

Mount Carmel College

2024 Annual Community Report



Mount Carmel College

Sandy Bay, Hobart

REGISTERED SCHOOL NUMBER: 312

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Opening Message

Founded by the Sisters of Charity in 1942, Mount Carmel Primary School began its journey in View Street, Hobart. In 1947, the school moved to its current Sandy Bay site and, a decade later in 1957, merged with St Joseph's College—originally established in 1847—to become Mount Carmel College. From its beginnings as a Kindergarten to Year 12 school grounded in the Catholic tradition, the College has continued to evolve. Today, as an Early Learning Centre (ELC) to Year 10 College, Mount Carmel remains a vibrant learning community committed to the holistic development of each student—spiritually, academically, socially and physically.

At Mount Carmel College, we prioritise nurturing, challenging and caring for every student. We strive to foster each individual's potential, cultivate a deep sense of faith, and encourage students to contribute to a more just and compassionate society. In strong partnership with families, we aim to inspire our students to flourish—celebrating their talents and empowering them to become confident, faith-filled advocates for peace and justice.

Generations of students have had their lives, values and identities shaped through their experience at Mount Carmel. We proudly continue the mission and traditions of the Sisters of Charity into the 21st century. Our students benefit from high-quality academic programs, strong pastoral care, rich religious education and purposeful social justice initiatives. As a result, they grow in independence and carry forward the Church's rich heritage, becoming active participants in shaping their world.

Located in the beautiful surrounds of Sandy Bay, Hobart, our campus offers outstanding facilities that inspire learning and personal growth. Mount Carmel educates girls from ELC to Year 10, and boys in our ELC. Our all-girls environment supports students to take intellectual risks and strive for excellence. With an enrolment of approximately 600 students, our College is uniquely positioned to foster a strong sense of belonging and community. We know that students thrive when they are known, valued and affirmed.

What makes Mount Carmel unique is our close-knit community, our pursuit of excellence, and our unwavering focus on student wellbeing. Our core values—Justice, Compassion and Courage—are evident in the daily life of the College. In partnership with families, we support students in developing lifelong learning skills: creativity, resilience, empathy, spiritual awareness and generosity of spirit. Academic excellence is encouraged, alongside active participation in sport, the arts, and social justice initiatives. As educators, we are honoured to walk with our students on their journey of learning and faith, continually seeking ways to grow and improve in the pursuit of excellence.

The 2024 Annual Report provides a detailed and transparent overview of another successful year at Mount Carmel College. This year has been marked by continued growth across all areas of College life. Enrolments have increased, and students continue to access a broad range of educational opportunities. We are proud of our strong and inclusive curriculum, excellent facilities and resources, tailored learning support, dedicated staff, co-curricular programs, pastoral care structures and commitment to social justice.

The success of our College is the result of the collective efforts of our staff, students, families and community. Together, we bring life to our mission as a Catholic school in the Charity tradition. 2024 has been characterised by a deepening of spiritual life and a strengthening of our learning culture—foundations on which we will continue to build in the years ahead.

Validation Year - 2024

In 2024, Mount Carmel Catholic College undertook a comprehensive Validation Process that proved to be both affirming and forward-focused. The process was a valuable opportunity to reflect on our collective efforts, celebrate our achievements, and clarify our direction moving forward. A key component of this process was the gathering of feedback from students, staff, and families, with survey results indicating strong satisfaction across multiple domains, including teaching and learning, Catholic identity, wellbeing, and leadership. The high level of positive responses confirmed that our community feels connected, supported, and confident in the College's direction.

The culmination of the process was the panel visit, which was an overwhelmingly positive experience. The panel commended the College for its strong sense of community, clear Catholic identity, and commitment to continuous improvement. Their final report recognised many areas of strength, including our explicit teaching practices, growing use of data to inform learning, and increasing parent and community engagement. The panel also highlighted the professionalism of our staff and the vibrant learning culture that exists at Mount Carmel.

Importantly, the Validation Report provided clear and constructive recommendations that will inform our Strategic Plan and Annual Improvement Plans for 2025 and beyond. Among the key goals identified were the continued enhancement of student agency in learning, the integration of faith and life through contemporary pedagogical approaches, and the refinement of our data tracking systems to support individual student growth. These insights have provided a clear roadmap for the next phase of our journey, ensuring that Mount Carmel continues to grow as a place of excellence, faith and opportunity.

Tradition and Charism: The Context of the College

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. 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 and Theology and Spirituality programs, 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 Ms Kate Bentley (Board Chair) and Mr Robert Gard (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 Catholic 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 2024, 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 Mission Sisters in both primary and secondary, Vinnies Cook ups, Visits to aged-care facilities. 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 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 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 as a group to investigate the Church's teachings through the CET DeoQuest initiative

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 2025.

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, Avril Alderdice, Loreto and Farron Boxall,, 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.

Wellbeing

At Mount Carmel College, we believe that student wellbeing is essential for fostering both academic and personal success. This year, we have continued to excel in this area. As a community, we remain committed to cultivating a learning environment that empowers everyone to thrive.

Throughout the year, our dedicated staff have actively involved students in a range of wellbeing programs, utilising trusted resources such as the e-Safety Commissioner, Headspace, Student Wellbeing Hub, ReachOut, and Bullying! No Way. These programs have been incorporated into our weekly wellbeing lessons to support students' social, emotional, and mental health needs. In addition, staff have continued to use the URSTRONG and TeachPEEC programs to help students develop skills to be upstanders and foster positive relationships. Our primary classes also continued their journey with the Making Jesus Real and Spirit of Jesus programs.

As part of our ongoing commitment, we have prioritised bringing in guest speakers to share their personal experiences and valuable insights with our students. We have been fortunate to have the Speak Up, Stay ChatTY teamwork with students across the College, and have also collaborated with Headspace and JCP to provide support to our Year 9 students. The opportunity for everyone to learn from the lived experiences of others has been incredibly enriching and will continue to be a valuable component of our programs next year.

Building on previous years, we have continued to focus on nurturing a supportive community where students feel safe and valued. Through ongoing professional development with INSIGHT, staff have been reflecting on their teaching approaches to better meet the individual needs of each learner. By attentively observing students' emotional and social cues, we have continued to offer personalised support, helping students thrive both academically and personally throughout the year. Our dedication to student wellbeing ensures that every child is supported, contributing to a positive and inclusive learning environment for all.

This year, we have also enriched our wellbeing resources with a newly updated sensory room. Designed to offer both a calming and stimulating environment, the space features a range of sensory tools to help students self-regulate and concentrate. With soft seating, soothing lighting, tactile materials, and calming sounds, the sensory room has proven to be an invaluable resource for students of all ages, from ELC to Year 10.

Wellbeing is a journey, not a destination. It evolves and fluctuates, influenced by our physical and mental health, relationships, environment, and life experiences. While challenges are a natural part of life, we have the ability to build resilience and find balance. We are dedicated to supporting our community through tough times, offering resources and strategies to foster their wellbeing. Together, we will continue on this path of growth and resilience in 2025.

Restorative Practice

At Mount Carmel, we believe that students, staff, and parents should be supported and treated with fairness and justice. The foundation of meaningful learning is built upon healthy relationships. Restorative Practice is an approach focused on building, maintaining, and repairing relationships that have been damaged. This practice encourages the values of respect, justice, and love for our neighbour, which we expect all members of our community to demonstrate.

Restorative Practices empower students to manage their behavior and contribute to improved learning outcomes. The framework highlights the importance of fostering strong relationships within the entire College community, rooted in clear expectations and personal accountability. A number of our Year 6 students have once again continued the tradition of becoming Restorative Leaders. Equipped with the skills to guide restorative conversations and mediate minor conflicts, they have been instrumental in cultivating a culture of Restorative Practice throughout 2024.

Curriculum and Teaching

The Science of Learning - Insight Project

In 2024, Mount Carmel College deepened its engagement with Catholic Education Tasmania's Insight Project, embedding Science of Learning (SoL) principles across all grades and subjects.. All staff participated in System-Wide Professional Learning Days focused on high-impact strategies, while select Primary and Secondary teachers attended the Teaching Matters: Science of Learning Summit. Twelve teachers (3 Primary, 9 Secondary) completed Instructional Leader Teacher Practice (ILTP) training through Shaping Minds, with Mount Carmel hosting regional ILTP workshops that included coaching, demonstration lessons, and collaborative sessions. Notably, Year 1 teacher Kate Murphy was invited by Jordan O'Sullivan to showcase her SoL-aligned teaching to representatives from the Department for Education, Children and Young People. Teachers have reported increased confidence in applying key strategies such as Daily Review, TAPPLE, and explicit instruction, with Year 8 Maths data showing measurable improvement in student outcomes following the implementation of High Impact Teaching practices.

Our involvement in the Insight Project will continue during 2025, with more teachers involved in ILTP training, focused on developing and refining efficient and effective teaching and learning methods in the classroom.

Literacy

At Mount Carmel College, we understand and acknowledge the importance of being literate in today's world. Learning to read, write and spell are complex, but essential skills for success in school, work and life. The complexity and importance of mastering these skills, drives the literacy learning at Mount Carmel College. The science of reading and explicit instruction are essential components of literacy learning at the College. In 2024 the College's structured and systematic programme of literacy teaching and learning included:

- Phonological Awareness Programs (PreLit and Heggerty) in Kindergarten

- An evidence-based, structured, systematic and explicit Phonics Program (InitialLit) in Prep, Year 1 and Year 2, supplemented with components of OG, Spaulding and Hegger literacy programs
- The use of decodable readers (both at home and at school) for our early and emerging readers
- Evidence-based reading intervention programs (MiniLit, MacqLit and Reading Tutor) for students in Years 1- 9
- A direct instruction spelling program (Spelling Mastery) in Years 3-8
- An evidenced based writing methodology, *The Writing Revolution*, to teach the mechanics of writing across the College
- Systematic literacy blocks in Primary classrooms consisting of literacy Daily Reviews, Fluency Pairs, vocabulary instruction and explicit instruction in literacy skills and knowledge
- An additional teacher model, for Years 7-10 English provided the opportunity to target literacy skills and provide support for all students to engage successfully with the English curriculum.

The gathering of comprehensive Literacy data in 2024, served as a compass for the College, guiding educators towards effective literacy instruction across all subjects and year levels, allowing us to monitor and track student learning across the College and intervene with additional literacy support where required.

In 2024, Mount Carmel College achieved significant improvement in student learning through this structured and consistent approach to literacy.. Professional learning was a priority, with regular whole-staff sessions focused on *The Writing Revolution* methodology and literacy data analysis. The Literacy Practice Leader played a central role in supporting teams across the school through collaborative planning, data review, and program implementation aligned with CET's INSIGHT and *Literate Learners for Life* initiatives.

Year 9 & 10 Elective Subjects

In 2024, the College conducted a comprehensive review of its elective offerings. Student leaders, Megan Hatendi and Tibby Herzfeld, responsible for the Curriculum portfolio, played a pivotal role in developing a survey to gauge the interests of Year 9 and 10 students. The results of this review confirmed the relevance and value of our current courses while also highlighting the need for expansion. As a direct result of this process, we offered two new elective courses: Materials and Design, and Science Extended for 2025.

This year our **Vocational Education and Training** was strengthened as four of our students took up the opportunity to participate in the VET Introduction to Construction Course at GYC Glenorchy. This hands-on experience provided them with valuable skills and insights into the construction industry. Interest in the course continues to grow with five students set to undertake VET introduction to Construction in 2025.

Early Learning Centre

Mount Carmel College Early Learning Centre (ELC) is a small Tasmanian based organisation that provides high quality education and care for children from 3 years of age during term time. Our ELC is located within the College grounds with access from Nelson Road. Our Early Learning program is available for girls and boys from 3 years of age running 5 days a week, Monday to Friday, from 7.30am until 6.00pm.

Our Service provides a warm and welcoming start to your child's educational journey. From the moment your child joins the Mount Carmel community, they are supported and guided to grow and celebrate their individual success.

We strive to create a vibrant educational environment where children are nurtured and guided by educators. Our educators aim to foster a space for children that welcomes everyone and promotes a sense of belonging within the environment.. We collaborate with students, families and other early years professionals to create an environment that is safe, inviting and engaging for everyone.

Outside School Hours Care

Located in the Early Learning 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 School Care (3:05 – 6:00pm) and Vacation Care (7:30-6:00pm).

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.

Set up for Success: Learning for Life

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 Early Learning Centre [ELC]. It is run by Kindergarten Teacher, Mrs Jasmin Reynolds and ELC Centre Manage, Ms Michelle Hughes-Gage.

Kindergarten

Kindergarten is an integral part of our College community. The Kindergarten Program draws on the Early Years Learning Framework and age appropriate pedagogies including both play-based learning and explicit instruction to support the students transitioning into school life. A child-centred program guides children in their thinking through hands-on activities and play-based learning, fostering the development of confidence, communication and social interaction skills. In Kindergarten we introduce key skills that build a strong foundation for literacy and numeracy learning. 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.

Primary School

Ranunculi are adored worldwide for their vibrant colours, paper thin petals and intricate layers that are supported by whimsical yet sturdy stems. They are known as the flowers of love, that bring a smile and a sense of wonder and intrigue to all. They are a symbol of growth.

How ironic then that many of the characteristics that help a ranunculus to thrive, also exist within our College, and especially within our Primary school. A sense of vibrancy, layers, great support, a love for one another and a recognition of the importance of growth.

Our Primary school is a vibrant and happy place. It prides itself on ensuring students and parents/guardians are cared for and feel a sense of community within the College as a whole. It is a place that celebrates and excels in teaching and provides our students with many and varied opportunities, from ELC - Year 6. Many would say we 'punch above our weight' considering our size; creating an environment in which each student has the opportunity to grow, much like a ranunculus. This environment is cultivated in our teaching of current pedagogy through the lens of the Science of Learning. It is watered by our strong use of data to inform our planning. Our students are nurtured, via our co-curricular opportunities and our emphasis on a comprehensive pastoral program.

Layers, and many of them, make up a successful school community. These layers exist throughout the College network of staff. From the work undertaken by our talented and skilled teacher assistants and teaching staff, to the support of our administration teams, grounds and canteen staff. We also find a wonderful foundation, in our association with Father Shammi and the Holy Spirit parish.

As you picture a ranunculus it has a clear and distinctive centre to it. We too, have a clear centre; our students. They blossom through their dedication to learning, through their creativity, through their commitment to sporting and academic pursuits and through the love and respect that they exhibit to one another.

The layers that make up our community are seen in abundance through celebrations such as the Arts Festival, teamwork on the sporting field, children at play in the playground. The growth within the community is also displayed within our primary Student Leadership teams, and in representative extension opportunities such as TOM, ICAS, AMC, Maths Relay - just to name a few.

The strong stem of a ranunculus stands tall, and affords us the opportunity to admire its beauty. Similarly, the strength and surety shown by our parents and guardians, enables our students to position themselves for success, and to stand with pride as they undertake their many pursuits. It is evidenced in the commitment to attending such occasions as Learning Conversations, a new initiative this year which provided an increased opportunity for staff and parents/guardians to come together to highlight successes

in learning as well as to set goals for future focus. This support has also been shown in the fabulous attendance at Grandparents Day and Information Evenings, and actively demonstrated in coaching and managing sporting and co-curricular teams, or via enthusiastic assistance at intra-school carnivals.

The contributions made extend to everyday moments, where a wave at pick up, or a check in on staff by our parents/guardians just asking how the day has been, can make a huge impact on the warmth and positivity of the school community. The energy and effort of our amazing volunteers who assist in classrooms or on excursions can make such a significant difference to daily experiences, as can a kind email or a gesture of thanks. The tireless work of our allied health providers such as our speech therapist, tutors, counsellor, psychologist and OT, provides incredible scaffolding to strengthen the environment within which our staff and students strive to grow.

Love and joy within our Primary community is palpable. The squeals of delight as some of our youngest get muddy and wet as they traipse through the creek at Nature Play or celebrate '100 Days of School' wandering the hallways as someone who is 100 years old. The love and joy bubbles, as our older students take part in our camp program that culminates in a five-day trip to Canberra for our Year 6 cohort. The love and joy is clearly on display as organisations like Terrapin, School Performance Tours, Domain Tennis Coaching, Red Cross or Surf Life Saving Tasmania, visit to engage with our students and staff. Perhaps most notable though, is the love and joy that ripples amongst our students' interactions, as they participate in the Class Buddy program, take on roles as Restorative Practice Leaders, Primary Portfolio Leaders, House Captains and Mission Sisters. Underpinning such activities and pursuits is an inherent desire to care for one another. Like a ranunculus is synonymous with love and joy, so too do our Primary staff and students hold these values close to their heart.

The growth of ranunculi is only possible if they are planted with intent, the environmental conditions are right, and the care and treatment is monitored, water refreshed, and the warmth of the elements harnessed. Our College is moving into a new period of growth, but the current commitment to nurturing and enriching remains. The expansion of our physical footprint featuring state-of-the-art design, will allow us to create an entry point for three-year-olds, broadening our community, and helping to further strengthen those values and actions that sustain us. The building is named 'The Louisa' and can be traced back to the start of our growth as a College with the arrival of the Sisters of Charity into Tasmania.

Mount Carmel College, like a ranunculus, is a strong beautiful place, full of layers, support and joy and I am grateful to be part of it.

Carmel House

As the year closes there have been so many reasons to celebrate in Carmel House. This was the first year in a number of years that Carmel did not win the House Cup. Of course it is always fantastic to take the win and it was disappointing not to, but this was not our focus. Instead we wanted Carmel students to be more involved in the College community, being active and present contributors. In previous years often had disappointing engagement in non-House activities, Carmel was poorly represented. We decided this year to set the challenge of all students striving to achieve their College Colours and to do this they had to involve themselves in all aspects of College life. Throughout the year there has been a real shift in attitude towards wanting to be a better version of ourselves rather than “the House that always wins”.

At the end of the year we had more students achieve College Colours than we have had for many years, we had the most of all, it was fantastic to see Carmel students participating in Open days, College Tours, Academic competitions, taking advantage of Service opportunities and so much more. We are so proud of how hard so many worked and although some didn't quite get there they were closer than they had ever been. So although we didn;t win the House Cup, we have been victorious in changing a culture.

It is of course necessary to pat ourselves on the back for winning House Band which has eluded us in the past despite some stellar performances. The band, led by House Captains Phoebe Gatehouse and Ariell Cannelle, covered Rhiannan's 'Shine Bright Like a Diamond' with staff members dressed as Diamonds and many LED lights to accompany the performance. It was a great show and testament to the huge amount of work and energy Phoebe and Arielle put into their roles.

Carmel moves on to 2025 with a new leader, having been in the role of head of House for 5 years, I, Lynda Hewitt, decided to step down and pass the reins on. Ben Richmond will be in the role going forward and as a Carmel Clan teacher previously he is very much in tune with the direction Carmel is headed in and the plan is that we continue to get the House Colours, but also regain the House Cup!

It is with sadness that I step down as Carmel House, the staff and the students have been an extended family to me over these years, but hopefully this will not be the end of my time with Carmel!

Loreto House

As we close the chapter on another extraordinary year at Loreto School House, we reflect on a vibrant 2024 that has been defined by our core virtues: compassion, justice, and virtue. This year, the theme of participation has resonated deeply within our community, with students lifting their willingness to engage actively in all aspects of school life.

The year kicked off with a wonderful house picnic hosted by our Year 10 students, who warmly invited the Year 7s to join in a lunchtime filled with laughter, red velvet cupcakes, and a variety of games. Under the guidance of our dedicated Loreto House Captains, this event not only fostered connections among the students but also embodied the spirit of compassion that Loreto stands for.

Loreto's commitment to participation shone brightly at the Athletics Carnival, where our house demonstrated strong involvement across all events. The enthusiasm and determination of our athletes were palpable, leading us to achieve significant successes. Furthermore, we proudly claimed victory at Field Day, showcasing the dedication and teamwork that define Loreto.

In the realm of the arts, Loreto House brought creativity and flair to the stage with their performance of "Murder on the Dance Floor." This captivating rendition not only entertained but also highlighted the talent and teamwork of our students. Additionally, they embraced the challenge of House Drama with a comedic twist in their performance titled "Wedding Disaster," proving that laughter and creativity go hand in hand.

This year has been a remarkable shake-up in terms of our success in house events, and it's a testament to the Loreto spirit of participation. It has been inspiring to see our students engaging with the college culture, whether it be through the arts, academics, sport, or community service. The commitment to self-development and involvement has made 2024 a year to remember.

As we look back, it's essential to recognize those who have made this year so special. A heartfelt thank you to our Loreto Clan Teachers, whose genuine care and knowledge of their students has been invaluable.. Their dedication ensures that every Loreto student thrives at Mount Carmel College.

A special thanks also goes to our incredible House Captains, Eva Schulze and Isabella Fenton. Their passion and go-getter spirit have transformed our weekly house gatherings into exciting Clan versus Clan competitions, complete with a leaderboard to track achievements. Their innovative ideas, like the introduction of Birthday Bags filled with treats for students, have fostered a sense of community and celebration within Loreto.

As we move into 2025, let's keep the momentum going! The energy and enthusiasm we've cultivated this year are just the beginning. Together, we will continue to embrace opportunities and build on our successes. Here's to another fantastic year ahead with Loreto House, where compassion, justice, and virtue guide us in all we do!

Lourdes House

The virtues of love, humility, and valiance continue to epitomise the Lourdes spirit, serving as the foundation of our vibrant House community. These values have been clearly and consistently demonstrated throughout 2024, contributing to the growth and development of our Lourdes students.

We began the 2024 by welcoming our newest members to the Green Team, our new Year 7 students, with a House Picnic on the lawns. This event was a highlight, filled with shared cupcakes, laughter, and games. Our Year 10 students stepped up as excellent hosts, offering advice, sharing their own experiences from their time at MCC, and passing on important in-house Lourdes traditions. It was a wonderful opportunity to foster mentoring relationships and strengthen a sense of belonging for our Year 7's right from the start.

Throughout the year, there have been countless opportunities for Lourdes students to showcase their incredible talents. The Athletics Carnival in Term 1 was a flood of green tutus and various costumes with House spirit high. In Term 2, the Autumn Concert provided a stage for our talented musicians to shine, with many students stepping out of their comfort zones to deliver courageous and inspiring performances. Our students continued to excel in the performing arts, placing second in the House Band competition with a lively performance of "Dancing (Queen) Green". Additionally, we took to the stage in House Drama, performing the original production "Camp Timberlake", which was written, directed, and performed by our own House Captains. These achievements reflect not only talent but also the dedication and commitment students showed by attending rehearsals and working collaboratively.

A standout feature of 2024 has been the wonderful leadership provided by our House Captains, Amber Burne and Hannah Mahmoud. Their passion and drive have been instrumental in strengthening House spirit through a range of initiatives. One of their biggest successes has been the ongoing Lourdes Clan Competition, which included activities like the Clan Window Challenge and the Clan Colouring Competition, bringing friendly rivalry and lots of laughs to the year.

Another highlight was the Lourdes House Breakfast, a celebration held at the end of Term 3. This special morning brought together Lourdes students and staff to share food, socialise, and participate in fun

activities. It was a fantastic way to wrap up the term and reflect on the achievements and connections made throughout the year.

We are thrilled to share that we concluded 2024 by winning the House Cup! This incredible achievement is a testament to the collective effort, spirit, and commitment of every single Lourdes student and staff member throughout the year. Whether it was on the stage, the sporting field, in academic pursuits, or in community events, Lourdes has shown what can be achieved when we come together as a team.

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 external specialist providers to best support individual needs.

Our team of Student Support Key Teachers and Teacher Assistants have been working hard throughout 2024 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 2024, 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

Primary and Secondary 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 |
| | ICAS competitions | opportunities, both | Basketball |

| | | | |
|--------------------------------------|------------------------------|---|-------------------|
| Mentoring Program/ breakfast club | Tournament of Minds AMC | instrumental and choral, private music lessons | Cricket Hockey |
| Edmund Rice Camps | English – Essay Writing | College Arts Festival | Rowing |
| Foodbank | Competitions | Arts Showcase | Running |
| Visits to Queenborough | Public Speaking | Intercultural Week | Soccer |
| Rise | Competitions - Japanese | Art Exhibitions | Swimming |
| Landcare | 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 2024 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 2024 the College Colours were awarded to 68 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 2024 | | | |
|---|-----------------------------|--------------|-----------------|
| Percentage of students achieving within the strong or exceeding proficiencies | | | |
| Domain | Mount Carmel College | State | National |
| Reading | 64.5% | 61.0% | 66.3% |
| Writing | 79.3% | 69.4% | 76.8% |
| Spelling | 61.3% | 51.2% | 60.6% |
| Grammar and Punctuation | 54.8% | 42.9% | 53.9% |
| Numeracy | 51.6% | 58.1% | 63.5% |

| Grade 5 NAPLAN Results for Mount Carmel College 2024 | | | |
|---|-----------------------------|--------------|-----------------|
| Percentage of students achieving within the strong or exceeding proficiencies | | | |
| Domain | Mount Carmel College | State | National |
| Reading | 87.9% | 63.8% | 71.3% |

| | | | |
|-------------------------|-------|--------|-------|
| Writing | 93.5% | 60.6% | 67.3% |
| Spelling | 78.8% | 57.2% | 67.7% |
| Grammar and Punctuation | 63.6% | 53.7% | 64.7% |
| Numeracy | 75.8% | 57.97% | 67.9% |

| Grade 7 NAPLAN Results for Mount Carmel College 2024 | | | |
|---|-----------------------------|--------------|-----------------|
| Percentage of students achieving within the strong or exceeding proficiencies | | | |
| Domain | Mount Carmel College | State | National |
| Reading | 83.5% | 62.7% | 67.3% |
| Writing | 93.5% | 57.3% | 65.3% |
| Spelling | 80.4% | 63.2% | 72.3% |
| Grammar and Punctuation | 77.2% | 53.6% | 61.5% |
| Numeracy | 69.5% | 56.7% | 67.2% |

| Grade 9 NAPLAN Results for Mount Carmel College 2024 | | | |
|---|-----------------------------|--------------|-----------------|
| Percentage of students achieving within the strong or exceeding proficiencies | | | |
| Domain | Mount Carmel College | State | National |
| Reading | 78.0% | 57.1% | 63% |
| Writing | 74.2% | 53.7% | 61% |

| | | | |
|-------------------------|-------|-------|-------|
| Spelling | 80.4% | 63.2% | 72.3% |
| Grammar and Punctuation | 75.9% | 46.5% | 54.8% |
| Numeracy | 74.7% | 54.6% | 56.3% |

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 2024 enrolments of Mount Carmel College was 570 students.

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

| 2024 Enrolments | | | |
|------------------------|---------------|-------------|--------------|
| Grade | Female | Male | Total |
| Kinder | 17 | 0 | 17 |
| Prep | 17 | 0 | 17 |
| Grade 1 | 17 | 0 | 17 |

| | | | |
|---------------|------------|----------|------------|
| Grade 2 | 20 | 5 | 20 |
| Grade 3 | 31 | 0 | 31 |
| Grade 4 | 30 | 0 | 30 |
| Grade 5 | 39 | 0 | 39 |
| Grade 6 | 51 | 0 | 51 |
| Year 7 | 97 | 0 | 97 |
| Year 8 | 84 | 0 | 84 |
| Year 9 | 96 | 0 | 96 |
| Year 10 | 84 | 0 | 84 |
| TOTALS | 585 | 5 | 585 |

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 2024 was 87.49%. Annual attendance rates disaggregated by Year group are listed below:

| Grade | Attendance | Grade | Attendance |
|--------------|-------------------|--------------|-------------------|
| 1 | 93.61% | 6 | 87.83% |
| 2 | 90.82% | 7 | 86.67% |
| 3 | 86.11 | 8 | 85.55% |
| 4 | 89.5% | 9 | 85.65% |
| 5 | 87.15% | 10 | 82.04% |

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 2024, 66% of our 2024 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 2024 approximately \$82,777 was spent on staff Professional Learning. This covered registration fees, travel and accommodation expenses. It also covered the cost of professional coaching for the delivery of Insight and the explicit instruction of students based on the Science of Learning. In addition, approximately \$18,000 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
- ATSI Key Teacher Meetings
- TCEO Network Meetings
- Early Career Teacher Workshops
- Initialit/Macqlit
- TCEO Induction Session
- ASBA Professional Development
- Cath Ed Safe
- Fire Warden Training
- First Aid
- Aspiring Leaders
- IPSHA Events/Meetings

- Youth Mental Health First Aid
- EduTech
- ILTP Workshops
- CET Business Services Conference
- Support Children with Anxiety
- Seven Steps to Success
- Courage to Be
- Intersections
- IEU Representative Training
- Emotional Intelligence
- Writing Revolution
- Cadet Teacher Days
- JATNET Do you
- NCCD Meetings
- Behavioural Intelligence
- Countering Violent Extremism Awareness
- Tough Conversations for School Leaders
- Critical Incident Response Training
- Vaping, Youth and Health
- Diploma of Education and Care
- LawSense Conferences
- VET Meeting
- Diploma HR
- SEQTA Sessions
- Tas ICT Cyber Conference
- ICT Managers Summit
- Teaching Matters Conference
- Early Childhood National Conference
- Seven Steps to Writing Success Workshop
- Language Lift
- Special Education Conference
- Tasmanian Teacher Assistant Workshop
- ALIA National Conference

The average expenditure per teaching staff on professional learning in 2024 was approximately \$1,795, including the cost of professional coaching for Insight. Costs for providing relief for teachers attending professional development sessions was \$390 per teacher.

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 2024 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 | 8 | BA, M.Teach |
| Allan | Susan | Primary Teacher | 22 | B.Arts; B.Teach; Dip.Modern Languages; Grad.Dip.Asian Studies |
| Arnett | Deborah | Secondary Teacher | 19 | B.Arts; B.Teach |
| Boxall | Farron | Secondary Teacher | 9 | M.Teach, B.Arts, Grad Cert Religious Edu, Grad Cert Edu Leadership |
| Burke | Serena | Secondary Teacher | 20 | M.Ed, B.Ed, B.Creative Industries |
| Chapman | Anthony | Director of Mission & Identity - Secondary | 29 | M.RE., B.Sc (Applied Sc), Dip Ed., Grad Cert RE |
| Coleman | Emily | HOD - Learning Support & Enrichment | 18 | B.Teach, B Computing |
| Dennis | Petra | HOD - HPE | 33 | B.Ed (HPE and Math) |
| Fasnacht | Maureen | Primary Teacher | 35 | B.Ed |
| Fazackerley | Kate | Primary Teacher | 2 | B.Ed |
| Foster | Susan | Secondary Teacher | 27 | B.Arts; Dip Ed. |
| French | Olivia | Primary and Secondary Teacher | 2 | B.Ed |
| Goddard | Myles | Secondary Teacher | 6 | B.Sc; M.Teach |
| Gray | Imogen | HOD - English and LOTE | 13 | B.Arts, M.Teach, Grad Cert Middle Years Edu. |
| Guidici | Karen | Primary Teacher | 21 | B.Ed |
| Hall | Natalie | Primary Teacher | 7 | B.Ed |
| Herbert | Murray | Secondary Teacher | 21 | M.Teach |
| Hewitt | Lynda | Secondary Teacher | 16 | B.Sc + PGCE |
| Himson | Sharon | Primary Teacher | 34 | Dip.Ed, B.Ed. |
| Hogan | Christine | Secondary Teacher | 10 | M.Teach, B.Arts, B.Ed |
| Hudson | Lynda | Head of House - Loreto | 18 | B.Arts, B.Teach |

| | | | | |
|------------|------------|----------------------------------|----|---|
| James | Simon | Secondary Teacher | 27 | Dip. Ed. PhD Philosophy, B.Sc (Hons) |
| Jetson | Catherine | HOD - History and Social Science | 24 | M.Ed., B.A His/Soc, B.Tch |
| Kullrich | Valery | Secondary Teacher | 34 | M.Ed., B.Human Mvmt |
| Larratt | Adele | Secondary Teacher | 28 | B.Ed |
| Lincoln | Dorothy | Primary Teacher | 42 | B.Arts, Dip.Ed, Dip.TEFL, AmusA |
| Lowe | Damien | Primary Teacher | 22 | B.Ed, Grad Cert Math |
| Magill | Branna | Primary Teacher | 3 | B.Arts; M.Teach |
| Magnus | Jenna | Secondary Teacher | 9 | B.rtsA Comm (Theatre and Media), ty, B.Teach, Dip Pupperty,DipFAD |
| Maling | Jacqueline | Secondary Teacher | 11 | B.Sc; Grad.Dip.Ed |
| Marsden | Megan | Secondary Teacher | 16 | B.ed; B.Creative Industries (Dance) |
| McNamara | David | HOD - The Arts | 18 | B.Music, B.Teach |
| McNulty | Gerard | HOD of Theology & Spirituality | 34 | M.RE |
| Neyland | Claire | Secondary Teacher | 8 | M.Teach, B.Medical Research |
| Murphy | Kate | Primary Teacher | 18 | B.Arts; B.Teach; Grad.Cert.Ed |
| Nutting | Phoebe | Head of House - Lourdes | 9 | B Teach, BA, Cert IV PA |
| O'Rourke | Julia | Secondary Teacher | 30 | M. Ed Lead, BA, Dip.Ed |
| Pieterse | Janice | Secondary Teacher | 9 | M.Teach, B.Arts, Postgrad Honours, |
| Reeves | Rachel | Secondary Teacher | 7 | B. Geomatics; M.Teach |
| Reynolds | Jasmin | Primary Teacher | 10 | B.Ed (Early Childhood) |
| Richardson | Megan | Principal | 26 | B.Ed; M.Ed |
| Richmond | Ben | Secondary Teacher | 1 | M.Teach |
| Rodrick | Alexandra | Secondary Teacher | 8 | B.Tech..Edu, Cert IV AFD&T, Cert III Cat. Op. |
| Row | Alice | Primary Teacher | 5 | B.Ed (early Childhood) |
| Seen | Frances | Primary Teacher | 1 | M.Teach, B.Contemporary Arts |

| | | | | |
|----------|----------|---|----|---------------------------------------|
| Sluyters | Melanie | Director of Positive Education and REC Curriculum - Primary | 29 | B.Ed |
| Smith | Alice | Secondary Teacher | 22 | B.Arts;B.Teaching |
| Smith | Julie | Primary Teacher | 28 | B.Ed; Grad.Cert.Ed |
| Smith | Nicola | Primary Teacher | 10 | B.Ed; Grad.Cert.RE |
| Spence | Kelly | Secondary Teacher | 25 | B.Nat.Res; Grad.Dip.Ed |
| Stevens | Hayley | Secondary Teacher | 17 | B.Ed |
| Tewes | Lyndal | Deputy Principal | 30 | B.Ed, M.Ed |
| Trost | Jessica | Primary Teacher | 12 | Cert 4 Dance Teaching |
| Tyrrell | Belinda | Secondary Teacher | 14 | B.Sc; B.Teach |
| Wall | Michelle | Primary Teacher | 29 | B.Ed (Early Childhood), M. Ed (Prim.) |
| Wheeldon | Lisa | Primary Teacher | 22 | B.Ed, Grad Cert Religious Edu |
| Whiley | Heath | Secondary Teacher | 3 | B.Arts; M.Teach |
| Wierenga | David | Primary Teacher | 16 | B.Arts; B.Teach |

| Years of Experience | Number of Teachers |
|----------------------------|---------------------------|
| <1 year | 2 |
| 2 - 5 years | 5 |
| 6 - 10 years | 13 |
| 11 - 20 years | 14 |
| >21 years | 24 |

Staff Composition, Attendance and Retention

Staffing was a continual issue for 2024 with the College commencing recruitment for a number of teaching and administrative positions. The teaching staff retention rate at the end of 2024 was 97.68%. This indicates the number of teachers who have continued service at Mount Carmel College from 2024 into 2025. 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 2024 are detailed below:

Teaching Staff

| Full-Time | Part-Time | Male | Female | Indigenous |
|-----------|-----------|------|--------|------------|
| 32 | 26 | 10 | 48 | 0 |

Non-Teaching Staff

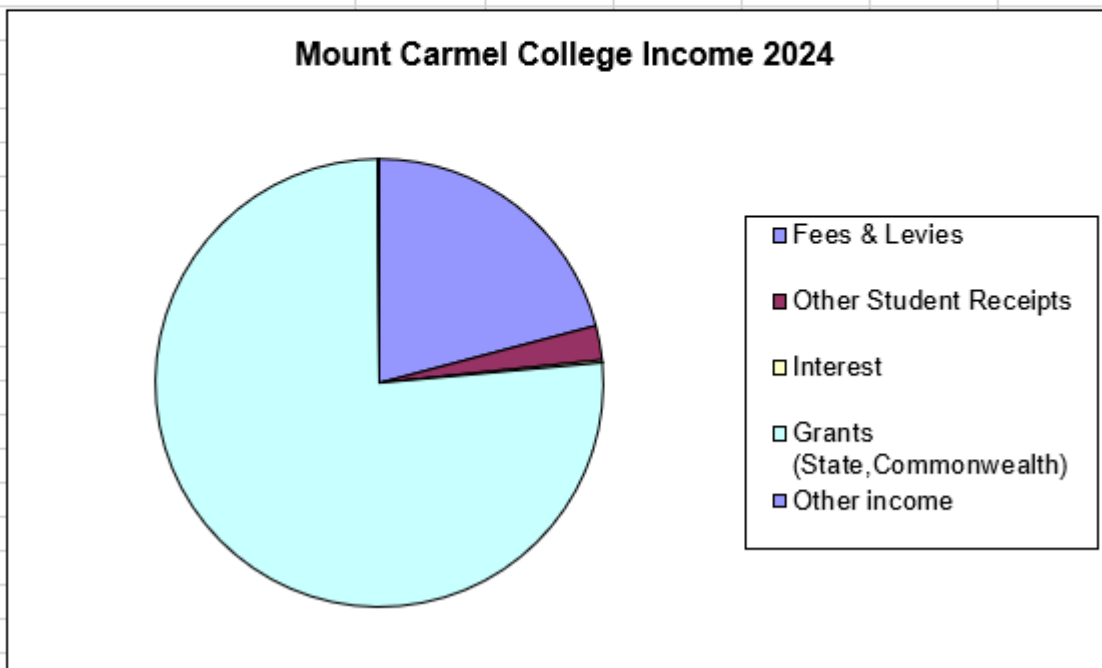
| Full-Time | Part-Time | Male | Female | Indigenous |
|-----------|-----------|------|--------|------------|
| 9 | 33 | 6 | 36 | 0 |

Financial Information

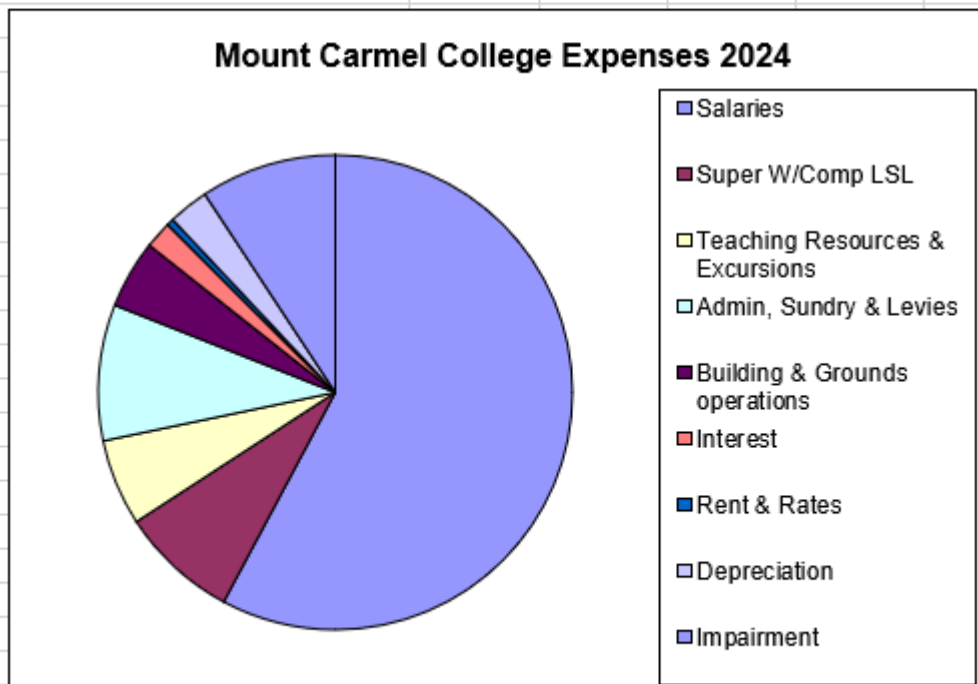
The following is the graphical representation of the financial information of the College for the 2024 academic year.

Income received by the College in 2024

| | | | | | |
|-----------------------------|---------|--|--|--|--|
| Fees & Levies | 20.88% | | | | |
| Other Student Receipts | 2.47% | | | | |
| Interest | 0.21% | | | | |
| Grants (State,Commonwealth) | 76.31% | | | | |
| Other income | 0.13% | | | | |
| | 100.00% | | | | |



| | | | | |
|---------------------------------|---------|--|--|--|
| Salaries | 57.80% | | | |
| Super W/Comp LSL | 8.03% | | | |
| Teaching Resources & Excursions | 5.89% | | | |
| Admin, Sundry & Levies | 9.27% | | | |
| Building & Grounds operations | 4.66% | | | |
| Interest | 1.85% | | | |
| Rent & Rates | 0.48% | | | |
| Depreciation | 2.75% | | | |
| Impairment | 9.27% | | | |
| | 100.00% | | | |



Capital income for 2024 was \$46,000– capital levies paid by families

| | | <u>2024</u> |
|---------------|-------------------------------|----------------------------|
| INCOME | Fees & Levies | \$2,522,698 |
| | Other Student Receipts | \$1,136,082 |
| | Interest | \$25,493 |
| | Grants (State, Commonwealth) | \$9,219,273 |
| | TOTAL RECURRENT INCOME | <u>\$12,903,546</u> |

| | | <u>2024</u> |
|-----------------|---------------------------------|---------------------|
| EXPENSES | Salaries | \$8,591,478 |
| | Super W/Comp LSL | \$1,193,772 |
| | Teaching Resources & Excursions | \$876,491 |
| | Admin & Sundry Expenses | \$1,378,638 |
| | Building and Grounds | \$693,328 |
| | Interest | \$276,400 |
| | Rent & Rates | \$71,727 |
| | Depreciation & Impairment | \$1,780,541 |
| | TOTAL EXPENSES | \$1,4862,375 |

Professional Learning and Leave Expenses

| | |
|------------------------------------|---|
| Staff Travelling | \$12,653 |
| Staff Train Teach | \$82,776 |
| Staff Train Admin | \$10,696 |
| Relief Costs | \$353,013 (Total relief PL & Personal leave Teaching Staff) |
| Personal Leave hours for all staff | 4762 |
| PL hours relief required | 1014 |

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 2024, 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 2024, 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.

