



School Name Carmel College

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Contact Person Mr Brian Eastaughffe - Principal

Principal's Foreword

Introduction

As the only Catholic secondary college in Redland City, Carmel College provides education for more than 1120 students from Years 7 to 12. Established in 1993, the College has a strong tradition of encouraging students to 'let their light' shine in and for the community.

All members of our College community are valued, respected and encouraged to maximise their opportunities in learning and in life. Our talented and caring teachers are committed to inspiring our students – spiritually, academically, culturally and physically. We develop our students as life-long learners who have a genuine love of learning.

Infused within the College's learning environment is the welcoming nature of its members. This is a dominant characteristic of Carmel College.

School Profile

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

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 1125 Girls 578 Boys 547

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'.

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 the students engagement with classroom, co-curricular and community activities is usually positive and productive.

Generally, the students are welcoming and accepting of others as they possess a caring nature.

Our distinctive curriculum offerings

- A diverse range of Authority subjects allow students a wide choice in following an OP-eligible program.
- 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:

- Certificate III Fitness
- Certificate III Early Childhood and Care
- Certificate III Business
- Certificate II Tourism
- Certificate II Hospitality
- Certificate I Furnishings

Flexible, on-line courses:

- Certificate I Business

Partnerships with TAFE Qld and Skills Tech allow students opportunity and access to more than 30 different VET in School certificates.

Extra curricula 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, 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

The College has a 1:1 student to digital device ratio with two additional dedicated computer rooms available for specialist Design and Technology software. The move toward touch screen capability, as a standard component of all future digital devices, reflects the everyday experiences of the 21st century learner.

Each learning and teaching area is equipped with a data projector and sound system directly accessible via staff digital devices. Many learning and teaching areas have been equipped with interactive projectors. This technology will be rolled out for future upgrades to existing data projectors and is a standard component of the new Library facility.

All College staff and students have wireless access across all dedicated learning and teaching areas which allows for more targeted learning opportunities.

The current learning management system (LMS) is Moodle, which is an integrated part of all courses offered. Assessment practices have been integrated with the LMS. Ongoing professional development opportunities enables staff members to engage with more sophisticated ways to embed technology with their classroom pedagogical practices.

Social climate inclusive of pastoral care and our response to bullying

Each 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.

Each student belongs to a pastoral care group under the care and guidance of a pastoral care teacher. Pastoral care classes remain together as a group from Years 8 to 12 which helps to facilitate the building of a strong, caring support network. Student groupings of pastoral care classes are organised within the four college houses: Avila, MacKillop, Polding, Romero and Champagnat.

The college has a supportive behaviour management program including an anti-bullying management plan which allows staff, students and parents to work together to create a safe and caring learning environment. Staff members of the college include a chaplain, campus minister and two counsellors.

Parent, student and teacher satisfaction with the school

Parents and caregivers continue to be an important part of our community. The college is supported by the Carmel College Board and the Parents and Friends Association. Feedback through these organisations indicate that there is a high level of parent satisfaction with the college.

The increasing retention rate (staff and students) also displays satisfaction with the college.

Surveys of parents and students conducted as part of the internal review process indicate a high degree of satisfaction with all aspects of college life.

The trend, in recent years, of increased demand for enrolment applications signifies the satisfaction of the community with Carmel College.

Parent involvement in their child's education

The College is dedicated to developing and consolidating co-operative relationships with parents. 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 participate in many activities at the college. These include: Performing Arts Evening, Junior and Senior Play.

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 website. The college reports on academic progress in April, June and December with parent / teacher dialogues available at the beginning of Terms 2 and 3. Parents are invited to attend information evenings.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	85	36
Full-time equivalents	83.10	24.21
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	1
Masters	16
Post Graduate Diploma/Certificate	28
Bachelors Degree	36
Diploma/Certificate	4

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 114,417.00

The major professional development initiatives were as follows

- Using data to inform teaching and learning
- Various curriculum conferences and workshops
- Mental health and well-being of young people
- EduTech National Conference
- Senior Pathways
- Student engagement within the curriculum
- Visible Learning
- Delivering Excellence in Learning & Teaching

School Income by Funding Source

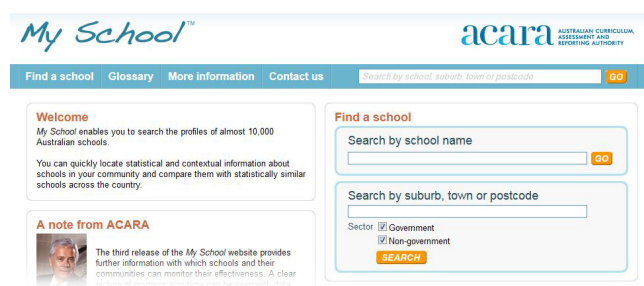
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 97.10 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 95.1 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	92.00 %
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Prep Attendance Rate	%	Year 7 Attendance Rate	93.00 %
Year 1 Attendance Rate	%	Year 8 Attendance Rate	94.00 %
Year 2 Attendance Rate	%	Year 9 Attendance Rate	92.00 %
Year 3 Attendance Rate	%	Year 10 Attendance Rate	92.00 %
Year 4 Attendance Rate	%	Year 11 Attendance Rate	91.00 %
Year 5 Attendance Rate	%	Year 12 Attendance Rate	91.00 %
Year 6 Attendance Rate	%		

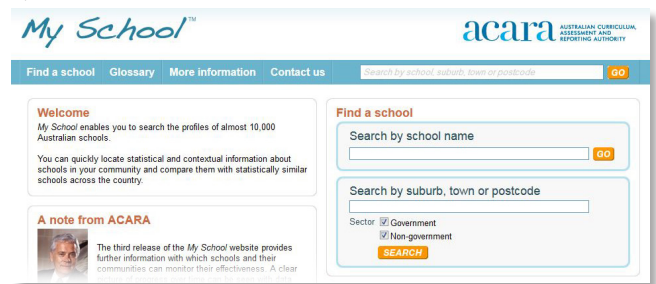
Policy and practice to manage student attendance

- online roll marking by teachers
- SMS software that alerts parents on a daily basis when students are absent.
- The College's pastoral care practices ensures that the Assistant Principal-Students, year level coordinators and pastoral care teachers work collaboratively to monitor student attendance.
- Personal contact by college staff members with parents occurs on a needs basis.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.

87.0 %

Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	171
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	92
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	0
Number of students awarded one or more Vocational Educational Training qualifications.	91
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	168
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	81.0 %
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.	100.0 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	100.0 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
11	28	36	16	1

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
34	60	67

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.