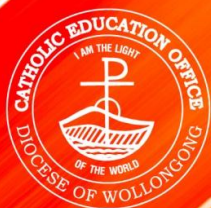


Annual School Report

2012



About This Report

Mt 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 Action Plans.

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 2013.

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

Mount Carmel Catholic High School

PO Box 124,

Minto NSW 2566

Ph: (02) 9603 3000

Fax: (02) 9820 3174

Email: info@mcchsdow.catholic.edu.au

Website: www.mcchsdow.catholic.edu.au

Principal: Mr Wayne Marshall

Date: 25 March 2013.

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 is an improving school. Solid foundations in the fields of academic excellence, sporting success and co-curricula activities are being re-focused with the aim to improve the outcomes for all students. Solid Higher School Certificate (HSC) results have been supported by Mount Carmel being declared the Champion Sporting School in the Macarthur Independent Schools Sporting Association, South (MISA – South) for 2012.

Mount Carmel students and staff continue to play an active part in the local Church. This year this included involvement in the Salvation Army 'Red Shield Appeal'; the St Vincent de Paul Door Knock Appeal and the Marist Asia Pacific Solidarity (MAPS). Six Year 11 students accompanied by two staff members participated in an immersion experience at St Dominic's Rural Training School at Vanga Point in the Solomon Islands. Members of the tour group were inspired by the experience and shared their learning with the wider school community. Fundraising from Champagnat Day will be sent to MAPS to aid their work.

The Mount Carmel Staff were once again nominated by their peers in the annual Wollongong Diocesan Excellence in Schooling Awards. Congratulations go to our Performing Arts teacher for her work with dance and drama that culminated with the school musical; and to our Catholic Care Counsellor.

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 conducted several social activities during the school year to involve other parents. These included the Parent's Wine and Cheese Night, the Girl's Night In, the Trivia Night for support of the Solomon's Christmas Shopping Bus Trip.

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. 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 (SRC) led by the Year 12 Leadership Team (comprising two School Captains, two Vice Captains and ten Senior Councillors). The Captains have an overarching role while the other leaders are in pairs in the following portfolios: Leaders of Community & Media; Leaders of Spirituality; Leaders of Sport; Leaders of Social Justice & Environment; Leaders of Hospitality & Cultural Events; Leaders of Academia.

Year 10 House Captains take on the responsibility for their house for the junior years. These eight captains then work with the senior leadership team to bring forth the ideas and thoughts of the student body, in a positive and productive way.

These student leadership teams take responsibility for leading many student activities throughout the year and student leaders host school assemblies and the fortnightly senior assembly. 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.

Each of the 48 Pastoral Groups have a male and female Class Captain responsible for working with and assisting the Pastoral teacher and setting example during Pastoral time.

School Leaders

School Profile

School Context

Mt Carmel is a Catholic Systemic co-educational secondary school located in Varroville. The school caters for students in Years 7-12 and has a current enrolment of 992. 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 Years 7 to Year 11.

Student Enrolments

2012 Enrolments	
Boys	521
Girls	471
Total	992
Indigenous	18
LBOTE	371

The Diocesan 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 CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance (%)	Male	Female
Year 7	91.3	92.8
Year 8	90.8	91.0
Year 9	91.4	84.6
Year 10	88.5	88.6
Year 11	90.3	86.1
Year 12	90.9	87.9

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.

Non-attendance is managed by the Pastoral Advisers – part of their role is to follow up on students absences, and then pass any concerns on to the House Coordinator. Any serious or ongoing concerns are then passed on to the Assistant Principal or Principal. On our learning management system (IRIS) Coordinators are able to tally student absences for follow up.

Student Retention Rate

Year 10 Total Enrolment 2010	180
Year 12 Enrolment at Census Date remaining in Year 12 at end 2012	133
Actual Retention Rate (%)	75%

Student Attainment in Senior Years

Years 11 - 12 2012	
% of students undertaking vocational training or training in a trade during Years 11 and 12	34%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2012	Year 10	Year 11	Year 12
No of School Leavers	13	16	132
University	0	0	91
TAFE/Tertiary	3	5	18
Employment	1	5	17
Other School	9	3	0
Other	0	3	6

Staffing Profile

There are a total of 70 teachers and 24 support staff at Mt Carmel Catholic High School. This number includes 61 full-time, 9 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 2012 was 92.62%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 94.8%.

Professional Learning

During 2012, Mount Carmel personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Mt Carmel whole school development days involved all staff.

These days focused on:

- SRI – planning, review and implementation eg educational potential; learning climate;
- Use of technology in teaching – improving staff skills;
- Use of data to inform teaching – SMART and RAP;
- Assessment for learning - a focus on evidence based teaching;
- Marist Spirituality; and
- Restorative Justice.

B. Other professional learning activities provided at school level including CEO run courses: (staff numbers required for each course)

- *E-leaders program - 8 Staff*
- Faculty based Learning days- Whole staff in faculty groupings
- Classroom observations and walkthroughs - Whole Staff for observations and 12 Staff for walk throughs.

The average expenditure by the school on professional learning per Staff member was \$290. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$475.

Catholic Life & Religious Education

Students were involved in attending several liturgies and Masses throughout the year including, the Champagnat Day Mass, Easter liturgies, House Masses, year Masses and end of year Mass. We continued to be greatly supported for spiritual direction and guidance by various Priests and Carmelite Brothers from the local Parishes. Students were also offered the opportunity to celebrate the Sacrament of Reconciliation during both Lent and Advent and this initiative proved to be successful with a growing number of students taking up the opportunity.

The celebration of the four house patrons throughout the year continues to be a liturgical focus. The house patrons include St Teresa Avila (Avila House), Br Charles Howard FMS

(Howard House), Saint Mary of the Cross MacKillop (MacKillop House) and Most Reverend William Murray (Murray House). This continues to support 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 and the Youth Mission Team spent a day with the Year 10 students delivering a retreat program. These programs continue to be instrumental in supporting and developing the spirituality of students and offering time for self-reflection. Twelve students attended Liturgical Ministry training and were successfully commissioned into their roles as extraordinary ministers of Holy Communion. One student was also commissioned as a Cantor after attending training.

The Marist charism continues to flourish with visits by Br Tony Leon FMS to students in all year groups. The presentations promote Marist Vocation (Brothers and lay), and each year group had a special focus. The year seven group were introduced to the story of St Marcellin Champagnat and the meaning of being a Brother and Sister with others, year eights learned about the Marist Spirit, whilst other sessions included Ministry, Imagination, Servant Leaders, Life List and Hope. Several teachers attend the New Staff Marist Induction and there was attendance at various Marist Spirituality programmes throughout the year.

Br Speare also offered his assistance this year and visited the school fortnightly. He presented talks to the year seven group and discussed with them the Marist story. He also visited many classes and offered assistance to the teachers.

Staff faith formation opportunities were provided through the staff spirituality day led by the Catholic Life and Religious Education team. The staff reflected on the Year of Grace theme. The beginning teachers attended the Beginning Teachers' Retreat as well as the follow up day in October.

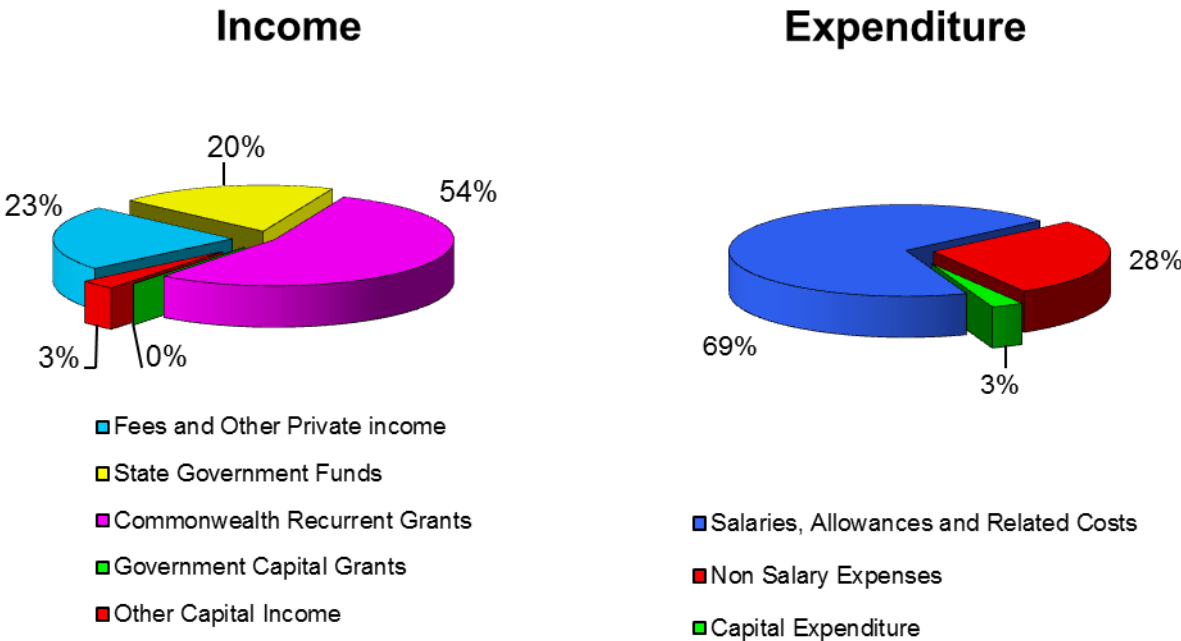
The school community continues to emphasise social justice events that provide support to many deserving causes. A total of \$17 666 was raised throughout the year in supporting charitable works. In addition, students participated in a number of awareness raising events: Catholic Mission Month, Marist Asia Pacific Solidarity, McGrath Foundation, the Wollongong Diocese Social Justice Day and Caritas Just Leadership. The social justice workshop including the Micah Challenge provided further opportunities for Year ten 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 is run at lunchtime and offers 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, six students from year eleven once again travelled to the Solomon Islands to live and work at the Marist Rural Training College, Vanga Point during their October school break. This life-changing experience continued to arouse great interest among our students. One of the teachers that chaperoned the group was the school Principal- the first to visit the Solomon Islands.

Financial Summary

The following graphs reflect the aggregated income and expenditure for Mr Carmel Catholic High School, Varroville for the year ended 31 December 2012. This data is taken from the 2012 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 environment that fosters student wellbeing.

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 and the like in the junior school being the main focus. 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 2012.

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 2012 was to reflect on, and improve current practices. Students were encouraged to become more assessment literate and be able to monitor their own progress and take greater responsibility for their learning. Staff had a strong focus around evidence based teaching. This included the use of ongoing assessment to monitor student learning and ensure students were achieving the intended learning outcomes.

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 were 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 2012 with the school looking to build on the strong results of the past and ensure that students who attend Mount Carmel achieve results that match their potential. Some key initiatives included having teachers who have achieved consistently at the HSC level share their classroom practices with the entire staff body. This occurred at Staff meetings and Professional Development days.

In 2012 there was a continuing focus on using data to help inform teaching and learning. This included using external assessment data such as HSC, NAPLAN and ESSA results to monitor and compare student performance. We also worked to develop teacher capability in developing their own ongoing assessment items, and using this data to track progress and inform the next steps in teaching and learning for their classes.

The 2012 HSC results indicate that the focus on quality teaching, particularly at the HSC level, has been successful with some exceptional student achievements at the individual level and very strong performance at the cohort level. With six students scoring ATAR's in excess of 95, 11 students scoring ATAR's above 90 and 48 band 6's across the cohort, the results are encouraging and recognise 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 student's needs and syllabus requirements.

Meeting the needs of all students

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 provide 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 includes in class support, withdrawal services and the provision of a wide range of initiatives that help students reach their full potential.

The schools approach to evidence based teaching also highlighted the need to know your students and their capabilities, and plan appropriately for their learning. This involves setting challenging learning opportunities for all students and being able to monitor and track their progress towards the intended learning outcomes.

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 had a very active and dynamic Creative and Performing Arts faculty who have held various musical and creative arts performance nights to give students an authentic audience for their work. A highlight for the year was the School Musical, 'Little Shop of Horrors'. It

involved a broad group of students across all year groups, and staff from every faculty. The performances were outstanding and the event was such a wonderful learning experience for all students involved.

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.

Professional Learning

The professional development, planning and review process (PDPR) played an integral role in staff establishing their own professional learning priorities for the year. It ensured the discussion of these priorities with the KLA Coordinator and the opportunity for staff to be involved in professional observations throughout the year.

Mount Carmel remained committed to ongoing professional learning for staff and recognised its importance in maintaining the high quality of teaching and learning that exists at Mount Carmel.

Vocational Education and Training

Students took the opportunity to study school based VET courses as well as TVET courses (offered through TAFE). In 2012 there were a total of 56 students studying school based VET courses in Year 11 & 12 including construction, hospitality and sport coaching. There were also 43 students studying TVET courses across year 11 and 12. In total 34% of Stage 6 students at Mount Carmel studied VET courses in 2012. Included in this number are 7 students who completed a School Based Traineeship and 2 students completing School based Apprenticeships.

NAPLAN Data

The schools NAPLAN data analysis has identified a need in the areas of reading, grammar and writing. This will be addressed through initiatives such as the appointment of a Stage 4 Literacy Coordinator. There was also evidence in the data analysis to challenge and extend the top end students. This will be addressed in 2013 through the acceleration of a Year 9 Maths group and the creation of a Gifted and Talented Coordinator position.

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

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Student Achievement in Bands

Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2012: % 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	14%	61%	25%	22%	63%	15%
	National	18%	53%	28%	25%	55%	19%
Writing	School	31%	51%	18%	36%	44%	20%
	National	27%	53%	18%	38%	44%	17%
Spelling	School	11%	55%	34%	19%	47%	34%
	National	17%	53%	29%	25%	52%	21%
Grammar & Punctuation	School	10%	65%	25%	29%	57%	14%
	National	16%	53%	29%	27%	53%	19%
Numeracy	School	22%	61%	17%	26%	58%	16%
	National	21%	52%	25%	23%	52%	23%

Student Achievement of National Minimum Standard

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

NAPLAN 2012: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	97%	97%
	National	94%	91%
Writing	School	93%	86%
	National	90%	92%
Spelling	School	96%	94%
	National	93%	90%
Grammar & Punctuation	School	97%	93%
	National	95%	90%
Numeracy	School	97%	95%
	National	94%	94%

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.

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	9.90	61.38	28.71
	State	21.56	62.60	15.85
English (Advanced)	School	0.00	16.13	83.87
	State	0.86	45.00	54.14
General Mathematics	School	19.05	65.47	15.48
	State	19.70	58.04	22.25
Mathematics	School	6.06	63.63	30.30
	State	9.21	38.16	52.63
Biology	School	2.63	73.68	23.69
	State	10.11	63.03	26.86
Ancient History	School	5.56	55.56	38.89
	State	23.77	49.25	26.99
Business Studies	School	2.33	62.79	34.88
	State	11.15	50.39	38.45
Legal Studies	School	20.00	65.00	15.00
	State	11.96	47.43	40.61
Modern History	School	7.14	71.43	21.43
	State	10.13	43.65	46.23
Studies of Religion I	School	3.44	60.35	36.21
	State	9.39	48.66	41.95
Community & Family Studies	School	1.92	46.15	51.92
	State	9.38	54.18	36.44
Personal Dev, Health & Physical Education	School	5.13	61.54	33.33
	State	14.03	52.88	33.08
Hospitality	School	0.00	81.81	18.18
	State	2.91	65.11	31.98

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	101	73.47	68.27
English (Advanced)	31	84.04	79.56
General Mathematics	84	68.31	69.20
Mathematics	33	74.17	77.64
Biology	38	74.28	72.46
Ancient History	18	75.38	69.35
Business Studies	43	74.20	73.98
Legal Studies	20	69.93	74.44
Modern History	14	70.37	75.61
Studies of Religion I	58	37.33	37.19
Community & Family Studies	52	78.93	74.14
Personal Dev, Health & Physical Education	39	73.95	72.58
Hospitality	11	72.75	75.50

Comparative Performance over Time

School Performance (%)	2010	2011	2012
English (Standard)	69.51	73.07	73.47
English (Advanced)	85.18	85.70	84.04
General Mathematics	75.66	74.75	68.31
Mathematics	77.72	75.60	74.17
Biology	76.70	73.00	74.28
Ancient History	73.32	73.85	75.38
Business Studies	70.88	70.73	74.20
Legal Studies	72.67	76.25	69.93
Modern History	72.40	71.56	70.37
Studies of Religion I	39.19	38.09	37.33
Community & Family Studies	72.34	81.75	78.93
Personal Dev, Health & Physical Education	79.16	81.46	73.95
Hospitality	77.89	79.51	72.75

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 indicate that the school provides a safe and supportive environment as well as providing a variety of opportunities for faith nourishment and development. Staff also believe 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 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 Leadership and Management**
 - 4.1 Recruitment and Retention of Staff

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

- 5.3 Environmental Stewardship

- **Key Area 6: Parents, Partnership, Consultation and Community**

- 6.1 Parent Involvement

Staff met in groups each Term and discussed the targeted area. An evaluation took place and strategies for improvement were constructed and trialled.

School Review and Improvement components to be reviewed and rated in 2013:

LED BY STAFF GROUPS

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

- 1.1 Vision and Mission

- **Key Area 2: Students and their Learning**

- 2.4 Integration of Information and Communication Technology (ICT)

- **Key Area 3: Pedagogy**

- 3.3 Teaching practices

- 3.4 Planning, programming and evaluation

LED BY PRINCIPAL AND STAFF VOLUNTEERS

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

- 5.2 Use of resources and space

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

- 7.1 Planning for improvement

- 7.2 Innovation, development and change

The school has moved to a modified version of the PDPR process that includes goal setting interviews and observation of teaching practice. As part of this, all staff will be involved in the review and discussion of the targeted areas for 2013.

