

2024 Annual School Performance Report

Principal's report to the Board AGM

2024 – Another Year of Growth

This year we have continued to grow as a College – in terms of enrolment numbers, facilities and opportunities for students.

We do not want to become a super school in terms of size but we continue to strive to be a school of excellence. After another full year of opportunity and activities, we have so much for which to be grateful.

The magnificent Carmelite Centre was completed in September this year after 12 months of detours and ever-changing routes to transverse the campus. Our students and staff were excellent in coping with the limitations of space temporarily resulting from the construction of this Centre and it has been worth the wait. This is a wonderful centre for our whole R-12 community where we will conduct PE lessons, Secondary Campus Assemblies, masses and liturgies, as well as a great space for students at recess and lunch. We celebrated the Primary End of Year Concert in the Carmelite Centre as well as our important recognition of outstanding student achievement at our Presentation Evening.

Our Primary Campus continues its laser focus on improving each student's level of literacy and numeracy, as these are the foundations for not just academic success but also to thrive in the wider community.

All of our R-12 teachers have continued their professional development this year in the Berry Street Education Model, which equips staff with practical ideas and strategies to increase the engagement of all students. Practical activities such as morning circle time and brain breaks are activities teachers use with particular year levels.

Our students' academic results continue to be praiseworthy, as we maintain our 100% SACE achievement in Year 12. Our NAPLAN results continue to show growth and improvement.

Camps and the Year 12 overnight Retreat are highlights for students and this year we introduced a one night Year 5 Camp to better prepare students for the two night Year 6 Camp. The Year 7, 9 and 10 camps again proved very popular with students.

Beyond Academia

Our students of Italian spent two and a half weeks in Italy practising their Italian. It is our first Study Tour overseas since Covid and it is so good that this amazing opportunity for students has resumed.

R-6

Primary Campus

17 Pennington Terrace, Pennington
Phone: 8447 0500

7-12

Secondary Campus

33 Newcastle Street, Rosewater
Phone: 8447 0500

Website: www.mcc.catholic.edu.au | Email: mcc@mcc.catholic.edu.au

**WESTERN
TECHNICAL
COLLEGE**

44 Russell Street, Rosewater
Phone: 8447 0560
Email: info@wtc.sa.edu.au
Website: www.wtc.sa.edu.au

We hosted Penola College this year in the annual Josephite Exchange and Wednesday afternoons provide the keen sports students with the opportunity to compete against other schools.

The Expressive Arts Concert “A Night at the Movies”, performed to local Catholic schools at matinee performances and then the final show for family and friends, was an outstanding success and a great showcase of the talented performers at the College. Soiree evenings also gave Music students from the primary and secondary campuses the opportunity to perform in front of an audience to gain confidence.

Our Pedal Prix students again enjoyed racing at the Bend Motorsport Park track, where professional V8 cars races occur. We also supplied and supported a vehicle for the local primary students to use for their race experience.

School celebrations such as Mary MacKillop Day, Harmony Day, R U Ok Day, as well as a number of other events including Sports Day, Open Day and the Intercultural Power Cup all provide students with a sense of community and belonging.

The Cyber Safety @ Home presentation was greatly appreciated by parents and it provided very practical tips on what parents can do at home to help protect their children in the cyber world.

On our Primary Campus, our VIP events have again proved very popular and are well attended by parents and grandparents. The Parents & Friends have been very active in supporting our primary campus life including Mother’s Day & Father’s Day stalls and a Gift Giving Tree amongst a number of their activities.

Western Technical College (WTC)

The Western Technical College, owned and run by Mount Carmel College, has continued to thrive and is headed for record enrolments next year. Under the expertise of Mr Steven Hicks, our Western Technical College is an outstanding centre of excellence for Vocational Education and Training.

Exciting Building Projects

Our Primary Campus building is progressing extremely well and is on target to be ready for the start of Term 3, 2025. The new two storey building will include general classrooms, a sensory space, staff facilities, a new canteen and an undercroft. The oval will also be completely re-built, with new soil, irrigation and lawn, as well as new surface under the trees that permits watering but keeps the dust away.

This year we have also done extensive renovations in the MacKillop building on our Primary Campus and it completes the conversion of all open space classrooms into individual classrooms.

Work has just started on our new Secondary Building to be built above the carpark on Miles Street. We are hoping this will be ready for the start of the 2026 school year.

Thanks

I acknowledge and thank the various Student Leaders from across the College and I especially thank Angela Shaju and Steven Ward, 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 Ms Danielle Olrich, and our Finance Committee, led by Mr Paul Roocke. The Board and Finance Committee have provided expert advice and guidance for our initiatives including our building projects, College policies and of course, sound financial management.

Staff news

Earlier this year we celebrated primary teacher Teresa Walczak's retirement after 44 years of teaching. We congratulated Fr Roman who celebrated 50 years as a priest on 1 May 2024.

We were saddened by the passing of Sr Catherine Clark, a Josephite nun, passed away peacefully Monday 22 April 2024.

Sr Catherine was a teacher, a Principal, Province Leader and Chair of the South Australian Commission for Catholic Schools. Catherine was an advocate for Catholic education, for justice and access, for equity and fairness. Sr Catherine Clark filled in the role of Principal of Mount Carmel College while Sr Josephine Dubiel was on leave.

We wish the following secondary staff well as they move on to other roles next year: Karina Carabelas, Sophie Economos, Jed Lovelock, Nicola Stewart and Emma Westwood.

On our primary campus we thank the following for their service as they move to new roles next year: Michaela Gauci, Mya Giancaspro, Pat Nicou, Mirachel Rabusic, Jane Stephens and Luke Teakle.

At the end of this year we will be farewelling three Secondary Campus staff members who are retiring. Firstly, we congratulate Mrs Angela Coleman who first began teaching in May 2005 at Mount Carmel College. Angela has been an excellent teacher and also a very valued student counsellor. We wish Angela all the best in retirement.

Our second retiree is Mrs Marianne Shaw, our Assistant Principal Religious Identity and Mission (APRIM). Marianne has been a member of the Mount Carmel College community since the beginning of the 2014 school year. In addition to the curriculum responsibilities of the teaching of Religious Education and making it relevant for our students, Marianne has devoted a lot of time and expertise to the annual retreat days for each year level, the Year 12 overnight Retreat program and the whole Secondary Campus liturgies such as Holy Week, to ensure they are true to our Catholic faith and history but connected to the modern world. We thank Marianne for her dedication service to the Catholic Identity and Mission of Mount Carmel College and we wish her all the best in retirement.

Our third retiree is Mrs Karma Agostinetti. Karma has been an outstanding teacher and leader in her amazing career at Mount Carmel College, spanning 39 years with us. Karma has fulfilled many roles including Year Level Coordinator, Learning Area Coordinator and Librarian but it has been in her most

recent role as Director of Inclusion that Karma has made such an enormous difference to so many students. Karma is an expert in the field of inclusion and the provision of fairness and equity in the education opportunities for all students, and especially for those with a disability. We will miss Karma so much but know that your work has had such an enormous impact on so many students. Thank you.

Congratulations to all of our students and staff on a wonderful 2024.

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	79	1
Year 1	75	2
Year 2	48	
Year 3	45	1
Year 4	65	2
Year 5	40	1
Year 6	61	2
Year 7	154	
Year 8	139	
Year 9	127	1
Year 10	126	3
Year 11	121	6
Year 12	89	
TOTAL	1159	19

Non-funded = full-fee paying, exchange etc

Percentage of Indigenous Enrolments

The student count included 31 students who identified themselves of Aboriginal and/or Torres Strait Islander heritage, representing 2.7% of the total school population.

Students with Disabilities

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

- 205 students in Year 7-12
- 97 students in Reception to Year 6
- These students represent 26% of the total school population

Teaching Staff Numbers

Teaching staff numbers were 89, being a full time equivalent of 79.4

Non-Teaching Staff Numbers

Non-teaching staff numbers were 44, being a full time equivalent of 32.2

Teacher Qualifications

Advanced Diploma/Diploma	19
Bachelor Degree	115
Graduate Diploma/Graduate Certificate	25
Master Degree	34
Doctoral Degree	1

Student Attendance

Year Level	Percentage
Reception	92%
Year 1	90%
Year 2	89%
Year 3	91%
Year 4	91%
Year 5	87%
Year 6	86%
Year 7	86%
Year 8	82%
Year 9	82%
Year 10	82%
Year 11	79%
Year 12	75%

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	Strong	Strong	Strong	Strong
Numeracy	Developing	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
- Astin Lu is Dux for 2024 with an (unadjusted) ATAR of 94.0
- 99% 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 55% of the Year 12 cohort applied for a university course
- 100% of those who applied for university have received an offer in the first round. Of those offered a place, just over 83% 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 95 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 2024, the College income included:

Australian Government Funding	\$17,033,495
State government funding	\$5,219,190
Fee Collection	\$3,009,942
Other	\$776,216

School Improvement

During 2024, 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 2024 School Improvement Plan included:

- Unification: develop student knowledge of House Patrons
- Every R-6 class involved in structured literacy and numeracy learning – explicit instruction
- Every teacher familiar with Australian Curriculum version 9
- PD for relevant teachers re Stage 2 Activating Identities and Futures (AIF)
- All teachers attend 2 days of Berry Street Education Model (BSEM) professional development
- Consolidate implementation of the Rite Journey program
- Finish Carmelite Centre building project. Commerce building of two storey Primary Building.
- Plan two storey Secondary Building

Progress towards 2023 goals

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

Three Building Projects in progress: Carmelite Centre, 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 2024 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.