



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 20 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 1,350. 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

Throughout 2025, our College community was invited to “clothe [ourselves] in compassion” (Colossians 3:12). More than a theme, these words became a call to action; shaping the way we approached our relationships, our learning environments and our collective commitment to one another. In a world that can often feel fast-paced and uncertain, compassion grounded us. It challenged us to lead with understanding, to hold high expectations whilst also offering high support and to continue building a community where every person feels seen, valued and capable of growth.

2025 was a significant year of growth and renewal for the College. One of the most important developments was the introduction of a new staff leadership structure, designed to strengthen collaboration, clarity and collective responsibility across the College. This structure has already begun to positively impact the way we work together, enabling leaders to more effectively support staff and students whilst ensuring our strategic priorities remain focused on learning, wellbeing and continuous improvement.

A key focus throughout the year was continuing to strengthen consistent and predictable learning environments for all students. Building upon the successful introduction of Welcome Circles and Strong Starts in 2024, we embedded the use of ‘Do Nows’ and clear entry routines across every classroom. These routines have supported calm, focused and purposeful beginnings to lessons, reducing cognitive load for students and creating greater readiness to learn. Most importantly, they have provided students with consistency and clarity, regardless of the classroom they enter. Our staff have embraced these practices with commitment and professionalism, recognising the important role consistency plays in supporting student engagement, confidence and achievement.

Throughout 2025 we also placed a deliberate focus on increasing aspiration for our students. Central to this work was the belief that every young person is capable of growth, success and meaningful contribution. As educators, we continued challenging ourselves to reflect on the messages we communicate to students about their potential and future pathways. This focus has prompted rich professional dialogue amongst staff about the importance of maintaining high expectations whilst deeply knowing and supporting each learner.

Another milestone for the College was the opening of the Dr Sr Mary Glowrey building for our senior students. This contemporary learning environment has already become a significant point of pride within our community, providing spaces that support collaboration, independence and senior student identity. It stands as a visible symbol of the continued growth of our College and our commitment to providing outstanding opportunities for young people.

Importantly, 2025 was also a year in which staff wellbeing remained a central priority. Schools are deeply relational places and we recognise that thriving staff are essential to thriving students. Through a range of wellbeing initiatives, intentional opportunities for connection and a continued focus on culture, we sought to ensure staff felt supported, valued and empowered in their work. We are particularly proud of our staff retention rate of 93%, reflecting the strong sense of belonging and shared purpose within our community.

As always, none of this is possible without the dedication of our staff, the support of our families and the spirit of our students. I thank each member of our community for the compassion, courage and commitment they brought to 2025. Together, we continue to shape a College community filled with hope, belonging and possibility.

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.

- 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

Intended Outcomes

- That our College structures and learning spaces reflect our Catholic Identity and foster a culture of learning for staff and students.

Achievements

In 2025, under the themes of compassion and the Jubilee Year of Hope, our community was inspired to live with love and purpose.

Guided by the words, "As God's people, clothe yourselves in compassion" (Colossians 3:12), we sought to make compassion visible through our actions, service, and solidarity with others, especially the most vulnerable in our society.

This spirit of compassion was deepened through our connection to House Saints and Charities, as students and staff grew in their understanding of their House Saints and embraced opportunities for service and reflection.

The launch of the Year 12 RISE Program encouraged students to create passion projects that expressed our Catholic identity. The formation of the Thomas Carr College Youth Group also provided a new space for young people to grow in faith and community.

Students from Years 9 to 12 also attended the Australian Catholic Youth Festival in Melbourne, where they connected with others, deepened their relationship with Jesus, and were inspired to live out their faith in the world. The festival was a vibrant celebration of the energy, diversity, and hope alive within the Church in Australia, something our students are eager to share with the College community in the year ahead.

Throughout 2025, we were reminded that compassion and hope reach beyond wishful thinking. They stir the heart, inspire action, and call us to shape the world with love and purpose. It is through the dedication and response of our students, staff, families, and parish partners that so much was made possible.

As a College, we continued to gather for Eucharist celebration in all terms, commencing with our Opening School Mass and Thomas Carr Day in Term 2. To conclude the year, we held our Graduation Mass at St. Patrick's Cathedral to bless our Year 12 students. Our prayer life was deepened further with liturgies for Shrove Tuesday, Ash Wednesday, International Women's Day, Catholic Education Week, Mother's Day, Anzac Day, Pentecost, Father's Day, Grandparent's Day and various feast days.

St Francis of Assisi Catholic Primary School joined us for The Stations of the Cross. This annual gathering highlights our commitment to celebrating our faith as part of the broader parish and with our local primary schools.

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.

We are grateful for the ongoing support of our Canonicals, including Fr. Jude Pirotta M SSP and together we continue to nurture a community grounded in faith, service, and love.

Value Added

Throughout 2025, staff and students embraced our Year of Compassion through a range of meaningful initiatives.

In support of Project Compassion, we hosted a Pancake Sale, Superhero Dress Up Competition, and Zooper Dooper sales, bringing the community together in fun and purposeful ways.

Our commitment to social justice was further shown through the Winter Sleepout for St Vinnies. Staff and students spent the night in the gym, gathering around a fire and enjoying soup kindly prepared by the Hoppers Crossing North Vinnies conference. The experience deepened our understanding of homelessness and the importance of responding to the call of compassion. With the generosity of staff, we also donated hand-knitted beanies and essential groceries to families in need.

In collaboration with the Year 12 RISE Project, the Mission Arcade brought together student-led stalls selling hot chocolate, baked goods, pancakes and activities. The program raised awareness and funds for our House charities including Good Shepherd, ACRATH, Edmund Rice, and Corazon Psychology.

The eCollege's Environmental Action Team hosted Laudato Si' Week, celebrating the environment and promoting sustainable practices through activities such as recycled art projects and creek cleanups.

A highlight of the year was the completion of our Indigenous Garden and Yarning Circle, a two-year project led by the Environmental Action and FIRE Carrier Teams. Built around a Cross made from the original wood of St Andrew's Church, Werribee's first parish church, the garden forms the Aboriginal flag, symbolising unity, respect, and reconciliation.

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

- That there is a clear framework to support a consistent approach to learning and teaching and wellbeing.
- That staff are introduced to protocols to use data to inform their practice and to improve student outcomes.
- That data is used to inform strategies to improve student outcomes.

Achievements

To begin 2025, we were excited to officially open our new senior building – the Dr Sr Mary Glowrey Centre. Named by our students after a Victorian-born and educated doctor who followed a calling to medical missionary service in India, where she subsequently became a nun. Glowrey exemplifies the qualities we seek to inspire in our students: academic aspiration, deep faith, and a commitment to serving others.

Our senior students have embraced this new Centre, stepping up their engagement and dedication to their studies in a space that was designed with characteristics of adult learning.

By learning in a building that bears Glowrey's name, our senior students are reminded that their education is not just for personal success but for the betterment of the world around them.

Beyond the opportunities that new learning spaces bring, we wish to acknowledge the academic achievements of the following students who completed their VCE in 2025.

College Dux

Rohil Prasad

College Dux Proximus

Kayllen Bala

These students were acknowledged at the College's Dux Assembly held at the start of 2026. We are proud of their academic achievements and wish the Class of 2025 every success in the future.

Other academic achievements included:

- 100% student VCE completion rate.
- Increase in the number of students who received an ATAR of 75 or above.
- 13 students received study scores of 40 or above for their respective VCE subjects.
- 10% of students achieved a study score of 40 or above across five different subjects.

Our Destination Data also continued to improve with an increase in the number of students applying for tertiary places. Our students continue to be aspirational with a strong interest in pathways that allows them to make a difference in society. Students received tertiary offers in courses that lead to careers in Business and Commerce as well as Social Sciences, Humanities, and the Health sector. All in which reflects a passion for roles centered on understanding human behavior, supporting community wellbeing, and addressing the health needs of the broader community.

The VET program continued to thrive, with students undertaking studies in a wide range of industries, from trades and construction to health, fashion, music, and Information Technologies. Through hands-on training, industry placements, and mentorship, students developed resilience, adaptability, and professionalism skills they will carry with them into the workforce and beyond.

To support the improvement of student learning outcomes, there has continued to be work undertaken in establishing structures and teams to promote a strong sense of collaboration and collective efficacy across all learning areas. This work was also supported by our focus on building staff capacity in the implementation of Consistent Predictable Routines (CPRs) in all subject areas.

Learning and Teaching The TCC Way – Instructional Framework

Throughout 2025, the College's Learning and Teaching Team developed an Instructional Framework to further enhance teaching across the College and to support the learning of all students. This framework represents our collective commitment to high impact, evidence informed practice, grounded in the MACS Vision for Instruction and Vision for Engagement, and is shaped by our identity as a Catholic learning community.

The key elements of Learning and Teaching the TCC Way includes:

- Clear, coherent guidance for classroom practice.
- Affirming structured learning.
- Explicit teaching, modelling, guided and independent practice.
- Checking for understanding.

At the end of 2025, staff participated in intensive professional learning to deepen their understanding of this framework and to build their capacity as we begin to embed these practices and expand our implementation of Explicit Teaching routines throughout 2026.

Student Learning Outcomes

We are proud of the academic growth and achievement of our students in 2025. This year has been a testament to the strength of our learning community, with students striving for excellence, teachers guiding with passion and families supporting with care.

Building on the work undertaken in 2024, much of our work this year has been focused on consolidating our consistent, predictable routines. These routines are incredibly important for learning, offering shared expectations for how we begin lessons and use learning time. They have offered stability, clarity, and calm for both students and staff.

In addition to this, we have also strengthened the consistency of our staffing this year, with most classes benefiting from the same teachers across 2025. These foundations have been beneficial to supporting the learning of all students.

NAPLAN Data

Our 2025 NAPLAN data indicates that when compared to students with a similar background, our students in Year 7 are performing 'Above' the average results in the following domains:

- Grammar and Punctuation
- Spelling
- Writing

These results have been consistent since 2023 with only a slight decrease in the student results in Numeracy.

Our 2025 NAPLAN data indicates that when compared to students with a similar background, our students in Year 9 are performing 'Above' the average results in the following domains:

Grammar and Punctuation

- Numeracy
- Reading
- Spelling
- Writing

These results have been consistent since 2023 with a major improvement in Reading and Numeracy.

Further analysis of our 2025 NAPLAN data also indicates that based on their Year 7 results (2023) the below listed percentage of Year 9 students achieved above average progress in the following domains:

- 54% achieved above average progress in Reading.
- 53% achieved above average progress in Writing.
- 50% achieved above average progress in Numeracy.

These results are compared to Year 9 students with the same starting score in 2023 and similar background.

Learning Diversity

Our Learning Diversity Team has continued to meet the diverse learning needs of our students through tailored adjustments, modified work, and comprehensive exam provisions. The dedication shown by our Learning Diversity Partners and Learning Support Officers (LSOs) continues to provide high-quality support to our students.

In 2025, this work included the launch of The Launch Pad - a dedicated space for students to start their day in a calm, supported environment. This initiative has provided a vital foundation for many students, helping them feel settled, confident, and ready to learn.

The College also offers Year 8 students the opportunity to participate in the Get Ready in Numeracy (GRIN) program to support their learning in Mathematics and numeracy.

In addition to the work undertaken to further build the capacity of our teachers and to improve student learning across all year levels through the development of the College's Instructional Framework, throughout 2025 there was a continued focus on the development of effective teaching strategies and classroom routines through extensive professional learning for all teaching staff. This extended to the targeted planning and course development work by our teaching staff in regular Professional Learning Communities (PLCs) and Learning Area Team (LATs) meetings.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	550	70%	559	73%
	Year 9	568	61%	564	60%
Numeracy	Year 7	550	76%	553	76%
	Year 9	584	77%	577	74%
Reading	Year 7	542	73%	546	76%
	Year 9	576	71%	573	71%
Spelling	Year 7	551	82%	556	85%
	Year 9	572	76%	572	77%
Writing	Year 7	559	76%	568	80%
	Year 9	592	75%	592	76%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

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

- That there is a clear framework to support a consistent approach to learning and teaching and wellbeing.
- That staff are introduced to protocols to use data to inform their practice and to improve student outcomes.
- That data is used to inform strategies to improve student outcomes.

Achievements

At the heart of our College is a deep commitment to student wellbeing and a culture of belonging, grounded in the values of compassion, dignity, and hope.

In our Catholic tradition, we honour the sacred uniqueness of every student, recognising that our differences enrich us and our unity empowers us.

In 2025, our wellbeing initiatives have embraced the whole person - spiritually, emotionally, socially, and academically - celebrating the diverse gifts each student brings to our community. Through pastoral care programs such as Time to Shine, student leadership and agency, and a range of community days, students have been encouraged to build resilience, foster inclusive relationships, and grow in self-awareness.

Drawing upon the Berry Street Education Model as our approach in how to foster positive relationships with students and to support the wellbeing needs of our students, our staff continue to walk alongside students with empathy and encouragement, creating safe spaces where every voice is heard, every story matters, and every difference is valued.

Throughout this year, we have partnered with families and the wider community to cultivate a culture of kindness and belonging, where wellbeing is not just a program, but a shared journey. This work has further enhanced the College's commitment to fostering a culture of genuine care and support for all students through the use of Welcome Circles and embedding Consistent Predictable Routines across all year levels.

Student Engagement Teams (SETs) also meet regularly to provide a collaborative approach in building staff capacity in these areas as well as a focus on Child Safety.

Value Added

As a College, we pride ourselves on the opportunities students have to extend their learning beyond the classroom. Every year students are invited to participate in the various co-curricular activities offered as part of our Luminosity program.

In 2025, the following co-curricular activities highlight the diverse gifts and talents of our students as they take the opportunity to shine their light into the world.

The Performing Arts

Students have shared their gifts with enthusiasm and pride with their performances in College liturgies, masses, and external events representing Thomas Carr in the community.

Our College ensembles have taught students collaboration and teamwork whilst the College Choir has also remained a key feature of College life, with their moving performance at St Patrick's Cathedral for the Year 12 Graduation Mass standing out as a powerful moment of pride and unity.

Student Leadership

Thomas Carr College aims to promote leadership in all areas of College life. This includes Sport, The Arts, community Service, and House Spirit.

In 2025, the number of students inducted into leadership roles increased and their contribution to the College has been outstanding. Student leaders worked together to pave the way for the next generation of aspiring leaders to flourish at Thomas Carr College. With the debut of a revised Student Leadership structure in 2026, we are excited to see student voice and agency grow into the future.

SACCSS Sports

This year marked the sixth year we have been participating in this Association with students having the opportunity to participate in a range of sports from Years 7 to 12. Weekly Year 7-10 Premier League included AFL Football, Basketball, Cricket, Netball, Soccer and Volleyball as well as Senior Sport competitions for other sports such as Badminton, Futsal and Tennis.

Our students also represent the College in the following major SACCSS competitions:

- Athletics
- Swimming
- Cross-Country.

Many of our teams had outstanding seasons, with many of our students shining in both team sports and individual sports.

Camps & Retreats

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.

Student Satisfaction

In 2025 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:

1. Rigorous Expectations: How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
2. School belonging: How much students feel they are valued members of the community.
3. Learning Disposition: Students' mindset about themselves as learners.

Overall, the results from the 2025 survey are consistent with the 2024 results and continue to show an improvement from previous years. This feedback from our students reflects the growing connectedness our students have with the College and highlights the developing partnership between our teachers and students in promoting a positive and safe school environment.

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 Student Wellbeing follow the established protocols to contact parents.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	86.22

Average Student Attendance Rate by Year Level	
Y07	92.51
Y08	91.76
Y09	88.53
Y10	89.74
Overall average attendance	90.64

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 the capacity and collective efficacy of our staff and middle leaders.

- 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.

Intended Outcomes

- That our College structures and learning spaces reflect our Catholic Identity and foster a culture of learning for staff and students.
- That our structures and policies reflect a collaborative culture.

Achievements

Within this sphere, there were a number of key initiatives and programs developed in 2025 to build the capacity and collective efficacy of our staff and middle leaders.

New Staff Induction

All new staff:

- participate in our New Staff Induction Program (2-days).
- are allocated a Collegial Partner (Buddy / Mentor).
- are encouraged to undertake targeted professional learning to support their growth and development as teachers. This extends to all new staff to the College.

Graduate to Proficient Workshops (PRTs)

All Provisionally Registered Teachers (PRTs) were invited to attend a series of workshops that were held throughout each term to cover the key aspects of the VIT Inquiry Process.

These workshops also aimed to assist PRTs in working towards their full registration. Mentors were also encouraged to attend these workshops.

Additional time allowance was also allocated to teaching staff working towards their VIT full registration as well as time allowance for their allocated VIT Mentor to support them with this process.

Leadership Development Program

In 2025, a new leadership structure was introduced across all areas of the College. To assist with the implementation of the new leadership structure, all teaching and non-teaching (Business Operations) staff who have a Position of Leadership were involved in the College's Leadership Development Program for Middle Leaders.

This was a wonderful opportunity for the staff in these important roles to gather and further build upon their expertise as leaders within our College and the broader community.

Senior-Middle Leaders Program

All senior leaders (POL 4s) were involved in the Senior-Middle Leaders (SML) Leadership Program throughout this year. This program was facilitated by an external Leadership Consultant, Dr Ricky Campbell-Allen and built upon the work undertaken in 2024 to further enhance the leadership growth and development of all College leaders.

Leadership Seminar Series

All middle leaders were involved in the College's Leadership Seminar Series throughout this year. These PL sessions included all POLs 2-3 including those in the Business Operations Team. This program was facilitated by members of the College's Leadership Team and Director of Staff Growth with a strong focus on our roles as leaders in animating the College's Leadership Charter.

Highly Accomplished or Lead Teachers (HALT) Certification

HALT certification is awarded by The Australian Institute for Teaching and School Leadership (AITSL) to teachers who demonstrate leadership and commitment to excellence in teaching.

Throughout 2025, several of our staff undertook this rigorous program and with pride, we congratulate and acknowledge the outstanding work of the following teachers who received HALT certification.

Highly Accomplished Teacher Certification:

Jacinta Mercieca

Margaret Raffoul

Lead Teacher Certification:

Sarah Parcesepe

Lead Teacher / National Assessor recognition:

Damian Bernardo

This recognition reflects the strength of their work and the positive influence they have across our learning community. Their commitment to excellence, collaboration, and student growth enriches our College and strengthens our vision for flourishing learners.

Staff Achievements - Years of Service

Each year, we gather as a College community to formally recognise staff for their years of service and to acknowledge their contribution to the life of the College during this time.

Held at The Whitten Oval and overlooking the city skyline, this wonderful event was a chance for us to pause and celebrate our staff who have served the Thomas Carr College community for 10, 20, and 25 years. It was with great pleasure that we acknowledged the long-standing service and contribution of the following staff members.

10 Year Service Awards

Barb King

Jacob Levy

Daniela Lagamba

20 Year Service Awards

Lata Nundlall

Jacinta Mercieca

Carolyn Waller

Georgie Wilson

Cecile Pitpit

Andrea Spagnolo

25 Year Service Awards

Juliet Burt Scherzer

William Cheng

Peter Murray

Shane Werner

As a community, we thank the recipients of these service awards for their work, dedication, and for shaping the lives of our students, past and present. We also wish to thank all our staff for their continued work across all areas of the College.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

Throughout 2025, 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 aligned with both our school improvement plan and identified areas to support other College priorities.

This commitment to providing all our staff with access to various professional learning opportunities further reflects our investment in building the capacity and collective efficacy of our staff. This also extends to our commitment to the professional growth of all our staff across all areas of the College.

The following categories summarises the key areas of professional learning undertaken in 2025:

- Careers & Pathways
- College Operations (Timetable)
- Compliance
- Employment Relations (Humans Resources)
- Faith & Mission
- Graduate Teachers
- International Programs
- Leadership & Management
- Leadership Development
- Learning & Teaching
- MACS Network meetings & other professional learning workshops
- Post-Graduate Studies
- Staff Wellbeing
- School Administration
- Student Wellbeing

School-based professional learning days had a strong focus on the following key areas:

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Faith formation • Staff Wellbeing • MACS Vision of Instruction including the College’s launch of our Instructional Framework • MACS Vision of Engagement • Differentiation strategies to support the learning needs of our students. <p>Each of these days were a success and developed a strong sense of collegiality and collective efficacy amongst out staff.</p>	
Number of teachers who participated in PL in 2025	232
Average expenditure per teacher for PL	\$356.00

Teacher Satisfaction

In 2025 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:

1. Staff-leadership relationships: Perceptions of the quality of relationships between staff and members of the leadership team.
2. Staff Safety: Perceptions of staff safety in the school.
3. Collaboration in Teams: How well teachers work together in teams to improve teaching and learning.
4. Catholic Identity: Teacher’s perceptions of the principal’s faith leadership and of particular dimensions of Catholic identity in school life.

Building on the work undertaken since 2023, the results from the 2025 survey continue to show an improvement from previous years and reflects the work of the College’s leadership team in being intentional with their leadership practices in fostering a supportive and collaborative culture.

Teacher Qualifications	
Doctorate	1
Masters	29
Graduate	22
Graduate Certificate	5
Bachelor Degree	70
Advanced Diploma	2
No Qualifications Listed	35

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	116
Teaching Staff (FTE)	109.9
Non-Teaching Staff (Headcount)	89
Non-Teaching Staff (FTE)	79.64
Indigenous Teaching Staff (Headcount)	1

Community Engagement

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 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.

Intended Outcomes

- That our structures and policies reflect a collaborative culture.
- That our policies, processes and practices are actioned by all staff.

Achievements

In 2025, our College further deepened its commitment to connecting with families and members of the broader school community in how we can all fulfill the College vision and mission. Examples of this included the number of key events in which all members of our College community can gather together.

- College Open Day & College Tours
- Parent Information Nights (Years 7 – 12)
- Parent Teacher Student (PTS) Conferences
- Mother's Day Mass and Morning Tea
- International Day of Women Celebrations
- Thomas Carr Day
- Father's Day Liturgy & Morning Tea
- Malaya Borneo Veterans Remembrance Day Service
- Grade 5 Roadshow
- Grandparent's Day Liturgy & Morning Tea
- Harmony Week Celebrations
- St James Parish Feast Day Mass
- A Day to Shine
- Gala of Excellence

In addition to the many College events that provides us with the opportunity to build a connectedness with families and the wider community, the following major events also

allowed us to gather as community to showcase and celebrate the wonderful talents and achievements of our students.

The College Production – The Wiz

Under the visionary direction of Salvatore Gulinello, Natasha Mateus, and Matt Morse, the cast and crew worked tirelessly to honour the legacy of The Wiz while creating something uniquely their own. Their combined creativity and commitment built a world where courage, heart, and wisdom became the tools each performer carried with them, both on and off stage.

Over 1000 guests attended the several performances of The Wiz with the annual College Production being a true showcase of collaboration across the College community. A special thank you to the many staff members who generously gave their time and talents.

The Gala of Excellence

This year marked the fifth annual Gala of Excellence showcasing student achievement across Performing Arts, Sport, Technology, and Visual Arts. The pieces created across the school year including drawing, painting, sculpting, photography, and the mixed media pieces created within the context of our media electives and VCE media classes.

The exhibition was an amazing opportunity for staff, parents, and community members to experience and enjoy the creative works of our students. A tremendous achievement from all our award-winning students and those who developed their skills across multiple subject areas.

A Day to Shine

Each year, this major event recognises our student's excellence in the areas of academics, leadership, service, art, sport, music and spirituality.

Our guest speaker Sarah Ramantanis (Class of 2015), CEO of Young Australians in International Affairs, gave advice on simple ways to set yourself up for success and spoke about her own career journey.

We concluded the event by formally inducting our 2026 College Captains with the 'passing of the light and leadership'.

In 2025, Thomas Carr College also strengthened its global networks through international programs that promote intercultural understanding and global citizenship.

The College's offshore VCE program continued to connect students across borders. Through the International Student Voice Forum, our students collaborated online with peers in China, sharing ideas and participating in a multicultural fashion parade that celebrated identity and unity.

Staff also represented the College at the annual VCE in China Conference in Kunming, leading workshops and exchanging best practice teaching strategies to support students globally. Visits from our partner schools, Hailiang Foreign Language School and Wenzhou No. 21 Middle School, further deepened these international friendships through shared learning experiences and AFL clinics.

Our students continued their strong ties with the National Malaya-Borneo Veterans Association. They proudly marched alongside veterans on ANZAC Day, spoke at the Werribee Dawn Service, and hosted the Malaya-Borneo Remembrance Service marking the 75th anniversary of the Malayan Emergency. These experiences taught compassion, gratitude, and respect - values at the heart of our College mission.

Together, these global and community connections embody our commitment to faith, learning, and service. All in which prepare Thomas Carr students to shine as compassionate leaders in an interconnected world.

Parent Satisfaction

In 2025, 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:

1. School fit: Families' perceptions of how well a school matches their child's developmental needs.
2. School climate: Families' perceptions of the social and learning climate of the school.
3. Communication: The timeliness, frequency, and quality of communication between the school and families.

Overall, the results from the 2025 survey are consistent with the 2024 results and continue to show a positive endorsement of the school from families across all domains.

As we fulfill the College vision and mission, we are proud of the partnerships we have formed with our families and we will continue to serve all members of our community so that they too can shine their light into the world.

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