

2022 Annual School Performance Report

Principal's report to the Board AGM

Mount Carmel College R-12

As we review the year, there has been so much of which to be proud. It seems so long ago now, but it was only the start of this year when Reception, Year 1, Year 2, Year 7, 8 and 12 students were allowed to attend the first two weeks of school in person, but the students in other year levels were required to learn from home.

The unification of Mount Carmel College R-12 has been historic. After several decades of talk about doing it, this year we made it a reality. Although COVID forced the cancellation of our big launch of the unified College at the start of the year, Mary MacKillop would have been proud of the way in which people just made it happen in a low-key manner. The benefits have already included more cross-campus activities for students and staff, more consistent approaches to education, a strong and consistent achievement of improving the literacy and numeracy levels of Reception to Year 12 students, a better sibling discount for parents with children at both the Primary and Secondary Campuses, longer term savings on some uniform items and streamlining of some services.

Parents of our primary students have had access to school activities through Facebook for the first time this year, and we have been more consistent in our use of Seesaw across the Primary Campus.

We will continue to see the benefits each year as we provide a comprehensive education across primary, secondary and Vocational Education and Training (VET), all in the one education precinct.

There were so many other highlights this year, but the visit by Australian of the Year Dylan Alcott was a delight. He brought a sharp focus on inclusion and diversity, core values for us at Mount Carmel College, as well as his important message about living life to the full and not comparing ourselves with others but thriving with what gifts and talents we have been given.

We enjoyed record high enrolment numbers. On Census Day we had 357 primary students eligible for government funds to the school, 675 secondary students attracting funding, for a total of 1,032 students. We also had 15 additional students on non-funded visas, as well as exchange students from Italy, France, Spain and Switzerland.

Western Technical College (WTC)

This year has also been significant for our Western Technical College, with the completion of an almost \$6 million expansion of facilities and expanded course offerings. We thank Shane Gubbin for his initial wonderful work in establishing the Rosewater Trade Training Centre as the leading training provider in the northwest of Adelaide. Shane has also led the expansion of the centre, both in terms of facilities and courses, to become the wonderful Western Technical College. It is an outstanding facility leading the way in VET education for secondary students.

Excellence in Education

The education offered at Mount Carmel College is not just about academic success, though that is important. Our students all do well – we again had 100% successful SACE completion last year. Over 30% of all grades were A grade, and 9 Merits were awarded by the SACE Board to our students – a stunning achievement.

This year it was great to have the return of the Josephite Exchange and our Mary MacKillop Day celebrations as well as a number of other events including the Year 5-12 Performing Arts Showcase, after school sports program (both primary and secondary, Senior Formal, Pedal Prix, Sports Day, Open Day and the Intercultural Power Cup.

Exciting Building Projects

We are seeing stronger demand for places at the Primary Campus since announcing the unification of Mount Carmel College R-12. We have begun the process of applying to council to construct new classrooms and facilities for the Primary Campus. Temporary classrooms will be used in 2023 to accommodate some students as we will not be having any composite classes in 2023.

Another building project we have submitted to council is to enclose the Carmelite Courts and provide airconditioning for the area. This will provide a better space for learning and a better space to gather all students for Assemblies, Masses and liturgies, as well as its regular use at lunchtimes and for PE lessons.

Thanks

I acknowledge and thank the various Student Leaders from across the College and I especially thank our College Captains Amina Kadrija and Ryan Le, who have been wonderful 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

Some staff are leaving our community at the end of this year.

Shane Gubbin has decided to retire from his role as Manager of Western Technical College at the end of this year. We do hope to see Shane around in 2023 as his expertise is invaluable. The school community, industry and many students from the northwest of Adelaide and beyond, owe Shane a huge debt of gratitude for what he has achieved, including the long-term job opportunities he has enabled for so many students. We thank Shane for his leadership, expertise and vision.

At the start of 2023 we will welcome Mount Carmel College old scholar Steven Hicks to the role of Director of Western Technical College.

At the end of this year we will also farewell and thank the following staff for their contributions to our R-12 College community.

From the Primary Campus we farewell and thank Mr Dan Papuc, Mr Ross Habib, Ms Teresa Martelli, Mrs Kaila Jones, Ms Charlelie Kalz and Mr Thomas Theodoulou.

From the Secondary Campus we farewell and thank Mrs Sam Newstead, Ms Caitlin Batty, Mr James Meissner and Mr Andy Pham.

2022 has been a year of challenges, with stay-at-home requirements for those with COVID, and earlier in the year 14 days at home even for close contacts. This in turn has presented staff challenges, with a national-wide shortage of teachers. Our staff remained very dedicated to their vocation, even in the trying times.

Well done to everyone in our community in this historic year as we forged the new Mount Carmel College R-12, a College of 3 campuses.

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	70	
Year 1	37	
Year 2	59	
Year 3	39	
Year 4	50	
Year 5	44	1
Year 6	58	
Year 7	143	1
Year 8	137	1
Year 9	132	
Year 10	105	5
Year 11	98	2
Year 12	60	
TOTAL	1,032	10

Non-funded = full-fee paying, exchange etc

Percentage of Indigenous Enrolments

In 2021 the College included 31 students who identified themselves of Aboriginal and/or Torres Strait Islander heritage, representing 3% of the total school population.

Students with Disabilities

In 2022 the College identified 194 students with a disability in Years 7-12 and 138 students in Reception to Year 6, under NCCD as supplementary, substantial or extensive, representing 32% of the total school population.

Teaching Staff Numbers

Teaching staff numbers were 88, being a full time equivalent of 77.1

Non-Teaching Staff Numbers

Non-teaching staff numbers were 44, being a full time equivalent of 31.1

Teacher Qualifications

Advanced Diploma/Diploma	23
Bachelor Degree	107
Graduate Diploma/Graduate Certificate	24
Master Degree	25

Student Attendance

Year Level	Percentage
Reception	90.0%
Year 1	87.7%
Year 2	88.9%
Year 3	87.2%
Year 4	88.3%
Year 5	84.3%
Year 6	85.4%
Year 7	84.2%
Year 8	81.2%
Year 9	80.8%
Year 10	80.0%
Year 11	80.0%
Year 12	79.06

COVID-19 affected comparative attendance data as remote learning and at home learning occurred in 2022.

Procedures followed when a student is absent:

- SMS message sent to parent's mobile
- Note from parent obtained upon student return
- Parents alerted to absences via SMS and/or phone calls
- Follow up by Coordinators involving parental interview
- Long term truancy reports made as legislated.

NAPLAN Results

Students engaged and performed well in the NAPLAN tests. The following figures indicate the percentages of students who are at, or above, the national minimum standards in each of the assessment categories:

	Year 3	Year 5	Year 7	Year 9
Reading	100%	100%	97%	90%
Writing	97%	91%	92%	85%
Spelling	91%	98%	95%	93%
Grammar and Punctuation	94%	100%	95%	92%
Numeracy	97%	97%	98%	98%

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
- Jennifer Ho is Dux for 2022 with an ATAR of 94.9 (96.60 adjusted ATAR)
- 3 Merits (English, 2 x Research Project A)
- 17 / 60 students with an ATAR of 80 or more (28.3%)
- Highest median ATAR for all years of our records
- 23.9% of all grades were A grades (16.4% of Ms, 31.0% of Fs) (in 2017 it was below 10% A grades)
- 99.4% 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

- 73.3% of the Year 12 cohort applied for a university course
- 91% of those who applied for university have received an offer in the first round. Of those offered a place, 75% 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 86 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 for the second semester of the year which have been invaluable in allowing students to be introduced to courses before they commit to VET courses in senior years.

School Income

In 2022, the College income included:

Australian Government Funding	\$9,261,168
State government funding	\$2,586,487
Fee Collection	\$2,031,996
Other	\$ 138,464

School Improvement

COVID-19 made 2022 a challenging year again.

During 2022, 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 2022 School Improvement Plan included:

- Successful unification of OLMC and Mount Carmel College to become Mount Carmel College R-12 from the start of 2022.
- at least one ecological initiative implemented this year from the Ecological Conversion Action Plan
- Continued implementation of the new Crossways program
- All secondary teachers to be involved with Curtin University CCQ student surveys
- 100% SACE completion achieved for this year
- Percentage of grades in A band exceeds competitor schools for this year
- NCCD data continue to be rigorously collected, analysed and used to develop personalised plans for Learning for each student identified
- Refine procedures established re classifying, storage and summaries of sensitive/confidential info eg psych reports
- Engagement with the Lynn Sharratt Clarity Learning Suite
- Establish consistent, robust processes across all 3 campuses
- Use of SEQTA for student reports in the primary years

- Masterplan developed for MCC sites
- Successful completion of \$5.6 million extension of the Western Technical College and conduct new courses utilising the new resources

Progress towards 2021 goals

Mount Carmel College R-12 began successful operation from the start of the 2022 school year

NCCD data stored in new system in SEQTA

MCC master plan drafted, consulted.

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 2022 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.