

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



***Annual School Report
2011***

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 2012.

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

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Principal: Mr John Barrington

Date: 29 March 2012

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

Mount Carmel students and staff continue to play an active part in the local Church. This year this included: Salvation Army 'Red Shield Appeal'; Forty Hour Famine; St Vincent de Paul Door Knock Appeal and Marist Asia Pacific Solidarity (MAPS). Five year 11 students accompanied by a staff member participated in an immersion experience at St Dominic's Rural Training School at Vanga Point in the Solomon Islands. Mount Carmel students joined in the normal life of the school. Members of the tour group were inspired by the experience and shared their learning with the wider school community.

It was a pleasure for the school to host 3 French exchange students for five weeks early in Term 3. It was a wonderful experience for the visiting students as well as Mount Carmel students to be involved in this program of cultural exchange. The visiting students embraced the Australian experience with enthusiasm and gratitude.

The Mount Carmel Staff were once again nominated by their peers in the Annual Wollongong Diocesan Excellence in Schooling Awards. The Pastoral team received an Educational Award for *"Service to the Pastoral Care of students through the House-based system and for collaboration and cohesion as a Pastoral Care Team bringing positive change to the school"*. Congratulations to the team for their genuine and ongoing pastoral concern that is displayed to all in the Mount Carmel community.

Parent Involvement

The Parents and Friends Association (P&F) continues to be a very active organisation supporting the school as well as providing opportunities for parents to meet one another. Regular monthly meetings provide updates of what is happening in the school community as well as covering a wide range of issues during general business.

The P & F has continued to have a voluntary fundraising levy. The majority of the funds raised have been allocated towards providing air conditioning for classrooms in 2011. The Association donated more than \$70,000 to the school to help provide much needed resources and services.

Parents and Friends Association, President

Student Leadership

The school has a well developed Student Representative Council led by the Year 12 Leadership Team (comprising two School Captains, two Vice Captains and four Senior Councillors). Year 10 House Captains take on the responsibility for their house for the junior years. These eight captains then worked with the senior leadership team to bring forth the ideas and thoughts of the student body, in a positive and productive way.

Student leaders host school assemblies and the fortnightly senior assembly and take responsibility for leading many student activities throughout the year. The involvement and willingness to support key events taking place in and out of the school has been a highlight and the school is proud of what they have achieved.

School Leaders

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 1008. 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

2011	Boys	Girls	Total	Indigenous	LBOTE
	518	490	1008	12	358

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 then go to the link Policies. No changes were made to this Diocesan Policy in 2011.

Student Attendance

2011	Year 7	Year 8	Year 9	Year 10
	90.1%	89.1%	89.0%	88.5%

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

Year 10 Total Enrolment 2009	180
Year 12 Enrolment at Census Date remaining in Year 12 at end 2011	149
Actual Retention Rate (%)	82.8%

Student Attainment in Senior Years

Years 11 - 12 2011	
% of students undertaking vocational training or training in a trade during Years 11 and 12	16%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2011	Year 10	Year 11	Year 12
No of School Leavers	5	9	149
University	-	-	72
TAFE/Tertiary	2	3	15
Employment	1	6	50
Other School	2	-	-
Other	-	-	12

Staffing Profile

There are a total of 68 teachers and 20 support staff at Mount Carmel Catholic High School. This number includes 62 full-time, 6 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 2011 was 96.40%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 92.6 %.

Professional Learning

During 2011, Mount Carmel personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review and Improvement priorities.

- A. Mount Carmel whole school development days focused on learning and teaching, pastoral care and staff spirituality:
- Learning community project – focus on Gifted and Talented;
 - Path to Life – Diocesan Pastoral Care Framework;
 - Technology – Supporting its use to enhance learning and teaching;
 - Marist Spirituality – various courses to support staff spirituality; and
 - SRI- Staff planning and implementation e.g. Differentiating the Curriculum/Life Skills.
- B. Other professional learning activities provided at school level including CEO run courses:
- NAPLAN – analysis and strategies for implementation in the classroom; and
 - Bullying – in particular – Cyberbullying and its impact on students today.

School based expenditure on professional learning in 2011 was \$260 per staff member. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$448.

Catholic Life & Religious Education

Students were involved in attending numerous liturgies and masses throughout the year including, the Champagnat Day Mass, Easter liturgies, House masses, year masses and end of year mass. A significant factor that influenced liturgical celebrations was the implementation of the New Translation of the Mass. The Liturgy Coordinator, organised teaching all students the order of the New Mass Translation and the students then attended Mount Carmel Parish to help reinforce the changes made. This proved to be successful in exposing students to the significance and implementation of the New Missal.

The ongoing celebration of the four house patrons throughout the year continued to be a liturgical focus. This supported the development of the vertical pastoral system and relationships between students, who are grouped according to their houses.

Retreat experiences took place for year 11 and 12 students while the Youth Mission Team spent a day with the year 10 students in delivering a retreat program. Sam Clear also spoke with the year 7-9 students and shared with them his inspirational story and his Walk4One campaign. These programs continued to be instrumental in supporting and developing the spirituality of students and offering time for self-reflection. Mount Carmel hosted *Prayer and Conversation with the Bishop* that had 6 Year 11 students attend. 13 students attended the Liturgical Ministry training and were successfully commissioned into their roles as Extraordinary Ministers of Holy Communion.

The Marist charism continued to flourish with visits by Br Tony Leon FMS. The presentations promote vocations with each year group having a special focus. The Year 7 group were introduced to the story of St Marcellin and the meaning of being a brother and sister with others, year 8 learnt about the Marist Spirit, whilst other sessions included Ministry, Imagination, Servant Leaders, Life List and Hope. A young teacher attended the Oceania Shared Marist Formation and several teachers attended the Staff Marist Induction. Br Robert Speare offered his assistance this year and visited the school fortnightly. He presented talks to the Year 7 group and discussed with them the Marist story, visited many classes and offered assistance to teachers.

Staff faith formation opportunities were provided through the staff spirituality day led by Christine Carlton at the Hermitage, Mittagong. Staff attended the silent Retreat at Jamberoo, *Journey* and the Men's Spirituality Retreat. New staff attended the Beginning Teachers' Retreat as well as the follow up day in October.

The school community continued to emphasise social justice events that provide support to many deserving causes. A total of \$22,083.46 was raised throughout the year in supporting charitable works. In addition, students participated in a number of awareness raising events: Catholic Mission Month, the Wollongong Diocese Social Justice Day, Caritas Just Leadership and Hands for Hope for Catholic Mission. The social justice workshop including the Micah

Challenge provided further opportunities for year 10 students to learn about poverty and issues of justice in the world.

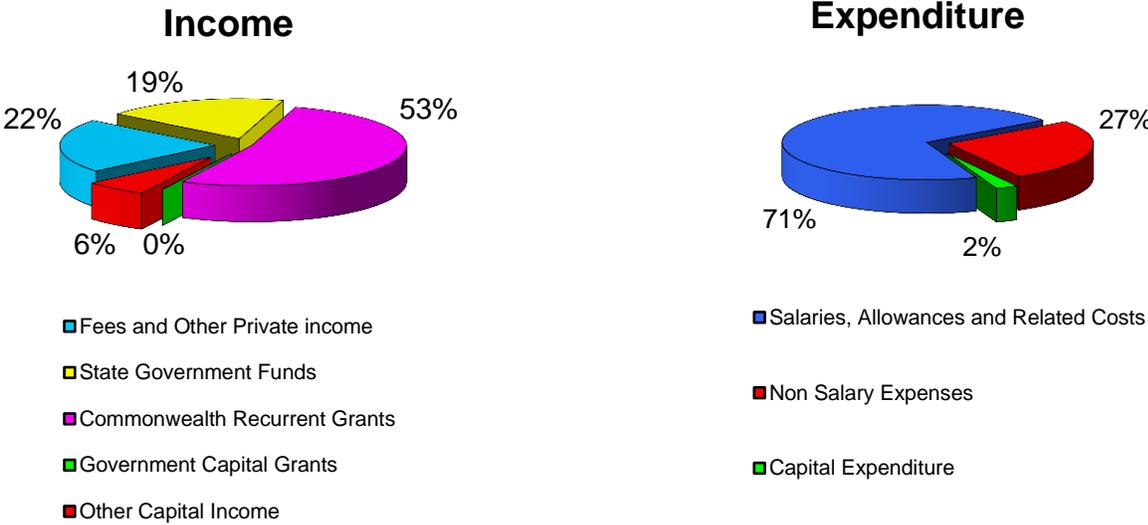
Youth Ministers played a significant role in the evangelisation mission of the Catholic Church. This year the Youth Ministers were involved in team teaching with Religion teachers and ran 'Thank God It's Friday'. This program ran at lunchtime and offered students the opportunity to have fun and to discuss their faith with other interested students. The response and involvement of students has been noteworthy.

Finally, five students from year 11 once again travelled to the Solomon Islands to live and work at the Marist Rural Training College, Vanga Point during their October vacation. This life-changing experience continued to arouse great interest among our students. Three students were part of a student group representing the Wollongong Diocese who attended the World Youth Day (WYD) pilgrimage to Spain. Two teachers were also selected in attending the WYD with other young adults from the Diocese.

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, Varroville for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

As a Catholic School our concern is for the whole student so it is our pastoral care system that underpins all that we do. This year the Diocese launched its new framework “Path to Life” which states that it ‘embraces student wellbeing and creates connections to life long learning’. At Mount Carmel there is a strong pastoral system that fully supports the needs of all students and works to create a safe, supportive and respectful learning and teaching environments that foster student well being.

This year saw the students work very closely with their House groups in the Junior School and with other Pastoral Classes in the Senior School to build on the structures already in place. In 2011 there has been continued emphasis to forge strong relationships with the counsellors from Catholic Care to ensure the safety and wellbeing of all students. The pastoral team meet regularly to discuss issues relating to the students in their care and work as a team to ensure a positive outcome. The introduction of a student database (IRIS) has further strengthened the information and follow up with the students and it has provided teachers with a valuable asset to ensure all students are monitored by their Pastoral Adviser and that parents are well informed as to how their child is progressing throughout the year.

Pastoral Care

Pastoral care initiatives focussed on the differing needs of the junior and senior students, with a number of programs implemented to meet the specific needs of the students. The continuing growth of the pastoral system saw programs related to Bullying, Social Skills, Behaviour Management being the main focus in the junior school. Whilst in the senior school the focus was on maintaining relationships as well as areas such as stress management and study skills. These programs are coordinated by the pastoral team on a continual basis throughout the 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*** 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 then go to the link Policies. No changes were made to these Diocesan documents in 2011.

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

Mount Carmel recognises that quality teaching plays a critical role in student learning. The ongoing focus of the school and teachers in 2011 was to reflect on, and improve current practices. Students were encouraged and supported in becoming self-directed learners who take responsibility for their own progress. The staff aimed to develop the skills and attitude of students to become confident, creative, lifelong learners who live out the gospel in their actions and words.

Curriculum & Pedagogy

Mount Carmel has continued to offer a diverse curriculum from Year 7 to 12. A strong feature of the stage 5 program was the 100 hour elective courses which enabled students the opportunity to study up to 4 elective subjects across Year 9 & 10. Students may study 2 x 200 hour courses or a combination of 100 hour and 200 hour courses to add up 400 hours. This provided students with the opportunity to explore multiple areas of interest while still enabling those who wished to study an area in greater depth the opportunity to do so.

In Stage 6 the school continued to offer a wide variety of subjects to allow students the opportunity to study the subjects they are interested in and passionate about, and that will meet their post school goals. Students studied 32 Board of Studies developed courses, 3 Board Endorsed Courses and a wide range of Vocational education courses.

The school utilised the Diocesan Learning and Teaching framework (DLTF) as a model of pedagogy and a tool to reflect on teaching. Assessment tasks were created and evaluated using the DLTF and teacher lesson observations are also structured around this framework. Regular formal and informal assessment created through this method were used to report to parents through two formal school reports and 2 tracking reports throughout the year.

The HSC was a key focus area in 2011 with the school looking to build on the strong results of the past and ensure that students who attend Mount Carmel.

A continued focus on using data to help inform teaching was also central in 2011. Staff utilised NAPLAN, School Certificate, past HSC and class assessment data to look for trends and information that could help improve teaching and learning. This information provided for excellent professional dialogue and reflection and will continue to be a key professional activity in the coming years.

The 2011 HSC results indicated that the focus on quality teaching, particularly at the HSC level, had been successful with some exceptional student achievement at the individual level and very strong performance at the cohort level. With two students scoring ATAR's in excess

of 99, 12 students scoring ATAR's above 90 and 62 band 6's across the cohort, the results are encouraging and recognised the hard work of teachers and students throughout the year.

Cross Curriculum

The Middle School Program in Year 7 & 8 is at the core of the schools cross curriculum strategy. In Year 7, students studied English, History & Religion with the same teacher. In Year 8, students studied Science, PDHPE and Religion with the same teacher. Classes are grouped together to enable team teaching and a wider range of projects and learning activities. Middle School also enabled the integration of the various subjects to create stronger links between the different subjects. Integrated assessment tasks are also key feature of the program. These tasks can help minimise the amount of assessment students complete, while providing greater depth and relevance to the tasks.

Literacy and numeracy remained a key cross curriculum priority across all KLA's with integrated activities in learning programs. These strategies were monitored through program evaluation and system reviews to ensure they are appropriate and meet students needs and syllabus requirements.

The schools multi cultural group also had a very active year with the group involved in a range of performances at Principal's Assemblies and performance evenings. A key characteristic of the group is the strong student leadership of the group, and its inclusive nature is a credit to the student body of Mount Carmel.

Meeting the needs of all students

Mount Carmel continued to strive to provide a diverse curriculum and co curricula activities to meet the needs of all students. 2011 saw a particular focus on Gifted and Talented education. The school received a Diocesan Learning Communities Project focussed on gifted and talented learning, and a working party was established involving members of each KLA. The group met regularly and took ideas and strategies back to their individual KLA's. A key role of the group was organising the Term 2 professional development day. The evaluations of the inservice indicated that the day was a great success and staff took away new knowledge and strategies to identify and cater for gifted and talented students. The group had also worked to ensure that long-term strategies had been implemented in each KLA to ensure an ongoing focus on gifted and talented education.

This supports the ongoing work of the school to cater for the students with learning difficulties. Mount Carmel's dedicated learning support team and teachers continued to provide individual planning, support and guidance to students with particular needs. The learning support team provided a wide variety of strategies and techniques to help students achieve what they are capable of and are an invaluable asset to the school. This included in class support, withdrawal services and the provision of a wide range of initiatives that help students reach their full potential.

Expanding Learning Opportunities

Additional academic learning opportunities were offered through all KLA's on both a voluntary and compulsory level. Activities this year included school based debating and chess competitions, MISA Debating and Youth of the Year, Mathematics, Science and English Competitions and the Chemistry Titration competition.

The school has a very active and dynamic Creative and Performing Arts faculty who held various musical and creative arts performance nights to give students an authentic audience for their work. The School Choir participated in a trip to New Zealand, which was an overwhelming success and wonderful experience for students.

Sporting opportunities abound for students at Mount Carmel with a wide range of social and competitive opportunities available to encourage students to lead healthy active lifestyles. Students had the opportunity to represent at MISA, Diocesan, NSW and Australian levels through the range of pathways and sports offered to students. Marist pathways also provided an opportunity for students to develop their faith through sport and the school again participated in a range of Marist sporting events.

World Youth Day saw students and teachers from Mount Carmel travel to Spain to participate in a Mass with the Pope and proved an awakening experience for all involved. The Solomon Islands Immersion experience also provided an outreach opportunity through the Marist network and provided the students and teachers attending with an invaluable life experience. These experiences were shared with the school community at a Principal's Assembly and opened the students' hearts and minds to the world around us.

Vocational Education and Training

Students took the opportunity to study school based VET courses as well as TVET courses (offered through TAFE). In 2011 there were a total of 87 students studying school based VET courses in Year 11 & 12 including construction, hospitality and sport coaching. There were also 33 students studying TVET courses across year 11 and 12. In total, 41% of Stage 6 students at Mount Carmel studied VET courses in 2011. Included in this number is 1 student in Year 12 who completed a School Based Traineeship and 3 students in Year 11 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, 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 2008. 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.

Mount Carmel NAPLAN data shows the school had fewer students in the lower bands in all areas except for writing in both Year 7 and 9 when compared to the National average. In Year 7, there were higher numbers of students in the middle bands in all areas except for spelling, which can be accounted for by the large number of students in the top bands in this area. In the higher bands for Year 7, Mount Carmel had more students at this level compared to the National average in spelling and punctuation, reading and grammar.

For Year 9 students, Mount Carmel outperforms the National average in the top bands in reading and spelling, and is slightly below the National average in the middle bands in these areas. In Spelling, Writing and Numeracy Mount Carmel is below the National average in the top bands and above the National average in the middle bands.

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 2011: % 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	10%	60%	30%	25%	51%	24%
	National	19%	53%	27%	23%	54%	21%
Writing	School	17%	65%	18%	26%	54%	20%
	National	23%	53%	23%	32%	44%	22%
Spelling	School	11%	51%	37%	15%	52%	33%
	National	19%	54%	26%	23%	53%	23%
Grammar & Punctuation	School	14%	62%	25%	23%	63%	14%
	National	21%	54%	24%	26%	54%	19%
Numeracy	School	10%	65%	25%	19%	58%	22%
	National	18%	51%	29%	24%	51%	24%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	99%	95%
	National	95%	93%
Writing	School	98%	90%
	National	91%	85%
Spelling	School	99%	98%
	National	92%	91%
Grammar & Punctuation	School	98%	93%
	National	93%	90%
Numeracy	School	98%	98%
	National	94%	93%

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	0.00	57.78	41.67
	State	3.68	54.03	38.93
Mathematics	School	16.11	60.00	23.34
	State	22.38	50.60	27.01
Science	School	1.67	62.77	34.44
	State	5.14	59.99	34.88
Australian History Civics & Citizenship	School	5.00	77.22	17.22
	State	10.20	62.20	27.59
Australian Geography Civics & Citizenship	School	6.11	69.45	23.89
	State	12.49	61.48	26.03
Computing Skills	School	0.00	42.46	57.54
	State	0.52	45.05	54.43

Student Achievement (Mean Performance)

Mean Performance (%)	School	State
English-literacy	78.49	77.34
Mathematics	70.80	70.88
Science	76.50	75.44
Australian History Civics & Citizenship	71.28	72.42
Australian Geography Civics & Citizenship	73.32	72.15
Computing Skills	80.71	79.20

Comparative Performance over Time

School Performance (%)	2009	2010	2011
English-literacy	79.76	77.36	78.49
Mathematics	73.44	73.43	70.80
Science	78.48	73.43	76.50
Australian History Civics & Citizenship	76.23	70.25	71.28
Australian Geography Civics & Citizenship	74.87	72.75	73.32
Computing Skills	83.77	80.27	80.71

Higher School Certificate

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	2.34	75.00	22.65
	State	27.44	63.64	8.92
English (Advanced)	School	0.00	4.76	95.24
	State	1.73	40.04	58.23
General Mathematics	School	3.00	66.00	31.00
	State	19.64	55.89	24.46
Mathematics	School	5.00	55.00	40.00
	State	8.99	39.59	51.42
Biology	School	7.69	61.54	30.77
	State	12.39	56.51	31.10
Ancient History	School	18.18	45.46	36.37
	State	14.73	47.63	37.64
Business Studies	School	0.00	84.62	15.38
	State	12.55	55.25	32.20
Legal Studies	School	0.00	64.00	36.00
	State	11.19	49.91	38.89
Modern History	School	22.73	31.82	45.46
	State	9.64	44.82	45.54
Studies of Religion I	School	2.20	53.85	43.96
	State	6.05	45.43	48.52
Community & Family Studies	School	0.00	34.88	65.11
	State	8.39	59.64	31.97
Personal Dev, Health & Physical Education	School	0.00	44.00	56.00
	State	9.70	55.90	34.40
Hospitality	School	0.00	38.46	61.54
	State	2.94	58.94	38.12

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	128	73.07	65.02
English (Advanced)	21	85.70	79.93
General Mathematics	100	74.75	69.41
Mathematics	20	75.60	77.02
Biology	39	73.00	72.65
Ancient History	22	73.85	72.89
Business Studies	39	70.73	72.93
Legal Studies	25	76.25	74.23
Modern History	22	71.56	75.30
Studies of Religion I	91	38.09	38.11
Community & Family Studies	43	81.75	73.82
Personal Dev, Health & Physical Education	25	81.46	73.93
Hospitality	13	79.51	76.28

Comparative Performance over Time

School Performance (%)	2009	2010	2011
English (Standard)	74.17	69.51	73.07
English (Advanced)	87.26	85.18	85.70
General Mathematics	73.60	75.66	74.75
Mathematics	72.97	77.72	75.60
Biology	74.67	76.70	73.00
Ancient History	76.75	73.32	73.85
Business Studies	75.61	70.88	70.73
Legal Studies	0.00	72.67	76.25
Modern History	75.60	72.40	71.56
Studies of Religion I	40.51	39.19	38.09
Community & Family Studies	81.39	72.34	81.75
Personal Dev, Health & Physical Education	75.68	79.16	81.46
Hospitality	79.20	77.89	79.51

Parent, Student and Staff Satisfaction

Students clearly indicated that they felt safe, are proud to attend Mount Carmel Catholic High School 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.

Parent responses continue to indicate that parents are very satisfied that the school is a safe and supportive environment where their children's knowledge and understanding of the Catholic faith was developed. Similarly, parents were satisfied that the school took a genuine interest in their child helping and challenging them to achieve their potential. Parents also expressed that they were satisfied that the school provided a wide range of co-curricular activities. Some parents indicated that they would like to see more detailed information in their child's academic reports (Terms 2 & 4).

Staff at Mount Carmel clearly indicated that the school provides a safe and supportive environment as well as providing a variety of opportunities for faith nourishment and development. Staff also believed that students clearly understand their rights and responsibilities. One area identified by staff for continued development is the need to further challenge students in order for them to maximise their learning outcomes.

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 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
 - 5.4 Finance and Facilities: 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

School Review and Improvement components to be reviewed and rated in 2012:

- **Key Area 1: Catholic Life and Religious Education**
 - 1.1 Vision and mission
- **Key Area 2: Students and their Learning**
 - 2.1 Educational potential
- **Key Area 3: Pedagogy**
 - 3.6 School climate, learning environment and relationships
- **Key Area 4: Human Resources, Management and Leadership**
 - 4.1 Recruitment, selection and retention of staff
 - 4.5 Overall compliance with legislation and other requirements
- **Key Area 5: Resources, Finance and Facilities**
 - 5.3 Environmental stewardship
- **Key Area 6: Parents, Partnership, Consultation and Communication**
 - 6.1 Parent involvement

