



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Thomas Carr College

35 Thomas Carr Drive, TARNEIT 3029

Principal: Rose Connolly

Web: www.thomascarr.vic.edu.au

Registration: 1962, E Number: E1371

Principal's Attestation

I, Rose Connolly, attest that Thomas Carr College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2024

About this report

Thomas Carr College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

College Vision

Thomas Carr College is a dynamic Catholic learning community, guided by the Gospel. Excellence and opportunities to develop are pursued. Through our hope and service to others we shine our light into the world.

College Mission

We are committed to:

- Nurturing faith and fostering positive, life-giving relationships with others.
Providing an engaging and innovative learning environment.
Developing the capacity for independent thought and informed decision-making.
Recognising the goodness of all members of the Thomas Carr College community and treating all with respect.
Equipping all students with knowledge, skills and attributes to take their place optimistically in a globalised world.

College Motto

'They Will Shine'

College Overview

Thomas Carr College is a co-educational Catholic Secondary School, established in Tarneit in 1997. Since this time, our annual enrolments has grown to over 1,200. Students who attend Thomas Carr College live in the areas of Tarneit, Hoppers Crossing, Truganina, Werribee, Laverton and Point Cook.

Thomas Carr College aims to create a supportive, inclusive and faith driven College community where students, staff, parents and the wider community, work in partnership to improve student outcomes. At Thomas Carr College we believe that students need to develop a strong sense of social justice, together with the skills that equip them to become active members of our society. This includes optimism, enthusiasm and resilience. They need to be encouraged to not only achieve one's best, but to extend themselves beyond the norm and to have the courage to 'reach for the stars'. Leadership can be personal but is also related to serving others and contributing to the wider College Community.

We want our classrooms to be positive, enthusiastic, productive and innovative learning environments. We aim for our students to become life-long and self-disciplined learners who are empowered and active within a globalised world.

At Thomas Carr College, we work hard to support students' overall wellbeing. In order to promote student participation, communication, and engagement that can boost students' self-esteem and foster relationships at the school, we regard student wellbeing as a crucial component of our core business. In essence, our goal is to foster an environment at school where students feel protected, appreciated, involved, and motivated.

In addition to our Tarneit Campus, we have our Good Samaritan Campus, located in Coragulac, 11 km northwest of Colac. The Good Samaritan Campus hosts our Year 8 and 9 Country Experiences and other College programs. Activities occur across Colac Otway Shire and offer an extension to the learning programs that occur at the Tarneit Campus.

Thomas Carr College also operates on the global scale, supporting several schools in China and Singapore in the delivery of the VCE.

Principal's Report

'Act with Justice, love kindly, and walk humbly with God'

Derived from Micah 6:8

Our 2023 College theme called for us to act justly by living a culture of encounter, where dignity is recognised as being inherent in all and valued through every interaction. It is a theme that has guided our actions, decisions and interactions. The pursuit of justice is not an abstract concept but a living principle that has thrived within our community. Throughout the year we witnessed students and staff engaging in thoughtful discussions, advocating for those in need and working tirelessly to ensure that fairness and compassion prevail.

Across the College this year, we saw a number of opportunities for students to explore their individual gifts and talents. Students actively engaged in the various days throughout the year at which we celebrated our College's diversity and inclusivity and all students had several opportunities to reflect on our faith and the role it plays within their lives. We also saw students shine in the sporting area through the various SACCSS competitions. Furthermore, the College Production of 'Into the Woods' was a huge success. What a rich, talented community we have!

In 2023, construction of our new building commenced. Due to open for 2025, the building will provide a dedicated space for our senior students and a STEAM Centre that can be utilised by all year levels.

We continue to build on our global presence, commencing a partnership with Hitmaker Global Academy in Singapore. This partnership is in addition to our work with several schools in China.

Throughout the year, staff professional learning focused on the development of literacy skills and a model of instructional practice. This complemented the continued work on implementation of the Berry St Educational Model.

Having commenced as Principal at Thomas Carr College in Semester Two, I would like to take the opportunity to recognise and thank Jamie Madigan for his leadership as Acting Principal in Semester One of 2023.

Congratulations to all of our students and staff for their many accomplishments throughout the year.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

With reference to the College's Annual Action Plan, the following goal was established to further develop and promote the Catholic identity and Mission of the College.

- To develop greater community understanding and connectedness with the Catholic identity and culture of Thomas Carr College.

Intended Outcomes

- Staff, students, and families, through their lived-out faith and witness, engage with and share the mission of Christ in welcome invitation to all members in the school community.
- Staff and students engage more deeply with developing and promoting the Catholic identity of the school.

Achievements

The 2023 Thomas Carr College theme drawn from the prophet Micah 6:8; 'Act with justice, love kindly and walk humbly with God' to support our College virtue of Justice. Inspired by Jesus' virtues, and reflecting the work of Thomas Carr who, as Archbishop of Melbourne acted with justice to ensure quality education was available to all, we walked humbly in action and interaction for the year. Staff and students alike engaged with the building the College faith life and supporting the community as witness to that truth.

The Social Justice, Liturgy Captains and members of the Social Justice Team launched our commitment to act justly attending a Leadership workshop with the Catholic Student Leaders organisation – Yellow Arrow and their light expanded and traversed all members of the College as they year progressed with College students supporting and engaging with fundraising and awareness raising for Caritas, Open the Doors Foundation, St Vinnies Winter and Christmas appeals and Catholic Mission along with other charities that support members of our local and wider communities.

As a College, we gathered for Eucharist celebration in all terms, commencing with our Opening School Mass, then Thomas Carr Day, with Bishop Martin Ashe, and followed by the Feast of the Assumption before concluding the year with both the Graduation Mass for Year 12's and the Advent Mass for the College Community. Our prayer life was deepened further with liturgies for Shrove Tuesday, Ash Wednesday, International Women's Day, Holy Thursday, Catholic Education Week, Mother's Day, Anzac Day, Pentecost, Father's Day, Grandparent's Day and various feast days.

We also continued our long-standing connection with the Malaya & Borneo Veterans Association by attending the ANZAC Day March, holding a school service, and attending the service at the Shrine.

A select number of students from Years 10 and 11, were able to walk humbly and in joyful refrain at the World Youth Day celebrations in Portugal. They then took great pride in sharing their experiences with students on their return, spanning the light further across our community.

Value Added

A wonderful addition to our expression of faith was the development of the Thomas Carr College Cross. Inspired by the charisma of Thomas Carr, a great faith leader who believed in both education and faith in action, our College community design reflects Thomas Carr's crest, the Celtic cross of Ireland and a commitment to let our light shine, thanks to the sacrifice and love of Christ.

Learning and Teaching

Goals & Intended Outcomes

Goals

With reference to the College's Annual Action Plan, the following goals were established to drive overall school improvement and improve student learning outcomes.

- To establish a shared understanding of High-Quality Learning and Teaching through the implementation of practices that foster a culture of excellence in learning and growth for all students.
- To develop and implement a whole school plan to effectively use data and evidence to measure and improve growth as a learning community.

Intended Outcomes

- Teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis.
- Teachers have high expectations of all students across all domains (religious, physical, cognitive, emotional and social).
- That teachers use data regularly in cycles of inquiry (with other teachers) to make changes to practice that are transferable.

Achievements

We wish to acknowledge the academic achievements of the following students who completed their VCE in 2023 and received an ATAR of 90 or above. Many of these students also received Study Scores of 40 or above for one or more subjects and were awarded university scholarships.

College Dux

Raul Sapkota

97.7

College Dux Proximus

Brandon Sevita 91.6

Cherie Strong 91.5

Megan Del Mundo 91

These students were acknowledged at the College's Dux Assembly held at the start of 2024. We are proud of their academic achievements and wish the Class of 2023 every success in the future.

Other academic achievements included:

- Increase in the school median Study Score to 26.
- The percentage of study scores of 40 and over slightly increased from 2022.
- 8 students received the VCE Vocational Major.
- 4 students were awarded the VCE Bacalaureate.

Our Destination Data also continued to improve with an increase in the number of students applying for tertiary places. The aspirations of our students were further reflected with 60% of students who applied for a University placement receiving a First Round offer of their first or second preference.

To further enhance the learning experience of our students, in 2023 there was also an increased focus on STEM education in various subjects and activities including the addition of two new subjects: F1 in Schools and eSports.

Student Learning Outcomes

In 2023, we focused on refining all areas of the curriculum implementing a consistent approach to teaching across all year levels and subject areas as well as the use of data to improve student outcomes. This extended to teachers using Professional Learning Teams (PLTs) and meeting in subject teams to access and analyse the following student outcome data to inform their planning and differentiate their assessment to cater for the learning needs of all students.

- NAPLAN
- VCE results
- Interim (Progress) and Semester Reports

- ACER Progressive Achievement Tests (PAT)
- Renaissance Reading Data (Years 7 to 9)

A review of our 2023 Year 7 NAPLAN data indicates:

- 20.9% of students exceeded the expectations for their year level at the time of testing for SPELLING.
- 75.9% of students were either at the expected level for their stage of schooling or exceeded the expectations at the time of testing for NUMERACY.
- 73.6% of students were either at the expected level for their stage of schooling or exceeded the expectations at the time of testing for READING.
- 71.2% of students were either at the expected level for their stage of schooling or exceeded the expectations at the time of testing for WRITING.

A review of our 2023 Year 9 NAPLAN data indicates:

- 24.5% of students exceeded the expectations for their year level at the time of testing for SPELLING.
- 75.3% of students were either at the expected level for their stage of schooling or exceeded the expectations at the time of testing for NUMERACY.
- 76.3% of students were either at the expected level for their stage of schooling or exceeded the expectations at the time of testing for WRITING.

As a College, we believe these are very positive results for our students and we remain focused on building staff capacity in the effective use of data to assist in monitoring student progress and academic achievement.

At Year 7 The Tutor Learning Program also continued to provide targeted literacy and numeracy support for students across Years 7 to 12.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	539	66%
	Year 9	562	59%
Numeracy	Year 7	554	76%
	Year 9	576	75%
Reading	Year 7	542	74%
	Year 9	573	69%
Spelling	Year 7	545	75%
	Year 9	585	79%
Writing	Year 7	547	71%
	Year 9	593	76%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	26
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

Student Wellbeing

Goals & Intended Outcomes

Goals

With reference to the College's Annual Action Plan, the following goal was established to drive overall school improvement and to further support the wellbeing of our students:

- To establish a shared understanding of High-Quality Learning and Teaching through the implementation of practices that foster a culture of excellence in learning and growth for all students.
- To develop and implement a whole school plan to effectively use data and evidence to measure and improve growth as a learning community.

Intended Outcomes

- Teachers reflect on feedback about pedagogical decisions and strategies to inform future planning for innovative and responsive teaching.
- Teachers design learning activities that use peer feedback and self-reflection as a regular part of practice to empower students.
- Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility.

Achievements

In 2023, staff have further engaged in implementing the Berry Street Education Model across the College and we have remained committed to this approach as our framework in supporting the wellbeing needs of our students.

In response to the increased need to support the overall wellbeing needs of our students, additional staff were employed as part of our Counselling Team including the introduction of a Youth Liaison Officer, a Family Partnerships Officer and a Student Agency Leader. Working alongside the Wellbeing Team, these roles have ensured the College community is resourced to further support the wellbeing needs of our diverse community.

Other key achievements in 2023 that have improved student wellbeing and engagement included:

- The implementation of various elements of the Berry Street Education Model across all year levels and subjects.
- The ongoing and targeted focus on building staff capacity in how to develop and nurture positive relationships with all students. This extends to an awareness of how to better support the wellbeing needs of our students.
- The strengthening of key partnerships with external providers such as HeadSpace, Orygen, Royal Children's Hospital and Mercy Werribee Hospital, Victoria Police, Youth Justice, and other welfare services.

Value Added

As a College we pride ourselves on the opportunities students have to extend their learning beyond the classroom. In 2023, this has included the various co-curricular activities as part of our Luminosity program. Students have also participated in the following activities:

§ Year 7 Orientation Camp

§ Year 8 SHINE Program

§ Year 9 City Experience

§ Year 9 County Experience at our Good Samaritan Campus

§ Year 12 Retreat.

Throughout 2023, there has been a renewed focus on promoting student voice and providing opportunities for students to embrace new experiences. This has included students being active participants in the following events:

- Student Leadership Conference
- The Multicultural Youth Leadership Conference
- Victorian Indonesian Language Statewide Speaking Competition
- Victorian Young Leaders to India.
- International Student Voice Forum
- § Wynspeak Youth Public Speaking Competition
- § World Youth Day held in Fatima.

Student Satisfaction

In 2023 Thomas Carr College conducted the Annual Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS). Students were asked to share their perceptions across 10 domains with focuses on engagement, climate, safety and Catholic Identity.

The results, from students that completed the survey, indicate that the strongest positive endorsement domains were:

- Rigorous Expectations: How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- Learning Disposition: Students' mindset about themselves as learners.

Student Attendance

School attendance is taken on a period-by-period basis, using the College Learning Management System (SIMON). The school day commences at 8.56am with all students attending their allocated Pastoral and Learning Mentor (PaLM) Group. These are year-level based at Years 7 to 9 and a horizontal structure for all senior school students at Years 10 to 12.

All late arrival and Parent Notified Absences are entered into SIMON and monitored through Student Reception. If students are absent from their PaLM Group to begin the day without a notification from parents, an SMS is sent to parents/caregivers.

Any discrepancies at Years 7 to 9 are followed by Year Level Leaders, and by House Leaders at Years 10 to 12. Pastoral and Learning Mentors (PaLMs) follow up when students miss two or more days. Teachers, Year Level Leaders and House Leaders with the support of the Directors of Students follow the established protocols to contact parents.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	94.0%

Average Student Attendance Rate by Year Level	
Y07	93.5%
Y08	90.6%
Y09	89.5%
Y10	89.9%
Overall average attendance	90.8%

Leadership

Goals & Intended Outcomes

Goals

With reference to the College's Annual Action Plan, the following goals were established to drive overall school improvement and to build greater consistency and clarity in all areas of the College.

- To establish a shared understanding of High-Quality Learning and Teaching through the implementation of practices that foster a culture of excellence in learning and growth for all students.
- Establish clear and coherent structures, policies and procedures to empower all staff to fulfill the college vision and mission.
- To develop and implement a whole school plan to effectively use data and evidence to measure and improve growth as a learning community.

Intended Outcomes

- The school engages staff to develop and facilitate professional learning that aligns with both the school improvement plan and identified challenges for student learning.
- That policies, processes and practices are recognised as significant levers for implementing coordinated, collaborative and pragmatic whole-school improvement.
- The school community is actively engaged in data-informed cyclical review, planning and action to strategically improve learning outcomes for students.

Achievements

In 2023, the College appointed a new Principal, Rose Connolly who commenced at the start of Term 3. Throughout Semester 1, Jamie Madigan led the College in the role of Acting Principal and with the support of the College's Executive Group and other senior leaders navigated this transition by bring a strong sense of calmness and stability throughout the College community.

This was reflected in the overall direction and climate of the College, laying a strong foundation for the future.

In response to the Victorian teacher shortage, approximately 30 new staff including over 20 new teaching staff were employed. The induction and ongoing support of new staff to the College was a major focus throughout 2023 and various strategies and initiatives were implemented to maintain a degree of learning for our students.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Throughout 2023, all staff employed at the College participated in some form of professional learning. This included various school-based professional learning days as well as targeted professional learning activities that aligns with both the school improvement plan and identified challenges for student learning. This also reflects our commitment to investing in our staff and supporting their professional growth.</p> <p>To build the capacity of staff across all areas of the College and to support the professional growth of all our staff, the following categories highlight the key areas of professional learning undertaken in 2023:</p> <ul style="list-style-type: none"> • Careers & Pathways • Compliance • Faith & Mission • International Programs • Leadership & Management • Learning & Teaching • School Administration • Student Wellbeing & Engagement <p>School-based professional learning days had a strong focus on the further implementation of Berry Street Education Model as well as literacy strategies to support the learning needs of our students.</p> <p>The College’s Coaching Program was also further developed to support staff with their own professional learning goals and to provide individualised support to teaching staff in developing effective pedagogical practices to improve student learning.</p>	
Number of teachers who participated in PL in 2023	201
Average expenditure per teacher for PL	\$315.00

Teacher Satisfaction

In 2023 Thomas Carr College conducted the Annual Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS). The staff section of the survey collects data from 14 domains to help identify staff perceptions of school climate, safety, professional relationships and learning.

In analysing the data, staff provided the strongest positive endorsement for:

- Staff-leadership relationships: Perceptions of the quality of relationships between staff and members of the leadership team
- Catholic Identity: Teacher's perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life

Despite a significant change in the leadership of the College with the appointment of a new Principal, there was an increase in the overall positive endorsement of the school from staff. Further evidence of this is the increase in the positive responses for the following domains:

- School Climate
- Staff-Leadership Relationships
- Instructional Leadership
- School Leadership
- Staff Safety
- Professional Learning
- Collaboration around an Improvement Strategy
- Collaboration in Teams
- Support in Teams.

These results also reflect the work of the College's leadership team in providing a period of stability across the College and establishing the foundation for the next stage of the College's growth as a dynamic Catholic learning community. This extends to all College staff adopting the mantra of 'learning and growing together' as we plan for 2024.

Teacher Qualifications	
Doctorate	0.7%
Masters	21.2%
Graduate	16.8%
Graduate Certificate	5.8%
Bachelor Degree	48.9%
Advanced Diploma	1.5%
No Qualifications Listed	5.1%

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	107
Teaching Staff (FTE)	100.9
Non-Teaching Staff (Headcount)	78
Non-Teaching Staff (FTE)	71.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals

- With reference to the College's Annual Action Plan, the following goals were established to drive overall school improvement and to further engage with families and the broader school community.
- Establish clear and coherent structures, policies and procedures to empower all staff to fulfill the college vision and mission.
- To develop and implement a whole school plan to effectively use data and evidence to measure and improve growth as a learning community.

Intended Outcomes

- That staff, students and families take an active role in leading and contributing to a culture of welcome and hospitality. School policies, structures and practices are routinely audited to ensure they promote an explicit message of welcome and belonging for all members of the community.
- The school facilitates ongoing opportunities for dialogue between all members of the community. Students, families and staff initiate and lead community conversations. The collective voice of the community informs the school's culture and educational approach.

Achievements

In 2023, there continued to be significant work in how we engage with families and the school community. This work included a focus on improving our communication platforms with families (SIMON, PAM, Operoo) as well as maintaining a regular flow of communication through the College website and The Beacon (College newsletter).

Other work in this area included continuing build a strong sense of community through the work and support of the School Advisory Council as well as active participation of all members of our community at various College events. These major College events included:

- VET Information Night
- VCE Information Night
- GSC Information Nights
- Parent Information Nights (Years 7 – 12)

- Parent Teacher Student (PTS) Conferences
- College Open Day & College Tours
- Mother's Day Mass and Morning Tea
- International Womens' Day Celebrations
- Thomas Carr Day
- Father's Day Liturgy and Morning Tea
- Malaya Borneo Veterans Remembrance Day Service
- Grade 5 Roadshow
- Grandparent's Day Liturgy and Morning Tea
- Celebration of significant Cultural Days with the Community
- Harmony Week Celebrations
- St James Parish Feast Day Mass
- A Day to Shine
- Gala Night of Excellence

Other key strengths of who we are as a community, is our commitment to our International Programs and our offshore VCE program with China. In 2023, this partnership included the following highlights:

- VCE Transnational Conference held in China
- Victorian Young Leaders to India
- Study Tours from China
- International Student Voice Forum.

In 2024, our VCE Offshore program will extend to Singapore and will also provide an opportunity for students to attend a tour of China.

Parent Satisfaction

In 2023 Thomas Carr College conducted the Annual Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS). Families were asked to share their perceptions across seven domains with focuses on engagement, climate, safety and Catholic Identity.

The results, from families that completed the survey, indicate that the strongest positive endorsement domains were:

- Barriers to Engagement: Factors that can hinder a family's interactions or involvement with their child's school.
- School Fit: Families' perceptions of how well a school matches their child's developmental needs.

- Communication: The timeliness, frequency, and quality of communication between the school and families.
- Student Safety: Perceptions of student physical and psychological safety while at the school.

In 2023, there also continued to be significant work in the area of developing family partnerships. This included the introduction of a Family Partnerships Officer and Youth Liaison role to foster further engagement within our College community and to support the wellbeing and learning needs of our students.

In comparison to previous years, there was an increase in the overall positive endorsement of the school from families. We are proud of this shift and will continue to invest in program and other strategies that further promote our partnership with families in supporting the education of their children.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.thomascarr.vic.edu.au