



**Brisbane
Catholic
Education**

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ANNUAL SCHOOL REPORTING – 2017

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

SCHOOL PROFILE

School name Carmel College

Postal address 20 Ziegenfusz Road, THORNLANDS, QLD, 4164

Phone (07) 3488 7777

Email sthornlands@bne.catholic.edu.au

School website www.carmelcollege.qld.edu.au

Contact person Principal - Mr Stephen Adair

Principal's foreword

As the only Catholic secondary college in Redland City, Carmel College provides education for approximately 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 to have a genuine love of learning.

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

School facts

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: 1122 Girls: 602 Boys: 520

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.

Social climate

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 7 to 12 which helps to facilitate the building of a strong, caring support network. Student groupings of pastoral care classes are organised within the five 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 campus minister and two counsellors.

Curriculum - our distinctive 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 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.

Curriculum - our extra curricula activities

At Carmel College, students are encouraged to “Let their Light Shine” through a wide variety of cocurricular 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.

Parent, student and teacher satisfaction

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 high retention rate (staff and students) also displays satisfaction with the college and 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 as a secondary college that embeds current learning and teaching practices in a Catholic community.

Parent engagement

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 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 dialogues available at the beginning of Terms two and three. Parents are invited to attend information evenings.

The College Parents and Friends Association meets once per term and the College Board meet six 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 ACHIEVEMENTS

Achievements against 2017 annual plan

Goal - Improve learning outcomes for all students.

Strategic Intent – 2.12.22.32.6

Strategies

Use available data to inform pedagogical practice.

Familiarise and engage staff and students with Explicit Teaching Model.

Enable students to be assessment capable learners via a focus on learning intentions, success criteria, assessment literacy and understanding of CCEs in classroom pedagogy.

Goal - Review and evaluate the quantity of assessment in light of QCAA and Australian Curriculum documents.

Strategic Intent -2.12.22.5

Classroom teachers assist with an audit of the assessment requirements as per QCAA and Australian Curriculum documents and college work programs under the guidance of the AP-Curriculum and curriculum leaders.

Review classroom practices to ensure that assessment tasks reflect characteristics of quality in contrast to quantity.

Ensure that out of class set tasks for students are aligned with the time guidelines as per the college's homework policy

Submission expectations of set tasks are in accordance with the college's assessment policy.

Future outlook

Goal - Enhance and engage Carmel College's community experience of Jesus's presence in our lives through all aspects of College life.

Goal - Cultivate an intrinsic pride and responsibility in students for their learning.

Goal - Encourage and nurture a culture of pride of all stakeholders in the community

Goal - Embrace the College SMART Goal to provide direction for improved student learning in an identified literacy.

STUDENT OUTCOMES

Whole school attendance rate 93.00 %

Prep attendance rate	%	Year 7 attendance rate	94.00 %
Year 1 attendance rate	%	Year 8 attendance rate	93.00 %
Year 2 attendance rate	%	Year 9 attendance rate	92.00 %
Year 3 attendance rate	%	Year 10 attendance rate	90.00 %
Year 4 attendance rate	%	Year 11 attendance rate	93.00 %
Year 5 attendance rate	%	Year 12 attendance rate	93.00 %
Year 6 attendance rate	%		

Management of non-attendance

Carmel College works collaboratively and supportively with students and families to promote the highest possible attendance rate.

Contemporary technologies are used to ensure students are supported with work if they are absent.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	544.38	544.70	571.72	580.90
Writing	503.11	513.00	537.09	551.90
Spelling	544.59	549.60	571.81	581.50
Numeracy	546.72	553.80	576.15	592.00

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2015) student cohort	93.5 %
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Outcomes for Year 12 cohort of 2017

Number of students receiving a Senior Education Profile	184
Number of students awarded a Queensland Certificate Individual Achievement	1
Number of students awarded a Queensland Certificate of Education at the end of Year 12	179
Number of students awarded one or more Vocational Educational Training (VET) qualifications	89
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	11
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	121
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	87.0 %
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	99.5 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	99.2 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
16	51	38

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
23	34	71

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	94	41
Full-time equivalents	90.97	28.40
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	1
Masters	17
Post Graduate Diploma/ Certificate	36
Bachelor Degree	36
Diploma/Certificate	4

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 72,944 .

The major professional development initiatives were as follows:

- How to write what I want to say - workshop on writing efficiency.
- Data Analysis.
- How to effectively use visible learning in the classroom.

Average staff attendance rate The staff attendance rate was 97.08 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 95.0 % of staff were retained by the school for the 2017 year.

SCHOOL INCOME

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 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'.
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Find a school **Search website**

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All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>
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Non-government <input type="checkbox"/>	Secondary <input type="checkbox"/>	Vic <input type="checkbox"/>
	Combined <input type="checkbox"/>	Qld <input type="checkbox"/>
	Special <input type="checkbox"/>	SA <input type="checkbox"/>
		WA <input type="checkbox"/>
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School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.