogy was welcomed as a future direction.



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG