



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



Mount Carmel School Yass

24 Dutton Street, Yass 2582

Phone: 02 6226 3357

Email: office.mtcarmel@cg.catholic.edu.au

Website: www.mtcarmel.nsw.edu.au

Principal

Mrs Gaye McManus

Section One: Message from Key Groups in our Community

Principal's Message

Our community at Mt Carmel School Yass believes its mission is to encourage each individual to achieve their personal best in a meeting place where Christ's teachings are learned and lived. In promoting the value of life-long learning, we provide a unique K - 6 educational environment which motivates and challenges each student to achieve their best within a Catholic context. We educate the whole child – intellectually, spiritually, physically, socially and emotionally. A strong academic program is provided which includes Religious Education. This is supported by a safe and caring family oriented community with teaching and support staff who are professional, dedicated educators. The Mt Carmel community is a family of families who are resilient, hope filled and firmly focused on the teachings of Christ.

Parent Body Message

The School Board has met twice each term and worked together to approve and manage policies and budgets, and to ensure budget targets such as fee collection and spending remain within guidelines. The most significant outcome for Mt Carmel in 2015 has been the amalgamation of the Parents and Friends' Association and the School Board to become one body named the Mt Carmel School Community Council. As a school community, we continue to support the work of St Augustine's Parish through and the Bobanaro School in Timor Leste. I would like to thank the Mt Carmel Staff, Community Council members and all parent volunteers for the great contribution they make to the success of our school.

Community Council Chair

Student Body Message

We think the school is really good. The relationship between the students and teachers at Mt Carmel is very special. Students and teachers share a trusting relationship with each other which helps us in our learning. The highlight at Mt Carmel is the friendships across all year levels. It is very strong and we really enjoy the company and support of each other.

2015 School Captains

Section Two: School Features

Mount Carmel School is a Catholic systemic Co-educational School located in Yass.

The school caters for students in Kindergarten – Year 6.

Our mission statement states that *"Our community at Mt Carmel School Yass believes its mission is to encourage each individual to achieve their personal best in a meeting place where Christ's teachings are learned and lived. Our school motto "Age Quod Agis - do well what you do" invites all members of our school community to reach their full potential by giving their personal best.*

The Mission of the Mt Carmel School Community, is reflected in the following vision:

- We believe that as a Catholic country school, we provide a unique environment where a sense of family spirit is nurtured through the collaboration of students, teachers, parents, St Augustine's Parish and the wider community. We believe Mt Carmel is a community where each person is welcomed and encouraged to be involved.
- We believe that the focus of our school is seeing Christ in each individual and encouraging them to see Christ in others.
- We believe in effective learning pedagogies that meet the needs of individual abilities and differences.
- We believe truth, understanding and justice to be the foundations of the way we act.
- We believe that families and school together share the responsibility for children's education. We expect that each student comes to us with a positive attitude and accepts responsibility for his or her learning.
- We believe in creating a happy, caring and just environment.

Mt Carmel School was founded by the Sisters of Mercy and their example, of showing and sharing kindness, proudly continues in an environment where Christ's teachings are learned and lived. Mt Carmel School has been home to Catholic education in the Yass Valley for over 170 years. Set amongst magnificent heritage buildings, Mt Carmel is proud of its Mercy ethos and its Catholic values which are embodied in the school's Mission Statement.

Mt Carmel offers extra-curricular programs such as Premier's Reading Challenge, Public Speaking, Music, Art, Dance and Drama (MADD) evening, instrumental music tuition including piano, voice, flute, violin, guitar, drums and keyboard, representative sporting opportunities, School Discos, Year 5 and 6 Camp, and a Walkathon. Students participated in the ICAS competitions prepared by the University of New South Wales and the da Vinci Decathlon. School celebrations included Shrove Tuesday Pancakes, St Patrick's Day, Reconciliation Week, Roald Dahl Day, Book Week Parade, Mt Carmel Day Mass and Activities, Christmas Concert, Year 6 Farewell Assembly, Year 6 Graduation Mass and Presentation Evening.

Through their hardworking efforts, the Parents and Friends Association (P&F) and School Board combined in 2015 to become one Community Council.

The school's website can be found at www.mtcarmel.nsw.edu.au

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

Treasures New and Old Religious Education is the foundational element of Mt Carmel School. As part of the curriculum, it allows students at Mt Carmel School to study topics that are both challenging and formative within the Christian religious tradition. The Archdiocesan Religious Education curriculum provides outcomes that are linked to all Key Learning Areas thus providing a sense of the sacred in all subjects. The K - 6 school community gathers each day for prayer as well as having class-based prayer opportunities. Parish based, family centred and school supported sacramental programs prepare our children for receiving the Sacraments of Reconciliation, Eucharist and Confirmation. Special prayer services led by particular classes are prepared to recognise Ash Wednesday, Holy Week, Easter, ANZAC Day, Mothers Day, National Sorry Day, NAIDOC Week, the Feast of St Mary of the Cross MacKillop Fathers Day, All Saints, Remembrance Day, Feast of Christ the King and Advent.

School Masses are celebrated each term:

Term 1 - Opening School Mass

Term 2 - Feast of our Lady Help of Christians

Term 3 - Feast of Our Lady of Mt Carmel

Term 4 - Year 6 Graduation Mass.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
163	156	5	319

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.17%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	94%
Year 2	92%
Year 3	93%
Year 4	93%
Year 5	94%
Year 6	92%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
22	8	30

* This number includes 18 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

Professional Learning

All staff attended professional learning throughout the year. These activities are designed to develop the skills and understandings of staff in order to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences. The school held five whole staff days in 2015. The content of these days was as follows:

- Code of Conduct and Legal Responsibilities
- First Aid Training
- NAPLAN Data Analysis
- Planning and Programming Assessment
- Numeracy: teachers sharing mathematics strategies
- Interactive Whiteboard Training
- Kids Matter

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	74%	48%	2%	11%
	Writing	72%	47%	2%	7%
	Spelling	63%	41%	2%	15%
	Grammar and Punctuation	77%	52%	9%	11%
	Numeracy	48%	34%	7%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	38%	34%	20%	18%
	Writing	18%	19%	20%	18%
	Spelling	30%	33%	20%	15%
	Grammar and Punctuation	25%	36%	22%	17%
	Numeracy	21%	28%	10%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

Key improvements achieved for 2015 included:

- effectively tracking and monitoring student performance in Literacy and Numeracy
- a school-wide focus on teaching Numeracy that continued the Numeracy Intervention Program involving one-on-one assistance for students experiencing difficulty and the explicit teaching of problem solving strategies in Mathematics
- strategies to encourage students to be motivated, persistent and proficient writers
- planning for rich learning and assessment tasks using the Understanding by Design model
- the implementation of the NSW Australian Curriculum in History and Science and Technology
- beginning the implementation of the Kids Matters program

Priority Key Improvements for 2016

Our key improvement priorities for 2016 include:

- continuing to effectively track and monitor student performance in Literacy and Numeracy
- a school-wide focus on teaching Numeracy which embeds the threshold concepts in Mathematics
- continuing to develop strategies to encourage students to be motivated, persistent and proficient writers
- continuing to design rich learning and assessment tasks using the Understanding by Design model
- implementing the NSW Australian Curriculum in Geography
- consolidating Kids Matter within the school
- encouraging student participation in the Creative and Performing Arts through offering Band, Choir and school musical production opportunities

Section Eight: School Policies

Student Welfare Policy

The principles of Restorative Justice are embedded in the school's Pastoral Care and Student Wellbeing Policy. These principles include: acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships as well as learning and growing from the experience. Staff, students and parents are supportive of the need to provide a safe and caring learning environment. The Policy acknowledges teacher and student rights and responsibilities and is based on Christ's teachings of love for self and others. The school has implemented the School Wide Positive Behaviours Strategy which focuses everyone in the community being respectful and responsible learners. Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained.

The school follows the Catholic Education Policy as listed on the CE website.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents were very appreciative of the commitment and enthusiasm of teachers and support staff, and the stimulating and challenging educational environment provided by the school. Staff are approachable and the staff at the school listened to the concerns of parents. Parents agreed the school has high standards of student behaviour, the student management policy is fair and the school has a safe environment. Parents indicated the school is meeting the social needs of their child and that sufficient challenges are provided in music and sport. Overall, parents are satisfied with the education of their child at Mt Carmel School.

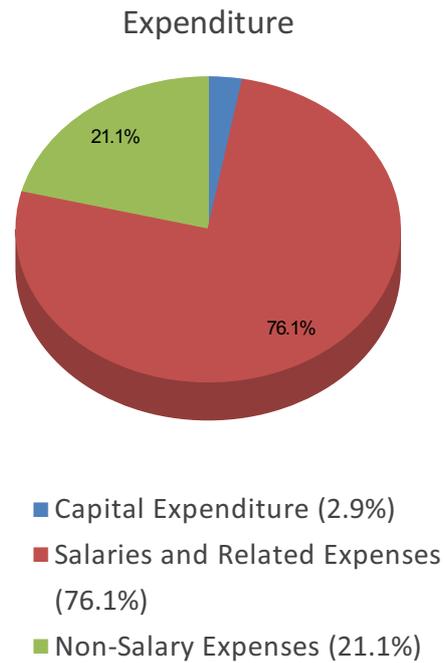
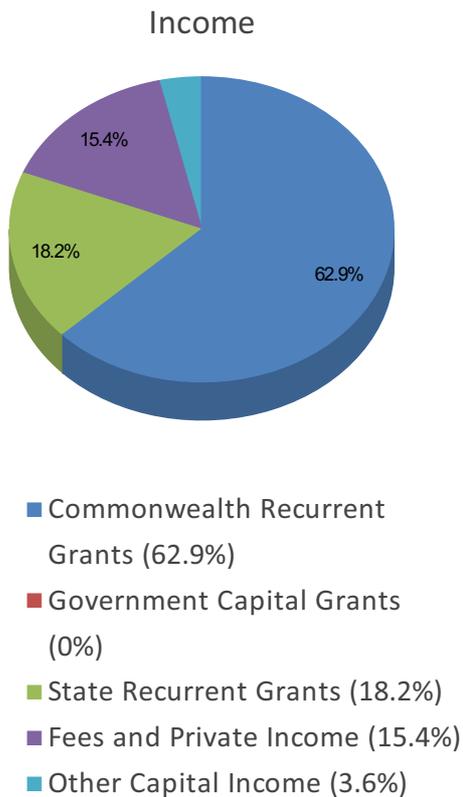
Student Satisfaction

Every student who responded to the satisfaction survey indicated their teacher cared about them and that their teachers expected them to try their hardest. Students appreciated teachers helping them with their work and expecting them to try hard in their thinking. The students also indicated they felt safe and that the school expected students to act respectfully and responsibly.

Teacher Satisfaction

Teachers welcomed and were very appreciative of the significant support and recognition from their colleagues who set good examples for the students. All teachers felt leadership staff review performance professionally and are open and understanding. All teachers are committed to the school and feel their role is important in the school. Teacher satisfaction is positive with all agreeing the school has clear goals and expectations and communication is effective. Most teachers feel they have opportunities for professional development. Overwhelmingly, teachers agreed that Mt Carmel School encourages a climate conducive to learning.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,315,848
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$669,623
Fees and Private Income ⁴	\$567,127
Other Capital Income ⁵	\$132,012
Total Income	\$3,684,610

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$107,760
Salaries and Related Expenses ⁷	\$2,850,018
Non-Salary Expenses ⁸	\$789,436
Total Expenditure	\$3,747,214

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.