

Mount Carmel College

2023 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 educates girls in our ELC through to Year 10, with boys in our ELC as well as attending Year 2 for the last time. 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 600 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 2023 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 grown 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 2023, 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: daily prayer; class masses and liturgies; Beginning of the Year Mass; Ash Wednesday Liturgies; Holy Week liturgies, Easter Liturgy; Mount Carmel Day mass; All Saints Day Liturgy and the Nativity story.

For many, this can be lived out through their commitment to charity and justice organisations such as the Warrane Breakfast Club, Mission Sisters in both primary and secondary, Vinnies Cook ups, Visits to aged-care facilities such as Queenborough Rise. Such positive involvement in such initiatives has led to the establishment of a Service Learning elective which allows students to go beyond their needs to serve those most in need.

Our Beginning of Year Mass was once again held in St Mary's Cathedral, led by our Parish Priest, Fr Shammi Perera. 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 Shammi 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 Two allowed staff choice. One option was a walk in the footsteps of the Sisters of Charity, particularly helpful to those new to our College. A second option was the CET organised Tweeting with God run by Fr Michael Remery. The third option allowed those more familiar with the Catholic Tradition to engage in a silent retreat focusing on matters of profound importance.

Our major fundraising/ charity initiatives included Project Compassion during the season of Lent. Term Two saw the annual Winter Clothing Drive swing into full gear as well as food donations to Lou's Van. Christmas Hampers and Christmas in a Box concluded the major fundraising / charity drives in 2023.

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

- Promote the story of our faith tradition and our First Nations' spirituality connections so that our Catholic Identity is shared and enriched.
- Promote links between the College and external liturgical celebrations.

Courageous Learning

- Make explicit the opportunities the College provides for each student to engage optimally with their learning and to set the bar for learning high.
- Continue to align the curriculum with Christian virtues and the principles of Catholic Social Teachings.
- Design and implement powerful and innovative practices to foster creative and critical thinking to achieve lifelong learning outcomes
- Increase opportunities for inter-departmental K-10 professional learning activities.

Leading to Serve

- Implementing programs and strategies to grow and develop leadership capabilities.

College Identity

- Capital Works program to commence to ensure the campus is redesigned to align with the future needs of the College community.
- Research the innovative design of classroom learning spaces to foster courageous learners, inspired teachers and sustainable practices.

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 'Live Life Whole' to impart their knowledge and understandings. Working with students in Year 9 the team from 'JCP' highlighted the need for all to look out for one another.

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 now 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 Vingrad.

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 2023.

Curriculum and Teaching

The Science of Learning – Insight Project

During 2023, all teachers from K-10 at Mount Carmel had the unprecedented opportunity to tap into the wealth of developing knowledge in the fields of the *Science of Learning* and the *Science of Reading*, through our involvement in Catholic Education Tasmania's *Insight Project*. Attendance at System-Wide Professional Learning days developed teachers' knowledge of Cognitive Science and how to maximise student learning through the use of high impact Pedagogy. Equipped with this new learning throughout the year, teachers trialled the introduction of classroom strategies such as Daily Review and Checks for Understanding.

Our involvement in the Insight Project will continue during 2024, as a number of teachers undertake intensive coaching to actively apply the science of learning and continue to develop and refine efficient and effective teaching and learning methods in the classroom.

Literacy

Strong literacy is the key to unlocking all aspects of the curriculum. Our involvement in the Insight Project empowers secondary teachers to become literacy teachers within their subject areas. Through a focus on explicit vocabulary and integrated writing, teachers across disciplines share responsibility for fostering literacy skills. This collaboration ensures strategies are seamlessly woven into content instruction, making learning literacy skills cohesive and effective.

2023 saw the initial implementation of "Writing Revolution," a school-wide program for explicit writing instruction. Additionally, we piloted the evidence-based "Spelling Mastery" program for targeted groups of secondary students. Further expansion of these programs is planned for 2024.

Australian Curriculum V9

The revised Australian Curriculum (v9.0) was fully implemented at Mount Carmel in 2023. New Scope and Sequence Documents ensure a well-structured learning journey with clear expectations. This includes high-quality assessments and feedback opportunities alongside a focus on a knowledge-rich curriculum that equips students with a strong foundation.

Catholic Social Teachings

In line with our strategic goal to *Align the curriculum with Christian virtues and the principles of Catholic Social Teachings* K-10 teachers worked collaboratively to embed Catholic Social Teachings (CST) across the curriculum. After engaging with core CST principles including the dignity of the human person, option for the poor and

vulnerable and care for creation, teacher teams generated creative and engaging ways to integrate these principles throughout the curriculum, fostering not just academic growth but also social awareness and a commitment to building a more just world. Consideration of Catholic Social teachings has been incorporated into Unit planning processes throughout Primary and Secondary subjects.

Enrichment Identification

The formalisation of a comprehensive Enrichment Identification process in 2023 involving screening, referral, parent and teacher input and educational assessment, has contributed to an expansion of targeted extension programs offered to identified students and extension opportunities within classroom learning.

Co-Curricular Audit

An audit and update of the College's Co-curricular activities ensured a wide range of opportunities for all students. In addition to the multitude of sports on offer, Mount Carmel students have over forty co-curricular opportunities in which to participate, across a wide range of domains including: the Performing and Visual Arts, Ethics and philosophy, Service and outreach, Leadership, Public Speaking, Problem Solving and STEM. Co-curricular participation supports our students to develop creativity, commitment and self-discipline while nurturing interactions between students across different year levels, interests, and even other schools. Participation in many of the co-curricular and College activities contribute towards the House Colours system.

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

Change is a dance that we can never shy away from. It is a dance that may incorporate slow and deliberate moves, one that might embrace cultural links and styles, or a dance that on the surface is fast with no obvious direction or story, but in fact may be a movement that reflects learnings over many years.

We live in a world full of change. To the naked eye, change can sometimes be threatening or concerning, 'no rhyme or reason' to what is occurring and the question 'why' becomes a natural part of our dialogue. Sometimes asking why is a fearful reflex, because there is a sense of being unsure of what may lie ahead if we move from our current comfort

zone. Sometimes asking why is because there is an important and inherent need to ensure it is not change for change's sake - rather a shift that can be validated with an answer that demonstrates a rationale, or a better outcome.

World wide changes over the past year have been tumultuous and ever-present. Whilst global events do not necessarily directly impact us as a College community, we can observe and learn from them. What is certain is that change is both inevitable and necessary, and if managed sensitively, it can be instrumental to our ability to fulfil dreams, learn from mistakes, plan ahead, and create a world that is open, inclusive, diverse and joyful.

As we witness regularly, change does not always lead to such positive outcomes and it is by analysing these, that we as a broader society, or a College community, can dissect impacts and reorient approaches to extract the positive elements to nurture, and manage those effects that may agitate, disrupt, or concern us. It is through reviewing what has been, or what is happening, that we can begin to determine those changes that we would continue, repeat, or reshape to create the future.

The global shifts can to an extent be mirrored in our day to day school life, but scaled and reflective of the nuances of our day to day 'world'. Over the course of the past year, we have shown our ability to work together to respond to daily challenges, manage uncertainties, and lean into chances to try a new approach or tailor our reactions to ensure the benefits of change can be shared, and any feelings of trepidation managed with sensitivity and calm.

As the year has progressed we as a Primary school have had the privilege of seeing change and experienced how its narrative has informed our teaching, our growth, our conversations and our community. Change has afforded us the opportunities to work with one another to foster a positive learning environment and establish new ways of collaborating and teaching. This has been evident in our commitment to the 'Science of Learning' and the use of Version 9 of the Australian Curriculum, and in 2024 we will explore a new mathematics curriculum to support our teaching.

Change has set an agenda for growth in mindset, and underpinned increased interactions with our parent/guardian community and the wider community. The reinstatement of social opportunities for all to engage in, has seen a positive impact of change that can be measured simply via examples such as more parents/guardians visible at school pick up, attending assemblies, and coaching or managing teams, as well as our grandparents en masse being part of our beautiful 'Grandparents and Special Friends Morning'.

The development and use of resilience and coping skills are all part of change and the growth shown by our students in this area is measurable by the manner in which they engage with confidence in so many offerings. Our camp programme across Year 4 - 6 which includes the Year 6 trip to Canberra sees a positive change in our students. The commitment to sporting and cultural activities sees an uptake of pursuits that for many are new, and this highlights their will to explore and participate in uncharted territory. Taking new directions and immersing themselves in untried experiences has required a change in behaviours, a maturing of attitude, and an embrace of change. The result has been lived experience and evidence of positive change, manifesting in fun, courage, and teamwork.

Change is just not a 2023 idea for us as a Primary school. Change is ongoing and is what secures our future. Our biggest embrace of change is our new development on Sandy Bay Road. This project will allow us as a College to grow, to build our commitment to creating a contemporary space for lifelong learning. Exciting times lie in front of us, as we change and expand our physical footprint, and continuously instil and re-energise our commitment to Catholic education. 'The Louisa' development which will initially house our Kinder and Prep classes as of 2025, will be one that will show the wider community that Mount Carmel College learns from, proactively reacts to, and both leads and celebrates change.

To conclude I would like to thank the staff, students and parents of our Kinder to Year 6 for your trust, your willingness to embrace change and your commitment. We farewell from our teaching team Ms Madeleine Botte, Ms Haidee Green and Mrs Anne Maree Lane and wish them all the best on their new ventures be it at other schools or taking some time for oneself.

"I alone cannot change the world, but I can cast a stone across the waters to create ripples." - Mother Teresa

Carmel House

Loreto House

What a privilege it is to be writing this article on behalf of Loreto this year. I started my journey with Loreto as a Clan teacher back in 2018, so my heart has been with the red house for quite some time. However, commencing in the role of Head of House in 2023 has given me far greater insight into just how special the Loreto family is.

The students and staff that make up Loreto are a diverse bunch. We have some who are passionate, and show confidence to speak their mind. We have some with significant talents, working hard and modestly to achieve big things. We have some whose positive energy and joy lights up those around them. We have others who show exceptional maturity and empathy for others. Whatever the combination of qualities each one possesses, they are an asset to the Loreto community, and I thank each and every one of them for what they bring to the red team.

It has been wonderful to see Loreto students thrive in a variety of College facets in 2023. A number of our students excelled on the track and field at the Athletics Carnival and Field Day. What the students should be most proud of, though, is every opportunity they took to run, throw, catch, or jump their way through the day and have fun while they were at it. Thank you to the HPE department, in particular, for all the hard work that goes into making these days such a success.

For others, they have shone in the Art domain. Those who signed up for House Band and House Drama showed great commitment, giving up much of their free time to prepare for these events. House Band marked our first win for the year, performing ColdPlay's Fix You. We came in second place in House Drama. Both groups should be so proud of their willingness to perform on stage in front of such big crowds. I would like to especially thank Dave McNamara and Hayley Stevens for guiding the students through these House events.

For this year's Book Week, clans were asked to make their own book centered around this year's theme - Read, Grow, Inspire. It was lovely to see the final products. Congratulations to the Loreto 3 Clan as the winners of this College competition. It was also wonderful to see the dress-up spirit coming out within the Loreto students with the Secondary Book Week fashion parade.

I would like to say a special thank you to the Loreto staff and Loreto captains, Sienna and Alexis, for the time, effort, positivity, and hard work that they have invested into Loreto in 2023. Thank you for your dedication and support of our amazing house.

Year 10s, I wish you all the best for what's in store for you beyond Mount Carmel College. Please come back and visit!

GO LORETO!!!

Ms Avril Alderdice

Lourdes House

The virtues of love, humility and valiance epitomise the Lourdes spirit and serve as the foundations of this wonderful house. These virtues have certainly been evident throughout the year and something everyone should be proud of, all contributing to the development of such fantastic Lourdes Legends.

The energy and enthusiasm that has been put into each and every event this year from the House Captains both in the Primary and Secondary has been a pleasure to witness. Their leadership saw that Lourdes were a force to be reckoned with in the Mount Carmel Day House quiz and House Drama maintaining status quo with a win in each event again this year. Lourdes also did a wonderful job with the House band, working cohesively with their performance of *Pompeii*. The students' efforts in the areas of sport were certainly not lost, with the spirit very much alive in the Primary Swimming, along with Lourdes taking out the win in the K-10 relay team on Field Day, but unfortunately were unable to take out any overall wins in Field day or Athletics day this year.

For the first time this year Lourdes had their very own AFL Footy Tipping Competition among the clans. With so many of the Lourdes Clan teachers being footy fans, it was bound to be an interesting season with some friendly footy banter occurring by staff and students each week. Lourdes 5 took the lead quite convincingly at the start of the season, with Lourdes 3 and Lourdes 4 certainly battling it out each week. But sadly someone had to be the winner of the wooden spoon award this year and that went to Lourdes 4, with Lourdes 5 being the Lourdes AFL footy tipping premiers for 2023.

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 fosters partnerships between staff, students, their families and outside specialist providers to best support individual needs.

Our team of Student Support Key Teachers and Teacher Assistants have been working hard throughout 2023 to provide support and care for our students from kindergarten to year 10.

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 2023, 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. 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	Choir, ensembles and	AFL
Mission Sisters	Challenge	performance	Athletics
Mentoring Program/ breakfast club	ICAS competitions	opportunities, both	Basketball
Edmund Rice Camps	Tournament of Minds	instrumental and choral, private music lessons	Cricket
Foodbank	AMC	College Arts Festival	Hockey
Visits to Queenborough	English – Essay Writing	Arts Showcase	Rowing
Rise	Competitions	Intercultural Week	Running
Landcare	Public Speaking	Art Exhibitions	Soccer
	Competitions - Japanese		Swimming
	Technology Master classes		Tennis
	Ethics Olympiad		Touch Football
	STEM club		

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 2023 the College Colours were awarded to 44 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 within or above the strong or exceeding proficiencies			
Area Tested	Mount Carmel College	State	National
Reading	96.32%	97.2%	95.3%
Writing	88.9%	95.6%	94.5%
Spelling	96.3%	96.6%	94.7%
Grammar and Punctuation	96.3%	96.6%	94.7%
Numeracy	100%	96.0%	94.7%

Grade 5 NAPLAN Results for Mount Carmel College			
Percentage of students who scored within or above the strong or exceeding proficiencies			
Area Tested	Mount Carmel College	State	National
Reading	95.5%	96.5%	95.9%

Writing	90.9%	96.0%	95.5%
Spelling	93.2%	95.8%	95.3%
Grammar and Punctuation	93.2%	95.8%	95.3%
Numeracy	93.2%	95.5%	95.2%

Grade 7 NAPLAN Results for Mount Carmel College			
Percentage of students who scored within or above the strong or exceeding proficiencies			
Area Tested	Mount Carmel College	State	National
Reading	96.3%	95.1%	94.5%
Writing	95.1%	94.3%	94.7%
Spelling	92.7%	93.8%	93.7%
Grammar and Punctuation	92.7%	93.8%	93.7%
Numeracy	96.3%	93.9%	93.5%

Grade 9 NAPLAN Results for Mount Carmel College			
Percentage of students who scored within or above the strong or exceeding proficiencies			
Area Tested	Mount Carmel College	State	National
Reading	94.7%	89.6%	89.6%
Writing	90.5%	89.9%	90.0%
Spelling	85.3%	87.4%	88.7%
Grammar and Punctuation	85.3%	87.4%	88.7%
Numeracy	92.6%	87.8%	88.4%

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 2023 enrolments of Mount Carmel College was 570 students.

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

2023 Enrolments			
Grade	Female	Male	Total
Kinder	15	0	15
Prep	19	0	19
Grade 1	18	0	18
Grade 2	30	5	30
Grade 3	27	0	27
Grade 4	31	0	31
Grade 5	47	0	47
Grade 6	50	0	50
Year 7	84	0	84
Year 8	100	0	100
Year 9	96	0	96

Year 10	53	0	53
TOTALS	565	5	570

The College consisted of 23 classes ranging from Kindergarten to Year 10. 570 Students were full time. The indigenous student population was 42 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 2023 was 87.1%. Annual attendance rates disaggregated by Year group are listed below:

Grade	Attendance	Grade	Attendance
Kinder	85.5%	5	89.1%
Prep	91.5%	6	88.2%
1	89.5%	7	87.9%
2	89.8%	8	85.3%
3	89.5%	9	84.3%
4	89.6%	10	84.8%

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 2023, 66% of our 2023 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 2023 approximately \$58,388 was spent on staff Professional Learning. This covered registration fees, travel and accommodation expenses. In addition, approximately \$25,110, 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
- JATNET Conference
- Cath Ed Safe
- Fire Warden Training
- Restorative Practice
- Summit on Girls Education
- Suicide Awareness Training
- First Aid
- Aspiring Leaders
- IPSHA Events
- The Blueprint Masterclass
- Engaging in STEAM Primary
- Courage to Be
- Mental Health First Aid
- National English Conference
- EduTech
- Teaching Matters - Science of Learning National Conference
- The Body as a Voice
- School Refusal - By Hook or By Crook
- Epilepsy Essentials
- Powering Up Inquiry Learning
- CET Business Services Conference
- Training & Assessment Certification
- Do Food Safely
- Adjustments for students who are blind or have low vision
- Artificial Intelligence in Education
- Timetabling Solutions
- Ergonomic Training
- IEU Representative Training
- Ceramics Workshop
- Writing Revolution
- Early Childhood Australia National Conference
- Professional Conversations
- Ensuring Children's Right to Safety
- Wilderness First Aid
- Cadet Teacher Days
- Tasmanian ADHD Conference

The average expenditure per teaching staff on professional learning in 2023 was approximately \$1,464, with relief costs \$440..

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 2023 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	7	BA, M.Teach
Allan	Susan	Primary Teacher	21	B.Arts; B.Teach; Dip.Modern Languages; Grad.Dip.Asian Studies
Arnett	Deborah	Secondary Teacher	18	B.Arts; B.Teach
Bennett	Stewart	Secondary Teacher	15	B.Sc, B.Teach
Blythe-Cooper	Anne	Secondary Teacher	30	B.Arts, B.Mus, Dip.Ed (Hons)
Botte	Madeleine	Primary Teacher	3	B.Arts; M.Teach
Burridge	Marie	Secondary Teacher	47	B.Ed
Cazaly	Anna	Secondary Teacher	45	B.Arts
Chapman	Anthony	Director of Mission & Identity - Secondary	28	M.RE., B.Sc (Applied Sc), Dip Ed., Grad Cert RE
Coleman	Emily	HOD - Learning Support & Enrichment	17	B.Teach, B Computing
Dennis	Petra	HOD - HPE	32	B.Ed (HPE and Math)
Fasnacht	Maureen	Primary Teacher	34	B.Ed
Foster	Susan	Secondary Teacher	26	B.Arts; Dip Ed.
Goddard	Myles	Secondary Teacher	5	B.Sc; M.Teach
Gray	Imogen	HOD - English and LOTE	12	B.Arts, M.Teach, Grad Cert Middle Years Edu.
Green	Haidee	Primary Teacher	3	B.Arts; M.Teach
Guidici	Karen	Primary Teacher	20	B.Ed
Harper	Kate	Primary Teacher	1	B.Ed
Herbert	Murray	Secondary Teacher	20	M.Teach
Hewitt	Lynda	Secondary Teacher	15	B.Sc + PGCE
Himson	Sharon	Primary Teacher	33	Dip.Ed, B.Ed.
Hudson	Lynda	Head of House - Loreto	17	B.Arts, B.Teach
James	Simon	Secondary Teacher	26	Dip. Ed. PhD Philosophy, B.Sc (Hons)
Jetson	Catherine	HOD - History and Social Science	23	M.Ed., B.A His/Soc, B.Tch

Kullrich	Valery	Secondary Teacher	33	M.Ed., B.Human Mvmt
Lane	Anne-Maree	Primary Teacher - HPE	34	B.Ed
Larratt	Adele	Secondary Teacher	27	B.Ed
Lincoln	Dorothy	Primary Teacher	41	B.Arts, Dip.Ed, Dip.TEFL, AmusA
Lowe	Damien	Primary Teacher	21	B.Ed, Grad Cert Math
Magill	Branna	Primary Teacher	2	B.Arts; M.Teach
Magnus	Jenna	Secondary Teacher	8	B.rtsA Comm (Theatre and Media), ty, B.Teach, Dip Puppetry,DipFAD
Maling	Jacqueline	Secondary Teacher	10	B.Sc; Grad.Dip.Ed
Marsden	Megan	Secondary Teacher	15	B.ed; B.Creative Industries (Dance)
McNamara	David	HOD - The Arts	17	B.Music, B.Teach
McNulty	Gerard	HOD of Theology & Spirituality	33	M.RE
Murphy	Kate	Primary Teacher	17	B.Arts; B.Teach; Grad.Cert.Ed
Nolan	Fiona	Principal	29	M.Ed, Grad Dip Teach, B. Admin
Nutting	Phoebe	Head of House - Lourdes	8	B Teach, BA, Cert IV PA
O'Rourke	Julia	Secondary Teacher	29	M. Ed Lead, BA, Dip.Ed
Reid	Natalie	Primary Teacher	6	B.Ed
Reeves	Rachel	Secondary Teacher	6	B. Geomatics; M.Teach
Reynolds	Jasmin	Primary Teacher	9	B.Ed (Early Childhood)
Richardson	Megan	Principal	25	B.Ed; M.Ed
Rodrick	Alexandra	Secondary Teacher	7	B.Tech..Edu, Cert IV AFD&T, Cert III Cat. Op.
Row	Alice	Primary Teacher	4	B.Ed (early Childhood)
Sluyters	Melanie	Director of Positive Education and REC Curriculum - Primary	28	B.Ed
Smith	Alice	Secondary Teacher	21	B.Arts;B.Teaching
Smith	Julie	Primary Teacher	27	B.Ed; Grad.Cert.Ed
Smith	Nicola	Primary Teacher	9	B.Ed; Grad.Cert.RE
Spence	Kelly	Secondary Teacher	24	B.Nat.Res; Grad.Dip.Ed
Stevens	Hayley	Secondary Teacher	16	B.Ed
Tewes	Lyndal	Deputy Principal	29	B.Ed, M.Ed
Trost	Jessica	Primary Teacher	1	Cert 4 Dance Teaching
Tyrrell	Belinda	Secondary Teacher	13	B.Sc; B.Teach
Wall	Michelle	Primary Teacher	28	B.Ed (Early Childhood), M. Ed (Prim.)
Whiley	Heath	Secondary Teacher	2	B.Arts; M.Teach
Wierenga	David	Primary Teacher	15	B.Arts; B.Teach

Years of Experience	Number of Teachers
<1 year	2
2 – 5 years	6
6 – 10 years	9
11 – 20 years	14
>21 years	26

Staff Composition, Attendance and Retention

Staffing was a continual issue for 2023 with the College commencing recruitment for a number of teaching and administrative positions. The teaching staff retention rate at the end of 2023 was 87.72%. This indicates the number of teachers who have continued service at Mount Carmel College from 2023 into 2024.

As well as the teaching staff, Mount Carmel College also had a total of 39 full and part time staff members employed in child care, teacher assistant, administrative, maintenance and clerical duties.

The staff at Mount Carmel College consists of a number of different characteristics. These characteristics for 2023 are detailed below:

Teaching Staff

Full-Time	Part-Time	Male	Female	Indigenous
28	29	10	47	0

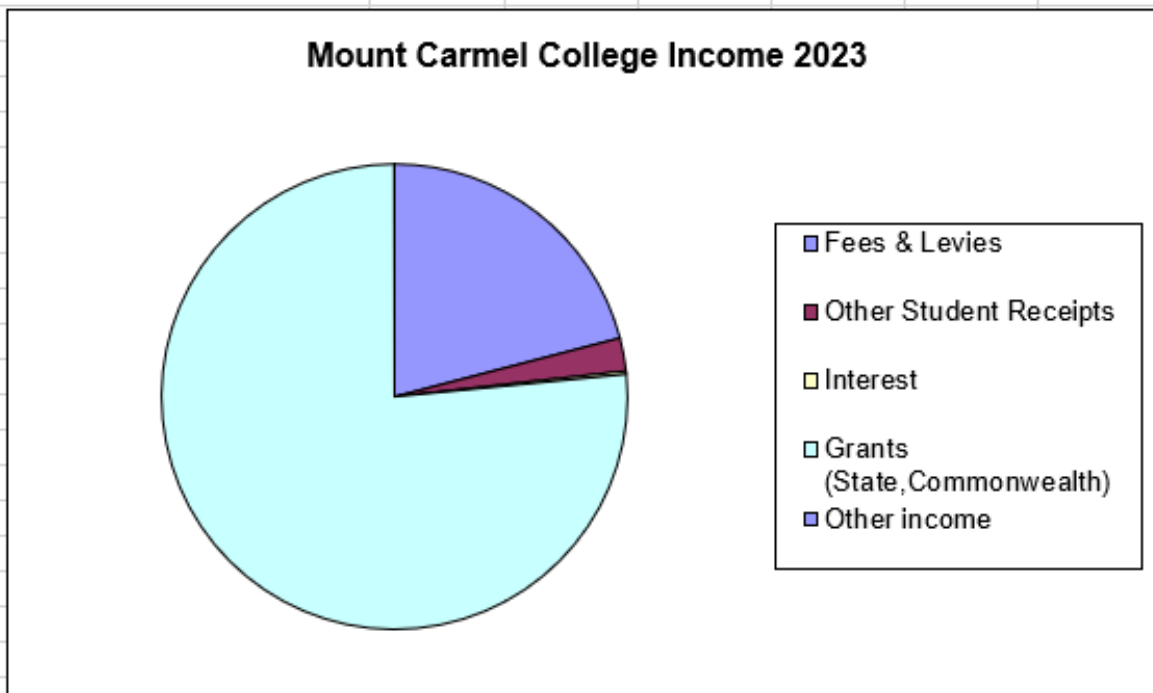
Non-Teaching Staff

Full-Time	Part-Time	Male	Female	Indigenous
12	27	5	34	0

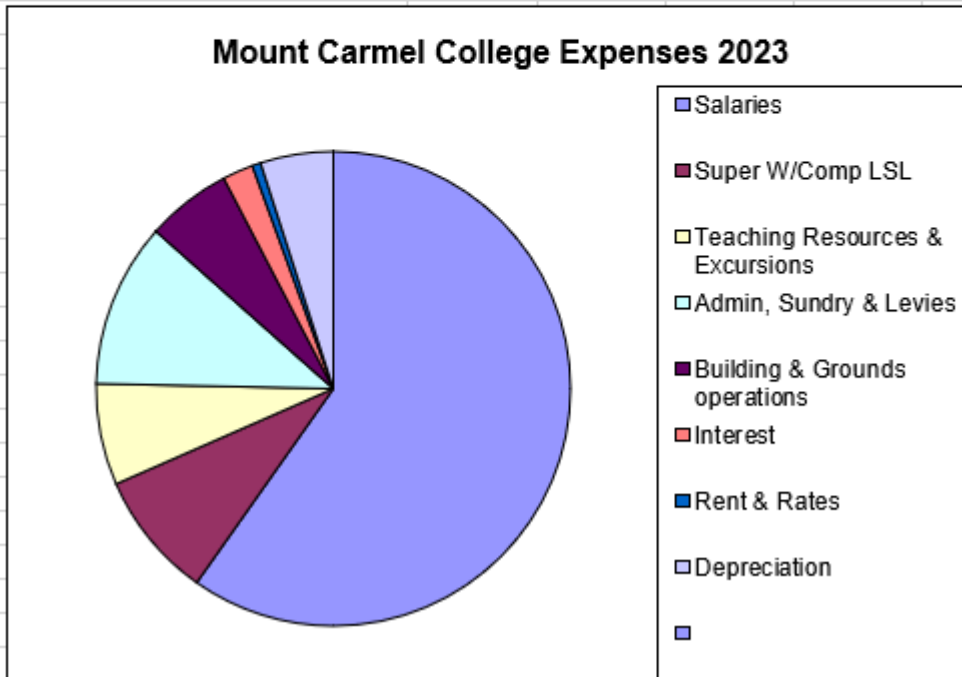
Financial Information

The following are the graphical representations of the financial information of the College for the 2023 academic year.

Fees & Levies	20.94%				
Other Student Receipts	2.29%				
Interest	0.23%				
Grants (State,Commonwealth)	76.52%				
Other income	0.02%				
	100.00%				



Admin, Sundry & Levies	11.21%			
Building & Grounds operations	5.81%			
Interest	2.09%			
Rent & Rates	0.59%			
Depreciation	4.96%			
	100.00%			



Capital income for 2023 was \$46,000- capital levies paid by families

		<u>2023</u>
INCOME	Fees & Levies	\$2354801
	Other Student Receipts	\$260645
	Interest	\$25865
	Grants (State, Commonwealth)	\$8603562
	TOTAL RECURRENT INCOME	<u>\$11244873</u>

		<u>2023</u>
EXPENSES	Salaries	\$6708948
	Super W/Comp LSL	\$971022
	Teaching Resources & Excursions	\$776034

Admin & Sundry Expenses	\$1257610
Building and Grounds	\$659768
Interest	\$233011
Rent & Rates	\$64435
Depreciation	\$554920
TOTAL EXPENSES	\$11225748

Professional Learning and Leave Expenses

Staff Travelling	\$14,997
Staff Train Teach	\$36,964
Staff Train Admin	\$6,427
Relief Costs	\$345,309 (Total relief PL & Personal leave Teaching Staff)
Personal Leave hours for all staff	3823
PL hours relief required	226

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 2023, 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 2023, 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.

