



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



Mount Carmel School Yass

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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 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, caring and 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 Community Council meets twice a term and works together to approve and manage policy and budget, and to ensure budget targets such as fee collection and spending remain within guidelines. The most significant outcomes in 2016 has been the establishment of a uniform shop within the school campus, the construction of playground equipment for the primary students and the establishment of a weekly playgroup for families with babies, toddlers and pre-schoolers. As a school community we support the work of St Augustine's Parish 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 in making our school successful.

Student Body Message

We think Mt Carmel School is a friendly place for all children. The relationship between the students and teachers at Mt Carmel is a friendly and loving one. 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. We really enjoy working together in the classroom, meeting students new to our school and being friends outside of school. We love participating in sport and school activities and especially enjoy the carnivals with other schools.

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 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.

Students have the opportunity to join the following clubs: Chess, Art, Japanese, Ukelele, Choir and Band.

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, St Patrick's Day, 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 and Advent.

Students participate daily in Christian meditation.

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 2016:

Girls	Boys	LBOTE*	Total Students
158	151	7	309

* 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 2016 was 93.04%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	93%
Year 2	94%
Year 3	94%
Year 4	93%
Year 5	93%
Year 6	91%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
20	8	28

* This number includes 16 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 2016. The content of these days was as follows:

Code of Conduct and Legal Responsibilities

CPR Training

NAPLAN Data Analysis

Threshold Concepts of Mathematics

Inquiry Learning in Mathematics

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	53%	49%	0%	11%
	Writing	43%	49%	5%	6%
	Spelling	43%	46%	8%	12%
	Grammar and Punctuation	43%	52%	5%	10%
	Numeracy	36%	36%	14%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	50%	35%	17%	15%
	Writing	3%	17%	19%	18%
	Spelling	25%	30%	8%	18%
	Grammar and Punctuation	28%	36%	14%	15%
	Numeracy	17%	29%	11%	17%

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 2016

Key improvements achieved for 2016 included:

- continuing to effectively track and monitor student performance in Literacy and Numeracy
- a school-wide focus on teaching Numeracy, which embeds the threshold concepts of Number
- 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

Priority Key Improvements for 2017

Our key improvement priorities for 2017 include:

- Improving student achievement in reading and writing
- Implementing inquiry based learning in English and Mathematics
- Embedding the threshold concepts of Number
- Improving student achievement in numeracy by focusing on strategies to solve mathematical word problems
- Engaging parents in student learning
- Embedding effective communication practices
- Implementing a classroom that reflects high expectations where all students will learn successfully
- Implementing strategies to support student and staff wellbeing

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 on 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

This parent satisfaction survey at Mt Carmel School YASS K-6 was undertaken in August 2016. An invitation containing a link to the on-line survey instrument was sent to all parents. 114 of the 242 parents completed the survey (47% completion rate). Parents agreed or strongly agreed with the following statements:

- This is a good Catholic school
- My child is happy going to this school
- The school is a safe place for my child
- The staff take an interest in my child
- My child's/children's teachers and other staff make me feel welcome
- I know what is happening at the school and coming events
- I can make contact with my child's teacher or other staff easily
- The school Principal and other leaders in the school are approachable
- The school Principal and other leaders in the school are committed to the best possible education for my child
- My child's teacher is approachable
- Parent teacher conferences are helpful at this school
- The school has high expectations of student engagement and behaviour

Student Satisfaction

This student satisfaction survey at Mt Carmel School YASS K-6 was undertaken in August 2016. An invitation containing a link to the on-line survey instrument was sent to all students in Year 4 to 6. 57 of the 113 students completed the survey (50% completion rate). Students agreed or strongly agreed with the following statements:

- I am getting a good Catholic education at this school
- I like being at this school
- I feel safe at this school
- The school encourages me to be a good community member
- The school celebrates student achievement
- I use technology at this school to help me learn
- This school gives me opportunities to do interesting activities
- My teachers try to make lessons interesting
- My teachers tell us what we are learning and why
- My teachers care about me
- My learning is improving at this school
- I recommend this school to others

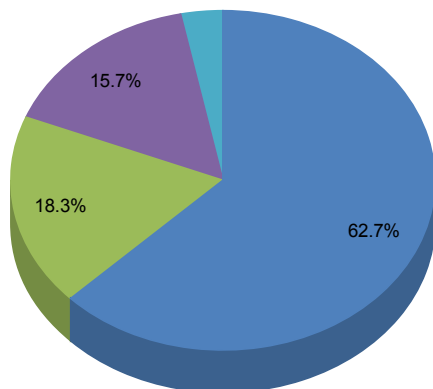
Teacher Satisfaction

This staff satisfaction survey at Mt Carmel School YASS K-6 was undertaken in August 2016. An invitation containing a link to the on-line survey instrument was sent to all staff. 22 of the 29 staff completed the survey (76% completion rate). Teachers agreed or strongly agreed with the following statements:

- This school is a good place to work
- I get a lot of satisfaction from working in this school
- I believe my work at this school is important
- I believe my work makes a difference to our students
- This is a good Catholic school
- Prayer is important at this school
- This school is a well-organised place in which to work
- My work in the school is appreciated by my Principal

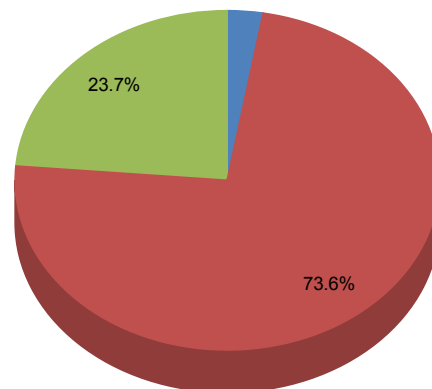
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (62.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.3%)
- Fees and Private Income (15.7%)
- Other Capital Income (3.2%)

Expenditure



- Capital Expenditure (2.7%)
- Salaries and Related Expenses (73.6%)
- Non-Salary Expenses (23.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,367,444
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$691,382
Fees and Private Income ⁴	\$593,758
Other Capital Income ⁵	\$120,722
Total Income	\$3,773,306

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$102,557
Salaries and Related Expenses ⁷	\$2,779,494
Non-Salary Expenses ⁸	\$893,268
Total Expenditure	\$3,775,319

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.