

Mount Carmel College
2019 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 2019 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, 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 2019 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 Mass; Ash Wednesday Liturgy; Easter Liturgy; Mount Carmel Day mass; All Saints Day Liturgy and the Nativity story. All secondary students participated in annual Reflection Days, facilitated by College staff.

Our Beginning of Year Mass which was held at St Mary's Cathedral, led by Father Brian Nichols, 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 6 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)

To foster spiritual development of students and staff through prayer, contemplation and outreach. (p.8)

Learning Community (Strategic Plan)

To maintain an exemplary standard of teacher professionalism and practice. (p.13)

Wellbeing (Strategic Plan)

To improve student and staff wellbeing, by increasing sense of belonging (p.11)

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

Our approach to student wellbeing is underpinned with an awareness of what is working well in our students' lives. Our new Vertical Pastoral system has the potential to have a powerful impact on our students' sense of belonging and acceptance. In Vertical House Clans, the Clan group becomes much more like a family; the Clan group itself is part of a larger House family. The basic family unit is made up of Clan teacher, students and parents. The Vertical House System provides a friendlier, more cohesive social environment with students in Year 7 to 10 organised into these smaller teams that enable all students to gain individual attention and support as required. Research tells us that a warm socio-emotional climate is a key factor in student achievement which supports our own belief that positive teacher-student relationships result in enhanced academic performance.

The tenets of our pastoral care structure are aligned with our College's core values, particularly Catholic faith and community spirit, in which kindness and service are fundamental. The mission of Mount Carmel College can be evidenced explicitly in the pastoral care structure of the College, in curriculum, and implicitly in the wide range of activities and experiences offered to students while they attend the College. Mount Carmel College upholds a strong tradition of offering an education to its students that nurtures their development into compassionate, confident and responsible young people.

The Class Teacher is the person 'at the front line', so often most closely connected to the daily life of the student, and their role in the life of our girls cannot be underestimated. The maxim that 'every teacher is a teacher of pastoral care' is certainly true of the staff at Mount Carmel College. This is evidenced from the incidental conversations together with the professional, caring way in which staff greet students as they arrive for lessons each morning. The way that our newly appointed Heads of House: Emma Jenkins, Carmel,

Lynda Hudson, Loreto and Phoebe Wootton, Lourdes have provided support for our students and engendered a sense of House pride with new House initiatives has been inspiring, in combination with Dave McNamara the new House Band competition was an event that inspired connection with the school, House, student expression, fun and joy! The College strives to reinforce the message that each member of the College community is accepted and valued for the gifts and diversity that they bring.

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 2019.

Curriculum and Teaching

This year a major focus for us has been developing the skill and expertise of our teachers through working together in professional learning communities. Professional Learning Communities (PLCs) are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes. We have focussed on the use of data, both formal and observational, to form the basis of our discussions. Across the Secondary section of our College we have formed not only subject based teams, but also whole grade teams. This has enabled us to really look at the whole student, to see how they are performing across the curriculum and make decisions as to how we can work with each of our students in order to maximise their potential.

A priority for us in the Curriculum Team has been to increase engagement in our subjects. We have worked hard to ensure that our curriculum is vibrant and challenging. This year our curriculum was the focus for our validation and all of our Heads of Department spent time working with their staff on updating content, and developing rich and engaging tasks. Our new elective for Years 9 and 10, Project Based Learning has been successful with many of our students being involved in rich learning tasks and developing ideas they are truly passionate about. Next year we are increasing our elective offerings catering for our students and their diverse and developing needs.

Our involvement in STEM has continued this year with our Year 6 students working with Engineering students on challenges using the design process. In Term four students were involved in a range of Master Classes which were designed to provide a taste of various future curricular and co-curricular interests. Some of the choices included: an art workshop with a guest artist, a photography workshop, a dance masterclass, film making, a Balinese Gamelan workshop, an a Capella workshop, a recording session, café Philosophy, and an excursion to Richmond to look at Tasmanian history and architecture. The aim was that this would enhance engagement and academic challenge for our students.

Our students have been encouraged to seek out opportunities and to extend themselves and many have participated in competitions and challenges. We have had poetry workshops, forensic workshops, writer's workshops with visiting authors, engineering challenges, inter school challenges; all with the aim of extending our students and providing them with a variety of experience.

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, dance room, 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 in Term 1, running every Tuesday 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 begins 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 2019 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 2019 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 2019 saw students enjoy numerous teaching and learning opportunities beyond the school gates. These included Fossil Cove, Woodbridge Marine Studies Centre, Bonorong Wildlife Sanctuary, Tasmanian Parliament House, TMAG, The Botanical Gardens and touring Hobart on the double decker bus as part of a nursery rhyme experience. The Year 4 students enjoyed the opportunity to visit Far South Wilderness Lodge and enjoy the Lady Nelson as part of their HASS studies. The Year 5 classes travelled to the Tasman Peninsula for they studied a number of geological features, visited the historic Port Arthur site and engaged in team building exercises. The Year 6 travelled to Melbourne and Canberra, exploring China Town and the Immigration Museum, the Australian War Memorial, the Australian Mint, the

National Museum, a night visit to the Botanical Gardens, the Australian Institute of Sport, 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 in MCC’s own Student Choice Award for Picture Book, Early Childhood and Information Book of the Year in response to the 2019 theme, *Reading is my Secret Power*. Similarly, National Science Week was celebrated at the College with the year 5 students attending the Festival of Bright Ideas and the Year 6 classes making bees-wax wraps as part of their sustainability unit. Science students from the University of Tasmania also facilitated information sessions to the Primary classes on a range of topics.

Arts Evening, Grandparents’ and Family Friends’ Morning and Celebration Evening were wonderful opportunities to showcase The Arts. Collectively, these occasions allowed the students to celebrate their diverse artistic endeavours, from dance, to music to media to visual arts. In 2019 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 showcasing their talents with the ukulele. A highlight for all students from Prep to Year 6 was attending the TSO concerts. A lunch-time STEM program was well supported by students in Years 4 and 5, fostering a number of key skills including problem solving, creativity, critical thinking, teamwork and initiative.

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, The Arts or STEM. Two teams received Highly Commended, which was an excellent achievement.

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 3 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.

Carmel House

'Karmel' is the Hebrew word meaning 'garden' and this year in Carmel House we have certainly reaped what we have sown.

In the College's inaugural year of the vertical Clan system, it was a priority for Carmel House staff to build and foster our identity as Carmel House and unite the students in our care. We are all proud Carmelites, relishing our opportunities to succeed and represent our House with enthusiasm. We try new things, support one another and celebrate the achievements of those around us. We have continued to do this in 2019, toasting our success in the Primary Swimming Carnival, Athletics Carnival, Mount Carmel Day Quiz and the individual achievements of students working toward their personal bests in their academic, sporting and cultural pursuits.

The charism of Carmel House is founded in the virtues of **service**, **contemplation** and **community**, inspired by those of the Carmelite Order of Nuns who found their origins upon Mount Carmel. These virtues are at the heart of the Carmel House charism and distinctly separate us as students and staff who are dedicated to serving, uniting and including others, as well as using initiative and making considerate and thoughtful choices with our words and actions.

When thinking about what it means to be in Carmel House, staff and students across the secondary school created a list of actions that are typical of Carmel House students. The encompass everybody; recognising that we all have a small part to play in showing what **service**, **contemplation** and **community** look like in the grounds of Mount Carmel College. Students who demonstrate the Carmel House values have an opportunity to be nominated for the Carmel Charism Award, celebrating their commitment to the virtues of Carmel House and recognising their Carmel spirit. This year we have recognised over 10 students from Year 7 to 10 for the way they have embodied the charism of Carmel House with many more students to be commended in 2020 and beyond.

Loreto House

In the words of Simon Sinek *'The ability for a group of people to do remarkable things hinges on how well those people can pull together as a team.'* Loreto has not only demonstrated brilliant team spirit, but they

have been consistent as well. The staff and students have united as one and worked hard to set many challenges for their peers and colleagues in the other Houses.

Loreto were the successful victors in Field Day this year and it was wonderful to see the team also take out the new event on the day, the whole school relay, a great initiative that allowed the year levels to come together as one. They rose to the challenge and demonstrated to the other houses that they meant business.

House band was another initiative that broke down the barriers and brought the school community together, with a number of secondary students practicing each week to show their rock skills to the College. There were a number of ways that the team could score extra points, from putting the house name into the lyrics of the song, to getting the Head of House in the band. All boxes were ticked, but unfortunately we missed out on the win. However, the team looked brilliant in all red with some very familiar looking items adorned by the band members. It was also brilliant to see the primaries join the audience and show everyone how to break dance to songs you would never have thought anyone could break dance too.

House Drama also saw a rejuvenation this year with *'Improvised Theatre Battles'* amongst the grades conducted over a number of lunch times. It was wonderful to see so many Loreto students willing to take themselves out of their comfort zones and take one for the team in an effort to gain those house points. It was also great to see the students have an opportunity to display their comedic prowess and they should be commended for their efforts.

Loreto staff need to be acknowledged and praised for their enthusiasm this year, they have not only united the students, but role modelled and set the benchmark quite high for best costumes as well. From the Athletics Carnival to Book Week, nothing has been too much for this team of superstars.

Lourdes House

A wise man once said, "It's not easy being green..." This year it has been AWESOME being Green!

We started the year in our brand new Vertical Clans under the direction of our wonderful Lourdes Teachers: Petra Denis, Alex Rodrick, Aimee Woodward, Anne Bythe-Cooper, Anna Cazaly and Gerard McNulty. As a Lourdes team, we wanted to start the year the way we planned to continue and this meant developing a sense of belonging and unity within our House. In Term One we focused heavily on developing relationships within our clans and establishing a solid Lourdes support network.

As we moved into Terms Two and Three and our students settled into their new clan groups and we turned our attention to strengthening house spirit and developing a shared set of values within Lourdes. We were inspired by the history of our house and drew upon the story of Saint Bernadette of Lourdes to guide us. The Blessed Virgin Mary appeared before Bernadette in Lourdes in 1858 and told her that true happiness cannot be found externally, but only within the intimate, internal spirit. We decided that the virtues of **love, humility and valiance** epitomise this internal spirit and we hope that these will become the foundations of our great house. With these virtues in mind we developed the concept of "Strong Hearts" – a mantra which serves to guide us in our actions and unite us as one unique and distinct house.

Now, as we come to the end of another year, it is with much pride and excitement that we acknowledge the many successes that we have achieved; both individually and as a house.

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:

2019 has been a year full of exciting new ventures for the Learning Support department. Our team has been investigating and delivering new forms of evidence based intervention and support to assist our students with additional needs.

In the Primary school, students have accessed support via individual one-to-one programs, small group support and co-teaching structures allowing targeted intervention approaches. It has been wonderful to see our students make great learning gains through their participation in various programs such as Speech Intervention, Macquarie Literacy Intervention, Spelling Mastery, CARs and STARs (reading comprehension) and Life Skills Numeracy Intervention. The cooking classes aimed at developing everyday numeracy skills were thoroughly enjoyed by staff and students alike.

With the introduction of additional teachers for English and Maths and Year Level Learning Support Coordinators, our Secondary students have been provided with academic, social and self-management support as needed. The fluid support structure in Mathematics and English has enabled staff to identify student areas of need and fill learning gaps for each topic studied.

Our dedicated and highly experienced Learning Support staff members have demonstrated their care and compassion through each interaction they have with our students. This mutual trust and care between staff and students drives the inclusive and supportive environment needed for optimum student growth and success.

Enrichment Support:

A focus for student enrichment in 2019, has involved analysing student potential vs performance in order to further support our students in reaching their own success. Staff have participated in professional development in extended learning and have used data to highlight students who may need more support to reach their learning potential. The newly introduced Co-Teaching model has provided more scope for focused extension in Mathematics and English. This has provided further opportunities for students to study topics in greater depth and complexity.

Over the course of the year, the students at Mount Carmel College have been offered a variety of enrichment and extension opportunities in addition to classroom differentiation. These opportunities are provided to challenge and develop the areas of interest and ability of our students. Some opportunities provided include: The Australian Mathematics Competition (Years 3-7), STEM (Years 6 - 10), da Vinci Decathlon, Art Extension (Years 4, 5, 6) and TOMs (Years 5, 6, 7) just to name a few. The UNSW Global ICAS competition was offered to students in Years 3 – 10, providing an opportunity to apply classroom learning in new contexts and demonstrate higher-order thinking and problem solving skills.

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 teamwork. 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	Science and Engineering Challenge	College Production	AFL
Mission Sisters	Da Vinci Challenge	Eisteddfods	Athletics
Mentoring Program/ breakfast club	ICAS competitions	Choir, ensembles and performance opportunities, both instrumental and choral,	Badminton
Edmund Rice Camps	Debating	private music lessons	Basketball
Foodbank	Tournament of Minds	Musical Productions	Cricket
Visits to Guilford Young Grove	History Challenge	College Arts Festival	Cross Country
Year 10 Camp	Maths Relay	Arts Showcase	Futsal
Landcare	AMC	Hobart-Yaizu Exchange Program	Hockey
	English – Essay Writing Competitions	Intercultural Week	Multisport
	Public Speaking Competitions	Art Exhibitions	Mountain biking
	Technology Master classes		Netball
	Philosophy Olympiad		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 2019 included:

Excursions:

- Kinder - Lambert Park Bush Kinder and Fossil Cove Blackmans Bay
- Year 1 - Piyura Kitina Risdon Cove and Channel Heritage Museum
- Year 2 - Transport Museum and Bush to Beach Program
- Year 3 - Bonorong Park and Allport Museum
- Year 4 - The Festival of Bright Ideas and Tasmanian Museum and Art Gallery
- Year 5 - The Lady Nelson and Woodbridge Marine Centre
- Year 6 - Parliament House and Catholic Education Week Mass
- Year 7 - Science/Maths Sustainability Centre and Hobart Aquatic Centre
- Year 8 - STRIVE Activities – Foodbank, Lambert Park, ST Vincent de Paul, Guilford Young Grove, Kayaking, bush walking, surfing and Mud Run
- Year 9 - Leadership Focus Day and St Patrick's College Annual Sport Activity
- Year 10 - GYC Orientation, Mt Pleasant Observator and University of Tasmania - Conversations

Camps:

- Year 4 - Far South West Wilderness Camp
- Year 5 - Port Arthur Camp
- Year 6 - Melbourne/Canberra Trip
- Year 7 - Spring Beach Camp
- Year 8 - Strive Camps - Maria and Bruny Island Camps
- Year 9 - Port Arthur Camp
- Year 10 - Huonville Outreach Camp
- Year 9/10 outdoor Education classes - Freycinet and Huon River Kayaking camps

College Colours

In 2019 the College Colours were awarded to 43 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. These points are accumulated for the House and go towards the House Cup.

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%	94.6%	95.9%
Persuasive Writing	100%	95.8%	96.3%
Spelling	100%	89.4%	93.3%
Grammar and Punctuation	100%	93.4%	94.9%
Numeracy	100%	95.5%	95.5%

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	100%	92.7%	94.7%
Persuasive Writing	100%	90.5%	92.8%
Spelling	100%	90.2%	94.0%
Grammar and Punctuation	100%	89.2%	92.4%
Numeracy	100%	93.9%	95.4%

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	100%	92.0%	94.5%
Persuasive Writing	98.9%	86.9%	89.4%
Spelling	100%	89.9%	93.3%
Grammar and Punctuation	98.9%	90.1%	92.2%
Numeracy	96.8%	91.8%	94.3%

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%	89.3%	91.8%
Persuasive Writing	93.2%	80.1%	82.4%
Spelling	97.9%	86.9%	92.0%
Grammar and Punctuation	97.9%	85.7%	90.1%
Numeracy	100%	95.2%	96.0%

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 2019, after months of dedicated preparation by students and staff alike, *The Dream* premiered on Wednesday 8 August. Over three nights and one school matinee performance, large audiences were treated to some extraordinary acting, 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 after Mothers' Day, we hosted a mothers and daughters picnic, with over 100 adults attending the picnic lunch. 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 2019, 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 "Tiger, Tiger".

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 2019 enrolment of Mount Carmel College was 580 students.

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

2019 Enrolments			
Grade	Female	Male	Total
Kinder	19	5	24
Prep	23	2	25
Grade 1	22	6	28
Grade 2	25	3	28
Grade 3	27	0	27
Grade 4	37	0	37
Grade 5	44	0	44
Grade 6	46	0	46
Year 7	99	0	99
Year 8	81	0	81
Year 9	52	0	52
Year 10	89	0	89
TOTALS	564	16	580

The College consisted of 24 classes ranging from Kindergarten to Year 10. 579 Students were full time, 1 student was enrolled on a part-time basis. The indigenous student population was 25 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. The College uses an electronic roll 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 for the whole school for 2019 was 92.5%. Annual attendance rates disaggregated by Year group are listed below:

Grade	Attendance	Grade	Attendance
Kinder	93.5%	5	92.2%
Prep	93.4%	6	93.5%
1	93.6%	7	92.9%
2	95.9%	8	91.8%
3	93.4%	9	89.9%
4	90.5%	10	90%

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 2019, 58% of our 2019 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 2019, approximately \$102,529 was spent on staff Professional Learning. This covered registration fees, travel and accommodation expenses. In addition, approximately \$106,500 was spent on relief teacher salaries to cover staff attending Professional Learning activities during the same period.

Throughout 2019, there was a strong emphasis on enhancing the quality of teaching and learning. The identified school goals for professional learning in 2019 were:

Catholic Culture and Ethos (Archbishop's Charter)

To foster spiritual development of students and staff through prayer, contemplation and outreach.

Learning Community (Strategic Plan)

To maintain an exemplary standard of teacher professionalism and practice.

Wellbeing (Strategic Plan)

To improve student and staff wellbeing, by increasing sense of belonging

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:

- AFMITA International Conference
- National Symposium on Japanese Language Education
- Ready Set Assess – Australian Curriculum Languages
- Remote Wilderness First Aid
- NCCD Learn Plan Moderation
- AUSMAP Training
- Paddle Australia Qualification
- Community Surf Lifesaving
- ASIDE Update
- Additional Unity Wilderness First Aid
- 2019 AASE Conference
- ATSI Key Teacher Meeting
- TCEO Network Meetings
- Indigenous Catholic Perspective on Spirituality
- Teachers Assistant Professional Learning
- Diabetes Training for Schools
- First Aid
- Utility Officer Training
- Leadership Development Masterclass
- Unpacking the Archbishops Charter Workshop
- MacqLit Training
- Australian Association of Special Education National Conference
- Square Pegs – Literacy Education Dyslexia Inclusion
- ALEA National Conference
- Common Mental Health Concerns
- Introducing Effective Spelling
- ACHPER Conference
- Leadership Program
- Anthony Muhammad
- Mental Health Wellbeing Conference
- Putting the Best Practice in Kinder
- Early Childhood Conference

- Humanities Teachers Conference
- TRB Information Session
- TECO Moderation Meetings
- Adolescent Success International Conference
- Powerful Writing Communities
- Flourishing Learners in Thriving Learning Communities
- Restorative Practices in Schools
- MAV 2019 Conference
- National Library & Information Technicians Symposium
- SMART Spelling
- Fortigate Workshop
- MITIE Term 2 Conference
- Supporting Anxious Children at School
- Positive School Conference
- Catholic Development Seminar
- Making Literacy Visible
- Professional Visit – St Patricks College
- Timetabler Training
- SEQTA Training
- Consultative Committee Training
- Annual Union Training
- ASBA Conference
- Edge Legal Presentation
- College Business Managers Forum
- Mary Aikenhead Ministries Conference
- AISNSW ICT Management & Leadership Conference
- Lenovo & Iris Roadshow
- National Future Schools Expo
- ACER Annual Roadshow
- Building Resilience & Preventing Radicalisation to Violent Extremism
- Better Boards Conference
- AGSA Executive Meeting
- CPAT Retreat
- STCCTTC Meeting – Principals Workshop
- CASPA Meeting
- WHS Office Due Diligence Training
- Credit Control Training
- Gifted Insight Professional Learning Program
- Early Career Teacher Program Yr 1 and Yr 2
- Screen Printing 101
- Textile Design Masterclass
- VET Meeting
- Technology Mandatory Textiles Agriculture & Food Studies
- Common Mental Health Concerns in Schools
- 2019 National Conference for Personal Assistants
- Effective Pedagogy
- Hermeneutics Program for RE Teachers
- Consent 2 Go
- Complispace
- Leadership Development Masterclass
- Literacy Strategy Writing
- Preparing for Validation
- Evidence Based Teaching in Schools
- Australian Dance Festival

The average expenditure per teaching staff on professional learning in 2019 was approximately \$2,278, with relief costs \$4,645.

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 2019 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 Transitions	17	BA, B.Teach, M.Ed
Blythe-Cooper	Anne		25	BA, B.Mus, Dip.Ed (Hons)
Brock	Julie		35	B.FA (Teaching)
Cazaly	Anna		40	BA
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.
Dennis	Petra	HOD - HPE	27	B.Ed (HPE and Math)
Doust	Renee		21	Assoc Deg (Art), B.A (Biology)
Fasnacht	Maureen		29	B.Ed
Gray	Imogen	HOD – English and LOTE	7	BA, M.Teach, Grad Cert Middle Years Edu.
Haward	Anne	Director of Childcare	35	BA, Dip.Ed (Early Childhood)
Hewitt	Lynda		10	B.Sc + PGCE
Higginbotham	Linton		35	B.Sc Hons, Dip.Ed.
Himson	Sharon		28	Dip.Ed, B.Ed.
Hudson	Lynda	Head of House - Loreto	9	BA, B.Teach
James	Simon		21	Dip. Ed. PhD Philosophy, B.Sc (Hons)
Jenkins	Emma	Head of House - Carmel	6	B. Ed
Jetson	Catherine	HOD - History and Social Science	18	M.Ed., B.A His/Soc, B.Tch
Kullrich	Valery		28	M.Ed., B.Human Mvmt
Lincoln	Dorothy		36	BA, Dip.Ed, Dip.TEFL, AmusA
Li	Chao		1	B.Ed (China), Grad Cert Edu.
Lowe	Damien		16	B.Ed, Grad Cert Math
McNamara	David	HOD - The Arts	12	B.Music, B.Teach
McNulty	Gerard	HOD of Theology & Spirituality	28	M.RE
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	Co-ordinator of ELearning	25	B.Sc, Dip.Ed

Reid	Natalie		1	B.Ed
Rodrick	Alexandra		2	B.Tech..Edu, Cert IV AFD&T, Cert III Cat. Op.
Saracino	Ida	REC - Primary	35	B.Ed
Schade	Kim	Director of Teaching & Learning	35	B.Ed, M.Ed
Sluyters	Melanie	Director of Positive Education	23	B.Ed
Tewes	Lyndal	Deputy Principal	24	B.Ed, M.Ed
Wall	Michelle		23	B.Ed (Early Childhood), M. Ed (Prim.)
Wierenga	David		10	BA, B.Teach
Wilson-Haffenden	Caroline	Director of Primary	25	M.Ed (Lead), BA, Dip Ed
Woodward	Aimee	HOD of Maths & Science	14	M.Ed, B.Sc, B.Teach
Wootton	Phoebe	Head of House - Lourdes	3	B Teach, BA, Cert IV PA
Young	Scott		36	Dip.Teach, B.Ed

Years of Experience	Number of Teachers
<1 year	2
2 – 5 years	3
6 – 10 years	7
11 – 20 years	6
>21 years	27

Staff Composition, Attendance and Retention

The teaching staff retention rate at the end of 2019 was 82.98% This indicates the number of teachers who have continued service at Mount Carmel College from 2019 into 2020.

As well as the teaching staff, Mount Carmel College also had a total of 34 full and part-time staff members employed for administrative, maintenance and clerical duties.

The staff at Mount Carmel College consists of a number of different characteristics. These characteristics for 2019 are detailed below:

Teaching Staff

Full-Time	Part-Time	Male	Female	Indigenous
26	19	11	34	0

Non-Teaching Staff

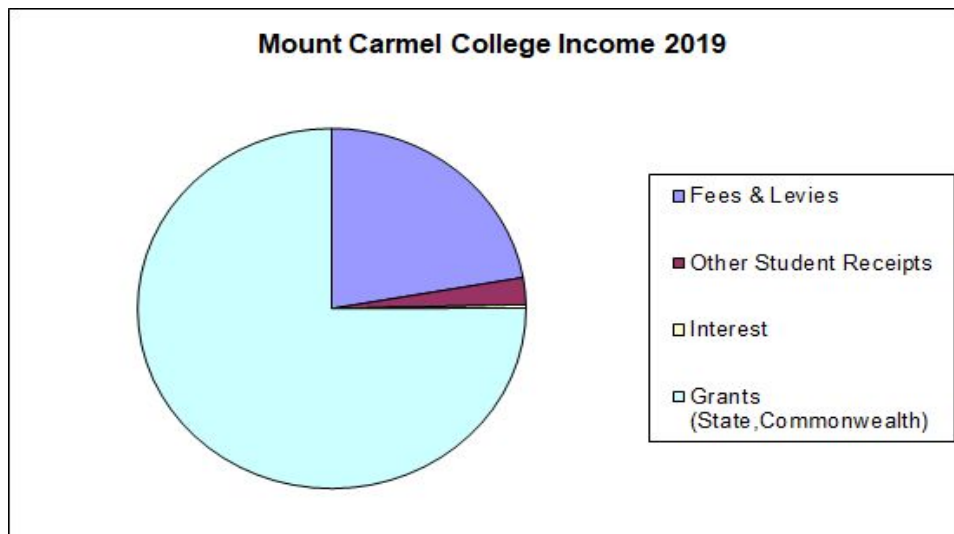
Full-Time	Part-Time	Male	Female	Indigenous
14	20	7	27	0

Financial Information

The following are the graphical representations of the financial information of the College for the 2019 academic year.

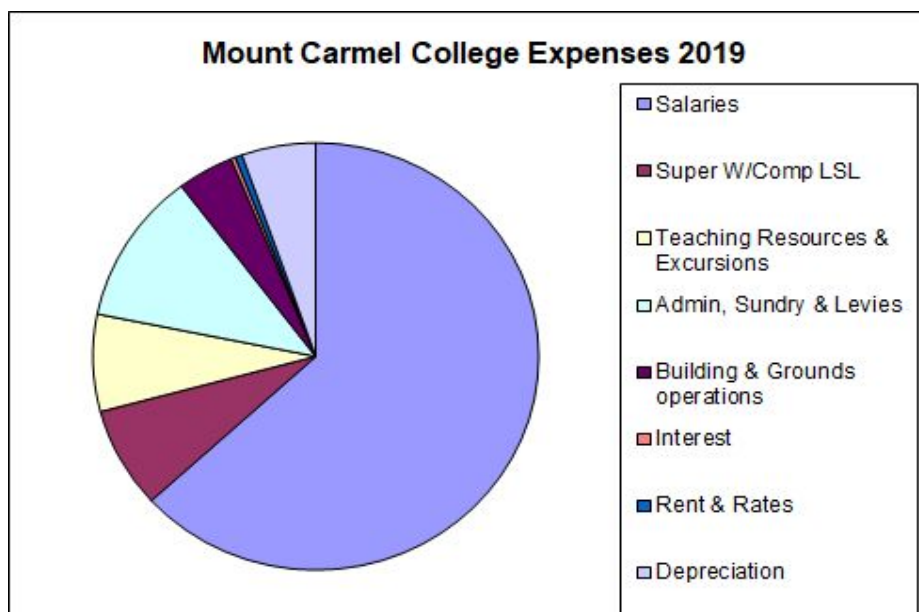
INCOME %

Fees & Levies	22.24%
Other Student Receipts	2.42%
Interest	0.30%
Grants (State,Commonwealth)	75.04%
	100.00%



EXPENSES %

Salaries	63.21%
Super W/Comp LSL	7.63%
Teaching Resources & Excursions	7.35%
Admin, Sundry & Levies	11.51%
Building & Grounds operations	4.09%
Interest	0.33%
Rent & Rates	0.50%
Depreciation	5.38%
	100.00%



Capital income for 2019 was \$47,000– capital levies paid by families

		<u>2019</u>
INCOME	Fees & Levies	\$2,154,164
	Other Student Receipts	\$234,304
	Interest	\$29,101
	Grants (State, Commonwealth)	\$7,267,173
	TOTAL RECURRENT INCOME	\$9,684,742

		<u>2019</u>
EXPENSES	Salaries	\$5,774,077
	Super W/Comp LSL	\$696,519
	Teaching Resources & Excursions	\$671,237
	Admin & Sundry Expenses	\$1,052,131
	Building and Grounds	\$373,535
	Interest	\$30,848
	Rent & Rates	\$45,439
	Depreciation	\$491,119
	TOTAL EXPENSES	\$9,134,904

EXPENSES	
Staff Travelling	\$36,705
Staff Train Teach	\$65,824
Staff Train Admin	\$5,647
Relief Costs	\$332,418 (Total relief PL & Personal leave)
PL hours for teaching staff	1620
PL hours relief required	1069

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 2019, there were opportunities for parents, students and staff to indicate their level of satisfaction with the College. A number of surveys and interviews were held to support the Strategic Plan development and Validation processes. Specific staff meetings were structured to facilitate feedback from staff and Board members about progress with the Strategic Direction Plan and Annual Action Plan. Staff members responded positively to many initiatives implemented or consolidated in 2019, including the strengthening of the College relationship with the Mary Aikenhead Foundation and Sisters of Charity; the building and strengthening of connections with organisations and missions, with a focus on contemporary faith in action; strengthening of our Restorative Practice Framework; the strengthening of educational provision for students with learning needs, including gifted and talented students; and, optimisation of the College's communication processes.

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 College has been able to attract and retain highly qualified staff in specific areas. The staff in general is cohesive, and individuals work in a committed fashion to consider and progress their personal learning goals.

The level of commitment and generosity of involvement in co-curricular activities and programs is testament to the high level of staff satisfaction. Teacher satisfaction was also gauged regularly through collaborative staff meetings inviting dialogue and feedback.

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. Full text of the policies may be accessed on the College's website.

