

Mount Carmel College
2021 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 540 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 2021 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 2021, both face to face and virtually, 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 in the Cahill Centre, led by our new Parish Priest, Fr Shammi Perera, 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 Term 3, all classes from Kinder to Year 6 attended Holy Spirit Church in Sandy Bay on separate occasions to celebrate mass with Father Shami and the parishioners. Our Secondary

students participated in small class liturgies in the Chapel, allowing Fr Shammi to build relationships with students and to instruct them in the liturgical process. 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 continued the focus on Pilgrimage with a walk from Holy Spirit Parish to the top of Kynyani (Mount Wellington). An alternative pilgrimage saw some staff journey to historical places of significance for the Sisters of Charity. The intent of the day is to allow staff the opportunity to foster their understanding of their own faith/spirituality. A pilgrimage is a journey, often into an unknown or foreign place, where a person goes in search of new or expanded meaning about themselves, others, nature, or a higher good, through the experience.

Realising our MISSION

With Christ as our guiding light and in the charism of the Sisters of Charity, we educate each person to exceed their expectations, to nourish faith and contribute to shaping a just society.

Striving towards our VISION

We aspire to develop courageous learners who act with justice and embody a strong sense of inclusiveness and compassion.

Guided by our MOTTO

Fortes in Fide.

Strategic Goals

Ensure that our school community has access to the College chapel for prayer and liturgy.

Expand the service program to enable the education of, and the participation in, the processes that shape a just and inclusive society.

Develop more interdisciplinary approaches to curriculum and student learning to encourage deeper knowledge through active exploration of real-world challenges and issues.

To develop the teachers' capacity to differentiate learning for all.

Ensure enrolments are at an optimal level and retain existing enrolments.

Capital Works program to commence to ensure the campus is redesigned to align with the future needs of the College community.

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 Heads of House: Lynda Hewitt, 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 House Band competition rivalled the House Drama event in inspiring connections 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.

The area of Positive Education throughout the classrooms and the College as a whole was well catered for as we explored the importance of being kinder, using the Power of YET to help guide as a staff and our students. This time allowed us to embrace the fabric of Positive Education and tease out character strengths and how best they can be used in both curriculum areas and our wellbeing programmes as a whole. Through a discussion within the Positive Education team about how best to promote our College values and intertwine them with our HOUse values - the Pos Ed Tree was born and it now takes pride of place in the hallway in one of the Secondary buildings.

Our students were well catered for across the College as we used the skills and expertise of such organisations as 'Speak Up Stay Chatty' and 'The Butterfly Foundation' to impart their knowledge and understandings. Working with students in Year 9 the team from 'Speak Up Stay Chatty' highlighted the need for all to look out for one another. For those students in Years 5 and 6 students were privileged to be part of a Zoom session with Claire Hennessy from the Butterfly Foundation. This was an opportunity for them to hear from a leading expert about the importance of positive body images. Claire also spoke about the need to recognise the importance of practising body kindness and being grateful for all that their bodies do as well as the negative impact digital marketing has on people. The session allowed students to respond to questions and interact in a positive manner.

Throughout the Clan rooms and classrooms the whole school approaches teaching wellbeing as an instrumental part of our Positive Education programme. On a Thursday all classes from Kinder to Year 10 are involved in a dedicated time to unpack issues related to wellbeing, mental health, character strengths, resilience, values and friendship. Over Terms 2 and 3 Secondary students learnt about the different kinds of justice and explored the ways in which they can contribute to and create a just environment at Mount Carmel and in the wider community. In Term 4, they touched on the topic of resilience by learning about flexible thinking in the face of adversity and creating strategies to "bounce forward."

The Primary dedicated their Wellbeing time on implementing the URSTRONG programme from Years 1 - 6 and aspects of teachpeec in Kinder and Prep. These opportunities have been invaluable as they have encouraged our students to work on developing skills in order to have a sense of belonging. The time in class focusing on wellbeing using ideals and values closely linked to Positive Education has ensured students from Kinder to Year 6 have a number of strategies that they can use in order to assist in overcoming stresses and worries that are a normal part of a day.

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 Year 6 Restorative Leaders made a vital contribution to the culture of Restorative Practice at Mount Carmel in 2021.

Curriculum and Teaching

The Tasmanian 9-12 Curriculum framework, which seeks to provide Tasmanian students with flexible, future-focused learning opportunities, highlights the following five areas of opportunity for students: Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures. Each of these five focus areas provides a lens for reflecting on directions in Curriculum and Teaching at Mount Carmel during 2021.

Discipline Based Study

At Mount Carmel we offer the full suite of Australian Curriculum subjects with Learning Area Departments undertaking continuous review and redesign of learning, to ensure engagement, relevance and inclusion. Towards the end of 2021, teachers began preparations for the implementation of the Revised Australian Curriculum (Version 9.0) due to be released early in 2022.

In 2021 we undertook an extensive review of our Student Support services. One of the outcomes of this review was to affirm and refine the model we have in place for the teaching of Maths and English in Years 7-10. With the objectives of ensuring student engagement in these subjects, the development of students' confidence as learners and the continued improvement of Literacy and Numeracy outcomes, our model is based on teacher collaboration, and grouping students to ensure targeted teaching and student choice.

Transdisciplinary Projects

One of our current strategic priorities is to develop more interdisciplinary approaches to curriculum and student learning to encourage deeper knowledge through active exploration of real world challenges and problems. An example of practical implementation is the integrated unit, TIDE (Technology, Investigation/Innovation, Design and Engagement) for Year 7 students which focuses on the cross-curriculum priority of 'Aboriginal and Torres Strait Islander Histories and Culture'. Working in collaborative teams, students are guided through an inquiry process that immerses them in the cultures and histories of Tasmania's First Nations people, coming to understand that Tasmanian Aborigines have maintained a vibrant,

unique and dynamic cultural life through the continuation of cultural practices that extend back far beyond living memory.

The inclusion of STEM (Science, Technology, Engineering and Mathematics) as an elective subject for years 9 and 10 is also a way of creating new outcomes through the interaction of disciplines. This has proved to be a popular choice amongst students, with three classes running in 2022.

‘Learning means knowing things. It’s all about new discoveries. You learn lots of new things everyday and I think that’s important’ - student

‘ Who knows.... In the future, I may be able to build and launch a rocket’ - student

Professional Studies

Learning that allows students to specialise in a defined profession has occurred in a variety of ways at MCC. Examples of this include year 10 visits to TAFE, the hosting of guest speakers from various professions and the inclusion of particular units (such as Forensic Science, Pottery, Finance and Acting) in discipline based subjects and electives.

‘ I have the ability to do anything I put my mind to. Learning enables us to do anything and everything’ - student

‘Learning is about gathering information to help in the future and let me have the best career options to enjoy work’ - student

Work-based Learning

In order to enable students to access learning to acquire work-based skills at Mount Carmel we are expanding our VET (Vocational Education and Training) offerings in 2022. In addition to Introduction to Hospitality, and Introduction to Construction (which students can access onsite at GYC), a new course, Introduction to Community Services (Childcare) has been offered as an elective for 2022, readily being taken up by our Year 10s. For 2022 we are investigating ways of expanding our Design Technology offerings by working in coalition with other schools such as Guilford Young College.

‘Learning means that I will be able to get a job when I am older’ - student

‘ Learning and being at school gives me a chance to look at the future and gives me the opportunities I need to fulfill my potential’ - student

Personal Futures

2021 saw the introduction of a Pathways course for Years 9 and 10 at Mount Carmel. This course involves career and life planning, helping to prepare students to be independent young adults. The introduction of ‘Tools for Transition’, a new elective in 2022, will cover life skills, functional literacy and numeracy skills and social and emotional skills. It will support students to manage the current demands of secondary school and provide them with learning that is essential for their lives beyond school.. At the same time it will address general capabilities as outlined in the Australian Curriculum.

Another new elective for 2022 that aligns with the objectives of the Personal Futures focus in the 9-12 framework is ‘Service Learning’, which will focus upon forming students as empathetic, global citizens who ‘welcome in, and reach out’ to others. This is in line with our mission as a Catholic community to recognise the spiritual, emotional, social and physical well-being of each individual as central to their development.

‘Learning to me means being able to challenge myself and grow as an individual. It also means being able to learn with my friends and grow together’ - student

‘Learning is something that prepares us for the future, not only learning numbers, equations, words and sentences. It’s also about how to prepare ourselves and be ready for our future’ - student

‘Learning to me means an opportunity to change something’ - student

‘ I have learnt how to properly respect others and how challenging yourself is a good thing to do’ - student

‘ I have learnt how to be a friend, someone kind and caring. MCC encourages us to be our best’ - student

Preparing students for future learning, work and living life to the full, has been the work of Catholic schools for the last two hundred years in Australia, and we continue to seek new ways of ensuring learning at Mount Carmel is relevant, responsive to student need and interest, and life-giving.

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 organised 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, 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

Learning for Life is our Birth to 5-years program that enables all parents and carers and their children within our wider community the opportunity to learn in a fun, warm and supportive environment.

Learning For Life is designed to offer parents and their families practical support and insight into play-based learning, to build connections between families and young children and to support each child to begin their individual learning journey.

Throughout the year, our program has been filled with play-based learning experiences, exploration and storytelling, gross motor, fine motor, sensory, imaginative experiences, as well as activities including song and dance, story-time, art, craft, drama, movement and outdoor play.

Learning For Life runs on a Tuesday between 9.30-10.45am during the school term in our Kindergarten building. It is run by Kindergarten Teacher, Mrs Karen Giudici and Early Years Educator, Mrs Helen Crawford. We always like to welcome new families, so if you know anyone who you think would be interested in coming along, please tell them about our program.

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 2021 the Primary School consisted of single stream classes from Kindergarten to Year 4, and a double Year 5 and 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.

The Primary school started the year off full steam ahead with parents welcomed back into our classrooms for our open days early in February. The beginning of Term 1 saw a celebration and election of the new Year 6 leaders for the first semester. We also held our Primary Swimming Carnival at the Clarence Aquatic Centre..

Teachers, students and parents also had an opportunity during Term One to meet and set some goals for the year ahead during the Parent-Teacher Conferences.

Year 5 headed off for a two-night camp at Port Arthur which provided amazing learning experiences that the teachers, organised guides and locals had organised for them.

The Primary classes came together and celebrated Reconciliation Week with the amazing Naarah Barnes who managed to get the whole Primary school to come together as one with a beautiful song - *More Than Words*. A number of fundraisers were held with over \$800 raised for charity, but more importantly, the students worked together as a community for others less fortunate.

The beginning of Term 3 saw us celebrate Arts Evening where all students had the chance to showcase their performances and artwork to their family. The amazing dedication from the teachers who prepared the students for the evening as well as the enthusiasm from the students and the support from the wider community was uplifting. After Arts Evening students and staff headed straight into Book Week where students participated in a week long worth of activities dedicated to the joy of reading. Term 4 shaped up as another busy term with all the end-of-year festivities and celebrations across the College.

In 2021 a wide range of academic and co-curricular programs were enjoyed, especially in light of the situation in Victoria and overseas. Numerous excursions, the Australian Mathematics, ICAS and sporting competitions, Tournament of Minds, school carnivals, the Arts' Festival, the Footy Colour's Parade, Learn to Swim and Bush Kinder are some of the highlights of the year. The Year 6 Leaders and House Captains have played a key role in facilitating a number of activities including the Book Week celebrations, a photography competition to commemorate World Environment Day, and regular lunch time activities. Similarly, the work of the Restorative Practice Leaders cannot be underestimated, helping students to repair relationships in the playground when things have gone wrong.

Carmel House

"Weeds are flowers too, once you get to know them." -A. A. Milne

Last year a quote from Winnie the Pooh was chosen and this year is no different. As young children the stories are much loved and cherished, as an adult we can see so much profound wisdom in them. This quote was chosen as it encapsulates everything we strive to encourage in our students, kindness, and acceptance. Be kind to everyone and perhaps even if a person is not 'your kind of person', if you take the time to get to know them you will realise their value.

During one of the Clan sessions each week there is a House Gathering. This gives an opportunity for each Clan, or the Head of House, to address the students in Carmel House. Almost without exception these gatherings focus on ways in which individuals can be kinder to one another, whether it be recognising a given cause, encouraging each other in House events or celebrating achievements.

During one of the gatherings, human expressions were observed through pictures to gain a greater understanding of recognising how others may be feeling helping to develop a stronger emotional intelligence, another assembly focussed on a family who lost their two sons due to the unkindness of others and how this family has started an organisation to promote kindness and acceptance of others.

The students of Carmel House are flourishing in this area, the Vertical Clan system is proving to be very successful, having completed three years of this model, connections are building between year groups, the interactions between them are positive and kind, it is becoming everything we hoped it would be. The Carmel Clan teachers are dedicated to the wellbeing of their students and work exceptionally well as a team, although saddened that we will be saying goodbye to Mr Scott Young, the patriarch of Carmel 2, as he leaves at the end of this year. Carmel House wishes him all the best in his retirement, his sage advice will be missed.

It has been a busy year, at the start of the school year the Year 7 students were involved in a House picnic, the Year 10s had their formal, there was Clan Soccer, the Great Cycle Challenge, Mount Carmel Day, Field Day to name but a few. Sincere appreciation is given to Kate Steele and Stella Riseley, the Carmel House Captains for 2021, who have worked tirelessly to build House spirit for events such as Beach Day at the end of last year and the Athletics Carnival earlier this year, both in which Carmel was victorious! The time and effort they put into House Band and House Drama this year was exceptional, the students that participated were truly fantastic. Although Carmel House did not take the win in these events, all involved have every right to feel proud of themselves, as a whole house we are proud of them!

Loreto House

Another year has come and gone, with so many wonderful Loreto students and staff bringing smiles to the faces of many that they cross paths with throughout the year.

Everyone has demonstrated great spirit this year in all House events, with some amazing surprises on the track in Athletics, wonderful enthusiasm in Field Day, soothing melodies in House Band, strength in numbers for Clan Soccer and a great win in House Drama.

Loreto AFL Tipping saw a new leader to the ladder this year and unfortunately the leaders of 2020 gained the wooden spoon award. Students in Loreto 2 were certainly working hard on making sure that Loreto 5 had a challenge, but unfortunately couldn't quite knock them off the top of the ladder. Congratulations to the students and staff in Loreto 5 you were certainly consistent with your tipping and no doubt eager to ensure that no one takes your place on top of the ladder next year. It would be a shame to not mention also the amazing win in the AFL this year by the Melbourne Demons, not simply settling for minor premiers, but also taking out the premiership, let's hope this winning vibe continues into 2022 and allows the Loreto Clans a better chance at accurate tipping.

The Loreto House Leaders have certainly been on a mission this year to leave their legacy behind and inspire the future generations, from creating the Christmas in July fundraiser, raising money for Eddie Rice's program *Project Princess* to organising Clan activities for the benefit of the wellbeing of their peers. Alexandria and Sophia have been a true inspiration to the Loreto Team following the House values of Compassion, Justice and Mercy, thank you for your dedication and enthusiasm in the roles as House Leaders for 2021.

Thank you Loreto Clan teachers for all your dedication this year in working on ways to ensure the students in your clan are flourishing. Your dedication to the Clans in the House is highly valued by all members of the College community.

Lourdes House

The Village Green has been a happenin' place this year!

Lourdes kicked off the year by welcoming a few new-comers to the fold; Hayley Stevens and Adele Larratt came on board as Clan teachers for Lourdes 3, and Lourdes 2 welcomed Nicole Foyle. These wonderful women rounded out the formidable team of Lourdes Clan teachers, joining Petra Dennis, Dave McNamara and Gerard McNulty. Lourdes would not be the house it is without this magnificent group of people and their tireless work and care for the students is greatly appreciated.

It's been a busy year to say the least and as always, the students of Lourdes have thrown themselves into every aspect of college life. They ran their hearts out at the Athletics Carnival, sporting green attire and cheering on their team mates; they have created posters, entered reading competitions and hosted Lourdes assemblies! The Lourdes teams were victorious in the Mount Carmel Day Quiz, House Band and Clan Soccer tournament and our girls produced a terrific and entertaining performance for House Drama. The Carmel and Loreto houses have provided some tough and spirited competition and we want to say congratulations to all students for their successes and participation. It is a joy to be part of this community.

There is one achievement that stands out above all and it is one that everyone in Lourdes can be immensely proud of; That is the connections and relationships that have been built within our Vertical Clans. This is a testament to our Clan teachers but it also speaks volumes to the love and care that exists among our students. It has been three years since the implementation of the Vertical Clan system and it is clear that our Clan groups have really consolidated and created little families. There have been many occasions this year,

where our older students have stepped up to provide emotional support and guidance for our younger students and it is obvious that the bonds are genuine and heart felt. If our goal was to break down barriers between the grades, we can be confident that we are well on our way to achieving this. As always, we are guided in Lourdes by our core values of Love, Valiance and Humility but this year we can add to this the value of family. We are family in Lourdes.

It is imperative to acknowledge the incredible House Captains for 2021; Anna Cosentino and Grace Rowbottom. These two girls have been phenomenal in their role; they really are the big sisters of our entire house. They have given of themselves so generously and graciously but above all they have lead with love and compassion. Lourdes are so grateful for everything they have done, particularly the birthday packs, House Competitions and Lourdes TV... but more importantly we are grateful for their time and example. We sincerely thank you girls. You can be confident that you have left your mark.

There is much to be proud of in Lourdes this year and as always the girls have exhibited strong hearts. Thank you to all for another wonderful year!

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

2021 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 2021, 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

Extended learning is a fundamental part of schooling life, giving students the opportunity to extend their knowledge, understanding and skills. This year as a school we have worked to further develop best practice in caters for gifted and highly able students across all curriculum areas. In addition, we have encouraged student participation in a wide range of competitions, allowing them to display their talent and skills.

During 2021 students participated in a variety of competitions and extension opportunities, covering all learning areas from the Early Years through to Year 10. For example:

ICAS Assessments

The National History Challenge

Rostrum Youth of Voice

Tournament of the Minds

Da Vinci Decathlon

Debating

“It Takes a Spark’ STEM Expo

Frank MacDonald Memorial Prize

My Place Competition

The Australian Mathematics Competition

Brainways Education

Ethics Philosophy Cub

Ad Astra online Learning Courses

Whitlam Institute ‘What Matters?’ writing competition

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

| MISSION | ACADEMIC | CULTURAL | SPORTING |
|---|---|---|----------------|
| Mini-Vinnies | Science and Engineering Challenge | Choir, ensembles and performance opportunities, both instrumental and choral, private music lessons | AFL |
| Mission Sisters | ICAS competitions | | Athletics |
| Mentoring Program/ breakfast club | Tournament of Minds | | Basketball |
| Edmund Rice Camps | AMC | College Arts Festival | Cricket |
| Foodbank | English – Essay Writing Competitions | Arts Showcase | Hockey |
| Visits to Queenborough Rise (pre-covid) | Public Speaking Competitions - Japanese | Intercultural Week | Rowing |
| Landcare | Technology Master classes | Art Exhibitions | Running |
| | Ethics Olympiad | | Soccer |
| | | | Swimming |
| | | | Tennis |
| | | | Touch Football |

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 2021 included:

Excursions:

- Kinder - Lambert Park Bush Kinder
- 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 - Tasmanian Museum and Art Gallery, Lady Nelson Trip
- Year 5 - Walking tour from the Footsteps Sculptures to Female Factory, The Festival of Bright Ideas and Molesworth Leadership Course.
- Year 6 - Parliament House - Hobart
- Year 7 - Science/Maths Sustainability Centre and Hobart Aquatic Centre
- Year 8 - STRIVE Activities – Foodbank, Lambert Park, ST Vincent de Paul, Kayaking, bush walking and surfing.
- Year 9 - Leadership Focus Day

- Year 10 - GYC Orientation, Mt Pleasant Observatory and University of Tasmania - Conversations

Camps:

- Year 4 - Blue Lagoon
- Year 5 - Port Arthur Camp
- Year 6 - Day Long Excursions
- Year 7 - Spring Beach Camp
- Year 8 - Strive Camp - Bruny Island Camp
- Year 9 - Bruny Island - Leadership
- Year 10 - Huonville Outreach Camp
- Year 9/10 outdoor Education classes - Freycinet and Huon River Kayaking camps

College Colours

In 2021 the College Colours were awarded to 32 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?

| 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 | 95.2% | 94.7% | 96.0% |
| Writing | 100% | 96.0% | 96.9% |
| Spelling | 95.2% | 88.5% | 93.2% |
| Grammar and Punctuation | 95.2% | 92.2% | 95.0% |
| Numeracy | 100% | 95.8% | 95.8% |

| 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% | 93.3% | 95.4% |
| Writing | 100% | 91.4% | 93.6% |
| Spelling | 100% | 90.9% | 94.3% |
| Grammar and Punctuation | 100% | 91.1% | 94.3% |
| Numeracy | 100% | 93.7% | 95.3% |

| Grade 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 | 98.8% | 91.0% | 94.0% |
| Writing | 100% | 86.9% | 90.1% |
| Spelling | 98.9% | 90.5% | 94.2% |
| Grammar and Punctuation | 98.9% | 85.9% | 90.7% |
| Numeracy | 98.9% | 90.3% | 93.5% |

| Grade 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 | 89% | 86.4% | 90.2% |
| Writing | 87.3% | 78.3% | 82.5% |
| Spelling | 92.6% | 85.8% | 91.4% |
| Grammar and Punctuation | 88.9% | 84.3% | 88.3% |
| Numeracy | 94.0% | 92.7% | 95.1% |

Building a Whole School Community

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

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. Our Primary staff met with parents and provided information on class routines, contact processes and learning.

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 2021 enrolment of Mount Carmel College was 547 students.

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

| 2021 Enrolments | | | |
|------------------------|---------------|-------------|--------------|
| Grade | Female | Male | Total |
| Kinder | 11 | 0 | 11 |
| Prep | 23 | 5 | 28 |
| Grade 1 | 21 | 5 | 26 |
| Grade 2 | 27 | 1 | 28 |
| Grade 3 | 26 | 0 | 26 |
| Grade 4 | 30 | 0 | 30 |
| Grade 5 | 42 | 0 | 42 |
| Grade 6 | 48 | 0 | 48 |
| Year 7 | 95 | 0 | 95 |
| Year 8 | 59 | 0 | 59 |
| Year 9 | 86 | 0 | 86 |
| Year 10 | 68 | 0 | 68 |
| TOTALS | 536 | 11 | 547 |

The College consisted of 22 classes ranging from Kindergarten to Year 10. 547 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. 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 2021 was 90.8%. Annual attendance rates disaggregated by Year group are listed below:

| Grade | Attendance | Grade | Attendance |
|--------|------------|-------|------------|
| Kinder | 90.6% | 5 | 91.7% |
| Prep | 91.5% | 6 | 91.8% |
| 1 | 91.7% | 7 | 90.6% |
| 2 | 94.8% | 8 | 89.7% |
| 3 | 92.4% | 9 | 90.1% |
| 4 | 94.4% | 10 | 90.1% |

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 2021, 64% of our 2021 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 2021, approximately \$23,416 was spent on staff Professional Learning. This covered registration fees, travel and accommodation expenses. In addition, approximately \$6,930, was spent on relief teacher salaries to cover staff attending Professional Learning activities during the same period.

Staff are asked to connect their professional development to an identified need within the College's strategic Plan or to support the vision of the Tasmanian Catholic Education Office.

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:

- Remote Wilderness First Aid
- Community Surf Lifesaving
- ASIDE Update
- ATSI Key Teacher Meetings
- TCEO Network Meetings
- Diabetes Training for Schools
- Certificate IV in Assessment & Training
- Dyslexia Awareness
- Early Career Teacher Workshops
- Yr 9 - 12 Project Meetings
- Initialit
- WHS Training
- TCEO Induction Session
- ASBA Professional Development
- CEBA Conference
- Cath Ed Safe
- RE Colloquium
- URSTRONG Training
- TASED Talks
- Grad Certificate in Career Development
- Youth Mental First Aid
- Literacy Professional Development
- SEQTA
- Snorkel Instructors Course
- Sea Kayak Guide/Instructor Course
- Sacrament PL
- Unstoppable Learning
- Bush School PL
- Untangling Resentment and Resentment
- TASC Meetings
- Vocab for Success
- Nurturing Creativity Conference
- Powering Up Inquiry Learning
- Critical Incident Training
- Age Appropriate Pedagogies Workshop
- Maths Association Conference
- Operational Planning
- Backwards by Design
- Little Scientists Workshops
- Body Esteem Educator Training
- Whole School Approach to Pos Ed
- The Courage to Be Retreat
- NAPLAN Reporting

The average expenditure per teaching staff on professional learning in 2021 was approximately \$520, with relief costs \$554, expenditure in this area was significantly reduced due to COVID-19 in 2021.

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 2021 as well as the number of years of teaching experience of each staff member.

| Surname | First Name | Position of Responsibility | Years of Experience | Qualifications |
|---------------|------------|--|---------------------|--|
| Alderdice | Avril | Secondary Teacher | 5 | BA, M.Teach |
| Bennett | Stewart | Secondary Teacher | 13 | B.Sc, B.Teach |
| Blythe-Cooper | Anne | Secondary Teacher | 28 | BA, B.Mus, Dip.Ed (Hons) |
| Cazaly | Anna | Secondary Teacher | 43 | BA |
| Chapman | Anthony | Director of Mission & Identity - Secondary | 26 | M.RE., B.Sc (Applied Sc), Dip Ed., Grad Cert RE |
| Coleman | Emily | HOD - Learning Support & Enrichment | 15 | B.Teach, B Computing |
| Dennis | Petra | HOD - HPE | 30 | B.Ed (HPE and Math) |
| Desmarchelier | Matthew | Primary Teacher | 2 | B.Ed (HPE) |
| Doust | Renee | Primary Teacher | 24 | Assoc Deg (Art), B.A (Biology) |
| Fasnacht | Maureen | Primary Teacher | 32 | B.Ed |
| Foster | Susan | Secondary Teacher | 24 | B.Arts; Dip Ed. |
| Foyle | Nicole | Secondary Teacher | 5 | PGCE - Secondary Design & Technology, BA (Hons) Textiles |
| Gray | Imogen | HOD – English and LOTE | 10 | BA, M.Teach, Grad Cert Middle Years Edu. |
| Guidici | Karen | Primary Teacher | 18 | B.Ed |
| Hall | Lauren | Acting Director of Primary | 17 | B.Teach |
| Hankinson | Heather | Secondary Teacher | 22 | B.Arts; Grad Dip Ed |
| Herbert | Murray | Secondary Teacher | 18 | M.Teach |
| Hewitt | Lynda | Secondary Teacher | 13 | B.Sc + PGCE |
| Higginbotham | Linton | Secondary Teacher | 38 | B.Sc Hons, Dip.Ed. |
| Himson | Sharon | Primary Teacher | 31 | Dip.Ed, B.Ed. |
| Hudson | Lynda | Head of House - Loreto | 15 | BA, B.Teach |
| James | Simon | Secondary Teacher | 24 | Dip. Ed. PhD Philosophy, B.Sc (Hons) |
| Jetson | Catherine | HOD - History and Social Science | 21 | M.Ed., B.A His/Soc, B.Tch |
| Kullrich | Valery | Secondary Teacher | 31 | M.Ed., B.Human Mvmt |
| Larratt | Adele | Secondary Teacher | 25 | B.Ed |
| Lincoln | Dorothy | Primary Teacher | 39 | BA, Dip.Ed, Dip.TEFL, AmusA |
| Lowe | Damien | Primary Teacher | 19 | B.Ed, Grad Cert Math |

| | | | | |
|----------|-----------|---|----|---|
| Magnus | Jenna | Secondary Teacher | 6 | BA Comm (Theatre and Media), ty, B.Teach, Dip Puppetry,DipFAD |
| McNamara | David | HOD - The Arts | 15 | B.Music, B.Teach |
| McNulty | Gerard | HOD of Theology & Spirituality | 31 | M.RE |
| Nolan | Fiona | Principal | 27 | M.Ed, Grad Dip Teach, B. Admin |
| Nutting | Phoebe | Head of House - Lourdes | 6 | B Teach, BA, Cert IV PA |
| O'Rourke | Julia | Secondary Teacher | 27 | M. Ed Lead, BA, Dip.Ed |
| Paine | Sandra | Secondary Teacher | 22 | B.Ed;Dip of Teaching (Primary) |
| Reid | Natalie | Primary Teacher | 4 | B.Ed |
| Reynolds | Jasmin | Primary Teacher | 7 | |
| Rodrick | Alexandra | Secondary Teacher | 5 | B.Tech..Edu, Cert IV AFD&T, Cert III Cat. Op. |
| Row | Alice | Primary Teacher | 2 | B.Ed (early Childhood) |
| Sluyters | Melanie | Director of Positive Education and REC Curriculum - Primary | 26 | B.Ed |
| Smith | Alice | Secondary Teacher | 19 | B.Arts;B.Teaching |
| Stevens | Hayley | Secondary Teacher | 14 | B.Ed |
| Tewes | Lyndal | Deputy Principal | 27 | B.Ed, M.Ed |
| Wall | Michelle | Primary Teacher | 26 | B.Ed (Early Childhood), M. Ed (Prim.) |
| Wierenga | David | Primary Teacher | 13 | BA, B.Teach |
| Woodward | Aimee | HOD of Maths & Science | 17 | M.Ed, B.Sc, B.Teach |
| Young | Scott | Secondary Teacher | 39 | Dip.Teach, B.Ed |

| Years of Experience | Number of Teachers |
|---------------------|--------------------|
| <1 year | 0 |
| 2 – 5 years | 6 |
| 6 – 10 years | 4 |
| 11 – 20 years | 12 |
| >21 years | 24 |

Staff Composition, Attendance and Retention

The teaching staff retention rate at the end of 2021 was 91.26%. This indicates the number of teachers who have continued service at Mount Carmel College from 2021 into 2022.

As well as the teaching staff, Mount Carmel College also had a total of 30 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 2021 are detailed below:

Teaching Staff

| Full-Time | Part-Time | Male | Female | Indigenous |
|-----------|-----------|------|--------|------------|
| 29 | 17 | 11 | 35 | 0 |

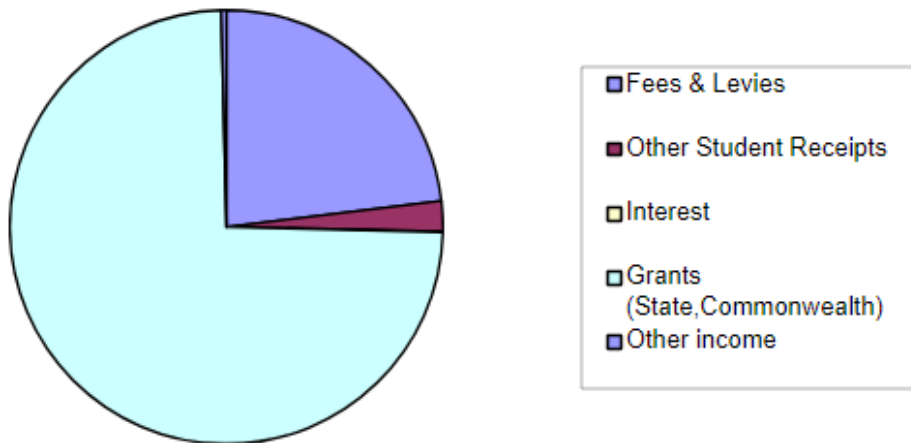
Non-Teaching Staff

| Full-Time | Part-Time | Male | Female | Indigenous |
|-----------|-----------|------|--------|------------|
| 9 | 21 | 8 | 22 | 0 |

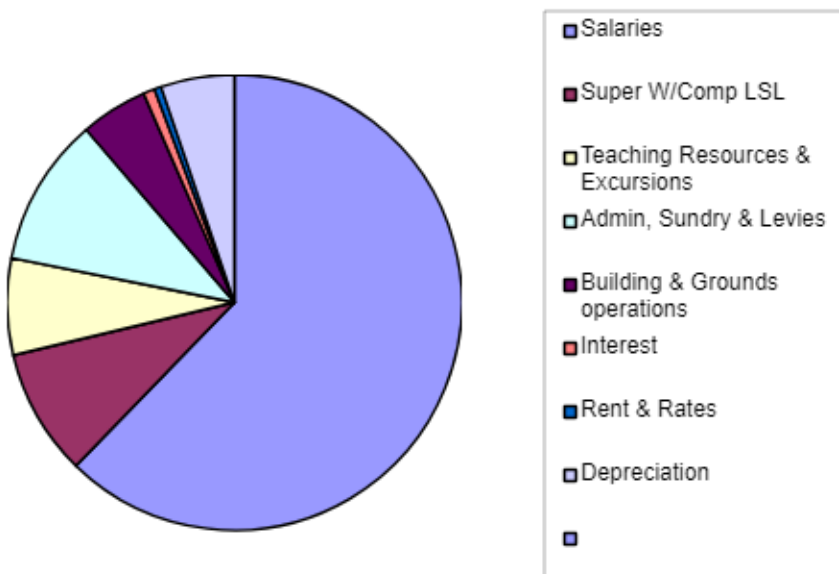
Financial Information

The following are the graphical representations of the financial information of the College for the 2021 academic year.

Mount Carmel College Income 2021



Mount Carmel College Expenses 2021



Capital income for 2021 was \$43,000 – capital levies paid by families

| | | <u>2021</u> |
|---------------|-------------------------------|---------------------------|
| INCOME | Fees & Levies | \$2,192,999 |
| | Other Student Receipts | \$250,490 |
| | Interest | \$5,270 |
| | Grants (State, Commonwealth) | \$7,053,086 |
| | TOTAL RECURRENT INCOME | <u>\$9,501,845</u> |

| | | <u>2021</u> |
|-----------------|---------------------------------|---------------------------|
| EXPENSES | Salaries | \$6,037,102 |
| | Super W/Comp LSL | \$871,026 |
| | Teaching Resources & Excursions | \$665,399 |
| | Admin & Sundry Expenses | \$1,023,829 |
| | Building and Grounds | \$461,915 |
| | Interest | \$79,376 |
| | Rent & Rates | \$49,153 |
| | Depreciation | \$506,520 |
| | TOTAL EXPENSES | <u>\$9,694,320</u> |

Professional Learning and Leave Expenses

| | |
|---|---|
| Staff Travelling | \$2,227 |
| Staff Train Teach | \$23,416 |
| Staff Train Admin | \$6,782 |
| Relief Costs | \$259,906 (Total relief PL & Personal leave Teaching Staff) |
| Personal Leave hours for teaching staff | 2259 |
| PL hours relief required | 240 |

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 2021, there were opportunities for parents, students and staff to indicate their level of satisfaction with the College. Staff members responded positively to many initiatives implemented or consolidated in 2021, 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.

