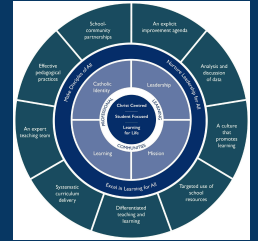# Mount Carmel College
ANNUAL PLAN - 2024

BOLD Goals:

- One Community, one vision
- Enhance the Wellbeing of every member of the Mount Carmel Community

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

ARCHBISHOP'S CHARTER: *Catholic Identity, Learning, Leadership, Mission*

AITSL:

- Standard 1: Know students & how they learn
- Standard 3: Plan for and implement effective teaching and learning
- Standard 5: Assess, provide feedback and report on student learning
- Standard 7: Engage professionally with colleagues, parents/carers and the community

Current Situation: (Scan and Assess)

- Final year of Strategic Planning
- Validation year
- Growing enrolments
- First year as a return to an all girls school
- Building new Early Years Precinct

Links to relevant data:

- **Teacher** Staff Feedback
- Support Staff Feedback
- Parent / Community Feedback

Catholic Identity

Priorities	NSIT	CET Priorities	Pillars	Strategies	Success Criteria
To ensure our Response to the Archbishop's Charter underpins planning, decision-making and	An explicit improvement agenda A culture that promotes learning	Excel Nurture Disciples	CI LN LD	● Revisit MCC Response in Leadership meeting, planning any actions required ● Targeted goals set by the Leadership team for 2024 ● Response part of a Staff meeting and as a reference point ● Response referred directly to in newsletters, meetings,	● Participation and scheduling of Leadership meeting agenda and activities based on response ● Agreed goals from Response added to annual plan ● Staff meeting scheduled ● Response evidenced in newsletters, website,

resourcing. (DRAFT)			M	● Engage with Parish priest to review, evaluate and plan for 2025	● Meeting with Father Shammi – Response reviewed.
To implement the ILRE role to support best practices in faith education and formation	A culture that promotes learning An expert teaching team Systematic curriculum delivery Differentiated teaching and learning	Excel Nurture Disciples	CI LN LD M	● Employ a suitable ILRE to coach, mentor, demonstrate and plan with staff across the College ● ILRE to work directly with other ILREs at CET ● ILRE timetable established and supported ● ILRE to work meet and work directly with Father Shammi to develop and implement key RE strategies and initiatives ● ILRE creates, shares and implements a schoolwide plan including priorities, support for new staff, curricular documents, Science of Learning in RE ● ILRE shares progress regularly at Leadership team meetings and staff briefings ● ILRE attends relevant PL as required ● To use formed.org as a resource for coaching, mentoring and teaching	● ILRE appointed with support from Father Shammi and Martin Tobin ● ILRE attends fortnight sessions at CET ● ILRE plans and works with others as appropriate ● Timetable created and shared ● Monthly meetings with Father Shammi including regular opportunities for Father Shammi to work with staff (Thursdays) ● Plan and priorities published ● Item in Leadership agenda and briefing ● Attendance and sharing
To ensure Mission, service and involvement in the Parish is a continued priority	Targeted use of school resources	Excel Nurture Disciples	CI LN LD M	● Employ a leader of Mission who will have responsibilities across the College ● Create a calendar of events with Father Shammi highlighting key experiences across the year ● Meet monthly with Father Shammi to plan, implement and evaluate initiatives such as ALPHA, outreach projects, Parish events ● ALPHA program for staff and students implemented ● Liaise with Mission leaders to plan events (one per term) with a focus on Refugee Week in September ● Publish and advertise opportunities to be involved in Mission activities across the College. ● One Sunday Parish / College Mass per term ● Class Masses for all primary classes timetabled each term, with Class liturgies for Secondary students scheduled ● Parish visits and tours available	● Leader employed with support from Father Shammi ● Calendar created and shared with College ● Monthly meetings attended ● Mission events planned and implemented ● Mission evident in newsletters, Social Media and throughout the College.
Foster the spiritual development of students and staff.	An expert teaching team Targeted use of school resources	Nurture Disciples	CI L M	● Plan for the explicit induction and ongoing formation of staff, students and families. ● Plan, implement and evaluate whole staff formation day ● Create a resource folder with prayers and resources for personal reflection ● Support staff with an ILRE lens to enhance their personal relationship with God ● Strengthen our Prayer and Eucharistic community and provide opportunities to participate in the sacraments. ● Clans participate regularly in timetabled prayer opportunities in the Chapel	● Formation through articles and events through The View. ● Invitation for families to gather with us. ● Sisters of Charity told throughout College ● Continue with parish and chapel masses and build connections with parish sacramental programs. ● Publicise parish sacramental programs ● School community has access to College Chapel for

				• To use formed.org as a resource for staff and student formation • 2 x 30-minute sessions for Catholic staff distributing the Eucharistic • Connections developed between staff and Father Shammi to support teaching and learning	prayer and liturgy.
Inspire students to know, understand and live out the Gospel values as an expression of faith in our world.		Excel Nurture Disciples	CI M	• Continue responding to the needs of our global society. (locally, nationally and globally) • Continue with the promotion and support of local, national and international support organisations. • Finalise the Community Support Policy. • Establish a fundraising event to support organisations responding to needs.	• D of FREM identifies and shares appropriate resources, causes and actions with staff and students • D of FREM promotes four key causes over the year with a calendar advertised • Community Support Policy published and disseminated • Fundraising activities promoted throughout the year
Promote the story of our faith tradition and our First Nations' spirituality connections, so that our Catholic identity is shared and enriched.		I Nurture Disciples	CI M	• Fly the Torres Strait Island flag to recognise their contribution to our Country. • Plan and implement a Care for Country strategy that incorporates First Nations' values within our College grounds. (eg meeting place on corner block) • Add a First Nations connection to country element to our Staff Spirituality Day • Ensure our faith tradition is evident in our RAP planning process	• Torres Strait islander flag at the front of the College • Care for Country plan evident and utilised as well as a meeting place created • Spirituality day reflects connection to country and is attended by all staff • Faith tradition evident in Rap with outcomes, images and plans
Ensure our identity and mission is visible		Nurture Disciples	CI	• Provide a visible witness of our identity and mission through symbolism and iconography within the school buildings and grounds.	• Image on Primary Block wall as people enter into the College.

Evaluation
2024	

Courageous Learning

Priorities	NSIT	CET Priorities	Pillars	Strategies	Success Criteria
Implement the INSIGHT program fully into Primary classes with some elements developed in Secondary classes (DRAFT)	An expert teaching team Systematic curriculum delivery Differentiated teaching and learning	Excel Nurture Disciples	LN LD	● Select, train and support 3–5 First Wave teachers ● First Wave teachers access coaching and share practice ● Teachers participate in 3 INSIGHT statewide sessions in 2024 ● Two professional development sessions per term are based on INSIGHT / TWR ● The Writing Revolution continues to form the basis for the writing curriculum across the College ● HODs ensure planning time includes the development of INSIGHT/TWR ● Implement Tier 2 and Tier 3 Literacy Intervention for Secondary Students. ● Tier 3 Maths Intervention ● Using Shaping Minds and Oxford Mathematics within the Primary to support our Mathematics programme ● Regular collection of data to inform progress and support required across all levels of Primary ● Use an assessment schedule in Years 5 – 6 to create a data plan for effective teaching and learning	● First Wave teachers selected and trained ● First wave teachers participate in coaching sessions ● Attendance at sessions ● Rostered PL ● TWR evidenced in Unit and Lesson Planning ● Agenda item in Department meetings ● Spelling Mastery Programme for Years 7–9 ● Reading Tutor and MacqLit programmes for Years 7 & 8 ● Bond Blocks – Year 7 & 8 Supported classes ● Increase in students achieving high growth in numeracy and literacy across Primary 　○ Spelling Mastery Programme for Years 3 – 6 　○ Intervention Programmes to continue 　○ Bond Blocks in Early Years 　○ More rigorous approach to Prelit in Kindergarten
Plan, implement and evaluate a range of wellbeing and positive behaviour support strategies	An expert teaching team Effective pedagogical practices	Nurture Disciples	LN LD M CI	● Advertise and appoint a Director of Wellbeing (DOW) ● Employ a Psychologist 4 days per week ● Create a timetable for the DOW which best suits student needs ● Collect feedback from staff and students – areas of strength and areas for growth ● Revitalise, simplify and communicate Restorative and Behaviour Support processes across the College with a focus on clarity, consistency and communication ● Data focus in Wellbeing meetings focused on frequency and intensity ● Monthly 7-10 Gathering with a Wellbeing focus e.g guest speakers, modelling appropriate behaviours, values and positive education focus.	● DOW appointed 2023 ● Timetable published and shared ● Staff compiled and published, students to be collected ● Restorative training available ● New staff to the College are trained in Restorative ● Clear, published and regularly revisited process of supporting positive behaviour throughout the College ● Restorative and behaviour workshop in Week 0 ● Create a purposeful and meaningful booklet that promotes wellbeing experiences across the College. ● Agenda item in Wellbeing meetings ● Assemblies timetabled and guest speakers booked

				• Work in partnership with families to support the wellbeing of all community members	• Fortnightly newsletter re Wellbeing • Resources readily available for families
				• Revisit and refine extended Wellbeing periods ensuring staff have access to appropriate resources	• Clear lesson plans and resources are published and available. • Leadership team are timetabled to support extended Wellbeing periods across the College
				• Wellbeing continues to be a priority in HOHs, Wellbeing team and leadership.	• Wellbeing an agenda item
				• Wellbeing articles, resources and activities are promoted and attended • Restorative Practice, wellbeing and positive behaviour strategies are modelled through INSIGHT strategies • Class charter developed and published	• PL published and shared • Positive behaviour, Contemplation and Restorative behaviour slides published and shared for teachers to add to their lesson. • Successful lesson slides with success criteria are created and shared with students.
				• Wellbeing space planned, built and used with protocols for use in place. • DOW and SSC Office space in Wellbeing area	• Wellbeing space built • Resources collected • Protocols created and shared with students
				• URSTRONG and teachpeec are the programmes continue to be used in Primary • Use an improvement cycle each year to evaluate the eWellbeing programs within the College.	• Relationship and connections are seen as paramount with staff assisted through mentoring and guidance in the benefit • Primary staff continued to be trained in URSTRONG • Ensure an inclusive and culturally safe classroom and models
Establish and implement an effective system for the collection, analysis and use of a range of student achievement and wellbeing data.	Analysis and discussion of data Differentiated teaching and learning Effective pedagogical practices	Excel Nurture Disciples		• Refine processes for collection of standardised data. • Develop effective methods for the storage and communication of data. • Develop staff capacity to analyse data. • Use data to take action to improve outcomes and monitor progress.	• Review and publish Assessment schedules • Investigate best practice for sharing and analysing data in other schools and implement them. • PL on PAT Data attended • Ensure all secondary Departments have access to quality PLC time. • Use PLC processes to make effective use of DATA in Department and Primary planning meetings
				• Use wellbeing and behaviour data consistently, communicating with families and staff	• Wellbeing and behaviour data tracked consistently and communicated consistently
				• Implement a new LMS and data collection system across the College including training days, PL, moving current data and	• Training and PI scheduled and attended • LMS a focus in Leadership, HOD, Curriculum and Primary

				planning and communication with families.	• meetings • Communication and support for families to transition to new LMS
Catering for students/ re-engaging disengaged students.		Excel Nurture		• Review Elective Subject offerings and seek feedback from students, staff and families • Make Elective subject changes where appropriate • Within the Primary use data to support differentiated teaching at the student's point of need – Assessment, Care Plan Meetings, ongoing support from outside providers • Student Support team to establish a regular meeting schedule with staff to assist with strategies	• Feedback collected and analysed in Term 1 • Elective subjects revised and communicated • Electives allocated in term 4 • Primary data analysed and used to support learning • Primary data analysis evident in planning and meetings
Coaching, mentoring and feedback.		Excel Nurture Disciples		• Mentors assigned for all new Staff and time allocated in Week 1 • INSIGHT – First Wave teachers selected after applying, receive coaching regularly over the year. • First Wave teachers share key learnings regularly over the year. • Regular meeting times with Head of Department or Director of Primary using 'AITSL's Effective Feedback' as a guide • Create opportunities for feedback on attendance at PL's to encourage conversations using a consistent proforma • Trial an ILRE model with a focus on coaching and mentoring staff in best practices and knowledge development in RE	• Mentors allocated and time to meet allocated • First Wave teachers participate in coaching 4 times per year • First Wave teachers share learning with peers • Effective feedback an agenda item in HOD meetings • PL opportunities shared in HOD and Staff meetings where appropriate. • Continue in the Primary to use the PL Matrix and Feedback form. Introduce to Secondary • • ILRE appointed and schedule created. ILRE reports back to Leadership team with growth points and feedback regularly.

Evaluation
2024	

Leading to Serve

Priorities	NSIT	CET Priorities	Pillars	Strategies	Success Criteria
Plan, implement and publish processes, policies and structures to develop the capacity of all staff	An expert teaching team A culture that promotes learning		LD LN M	• Collect data from staff in regard to current processes and policies identifying key areas of need or support required • Develop a clear, documented plan to support these areas of need • Role descriptions and leadership processes are revised and published • Teaching staff complete the 360 degree AITSL reflection and set PL goals • Teaching staff create Professional Development Plans and participate in opportunities to share new learning, improve student and best practice. • Review, revise and publish current communication strategies to ensure access and clarity for all	• Data collected, collated, accessible and shared at the end of each year – staff survey • Staff data collated and added to plans and priorities • Leadership folder created with role descriptions and processes accessible • Staff complete 360-degree feedback and PDP plan • PDP process and goal setting meeting formalised • Review of communication processes as a whole staff and ensure these are shared for new staff
Enable all students and staff to participate in a range of fulfilling service leadership opportunities			CI M LD	• Identify, plan and implement opportunities for Year 6 and Year 10 leaders to lead collaboratively • Identify, celebrate and foster leadership qualities, interactions and examples in everyday activities for every student. • Reinvigorate the STRIVE program to include a service leadership focus • Sisters of Charity recipients meet regularly, share activities and promote their work • Engage staff in service leadership activities e.g Louie's Van, Project Princess, Service Learning, Camps etc…	• DP to plan at least one leadership opportunity for Year 10 and 6 leaders. • Leadership characteristics and focus words used throughout the College. • Acknowledgement of leadership identified in end-of-term awards, postcards, affirmations and College colours • Mission leaders, Sisters of Charity recipients and Mission Sisters meet regularly with the Director of Mission to plan and serve • Advertise and promote service opportunities for staff
Clarify responsibilities, delegations and support for leadership positions across the school	Targeted use of school resources Effective pedagogical practices		LD CI LN	• Create, publish and share leadership framework with staff and families • Create, publish and share roles and responsibilities of leadership • Explore and provide leadership opportunities or support for staff	• Leadership framework published and shared in Week 0 • Roles and responsibilities workshopped and published • PL and support provided based on College priorities
Prioritise the attraction, development and retention of the best possible staff	An expert teaching team Targeted use of school resources		CI LD	• Plan, lead and participate in sessions in Week 0 to promote core values of commitment, care for others and continuous improvement • Advertising and interview processes are reviewed and revised to reflect College priorities • Feedback is a critical element of recruitment, development and retention processes • Create deliberate and planned opportunities for feedback,	• Session planned and implemented in Week 0 • Relevant staff and leadership to research best practice in recruiting, making changes to match priorities • Feedback processes evident in recruitment and exiting processes • Feedback opportunities evident throughout the year

| | | | | | creative ideas and opportunities for collaborative improvement across the College
● Staffing continues to be a priority in leadership meetings | ● Staffing, recruitment and retention regularly evident in Leadership team meeting agendas |

Evaluation	
2024	

Sense of Community

Priorities	NSIT	CET Priorities	Pillars	Strategies	Success Criteria
To actively seek ways to enhance student learning and wellbeing through partnerships with families and the community. (DRAFT)	School-Community Partnerships A culture that promotes learning	Nurture Disciples	LN M LD	• Create, plan and implement community activities focused on developing partnerships • Enable opportunities for feedback after significant events • Encourage communication and partnership pathways across the College • Share our Vision, Mission and annual plans with the community • Community partners are involved in collaborative planning • Implementation of partnership plans to improve student learning and wellbeing • Establish a greater link to see what learning is occurring in our Early Years with the Introduction of Seesaw from Prep – Year 2 • Community conversations with the Principal and parents • Parent/guardian engagement/forums exploring changes in curriculum, Cyber Safety, Relationships • Open Classrooms in the Primary at least once a Semester inviting parent/guardians	• Key events attended promoted and evaluated each term • Families are provided with an opportunity to give feedback after significant events or to inform decision making • Use a variety of formats to communicate with families • Vision, Mission and priorities are shared and displayed • Opportunities for families and community members to be involved are provided • Partnership plan template developed and process documented • Increased engagement in the running of the College and the curriculum being taught • Events evident in calendars and publications • Open classrooms publicised and made available for families
Enhance and strengthen ties with key groups such as our Alumni, Mary Aikenhead Ministries and other Sisters of Charity Schools.				• Monthly Alumni meetings established • Calendar events created with Alumni and the College • Alumni attend Mount Carmel Day Mass and morning tea • Seek opportunities for financial support from Alumni members • Plan online meetings with SOC schools and MAM • Explore student retreat opportunities, planning a potential Year 9 experience • Share faith formation opportunities for staff	• Meetings attended and minutes shared in BOM meetings • Dates on calendars • Mass attendance and morning tea • Explore how other Colleges work in this space and seek potential opportunities • Online meetings in calendars • Retreat possibilities presented at leadership team meetings for discussion and planning. • Faith formation opportunities shared with staff encouraged to participate.

Evaluation	
2024	

Stewardship

Priorities	Sub Domains	CET Priorities	Pillars	Strategies	Success Criteria
Build, resource and open a Kindergarten and Prep GLA (DRAFT)	An explicit improvement agenda A culture that promotes learning Effective pedagogical practices School-community partnerships		CI LD LN	● Capital Works committee meet fortnightly with CET and architects to plan, build and open GLAs ● Plans and progress are regularly shared with the community ● Grant application completed for play and access spaces ● Resourcing and staffing is focus on best practice for Early Years ● EY staff participate in Professional Learning based on best practice in this type of space ● Development of marketing, enrolment and PreKinder processes to incorporate the new space ● Plan and celebrate opening with Parish, community and ministerial support	● Meetings scheduled fortnightly with minutes shared ● Regular newsletter, social media and website updates ● Grant completed and supported ● Resourcing budget in financial plan ● PL attended ● New space evident in all documentation, marketing and enrolment packages ● Opening planned and celebrated
Improve our sustainability practises to care for our environment.				● Create and develop a Sustainability and Stewardship role, working closely with student leaders and groups on environmental projects. ● Apply for Sustainability grants where possible ● Look at solar options for our energy, working with the students to look at different options. ● Revise recycling practices by working closely with our grounds team, student environmental leaders and all staff.. ● An emphasis on recycling materials and landfill as part of our building process in the new GLAs. ● Explore ways to reduce paper usage. ● Establish a Stephanie Alexander Garden program. ● Participate in a range of appropriate action days ● Ensure that connection and care for country is evident throughout the College	● Role assigned, planned and implemented ● Grants researched and applied for where possible ● Solar panels installed throughout the College ● Recycling practices evaluated and revised with communication to staff and students evident e.g assembly ● Materials recycled wherever possible in the demolition process ● Paper usage a focus for staff and students ● Stephanie Alexander garden planned and implemented with a range of students ● Rap identifies several areas of connection
Continued emphasis placed on enrolment growth, staff retention and being a 'College of Choice.'				● Work towards growing our Primary school to eventually be two streams to sustain us in the future and ensure we always have strong enrolments in our secondary school. ● Ensure our growth fits in with our Capital development plan. ● Establish further connections with our feeder schools. ● Look at existing bus runs and projects where our needs are for the following years. ● A strategic marketing plan.	● Exposure and promotion of ELC and Early Years ● Projection of numbers within various teams eg Leadership, and Finance ● Schedule visits at optional times, taking students and staff ● Investigate Huonville needs ● Continual visits and refinement of website ● Upskilling Community Relations Department ensuring best practice eg social media

Continually improve the aesthetics of the grounds and buildings to ensure we are attracting enrolments.				• Upgrade our maintenance schedule to look at rotation of painting, flooring upgrades etc. • Improvements to the undercroft area • Staff areas to be integrated in learning areas.	• 5-year plan completed and scheduled • Undercroft revitalised - paint, carpet and wellbeing aspects • Wellbeing hub created in time to commence Term 1 2024
Strategic Master Plan and Validation				• Plan the next 5 year master plan and developments to follow • Seek feedback and communicate with students, staff and the community • Publish and revisit Strategic plan regularly - Board Meetings, leadership meetings etc... • Participate in the Validation process including data collection, Validation documents collated and working with the Validation team • Plan for financial stability by creating a 10-year model	• Capital Works Committee work in collaboration with CET and BOM to plan, finance and implement Master plan. • Community consultation is evident in newsletters, social media posts, and BOM meetings • Strategic Plan is an agenda item in key meetings with opportunities for regular feedback. • Validation planned, participated in and completed with results shared. • 10-year model published and shared with key stakeholders.

Evaluation
2024