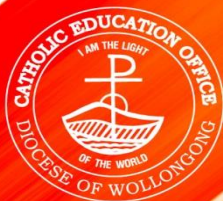


Annual School Report

2013



About This Report

Mount Carmel Catholic High School, Varroville is registered by the Board of Studies NSW 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 CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

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

Mount Carmel Catholic High School

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Principal: Mr Wayne Marshall

Date: 14th February, 2014.

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.

As part of the School Review and Improvement process the original school Vision and Mission statements were revisited in 2013. Stemming from this a Mount Carmel Beliefs Statement was created.

In 2013 our students achieved excellent results in the HSC being the top ranked school in the Macarthur Region and also the Diocese of Wollongong.

Mount Carmel students and staff continue to play an active part in the local Church. This year this included: Salvation Army 'Red Shield Appeal'; St Vincent de Paul Door Knock Appeal and 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 connection to the local Parish is also a highlight.

Mount Carmel Staff were once again nominated by their peers at the Annual Wollongong Diocesan, Excellence in Schooling Awards. Congratulations go to Mr Phil McIntosh, Mrs Phyllis Bourke and Mrs Theron Govender for their inspired work with thousands of students who have attended Mount Carmel.

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 conduct several social activities during the school year to involve other parents. These include the Parents Wine and Cheese Night, The Girls Night In, Trivia Night for the Solomon's support and 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 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; and
- 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 1031. 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

2013 Enrolments	
Boys	544
Girls	487
Total	1031
Indigenous	26
LBOTE	358

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 2013.

Student Attendance

2013 Attendance	Male	Female
Year 7	94.2	94.9
Year 8	94.6	94.7
Year 9	92.6	94.2
Year 10	91.7	89.7
Year 11	95.0	95.3
Year 12	95.1	92.5
Whole school	93.7	93.5

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, monitors part or whole day absences.

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. Parents are contacted. Any serious or ongoing concerns are then passed on to the Assistant Principal or Principal for further parental discussion. Monitoring and follow-up of student absence is managed via the Student Learning Management System, 'IRIS'.

Student Retention Rate

Year 10 Total Enrolment 2011	180
Year 12 Enrolment at Census Date remaining in Year 12 at end 2013	153
Actual Retention Rate (%)	85%

Student Attainment in Senior Years

Years 11 - 12 2013	
% of students undertaking vocational training or training in a trade during Years 11 and 12	34%
% of students who have completed at least one (1) VET course	20%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

As a comprehensive secondary high school Mount Carmel provides pathways for students to move beyond school life. We encourage all students to explore after school options and many enter TAFE or apprenticeships with our support.

Destination Survey

2013	Year 10	Year 11	Year 12
No of School Leavers	2	8	152
University			97
TAFE/Tertiary		2	22
Employment	2	2	16
Other School		4	0
Other/Unknown			17

Staffing Profile

There are a total of 78 teachers and 24 support staff at Mount Carmel Catholic High School. This number includes 60 full-time, 18 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 2013 was 95.0%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 90 %.

Mount Carmel has a settled teaching staff who commit to the school. Movement each year occurs and the staff make up is always considered when interviewing for quality teaching professionals.

Professional Learning

During 2013, Mount Carmel Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

In many ways the year was an unusual one as greater funds were available to the School through a National Partnership Agreement – Empowering Local Schools. Through this the School had access to another \$40 000, and this sum of money made a number of initiatives possible to develop the capacity of the School's Leadership Team and Middle Leaders.

These included:

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

These days focused on:

- SRI – planning, review and implementation – having rigorous conversations and making judgements about where the School was. During subsequent days regular reviews of areas of growth and development were undertaken;
- Developing new whole-school PDPR processes;
- Literacy workshops – focusing on enhancing student writing and staff skills in the enhancement of literacy (staff focus based on SMART data);
- Curriculum workshops including Understanding By Design, Assessment for Learning and workshops on using technology for effective learning (especially using iPads for learning);
- Marist Spirituality (iBelieve Program at the Hermitage, Mittagong);
- Accidental Counsellor (Rocky Biasi as external presenter);
- Developing a School Vision Statement; and
- CPR for all staff (teaching and administration staff).

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

- Oxford Conference on Implementing the Australian Curriculum – 10 staff;
- Secondary Leading Learning Networks – 16 staff – twice during 2013;
- Building the capacity of Middle Leaders – 2 ½ day and 1 full day set of workshops with Growth Coaching International – 23 Staff;
- Developing Faculty Value Statements – 12 staff (working with an external facilitator);
- Faculty based Learning days – Whole staff in faculty groupings;
- Classroom observations and walkthroughs – whole Staff for observations and 12 Staff for walk throughs;
- Principal's Association Conference – 2 staff;
- CEO-run Implementing the Australian Curriculum for Faculty Leaders (Maths & Science Leaders) (History & English Leaders) x2 – 8 staff;
- UOW Educational Leaders Conference – 3 staff;
- Australian Council for Educational Leaders (ACEL) Conference – 5 staff;
- Growth Coaching Phase 1-3 Workshops – 2 staff;
- Payroll and Human Resource Information System (PHRIS) training – 2 staff; and
- Andy Hargreaves Day – 2 staff.

C. In 2013 the CEO also had an extra Professional Learning Day to support the implementation of the Australian Curriculum.

This day focused on:

- CEO-led input and workshops focused on introducing the Australian Curriculum (Maths, Science, English & History staff);
- VET Compliance workshops – for all VET staff; and
- individual Faculty Days for PDHPE, CAPA and TAS staff.

The average expenditure by the school on professional learning per Staff member was \$600. In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff Member of \$209

Catholic Life & Religious Education

Throughout the year both staff and students have had numerous opportunities to be involved in prayer, liturgies, Masses celebrating significant events, social justice and mission projects, excursions, spirituality days and retreats. The formal Religious Education program aims to assist students to develop their knowledge and understanding of their Catholic faith, so that they may live and interact with others as true Disciples of Christ.

Being a Marist school, our aim is to instil in students the importance of living one's life in a "Marist way". The five Marist pillars are: In the Way of Mary, Simplicity, Love of Work, Family Spirit and Presence. These are regularly referred to during our morning prayer, fortnightly liturgies that commence our School Assemblies and during other significant gathers.

Mount Carmel has actively supported staff attendance at a variety of conferences and programs offered by the Marists throughout the year. The 2013 Staff Spirituality Day was facilitated by the Marist Brothers at the Hermitage in Mittagong and was based around the theme *I-believe*.

In 2013 opportunities were provided to strengthen the links with feeder Parishes. Local Parish Priests were regularly invited to attend school functions and students were provided with opportunities to receive the Sacrament of Reconciliation during Holy Week and Advent.

The Marist Solidarity theme for 2013 was "iBelieve.....seeing beyond". Champagnat day Mass, activities and concert highlighted our unique spirit, generosity and Marist Solidarity with our sisters and brothers abroad.

Mount Carmel appointed two Youth Ministers in 2013. Their role is varied and has included working alongside staff in their classrooms in assisting with the Religious Literacy Assessment, providing prayer opportunities for both staff and students as well as running the "Thank God Its Friday" program. The Thank God it's Friday Program has been well attended with students meeting to discuss and explore their faith and the place of God in their lives. The Youth Ministers also organised a multicultural night that included cultural dances, performances and the sharing of international food. Money raised was used for the support of Youth Ministry to assist students within the school to attend various youth camps and YMT weekends.

In 2013, Mount Carmel hosted the Diocesan *Spirit Alive* youth festival. The evening included Mass celebrated by Bishop Peter Ingham, Prayer and Worship. Presentations were made by Fr Christian Fini omi, James Edwards and members of the Wollongong Youth Mission team. The

evening was well attended and included a special blessing for the staff that were to attend World Youth Day (WYD) Rio. These staff members also accompanied ten students to the Australia Catholic Youth Festival (ACYM) Conference in Melbourne.

The Year 12 Retreat continues to be a highlight for our students. The program provided the opportunity for personal growth and spiritual reflection. The aim was for students to be proud of whom they are and the person God is calling them to be. Other camp/reflection days include the Year 7 Camp, Yr 9 Gender Day and Yr 10 Gender Camp, Yr 10 Social Justice Days and a year 11 Leadership Camp.

Students were provided with the opportunity to involve themselves in a variety of programs throughout the year. Programs included Connect, a program from Marist Youth Ministry where senior students from other Marist schools in the Macarthur region came together. 'Conversations with the Bishop' held at John Therry Catholic High School, attendance at Marist camps focused on leadership and vocations. A number of students also trained to become Extraordinary Ministers of Holy Communion.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of 173 Year 8 students who undertook the Religious Literacy Assessment (Part A) on 20 August 2013 and 173 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Early Christian Communities* and undertaken during Term 3.

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

Our students, on average, performed well in both Parts A and B of the religious literacy assessment.

Students showed a high level of performance in their knowledge of the religious tradition. Noticeably in regard to:

- Sacraments of initiation;
- setting of the Gospels;
- the Lord's Prayer;
- Jewish religious culture;
- Acts of the Apostles;
- sections of the Bible;
- Liturgical colours of Lent, Ordinary time and Advent; and
- Teachings of Jesus, his parables and their application to contemporary settings.

The students' responses showed a lower level of performance in regard to:

- the geographic setting of Jesus' ministry;
- aspects of the Easter Triduum;
- the Liturgical colours of Christmas, the Epiphany and the Ascension; and
- the role of the Council of Jerusalem.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge.

For Part A, 8.7% of students were placed in the developing level, 87.3% in the achieving level and 4% were in the extending level.

For Part B, 27% of students were placed in the developing level, 58% in the achieving level and 14.9% were in the extending level.

Combining Parts A and B, 16.4% of students were placed in the developing level, 76.6% in the achieving level and 7% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement 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 2013:

- **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, Communication Technology.
- **Key Area 3: Pedagogy**
3.3 Teaching Practices.
3.4 Planning, Programming and Evaluation.
- **Key Area 5: Resources, Finances and Facilities**
5.2 Use of Resources and Space.
- **Key Area 7: Strategic Leadership and Management**
7.1 Planning for improvement.

School Review and Improvement components to be reviewed and rated in 2014:

In line with the school Vision and Values Statement, areas have been identified by Staff, under the direction of the School Executive. These areas fall under the headings below.

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

A strong commitment to the Marist charism is reinforced by our connections to the Carmelite Fathers in our local Parish and school name.

- **Key Area 3: Pedagogy**

3.5 Assessment.

This is an area of significant review, and 2014 will see the creation of the Assessment Review Committee – targeting Stage 4 assessment.

3.7 Professional Learning.

There has been significant work in the area of Staff Professional Learning and the momentum built here will continue in 2014.

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

4.2 Professional Development of Staff.

The continued development of Staff skills in the incorporation of ICT in the learning process is a focus. Aligned with this is a re-conception of what good teaching and learning looks like.

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

5.1 ICT Resources.

The maintenance and provision of ICT as a learning tool is key to raising student learning outcomes.

5.4 Financial Management

In response to the Financial Audit of 2013 recommendations will be implemented.

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

6.3 Linkages with the Wider Community.

Continuing to build the good name of Mount Carmel in the Macarthur district and broader community.

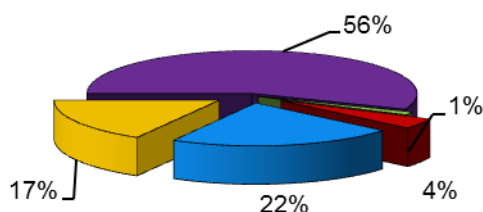
Financial Summary

Spending throughout 2013 included the following areas:-

- Significant investment in ICT resources for both Staff and students to improve learning;
- Conversion of J block classrooms and storage areas to new Visual Arts facilities;
- Air conditioning of classrooms
- Refurbishment of the girls toilets
- Extension of cover over the Year 11 area
- Improvement to gardens and grounds.

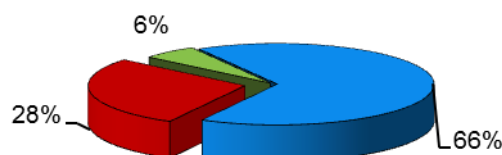
The following graphs reflect the aggregated income and expenditure for Mount Carmel Catholic High School, Rosemeadow for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

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 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 2013 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 our student management database (IRIS), has strengthened the information and follow up with the students. 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 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 2013.

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

National Partnerships

Mount Carmel Catholic High School participated in the *Empowering Local Schools National Partnership Agreement*. This provided the opportunity to focus on a range of initiatives designed to support the implementation of the Australian Institute for Teaching and School Leadership's (AITSL) *Australian Teacher Performance and Development Framework*. As a participating school our initiatives included:

- A school wide coaching model was introduced throughout the year and greatly assisted the Professional Development, Planning and Review (PDPR) process. This was facilitated by 'growth coaching international' and involved all middle leaders at Mount Carmel.
- The PDPR procedure was adjusted this year to provide greater support for staff in identifying and working towards key professional goals. It was based around making greater use of the growth coaching model for professional learning and reflection.
- Mount Carmel also acquired the services of a former experienced Principal within the Sydney Diocese, to run a range of professional development activities for staff and students. These sessions were based around a range of focus areas including the importance of a whole school vision and mission to drive an improvement culture, achieving success at the HSC and faculty based mission and vision statements.
- A range of professional learning activities were also organised through the National Partnerships framework including attendance at the 2013 Australian Council for Educational Leaders (ACEL) conference, Marist Leadership Conference, Spirituality opportunities, Growth Coaching for Middle Leaders.

Curriculum and 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.

Mount Carmel continues to provide a broad and diverse curriculum to our Year 11 and 12 students and in 2013 we have looked to provide a broader range of subjects to students not wishing to receive an ATAR. New offerings in 2013 have included the non ATAR English and Mathematics courses, which have provided students with the opportunity to complete a full non ATAR pattern of study.

The requirement for the implementation of the Australian Curriculum in 2014 in English, Mathematics, Science and History for Year 7 and 9, has meant significant resource allocation

to this area. Initiatives and activities have included a broad range of Catholic Education Office led professional learning and networking opportunities, school based relief for planning and development and other external professional development for a range of staff. This planning was underpinned by a focus on Understanding by Design principles and has been a significant opportunity to refocus and reinvigorate teaching and learning programs.

Cross Curriculum

Literacy and Numeracy has been a significant focus across the school in 2013 and this was supported by the creation of a 1-point Literacy Coordinator and a 1-point Gifted and Talented Coordinator. 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 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. This includes in class support, withdrawal services and the provision of a wide range of initiatives that help students reach their full potential.

Meeting the needs of our gifted students was also prioritised in 2013 with the appointment of a 1-point coordinator to oversee our gifted and talented program. This involved a range of assessment and identification activities as well as the organisation of a range of initiatives for these identified students.

2013 also saw our first group of Year 9 students accelerate completing the RoSA in Mathematics and provides these students the opportunity to complete their HSC early in this subject.

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, Youth of the Year, Mathematics, Science and English Competitions and the Chemistry Titration competition amongst others. The school had a very active and dynamic Creative and Performing Arts faculty who have held various musical and creative arts

performance nights to provide students with an opportunity to perform for an authentic audience.

A wide range of social and competitive sporting opportunities was available to encourage students to lead healthy active lifestyles. Students had the opportunity to represent at Macarthur Independent School Association (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.

Vocational Education and Training

Students took the opportunity to study school based VET courses as well as TVET courses (offered through TAFE). In 2013 there was 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 2013. Included in this number are 7 students who completed a School Based Traineeship and 2 students completing School based Apprenticeships.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

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

Students attending Mount Carmel exhibit a significant learning gain from the Year 7 to Year 9 NAPLAN testing. Significant resources are employed to ensure the learning gap that exists when the students arrive for the Year 7 NAPLAN testing, is removed by the Year 9 testing.

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 2013: % 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%	62%	23%	13%	65%	23%
	National	17%	56%	26%	22%	54%	25%
Writing	School	29%	56%	16%	36%	49%	16%
	National	26%	55%	18%	37%	44%	19%
Spelling	School	11%	53%	36%	11%	61%	28%
	National	15%	52%	34%	17%	58%	25%
Grammar & Punctuation	School	21%	49%	30%	18%	65%	17%
	National	22%	49%	27%	26%	52%	23%
Numeracy	School	18%	61%	21%	16%	66%	19%
	National	18%	54%	27%	25%	45%	30%

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 2013: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	96%	99%
	National	96%	94%
Writing	School	93%	87%
	National	91%	83%
Spelling	School	96%	98%
	National	95%	93%
Grammar & Punctuation	School	91%	96%
	National	92%	89%
Numeracy	School	98%	98%
	National	95%	91%

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 2 students in 2013.

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 7 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.

The 2013 cohort achieved significantly above expectations as indicated by the analysis of the De Courcey data.

30 Students were mentioned on the distinguished achievers list as achieving a Band 6 in at least one subject with a total of 60 Band 6's being achieved. Twelve students achieved an ATAR above 90.00.

Based on HSC results Mount Carmel was ranked 54th in the state among Catholic Schools.

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	8.26	79.34	12.40
	State	20.96	72.18	6.87
English (Advanced)	School	0.00	26.67	73.33
	State	1.51	45.40	53.08
General Mathematics	School	19.80	62.50	17.71
	State	23.70	55.14	21.16
Mathematics	School	6.06	57.57	36.36
	State	7.32	43.23	49.46
Biology	School	2.33	69.77	27.91
	State	8.10	58.77	33.13
Ancient History	School	6.25	68.75	25.00
	State	16.16	49.14	34.69
Business Studies	School	3.70	74.08	22.22
	State	11.42	53.39	35.19
Legal Studies	School	9.10	59.09	31.82
	State	11.08	45.97	42.94
Studies of Religion I	School	3.57	53.57	42.86
	State	5.91	45.47	48.62
Design and Technology	School	0.00	71.43	28.57
	State	2.88	59.94	37.19
Community and Family Studies	School	3.85	59.62	36.54
	State	10.41	55.44	34.14
Personal Dev, Health and Physical Education	School	12.91	51.61	35.49
	State	17.10	54.32	28.58
Hospitality	School	0.00	25.00	33.33
	State	3.30	61.66	35.03

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	121	69.43	65.48
English (Advanced)	30	83.75	79.06
General Mathematics	96	67.96	67.46
Mathematics	33	76.40	77.39
Biology	43	75.59	73.99
Ancient History	16	70.96	71.98
Business Studies	27	71.76	73.63
Legal Studies	22	72.03	75.00
Studies of Religion I	84	37.91	38.16
Design and Technology	14	75.16	76.10
Community and Family Studies	52	75.87	73.50
Personal Dev, Health and Physical Education	31	74.70	70.98
Hospitality	7	81.09	75.68

Comparative Performance over Time

School Performance (%)	2011	2012	2013
English (Standard)	73.07	73.47	69.43
English (Advanced)	85.70	84.04	83.75
General Mathematics	74.75	68.31	67.96
Mathematics	75.60	74.17	76.40
Biology	73.00	74.28	75.59
Ancient History	73.85	75.38	70.96
Business Studies	70.73	74.20	71.76
Legal Studies	76.25	69.93	72.03
Studies of Religion I	38.09	37.33	37.91
Design and Technology	74.89	72.45	75.16
Community and Family Studies	81.75	75.87	75.87
Personal Dev, Health and Physical Education	81.46	73.95	74.70
Hospitality	79.51	72.75	81.09

Parent, Student and Staff Satisfaction

A cross section of students was surveyed on their experience at Mount Carmel and parents were surveyed through the school P & F.

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.

