Mount Carmel
Catholic High School
Varroville

Annual School Report
2008
About This Report

Mount Carmel High School, Varroville is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report 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 about 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. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

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

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MINTO NSW 2566
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Fax: (02) 9820 3174
Email: info@mtcarmel.woll.catholic.edu.au

Principal: John Barrington
Date: 27 March 2009
Vision Statement

Mount Carmel 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

2008 marked the twenty third year of Mount Carmel High School providing quality Catholic learning and teaching.

World Youth Day (WYD08) was a significant focus of the year. Many students, staff and parents were actively involved in the many dimensions of WYD08. A significant highlight for many students was the bridge walk to Randwick racecourse, sleepout and culmination of the Papal Mass on Sunday morning. It was an honour for the school to host the 135 pilgrims from the Cook Islands. Pilgrims ranged in age from 2 years old to 85 years old! The Cook Islanders were a very easy group to host – most grateful for the help, friendship and support of the Mount Carmel community. Whilst they found the nights very cold they did not complain, referring to it as being part of the pilgrim experience.

The full implementation of the new pastoral (house) system commenced at the beginning of 2008, with students in years 7, 8, 9 and 10 placed in ‘vertical’ house based pastoral groups. This new structure has had many positive outcomes already, especially in the area of peer support. Year 7 students have their ‘Year 10 Peer Leaders’ in their pastoral groups every day, not just meeting with them in the ‘formal’ peer support lessons. The new structure is also allowing for more house based activities to occur, thus resulting in increased house and school spirit.

Four Mount Carmel High School staff were nominated by their peers in the Annual Wollongong Diocesan Excellence in Schooling Awards. They each received an affirmation award. One staff member received the highly coveted ‘Excellence Award in the area of Pastoral Care.’ It is wonderful to see that the outstanding work of teachers at Mount Carmel being acclaimed in these prestigious awards.

The introduction of the ‘Apple Notebook 1:1 Program’ to year 7 students was a milestone event. For the previous 18 months, staff have been participating in professional learning activities in readiness for this significant development in teaching and learning methodology. Students have responded enthusiastically to this initiative and they demonstrate increased engagement, satisfaction and enjoyment in their learning activities.
Parent Involvement

The Mount Carmel High School Parents and Friends Association 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 association continued with the voluntary fundraising levy as its major source of fund raising. The Association continues to make financial contributions to the school to assist with provision of resources and services. The second instalment of the five year pledge to assist with the provision of air conditioning was made.

A new approach to parental support of working bees was successfully introduced this year. As a means of sharing the load, families from each ‘house’ group were allocated a specific working bee. Each family was asked to donate ‘2 hours per year’ to the working being program. Each term more than 100 people attended working bees.

\textit{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). Student representatives from years 7 to 11 meet with the senior leadership team fortnightly. This structure is supported by the Assistant Principal and the Senior Coordinators.

The senior leadership team takes responsibility for leading many student activities throughout the year. Student leaders host school assemblies and the fortnightly senior assembly. One of the most enjoyable and successful events of the year was ‘Dancing with the Staff’ which occurred at the end of term 2. Student involvement in World Youth Day, fundraising and community service works was actively promoted and supported.

\textit{School Captains}

School Profile

Mount Carmel High School was opened in 1986 and is situated within the Our Lady of Mount Carmel Parish, neighbouring the Parish Centre, Carmelite Retreat Centre, and the Carmel Covent of Mary and Joseph. One of the Carmelite priests assists the school in a chaplaincy role.

The school 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

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>473</td>
<td>531</td>
<td>1004</td>
</tr>
<tr>
<td>2007</td>
<td>490</td>
<td>512</td>
<td>1002</td>
</tr>
<tr>
<td>2008</td>
<td>496</td>
<td>506</td>
<td>1002</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95.4%</td>
<td>93.7%</td>
</tr>
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</table>

Student Retention Rate

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Total Enrolment 2006</td>
<td>179</td>
</tr>
<tr>
<td>Year 12 Enrolment at Census Date</td>
<td></td>
</tr>
<tr>
<td>remaining in Year 12 at end 2008</td>
<td>132</td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>74%</td>
</tr>
</tbody>
</table>

Destination Survey

<table>
<thead>
<tr>
<th></th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School</td>
<td>29</td>
<td>8</td>
<td>132</td>
</tr>
<tr>
<td>Leavers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>-</td>
<td>-</td>
<td>51</td>
</tr>
<tr>
<td>Tafe/Tertiary</td>
<td>8</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Employment</td>
<td>14</td>
<td>5</td>
<td>52</td>
</tr>
<tr>
<td>Other School</td>
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<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>12</td>
</tr>
</tbody>
</table>

Staffing Profile

There are a total of 63 full time teachers, 6 part time teachers and 18 support staff members at Mount Carmel High School. All staff members have participated in child protection training.

School Leadership

The leadership consists of the Principal, Assistant Principal, Religious Education Coordinator, Curriculum Coordinator and Administration Coordinator, who meet twice weekly. The curriculum and pastoral teams meet monthly. Once a month a joint meeting of leadership, curriculum and pastoral teams occur.
**Specialist Teachers**

Due to the diversity of courses offered in a secondary school, there is a wide range of specialist teachers employed to adequately deliver the curriculum. In addition to the core subjects of English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education, staff are employed in the specialist areas of Creative Arts, Performing Arts and Technology and Applied Studies.

**Administrative Staff**

There are 18 support staff officers who are responsible for areas such as: office administration, bursar, printing, laboratories, workshops, student services and parent services. Support staff also provide ‘in-classroom support’ to students with learning needs, particularly in the area of literacy and numeracy.

**Teaching Staff Experience**

34% of staff have 1 to 5 years teaching experience, 13% with 6-10 years experience; 17% with 11-20 years experience and 36% in excess of 20 years experience.

**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

**Staff Attendance**

The average daily staff attendance rate for 2008 was 96.55%.

The staff retention rate is high at Mount Carmel High School with 89.5% of the teaching staff remaining for the 2008 school year.

**Professional Learning**

Professional learning opportunities are highly valued and sought by all members of Mount Carmel High School staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
• Middle School Education models (years 7 & 8);
• Enhancing ICLT skills;
• Curriculum Development (subject specific);
• Spiritual formation and renewal;
• Pastoral care of students; and
• Quality learning model.

School based expenditure on professional learning in 2008 was $9298. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Culture of the Catholic School**

Mount Carmel continues to develop and enhance the Catholic culture of the school through close links with each of the seven parishes of the region. Every school day commences with prayer in pastoral groups. Prayer is also a central component of all school and pastoral house group assemblies.

World Youth Day (WYD08) was a central focus of activities throughout the year. With Mount Carmel being the first destination in the diocese of the ‘Journey of the Cross and Icon’ (JCI), students were highly motivated and inspired to support all WYD08 activities. During World Youth Day Week in July, more than 100 students registered as pilgrims and attended events with the school. Many other students also attended WYD08 events via their home parishes or with families.

The school again celebrated various religious feasts, school events and personal milestones through a variety of liturgical celebrations, including:

• Foundation Day (10 February);
• Feast of St Marcellin Champagnat (6 June); and
• Our Lady of Mount Carmel (16 July) Masses.

Other significant events included Year 12 Graduation Mass, the Year 10 Mass of Thanksgiving. Individual year groups have had opportunities for Masses, Liturgies, Reconciliation and prayers.

Social justice initiatives continue to be another practical way for students to express their faith commitment. More than $23,000 was raised by students in support of a wide range of charities including: Caritas Australia, Campbelltown Hospital, Catholic Missions, St Vincent de Paul Society, Marist Asia Pacific Solidarity and World Vision. Four students and one staff member were involved in the annual immersion experience at St Dominic’s Rural Training Village, Vanga Point in the Solomon Islands.

The family prayer scheme was once again held in support of Year 12 HSC examinations. Volunteer families ‘adopt’ a year 12 student as their family’s prayer intention in this stressful time for senior students.

School retreats, spirituality days and regular year group liturgies, together with school Masses, combine to focus attention on the relevance of faith on all aspects of life at Mount Carmel.
Student Welfare

Pastoral Care in its real sense comes from the scriptures where we have the image of Jesus as a shepherd caring for his flock, to the point that he went to the wilderness to find the lost one to ensure all were being cared for. In our school we strive to ensure that all of our students are cared for and that they find school to be a place where they feel valued for who they are. As Kevin Treston says in his book ‘Wisdom Schools’, “pastoral care is focusing all the energies of the school towards the realisation of the potential of each person in that school community.”

At Mount Carmel High School we have always seen the value of a strong pastoral care system within the school, and 2008 was no exception. Over the past few years we have worked hard on developing a framework that provides the best possible care for all our students. In doing this we acknowledged that the needs of the juniors and seniors can be quite different and so worked towards creating a pastoral system that identified these and built on these in terms of structures and processes to support the system.

A great deal of time and effort has been put into making these changes a positive step for the school and for students and staff alike. For it was in this year that we were able to reflect on the changes we had made and evaluate them to ensure that what we were doing was the best we could do.

2008 was a year of consolidation in both the junior and senior years, where we were able to see the system in operation over the four terms. In evaluating this we were able to see many positives – especially the development of a stronger house system in the junior years and the broadening of the role of the pastoral coordinator to ensure consistency across the four houses in the junior years. In the senior area 2008 saw the continued focus on individual attention from both an academic and pastoral perspective. We acknowledge that these can be difficult years and so have worked on providing support systems and structures to accommodate the pressures of senior school.

In 2008 the services of Centacare counsellors were extended. This led to the introduction of special programs for targeted students in both the junior and senior year groups – such as one on social skills for juniors to help with self esteem and one on motivation and time management for the seniors. The counselling services, and the specific counsellors, have been of the highest standard and have operated in a positive way, in partnership with the pastoral team, in providing quality care for the students at the school.

Looking towards 2009 the school continues to strive to provide the best possible care for our students and to provide them with opportunities to be their best. The house system will continue to be built on and the pastoral coordinators will further their work as a team to ensure consistency of care for all students.

It is clearly noted that society is changing and students are under more pressures these days as a result. With this in mind, as a Catholic school, we will continue to be a community that offers a safe and secure environment where all people are treated with dignity and appreciated for who they are – a person made in the image and likeness of Jesus Christ.
The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go the link Policies.

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.

**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.

Loan repayments (covering capital and interest) totalled $367,000.00 for the year.

The following graphs reflect the aggregated income and expenditure for Mount Carmel High School for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
2008 has been a year of challenge and growth for the whole school community, as the aim to strive for improvement in the delivery of quality learning and teaching is maintained. The school has continued to reflect upon current processes and adapt these processes to the ever-changing world of the learners placed under our care.

A continuation of priorities with the introduction to the Year 7 cohort of the 1:1 notebook scheme and the changing pedagogy which accompanies this technology; review of current literature and practice in regards to the needs of learners; and innovative teaching and learning has continued to be the focus at Mount Carmel.

Curriculum and Pedagogy
All KLA’s at Mount Carmel follow the Board of Studies syllabus for each course and implements the requirements of the Catholic Education Office Wollongong. 2008 saw the introduction of Retail Operations and Information Technology Graphics in Stage 6 and Elective Geography in Stage 5.

The primary focus for staff professional learning in 2008 was to update their professional reading and understanding about successful pedagogical approaches in the classroom with a focus on the Quality Learning Model. A staff development day focused on using the Quality Teaching Model and data from ELLA, SNAP and the National Assessment Plan for Literacy and Numeracy (NAPLAN) to drive curriculum development which caters for all students.

Assessment at Mount Carmel is reflective of the good practices set down by the Board of Studies, with students being exposed to a large variety in test and non-test events. There was a lot of attention given to teacher task feedback as a means for students to gain meaning regarding progress.

The reporting process success of 2007 was further refined this year to ensure that parents are able to receive accurate and timely information regarding the progress of the student. In the junior school, the vertical Pastoral system is now taking real form, with the Pastoral Adviser being able to develop a more holistic understanding of the student from year to year.

Technology supporting learning can best be demonstrated with the continuation of the notebook trolley system in each block. This has helped the integration of learning technologies to each stage of learning. The increased use of myclasses has enabled students to be more in control of their learning.

Cross Curriculum
The Learning and Teaching committee evolved into the cross curricular Middle School team during 2008. Their focus was on review of current pedagogy and high school success.
Analysis of HSC, SC, ELLA, SNAP and NAPLAN data has helped to identify the varied literacy and numeracy needs of the students. This data has helped the Literacy and Numeracy Coordinator to work with the teachers of these students to improve their numeracy and literacy outcomes through changed pedagogy. This information was shared with the whole staff. Another important facet at Mount Carmel is the reading period in the morning as well as the “Reading Club” for students identified as “at risk.”

The historic apology to the “Stolen Generation” enabled the school to revisit the needs of Indigenous students. At each school assembly a “Welcome to Country” is evoked to make links to the land and its people. Support is given to these students as their needs arise; the school counsellor is one vital link in this process. Within the individual KLA learning and teaching programs exists a strong cross cultural Indigenous focus with key issues such as social justice, discrimination, racism and diversity being addressed.

**Meeting the Needs of All Students**

The diverse needs of the students at Mount Carmel are catered for mostly in mixed ability classrooms. Teachers have differentiated the learning experiences as well as the assessment events in a variety of ways.

Those students who are operating at the highly component end of the learning spectrum are encouraged to participate in co-curricular activities so as to enhance their critical thinking skills. The Gifted Education program involved an extensive identification system, with eight students in Year 7 being targeted for the program. They were able to work in teams to work on an independent area of study, which culminated in the students presenting their findings to the Principal and the parents. Some of their recommended strategies were put into action around the school. There is also extension classes specifically designed to cater for the academic needs of these students.

2008 saw an increase in the number of students identified with Special Needs, this initiated changes in the learning and teaching programs so as to cater for this diverse range. The Special Needs program works concurrently with the Stage 4 class groupings. In Year 7, there are 7 class groupings which enable a supportive English class to be formed, in Year 8, the 7 class groupings allow for the creation of a supportive Mathematics class. Students requiring additional support are placed in these intensive classes where greater assistance is given. In all other classes the students are mainstreamed. The transition to high school program, which takes place in term 4, enables targeted Year 6 students to come to Mount Carmel and experience high school before arriving as Year 7 students.

Students in other years are able to access the services provided by the Special Needs team, this enables students to gain special provisions when they arise.

**Expanding Learning Opportunities**

Mount Carmel provides many opportunities to enhance all dimensions of school life. Students participated in a variety of Australia wide competitions such as the Australian English, Mathematics, Science and Geography competitions. The school was also represented in the local MISA Debating and Public Speaking competition as well as Sydney wide competitions.
Year 9 students participated in the “Youth of the Year” competition. The Duke of Edinburgh scheme bronze level is another co-curricular opportunity for students to participate in.

Sport is a vital dimension at Mount Carmel, with the school being involved in the local MISA competition which takes place each Tuesday afternoon. Students represented the school in a wide range of sports including basketball, netball, soccer, touch football, volleyball, rugby league and hockey. The school also participates in Diocesan carnivals, and the 2008 tennis team won the Diocesan competition then went on to represent the Diocese in the NSW Tennis Competition. The school also participated in the Australasian Marist Basketball Competition held in Queensland, and finished 3rd, and the Australasian Marist Netball Competition held in Bendigo, Victoria. The girls finished 3rd across Australia.

**Vocational Education and Training**

TVET is an important element in the academic life of Stage 6 students. The school based courses included Construction, Hospitality Operations and Retail Operations. TVET enrolments for 2008 totalled 37 students in Stage 6. They completed studies in Accounting, Animal Studies, Business Services, Health Services Assistance, Tourism, Fashion, Retail and Sports Coaching. 37% of students in Stage 6 (Year 11 and Year 12) studied VET courses during 2008. Many of the TVET course were completed in conjunction with the local TAFE’s. A Yr 11 student was awarded a Macarthur Workplace Learning Certificate in Tourism.

**Professional Learning**

At the heart of the school is the continued professional learning environment actively encouraged by the school’s leadership team. Discussions surrounding the review of literature focused on good practice and student motivation between the KLA Coordinators saw the proposed move to 100 hour electives for Stage 5 in 2009.

The ongoing work of the Learning and Teaching committee, which is heavily focused on the middle school concept in a high school setting, is driving the professional learning opportunities for many staff. Two staff attended the Global Conference on Middle School in Adelaide, 6 conducted visits to schools with middle school initiatives, the culmination of the learning was that the middle school team planned and presented the staff development day which focused on the phenomena and how it would benefit the Mount Carmel community. The outcome was that in 2009 a Middle School learning environment would be developed for Stage 4. During a curriculum focused Staff Development Day, staff were in-serviced in curriculum differentiation. They were encouraged to apply their learning of Special Needs and Gifted Needs to the learning and teaching programs.

External learning opportunities saw 14 staff participating in HSC and SC marking, with 4 staff being Judge Markers and 1 on a HSC Examination committee.

Staff have continued to access professional development in the form of after school workshops which focused on improving their own use of the Apple Notebook.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. The National Assessment Plan for Literacy and Numeracy (NAPLAN) provides information that assists in diagnosing individual learning needs and reviewing whole school teaching programs. Results must be seen in the context of the school community. Information on student progress is communicated regularly and parents are provided with opportunities for discussion. If further information is required about student achievement, please contact the school.

NAPLAN

Literacy
The Year 7 cohort achieved some concerning results the following aspects of NAPLAN: Writing, Reading and Overall Literacy.

Writing
The Year 7 cohort achieved results:
• 5.9 below the National Mean;
• 7.7 below the NSW All Mean; and
• 7.3 below the Diocesan Mean.

Reading
The Year 7 cohort achieved results:
• 1.0 above the National Mean;
• 5.6 below the NSW All Mean; and
• 5.4 below the Diocesan Mean.

Overall Literacy
The Year 7 cohort achieved results:
• 5.3 below the National Mean; and
• 3.4 below the Diocesan Mean.

The best performance (as indicated by the overall means) was in Reading, which was 1.0 above the National Mean.

The most concerning results were in comparison to the NSW Catholic Mean, as Mount Carmel students achieved results 7.9 below the NSW Catholic Mean in Reading, 16.2 below in Writing and 10.6 below in Overall Literacy.

NAPLAN analysis suggests that students in this cohort achieved significantly below the Expected Learning Gain. The Expected Learning Gain was calculated using results from previous state testing.

Numeracy
The Year 7 cohort outperformed the State Population cohort in all aspects of NAPLAN: Number, Measurement, Space, Data and Patterns and Algebra.
In Number:
- School mean was 89.3%, State mean was 84.7% (+4.6%);
- there were 89% of students in the Proficient and High Bands (compared with 65% for the State cohort);
- there were no students in the Low Band (compared with 8% for the State cohort);
- the percentage of students in the High Band was 12% above the State cohort percentage; and
- the percentage of students in the High Band was 13% above the Diocesan cohort.

In Measurement:
- School mean was 87.6%, State mean was 84.7% (+2.9%);
- there were 78% of students in the Proficient and High Bands (compared with 58% for the State cohort);
- there were 2% of students in the Low Band (compared with 11% for the State cohort);
- the percentage of students in the High Band was 4% above the State cohort percentage; and
- the percentage of students in the High Band was 7% above the Diocesan cohort.

In Space:
- School mean was 86.2%, State mean 84.6% (+1.6%);
- there were 69% of students in the Proficient and High Bands (compared with 59% for the State cohort);
- there was 1% of students in the Low Band (compared with 7% for the State cohort);
- the percentage of students in the High Band was 1% above the State cohort percentage; and
- the percentage of students in the High Band was 6% above the Diocesan cohort.

In Data:
- School mean was 89.9%, State mean 84.7% (+5.2%);
- there were 84% of students in the Proficient and High Bands (compared with 62% for the State cohort);
- there were no students in the Low Band (compared with 10% for the State cohort);
- the percentage of students in the High Band was 16% above the State cohort percentage; and
- the percentage of students in the High Band was 17% above the Diocesan cohort.

In Patterns and Algebra:
- School mean was 88.7%, State mean 85.4% (+3.3%);
- there were 79% of students in the Proficient and High Bands (compared with 59% for the State cohort);
- there were 2% of students in the Low Band (compared with 12% for the State cohort);
- the percentage of students in the High Band was 4% above the State cohort percentage; and
- the percentage of students in the High Band was 6% above the Diocesan cohort.
Higher School Certificate

In 2008, 132 students sat for examinations in the Higher School Certificate and 131 students received their HSC. The results from the 2008 cohort were strong with 12 students achieving a UAI of over 90. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 21 were above the state average (% shown in brackets) and 10 subjects scored below. Performances in our 4 largest cohort subjects are as follows:

In **English Standard** there were 112 students with:
18.75 % of students achieved Bands 5 and 6 (compared with 5.99% state-wide); and
0% of students achieved Band 1 (compared with 5.77% state-wide).

In **General Mathematics** there were 84 students with:
41.66 % of students achieved Bands 5 and 6 (compared with 25.85% state-wide); and
2.38% of students achieved Band 1 (compared with 6.13% state-wide).

In **PDHPE** there were 49 students with:
38.77 % of students achieved Bands 5 and 6 (compared with 32.37% state-wide); and
0% of students achieved Band 1 (compared with 3.54% state-wide).

In **SOR 1** there were 46 students with:
58.68 % of students achieved Bands 5 and 6 (compared with 43.71% state-wide); and
0% of students achieved Band 1 (compared with 1.44% state-wide).

School Certificate

In 2008 there were 176 students who received a School Certificate. Student achievement is reported as a percentage score and in Bands from 1 to 6 with Band 1 indicating that students are operating below minimum standard. Computing Skills is not reported in Bands.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score %</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – Literacy</td>
<td>79.70</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71.18</td>
</tr>
<tr>
<td>Science</td>
<td>77.24</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>74.72</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>78.33</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>83.51</td>
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</table>
The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May this year. 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. 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.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 4 and 5</td>
<td>Bands 6 and 7</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>19%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>15%</td>
</tr>
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<td>National</td>
<td>21%</td>
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<tr>
<td>Spelling</td>
<td>School</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>22%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
</tbody>
</table>

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of 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.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

Parent, student and teacher responses via surveys indicate a high degree of satisfaction for nearly all areas of school life.

*Students* indicated satisfaction with features such as:
- being proud to attend a Catholic school; and
- teachers encourage and support student learning; had the strongest response.

*Parents* responded strongly to:
- children being challenged to maximising their learning outcomes; and
- the school being a safe and supportive environment.

*Teachers* highest responses were:
- students understand their rights and responsibilities; and
- the school provides appropriate information to parents about student progress.

Areas identified for future development include:
- increasing the range of co-curricular activities;
- striving to meet the individual learning needs of particular students; and
- ensuring that class work is challenging, particularly in stages 4 & 5.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:
- Pastoral Care
- Curriculum Provision
- Teaching Practices

School Review and Improvement components to be reviewed in 2009:
- Parents, parishes and the broader church
- Reporting student achievement
- Assessment
- An ethical workplace culture
- Succession planning
- Use of resources and space