

2023 Annual School Performance Report

Principal's report to the Board AGM

Mount Carmel College R-12

At the end of the second year of our unified Mount Carmel College, there is much to celebrate. Our explicit teaching approach to literacy and numeracy has seen outstanding improvement in both the primary classes and secondary classes. Staff have undertaken extensive professional development in the systemic approach to improving teaching and learning. This has included aspects of the Clarity Learning Suite, an international research and evidence-based approach. Staff have also undertaken two full days of training regarding student wellbeing and pastoral care. The Berry Street Education Model equips staff with practical, classroom-based strategies to increase the engagement of all students, including those with complex, learning needs. It enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement. This year we were fortunate to have Fr Richard Leonard present the second of his series about Catholic Identity and what it means to be a staff member in a Catholic School in the 21st century, where we welcome students from diverse backgrounds, including a diversity of religious and non-religious backgrounds.

There were many highlights this year, including the visit by the Governor of South Australia, Her Excellency, the Honourable Frances Adamson AC.

Western Technical College (WTC)

The Western Technical College, owned and run by Mount Carmel College, has continued to thrive this year under the new leadership of Steven Hicks. After the almost \$6 million expansion completed early last year, the new courses have proved to be very popular with students.

House Banners

Earlier in Term 4 the new House Banners were unveiled at the Year 12 Graduation Mass. We will feature them at both campuses early next year. A huge congratulations and thanks to Year 12 student Chairon Masangcay, who designed all four banners. They are of a very high professional standard and so fittingly represent each House. The House names were reviewed in 2021 as we prepared for the unification. Some House Patrons were changed so that we had equal gender representation, as well as including an aboriginal patron. The four Houses are: MacKillop (Green), Tenison (Red), Josphe (Blue) and Agius (Gold).

A Full School Life

Academic success is important but there is a lot more to an education. Our respect for ourselves and care and concern for others are important values we reinforce with our students.

This year students had the opportunity to be involved in a number of events including the Musical Shrek Jr, the Josephite Exchange to Penola College, Victoria, our Mary MacKillop Day celebrations as well as a number of other events including after school sports program, Senior Formal, Pedal Prix at the Tailem Bend race track, Sports Day, Open Day and the Intercultural Power Cup.

Exciting Building Projects

Demand for places at all three of our campuses continues to grow. We have undertaken and planned a number of significant building projects to accommodate the numbers, as well as keeping our current facilities well maintained and contemporary.

We have made the Primary Campus safer and more disabled friendly with the re-development of the verandah to be a flat surface, the addition of a ramp and safer steps at the front of the Primary Campus and we have gained approval for the construction of a new two storey building which will include general classrooms, a sensory space, staff facilities, a new canteen and an undercroft. Construction work is expected to start in late March 2024, with work completed by early May 2025.

This year building work commenced on the upgrade of the Carmelite Courts. The area is being completely re-built, with a new floor, new roof, large LED screens and airconditioning. This will provide a better space for learning and a better space to gather all secondary students for Assemblies, Masses and liturgies, as well as its regular use for PE lessons and at lunchtimes. The adjacent PE storage facilities, PE Lab and nearby Music classroom are also being upgraded.

We added a new carpark on Newcastle Street this year.

In the coming holidays six open space classrooms are being upgraded to individual classrooms on the Primary Campus, as well as upgrades to the staffrooms on the Primary and Secondary Campuses.

Thanks

I acknowledge and thank the various Student Leaders from across the College and I especially thank our College Captains Paige Cooper and Johnny Fuoy, who have been excellent leaders.

My thanks also to the very dedicated teaching and non-teaching staff of Mount Carmel College, who commit themselves fully to the success of every student.

I also give thanks to all members of our College Board, led by Mr Daniel Cooper, and our Finance Committee, led by Mr Paul Roocke. The Board and Finance Committee have again done a wonderful job of steering initiatives including our building projects, College policies and of course, sound financial management.

Staff news

This year we welcomed Fr Roman Palma as Parish Priest, upon the retirement of Fr Tony Densley.

Ms Suzanne Sullivan, Director of Students (7-12) has decided to retire at the end of this year. Suzanne has shown outstanding leadership in this role. Her compassionate, caring approach with both students and their families has truly reflected that she is a woman in the footsteps of St Mary MacKillop.

Mr Wayne Thompson, DT&E teacher on the Secondary Campus, has also decided to retire and we thank him for his service to our community.

At the end of this year we will also farewell and we thank the following staff for their contributions to our R-12 College community: Ms Stephanie Cardinale, Ms Corrina Du, Mr Dylan Darley, Ms Tessa Fryer, Ms Heidi Monaghan, Mrs Samantha Newstead, Ms Pat Nicou, Ms Diana Southasee, Mrs Francesca Sutton, Ms Lily Towler, Miss Emma Wightman.

Congratulations to all of our students on a wonderful 2023 as we look back with pride on being keen and capable learners, thriving people and thoughtful, caring community members.

Mr John Konopka
Principal

School Context Information

School Type

Mount Carmel College is a Catholic co-educational school from Reception to Year 12 in the Josephite tradition. Mount Carmel College includes a primary campus, secondary campus and the Western Technical College.

The Gospel values of 'Caritas et Dignitas' (Love & Dignity) reflect our heritage as a Catholic school in the Josephite tradition. They are the foundation of Mount Carmel College.

The Vision and Mission of Mount Carmel College is to serve its community by providing a quality, contemporary Catholic education. The legacy of the Josephite tradition enriches the College as it works to meet the needs of the times. At the heart of our mission is a diverse learning community where relationships are grounded in Gospel values, individuals feel they belong and all are encouraged to celebrate excellence.

Our Core Values are *Belonging, Diversity, Excellence* and *Relationship*.

We empower hearts and minds to flourish.

Parent Community Information

Mount Carmel College services families from the local community, including families from Catholic primary schools and a number of government primary schools. Mount Carmel College is a member school of the Catholic North Western Community, which comprises the College and seven Parish Primary Schools. Many of the families of our community endure financial constraints and make significant sacrifices to be able to choose a Catholic education for their children. The Josephite tradition of the College sees the College offer great support in helping families to manage their financial contributions to the College.

Enrolments

Year Level	Student numbers (funded)	Non-funded
Reception	83	3
Year 1	47	
Year 2	40	
Year 3	58	
Year 4	40	1
Year 5	56	
Year 6	51	
Year 7	129	2
Year 8	134	
Year 9	123	
Year 10	119.2	1
Year 11	98	
Year 12	85	
TOTAL	1063.2	7

Non-funded = full-fee paying, exchange etc

Percentage of Indigenous Enrolments

The student count included 25 students who identified themselves of Aboriginal and/or Torres Strait Islander heritage, representing 2.4% of the total school population.

Students with Disabilities

The student count included students under the NCCD identified as supplementary, substantial or extensive:

- 185.2 students in Year 7-12
- 87 students in Reception to Year 6
- These students represent 25.6% of the total school population

Teaching Staff Numbers

Teaching staff numbers were 92, being a full time equivalent of 81.7

Non-Teaching Staff Numbers

Non-teaching staff numbers were 48, being a full time equivalent of 34.1

Teacher Qualifications

Advanced Diploma/Diploma	22
Bachelor Degree	108
Graduate Diploma/Graduate Certificate	25
Master Degree	31

Student Attendance

Year Level	Percentage
Reception	89.7%
Year 1	87.1%
Year 2	88.0%
Year 3	87.6%
Year 4	85.2%
Year 5	87.3%
Year 6	86.0%
Year 7	86.2%
Year 8	83.1%
Year 9	81.1%
Year 10	79.7%
Year 11	79.6%
Year 12	73.7%

Monitoring Student Attendance R-12

Student attendance correlates highly with student success at school. The College monitors student attendance closely and works with families when there are attendance concerns.

Procedures when a student is absent:

- Note, email or SMS received from parent prior to their absence
- SMS message sent to parent's mobile on the day of an unexplained absence or unexplained late to school
- If a student has 3 or more unexplained absences within 5 consecutive school days, the Class teacher (Primary)/Pastoral Care teacher (Secondary) will phone a parent/guardian or communicate via email or SEQTA message.
- If there is no response within 24 hours from the parent/guardian, the Class teacher (Primary)/Pastoral Care teacher (Secondary) must phone the parent.
- If the teacher is unable to speak with the parent/guardian within 24 hours, the Year Level Coordinator (Secondary)/ Senior Leader (Primary) must be informed.
- The Year Level Coordinator (Secondary)/ Senior Leader (Primary) will phone the parent/guardian or meet with them in person.
- If the Year Level Coordinator (Secondary)/ Senior Leader (Primary) is unable to have contact with the parent/guardian, then the matter shall be referred to the Head of Campus (Primary)/Director of Students (Secondary)
- The Department for Education Truancy Officer will be contacted if longer term unexplained absence as per the DfE Non-Government Request for Consultation with Social Work - Truancy Guidelines 2023 document
- Habitual or chronic student absenteeism reported as per legislation

Monitoring Student Attendance WTC

Procedures when a student is absent:

Planned Absence: Home School Event, Family Holiday etc.

- It is the responsibility of Trainees to notify WTC of planned absences or late arrivals by emailing info@wtc.sa.edu.au or using the 'contact us' function on the WTC website.
- Home Schools or Parents can also notify WTC prior to the planned absence.
- All planned absences, late arrivals and early departures are recorded on WTC's WebVET Student Management system. All email communication is forwarded on to home school VET Leaders.
- For extended periods of planned absence (2 or more training days), a Trainee is required to contact their Trainer and the WTC Director to discuss any alternative training plans.
- Alternative training plans will be forwarded to and must be agreed upon by the home school.

Unplanned Absence: Sick, Truancy

- Trainer records all unexplained late and absent trainees on WTC's WebVET Student Management system.
- The Home Schools is responsible for checking their student's attendance and contacting families on the day of an unexplained absence or unexplained lateness.
- A regular attendance level of 80% and above is a requirement for all trainees at WTC.
- Regular attendance is a factor in the effective participation and successful completion of assessment criteria. Therefore, if a trainees attendance dips below 80% the trainee is at risk of achieving success in their course.
- Formal At-Risk letters are sent to the Home Schools VET Leaders of all Trainees below 80% attendance.

- Trainees are instructed to contact their trainer asap via email (first.last@tafesa.edu.au), to seek support, develop a “catch up plan”, and make a commitment to meet the attendance requirements of the course. Trainee must attend all training from this point on and fully commit to the plan and expectations put in place by the trainer. Failure to do so may result in Trainee being withdrawn from their course.
OR
- Trainee seeks course/career counselling from home school and elects to withdraw from the course. VET Leader is asked to communicate this decision by emailing info@wtc.sa.edu.au or using the ‘contact us’ function on the WTC website.

NAPLAN Results

School Mean Scores – Proficiency Standards

	Year 3	Year 5	Year 7	Year 9
Reading	Strong	Strong	Strong	Strong
Writing	Strong	Strong	Strong	Strong
Spelling	Strong	Strong	Strong	Strong
Grammar and Punctuation	Developing	Strong	Strong	Strong
Numeracy	Strong	Strong	Strong	Strong

Proficiency Levels

The numerical NAPLAN bands and the national minimum standard have been replaced by the following 4 levels of achievement:

- Exceeding
- Strong
- Developing
- Needs additional support

In addition, in November Year 9 students participated in individual personal interviews with key teaching staff to reflect on the NAPLAN results and to identify learning goals for next year in a context of future pathways and as a link to the PLP (Personal Learning Plan) undertaken at Year 10.

Senior Secondary Outcomes and Post School Destinations

Some of the observations include:

SACE

- Excellent SACE completion rate (100%) again
- James Pham is Dux for 2023 with an (unadjusted) ATAR of 96.8
- 98.6% of all grades awarded were C- or higher
- No E grades awarded to any of our students
- Success has many definitions and depends on the individual and their aspirations.

University Offers

- Approx 48% of the Year 12 cohort applied for a university course (lowest in my time)
- Over 92% of those who applied for university have received an offer in the first round. Of those offered a place, just over 72% were offered their first preference in the first round of offers.

Our Year 12 graduates were accepted into a range of different university courses.

Mount Carmel College continues to see strong interest from students undertaking VET qualifications, with a total of 64 students undertaking VET qualifications.

Mount Carmel College works closely with the Western Technical College (WTC), with a large number our VET students undertaking Qualifications in Hair and Beauty, Building and Construction and Engineering Productions at the Western Technical College. We have also had students attend other RTOs to complete qualifications. Mount Carmel College Year 11 and Year 12 students completing VET qualifications are applying for apprenticeships or have gained apprenticeships in their field of study.

Year 10 students participated in introductory courses at WTC, the Try-A-Trade program, which have been invaluable in allowing students to be introduced to courses before they commit to VET courses in senior years.

School Income

In 2023, the College income included:

Australian Government Funding	\$16,504,744
State government funding	\$4,596,978
Fee Collection	\$3,169,917
Other	\$ 238,512

School Improvement

During 2023, the school engaged in a self-assessment process that led to the development of a School Annual Improvement Plan, based on the domains specified in the Continuous Improvement Framework for Catholic schools.

2.1 Some key goals in the 2023 School Improvement Plan included:

- Unification: development of House Patrons, including banners and information
- Professional development re understanding the performance standards for Primary teachers
- All staff to undertake Child-Safe Curriculum whole day training
- Focus on understanding Clarity Learning Suite as a tool for improved student learning and improved teaching
- Pilot the new Stage 1 'Exploring Identities and Futures' course at Year 10
- Begin Berry Street Education Model training
- Commence implementation of Rite Journey program

Progress towards 2023 goals

Continued the success and development for the College as R-12 after the unification.

Three Building Projects in design phase: Carmelite Courts, two storey Primary Building, second storey Secondary Campus Building.

Parent, Student and Staff Satisfaction

Parent, staff and teacher satisfaction data was gathered via staff and parent meetings, student leadership meetings and staff/student consultation.

The College Board welcomes contributions from parents and the wider community and includes input from a staff representative, as well as parent representatives.

Feedback with parents occurs through formal and informal sources. The strong pastoral role of our Home Group teachers and Year Level Coordinators enables parental feedback on a regular basis through emails, newsletters and the student diary. Parents are also encouraged to email their child's Home Group or subject teachers with any issues that arise.

Regular Parent / Student / Teacher interviews are held. Resources and policy documents are available on the school's website www.mcc.catholic.edu.au. A fortnightly newsletter disseminates information and feedback to parents and the wider community. Parents are kept informed on College policies, procedures and events through the newsletter, College Magazine, letters and parent gatherings. The Mount Carmel College Facebook page is another rich source of information for parents, students and staff.

Our school community also participated in the annual CESA Living, Learning, Leading surveys.

Each term students participate in the Pulse check-in survey.

Student Wellbeing and Engagement Collection

In 2023 the Mount Carmel College students again participated in the state-wide Student Wellbeing and Engagement Survey. This year we extended our participation to include all Year 4 – 12 students.

It was pleasing to note that our students reported better results than the average result for the SA participating schools regarding physical bullying, verbal bullying and social bullying.