

Mount Carmel College

2018 Annual Community Report



Mount Carmel College

Sandy Bay, Hobart

REGISTERED SCHOOL NUMBER: 312

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Opening Message

Mount Carmel Primary School was founded in 1942 by the Sisters of Charity in View Street, Hobart. In 1947, it relocated to its current site, merging in 1957 with St. Joseph's College, (founded in 1847), to become Mount Carmel College as a Kindergarten to Year 12 school in the Catholic tradition. Today, in what has been reshaped as a K-10 College offering a vibrant learning community, we are committed to the development of the whole person: spiritual, academic, social-emotional and physical. At Mount Carmel College we strive to ensure that our students are nurtured, challenged and cared for. Individuals are encouraged to develop their potential, live their faith and contribute to shaping a socially just society with courage, confidence and integrity. Our goal, working in partnership with parents, is to support our students' educational journey, inspiring them to flourish, to celebrate their many talents and to become advocates of peace and justice.

Generations of young people have had their lives, values and characters shaped through their experience of participating in the life of the College community. We work actively to continue the Charity ethos and traditions in the 21st Century through our commitment to first class learning programs, quality pastoral care, religious education and social justice programs which inspire our students to grow in independence. The students who attend this College inherit the rich tradition of the Church and the legacy of the Sisters of Charity. Our goal is that they learn to actively participate in shaping their world.

Situated in Sandy Bay, Hobart, Mount Carmel's beautiful setting and outstanding facilities provide an inspiring environment for all students. The College enrolls boys and girls from Kindergarten to Grade 2. Our girls' only environment from Grade 3 to Year 10 supports girls to take intellectual risks and to focus on excellence in achievement. The size of our College- approximately 570 students- is a significant factor in its success. It is just the right size to enable a strong sense of belonging. We understand that girls will thrive in a learning environment where they are known, valued and affirmed.

What makes our College unique is our community of people, our dedication to excellence and our focus on student wellbeing. Our College's commitment to "nurture, challenge and care" is seen in action every single day. Working in close relationship with our families, we enable each student to develop the skills for life-long learning: creative and flexible thinking, resilience, empathy, generosity of spirit and an understanding of their spirituality. Our students are encouraged to identify and pursue academic excellence and to actively partake in sporting endeavours, cultural pursuits and social justice initiatives. Our commitment as educators is to walk with our students on their learning and faith journey, encouraging the students in our care to achieve their full potential. We are constantly challenged to consider new ways to improve our practice in the pursuit of excellence.

The annual report for 2018 provides a comprehensive overview of the College for parents, students and the wider community. It provides evidence of another successful year at Mount Carmel College, during which growth has occurred in all dimensions of College life. Enrolment numbers have stabilised and the College continues to offer a wide variety of opportunities to our students. We are extremely proud of the College's comprehensive curriculum, excellent facilities and resources, learning support programs, dedicated teaching and support staff, co-curricular activities, pastoral care structures and social justice initiatives. As a community we are committed to ensuring that our students experience a faith-filled education where their talents and efforts are acknowledged, where they are supported to achieve excellence and where they are nurtured to flourish as individuals. The success of the College is due to the hard work and dedication of many people - staff, families, students, and community members - all of whom give life to our mission as a Catholic school in the Charity tradition. It has been characterised by a strengthening of spirituality and of the learning culture in the College.

Tradition and Charism: The Context of the College

The Sisters of Charity have been active in education in Tasmania since 1847. Their mission, as espoused by the founder of the Order, Mary Aikenhead, was to break the poverty cycle through education and to provide opportunities for all. Mount Carmel College was the result of a merger of two schools: St. Joseph's College, founded in 1847, and Mount Carmel Primary School, founded in 1942. Both schools were run by the Sisters of Charity.

The Sisters of Charity were the first group of Women Religious to come to Australia in 1838 and to Tasmania in 1847. They established St. Joseph's School in Harrington Street, before moving the school to the corner of Molle and Macquarie Streets in 1922. "Little Mount Carmel" began in a house in View Street, Sandy Bay, and transferred to "Lauramont" on its present site overlooking the Derwent River, in 1947. The two schools merged in 1957 to form the present day Mount Carmel College.

The founders' commitment, from the beginning, was to improve educational opportunities, especially for young women, equipping them with skills to make a positive contribution to society. We remain true to this focus today at the College, and strive to provide an education steeped in Gospel values which fosters creative thinkers, confident problem solvers and independent learners. At Mount Carmel College, we celebrate and give witness to the Gospel values of justice, freedom and service. This provides a foundation upon which a faith community of compassion, understanding and tolerance is established and nurtured.

Our College motto is *Fortes in Fide* (strong in faith), and this epitomises our educational approach. We strive to inspire students to know, understand and live out the gospel values as an expression of faith in our world. Through our curriculum, in particular our Religious Education program, knowledge of the Catholic religious tradition and the charism of the Sisters of Charity is taught to all. Outreach programs are designed to allow students to form relationships with the marginalised and stand in solidarity with God's people from all walks of life, a hallmark of continuing the legacy of the Sisters of Charity.

Mount Carmel College is an Archdiocesan school with governance invested in the Trust Corporation of the Archdiocese, the Mount Carmel College Governing Council and the Mount Carmel College Board, which performs a significant advisory role to the Principal.

The College aims to inspire students to know, understand and live out Catholic Christianity as an expression of faith in our modern world. Complementary to and supporting the curriculum, are many and varied opportunities for the expression of faith – both on an individual basis and within communal gatherings. Our College celebrates its Christian faith through classroom prayer, weekly prayer services, class masses, liturgies based around seasonal events in the Catholic Church and significant events in our school year. Gathering as a whole school for the celebration of the Eucharist is a vital part of our Catholic story and our spiritual journey. As a Catholic school, we have a unique role in the evangelising and educating mission of the Church.

Mount Carmel College is a dynamic, faith filled community and has engaged in numerous opportunities in 2018 to nurture the spiritual and faith life of its community members. Students at Mount Carmel College have the opportunity to nurture their own faith through participation in: Beginning of the Year Commissioning Mass; Ash Wednesday Liturgy; Easter Liturgy; Mount Carmel Day mass; All Saints Day Mass and the Christmas liturgy. All secondary students participated in annual Reflection Days, facilitated by College staff.

Our Beginning of Year Mass, led by Father Brian Nichols in the Cahill Centre, was a beautiful and fitting way to start the school year. Students continued to participate wholeheartedly in liturgies at focal points throughout the liturgical year. Ash Wednesday marked the beginning of the Lenten season and this was marked by a prayer gathering and the distribution of ashes. The Lenten focus provided us with an opportunity to reflect on the liturgical season as a time when we strengthen our relationship with God. During the year, all classes from Kinder to Year 10 attended Holy Spirit Church in Sandy Bay on separate occasions to celebrate mass with Father Brian Nichols and the parishioners. Whilst not all of our students are of the Catholic faith, we believe it is

important that they are exposed to the traditions of the Church and the meaning behind the ceremonies and liturgies that take place.

Our staff spirituality day in Term Three was led by Rev Dr Richard Leonard SJ, the Director of the Australian Catholic Office for Film and Broadcasting. Fr Richard Leonard is a Jesuit priest, an author, educator and critic of our modern culture. In his time with us, Fr Richard explored a variety of issues including the influences of media on children (including social media), how might parents respond to those influences and how might schools respond to those influences. It was an insightful day that received positive feedback from staff members.

Vision

In a vibrant Catholic community, we:

- Foster the development of the whole person;
- Engender a knowledge and love of life, humanity and God's creation;
- Inspire our students to be advocates of peace and justice and of service to others.

Mission

With Christ as our guiding light and in the spirit of the Sisters of Charity, we strive to challenge individuals to develop their potential, live their faith and contribute to shaping a socially just society with courage, confidence and integrity.

- We Nurture
- We Challenge
- We Care

Strategic Goals

Catholic Culture and Ethos (Archbishop's Charter)

Ensure Christ's teachings and the Gospel messages permeate the life of the College and community which give witness to the evangelising mission of the Catholic Church

Learning Community (Strategic Plan)

Embed transformational education

Wellbeing (Strategic Plan)

Continue and extend programs and opportunities to foster resilience, personal identity, respect and self-worth of students and staff.

Pastoral Care at Mount Carmel College

Pastoral care at Mount Carmel College involves catering for the physical, intellectual, spiritual and social wellbeing of each student. It is a responsibility shared by the staff, students and families. It is about building relationships, creating a sense of community and facilitating an environment where our students feel a sense of belonging. Pastoral care is embedded in every facet of College life and is an integral component of all educational activities.

Every member of the College community is encouraged to commit to:

- The Catholic ethos of the College
- The charism of the Sisters of Charity
- The Creed of Rights and Responsibilities
- College expectations and procedures

Staff and parents are encouraged to help students:

- Give witness to the message of the Gospel
- Affirm the essential goodness of each individual
- Respect the dignity of the human person through consideration and courtesy
- Develop a sense of responsibility for actions and their consequences
- Develop the capacity to affirm and build relationships, and to restore when harmed
- Develop reflective practices in relation to behaviour
- Trust in and commit to fair process

The College's pastoral care initiatives include the Kinder to Year 6 Class Teacher groups and Year 7 to 10 Clan groups. Class Teachers/Clan groups have a vital role in getting to know each individual in their care, fostering a sense of belonging and connectedness, encouraging positive behaviours and being alert to difficulties that the students may be experiencing. The Class Teachers/Clan group is that person 'at the coal face' so often most closely connected to the daily life of the student and their role in the life of our students cannot be underestimated.

Positive Education

At Mount Carmel College we believe that the wellbeing of all students is paramount in allowing all our students to achieve both academic and personal success. It is important to understand that we need to provide the skill set for all our students from Kinder to Year 10 to be the very best they can be and to flourish. In other words, as a whole community we are trying to capture and capitalise on a learning environment that focuses on strengths, resilience, gratitude and how the brain works. Through the workings of positive psychology our students will 'become just not be'.

As a staff we believe that educating the whole student is paramount in achieving success both in and out of the classroom and every teacher aims to incorporate an area of positive education into their teaching. It can be seen in maths classes as a focus on different strategies to improve mind-set is used. Or in science where an exploration of the workings of the brain deepen a student's understanding of why they feel they way they feel. The ideas and practices of positive education are evident in curriculum areas that lend themselves to the humanities, as they focus on a myriad of character strengths related works. Finally, and not completely it is seen in any situation where a student might feel out of their comfort zone or attempt an activity they have not ever done through employing the concepts of the 'Power of Yet'. Staff are also afforded the opportunities to attend Professional Learning opportunities that they then feedback to other staff, regularly receive information through emails, staff portal and through meetings.

For parents' information has been supplied via *The View* and they are regularly reminded about access to SchoolTV on the College website, which is a fabulous resource that the College provides.

As a whole community it is important to recognise the importance of educating the whole rather than just the academic and with that in mind students will flourish.

A Restorative Practice Framework:

We believe that students, staff and parents must be well supported and treated with equity and justice. We understand that the most profound learning occurs when healthy relationships exist. Restorative Practice is a strategy that seeks to build, maintain and restore relationships that have been harmed. We expect that all members of our learning community act as witnesses to the gospel values of respect, justice and love for our neighbour. Restorative Practices will help build capacity to enable students to manage their behaviour and contribute to the improvement of learning outcomes. A Restorative Practice framework focuses attention on the quality of relationships within the entire College community. This presumes an acceptance of clear and reasonable expectations and an acknowledgement of personal accountability.

Trained to facilitate restorative conversations which help younger students resolve minor disputes, our Grade 6 Restorative Leaders made a vital contribution to the culture of Restorative Practice at Mount Carmel in 2018.

Curriculum and Teaching

Learning and Teaching remains the prime focus of activities at Mount Carmel College. We are committed to the provision of a quality, comprehensive, Catholic education and we deliberately seek to offer a broad range of learning experiences for all students at every stage of their schooling. We are committed to building a culture of continuous improvement and we strive to remain at the forefront of contemporary pedagogy and recent understandings of innovative learning and teaching.

In 2018 our focus with staff has been in the area of making learning visible and focussing on one of the key recommendations from the Gonski report: accelerate the development of contemporary pedagogy through the use of collaboration, mentoring, observation and feedback. Using the words of a member of the Gonski panel, Professor Dylan William who says, “every teacher needs to improve, not because they are not good enough, but because they can be even better.” Our focus has been on collaboration, fine tuning our teams and teamwork, and we have concentrated on learning from one another as we have engaged in professional walk throughs in each other’s classrooms.

This focus on everyday teaching practice will continue next year as we develop our work further with professional learning communities. Teachers working collaboratively supports individual student learning, and this is vitally important to us.

Our work in the area of providing opportunities for deeper learning has expanded right across the Middle and Senior Years. The integrated curriculum in Year 7 has seen Explore and Discover continue to develop and change in a way to engage our girls and to foster their love of learning. TIDE (Technology, Innovation, Design, Engineering) has developed further this year with a focus on sustainability and our connection with Asia. The Sophia Centre for Innovation has been widely used not only for TIDE, but also for STEM (Science, Technology, Engineering and Mathematics) projects which we have run across the Years 1 - 8 in conjunction with the University. Engineering students have worked with us across terms two and three designing STEM experiences and challenges for our girls. Our involvement in STEM was highlighted when we worked with staff from St Patrick’s College developing our rocket programme. Work in the Digital Technologies area has increased this year and we have seen this integrated in to a number of our core and elective subjects. This will extend next year, with the addition of a separate curriculum for Digital Technologies in Year 7 and 8; as well as continuing and expanding our integrated approach.

We have focussed on writing, creativity and engagement in the area of English, and we have worked with a number of authors who have come to our classes and worked with the girls on developing their writing techniques. This has challenged our girls to take more risks with their writing, to understanding the drafting process more fully, and to see the connection between speaking and writing. We were also fortunate to have a visiting Artist work this year with our students showcasing and developing different techniques. All it takes is for us to tap in to an interest, to light that spark and love of learning, and we have worked in different ways this year to provide this spark.

Many of our students have participated in a variety of competitions, extensions and experiences. A highlight for us this year was Jenna Stacey winning the 2018-2019 Frank Macdonald Memorial Prize. A history essay competition, open to all Year 9 students in Tasmanian schools, the Frank McDonald Memorial Prize has been established to honour Tasmania’s last World War 1 veteran, Frank MacDonald MM. Jenna will be part of a Study Tour of Belgium and France for approximately 10 nights, to visit landmarks of war time through structured tours.

Arts Festival, Tournament of Minds, Cultural & Languages Week, House Drama, Book Week, Science and Engineering challenges, da Vinci Challenge, STEM Challenges, Outdoor Education camps, Hospitality competitions, sporting challenge days, Geography competitions, History competition and ICAS testing are just some of the highlights of our year which have enabled our students to experience deeper learning and to showcase their work.

Kindergarten

Kindergarten is an integral part of our College community. The Kindergarten Program draws on valuable aspects of the Reggio Emilia philosophy, the Early Years Learning Framework and an inquiry-based approach. A child-centred program guides children in their thinking through hands on investigation and play-based learning, fostering the development of confidence, communication and social interaction skills. They are introduced to organized activities and routines and the freedom to develop their own identity. The learning opportunities provide the children to attempt and master independence, creativity and initiative, thereby fostering self-esteem and respect for self and others.

While operating in their own unique learning environment centre, the Kindergarten students also participated in a wide variety of Primary events such as liturgical celebrations, Primary Assemblies, Grandparents' morning, Learn to Swim, Early Years' Athletics Carnival as well as whole school celebrations.

At the conclusion of the year each child received a Portfolio which contained a collection of thoughts, images and work undertaken throughout the year. It is a wonderful reflection of the children's development over the course of the year.

Outside School Hours Care

Located in the Kindergarten Centre, the Outside School Hours Care program aims to provide a nurturing, supportive and challenging environment. It includes Before School Care (7:30am – 8:30am), After Kinder Care (2:45 – 6pm), After School Care (3:05 – 6pm) and Vacation Care.

The children have access to spacious open areas, quiet rooms, excellent educational and play resources, and a playground designed to meet the needs of the younger age group. In addition, there is also access to the O'Brien Resource Centre, Cahill Centre, computer labs, music rooms and the physical education spaces that service the whole school. The students were engaged with outside activities, puppet shows, and musical instruments. Highlights included tennis coaching and basketball clinics with volunteers from the Hobart Chargers.

During the Long Day Care Program the children planted and nurtured a herb garden, enjoyed cooking, dressing up, learning about insects and how we are all different. The children enjoyed participating in a number of community events including Science week and NAIDOC celebrations. Most importantly, parents played a central place in the program as we recognise the vital role that they play in children's development during the early years.

Launch into Learning

The Launch into Learning program commenced at the beginning of Term 3, running every Friday morning for parents and children (birth to 5 years). Facilitated by a team of Early Years specialists, the program was well supported. The program offered parents practical support and insight into play based learning, builds connections between families and young children and supports each child as he or she begin their educational learning journey. Play based learning experiences, exploration and story-telling were key features of each session with a focus on gross motor, fine motor and imaginative experiences. Activities included song and dance, story time, art, craft, drama and movement, outdoor play, bikes, ball games, themed sessions and water play activities.

Primary School

The Primary School at Mount Carmel College provides a nurturing, rich and diverse educational environment for the younger members of our learning community. Strong home links, a focus on individual learning styles and pastoral care combine to create a vibrant community of learners.

In 2018 the Primary School consisted of single stream classes from Kindergarten to Year 4, and a 4/5 multi-age class alongside another Year 5 class moving into a double Year 6 stream. The Year 6 students, whilst geographically removed are still a strong presence in the Primary area. The Year 5 and 6 students participated in a number of co-curricular activities including Primary Debating, Tournament of Minds and numerous representative sporting teams including the Swimming, Cross Country and Athletic Teams.

Supporting students' growth in personal faith and spirituality is integral to Mount Carmel College. In 2018 the Primary students engaged in meaningful discoveries in Religious Education classes, celebrated liturgies and participated in outreach activities which aim to espouse the Gospel values. Primary classes attended parish masses at Holy Spirit Church in an effort to strengthen ties with the wider community. Prayer continued to be a regular feature with fortnightly gatherings in the Cahill Resource Centre and a special prayer space formed in Providence House. Each class took turns to lead a Liturgy of the Word on a variety of foci and liturgical feasts. We gathered and celebrated through prayer and mime for Ash Wednesday, Palm Sunday, Stations of the Cross, The Resurrection, Feasts of St Mary MacKillop, Feast of the Assumption, Feast of All Saints / All Souls, Grandparents' and Friends' Day and the beginning of the Advent Season.

Communication with parents is crucial and welcomed at all times, enabling a partnership between parents, teachers and students to strive for the same goals for the child. The Information Evening at the commencement of the year provided a wonderful opportunity to outline learning intentions, routines and SEQTA Engage. Learning Conferences enabled teachers to discuss students' progress against the Achievement Standards and how they could move forward with their learning through shared practices between school and the home. In addition, the inclusion of Podcasts for Parents on the College website allowed parents to access rich discussion about current educational issues. Each podcast was based on an interview with a guest speaker who has in-depth knowledge about a topic.

Teachers plan and implement a comprehensive classroom learning program developed from the guidelines provided in the Australian Curriculum in the Learning Areas of Religious Education (Refresh Good News), English, Mathematics, Science, HASS, The Arts, and Health and Physical Education. Japanese is offered to students from Year 3. Teachers ensure all students are provided with multiple opportunities to demonstrate the Achievement Standards outlined within the Australian Curriculum in a range of contexts and topics. The development of literacy and numeracy skills is foundational to all learning. The articulation of learning intentions and success criteria, and timely, meaningful feedback were all key elements in making learning visible to the students. The Early Years students are able to access class sets of iPads to support learning across the curriculum. Year 3 to 6 students enjoy one-to-one iPads to support their learning across the curriculum. Collaborative Planning opportunities are built into teachers' weekly timetables to allow for opportunities to develop rich inquiry units, moderation and the ongoing review of data in order to move students forward with their learning.

An extensive excursion program in 2018 saw students enjoy numerous teaching and learning opportunities beyond the school gates. These included the Bonorong Wildlife Sanctuary, Tasmanian Parliament House, TMAG, The Botanical Gardens and touring Hobart on the double decker bus. The Year 4 students enjoyed the opportunity to visit Far South Wilderness Lodge whilst the Year 5 classes travelled to the Tasman Peninsula. Both camp experiences featured outdoor creation activities and provided opportunities for the students to develop practical skills of self-management, physical skills and social skills. The Year 6 travelled to Melbourne and Canberra, exploring China Town and the Immigration Museum, the Australian War Memorial, the

Australian Mint, the National Portrait Gallery, a night visit to the Botanical Gardens, the Australian Institute of Sport, the National Museum, High Court of Australia, Parliament House and the Ian Potter Foundation.

The Year 5 and 6 Primary Leaders facilitated a number of activities throughout the year with a significant focus on how we can reach out to others in the community. These activities included:

- Raising awareness of Project Compassion during Lent
- Raising awareness of October Mission month based on the message of “Socket to Poverty”
- Christmas Hampers
- Gratitude Walk to celebrate moments of gratitude during Term 1
- Lunch time activities every Friday
- Book Week lunch time activities
- Waste Free Wednesday

In doing so, the model of student leadership was one of service.

Throughout the year the students enjoyed a diverse array of teaching and learning opportunities outside of the classroom. Book Week celebrations including a parade of characters, was a fantastic opportunity for the students to cultivate their love of reading. The students thoroughly enjoyed participating MCC’s own Student Choice Award for Picture Book, Early Childhood and Information Book of the Year in response to the 2018 theme, *Find Your Treasure*. A highlight was visiting author Susanne Gervay and visiting performances including Terrapin Puppets, Brainstorm Productions and School Performance Tours.

Arts Evening, Grandparents’ and Family Friends’ Morning and Celebration Evening were wonderful opportunities to showcase The Arts. Collectively, these occasions allowed for the students to celebrate their diverse artistic endeavours, from dance, to music to media to visual arts. In 2018 students were provided with the opportunity to share their love of music at the Minute Marvels during lunch time. The string group, Fiddlesticks, directed by Sara Matthews, was well supported by a number of students from Year 3 to 6 students. The Year 6 students formed their own Pop Groups while the Year 3 students enjoyed showing casing their talents with the ukulele. A highlight for all students from Prep to Year 6 was attending the TSO concerts.

A diverse range of co- curricular opportunities complemented the curriculum. Our co-curricular program is fundamental to enabling students to identify and build upon their strengths, to learn more about themselves and others.

Four Primary Teams (Year 5 and 6 students) participated in the State Finals of Tournament of Minds. The day was the culmination of six weeks of very hard work and dedication by the students who worked tirelessly before school, lunch time, after school and during the weekend to complete in Language and Literature, Social Sciences or STEM. The College received honours (second place) in the Language and Literature, and Social Science divisions.

Year 5 and 6 students participated in the Inter-School Primary Debating Competition. It was a highly rewarding experience which enabled them to develop their public speaking skills and their ability to construct persuasive and convincing arguments. Each week the students, under the guidance and direction of their teachers, devoted considerable time and energy to researching, drafting and writing their speeches on a range of challenging and controversial topics.

A number of Primary students from Year 2 to Year 6 participated in the ICAS competitions for Digital Technologies, Science, English, Reading and Mathematics, achieving certificates of Merit, Credit, Distinction

and Higher Distinction. Likewise, students from Years 4 to 6 participated in the Australian Mathematics Competitions with a number of students receiving Credit and Distinctions.

Numerous sporting opportunities continued to be available to the students. Mount Carmel College is a member school of two sports organisations: Junior Southern Sports Association of Tasmanian Independent Schools (JSSATIS) and the Southern Tasmanian Catholic Primary Schools Sports Association (STCPSSA). Through these bodies we participated in a range of sporting competitions in cricket, hockey, water-polo, soccer, tennis, netball, basketball, touch football and softball. We also competed in each Association's annual cross country, swimming and athletics carnivals (with the selection for these teams being decided through our own school inter-house carnivals). Training for all these competitions took place during lunchtimes or after school, either on campus or at the nearby sports grounds at the University of Tasmania and Lower Queenborough oval. Students from Kinder to Year 6 had the opportunity to participate in the Learn to Swim program.

Middle Years

2018 has seen the Middle Years students excel in all aspects of school life; first and foremost, in the academic field but also in sport and co-curricular activities.

The girls have taken part in a wide variety of activities including; the STRIVE Lift Off and family breakfast, Maria Island camp, Bruny Island camp and Year 7 Spring Beach camp, Tournament of Minds, debating, Da Vinci Challenge, costumed activities in Book Week with visiting authors, Language Week, hosting Japanese students, The Big Sister Program, Hobart and Rosny Eisteddfods, Reflection Days, Tasmanian Symphony Orchestra at Federation Hall, Red Banks School Mud Run, year level masses, House Drama, Middle Years Voices, the College Production and Arts Evening, Swimming Carnival, Beach Day, immunisations, Squawkestra, Learning Conferences, rocket construction and launching, Athletics Carnival, Field Day, Year 6 Interstate Trip, NAPLAN testing, Japan Trip, STEAM Friday afternoons, Dance/Drama Showcases, TIDE Expo, All Schools Cross Country, Mount Carmel Day celebrations, Footy Colours Day, STRIVE Wednesday afternoons, Year 5/6 Social.

In these activities, and so many more, the girls have enjoyed knitting, constructing, baking, launching, sewing, dancing, acting, singing, memorising, studying, translating, playing, writing, filming, composing, inventing, running, jumping, researching, painting, swimming, climbing mountains, volunteering, praying, debating, competing, sketching, conversing, traveling, applauding, rehearsing, viewing, experiencing, challenging and succeeding.

Author, Neil Gaiman, advises, *"The one thing that you have that nobody else has, is you. Your voice, your mind, your story, your vision. So, write and draw and build and play and dance and live as only you can"*. The long list above indicates that our Middle Years girls are doing just this. They made an enormous effort with their studies and achieved many personal bests and outstanding results. And, despite what seemed like a never ending parade of broken bones, torn muscles, crutches and plastered limbs (myself included!) their enthusiasm and purpose never wavered throughout the year.

Senior Years

Four streams of Year 9 and three streams of Year 10 made up the Senior Years in 2018.

In Years 9 and 10, in addition to the core subjects, students are encouraged to select from a wide range of elective subjects prior to moving on to senior secondary education. The content, structure and teaching practice of our curriculum in Years 9-10 are deliberately and specifically designed to challenge students and to comprehensively prepare them for the rigours of senior secondary education.

Our curriculum gives students freedom and permission to explore, question, evaluate and create. By the time students complete Year 10, they will be developed and nurtured as responsible learners, who recognise the benefits of self-discipline and balance and the value of personal as well as academic growth.

As a Christ-centred community all teaching and learning occurs within the context of the gospel values, specifically justice and compassion. In this way our students are challenged to use their gifts well, respecting and caring for the needs of self and others, and walking forward strong in faith to be women of knowledge, integrity and truth.

The Growth Project continued again for Year 9 and 10 students in 2018. Students took part in a “Personal-Growth Project” and a “Service- Growth Project” over the course of the year, being encouraged to choose from a range of physical, intellectual and social challenges, and to develop personally and to think of others within the local and global community.

Strong College spirit is generated through the College House structure. All students are assigned to a particular House: Carmel, Lourdes or Loreto. The House system helps to build a sense of community and connectedness. In 2018 Carmel won the House Cup after claiming victory in the majority of inter house activities. A major focus on charity fund raising for the Mount Carmel Day celebrations and some other whole College events all was once again supporting the Hobart Women’s Shelter. The House Leaders should be justifiably proud of their achievements throughout the year, encouraging their respective Houses to fully participate in a diverse range of sporting, academic and cultural pursuits.

Our senior students, led by the College Co-captains, Kirby Mosenthal and Maggie Sandric, have been inspiring in the way that have all worked towards their common goals. These goals were agreed upon by the Year group and then clarified by the student leaders resulting in the theme for 2018, ‘Embrace our Journey’.

This year Senior students experienced a range of learning and wellbeing initiatives. As well as having the opportunity to study elective subjects, students started to think about their future pathways. Year 10 students had the chance to visit Guilford Young College Careers Expo and started the careers counselling process in preparation for life beyond Mount Carmel. In addition, students were fortunate to listen to guest speakers from a variety backgrounds including former Mount Carmel College student, Lieutenant Miquela Riley (RAN) who addressed our Senior students.

The importance of student wellbeing was also high on the Senior Years agenda in 2018. The Year 10 girls attended the highly informative and crucial RYDA Day. RYDA, sponsored by Rotary, is a set of practicable workshops which aim at changing the way young people think about road safety. Similarly, the annual Year Ten Saying Safe Forum again focused on the wellbeing and safety of our students. Topics covered included; sexual health, drug and alcohol use, road safety and the consequences of risky behaviour. Year Nine students benefited from the valuable Centacare Sexual Education program.

School camps are an essential element of the Senior School program. This year our Year Nines spent two nights at Port Arthur. Central to this was a visit to the Port Arthur Historic Site and the Saltwater Coal Mines so girls were able to explore the site in order to develop a greater understanding of our chequered past. The Year Ten’s attended a service camp, where students assisted in outreach activities, or provided much need support to local community groups.

During 2018 Senior students experienced a wide range of activities. These included; developing skills in peer leadership, personal reflective growth, “The Little Help Project”, the Warrane Breakfast program, attending the Justice Action Network workshop, and understanding of the roles of women in society via the activities of The Alliance of Girls’ Schools.

House Drama, Arts Evening, Autumn Concert, Music Ensemble visits to feeder schools, gave the girls the plenty of opportunities to learn, challenge, express themselves or provide development in self-confidence through performance.

The relationship between Year Sevens and Year Tens continued to develop throughout the year. The aim of the ‘Big Sister’ program is to foster authentic connections between the senior students and the Year Sevens. The girls all enjoyed activities such as the Easter Egg Hunt, Chains of Friendship, Just Dance and Cakes and Conversations.

The Year 10 Formal and the Year 10 Farewell Dinner were both great successes. The girls were a credit to themselves.

Learning Support and Enrichment

At Mount Carmel College we nurture independent, creative and collaborative learners. We recognise that students learn at different rates, have different strengths, and need support in different areas.

The Learning Support Department works to enable the diversity of skills and talents of all students within the College to be nurtured. We strive to enhance partnerships between staff, students, their families and outside specialist providers to best support each individual young person’s needs.

Learning Support:

Specialist support in the form of differentiation within our mixed ability classes allows us to cater for a diversity of learning needs. Appropriate intervention will depend on the individual learning needs of students and may include:

- Classroom support
- Individual and small group intensive support
- Individual Education Programs
- Learning programs used to support literacy and numeracy (Key Maths, Letters and Sounds, spelling mastery, Multilit)
- Life Skills programs
- Tutoring classes (conducted on a small group basis, targeting specific academic needs and designed to remediate identified learning barriers).

Enrichment Support:

A rich and engaging mix of tailored learning program and support is provided to further engage and challenge our students. This includes:

- Tiered tasks
- Gifted and Talented events
- Individual learning programs for extension
- Access to online courses for acceleration

Extension and Enrichment Opportunities:

Extension and enrichment opportunities are designed to complement our curriculum. They broaden students' experiences and help to develop key skills such as self-discipline, confidence and team work. The aim is to support the development of students as resilient, engaged learners.

Some of the extension and enrichment opportunities available at the College include:

| MISSION | ACADEMIC | CULTURAL | SPORTING |
|--|--|--|--|
| Mini-Vinnies Mission Sisters Mentoring Program/ breakfast club Edmund Rice Camps Foodbank | Science and Engineering Challenge Da Vinci Challenge ICAS Debating Tournament of the Minds History Challenge Maths Relay English – Essay Writing Competitions Public Speaking Competitions Technology Master classes | Drama, Art and Music Competitions and Eisteddfods Choir, ensembles and performance opportunities, both instrumental and choral, private music lessons Musical Productions Hobart-Yaizu Exchange Program | AFL Athletics Badminton Basketball Cricket Cross Country Futsal Hockey Multisport Mountain biking Netball Rowing Running Sailing Soccer Softball Surf Lifesaving Surfing Swimming Tennis Touch Football Triathlon Volleyball Water Polo |

Learning at Mount Carmel College is about more than what happens inside the classroom. We are passionate about learning for life. Our co-curricular program is fundamental to enabling students to identify and build upon their strengths, to learn more about themselves and others.

Students are encouraged to be involved in a wide range of co-curricular opportunities, designed to foster their personal, spiritual, intellectual, social and emotional development. The range of activities offered by our College encourages students to be active members of their school and local community. Such activities provide students with the opportunity to develop new interests, increase their social network, foster teamwork skills and build leadership abilities.

At Mount Carmel College development of the whole person is encouraged through experiential opportunities

that build on students' concept of their place in the world. We believe that camps and excursions offer experiences that are not possible within the traditional classroom setting and that such experiences equip students with the skills and values that will promote healthy attitudes and foster a sense of belonging. Camps and excursions can greatly enhance learning by offering new, challenging and practical experiences across all learning areas. They are designed to develop a range of skills and values, including communication, responsibility, leadership, resilience, self-worth and teamwork.

Some of the excursion and camp experiences at Mount Carmel throughout 2018 included:

College Colours

In 2018 the College Colours were awarded to 54 students. This system aims to encourage participation and school pride in all aspects of College life. It focuses on encouraging and acknowledging students who participate in school community activities beyond the classroom or students who excel academically.

All students in Years 6-10 are actively encouraged to accrue points in the areas of Academia, Sports, Performing Arts, Leadership, Cultural and Social Justice.

When a student accumulates 12 points over the year they are awarded House Colours, in the form of a ribboned blazer pocket, at an end of term whole school assembly.

Academic Achievements

Mount Carmel College measures success in many ways, and the data collected through NAPLAN testing and other testing is used to assist teachers to provide teaching and learning programs that are differentiated and modified. The collection and analysing data is crucial in addressing the three questions:

Where are we now? Where are we going? How will we get there?

NAPLAN test results in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy indicate that Mount Carmel College has performed extremely well in the comparison between our school and the results from all Tasmanian and Australian schools. The results are readily available on the My School website.

Individual results, which were released to all parents, showed solid levels in literacy and numeracy.

| Grade 3 NAPLAN Results for Mount Carmel College | | | |
|--|---|--------------|-----------------|
| | Percentage of students who scored at or above the National Minimum Standard | | |
| Area Tested | Mount Carmel College | State | National |
| Reading | 100% | 93.8% | 95.6% |
| Persuasive Writing | 100% | 92.5% | 94.4% |
| Spelling | 100% | 91.1% | 94.1% |
| Grammar and Punctuation | 96% | 92.7% | 94.5% |
| Numeracy | 100% | 96% | 95.7% |

| Grade 5 NAPLAN Results for Mount Carmel College | | | |
|---|---|-------|----------|
| | Percentage of students who scored at or above the National Minimum Standard | | |
| Area Tested | Mount Carmel College | State | National |
| Reading | 97.5% | 92.6% | 94.8% |
| Persuasive Writing | 97.5% | 85.6% | 89.9% |
| Spelling | 97.5% | 91.2% | 94.4% |
| Grammar and Punctuation | 97.5% | 92% | 93.5% |
| Numeracy | 97.5% | 95% | 95.6% |

| Year 7 NAPLAN Results for Mount Carmel College | | | |
|--|---|-------|----------|
| | Percentage of students who scored at or above the National Minimum Standard | | |
| Area Tested | Mount Carmel College | State | National |
| Reading | 97% | 92.1% | 94% |
| Persuasive Writing | 95% | 83.6% | 86.9% |
| Spelling | 92% | 88.8% | 92.7% |
| Grammar and Punctuation | 90% | 91% | 92.1% |
| Numeracy | 95% | 95.1% | 95.5% |

| Year 9 NAPLAN Results for Mount Carmel College | | | |
|--|---|-------|----------|
| | Percentage of students who scored at or above the National Minimum Standard | | |
| Area Tested | Mount Carmel College | State | National |
| Reading | 100% | 91.1% | 93.4% |
| Persuasive Writing | 94% | 73.5% | 79.5% |
| Spelling | 100% | 85.3% | 90.3% |
| Grammar and Punctuation | 97% | 90% | 91.4% |
| Numeracy | 98% | 95.5% | 95.5% |

Building a Whole School Community

At Mount Carmel College, the uniqueness of our K-10 campus allows us to celebrate community in many ways.

Earlier in the year, our Autumn Concert took place, an evening with many highlights. Our College Orchestra opened the program and the Secondary Choir and Chamber Choir both sang beautifully. The evening was an amazing celebration of talent and creativity.

In 2018, after months of dedicated preparation by students and staff alike, *The Wizard of Wonderland* musical premiered on Wednesday 27 August. Over three nights and one school matinee performance, large audiences were treated to some extraordinary acting, singing, dancing, music-making, stage managing, lighting and sound designing.

House Drama, an annual event for senior students to take the role of scripting, choreographing and directing a performance, was a memorable evening, the culmination of several months of creative planning. In 2018, we introduced a theme and from a list of about 20 short plays, the House Captains made their choice. Carmel House were the winners on the night, although Lourdes and Loreto both produced excellent plays.

In May we celebrated our annual Field Day, held at the University of Tasmania oval. Students from all levels participated with energy and enthusiasm, with Carmel House enjoying the overall win on the day.

Nurturing community involves working in partnership with families and these partnerships are an important aspect of College life. We celebrated the role of mothers at our “Cocktails evening” which focused on acknowledging and celebrating the incredible role of mothers in our community, and this focus extended to step mums, grandmas, aunts and other significant role models. Unfortunately, due to weather this evening was postponed and took the shape of a “parents evening” get together. Just prior to Fathers’ Day, we hosted our “Dads’ Breakfast” with over 100 fathers, grandpas or special male role models coming along to share breakfast with their son, daughter or grandchild. This year we tried something a little different and went for a quiz game. All the dads, granddads and children became a bit competitive and enjoyed the game.

The College also supports and encourages the role of parents through invitation to celebrations such as the Commissioning Mass; Information evenings; parent involvement in coaching of school teams; volunteer work in the canteen; and, membership on the College Board and other committees such as the Parents and Friends.

In 2018, we again held a whole school MCC Arts Evening which was a great success, a showcase of work across the Visual Arts, Drama, Music and Technology. Artworks and textile creations by students from all levels were displayed in the Art Room and along the Art Trail up to the Hall. A range of performances engaged the audience of students, staff and family members, with musical items, dance items and performances by The College Orchestra, Secondary Choir and Chamber Choir taking place. Mia Scanlon won the People’s Choice award for her artwork “Willow”.

We value our partnership with parents and wellbeing goal-setting conferences with the Clan teacher at the commencement of the year provided an opportunity to understand each student better. We recognise the Clan and class teacher and their daily interaction with students as a significant point of contact for parents.

Student Enrolment Overview, Attendance and Retention Rates

The Archdiocese of Tasmania monitors the implementation of the Enrolment Policy across Catholic schools. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. The total 2018 enrolment of Mount Carmel College was 585 students.

The breakdown of the individual year level numbers and gender is shown below:

| 2018 Enrolments | | | |
|------------------------|---------------|-------------|--------------|
| Grade | Female | Male | Total |
| Kinder | 23 | 2 | 25 |
| Prep | 21 | 6 | 27 |
| Grade 1 | 23 | 3 | 26 |
| Grade 2 | 23 | 4 | 27 |
| Grade 3 | 30 | 0 | 30 |
| Grade 4 | 36 | 0 | 36 |
| Grade 5 | 42 | 0 | 42 |
| Grade 6 | 55 | 0 | 55 |
| Year 7 | 85 | 0 | 85 |
| Year 8 | 61 | 0 | 61 |
| Year 9 | 93 | 0 | 93 |
| Year 10 | 78 | 0 | 78 |
| TOTALS | 570 | 15 | 585 |

The College consisted of 24 classes ranging from Kindergarten to Year 10. From Prep all students were full-time. The indigenous student population was 27 students.

Attendance Policy

The importance of students attending school cannot be understated. Regular attendance at school reinforces routine behaviours, allows students to be part of a sequenced learning experience, provides opportunities for feedback to be given and assists with the development of social skills such as teamwork, resilience, friendship building. The purpose of the Attendance Policy is to specify the procedures used by the College to encourage and monitor attendance of students and to outline the roles of College staff with regard to student attendance, including:

- Maintaining accurate records of all enrolled students
- Maintaining attendance checking procedures which enable the College to identify and assist students with unsatisfactory attendance

- Providing prompt, positive intervention measures, so that students do not fall behind with their work
- Developing sound communication links between school and parents concerning school attendance.

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences. This year we have begun using an electronic role marking system through SEQTA. This system has enabled staff to more carefully monitor student attendance as the roll is completed in morning administration and in all lessons which follow (primary classes continue to mark at the beginning and end of the day and in specialist lessons). Accurate reports can be produced for each student as administration staff are required to follow up any student absence and adjust the roll accordingly based on communication with parents. A step by step procedure for managing student non-attendance is followed according to our College policy. 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;

The average student attendance rate of attendance for the whole school for 2018 was 93%. Annual attendance rates disaggregated by Year group are listed below:

| Grade | Attendance | Grade | Attendance |
|--------|------------|-------|------------|
| Kinder | 96.3% | 5 | 93.6% |
| Prep | 93.9% | 6 | 93% |
| 1 | 94% | 7 | 93.4% |
| 2 | 90.6% | 8 | 91.5% |
| 3 | 92.7% | 9 | 90.5% |
| 4 | 92.1% | 10 | 89.1% |

Post School Destinations

Mount Carmel College is a K-10 College and the post Year 10 pathway is to Guilford Young College for Years 11 and 12. In 2018, 61% of our 2018 Year 10 students enrolled at Guilford Young College while other students undertook an enrolment elsewhere.

Expenditure and Participation in Professional Learning

The ongoing professional development of each staff member at Mount Carmel College is highly valued. Professional learning can take many forms including whole school staff days, subject specific workshops, meetings and conferences and a range of professional learning programs provided by the Tasmanian Catholic Education Office. The College takes responsibility for planning, implementing, evaluating and tracking its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teaching staff have been involved in professional learning opportunities during the year related to improving student outcomes.

In 2018, approximately \$44,769 was spent on staff Professional Learning. This covered registration fees, travel and accommodation expenses. In addition, approximately \$44,226 was spent on relief teacher salaries to cover staff attending Professional Learning activities during the same period.

Throughout 2018, there was a strong emphasis on enhancing the quality of teaching and learning. The identified school goal for professional learning in 2018 was:

- To embed transformational education

The identified strategy to achieve this was:

- To commit to and provide opportunities support ongoing professional development for all staff, with an emphasis on on-site, team-based collegial, professional development.

Areas that received specific focus for all staff throughout the year included task design, Naplan data analysis and Positive Education. Continued implementation of the Australian Curriculum was led through departments and external partnerships with staff from the Tasmanian Catholic Education Office assisted in interpretation and analysis of national data.

The College held three whole staff days this year with areas of focus as follows:

Term 2: Curriculum

Term 3: Staff spirituality

Term 4: First aid training

Throughout the course of the year, staff were provided with various in-house professional learning opportunities via regular staff days. These opportunities ranged from IT based professional learning to sessions revolving around pedagogy, literacy and numeracy, and mental health. The majority of presenters were staff from Mount Carmel College who were drawing on their expertise to share with colleagues, as well as a number of external presenters.

Professional learning opportunities included:

- Spirituality Day: Father Richard Lennon
- Kinder to Year 6 TCEO Cluster Days
- Formative Assessment
- SEQTA Training
- NCCD / Differentiation
- Colloquium for Teachers of RE
- Achieving Excellence in Mathematics
- Curriculum Moderation Meetings
- Tournament of Minds Facilitator Training
- AATE/ALEA English and Literacy Teachers National Conference

- Visible Learning - How Students Learn
- Building a Culture of Word Consciousness
- CCEL & CPAT Meetings
- Specialist Teacher Training Dyscalculia
- AGM AATE
- Implementing Digital Technologies Curriculum
- Catering for Diversity
- National Symposium on Japanese Language Education
- Writing for the Future
- Yr 9 - 12 Project Teacher Forums
- Supporting Anxious Children at School
- CASPA Meetings
- Revitalising English in the Middle Years
- Parent Knowledge & Engagement improving student learning
- 2018 Critical Thinking Seminar
- Collaborative Professionalism
- VET Review
- ACHPER State Conference
- Primarily Speaking
- Teachers Leading Educational Reform
- SMART Spelling
- ATSI Key Network Meeting
- Network Meetings
- EDUTECH 2018
- Mental Health in Schools Conference
- ASME Biennial Conference

The average expenditure per teaching staff on professional learning in 2018 was approximately \$1,816.

Staffing Information

Teacher Strands and Qualification

The teaching staff at Mount Carmel College is committed to excellence in teaching and learning. The staff at the College is highly qualified and an experienced group of professionals who give generously to all aspects of College life.

Below is a table that overviews the academic qualifications of each of the teaching staff at Mount Carmel College in 2018 as well the number of years of teaching experience of each staff member.

| Surname | First Name | Position of Responsibility | Years of Experience | Qualifications |
|-----------|------------|--|---------------------|---|
| Alderdice | Avril | | 2 | BA, M.Teach |
| Bennett | Stewart | | 10 | B.Sc, B.Teach |
| Bessell | Robyn | Director of Middle Years | 17 | BA, B.Teach, M.Ed |
| Bourne | Joanne | | 14 | BA, M.Ed |
| Brock | Julie | | 35 | B.FA (Teaching) |
| Chapman | Anthony | Director of Mission & Identity - Secondary | 23 | M.RE., B.Sc (Applied Sc), Dip Ed., Grad Cert RE |

| | | | | |
|------------------|-----------|-------------------------------------|----|---------------------------------------|
| Coleman | Emily | HOD - Learning Support & Enrichment | 12 | B.Teach, B Computing |
| Cooper | Norma | | 30 | B.Ed. |
| Crawford | Anne | | 38 | Cert of Ed. |
| Doust | Renee | | 21 | Assoc Deg (Art), B.A (Biology) |
| Fasnacht | Maureen | | 29 | B.Ed |
| Green | Angela | | 15 | B.Ed (Sports Sc) Hons, M.Ed. |
| Haward | Anne | Director of Childcare | 35 | BA, Dip.Ed (Early Childhood) |
| Herd | Lisa | HOD – English and LOTE | 16 | B.Ed |
| Hewitt | Lynda | | 10 | B.Sc + PGCE |
| Higginbotham | Linton | | 35 | B.Sc Hons, Dip.Ed. |
| Himson | Sharon | | 28 | Dip.Ed, B.Ed. |
| Hudson | Lynda | | 9 | BA, B.Teach |
| Hyatt | Philip | HOD - Health & Physical Education | 14 | B. Human Mvmt |
| James | Simon | HOD - Information Technology | 21 | Dip. Ed. Dr Philosophy, B.Sc (Hons) |
| Jenkins | Emma | | 6 | B. Ed |
| Jetson | Catherine | HOD - History and Social Science | 18 | M.Ed., B.A His/Soc, B.Tch |
| Kullrich | Valery | HOD - Maths & Science | 28 | M.Ed., B.Human Mvmt |
| Lincoln | Dorothy | | 36 | BA, Dip.Ed, Dip.TEFL, AmusA |
| Lowe | Damien | | 16 | B.Ed, Grad Cert of Math |
| McGarrigle | Amanda | | 12 | BA, B.Teach |
| McNamara | David | HOD - The Arts | 12 | B.Music, B.Teach |
| Nolan | Fiona | Principal | 24 | M.Ed, Grad Dip Teach, B. Admin |
| O'Rourke | Julia | | 24 | BA, Dip.Ed |
| Owens | Robert | | 30 | Dip.Teach, B.Ed |
| Palfrey | Kirstin | | 9 | B.Human Mvmt |
| Peck | Anthony | | 25 | B.Sc, Dip.Ed |
| Reid | Lynda | | 37 | B.Ed |
| Saracino | Ida | | 35 | B.Ed |
| Schade | Kim | | 35 | B.Ed, M.Ed |
| Sluyters | Melanie | | 23 | B.Ed |
| Tewes | Lyndal | Deputy Principal | 24 | B.Ed, M.Ed |
| Wall | Michelle | | 23 | M. Ed (Prim.), B.Ed (Early Childhood) |
| Watson | Lauren | | 2 | BA, . Teach |
| Wierenga | David | | 10 | BA, B.Teach |
| Wilson-Haffenden | Caroline | Director of Primary | 25 | M. Ed (Lead), BA, Dip Ed |
| Woodward | Aimee | | 14 | M.Ed, B.Sc, B.Teach |
| Wootton | Phoebe | | 3 | B Teach, BA, Cert IV PA |
| Young | Scott | Director of Senior Years | 36 | Dip.Teach, B.Ed |

| Years of Experience | Number of Teachers |
|----------------------------|---------------------------|
| <1 year | 0 |
| 2 – 5 years | 3 |
| 6 – 10 years | 6 |
| 11 – 20 years | 13 |
| >21 years | 22 |

Staff Composition, Attendance and Retention

The teaching staff retention rate at the end of 2018 was 91.7% This indicates the number of teachers who have continued service at Mount Carmel College from 2018 into 2019.

As well as the teaching staff, Mount Carmel College also had a total of 38 full and part-time staff members employed for administrative, maintenance and clerical duties.

The staff at Mount Carmel College is comprised of a number of different characteristics. These characteristics for 2018 are detailed below:

Teaching Staff

| Full-Time (FTE equivalent) | Part-Time (FTE equivalent) | Male | Female | Indigenous |
|---------------------------------------|---------------------------------------|-------------|---------------|-------------------|
| 26 | 14.19 | 12 | 35 | 0 |

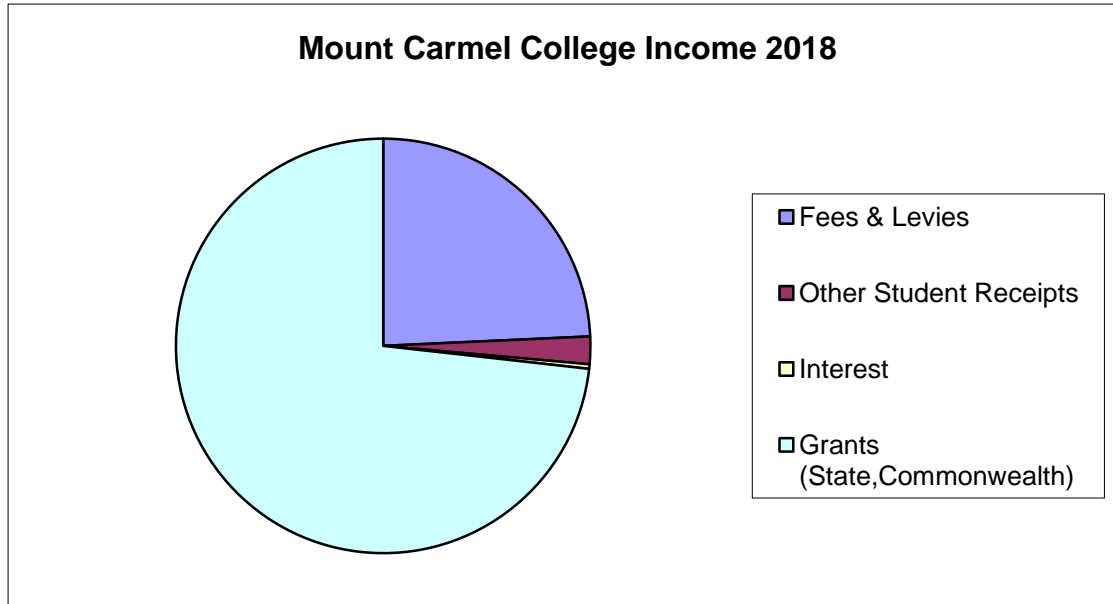
Non-Teaching Staff

| Full-Time (FTE equivalent) | Part-Time (FTE equivalent) | Male | Female | Indigenous |
|---------------------------------------|---------------------------------------|-------------|---------------|-------------------|
| 12 | 10.10 | 7 | 26 | 0 |

Financial Information

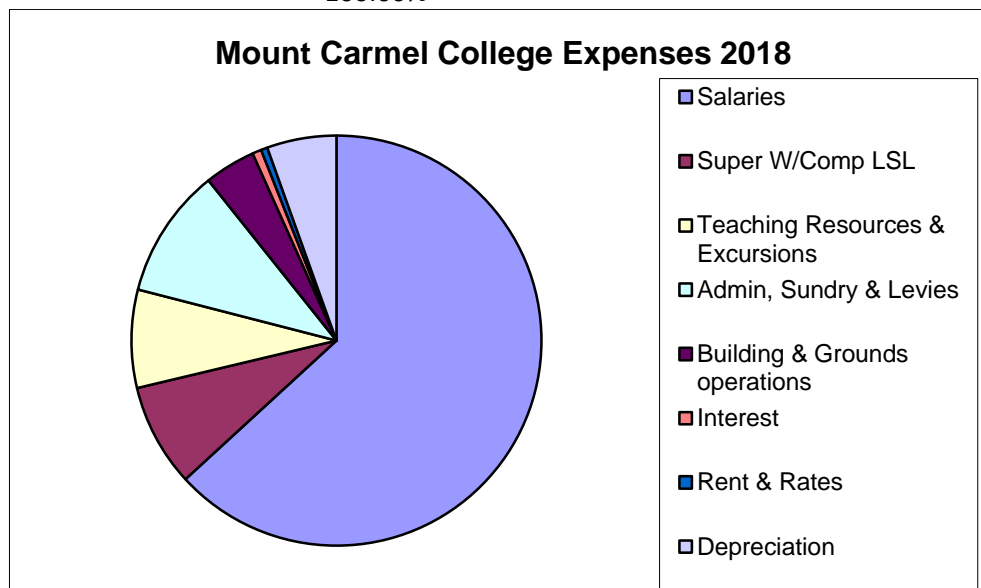
The following are the graphical representations of the financial information of the College for the 2018 academic year.

| | |
|-----------------------------|---------|
| Fees & Levies | 24.27% |
| Other Student Receipts | 2.15% |
| Interest | 0.35% |
| Grants (State,Commonwealth) | 73.23% |
| | 100.00% |



Expenses

| | |
|---------------------------------|---------|
| Salaries | 63.18% |
| Super W/Comp LSL | 8.10% |
| Teaching Resources & Excursions | 7.73% |
| Admin, Sundry & Levies | 10.26% |
| Building & Grounds operations | 4.03% |
| Interest | 0.71% |
| Rent & Rates | 0.51% |
| Depreciation | 5.48% |
| | 100.00% |



Capital income for 2018 was \$47,000– capital levies paid by families

| | | <u>2018</u> |
|---------------|-------------------------------|---------------------------|
| INCOME | Fees & Levies | \$2,272,220 |
| | Other Student Receipts | \$201,441 |
| | Interest | \$33,024 |
| | Grants (State, Commonwealth) | \$6,852,653 |
| | TOTAL RECURRENT INCOME | <u>\$9,359,338</u> |

| | | <u>2018</u> |
|-----------------|---------------------------------|---------------------------|
| EXPENSES | Salaries | \$5,649,705 |
| | Super W/Comp LSL | \$724,958 |
| | Teaching Resources & Excursions | \$691,487 |
| | Admin & Sundry Expenses | \$916,880 |
| | Building and Grounds | \$360,115 |
| | Interest | \$62,638 |
| | Rent & Rates | \$45,138 |
| | Depreciation | \$490,005 |
| | TOTAL EXPENSES | <u>\$8,940,926</u> |

| | |
|-----------------------------|-----------|
| EXPENSES | |
| Staff Travelling | \$24,603 |
| Staff Train Teach | \$45,121 |
| Staff Train Admin | \$6,282 |
| Relief Costs | \$228,579 |
| PL hours for teaching staff | 972 |
| PL hours relief required | 486 |

Student, Parent and Staff Satisfaction

Processes are in place at Mount Carmel to gather feedback in an ongoing manner on a range of matters and to improve communication generally. Throughout 2018, there were opportunities for parents, students and staff to indicate their level of satisfaction with the College. Specific staff meetings were structured to facilitate feedback from staff and Board members about progress with the Strategic Direction Plan and Annual Action Plan.

During the year, many students were affirmed for their contribution to the life of the College. Principal's Awards at assembly and affirmation postcards were presented to acknowledge service, effort and endeavour, achievement and individual character strengths. These achievements were also frequently shared with the wider community through the newsletter and via the College Facebook page.

The level of commitment and generosity of involvement in co-curricular activities and programs is testament to the high level of staff and parent satisfaction.

Policies

Mount Carmel College has a range of policies that direct the administration, decision-making and operations of the College at all levels. A range of Tasmanian Catholic Education Commission Policies are also adopted according to the local context, conditions or needs of the College.