

**Carmel College,
THORNLANDS**

Annual Report 2019

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



CARMEL COLLEGE
ESTD 1961

Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

2019 was a very successful year for Carmel College with the provision of excellent new classroom facilities, success in the classroom and on the sporting field as well as the continued provision of a community of care. The summary of goals below shows a snapshot of the College's main achievements for 2019.

Goal	Progress
Continue to embed a Catholic perspective across all curriculum areas.	Achieved
Investigate the naming of buildings to reflect our Catholic identity.	Achieved
Establish an outdoor sacred space in the lakes area.	In progress
Develop a style guide for College signage, which incorporates Catholic identity.	Achieved
Increase engagement in daily prayer.	Achieved
Developing understanding of cognitive verbs and develop consistency of use.	In progress
School-wide formatting and language around planning, teaching, assessing and reporting.	Achieved
Implementation and continued development of the new Senior Schooling curriculum in Year 11.	Achieved
Inform School community of implications for assessment and reporting with new QCE system.	Achieved
Professional learning for teachers to build capacity in the explicit teaching of writing.	Achieved
Develop role for Literacy Coach.	Achieved
Upskill staff on the effective use of IT to progress learning.	Achieved
Embedding of Learning Enhancement model and processes.	Progressing well
Strong partnerships between teachers and students for individual and class learning.	Progressing well
Develop and trial Co-teaching program.	Achieved

Goal	Progress
Make application under BGA for Administration redevelopment.	Achieved
Complete Stage 2 of H Block.	Achieved
Develop a student services centre.	Achieved
Participate in External review.	Achieved
Develop extended networks among staff.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on building Catholic identity through engagement in the Catholic Identity Project and the establishment of our dual Marist and Carmelite charisms. 2020 will also see continued excellent Learning and Teaching with ongoing focus on the explicit teaching of writing, the development of teacher skills in using online learning tools and the development of a holistic process for the tracking and monitoring of each student. Thanks to our successful funding application in 2019 construction of a new administration facility will occur in 2020 along with the development of a landscape master plan.

Our school at a glance

School profile

Carmel College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2019: Years 7 -12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	1158	636	522	29

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

Characteristics of the student body

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. 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. 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 delivery

Approach to curriculum delivery

Years 7-10 access learning from the Australian Curriculum.

- Year 11 and 12 access learning from a diverse range of QCAA Authority and Authority Registered subjects as well as Vocational offerings that allow students a wide choice in following an individual Senior Education and Training Plan.
- The flexibility of school timetabling arrangements allows students to access School-based Apprenticeships and Traineeships, TAFE co-operative programs and University linkage programs.
- VET course offerings include Certificate III in Business Certificate III in Childhood Education and Care Certificate I in Construction Certificate I in Digital Media/Technologies Certificate II in Engineering Pathways Certificate III in Fitness Certificate II in Hospitality.
- Through our partnerships with TAFE, Skills Tech and other quality external providers students undertook studies in 37 different qualifications.

Co-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 one to one 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 rigorous restorative justice processes in place to address inappropriate behaviour 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.

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	69.4%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	83.9%
Religious Education at my school is interesting and engaging	48.2%
I see school staff practising the values and beliefs of my school	69.2%
My school looks for ways to improve	83.9%
Students at my school are encouraged to voice their concerns or complaints	75.2%
Teachers treat students fairly at my school	65.2%
Teachers recognise my efforts at school	77.3%
I feel safe at school	88.0%
My school helps me to respect the needs of others	90.6%
I am happy to be at my school	84.8%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	93.9%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	98.7%
Religious Education at this school is comprehensive and engaging	78.1%
I see school staff practising the values and beliefs of this school	93.4%
This school is well managed	98.7%
My concerns are taken seriously by the school	93.2%
This school is a safe place to work	98.6%
This school has an inclusive culture	91.9%
This school has a culture of striving for excellence	82.7%
All my students know I have high expectations of them	98.3%
I am proud to be a member of this school	100.0%
Overall, I am happy with my decision to work at this school	100.0%

'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.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

Carmel College has a large bank of solar panels which support our energy usage. 60% of light fittings have been upgraded to low consumption LED with a program of replacement being enacted for the remaining 40%. Smart technology is used to monitor energy usage with data provided to staff to inform sustainable practices.

Environmental footprint indicators	
Years	Electricity kWh
2019	384035

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](#) website.

How to access our 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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter dropdown menus: 'School sector', 'School type', and '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	99	38
Full-time Equivalents	92.33	29.2

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	18
Graduate diploma etc.**	38
Bachelor degree	40
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$72,114.

The major professional development initiatives are as follows:

- Developing teacher understanding and skills in teaching the elements of writing.
- Preparing for the implementation of the new Queensland Year 11 and 12 curriculum.
- Use of writing analysis data to inform the teaching of writing.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.1%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 91%% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	90.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	86.8%

Average attendance rate per year level			
Year 7 attendance rate	93.5%	Year 10 attendance rate	88.5%
Year 8 attendance rate	90.4%	Year 11 attendance rate	88.7%
Year 9 attendance rate	89.5%	Year 12 attendance rate	89.0%

*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.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	93.5%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	554.2	546.0	570.3	580.4
Writing	516.9	513.2	539.0	548.9
Spelling	548.4	545.6	576.9	582.3
Grammar and punctuation	548.3	541.7	562.9	573.2
Numeracy	557.9	554.1	577.6	592.0

Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	123
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	117
Number of students receiving an Overall Position (OP)	76
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	60
Number of students awarded a VET Certificate II or above.	53
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	70%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98.4%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	97.1%

As at March 2019. The above values exclude VISA students.

Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	11	20	22	23	0

As at March 2019. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	45	27	42

As at March 2019. The above values exclude VISA students.

Students at Carmel College have the opportunity to complete Vocational Training in a wide range of areas. Within the school students access training in Construction, Engineering, Childcare, Hospitality, Sport and Recreation and Fitness. Students also engage in training through TAFE and other registered training organisations in areas such as Health, Horticulture, Beauty, Dance, Hairdressing, Automotive and Electrical.

Student destinations

Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

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.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

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.