Mount Carmel
Catholic High School
Varroville

Annual School Report
2009
About This Report

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

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by the Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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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Email: info@mcchsdow.catholic.edu.au
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Principal: Mr John Barrington
Date: 31 March 2010
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

2009 marked the twenty fourth year of Mount Carmel Catholic High School providing quality Catholic learning and teaching.

The ‘Apple Notebook 1:1 Program’ which commenced last year was expanded this year to include years 7, 8 and 11. Students continue to respond enthusiastically to this initiative and the school looks forward to the full implementation of the program by 2011.

Liturgical celebrations have been an integral part of school life throughout 2009. Regular house assemblies, school assemblies, class or year group Masses as well as major events such as Foundation Day, Champagnat Day, Mount Carmel Day and Graduation Masses are integral to the prayer life of the school.

A number of building and refurbishment programs were conducted throughout the year. The Commonwealth Government’s ‘Building the Education Revolution’ funds were used for the construction of awnings and covered areas and the replacement of gardens and retaining walls. School funds and financial support from the Parents and Friends’ Association and the Campbelltown Catholic Club were used for an electrical supply upgrade, installation of air conditioning to 30 classrooms as well as repairs to the roadway and carparks.

Four Mount Carmel Catholic High School staff were nominated by their peers in the Annual Wollongong Diocesan Excellence in Schooling Awards. Two staff members each received an affirmation award, while one staff member received the highly coveted ‘Excellence Award in the area of Teaching – Early Career’ and the other staff member received the ‘Excellence Award in the area of Leadership.’ It is wonderful to see that the outstanding work of teachers at Mount Carmel is being acclaimed in these prestigious awards.

Throughout the year students have continued to demonstrate their commitment to social justice initiatives. They have been very generous in donating their time and money to so many worthy causes and charities.
Parent Involvement

The Mount Carmel Catholic High School Parents and Friends Association continues to be a very positive organisation supporting the school as well as providing opportunities for parents to meet and work together on a regular basis. The monthly meetings provide updates of what is happening in the school community often with presentations by a variety of people, as well as covering a wide range of issues about the school during general business.

The association continued with the voluntary levy as its major source of fundraising and they very generously continue to make financial contributions to the school to assist with the provision of resources and services to support the work of the school and staff. The next instalment of their pledge to assist with the provision of air conditioning was made and was instrumental in getting this system established in the school.

The new approach to parental support of working bees was a continued success this year, with each family being asked to support on a House basis by donating ‘2 hours per year’ to the working bee program. Each term more than 100 people attended working bees and it certainly made for a more productive and community based approach to this venture.

Parents and Friends Association, President

Student Leadership

The school leadership structure underwent a major change this year to bring things into line with our House Structure. For the first time we had Year 10 House Captains who took on the responsibility for their house for the junior years. These eight captains then worked with the senior leadership team – comprising two School Captains, two Vice Captains and four Senior Councillors to bring forth the ideas and thoughts of the student body, in a positive and productive way, to the staff – especially the House and Senior Coordinators, supported by the Assistant Principal.

These 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.

School Captains

School Profile

School Context

Mount Carmel Catholic High School is a Catholic systemic coeducational secondary school located in Varroville. The school caters for students in years 7-12 and has a current enrolment of 1008. The school, beginning in 1986, provides Catholic secondary education for students from the Parishes located in the northern sector of the Diocese including: St John the Evangelist, Campbelltown; Mary Immaculate, Eagle Vale; Holy Family, Ingleburn/Holy Trinity, Minto; Mary Mother of the Church, Macquarie Fields; St Thomas More, Ruse; and Our Lady of Mount Carmel, Varroville.

The school is a six stream coeducational high school. The demand for student enrolments remains very high with waiting lists in all year groups from years 7 to year 11.
Student Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>505</td>
<td>503</td>
<td>1008</td>
<td>14</td>
<td>379</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>93.3%</td>
<td>92.7%</td>
<td>91.9%</td>
<td>94.2%</td>
</tr>
</tbody>
</table>

Non attendance is managed by the Pastoral Advisers – part of their role is to follow up on student absences, and then pass any concerns on to the House Coordinator. Any serious concerns are passed onto the Principal.

Student Retention Rate

<table>
<thead>
<tr>
<th>Year 10 Total Enrolment 2007</th>
<th>180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2009</td>
<td>134</td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>74%</td>
</tr>
</tbody>
</table>

Student Attainment in Senior Years

<table>
<thead>
<tr>
<th>Years 11 - 12 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during Years 11 and 12</td>
<td>40%</td>
</tr>
<tr>
<td>% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Destination Survey

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td>17</td>
<td>1</td>
<td>134</td>
</tr>
<tr>
<td>University</td>
<td>-</td>
<td>-</td>
<td>92</td>
</tr>
<tr>
<td>TAFE/Tertiary</td>
<td>6</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>Employment</td>
<td>8</td>
<td>-</td>
<td>22</td>
</tr>
<tr>
<td>Other School</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Staffing Profile

There are a total of 69 teachers and 20 support staff at Mount Carmel High School. This number includes 63 full time and 6 part time teachers.

### Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOSOR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

### Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 94.6%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 94.2%.

### Professional Learning

Professional learning opportunities are highly valued and sought by all members of Mount Carmel Catholic High School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- training in the models of Middle School Teaching – for Years 7 and 8;
- Mental Health First Aid Training – Pastoral team;
- curriculum development – particularly in assessment – across all KLA areas;
• training in the use of Technology – specifically for 1:1 classroom situation;
• Staff Spirituality – School based and the Marist “Sharing our Call” program; and
• Leadership Development – Middle Leaders / Aspiring Leaders

School based expenditure on professional learning in 2009 was $14,999. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Catholic Life & Religious Education**

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.

The “Crossroads Evangelisation Grant” which was initiated from the Catholic Schools at a Crossroads statement, enabled the school to employ three young people, who were former Mount Carmel students and currently active within their own parishes, to work as youth ministers within the school. They ran lunch time social activities, prayer and liturgies as well as a twilight retreat during Advent.

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);
• Our Lady of Mount Carmel (16 July) Masses; and
• House Pastoral liturgies for Bishop Murray, Saint Teresa of Avila, Br Charles Howard and Blessed Mary MacKillop.

Other significant events included Year 12 Graduation Mass and the Year 10 Mass of Thanksgiving. Individual year groups have had opportunities for masses, liturgies, reconciliation and prayers as part of the Religious Education program. Social justice initiatives continue to be another practical way for students to express their faith commitment. More than $22,500 was raised by students in support of a wide range of charities including: Mary MacKillop East Timor Mission, Marist Brothers (Bougainville SOC Project), St Vincent de Paul Society, Marist Asia Pacific Solidarity, Cancer Council of NSW, Catholic Mission, Mater Dei Special School, Archbishop of Melbourne Charitable Fund (Bushfire Appeal), Caritas Australia, and World Vision 40 Hour Famine. Six 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 Year 12 students are presented with a framed picture of Our Lady Of Mount Carmel and the school prayer during the mass to celebrate Our Lady of Mount Carmel feast day, prior to the start of their trial HSC examinations. The students are blest and keep their prayer cards with them throughout their examinations.
School retreats, spirituality days and regular year group liturgies, together with school masses, combine to focus attention on the relevance of faith in all aspects of life at Mount Carmel.

**Financial Summary**

The good school fee collection rate and the continued support of the Campbelltown Catholic Club and the Parents and Friends Association, once again enabled the school to meet all of its financial obligations.

The Commonwealth Government’s *‘Building the Education Revolution’* funds were used for the construction of awnings and covered areas and the replacement of gardens and retaining walls.

The following graphs reflect the aggregated income and expenditure for Mount Carmel High School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

At Mount Carmel Catholic High School we strive to ensure that all students are cared for and that they find school to be a place where they feel valued for who they are. We take pastoral care seriously and during 2009 have consolidated our junior and senior pastoral models and cemented the House System throughout the school. This has created a more consistent and stronger pastoral system that involves the staff and students in the development of the direction the school is taking.

As Kevin Treston states 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.”

Pastoral Care Initiatives included:

- consolidation of the House System;
- Social Skills Groups – for various year groups throughout the year;
- Study Skills/Time Management Group – Senior students;
- extension of role of Pastoral Adviser; and
- Pastoral Adviser comments on Reports.

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 2009.

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

This year has been one of “introduction of new strategies” and “analysis” for the school community. These initiatives have focused on improving students learning opportunities. The initiatives include the introduction of Middle School into Stage 4, expansion of the 100 hour and 200 hour elective courses in Stage 5 and the 12 unit line structure for Stage 6, as well as the continuation of the 1 to 1 notebook program. These changes have all been designed to revitalise the learning environment of the students.
In Stage 6, the 2009 HSC Cohort achieved some outstanding results, 12 students achieved ATAR scores of 90 or greater and the majority of the cohort received university offers. 40 Band 6s and 219 Band 5s were achieved by the students.

**Curriculum & Pedagogy**

All of the New South Wales Board of Studies Syllabi are followed at Mount Carmel within the requirements as set down by the Catholic Education Office, Diocese of Wollongong. Parents were given continued access to the grade distribution information for Stage 4 and Stage 5 courses. ICLT continued to challenge the pedagogical practices at the school.

Assessment events follow the practice as advised by the Board of Studies and they also reflect the Diocesan Learning and Teaching Framework. There is a balance between the number of assessment events as well as a variety of test and non-test types. These are designed to provide students with the opportunity to demonstrate their learning. Detailed feedback is given to students so that it shapes the students learning.

To inform parents about students learning, four reports are sent home. Two are progress reports; these provide general information about an individual’s progress while there are two formal reports; Half Year and End of Year reports which provide specific grades and performance outcomes. Each report period provides parents with an opportunity to discuss any issues with the various subject teachers at parent teacher interviews.

Integration of curriculum is evident in the manner in which the Stage 4 Middle School programs have been constructed. The subjects included in the program are: Year 7 Religious Education, English and History while in Year 8 Religious Education, Science and Personal Development, Health and Physical Education. These have been effectively integrated. This process limits repetition of content and experiences allowing time to focus on areas of concern. The 1 to 1 notebook program underpins all of the Stage 4 courses. The use of technology works seamlessly within the classroom.

The 1 to 1 notebook computer program was rolled out to the Year 7 cohort of 2009. This is the second cohort to receive this personalised technology. The program is designed to meet the learning needs of students in the 21st century.

**Cross Curriculum**

Years 7 and Year 9 undertake the National Assessment Plan for Literacy and Numeracy or NAPLAN tests. These provide the school with vital data that will help to lay the foundations of personalised literacy and numeracy interventions as well as shaping teaching experiences.

The school continues to utilise the “Reading Club” as a critical response to the literacy needs of the students. Reading time at the start of the school day is another initiative to promote reading. Numeracy week and regular incorporation of strategies from the financial literacy program assist to embed financial skills from the real world into school life.
Indigenous education needs are embedded into the varied structures of the school. Formal school celebrations start with a welcome to country; the school counsellor forms a vital link between home and school; strong indigenous content encourages empathy, social justice and limit discrimination.

**Meeting the needs of all students**

Diversity of learning opportunities occurs in the mixed ability class groupings. This is an inclusive practice whereby adjustments are made for every learner in the learning experiences and assessment events. More students have been identified with learning support needs. In Year 7 there is an intensive Mathematics class while in Year 8 there is an intensive English and Mathematics class. Students are provided with enrichment opportunities as well as additional support within a supportive environment.

**Expanding Learning Opportunities**

There are many opportunities for students at Mount Carmel to participate in all aspects of school life. With competitions such as the Australian Geography, Mathematics, Science and English competitions and specific to Stage 6 students are the NSW Mock Trial and the TAFE Skills Competitions.

Sporting opportunities include the local MISA based competitions in a large range of sports, participation in the Australia wide Marist netball and basketball competitions due to the association with the Marist schools. There are opportunities for students to represent at Diocesan and Australian levels. Students in Year 10 and Year 11 assist with the organisation and running of sporting carnivals.

Students at Mount Carmel regularly participate in the Lions Youth of the Year competition, MISA debating and public speaking opportunities. The Creative Arts KLA, holds a regular art exhibition and students enter their work in other local art exhibitions. Students have opportunities to attain their First Aid certificate.

In 2009, Mount Carmel had a student from Japan as part of a cultural exchange program. All of these opportunities add to the breadth and depth of school experience.

**Professional Learning**

Specific areas where the staff have focused their professional learning opportunities includes the continued 1 to 1 notebook program; the introduction of Middle School initiative into Year 7 and Year 8; staff mentoring as part of the PDPR program; and enhancing curriculum delivery.

After extensive school review and research in 2008, it was decided that Middle School would be introduced in 2009. It required teachers to teach across three subject areas. This required a great deal of professional learning and reflection in order to bring these diverse areas together successfully.

A mentoring system for the staff was introduced in 2009 as a means to enhance professional discourse, this required teachers to visit each other’s classes and discuss
teaching practices. Middle leaders continued to participate in the CEO Wollongong Leading Learning Networks.

Vocational Education and Training (VET)

VET, TVET and New Apprenticeships and Traineeships continued to be offered to students at Mount Carmel. The success of these students is reflected in their Higher School Certificate exam marks in these courses and receiving awards such as the Top Performing Student at TAFE. School based VET courses include Hospitality Operations, Sports Coaching, Retail Operations and Construction. 4 students are part of the Traineeship program, while 3 are under the New Apprenticeship scheme. Other TVET courses include Animal Studies and Health Services Assistance. In 2009, 29 Year 11 students and 29 Year 12 students undertook studies in a school based VET course; this represented 18.07% of the Stage 6 students. 19.86% of students completed a VET course in 2009.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the national literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Overall, Year 7 performed above the National average in Literacy and Numeracy in Bands 6, 7, 8 and 9. However attention needs to be focused upon the individual achievements of students who have performed below the national average especially in numeracy. There was a negative growth in literacy-reading, while a positive learning gain was evident in numeracy.

Year 9 results indicate a strong above the National average in Literacy and Numeracy results in Bands 7 and 8. Literacy growth was evident in reading however there was negative writing gain for this cohort. Numeracy growth experienced a negative growth, it was not as large a difference as was writing.

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.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % 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></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>8%</td>
<td>56%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>54%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>59%</td>
</tr>
<tr>
<td>National</td>
<td>20%</td>
<td>55%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>64%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>54%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>11%</td>
<td>61%</td>
</tr>
<tr>
<td>National</td>
<td>20%</td>
<td>52%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>13%</td>
<td>57%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>54%</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
School Certificate

In 2009 there were 178 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>77.43</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70.61</td>
</tr>
<tr>
<td>Science</td>
<td>78.48</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>76.23</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>74.87</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>83.77</td>
</tr>
</tbody>
</table>

Higher School Certificate

In 2009, 134 students sat for examinations in the Higher School Certificate (HSC) and 134 students received their HSC. The results from the 2009 cohort were strong with a number of high achieving students. 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, 20 were above the state average (% shown in brackets) and 11 subjects scored below.

Performance in our 4 largest cohort subjects are as follows:

In English Standard there were 118 students with:
19.4% of students achieved Bands 5 and 6 (compared with 5.35% statewide)
0.0% of students achieved Band 1 (compared with 0.38% statewide).

In General Mathematics there were 73 students with:
27.39% of students achieved Bands 5 and 6 (compared with 24.66% statewide)
1.36% of students achieved Band 1 (compared with 6.87% statewide).

In Studies of Religion I there were 46 students with:
60.86% of students achieved Bands 5 and 6 (compared with 48.66% statewide)
0.0% of students achieved Band 1 (compared with 0.6% statewide).

In Mathematics there were 43 students with:
27.9% of students achieved Bands 5 and 6 (compared with 42.45% statewide)
2.32% of students achieved Band 1 (compared with 5.18% statewide).
Parent, Student and 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:
- the school strives to meet my child’s learning needs; and
- the school helps my child develop a knowledge and understanding about Catholic tradition.

Staff highest responses were:
- students understand their rights and responsibilities; and
- the school provides appropriate information to parents about student progress the school provides a safe and supportive environment.

Areas identified for future development include:
- providing a wider choice of co-curricular activities;
- working on new strategies to keep HSC students focussed; and
- ensuring that class work is challenging and feedback is productive.

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 2009:
- Key Area 1: Catholic Life and Religious Education
  - 1.4 Parents, Parishes and the Wider Community
- Key Area 2: Students and Their Learning
  - 2.3 Reporting Student Achievement
- Key Area 3: Pedagogy
  - 3.5 Assessment
- Key Area 4: Human Resources Leadership and Management
  - 4.3 An ethical Workplace Culture
  - 4.4 Succession Planning
- Key Area 5: Resources, Finance and Facilities
  - 5.2 Use of Resources and Space

School Review and Improvement components to be reviewed and rated in 2010:
- Key Area 1: Catholic Life and Religious Education
  - 1.2 Religious Education
- Key Area 2: Students and Their Learning
  - 2.2 Rights and Responsibilities
- Key Area 3: Pedagogy
  - 3.2 Provision for the diverse needs of learners
  - 3.4 Planning, Programming and Evaluation
- Key Area 4: Human Resources Leadership and Management
  - 4.5 Overall compliance with legislation and other requirements
- Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources
  - 5.3 Environmental Stewardship