



**Carmel College,
THORNLANDS**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Education at Carmel College is based on our College motto 'Let Your Light Shine'. Each individual student and staff member is encouraged to follow our principle of genuine and active care for others. Our aim is to provide a happy, safe environment in which each individual may attain personal potential spiritually, academically, culturally and physically. Carmel College aims to allow all students to 'Let their Light Shine' by offering a comprehensive range of educational opportunities to its students, both within its curriculum and within the co-curricular offerings. Examples of co-curricular offerings are community involvement (Rosies, Social Justice group, St Vincent de Paul, Caritas, and Literacy Program), cultural activities (debating, public speaking, concert band, choir, musical, drama , chess), and sporting activities. The College recognises that education is a three-way partnership between the school, the student and the home, and parents are therefore encouraged to be active participants in the secondary education of their children.

School progress towards its goals in 2021

Goals	Progress
Engage staff, students and parents in review of the Catholic Identity Project survey data and plan development strategies.	Achieved
School iconography enhanced and installed - Building Signage, Amare Window Manifestation, Labyrinth	Achieved
Develop staff understanding of Marist and Carmelite charisms.	Achieved
Embedding effective pedagogical practices – Teacher performance development plans, High Yield Strategies, Explicit Teaching of Cognitive Skills	Significant progress made
Development of students as Assessment Capable Learners – NAPLAN and other assessment data showing improvement. Yr 9 NAPLAN Writing data showed greater gain than BCE and Australian average.	Achieved
Implementation of the Vertical Pastoral Structure.	Achieved
Develop teachers' skills in the use of Teams and OneNote.	Achieved

Goals	Progress
Plan for and commence construction of a multipurpose hall including Ministerial Designation for the site.	Achieved

Other significant achievements during 2021 include:

- Yr 9 NAPLAN Writing Achievement
- The success of the vertical pastoral care system in its first year
- Yr 10 Girls Netball Metropolitan Champions
- The success of the College Arts night utilising the new landscaped area of the Carmel Common.

Future outlook

2022 will see the continued growth and development of Carmel College. The establishment of the new explicit improvement agenda for Consistent Committed Learning Growth will drive much of the strategic planning for the next few years. This work will be far reaching including the review of existing and development of new practices.

In 2022 the college will continue its building master plan – commenced in 2017 – with the addition of a multipurpose indoor hall and performing arts complex. This facility will allow full school seated assembly, indoor sports courts along with specialist teaching areas for dance, drama and music.

Goals for 2022

Goal	Key Result	Timeline
Developing community understanding of the nature of Catholic schooling	Parents, students and staff can iterate a clear understanding of the important aspects of Catholic schooling and the connection to school practices.	Across 2022 - 2023
Consistent embedment of PB4L, ESCM and Restorative Practices	Students and staff display high level skills in Consistent Committed Learning. An increase of 10% in "Consistently" on student reports. A clear and widely used Matrix for Consistent Committed Learning	2022
Growth of a wholistic positive anthropology for living in all individuals	Students and staff display an optimistic outlook and express a sense of hope for the future. A 5% reduction in counsellor referrals for anxiety.	2022
Development of a vision for learning for Years 7 to 9	A clearly articulated vision that provides direction for future planning for Yrs 7-9.	2022
Reviewing Carmel policy and procedures documents and mapping these.	A simple map for staff that is linked to all major documents.	2022

Our school at a glance

School profile

Carmel College is a Year 7 to 12 Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1219	662	557	32

Student counts are based on the Census (August) enrolment collection.

As Carmel College is the only Catholic co-educational secondary college in Redland City, the majority of students have attended a Catholic primary school in the Redlands. 60% of Carmel College students identify as Catholic. Students' catholicity is continually nurtured within the college community, so as to establish a strong sense of identity and well-being, through the college motto: 'Let Your Light Shine'.

As an inclusive school with a holistic approach Carmel draws a range of students with varied backgrounds, abilities and pathways. 3% of Carmel students identify as First Nations people and 12% of students have some form of additional learning need, with 2% having English as an additional language. Students come to Carmel from across the Redlands including the Bay Islands, to participate in the fullness of school life and learning.

In addition to the Sport co-curricular program offered at the college, students also readily embrace both the Arts and Spiritual dimensions. Strong student participation in the Arts co-curricular program include drama, art and music productions; liturgical celebrations and showcase evenings. Spiritually, students engage in a strong sense of catholicity, through the participation in social justice opportunities; liturgies; community and Indigenous celebrations; and commemoration services within Brisbane Catholic Education.

Participation in these co-curricular programs contribute to the holistic person, enabling the majority of students to engage in a healthy lifestyle. Consequently, student engagement with classroom, co-curricular and community activities is usually positive and productive. The students are welcoming and accepting of others, as they possess a caring nature.

Curriculum implementation

Curriculum overview

Carmel College is committed to cultivating a culture of learning. We set high standards and expectations for all students – teachers and staff believe that all students can learn and excel.

Religious Education is studied by all students from years 7 to 12, with Years 7 to 10 utilising the BCE Religious Education Curriculum and Years 11 and 12 accessing the QCAA approved subjects of Study of Religion or Religion and Ethics. Years 7 to 10 students access subject area learning through the Australian Curriculum. The eight learning areas of English, Mathematics, Science, Humanities & Social Sciences, The Arts, Technologies, Health & Physical Education, and Languages (Japanese) are studied by all Year 7 and 8 students. In Year 9 students choose electives from Technologies, The Arts and Japanese. During Year 9 students develop a "Get Set Plan" which prepares them for senior schooling in Years 10, 11 and 12. Year 10 use the same 6 subject curriculum structure as Year 11 and 12 with all students studying Religious Education, English and Mathematics and three other subjects. Year 10 students are able to include a School Based Traineeship or Apprenticeship as part of their course of study. During Year 10 students engage in the development of a Senior Education and Training (SET)

Plan which maps their individual pathway through to the end of Year 12. Year 11 and 12 students access a range of subjects from QCAA approved syllabi and are able to include vocation certificates and School Based Traineeships/Apprenticeships in their pathways. Through our partnerships with TAFE, Skills Tech and other quality external providers students undertook studies in 37 different vocational qualifications.

Curriculum, instruction and assessment are aligned with standards and essential academic learning requirements. Staff monitor learning and teaching to apply differentiation strategies for gifted and talented students and for those who require further development. The college utilises the BCE "Levels of Teaching Response" to ensure all students are effectively supported in their learning. The college Learning Enhancement Team work closely with teachers, students and parents to ensure appropriate adjustments and or modifications are in place to enable all students to access the curriculum. Learning support teachers and teacher aides work in classrooms alongside teachers and students.

Carmel College offers a supportive learning environment. Students feel respected and connected with staff, allowing them to engage in learning. We encourage family and community involvement and recognise its value in supporting the progress of each learner.

Extra-curricular activities

At Carmel College, students are encouraged to "Let their Light Shine" through a wide variety of co-curricular offerings. The following lists are by no means exhaustive.

Community involvement includes the following: Cleveland Gardens; Rosies; College Social Justice group; Caritas; St Vincent de Paul; ANZAC Day ceremonies. Cultural activities include the following: Debating, Instrumental Music Program, Musical, Dance and Choir.

The College participates in Bayside and South East Colleges Association (SECA) carnivals for Swimming, Cross Country and Athletics. From the Bayside carnivals, students have the opportunity to make district, regional, state and national teams. The College participates in the regular inter-school SECA winter sporting competition, held during terms two and three.

How information and communication technologies are used to assist learning

Carmel College operates a 1:1 laptop program from Years 7 – 12. Teachers and students use a wide range of learning technologies to support the learning process including the use of class teams, interactive and collaborative resource spaces, presentation media and research methodologies from focused enquiry questions.

Social climate

Overview

Carmel College is marked by a welcoming atmosphere within both student and staff bodies. There is a strong emphasis on Family Spirit with students and staff embracing this ethos wholeheartedly. As such, the overall climate of the school is safe and supportive. The college has a Positive Behaviour for Learning (PB4L) approach in which students are explicitly taught the effective learning behaviours they require for success in the classroom. Restorative justice processes are also in place in addition to holistic well-being and student protection strategies including identified Student Protection Contacts, integrated curriculum learning that addresses safety and wellbeing, supportive school structures (Pastoral Care classes, Pastoral Leaders, Pastoral House structures) and specialist staff Counsellors.

Carmel College emphasises an inclusive approach to learning with specialist learning support services to assist students and staff with effectively engaging in learning. There is a holistic focus on high quality pedagogy to support all learners with focussed adjustment and differentiation to ensure each learner is supported in their learning journey.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	94.4%
School staff demonstrate the school's Catholic Christian values	92.9%
Teachers at this school have high expectations for my child	91.9%
Staff at this school care about my child	91.1%
I can talk to my child's teachers about my concerns	90.6%
Teachers at this school encourage me to take an active role in my child's education	84.8%
My child feels safe at this school	89.3%
The facilities at this school support my child's educational needs	91.5%
This school looks for ways to improve	85.5%
I am happy my child is at this school	90.8%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	62.1%
I enjoy learning at my school	79.8%
Teachers expect me to work to the best of my ability in all my learning	94.1%
Feedback from my teacher helps me learn	88.3%
Teachers at my school treat me fairly	72.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	47.6%
I feel safe at school	81.6%
I am happy to be at my school	70.7%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	85.0%
School staff demonstrate this school's Catholic Christian values	85.2%
This school acts on staff feedback	64.2%
This school looks for ways to improve	91.1%
I am recognised for my efforts at work	69.1%
In general students at this school respect staff members	76.4%
This school makes student protection everyone's responsibility	97.6%
I enjoy working at this school	93.4%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Family and community engagement

The College is dedicated to developing and consolidating co-operative relationships with parents and the broader community. The college recognises that education is a three-way partnership between the school, the student and the home.

Parents are encouraged to have an active interest in the education of their children. Parents are also encouraged to communicate with the staff members of the College and to make contact with them on matters relevant to their well-being and learning.

The College communicates with parents fortnightly via a college newsletter. General information about the college, and specific information about the academic and co-curricular programs can be obtained via the college's website. The college reports on academic progress in April, June and December with parent / teacher conferences available at the beginning of terms two and three. Parents are invited to attend information evenings. Direct contact is made with parents to organise meetings for the development of plans for students whose learning or engagement requires specific, specialised or individual support.

The College Parents and Friends Association meets once per term and the College Board meet four times per year. Parents are welcome to attend the Opening College Mass, Easter Liturgy, Foundation Day Mass, Awards Evenings, Wednesday morning Mass, as well as the inter-house sporting carnivals and inter-school competitions.

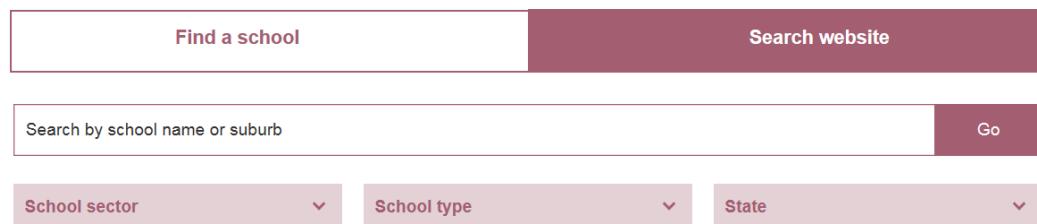
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	105	53
Full-time Equivalents	98.6	27.7

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	21
Graduate diploma etc.**	26
Bachelor degree	56
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives in 2021 were as follows:

- Positive Behaviour for Learning
- Catholic School Identity
- Learner Qualities
- Vertical Pastoral Care
- Developing an Explicit Improvement Agenda
- Explicit teaching of Writing and Cognitive Skills.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75% of staff were retained by the school for the entire 2021 school year.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	93.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.5%

Average attendance rate per year level			
Year 7 attendance rate	94.7%	Year 10 attendance rate	91.6%
Year 8 attendance rate	92.8%	Year 11 attendance rate	94.7%
Year 9 attendance rate	93.0%	Year 12 attendance rate	95.0%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	95.2%

Description of how non-attendance is managed by the school

Pastoral Care Teachers monitor student attendance, marking rolls electronically at the beginning and end of each day. Class teachers monitor and confirm rolls each lesson during the day. Parents are encouraged to provide notification of absence to the college via the Parent Portal or by phone. In circumstances where this notification is not received students are required to provide a note of explanation upon their return to school. Parents receive a text message advising of unnotified absence by 10.00am each day, with Pastoral Care Teachers contacting home after 2 days of unnotified absence. High attendance is encouraged with students being engaged in discussions regarding the importance of attendance and the link between attendance and learning success.

Student with high attendance rates are recognised via certificates and House points are awarded for high attendance rates. A range of incentives are provided to students for individual and collective high attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	186
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	185
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	124
Number of students awarded a VET Certificate II or above.	113
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Number of students receiving an ATAR	112
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100%

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

Completion of Year 12 is a high priority for all students that enter Carmel College and the college works closely with any students that show signs of disengaging or leaving school early. This includes reviewing Senior Education and Training Plans, targeted supports and support to access specialised intervention. In the main students who leave Carmel College are seeking a differing mode of learning such as that found in highly vocational oriented settings. Some students leave due to family or personal circumstances such as moving away from the area or for employment.