

Mount Carmel College

2025 Annual Community Report



Mount Carmel College

Sandy Bay, Hobart

REGISTERED SCHOOL NUMBER: 312

CONTACT DETAILS

ADDRESS: 361 Sandy Bay Road, Sandy Bay, Hobart, 7005

PRINCIPAL: Mrs Megan Richardson

COLLEGE BOARD CHAIR: Ms. Kate Bentley

TELEPHONE: 03 6216 7900

EMAIL: principal@mountcarmel.tas.edu.au

WEBSITE: www.mountcarmel.tas.edu.au

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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 of Respect, Compassion, Resilience and Contribution 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 2025 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.

Throughout 2025, our theme “Piece by Piece” provided a meaningful reflection of the journey we shared as a College community. Like a mosaic, each individual contribution, achievement, relationship and moment of growth became an important piece in shaping the bigger picture of Mount Carmel College. Across classrooms, sporting fields, performance spaces and community gatherings, students and staff continued to add their unique strengths, talents and experiences to our collective story. The year was marked by many significant milestones, including the continued strengthening of our Science of Learning approach, the growth of our wellbeing practices, the celebration of our Arts and community events, and the opening of new learning spaces that support our students from the Early Years onwards. Each initiative, conversation and act of kindness represented another piece carefully placed, reminding us that our College story is built through the everyday actions of many people working together. As we reflected on the year, we celebrated not only what we achieved, but the way each member of our community contributed to creating a stronger, more connected and compassionate Mount Carmel College.

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. 2025 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.

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 2026, 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, Mass in Thanksgiving for Grade Ten students, Celebration Evening 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 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. Samaritan Fund during Catholic Education Week, Christmas in a Box for Vinnies 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

Goal 1

Increase student engagement and learning in RE/T&S and Catholic identity.

Goal 2

Science of Learning principles will be evident in every classroom with a focus on improving student outcomes.

Goal 3

A School Wide Positive Behaviour Support Framework (SWPBS) will support the wellbeing and behaviour of every student.

Goal 4

Increase enrolments by 15% through targeted marketing, community engagement, improved academic programs, and guided growth via a Master Plan.

Pastoral Care at Mount Carmel College

Pastoral care at Mount Carmel College is central to our mission and reflects our commitment to nurturing the academic, social, emotional, physical and spiritual wellbeing of every student. Grounded in our Catholic identity and the charism of the Sisters of Charity, we strive to ensure every student feels known, valued and supported throughout their learning journey.

Student wellbeing is a shared responsibility between staff, students and families. Together, we foster a culture of respect, inclusion and belonging, where students are encouraged to develop confidence, resilience, personal responsibility and positive relationships, guided by Gospel values of compassion, dignity and service.

A key strength of our pastoral care framework is the strong sense of connection fostered across the College. In the Primary School, our dedicated classroom teachers play a vital role in students' pastoral care, building

trusted relationships with students and families while providing consistent, compassionate support each day. Their commitment creates a nurturing environment where every child feels safe, confident and ready to learn.

In the Secondary School, our Vertical House System continues to strengthen students' sense of belonging in Years 7–10. House Clans bring together students across year levels, fostering mentoring, leadership and supportive relationships while enabling staff to know each student well and provide personalised care and guidance.

Research consistently highlights the importance of positive relationships and belonging in supporting student engagement, wellbeing and achievement. Our pastoral care model reflects this by ensuring every student has trusted adults and peers who encourage them to flourish.

Pastoral care is the responsibility of every staff member. From classroom and Clan Teachers to our Heads of House, wellbeing is embedded in everyday interactions and learning experiences. This year, our Heads of House—Ben Richmond (Carmel), Avril Alderdice (Loreto) and Farron Boxall (Lourdes)—continued to strengthen House spirit through initiatives that promoted participation, leadership and connection. The introduction of the House Band Competition, alongside the much-loved House Drama Competition, provided students with additional opportunities to showcase their talents, build House pride and celebrate creativity and collaboration.

Through a culture of care, high expectations and meaningful relationships, Mount Carmel College continues to provide an environment where every student is encouraged to grow, belong and thrive.

Wellbeing

At Mount Carmel College, student wellbeing remains at the heart of everything we do. We believe that students learn best when they feel safe, supported and connected, and our commitment to fostering a positive and inclusive learning environment continues to underpin all aspects of College life. Throughout 2025, we have strengthened this commitment through a range of evidence-informed programs, resources and initiatives designed to support the wellbeing, resilience and personal growth of every student.

Throughout the year, our focus on student wellbeing has remained at the heart of College life. Through everyday interactions, intentional teaching and strong relationships, we have continued to foster a culture where students feel safe, valued, supported and empowered to reach their full potential.

Our students have grown not only in their academic learning, but also in confidence, character and compassion. Many have embraced new opportunities, strengthened friendships and developed resilience as they navigated the successes and challenges that naturally arise throughout the year.

At Mount Carmel, we recognise that wellbeing is fundamental to learning. It provides the foundation for students to engage, achieve and thrive. Rather than being an additional program, wellbeing is embedded across all aspects of school life and underpins our approach to teaching, learning and pastoral care.

Throughout the year, students participated in weekly wellbeing lessons that explored key aspects of mental, emotional and social health. Learning was supported by evidence-based resources from the eSafety Commissioner, Headspace, ReachOut, the Student Wellbeing Hub and Bullying. No Way! Programs including URSTRONG and TeachPEEC continued to strengthen students' understanding of positive relationships, empathy, respectful interactions and the importance of being active bystanders. Our younger students also continued to deepen their faith through the Making Jesus Real and Spirit of Jesus programs, reinforcing the values of kindness, gratitude and service.

This year, we introduced My Mind Check and Wellio, two digital wellbeing platforms that support students to reflect on their mental health, build positive daily habits and develop practical strategies for maintaining their wellbeing. These resources have provided students with accessible tools to recognise and manage their emotions while strengthening resilience and self-awareness.

Students also benefited from a range of engaging guest speakers throughout the year. Representatives from Speak Up! Stay ChatTY, JCP and Scott Roth, Head Coach of the Tasmanian JackJumpers, shared personal experiences and practical strategies that encouraged students to reflect on mental health, perseverance, connection and the importance of seeking support when needed.

As we conclude another successful year, we acknowledge the dedication of our staff, the support of our families and the enthusiasm of our students in creating a positive and inclusive learning environment. Together, we have continued to strengthen a culture where every student feels a sense of belonging and is supported to flourish both academically and personally.

We thank our entire Mount Carmel community for their ongoing partnership and commitment to student wellbeing and look forward to continuing this important work in 2026.

Restorative Practice

Fairness, justice, and genuine care for one another sit at the heart of life at Mount Carmel. We know that strong learning happens within strong relationships, and Restorative Practice is the framework we use to build, strengthen, and, where needed, repair those relationships across our community. It calls on students, staff, and parents alike to act with respect, fairness, and love for our neighbour in how we treat one another.

Rather than simply managing behaviour, Restorative Practice gives students the tools to take ownership of their choices and actions, which in turn supports stronger engagement and better outcomes in the classroom. It relies on clear, consistent expectations and a shared sense of accountability across the whole College community. This year, staff engaged in renewed professional learning around Restorative Practice, deepening our collective skills and ensuring a consistent, College-wide approach to restorative conversations in line with our SWPBS focus. Building on this, a group of our Year 6 students again stepped up as Restorative Leaders in 2025, trained to guide peer conversations and mediate minor conflicts, which played a key role in keeping restorative culture alive throughout the College this year.

Curriculum and Teaching

The Science of Learning – Insight Project

In 2025, Mount Carmel College continued to strengthen its commitment to Catholic Education Tasmania's Insight Project, embedding Science of Learning (SoL) principles across all year levels and learning areas. Throughout the year, staff engaged in targeted professional learning focused on evidence-informed teaching practices, with System-Wide Professional Learning Days and School-Based Professional Learning opportunities to explore and apply high-impact instructional strategies.

Mount Carmel College staff engaged in The Teach First Initiative, completing one round of *Teaching Sprints*, focused on sequencing learning. Staff specifically focused on incorporating retrieval practice strategies at the beginning of lessons to activate prior knowledge, engaging with the research around effective retrieval practice strategies and various strategies that could be used.

Teachers have reported increased confidence in implementing evidence-based teaching strategies, including Daily Review, TAPPLE, explicit instruction, explicit vocabulary instruction, and Fluency Pairs.

Moving forward, we intend to strengthen the use of these strategies across the college to improve student outcomes.

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 2025, the College's structured and systematic programme of literacy teaching and learning include:

- 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 Heggerty 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, in English for Years 7-10, provides 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 2025, 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. 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.

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 leisure based environment. It includes Before School Care (7:30am – 8:30am), After School Care (3:05 – 6:00pm) and Vacation Care (7:30-6:00pm).

During this time the girls have access to the whole of the Early Learning environment and resources, including the yard and playground. The students also have access to afternoons within the main school environment such as, the dance studio room, and the physical environment (playground and court zones). The students were engaged with outside activities, music and dance alongside lots of arts and crafts.

During the program which includes holiday care the children enjoyed cooking, dressing up, attending dance lessons, and engaged in a variety of learning opportunities provided.. The children enjoyed participating in a number of community events including Science Week, Book Week and NAIDOC celebrations.

Families had access to our online platform Storypark for our program, which shows what we offer, both planned and spontaneous experiences and lots of photos, as we know parents and families enjoy viewing these. 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 our Kindergarten Teacher, Mrs Jasmin Reynolds and ELC Centre Manage, Mrs Michelle Miles.

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

Our Primary school is a vibrant and happy place. It prides itself on ensuring students and parents or guardians are cared for and feel a sense of community and belonging. It is a place that celebrates and excels in teaching and provides our students with many and varied opportunities, from ELC right through to Year 6.

Last year I highlighted that as a primary we always punch above our weight across academic, sporting and cultural pursuits. What is essential that I highlight and *'shout from the roof tops'* is that yes we still succeed

across the domains mentioned but we do so with an increased enrolment. In the past few years, we have grown as a Primary school and now we are a school with wait lists, full classes for many of our year groups and a Primary school of choice. I feel strongly that we are blessed, we believe in what we are doing and we will continue to grow.

Our environment of success is cultivated in our teaching of current pedagogy and it is strengthened by our strong desire to use data to inform our planning and ensure we are catering to all students. Our students are nurtured via our co and extracurricular opportunities and our emphasis on a comprehensive pastoral program. It is important to note that as a primary we are extremely proud of how we deliver our teaching of wellbeing and the programs we offer.

At the heart of everything we do sit our four core values: compassion, resilience, respect and contribution. These are not just words on a wall, they are lived daily, by our students, staff and families.

Compassion

Compassion is what makes our community feel like a family. It is seen in the tireless work of our talented and skilled teacher assistants and teaching staff, in the support of our administration teams, grounds and canteen staff, and in our association with the Holy Spirit Parish.

It is shown in the everyday moments, a wave at pick up, a check-in on staff by a parent or guardian just asking how the day has been. The energy and effort of our amazing volunteers who assist in some of our classrooms or on excursions, makes a significant difference to daily experiences. The tireless work of our allied health providers, our speech therapist, tutors, counsellor, psychologist and OT provides incredible scaffolding to strengthen the environment within which our staff and students strive to grow.

Compassion ripples through our students' interactions too, as they take part in the Class Buddy program and step into roles as Restorative Practice Leaders and Mission Sisters and care for one another as a matter of course.

Resilience

Resilience is built through challenge, adventure and everyday perseverance. It is nurtured through our camp program for Years 4 and 5, culminating in the five day trip to Canberra for our Year 6 cohort. The emphasis on tenacity and adaptability starts early through experiences with Nature Play, where our youngest students trapeze muddy trails and delight in their exploration of creek beds and the bush.

It is present in the commitment our students show to their sporting and academic pursuits, and in the quiet determination they bring to their learning every day. Resilience is also modelled by our parents and

guardians, whose strength and surety enable our students to position themselves for success and to stand with pride as they undertake their many pursuits.

Respect

Respect underpins the strong relationships that make our Primary school work. It is evidenced in the commitment to attending occasions such as Learning Conversations, an opportunity for staff and parents/guardians to come together to highlight successes in learning and set goals for future focus. It is shown in the fabulous attendance at Grandparents Day and Information Evenings, and in the willingness of our community to coach and manage sporting and co-curricular teams or lend enthusiastic assistance at inter and intra school carnivals. Respect is also central to our Primary Student Leadership teams and representative extension opportunities such as TOM, ICAS, AMC, Maths Relay and other extension opportunities where students learn to value both their own effort and the contributions of others.

Contribution

Contribution is what turns individual effort into community strength. It is seen in the celebrations that bring us together such as (but not limited to) the Arts Festival, Grandparents Day and the MCC Mini Fair. Contribution is seen through teamwork on the sporting field, our girls at play in the playground and in the visiting organisations who enrich our students' learning.

We have been pleased to welcome such organisations as Terrapin Theatre Company, Think U Know presenters, Live Life Whole, Speak Up Stay Chatty, ACE Tennis Coaching, Young Scientists program from Uni Tas, She Hoops Basketball, Red Cross and Surf Life Saving Tasmania.

Contribution is seen in our Primary Portfolio Leaders and House Captains, who give their time and energy to lead their peers. And it is seen in the way our whole community, our staff, students, parents and guardians give generously so that every child has the chance to thrive.

Looking Ahead

Real growth only happens with intent, the right conditions and consistent care. Our Primary school is continuing to grow and excel, we are a school of choice and our enrolments highlight this. Our commitment to compassion, resilience, respect and contribution as well as our desire and need to walk in the traditions of the Sisters of Charity remains part of our fabric and identity. The expansion of our physical footprint with '*The Louisa Centre*,' that opened last year has continued to be a sense of pride as we allow ourselves to start our story early with determination and pride.

As a Primary we are a strong, values driven community, full of compassion, resilience, respect and contribution and I, as Director of Primary, am grateful to be part of it.

"Caritas Christi urget nos - The love of Christ urges us on",

Carmel House

2025 has been a busy year in the Carmel House! We have welcomed two fantastic House Captains Evie Frost and Ruby Kaye that have led from the front and continued to build on the Carmel house spirit. Both Ruby and Evie have done a terrific job since Beach Day, our first House event back in 2024 in encouraging participation and bringing plenty of 'yellow energy'.

At the time of writing this article we are on the eve of the House Drama competition which has been a huge undertaking for our students and we wish them all the best for the competition. A special thanks to Ms Hayley Stevens for her assistance in bringing the Carmel concept to life.

Other key house events this year have been the Athletics Carnival where we finished in a close second place. The House Band competition singing 'Love Shack' and having a special guest Carmel 2's Ms Libby Piesse arrive on stage in a Carmel inspired car, again finishing second! We managed our first win in the House competition at the Cross Country by the narrowest of margins which was a great reward for effort for everyone that attended the event and tried their best. Last year we managed to have the most students of the three houses achieve their College Colours which we hope to replicate again this year.

While most of the key house events are now behind us we still have our weekly House Gatherings to look forward to in Term 4 and farewelling our Year 10s towards the end of the term as they prepare to move on to the next chapter of their journey with hopefully fond memories of being in the mighty Carmel House.

I'd like to thank Evie and Ruby for their continued support this year being my first in the role of Carmel Head of House. Their commitment, enthusiasm and organisation has made for a very enjoyable year!

Loreto House

If you were to ask what makes Loreto special, you wouldn't get just one answer. You'd be met with a chorus of words: joy, spirit, participation, determination, inclusion, teamwork, and friendships that stretch across year levels. In 2025, the Red House proved once again that Loreto isn't just a house, it's a heartbeat.

We began this year not on the field or stage, but with a change in scenery. A relocation to new locker spaces, new clan rooms, and a fresh Head of House office. It gave us the perfect canvas to infuse with colour and character. Our first goal was simple but powerful: to make this new space feel like home. Red posters,

creative clan corners, laughter in the halls, and a spirit of unity turned empty rooms into a Loreto hub that buzzed with life.

The spirit of connection continued at the Loreto House Picnic, where Year 7s and Year 10s came together for red velvet cupcakes, games of mushroom tag and dodgeball, and the challenge of remembering each other's names. Bonds were formed across year levels, laughter was shared, and the essence of Loreto, inclusion and fun, shone brightly.

Beach Day 2024 was our first chance to strike for the 2025 House Cup, and strike we did, Loreto took the win! The shoreline echoed with cheers as the red flag waved proudly in the wind. In our first secondary house event for 2025, under perfect blue skies, Loreto stormed the Secondary Athletics carnival with powerful track performances, exceptional participation, and a unity that turned heads. Another win for Loreto – woohoo!

At Field Day, Loreto claimed second place, but more importantly our secondary students shone in their leadership skills. From helping younger students at the starting line to cheering them through the finish, Loreto's compassion and mentorship showed the strength of our values: justice, mercy, and community.

On the creative front, House Band saw us dancing in red to "Party in the USA," our performers giving their all under the spotlight with energy and joy. Our House Drama performance, Lamington and Lies, brought the crowd to laughter and suspense in a nursing home where lamingtons weren't what they seemed, and a ghost from the past returned for bingo and revenge.

In everything we did, from sport to stage, from picnics to relays, Loreto showed what it means to belong to something bigger than yourself. We celebrated each other, we supported one another, and we led with joy.

Red isn't just our colour, it's our flame. And in 2025, Loreto burned brighter than ever. An incredible thanks to Loreto staff and students, and our house captains, Ivy Bresnehan and Aysha Lloyd, for lighting the way with skill, enthusiasm and hard work!

Lourdes House

Lourdes is more than our House colour and name, it is spirit grounded in the virtues of Love, Humility and Valiance. These values continue to inspire our students to embrace challenges, celebrate one another's successes, and grow together as one strong Lourdes family. Throughout 2025, these virtues have been evident in the way our students have participated in both their learning and College events, led with courage,

and fostered a genuine sense of belonging not only to Lourdes but to each other and our College community as a whole.

This year marked an exciting new chapter for Lourdes as we settled into our new home in Providence House. After many years in the Secondary Block, the move provided more than just a change of location, it offered a fresh beginning. Empty walls quickly became vibrant displays of green as students transformed their Clan spaces through our now annual Lourdes Window Challenge, filling our new building with creativity, personality and pride. What began as a new location soon became a place that truly felt like home.

We also began 2025 with the honour of being the reigning House Cup Champions, proudly carrying forward the success of 2024. That achievement created a wonderful sense of momentum, inspiring students to continue striving for excellence, participating wholeheartedly, and supporting one another in every aspect of College life.

Our newest members of the Green Team were warmly welcomed at the annual Lourdes House Picnic, where cupcakes, games and plenty of laughter helped forge friendships across year levels. Our Year 10 students embraced their role as mentors, generously sharing stories of their own Mount Carmel journey, offering advice, and introducing our Year 7 students to the traditions that make Lourdes such a welcoming and supportive House. It was the perfect beginning to their time in the Green Team and a beautiful reflection of the inclusive culture we value so highly that fosters a sense of belonging to our House community.

House spirit was on full display throughout the year. The Secondary Athletics Carnival transformed the College into a sea of green, with tutus, costumes and enthusiastic cheering creating an atmosphere of excitement and encouragement. Whether competing, officiating or supporting from the sidelines, Lourdes students embodied teamwork, resilience and unwavering House pride.

Our students also continued to shine in the performing arts. The Autumn Concert showcased the confidence and musical talents of many Lourdes students, while the House Band Competition highlighted the creativity and enthusiasm that defines our House. One of the most exciting additions to the 2025 calendar was the inaugural House Dance Competition. Morning rehearsals, held during House Assembly in our new Dance Studio space, were filled with laughter, determination and teamwork as students worked together towards their performance. It quickly became a highlight of the year and another wonderful opportunity to strengthen House spirit.

The heart of Lourdes has always been its people and this year our House Captains, Macy and Mabel, have led with outstanding enthusiasm and dedication. Mabel's organisation, reliability and thoughtful leadership

ensured every event was inclusive and well coordinated, while Macy's infectious energy and House spirit inspired students to get involved, encourage one another and make the most of every opportunity. Together they have fostered a welcoming culture where every student has felt valued and connected, leaving a lasting impact on the Lourdes community.

Behind every successful House is a team of dedicated staff. Our wonderful Lourdes Clan Teachers include Petra Dennis, Adelle Larratt, Julia O'Rourke, Hayley Stevens, Gerard McNulty, Lynda Hudson, Dave MacNamara and Janice Pieterse. Their daily encouragement, care and commitment helps each young person to flourish both personally and academically.

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 2025 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

Throughout 2025, Mount Carmel College continued to strengthen its support for the growing number of students identified as gifted or demonstrating high potential. The College provided a wide range of enrichment and extension opportunities for students in primary and secondary school, designed to challenge students beyond the regular curriculum and encourage critical thinking, creativity and higher-order problem-solving.

Two enrichment staff supported the development and coordination of the College's Enrichment Program. They participated in regular professional learning focused on gifted education, high-potential learners, assessment, curriculum differentiation and effective enrichment practices. This professional learning

supported staff across the College to further develop their understanding of how to cater for gifted and highly able students.

Identifying students for enrichment was a collaborative process. Information was gathered from a range of sources, including AGAT results, teacher and parent observations and, where appropriate, KBIT-2 assessment results. Student potential was considered alongside current performance to identify students who may require additional challenge or support to reach their learning potential. Extended learning plans were developed for selected students to help ensure their learning needs were recognised and addressed.

Throughout the year, students participated in a variety of enrichment activities, competitions, workshops and extension programs. These opportunities enabled students to explore personal interests, strengthen individual abilities and develop confidence, independence and problem-solving skills.

A highlight of the year was the Online Learners, or LEO, program, which provided students with opportunities to undertake independent, self-directed learning in areas of personal interest. LEO students also attended a collaborative learning day at St Virgil's College, where they worked face-to-face with students from other Catholic schools.

Selected Year 10 students participated in the Catholic Education Tasmania 90+ ATAR Workshop. This experience provided practical strategies for students considering an academic pathway into college and beyond, while encouraging them to reflect on future goals and connect with like-minded students from other Catholic schools.

Students also received significant external recognition throughout 2025. Successes were achieved in the Australian Mathematics Competition, ICAS Assessments, the Mathematical Association of Tasmania Relay and the Dymocks Writing Competition

Particular distinction was achieved in the Australian Geography Competition, where Mount Carmel College students were named Tasmanian state champions. A student was also named joint Tasmanian state champion in the Australian History Competition, with further High Distinctions achieved in History. In addition, we had one student who was a State Runner up for the national What Matters? writing competition.

Other enrichment and extension opportunities offered during the year included:

- What Matters? writing competition
- Australian Geography Competition
- Australian History Competition
- ICAS Assessments

- Primary and Secondary debating
- Rostrum Youth of Voice
- CET Storytelling Showcase
- Learning Online Extension (LEO)
- Tournament of the Minds
- Science and Engineering Competition
- The Australian Mathematics Competition
- Brainways Education
- 90plus ATAR Workshop
- Ethics Olympiad
- MAT (Mathematical Association of Tasmania) Relay
- National History Challenge
- Poems for Poverty and Red Room Poetry

Some of the enrichment opportunities available at the College include:

MISSION	ACADEMIC	CULTURAL	SPORTING
Mini-Vinnies	Science and Engineering	Choir, ensembles and	AFL
Mission Sisters	Challenge	performance	Athletics
Mentoring Program/ breakfast club	Australian History Competition	opportunities, both instrumental and choral, private music lessons	Basketball
Edmund Rice Camps	Australian Geography Competition	College Arts Festival	Cricket
Foodbank	National History Challenge	Arts Showcase	Hockey
Visits to Queenborough Rise	ICAS competitions	Intercultural Week	Rowing
Landcare	Tournament of Minds	Art Exhibitions	Running
	AMC		Soccer
	Public Speaking		Swimming
	Japanese competition		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 2025 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 2025 the College Colours were awarded to 58 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 2025			
Percentage of students achieving within the strong or exceeding proficiencies			
Domain	Mount Carmel College	State	National
Reading	85.2%	60.5%	65.7%

Writing	88.5%	69.1%	76.4%
Spelling	55.6%	52.6%	61.9%
Grammar and Punctuation	59.3%	44.6%	54.1%
Numeracy	55.6%	59.5%	64.0%

Grade 5 NAPLAN Results for Mount Carmel College 2025			
Percentage of students achieving within the strong or exceeding proficiencies			
Domain	Mount Carmel College	State	National
Reading	82.1%	67.4%	72.9%
Writing	90.3%	58.3%	65.0%
Spelling	77.5%	60.7%	68.7%
Grammar and Punctuation	80.0%	55.0%	63.2%
Numeracy	62.5%	60.7%	68.9%

Grade 7 NAPLAN Results for Mount Carmel College 2025			
Percentage of students achieving within the strong or exceeding proficiencies			
Domain	Mount Carmel College	State	National
Reading	79.7%	60.8%	69.0%
Writing	68.4%	55.1%	63.9%
Spelling	73.0%	62.8%	72.4%

Grammar and Punctuation	60.8%	53.0%	62.4%
Numeracy	75.3%	57.9%	68.5%

Grade 9 NAPLAN Results for Mount Carmel College 2025			
Percentage of students achieving within the strong or exceeding proficiencies			
Domain	Mount Carmel College	State	National
Reading	79.1%	58.0%	65.1%
Writing	72.6%	53.6%	61.3%
Spelling	76.7%	62.4%	71.9%
Grammar and Punctuation	68.5%	46.9%	56.4%
Numeracy	66.7%	56.3%	65.6%

Building a Whole School Community

At Mount Carmel College, the uniqueness of our ELC to Year 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 2025 enrolments of Mount Carmel College was 570 students.

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

2025 Enrolments	
Year	Total
Kinder	21
Prep	22
Grade 1	18
Grade 2	16
Grade 3	28
Grade 4	31
Grade 5	46
Grade 6	50
Year 7	92
Year 8	100
Year 9	79
Year 10	92
TOTALS	595

The College consisted of 23 classes ranging from Kindergarten to Year 10. 591 Students were full time. The indigenous student population was 31 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 2025 was 87.46%. Annual attendance rates disaggregated by Year group are listed below:

Grade	Attendance	Grade	Attendance
1	87.03%	6	96.50%

2	89.73%	7	92.03%
3	89.73%	8	84.62%
4	81.53%	9	86.49%
5	82.70%	10	84.28%

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 2025, 67% of our 2025 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 2025 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
- 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
- IEU Representative Training
- Writing Revolution
- Cadet Teacher Days
- NCCD Meetings
- Tough Conversations for School Leaders
- Critical Incident Response Training
- VET Meeting
- 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

The average expenditure per teaching staff on professional learning in 2025 was approximately \$2,229, including the cost of professional coaching for Insight. Costs for providing relief for teachers attending professional development sessions was \$591 per teacher.

School Effectiveness Data

School Effectiveness data is collected twice each year from students, staff and parents to provide valuable insights into the College's strengths, areas for growth and overall progress. This data informs both our Annual Action Plan and longer-term Strategic Plan, ensuring decisions are evidence-based and responsive to the needs of our community. The most recent August survey results indicate positive progress across a number of areas, with our whole-school implementation of School Wide Positive Behaviour Support (SWPBS) identified as a key priority. Feedback from all

stakeholder groups continues to guide the refinement of our wellbeing practices, helping to strengthen a positive, safe and inclusive learning environment for every student.

Staff Data

Student Management						
1. There is an agreed philosophy on discipline in the school.	1.9	1.9	11.3	45.3	39.6	4.2
2. The rules and sanctions relating to discipline in this school are well understood by both staff and students.	1.9	3.8	18.9	39.6	35.8	4.0
3. The responsibilities relating to student discipline are well understood by staff in this school.	0.0	3.8	15.1	50.9	30.2	4.1
4. The responsibilities relating to student discipline are well understood by students in this school.	0.0	5.7	20.8	47.2	26.4	3.9
5. The responsibilities relating to student discipline are well understood by parents in this school.	0.0	5.7	54.7	30.2	9.4	3.4

Student data

Student Safety						
1. I have been bullied recently at school.	63.3	20.7	7.7	5.0	3.3	1.6
2. I have been teased in an unpleasant way recently at my school.	50.1	24.8	11.8	9.9	3.3	1.9
3. Students are mean to me at this school.	50.4	27.0	14.6	4.4	3.6	1.8
4. I have been deliberately hit, kicked, or threatened by another student recently.	73.0	10.5	8.5	5.8	2.2	1.5
5. Other students often spread rumours about me at my school.	54.8	22.6	12.1	8.3	2.2	1.8

Parent data

<i>Student Safety</i>	Strongly Disagree					Strongly Agree			Avg
	1	2	3	4	5	6	7		
1. My child has been bullied recently at school.	43.5	25.8	1.6	9.7	6.5	4.8	8.1	2.6	
2. Other students are mean to my child.	32.3	21.0	14.5	11.3	8.1	12.9	0.0	2.8	
3. My child has been teased recently at school.	41.9	17.7	12.9	3.2	9.7	8.1	6.5	2.7	

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 2025 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	9	BA, M.Teach
Allan	Susan	Primary Teacher	23	B.Arts; B.Teach; Dip.Modern Languages; Grad.Dip.Asian Studies
Arnett	Deborah	Secondary Teacher	20	B.Arts; B.Teach
Boxall	Farron	Secondary Teacher	10	M.Teach, B.Arts, Grad Cert Religious Edu, Grad Cert Edu Leadership

Burke	Serena	Secondary Teacher	21	M.Ed, B.Ed, B.Creative Industries
Chapman	Anthony	Secondary Teacher	30	M.RE., B.Sc (Applied Sc), Dip Ed., Grad Cert RE
Coleman	Emily	HOD - Learning Support & Enrichment	19	B.Teach, B Computing
Dennis	Petra	HOD - HPE	34	B.Ed (HPE and Math)
Duncan	Phoebe	Learning Support & Enrichment	11	Bachelor of Education (Early Childhood)
Fasnacht	Maureen	Primary Teacher	36	B.Ed
Fazackerley	Kate	Primary Teacher	3	B.Ed
Foster	Susan	Secondary Teacher	28	B.Arts; Dip Ed.
French	Olivia	Primary and Secondary Teacher	3	B.Ed
Gray	Imogen	HOD - English and LOTE	14	B.Arts, M.Teach, Grad Cert Middle Years Edu.
Guidici	Karen	Primary Teacher	22	B.Ed
Hall	Natalie	Primary Teacher	8	B.Ed
Herbert	Murray	HOD - Mathematics	22	M.Teach
Hewitt	Lynda	HOD - Science	17	B.Sc + PGCE
Himson	Sharon	Primary Teacher	35	Dip.Ed, B.Ed.
Hogan	Christine	Secondary Teacher	11	M.Teach, B.Arts, B.Ed
Hudson	Lynda	Director of Wellbeing	19	B.Arts, B.Teach
James	Simon	HOD - Technologies	28	Dip. Ed. PhD Philosophy, B.Sc (Hons)
Jetson	Catherine	HOD - History and Social Science	25	M.Ed., B.A His/Soc, B.Tch
Kullrich	Valery	Secondary Teacher	35	M.Ed., B.Human Mvmt
Larratt	Adele	Secondary Teacher	29	B.Ed
Lincoln	Dorothy	Primary Teacher	43	B.Arts, Dip.Ed, Dip.TEFL, AmusA
Lowe	Damien	Primary Teacher	23	B.Ed, Grad Cert Math
Magill	Branna	Secondary Teacher	4	B.Arts; M.Teach

Magnus	Jenna	Secondary Teacher	10	B.A Comm (Theatre and Media), ty, B.Teach, Dip Puppetry, DipFAD
Maling	Jacqueline	Secondary Teacher	12	B.Sc; Grad.Dip.Ed
Marsden	Megan	Secondary Teacher	17	B.ed; B.Creative Industries (Dance)
McNamara	David	HOD - The Arts	19	B.Music, B.Teach
McNulty	Gerard	HOD of Theology & Spirituality (Secondary)	35	M.RE
Murphy	Kate	Primary Teacher	19	B.Arts; B.Teach; Grad.Cert.Ed
Neyland	Claire	Secondary Teacher	9	M.Teach, B.Medical Research
Nutting	Phoebe	Secondary Teacher	10	B Teach, BA, Cert IV PA
O'Rourke	Julia	Secondary Teacher	31	M. Ed Lead, BA, Dip.Ed
Piesse	Elizabeth	HOD of Theology & Spirituality (Primary)	39	B.Ed
Pieterse	Janice	Secondary Teacher	10	M.Teach, B.Arts, Postgrad Honours,
Reeves	Rachel	Secondary Teacher	8	B. Geomatics; M.Teach
Reynolds	Jasmin	Early Years Coordinator	11	B.Ed (Early Childhood)
Richardson	Megan	Principal	27	B.Ed; M.Ed
Richmond	Ben	Secondary Teacher	2	M.Teach
Rodrick	Alexandra	Secondary Teacher	9	B.Tech..Edu, Cert IV AFD&T, Cert III Cat. Op.
Seen	Frances	Primary Teacher	2	M.Teach, B.Contemporary Arts
Sluyters	Melanie	Director of Primary	30	B.Ed
Smith	Alice	Secondary Teacher	23	B.Arts;B.Teaching
Smith	Julie	Primary Teacher	29	B.Ed; Grad.Cert.Ed
Smith	Nicola	Primary Teacher	11	B.Ed; Grad.Cert.RE
Spence	Kelly	Secondary Teacher	26	B.Nat.Res; Grad.Dip.Ed
Stevens	Hayley	Secondary Teacher	18	B.Ed
Tewes	Lyndal	Deputy Principal	31	B.Ed, M.Ed
Thatcher	Jessica	Primary Teacher	2	B.Arts; M.Teach

Trost	Jessica	Primary Teacher	13	Cert 4 Dance Teaching
Tyrrell	Belinda	Secondary Teacher	15	B.Sc; B.Teach
Wall	Michelle	Primary Teacher	30	B.Ed (Early Childhood), M. Ed (Prim.)
Wheeldon	Lisa	Primary Teacher	23	B.Ed, Grad Cert Religious Edu
Whiley	Heath	Secondary Teacher	4	B.Arts; M.Teach
Wierenga	David	Primary Teacher	17	B.Arts; B.Teach

Years of Experience	Number of Teachers
<1 year	0
2 – 5 years	7
6 – 10 years	10
11 – 20 years	16
>21 years	26

Staff Composition, Attendance and Retention

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

Teaching Staff

Full-Time	Part-Time	Male	Female	Indigenous
30	22	9	43	0

Non-Teaching Staff

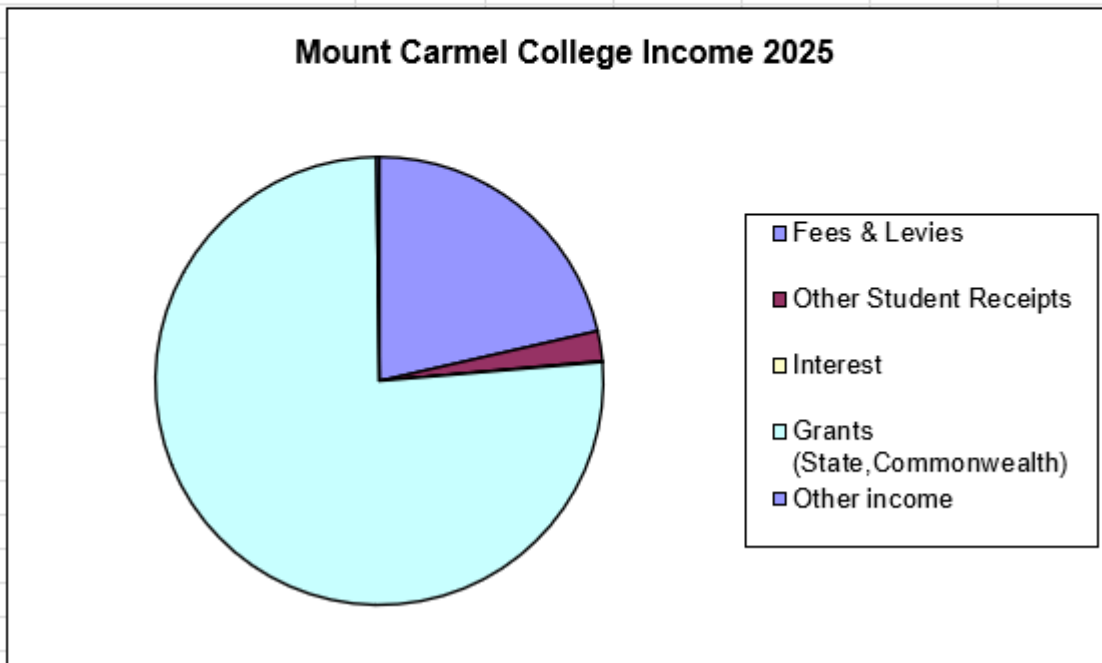
Full-Time	Part-Time	Male	Female	Indigenous
9	33	6	36	0

Financial Information

The following is the graphical representation of the financial information of the College for the 2025 academic year.

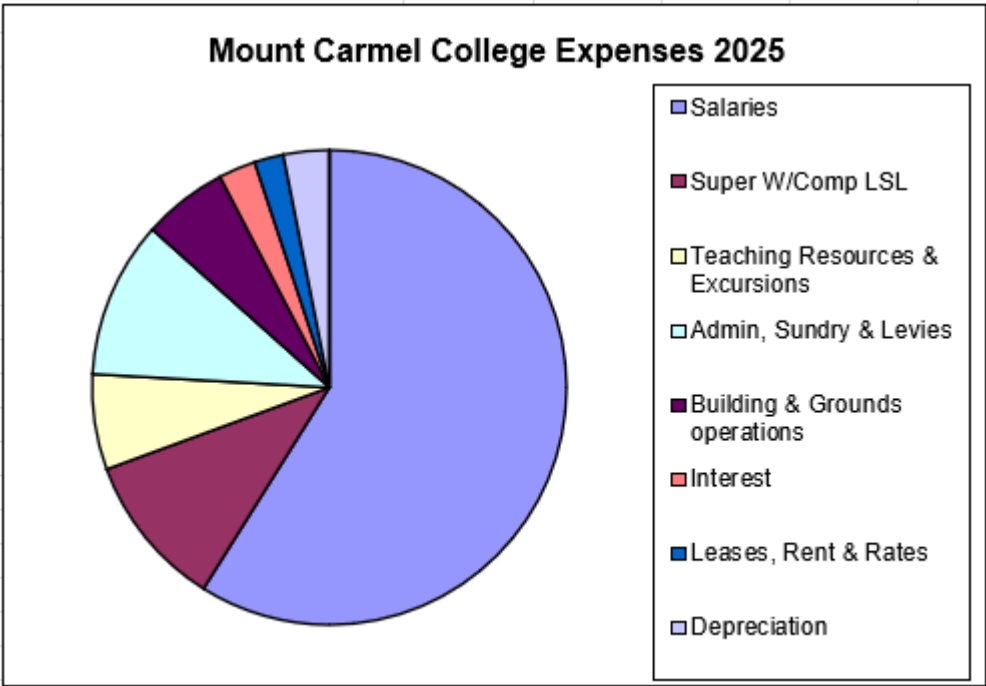
Income received by the College in 2025

Fees & Levies	21.42%				
Other Student Receipts	2.16%				
Interest	0.08%				
Grants (State,Commonwealth)	76.13%				
Other income	0.21%				
	100.00%				



Expenditure 2025

Salaries	58.90%			
Super W/Comp LSL	10.50%			
Teaching Resources & Excursions	6.50%			
Admin, Sundry & Levies	10.69%			
Building & Grounds operations	5.79%			
Interest	2.52%			
Leases, Rent & Rates	1.99%			
Depreciation	3.11%			
	100.00%			



Capital income for 2025 was \$46,000– capital levies paid by families

Commonwealth Building Grant \$490,000

		2025
INCOME	Fees & Levies	\$2,680,918
	Other Student Receipts	\$300,561
	Interest	\$10,701
	Grants (State, Commonwealth)	\$9,702,105
	TOTAL RECURRENT INCOME	\$12,684,285

		<u>2025</u>
EXPENSES	Salaries	\$7,871,073
	Super W/Comp LSL	\$1,334,439
	Teaching Resources & Excursions	\$889,319
	Admin & Sundry Expenses	\$1,438,324
	Building and Grounds	\$779,332
	Interest	\$356,195
	Rent, Leases & Rates	\$266,697
	Depreciation & Impairment	\$422,413
	TOTAL EXPENSES	\$13,357,792

Professional Learning and Leave Expenses

Staff Travelling	\$16,974
Staff Train Teach	\$95,847
Staff Train Admin	\$5,900
Relief Costs	\$383,934 (Total relief PL & Personal leave Teaching Staff)
Personal Leave hours for all staff	3219
PL hours relief required	985

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 2025, 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 2025, 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.

