

Mount Carmel College

2022 Annual Community Report



Mount Carmel College

Sandy Bay, Hobart

REGISTERED SCHOOL NUMBER: 312

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Contents:

| | |
|--|----|
| Opening Message | 4 |
| Tradition and Charism: the context of the College | 5 |
| Strategic Goals | 6 |
| Pastoral care at Mount Carmel College | 6 |
| Positive Education | 8 |
| Curriculum and Teaching | 9 |
| Kindergarten | 11 |
| Primary School | 12 |
| Carmel House | 13 |
| Loreto House | 14 |
| Lourdes House | 14 |
| Learning Support and Enrichment | 15 |
| College Colours | 18 |
| Academic Achievements | 18 |
| Building a Whole School Community | 20 |
| Student enrolment overview, attendance and retention rates | 20 |
| Post School Destination | 22 |
| Expenditure and participation in Professional Learning | 22 |
| Staffing Information | 23 |
| Financial information | 25 |
| Student, Staff and Parent Satisfaction | 26 |
| Policies | 27 |

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 "Justice, Compassion and Courage" 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 2022 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 Board is led by Mr David Rondalson (Board Chair) and Ms Yvonne Chaperon (Deputy Board Chair).

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 to focus on Pilgrimage with a focus on our First Nation's perspectives. 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

Catholic Identity - Foster the spiritual development of students and staff

- Plan for the ongoing formation of students, families, and staff

Catholic Identity - Inspire students to know, understand and live out the Gospel values as an expression of faith in our world.

- Promote the story of our faith tradition and our First Nations' spirituality connections so that our Catholic Identity is shared and enriched.

Courageous Learning - To develop learning which is student centered, courageous and will improve student learning outcomes.

- Develop more interdisciplinary approaches to curriculum and student learning to encourage deeper knowledge through active exploration of real-world challenges and issues.
- Nurture respect, awareness and engagement in First Nations' cultures and issues.

Courageous Learning - To maintain an exemplary standard of teacher professionalism and practice based on researched pedagogy.

- To provide ongoing opportunities to build cultural competence in Aboriginal and Torres Strait Islander culture, knowledge and contemporary issues to facilitate a learning environment that celebrates, supports and acknowledges First Nation Heritage.

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 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.

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 continued to dedicate their Wellbeing time to implementing the URSTRONG programme with all staff not fully trained in this from Years 1 - 6. Our Kinder and Prep students used units from the PEEC Curriculum, a resource provided by the Institute of Positive Education - Geelong Grammar. Throughout the year these opportunities have been invaluable as they have encouraged our students to work on developing skills in order to have a sense of belonging, to develop character strengths and to look at the importance of resilience and how to use it within the classroom environment. The time in class, focussing on wellbeing that is 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. At the commencement of 2022 all staff participated in a Restorative refresher provided by David Vinograd.

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 2022.

Curriculum and Teaching

Student Wellbeing is integral to great Teaching and Learning, as is Teachers' knowledge of their subject area and the inclusion in the curriculum of experiences and processes that are central to who we are as human beings.

The Australian Institute for Teaching and School Leadership (AITSL) aims to develop expertise and empower teachers and school leaders to create better educational outcomes for Australian children. The Tasmanian Teacher's Registration Board (TRB) uses the AITSL standards to foster teacher professional development and thus manage the registration status of teachers. What are the standards that determine eligibility and who decides 'What makes a good Educator'?

AITSL outlines 7 standards (more fully detailed as 37 focus areas) that define the practices of accomplished teachers (See Figure 1). These are presented in three categories called Domains, as follows:

1. Professional Knowledge (about students and content)
2. Professional Practice (regarding planning and implementing, managing safe learning environments, assessing and providing feedback)
3. Professional Engagement (with professional learning and with colleagues, parents and the community)

Teachers across Australia, must maintain these standards in order to remain fully registered and provide for the needs of students to attain solid educational outcomes. At Mount Carmel College, over 90% of teachers are fully registered, with the remainder in line to move from Provisional to Full Registration within the next 2 years.

An expert panel on what makes a good teacher (The Conversation, August, 2014) broadly supports the various foci of AITSL with the following three points.

1. Good teachers have a thorough and up-to-date knowledge of their subjects and a deep understanding of how students learn particular subjects. Effective teaching demands that the teacher be knowledgeable in the subject area. The teachers must have a detailed understanding of what is being taught.

Up-to-date knowledge of the Australian Curriculum is reflected by the development of our Scope and Sequence documents and continuous review by Primary staff and Secondary subject teams to integrate

changes. A day was held at the conclusion of 2022 to align the College's scope and sequence documents to the Australian Curriculum Version 9.

2. Increasingly, our research is demonstrating the substantial role that teacher-student relationships play in facilitating students' motivation and engagement. Put simply, the extent to which students are receptive to anything a teacher may say or do to motivate and engage them will rely heavily on the relationship the teacher has developed with the students.

At Mount Carmel College we have a commitment to Restorative Practice and all of our staff have undertaken training in this area. The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.

3. Good teachers understand that a child's social and emotional well-being is critical for them to learn. They also know that arts experiences and processes are central to who we are as human beings and can encourage creative learning. Good teachers embed arts-rich learning opportunities across the curriculum to enhance their learners' opportunities to develop their imaginations and creative potential.

Positive Education is a part of our practice at Mount Carmel and we continue to endeavour to embed these values into our Curriculum. A focus on wellbeing informed by Positive Education throughout our Primary school and our Secondary House/Clan system supports our Strategic Plan Goals. Positive education is the combination of traditional education principles with the study of happiness and wellbeing, using [Martin Seligman's PERMA model](#).

At Mount Carmel we provide a variety of subjects and learning experiences. Our Elective subject process is continually refined and the subjects that are offered as well as the structure within which they are offered are based upon student choices each year. Integrated units, such as the Year 7 T.I.D.E unit are particularly designed to connect various areas of the Curriculum by considering carefully considered overarching questions.

This year, as Co-Directors of Curriculum and Pedagogy we attended the Science of Learning Conference which presented an opportunity to engage with enthusiastic and like-minded teachers and leaders from across Australia who are changing practice in classrooms and schools, consistent with the Science of Learning, Science of Reading and knowledge rich curriculum. The purpose of the Science of Learning is to summarize the existing research from cognitive science related to how students learn, and connect this research to its

practical implications for teaching and learning. It advocates student wellbeing and claims that ‘Students will be more motivated and successful in academic environments when they believe that they belong and are accepted in those environments’. (Yeager, Walton, & Cohen, 2013)

Further research found the following:

.....Desirable qualities of a teacher also include the ability to form strong relationships with their students. Teachers are often warm, caring, and open individuals, who help students feel comfortable in the classroom. Students should feel safe to share their ideas in a supportive learning environment. What distinguishes mediocre teachers from good ones is the ability to create this sense of belonging. (TES Institute Team)

A report written by Dr Anthony Onwuegbuzie and Dr Emma Carter of the REAL Centre, University of Cambridge, 2021 found that:

.... while teacher knowledge very specific to their subject area is essential, just as important is teacher disposition which the researchers described as encompassing passion, good role modelling, motivation and the possession of understanding of students needs.

The development of healthy relationships between educators and learners is paramount in the teaching and learning process. At Mount Carmel College our focus on Positive Education emphasises the importance of such relationships and our commitment to Restorative Practice is indicative of our efforts to maintain these relationships. The provision of a variety of subjects and the practice of embedding arts-rich learning throughout the Curriculum enhances the development of imagination and Learning for Life. Teachers’ knowledge of their subject area is significant to being good educators and is a requirement for teacher registration (The vast majority of Mount Carmel teachers are fully registered) and reflected by our continuous development of Scope and Sequence documents to include changes in the Australian Curriculum as they are made. This thinking is broadly understood and supported by AITSL, the Teacher’s Registration Board, Educational ‘researchers’ and students alike.

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 and statements against the outcomes from the Learning Framework. 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 badminton clinic and Year 10 students leading dance.

During the program the children planted and nurtured a herb garden, enjoyed cooking, dressing up, learning about countries around the world and how we are all different. The children enjoyed participating in a number of community events including Science Week, Book 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 during the school term in our Kindergarten building. It is run by Kindergarten Teacher, Mrs Jasmin Reynolds and Early Years Educator, Ms Sabrina Slyp.

Primary School

At the heart of all we do from Kindergarten to Year 6, our students are the centre of what makes us who we are, and the direction we want and need, to go in.

"The greatest illusion," said the mole, "is that life should be perfect." This quote is an example of what a great opportunity we have as a community to support one another especially when things do not go the way they have been imagined. As Covid took its toll on our staff and students, especially in the first half of the year, we as a community rallied together. An innate sense of love and kindness drove the need to step up, show flexibility and reinforce the importance of community. This was evidenced regularly: the students who were motivated to learn, and staff whose promotion of a love of learning was reverberated in the playground, classrooms, and other learning spaces.

Experiences that foster our resilience, perseverance, growth mindset, and sense of fun, also underpin a strong curriculum bathed in our College values of *'Courage Compassion and Justice'* and a recognition that God is love. The work of our dedicated teaching staff provides innovative content delivery and attention to individual learnings and interests. We do not get everything right, but our willingness to embrace change, be rigorous in our exploration of these changes and take on feedback is a credit to all.

"Everyone is a bit scared," said the horse. "But we are less scared together." As a learning community we have so much to celebrate and be proud of and this has been achievable by the support provided, the wise words whispered and the loud cheering from the sidelines. Be it participating in a carnival, or delivering a monologue at Arts Evening, heading off to represent the College at numerous events throughout the year, starting your teaching journey or presenting to parents a new way of looking at the curriculum. Knowing that the collective behind each one of us is there to see you off and there to welcome you home, makes so many of the amazing activities we have been able to participate in all the easier. Our strength is in numbers as we sing from the same page.

"When the big things feel out of control, focus on what you love right under your nose." Again Charlie Mackesy's words ring true. Within a school environment there are times when you think you are not keeping

on top of all that is expected and that there is a sense of feeling overwhelmed. But always 'right under our nose,' is a team of dedicated and highly skilled professionals who need to be acknowledged and thanked.

It has been a tumultuous year with a huge turn over of staff given retirements, new roles, and the celebration for those on maternity leave. But with that change came ten new faces: Sophia Tucker, Madeleine Botte, Haidee Green, Nicola Smith, Rebecca Meissner, Mary Anne Molnar, Kate Murphy, Branna Magill and Anne Marie Lane. They arrive with new ideas, different approaches, and a passion to impart their skills and knowledge, all with a respect for the traditions of the College.

Everyday we are surrounded by what brings us great joy and reminds us why, as teachers, teacher assistants and administration staff, that we all choose to work in a school - our amazing students. *"I'm so small," said the mole. "Yes," said the boy, "But you make a difference,"* and our students most certainly make a difference and for this, we thank them.

Once again our school year has taken us on a journey that allowed us to feel a sense of belonging, a sense of community and a sense of kindness. As the year concludes so much of what Charlie Mackesy allows us to think, recognise and celebrate with "essential elements of acceptance, love and the celebration of the human spirit."

Carmel House

"Piglet noticed that even though he had a Very Small Heart, it could hold a rather large amount of Gratitude."

— **A.A. Milne, Winnie-the-Pooh**

This year Carmel House took home the House Cup, and our hearts are filled with gratitude. We can be grateful that we won Beach and the Sports Carnival this year, we can be grateful that our students have stepped up to be part of House Band, House Drama, to volunteer for taking school tours, for being part of orchestras, singing groups and sports teams. Of course, it is lovely to win, but our focus this year has been on participation, building the House spirit and encouraging all our students to have a go. Individually this is not possible, but there is the support of a great team of Clan teachers along with Matilda and Coco, the Carmel House Captains.

Being a House Captain is an all or nothing position, there are times when you can just tick along and times when there is so much to organise you forget what it is like to have a lunchbreak and talk about something different than rehearsal times. Matilda and Coco have managed this extremely well and have relentlessly badgered and cajoled fellow students into participating in a number of events. They should be proud of their efforts and grateful to those who finally gave in whether they initially wanted to or not!

Loreto House

This year saw many memories created in the Loreto world, with numerous events on offer to keep the spirit alive. The Loreto Clan door competition set the bar high with spectacular designs, ranging from a version of the *Wiggles* in the Big Red Car, to Under the Sea. The students did a wonderful job of their creations with Loreto 3 winning for their unique creation of *Where's Wally*.

Their gusto in Beach Day, Athletics, Field Day, House Drama and Mount Carmel Day Quiz just to name a few allowed each and every member the opportunity to shine in their areas of expertise. They have been consistent with their participation and should be proud of their efforts.

Another annual feature for Loreto was the Loreto AFL Footy Tipping Competition. It was quite clear from the start that Loreto 4 were not going to allow any of the other Loreto clans to come close to taking the trophy from them this year. There was however, quite a shuffle in the rest of the field, with Loreto 1 really studying the ladder each week for assistance to ensure they remained well away from the bottom of the ladder. Unfortunately though, Loreto 2 just couldn't quite push through and walked away with the wooden spoon. The main purpose of this activity though has been to engage staff and students in conversations that are not work related and it was wonderful to see and hear the friendly footy banter in the House.

The Loreto House leaders were active once again in their Christmas in July Fundraiser, raising funds for Tassie Mums. An organisation that is passionate about providing essential items to babies and children in need. Jessica and Isabella have been enthusiastic about this fundraiser and ensuring that the House Values of Compassion, Justice and Mercy are passed on to their peers, their efforts even saw students from other Houses assisting with the drive and they should be congratulated on their support. The Loreto Primary House Leaders also teamed up with this event this year and were wonderful in their assistance of the Colouring in Competition held in the primary school, arranging prize bags for each category of winners. All four Loreto House leaders should be proud of what they have achieved.

Lourdes House

It's been another action-packed year in the green house!

We began the new year, in our new home; The Village Green. For the first time, the Lourdes house had a proper area of the school to call our own. Our clans settled into their new rooms and we decked out the break-out space in as much green as we could with green bunting, cushions and plants to set the scene. We

welcomed our newest Lourdes sisters into the fold; our brand-new grade 7s, by holding a house picnic on the lawns and everyone enjoyed the fun and games.

There have been many opportunities for our Lourdes students to shine this year and shine they certainly have! There have been activities, competitions and events held across all areas and as always, our girls have been heavily involved. Of course, there have been the usual big-ticket events such as the Athletics Carnival, Field Day and House Band and we have celebrated many individual successes; our Lourdes girls always make us proud. We were also able to share in some house success as well this year, taking out the Mount Carmel Day Quiz for the second year running and our stellar performance in House Drama was awarded first place. A new addition to the events calendar this year was the Book Week Clan Dress-up Competition which Lourdes 4 won with their Charlie and the Chocolate Factory theme.

Perhaps one of the most exciting events for us this year was our inaugural Lourdes Breakfast, held at the end of Term 3. Our Lourdes staff and students came together to share in some brekkie, whilst enjoying some social time, and a few games and competitions. It was a great morning with a wonderful, happy, family vibe in the room. We look forward to making this an annual tradition.

We have come so far in the last few years; we have consolidated our belief in our core values of Love, Humility and Valiance and our Clans continue to be a firm source of support and guidance to our girls. The formidable team of Clan Teachers, Petra Dennis, Alex Rodrick, Nicole Foyle, Hayley Stevens, Priya Kitchener, Dave McNamara, Jenna Magnus and Gerard McNulty have again worked hard to support the values and the Lourdes family.

Student 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 Student 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.

Our team of Student Support Key Teachers and Teacher Assistants have been working hard throughout 2022 to provide support and care for our students from kindergarten to year 10. This year in the secondary space, we welcomed a key teacher to the years 9 and 10 Key Teacher role, and another key teacher to focus on the years 7 and 8 Key Teacher role and a number of teacher assistants. These staff members have taken on these roles with enthusiasm and empathy. Our secondary students have been fortunate to be supported by such dedicated staff members.

In the kindergarten to year 6 space we were fortunate enough to welcome back staff to support the continuity and stability of intervention programs. This year our dedicated and skilled team of Teacher Assistants have continued to support our students in the classrooms as well as providing targeted support and intervention in small group and individual settings. Our students are visibly enthusiastic to participate in the small group support and intervention programs offered at Mount Carmel College.

Extended Learning and Enrichment Support

A focus for student enrichment in 2022, 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. 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.

Enrichment plays a significant role at Mount Carmel College. During 2022 we have worked to further develop best practice in catering for gifted and highly able students across all curriculum areas. We have encouraged student participation in a wide range of competitions, allowing them to display their talents and skills. Mount Carmel continued to offer a range of co-curricular activities to extend and challenge students in a wide range of areas.

ICAS Assessments

Rostrum Youth of Voice

CET Storytelling Showcase

Department of Education Go Courses

Online Extension Classes and Workshops

Tournament of the Minds

Tamar Valley Writing Competition

Da Vinci Decathlon
 Primary Debating
 Science and Engineering Competition
 The Australian Mathematics Competition
 Brainways Education
 Ethics Olympiad
 Ad Astra online Learning Courses
 Infinity Squared online Learning Courses
 MAT (Mathematical Association of Tasmania) Relay
 History Challenge
 Poems for Poverty and Red Room Poetry

Some of the 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 | College Arts Festival | Athletics |
| Mentoring Program/ breakfast club | Tournament of Minds | Arts Showcase | Basketball |
| Edmund Rice Camps | AMC | Intercultural Week | Cricket |
| Foodbank | English – Essay Writing Competitions | Art Exhibitions | Hockey |
| Visits to Queenborough | Public Speaking | | Rowing |
| Rise | Competitions - Japanese | | Running |
| Landcare | Technology Master classes | | Soccer |
| | Ethics Olympiad | | Swimming |
| | STEM club | | 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 2022 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 - Day Long Excursion
- Year 5 - Blue Lagoon
- Year 6 - The Mill
- Year 7 - The Leay - long day excursions
- Year 8 - Strive Camp - Bruny Island Camp
- Year 9 - The Mill - Leadership
- Year 10 - Huonville Outreach Camp

- Year 9/10 outdoor Education classes - Freycinet and Huon River Kayaking camps

College Colours

In 2022 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 2022 enrolment of Mount Carmel College was 556 students.

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

| 2022 Enrolments | | | |
|------------------------|---------------|-------------|--------------|
| Grade | Female | Male | Total |
| Kinder | 18 | 0 | 18 |
| Prep | 13 | 0 | 13 |
| Grade 1 | 29 | 5 | 29 |
| Grade 2 | 27 | 4 | 27 |

| | | | |
|---------------|------------|----------|------------|
| Grade 3 | 27 | 0 | 27 |
| Grade 4 | 30 | 0 | 30 |
| Grade 5 | 40 | 0 | 40 |
| Grade 6 | 42 | 0 | 42 |
| Year 7 | 101 | 0 | 101 |
| Year 8 | 100 | 0 | 100 |
| Year 9 | 57 | 0 | 57 |
| Year 10 | 72 | 0 | 72 |
| TOTALS | 547 | 9 | 556 |

The College consisted of 24 classes ranging from Kindergarten to Year 10. 556 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 2022 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 2022, 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:

- Community Surf Lifesaving
- ASIDE Update
- ATSI Key Teacher Meetings
- TCEO Network Meetings
- Early Career Teacher Workshops
- Initialit/Macqlit
- 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

- Behaviour/ADHD Workshops
- Aspiring Leaders Course
- Preparing students who read braille
- Trauma Workshops
- Bush School Workshops
- Backwards by Design
- NAPLAN Reporting

The average expenditure per teaching staff on professional learning in 2022 was approximately \$520, with relief costs \$554.

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 2022 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 | 6 | BA, M.Teach |
| Bennett | Stewart | Secondary Teacher | 14 | B.Sc, B.Teach |
| Blythe-Cooper | Anne | Secondary Teacher | 29 | BA, B.Mus, Dip.Ed (Hons) |
| Cazaly | Anna | Secondary Teacher | 44 | BA |
| Chapman | Anthony | Director of Mission & Identity - Secondary | 27 | M.RE., B.Sc (Applied Sc), Dip Ed., Grad Cert RE |
| Coleman | Emily | HOD - Learning Support & Enrichment | 16 | B.Teach, B Computing |
| Dennis | Petra | HOD - HPE | 31 | B.Ed (HPE and Math) |
| Desmarchelier | Matthew | Primary Teacher | 3 | B.Ed (HPE) |
| Doust | Renee | Primary Teacher | 25 | Assoc Deg (Art), B.A (Biology) |
| Fasnacht | Maureen | Primary Teacher | 33 | B.Ed |
| Foster | Susan | Secondary Teacher | 25 | B.Arts; Dip Ed. |

| | | | | |
|--------------|-----------|---|----|--|
| Foyle | Nicole | Secondary Teacher | 6 | PGCE - Secondary Design & Technology, BA (Hons) Textiles |
| Gray | Imogen | HOD – English and LOTE | 11 | BA, M.Teach, Grad Cert Middle Years Edu. |
| Green | Haidee | Primary Teacher | 2 | |
| Guidici | Karen | Primary Teacher | 19 | B.Ed |
| Herbert | Murray | Secondary Teacher | 19 | M.Teach |
| Hewitt | Lynda | Secondary Teacher | 14 | B.Sc + PGCE |
| Higginbotham | Linton | Secondary Teacher | 39 | B.Sc Hons, Dip.Ed. |
| Himson | Sharon | Primary Teacher | 32 | Dip.Ed, B.Ed. |
| Hudson | Lynda | Head of House - Loreto | 16 | BA, B.Teach |
| James | Simon | Secondary Teacher | 25 | Dip. Ed. PhD Philosophy, B.Sc (Hons) |
| Jetson | Catherine | HOD - History and Social Science | 22 | M.Ed., B.A His/Soc, B.Tch |
| Kullrich | Valery | Secondary Teacher | 32 | M.Ed., B.Human Mvmt |
| Larratt | Adele | Secondary Teacher | 26 | B.Ed |
| Lincoln | Dorothy | Primary Teacher | 40 | BA, Dip.Ed, Dip.TEFL, Amusa |
| Lowe | Damien | Primary Teacher | 20 | B.Ed, Grad Cert Math |
| Magnus | Jenna | Secondary Teacher | 7 | BA Comm (Theatre and Media), ty, B.Teach, Dip Puppetry, DipFAD |
| McNamara | David | HOD - The Arts | 16 | B.Music, B.Teach |
| McNulty | Gerard | HOD of Theology & Spirituality | 32 | M.RE |
| Meissner | Rebecca | Primary Teacher | 3 | |
| Nolan | Fiona | Principal | 28 | M.Ed, Grad Dip Teach, B. Admin |
| Nutting | Phoebe | Head of House - Lourdes | 7 | B Teach, BA, Cert IV PA |
| O'Rourke | Julia | Secondary Teacher | 28 | M. Ed Lead, BA, Dip.Ed |
| Paine | Sandra | Secondary Teacher | 23 | B.Ed;Dip of Teaching (Primary) |
| Reid | Natalie | Primary Teacher | 5 | B.Ed |
| Reynolds | Jasmin | Primary Teacher | 8 | |
| Rodrick | Alexandra | Secondary Teacher | 6 | B.Tech..Edu, Cert IV AFD&T, Cert III Cat. Op. |
| Row | Alice | Primary Teacher | 3 | B.Ed (early Childhood) |
| Sluyters | Melanie | Director of Positive Education and REC Curriculum - Primary | 27 | B.Ed |
| Smith | Alice | Secondary Teacher | 20 | B.Arts;B.Teaching |
| Stevens | Hayley | Secondary Teacher | 15 | B.Ed |
| Tewes | Lyndal | Deputy Principal | 28 | B.Ed, M.Ed |

| | | | | |
|----------|----------|------------------------|----|---------------------------------------|
| Wall | Michelle | Primary Teacher | 27 | B.Ed (Early Childhood), M. Ed (Prim.) |
| Whiley | Heath | Secondary Teacher | 1 | |
| Wierenga | David | Primary Teacher | 14 | BA, B.Teach |
| Woodward | Aimee | HOD of Maths & Science | 18 | M.Ed, B.Sc, B.Teach |

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

Staff Composition, Attendance and Retention

Staffing was a continual issue for 2021 with the College commencing recruitment for a number of teaching and administrative positions. The teaching staff retention rate at the end of 2022 was 91.26%. This indicates the number of teachers who have continued service at Mount Carmel College from 2022 into 2023.

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 2022 are detailed below:

Teaching Staff

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

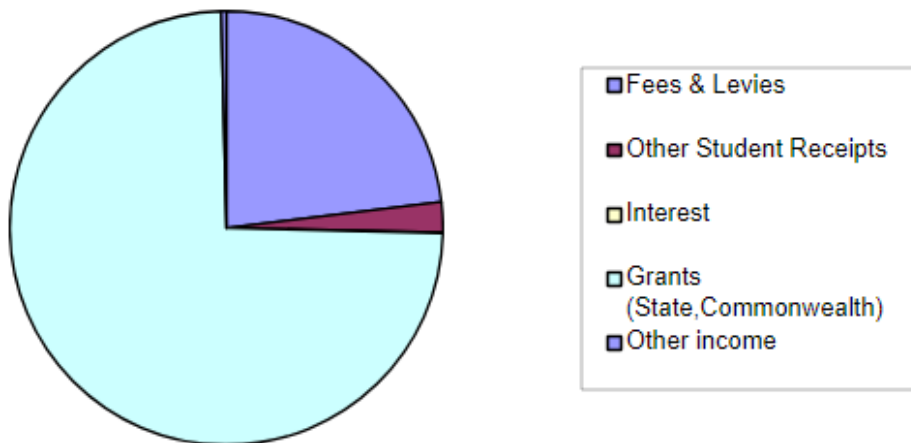
Non-Teaching Staff

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

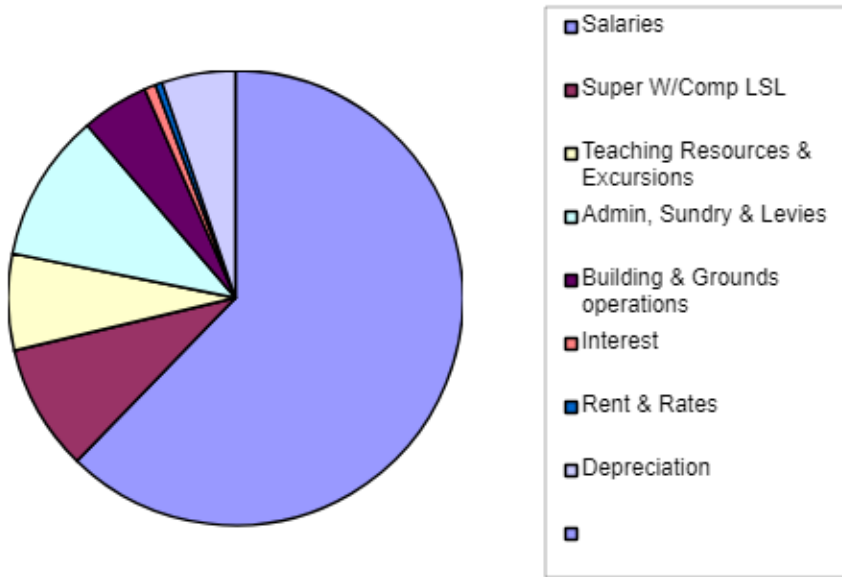
Financial Information

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 | <hr/> \$9,501,845 <hr/> |

| | | <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 | <hr/> \$9,694,320 <hr/> |

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 2022, 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 2022, 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. The Consultative Committee met on a regular basis to support communication and cohesion.

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.

