Mount Carmel College
ANNUAL PLAN 2025

BOLD Goals:
- Every member of our College feels welcome in our Catholic community.
- High impact teaching is visible in every classroom
- Every student can achieve, feel safe and seek support.

Vision: A learning community of courageous changemakers, compassionate and strong in faith.

CET Priorities:
Excel in Learning for All
Nurture Leadership for All
Make Disciples of All

Archbishop's Charter:
Catholic Identity
Learning
Leadership
Mission

Current Situation: (Scan and Assess)
- Period of Growth in enrolments
- Science of Learning a focus across the College
- Recently completed Validation and Registration process in 2024
- New Building program - Early Years Classes

Links to relevant data:
- [Validation data](#)
- [Student achievement data](#)
- NAPLAN data
- PAT data
- Wellbeing Data
- SWPBS Data

School Name	Mount Carmel College

Goal 1 **Increase student engagement and learning in RE/T&S and Catholic identity.**	**Annual Targets** *(consider whole school and year level or stage targets)* 1. By the end of 2025 ELC students will engage with the faith curriculum, Catholic traditions, and the school community through age-appropriate activities, experiences and spaces. (1.1) 2. All students in Primary classes will participate in a range of HITS in Religious Education classes, evident in learning, planning and celebrations 3. All students in Secondary classes will participate in a range of HITS in Theology & Spirituality classes, evident in learning, planning and celebrations. 4. By the end of 2025, Mount Carmel College will schedule and deliver at least 3 new initiatives focused on fostering belonging and a shared Catholic identity and Mission.
Agreed Behaviours How will staff work together to achieve this goal? How have staff developed these agreed behaviours?	• Focus for middle leaders (HODS) and leadership • Evident in learning, planning, assessment and celebrations. • Check-ins each term - how are we tracking with our goal? • Leadership team meeting, Curriculum team meeting and EL-6 meeting focus.
Key Improvement Strategy (KIS)	**1a** Create, implement and review a three year systematic and targeted approach to professional learning focused on HITS in Religious Education. and Theology & Spirituality **1b** Support all teachers who teach Religious Education / Theology & Spirituality to ensure that the HITS is evident in their planning and instruction. **1c** Schedule, plan and provide a wider range of formation and community activities with a focus on belonging, shared Catholic identity and Mission.
Actions What specific actions will be undertaken to drive progress against this KIS?	1.1 - Three year plan created, published and resourced with at least one PL session for staff per term. - Faith formation resources created for our ELC with activities, resources and strategies. 1.2 - Ensure RE/T&S is a focus for HITS PL with examples, activities, planning time and assessment in team meetings a focus. - Resource ILRE modelling and coaching for all new and early career teachers 1.3 - Seek feedback from students, staff, Parish and community concerning Catholic Identity within the College. - Schedule, plan and enact at least 3 initiatives e.g Sacramental Program
Outcomes What are the expected changes?	• Increased student and staff engagement in Catholic Identity at Mount Carmel College • Religious Education/ Theology & Spirituality a priority for professional learning from CET. • Best practice teaching strategies evident in all Religious Education / Theology & Spirituality classrooms • More opportunities to celebrate with and within our community

Success Indicators Highlight the data or evidence of improvement as it becomes available	- Student engagement data - Community feedback data - Professional Learning calendar with staff - Assessment data in Religious Education / Theology & Spirituality			
Action List the actions from above (one per row)	**Who is accountable?** Wherever possible this should be an individual	**Expertise support/ Professional Learning**	**Timeframe**	**Resources**
Three year Professional Learning plan for RE	LPIE / GMCN	Drasko Dizdar CIE Team	Term 1, 2025	PL Calendar CET Resources Scope and Sequences / INSIGHT
ELC RE resource folder created	LPIE	CIE Team	Term 2, 2025	
ILRE coaching timetable implemented	LTEW/MSLU/LPIE / GMCN	Leanne Pritchard CIE Team	Term 1, 2025	PL Calendar
ILRE coaches working with Early Careers and teachers to plan, teach and assess RE.	LPIE / GMCN		Term 4, 2025	Timetabling Resources
Feedback survey - community activities circulated and reviewed	LPIE / GMCN	College Leadership Team	EL - Term 2, 2025 Term 4,2025	Survey questions
3 Community Activities planned, implemented and reflected on Sacramental Program EL Parent Engagement Evening Parish / College Masses	LPIE/GMCN/MRIC/MSLU /FSPE LPIE / MSLU LPIE / FSPE / GMCN	DLIN	All Year	College and Parish Newsletters
Roll out of Daily reviews in each year level in T&S	GMCN & T&S Staff	Insight PL Shaping Minds	All Year	Grade level Planning sessions
USe of RE Literacy information	LPIE / GMCN	CET Religious Literacy Team	Third Term	Religious Literacy results in Grade 4 and 8
Consolidation of theological concepts in T&S	GMCN	Drasko Dizdar	All Year	Theological Conversations

Evaluation:	
Goal 2 **Science of Learning principles will be evident in every classroom with a focus on improving student outcomes.**	**Annual Targets** (consider whole school and year level or stage targets) 1. By the end of 2025, the number of students working in Tier 2 and Tier 3 (LIteracy and Numeracy) will be reduced by 10%. 2. By the end of 2025 there will be a 5% increase in the number of students making high levels of relative gain. 3. Staff will be able to access, interrogate and use relevant data to inform planning. 4. In 2025, all students will experience High Impact teaching strategies in every classroom. 5. In 2025 all Mount Carmel College teachers will participate in INSIGHT professional learning and/or coaching.
Agreed Behaviours How will staff work together to achieve this goal? How have they developed these agreed behaviours?	● SoL strategies are modelled in meetings, PLetc... ● Data focus at Curriculum, Department and primary meetings. ● SoL is evident in learning, planning and assessment across the College. ● Check-ins each term - how are we tracking with our goal? ● Leadership team, Curriculum team and planning team meeting focus ● Term reflections - what do we need? What have we mastered? Sharing best practice.
Key Improvement Strategy KIS): ___	**2a** Support all teachers to access, interrogate and plan using data to improve student outcomes. **2b** Ensure that Science of Learning continues to be a focus for resourcing, PL, coaching and training for teachers. **2c** Strategically allocate resources to ensure all teachers have opportunities to engage in PL, coaching and training with a focus on student outcomes.
Actions What specific actions will be undertaken to drive progress against this KIS?	2.1 - Data staff meetings planned, implemented and developed each term - Staff Professional Learning using RtI triangles - Data use evident in planning, assessment and feedback 2.2 - Attendance at INSIGHT PL including waves of next teachers - Resource/strategies created to upskill new teachers - SoL strategies evident in professional learning, planning and Department meetings 2.3

	- Develop a SoL implementation plan that identifies key High Impact Teaching strategies and . - Record, track and provide catch-up opportunities for staff to participate in PL - Structured opportunities provided in Department meetings to share learning, seek advice and reflect - Outline a clear pedagogical framework that focuses on High Impact Learning and Teaching (HILT).
Outcomes What are the expected changes?	● Staff can access and use key data sets throughout the College ● Science of Learning strategies are evident throughout the College ● Strategies and resources are in place to ensure all staff have access to PL and structured opportunities to share best practice.
Success Indicators Highlight the data or evidence of improvement as it becomes available	● Data evident in planning e.g Tier/intervention evident. ● Participation in data meetings ● Attendance at INSIGHT PL ● SoL strategies evident in planning, assessment and feedback.

Actions List the actions from above (one per row)	Who is accountable? Wherever possible this should be an individual	Expertise support/ Professional Learning	Timeframe	Resources
Data staff meetings planned, implemented and developed each term.	JORO/MSLU/NSMI	Cathrine & SSC team Debbie W (CET)	1 year	Laptops, data access, SEQTA
Data focus at Curriculum and Primary meetings	MSLU/JORO	Debbie W (CET) SJAM/EDOO/NSMI	1 Year	Range of Data Sets (NAPLAN, PAT, Dibels, TIMMS, Nap Opt In-Science and Civics 2025)
Staff Professional Learning using RtI triangles	MCC Insight Team	NSMI/MRIC	1 Term	Dibels and PAT Data, RTI Templates
HITs priority focus each term.	MCC Insight Team /HODs	Shaping Minds	Term by Term	Insight Team
Data use evident in planning, assessment and feedback	HODs/MSLU/NSMI	MCC Insight Team	All year	Planning documents, data access,
All teaching staff attendance at INSIGHT PL: Whole System Days, ILTP program and Optional Workshops.	JORO/MSLU/LTEW	Shaping Minds	All Year	Insight Team
Resource/strategies created to upskill new teachers	MCC Insight Team	SoL PL and ILTP's/mentoring	All Year	MCC ILTP's
SoL strategies evident in professional learning, planning and Department meetings	MRIC/JORO	SoL PL and ILTP's/mentoring	All Year	CT Team

Record, track and provide catch-up opportunities for staff to participate in Science of learning PL	MCC Insight Team	SoL PL and ILTP's/mentoring	1 Year	Insight Learning Hub (CET)
Structured opportunities provided in primary Planning/Department meetings to share learning, seek advice and reflect	HODs/NSMI/MSLU	HODs	1 Year	MCC Insight Team
Identify and implement use of effective data analytics software.	JORO/SJAM/SMIL/LTEW/NSMI/MHER	SJAM/SMIL	1 Year	
Develop a structured coaching model within the College to support staff in effectively using High-Impact Teaching Strategies (HITS) to enhance student learning outcomes.	MCC Insight Team	ILTPs, Shaping Minds	2 Years	

Evaluation:

Goal 3	Annual Targets *(consider whole school and year level or stage targets)*
A School Wide Positive Behaviour Support Framework (SWPBS) will support the wellbeing and behaviour of every student.	1. By the end of 2025 a SWPBS framework will be developed and implemented to support students, staff and families. 2. By the end of 2025 a three year implementation plan will be created, shared and reviewed annually. 3. A SWPBS team will meet two times per term to support implementation 4. Throughout 2025 students will have multiple opportunities to engage with the framework.
Agreed Behaviours How will staff work together to achieve this goal? How have they developed these	● Professional learning focus ● Staff will contribute to implementation e.g teaching behaviours, using matrices, ● Leadership, Curricular, Wellbeing team, Department and Primary meeting focus.

agreed behaviours?	
Key Improvement Strategy: **KIS ___**	**3a** Form a SWPBS team to create, share, enact and seek feedback on a three year SWPBS implementation plan. **3b** Systematically work with all staff to ensure wellbeing and behaviour data is created and utilised effectively.
Actions What specific actions will be undertaken to drive progress against this KIS?	3.1 - SWPBS team created with members from all aspects of the College. - Three year SWPBS implementation plan created, published and revised. - SWPBS team shares changes, resources and strategies in weekly briefing documents. - A SWPBS policy and handbook is created, published and shared with the community 3.2 - Whole staff professional learning in Week Zero planned and attended. - Staff and students create shared values and matrices - Two staff meetings dedicated per term to PBS implementation - SWPBS data a component of Leadership, Wellbeing, Pastoral, Curriculum and Primary meetings - SWPBS data proactively used to support positive behaviour and wellbeing. - SWPBS data informs parent conversations where appropriate. 3.3 - Key staff participate in Zones of Regulation Training
Outcomes What are the expected changes?	● Students, staff and families have a clear understanding of expectations at Mount Carmel ● There is a shared, systematic, positive approach to supporting student behaviour. ● Positive behaviour is taught, modelled and recorrected as appropriate.

Actions List the actions from above (one per row)	Who is accountable? Wherever possible this should be an individual	Expertise support/ Professional Learning	Timeframe	Resources
SWPBS team created with members from all aspects of the College.	MRIC	N/A	2024	GoogleForm
Three year SWPBS implementation plan created, published and revised.	SWPBS Team Wellbeing Team	N/A	Semester 1	VIC Gov't resources
SWPBS team shares changes, resources and strategies in weekly briefing documents.	LHUD/MRIC SWPBS Team	N/A	Term 1	As required
A SWPBS policy and handbook is created, published and shared with the community	SWPBS Team	N/A	2025	Student, staff and

				community voice
Whole staff professional learning in Week Zero planned and attended.	MRIC	N/A	Week 1	N/A
Staff and students create shared values and matrices	ALL STAFF	MRIC / LHUD / LTEW / MSLU	Week 2/3	Shared format
Two staff meetings dedicated per term to SWPBS implementation	SWPBS Team	As required	2025	As required
SWPBS data is a component of key meetings.	Leadership team	N/A	Week 2/3	N/A
SWPBS data proactively used to support positive behaviour and wellbeing.	LHUD / SWPBS Team	N/A	2025	SEQTA
SWPBS data informs parent conversations where appropriate.	LHUD / SWPBS Team	LHUD	2025	SEQTA
Key staff are trained in Zones of Regulation ready for implementation in 2026.	LTEW, LHUD, MSLU, SSC, JORO	Professional Learning	2025/2026	External provider
Minor and Major behaviours have published processes and structures, supporting consistent behaviour expectations across the College	SWPBS/WBT Team	N/A	Term 1	Flow charts, timetabling, policy work
Restorative practices review/professional learning for all staff	LTEW/MSLU	Professional Learning	2025/2026	External Provider

Evaluation:

School Name	Mount Carmel College
Goal 4 **Increase enrolments by 15% through targeted marketing, community engagement, improved academic programs, and guided growth via a Master Plan.**	**Annual Targets** (consider whole school and year level or stage targets) 1. In 2025, Mount Carmel College will open a new Early Years building, increasing enrolments in Kindergarten, Prep and Year 1/2 by 5%. (4.1) 2. In 2025, staff will review, revise and implement key enrolment strategies, focusing on key intake years. (4.1) 3. In 2025 BOM and leadership will commence the Master Planning process with support from CET. (4.2) 4. By the end of 2025 the Leadership team will identify learning areas to be improved and minor capital works to be completed in 2026, in accordance with the Master Plan. (4.2) 5. In 2025 the secondary school cohort will focus on engagement with various sectors of the community via tailored initiatives that will contribute to boosting awareness of our College. (4.3)
Agreed Behaviours How will staff work together to achieve this goal? How have staff developed these agreed behaviours?	● Developing staff awareness of the relationship between enrolment numbers, funding implications and the College sustainability. ● Collaborative/consultative opportunities for staff to share ideas and establish agreed behaviours. ● Establish working groups to execute vision statements based on the collaborative outcomes. ● Regular evaluation to measure our achievements and if necessary reset and progress again.
Key Improvement Strategy (KIS)	**4a** To create and enact a 3 year action plan for marketing and enrollment. **4b** Develop a Master Plan for future development based on student, staff and community feedback. **4c** Create a range of opportunities for families to connect with the College. **4d** Work with staff and community to analyse the feedback and establish new metrics and goals.

Actions
What specific actions will be undertaken to drive progress against this KIS?
	4a
	● **Research and analysis**
	   ○ Understand the current data and identify gaps and opportunities or trends
	   ○ Analyse the data against identified KIS
	   ○ Undertake demographic research and community collaboration to better understand market segments and goals and how best to target
	   ○ Building a marketing plan and budget based on insights gained and initiatives desired
	   ○ Utilise the research to also inform a contemporary enrolment procedure eg a discoverable website
	   ○ Identify tailored local area and other initiatives that will allow to convert to actual enrolment

	○ Continuously evaluate to ensure our data is current or initiatives is responsive and conversion rate is healthy

4.b
● Connect with key external stakeholders (architects, enviro planners, HCC etc) to commence a Master Planning process
● Engage with internal stakeholders - past and present to encourage community input in to the Master Planning process
● Establish an Infrastructure Plan that encompasses sound and responsible modelling eg financial planning, staged facility development, Asset Maintenance and Asset Renewal Plans focused on improvement of learning and community spaces
● Ongoing review to ensure spaces are maintained and contemporary inclusions can be considered - students/staff/community/TCEO/BOM

4.c
● Plan and create a range of occasions that families can experience eg Opening of The Louisa
● Being innovative in the ways in which we communicate with families and the community
● Ask families to be part of Marketing Plan and also part of the wider advertising - not relying on students all the time
● Send survey to parents seeking feedback on future connection opportunities
● Gather feedback after key events to improve connection opportunities
● Carmel Connections parent group to meet each term
● Exit Interviews to be normalised
● Consideration of the merit of increasing the HR team to allow for dedicated focuses to drive marketing strategies

4.d
● as above |
| **Outcomes**
What are the expected changes? | ● Increased enrolments in Early Years, Year 5 and Year 7
● Planned and resourced approaches to Marketing
● Shared vision and clear expectations for future development
● Sustainability and accountability |
| **Success Indicators**
Highlight the data or evidence of improvement as it becomes available | ● Enrolments increased by 5%
● Master plan commenced
● Asset Maintenance Plan and Asset Renewal Plan established |

Action List the actions from above (one per row)	Who is accountable? Wherever possible this should be an individual	Expertise support/ Professional Learning	Timeframe	Resources
Undertake demographic research and community collaboration to better understand market segments and goals and how best to target	Leadership Team and Board	Demographer (ID) and Marketing firm	End of Term 1	Time Release
Meet fortnightly with Marketing and Enrolment Officer using data to inform practice	MRIC/CJAG/HLEG	Demographic Support	Week 4, T1 - ongoing	Calendar Data gathered
Commence the establishment of a Marketing Plan	MRIC/CJAG and The School Photographer	Seek information from like schools	Term 1	Meeting established with Garrick Dostine
Ask families to be part of Marketing Plan and also part of the wider advertising - not relying on girls all the time	CJAG	Admin Team	Ongoing	Survey to be sent to establish who would be happy to be part of
Research and explore new ways to connect with families, implementing where appropriate	CJAG and Board Member / Alumni	Local Area Marketing Communications	Ongoing Initial presentation to L/T	Admin Support
Plan budget for the next three years with a focus on website, sharing our strengths and key entry years	ARYB/KLOV/CJAG/BOM	Website Design	Ongoing	Meeting with L/T established for initial discussion
Review any changes made to enrolment processes including online enrolment	MRIC/HLEG/CJAG/MSLU/JREY	Website Design	Start of Semester 2	Meeting with L/T established for initial discussion
Connect with key stakeholders (architects etc) to commence Master Planning process	MRIC/ARYB/KLOV and Rob Gard	Inputs from Architect, L/T, Board, Parents, Budget	Commence discussions, week 5, Term 1	Meeting time
Establish an Infrastructure Plan that encompasses sound and responsible modelling eg financial planning, staged facility	MFRA/MRIC/ARYB/Rob Gard and Simon Bresnahan	N/A	Commence discussions, week 5, Term 1	Meeting to establish framework

development				
Establish an Asset Maintenance and Renewal Plan	MRIC/MSLU/LTEW/ARYB/ KLOV/TCAS/BOM member	Use of ARYB understanding if what this looks like	End of Term 1	Sample Plans
Ongoing review to ensure spaces are maintained and plan budgeted and followed	ARYB/KLOV/TCAS/TAVI	N/A	Each Term	Meeting Established
Seek feedback from students, families and staff on improving community engagement	MRIC/LTEW/MSLU/LHUD	N/A	Twice a year	Survey Monkey
Plan and create a range of occasions that families can experience eg Opening of The Louisa	MRIC/MSLU/JREY/CJAG/ LPIE/MVGA/EDOO - The Louisa	N/A	Held around the time of Arts Festival	Budget established
Gather feedback after key events to improve connection opportunities	Organiser of key events to draft questions and send to MVGA/EDOO	N/A	Following events	Survey Monkey
Carmel Connections parent group to meet each term	MRIC/MSLU	EDOO or MVGA to send meeting request	Once a term	PA/EA support for minutes
Exit Interviews	MRIC/LTEW/MSLU	N/A	When required	Meetings Scheduled - MVGA
Evaluation:				