



Carmel College,  
Thornlands

# ANNUAL REPORT 2018

*As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.*

## Contact information

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## Vision, Mission and Values

### Vision

The vision of Carmel College is that the motto of "Let Your Light Shine" may be a reality for all. Our Core Values are based on: FAITH Belief in Christ and our Catholic Traditions HOPE Justice, integrity, trust, honesty LOVE Care, respect, responsibility, forgiveness LEARNING Through determination, enthusiasm, creativity.

### Mission

MISSION "We commit ourselves to being a learning community within the Catholic tradition, where each of us grow to a personal fullness of faith and life." WE AIM TO Create a community of faith which encourages and rejoices in the knowledge of our loving God. Actively promote the Gospel Values which Christ lived and taught as examples for our lives. Recognise and respond to the needs of individuals by building a caring College community which is positive and supportive of students, staff, families and the Catholic Church. Motivate all to assist in the creation of a learning environment where each person may attain individual potential - spiritually, academically, culturally and physically. Encourage the development of personal growth in self-confidence, integrity, respect and independence so that together we may welcome life's challenges by proclaiming LET YOUR LIGHT SHINE.

### Values

Respect, Resilience, Diligence, Positive Relationships

## Principal's foreword

### Introduction

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.

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

## School progress towards its goals in 2018

### Strong Catholic identity

1. Continue to implement the school-wide Relationships and Sexuality Education (RSE) plan.

Implementation of Catholic perspectives was expanded to include English as well as embedding the content and processes in HPE and RE.

2. Enhance knowledge of Catholic Dialogue Schools project and Enhancing Catholic Identity program.

The School engaged with Brisbane Catholic Education personnel and other school staff to explore the project and gather information on the processes. A decision was made to enter the program in 2020 if possible.

3. Increase teacher engagement in prayer.

Prayer tables/spaces were established in each classroom and a college prayer book was compiled. Staff engagement in prayer with Pastoral Care classes has increased as a result of the focus on this area.

### Excellent learning and teaching

1. Review school structures to ensure best delivery model for Senior School.

An audit of school structures was completed with a decision being made that the current calendar and timetable model would be appropriate for the implementation of the new system.

2. Revise and implement learning progressions in Years 7-10 in Literacy.

Teachers engaged with professional learning focussed on the learning progression for writing.

3. 60% of the students achieving 20-24 on the Writing Analysis Tool.

A strong focus on the explicit teaching of writing played a critical role in not only attaining the set target but bettering it significantly. Year 7 attained 75.8%, Year 8 – 77%, Year 9 – 82.9% and Year 10 – 79%.

4. Develop model of High Quality Pedagogy at Carmel that includes provision for all learning.

Staff engaged in professional learning and deep collaborative conversations to develop a vision for High Quality Pedagogy at Carmel. The document will serve as a guide for teacher goal setting and expectation of practice into the future.

5. Revision of Learning Enhancement model and processes.

Processes and systems for Learning Enhancement were reviewed and established. Staff readily engaged in meetings with support staff to plan for differentiated practice. BCE education officers were utilised to assist in developing the skills of learning enhancement staff.

6. Upskill staff on the effective use of IT to progress learning.

Carmel continued to engage with BCE IT skills project with Rob Burke making regular visits to the school and staff accessing his support to develop skills in using online tools. The use of One Note and Microsoft Teams developed significantly as a way of working with students and classes.

7. Review processes and data to support the attendance of all students.

Processes for the monitoring and follow up of attendance were reviewed. Pastoral Leaders utilised trackers within the online systems to receive notifications of at risk attendance levels.

### Building a sustainable future

1. Complete H Block stage 1.

Stage 1 of H Block was successfully completed and occupied in Term 4. The building provides quality contemporary learning spaces that allow for flexible 21<sup>st</sup> century approaches to learning and teaching.

2. Commence H Block Stage 2.

Stage 2 planning was completed with Herron Coorey appointed as builder. Work on Stage 2 commenced in late December.

### Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in the three broad areas of Catholic Identity, Excellent Learning and Teaching, and Building a Sustainable Future. There are several goals within each of these areas.

Within Catholic Identity 2019 will see a continued focus on embedding Catholic perspectives across the curriculum, the naming of buildings to reflect our ethos and identity, and the establishment of an outdoor sacred space which incorporates elements of both Catholic and indigenous spirituality and practices.

Within Excellent Learning and Teaching there will be a strong focus on the implementation of the new QCE system with a school wide emphasis on the explicit teaching of the cognitive skills. Carmel will continue to develop teacher skills in the explicit teaching of writing and understanding of the literacy demands within each subject area. 2019 will also see an increased focus on the teacher, student, parent relationship within the learning context with a view to ensuring strong partnerships among all learners – staff and student. There will also be an increased focus on attendance. In 2019 we will Build a Sustainable Future through the completion of Stage 2 of H Block classrooms and making application for funding for a new Administration building. We will also have a goal of reducing paper consumption by 10% across the year.

## 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 2018:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous
<b>2018</b>	1129	617	512	36

Student counts are based on the Census (August) enrolment collection.  
DW = Data withheld to ensure confidentiality.

### 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 1 to 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 the 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 - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	
Religious Education at this school is comprehensive and engaging	
I see school staff practising the values and beliefs of the school	
This school looks for ways to improve	
The school is well managed	
My child is making good progress at this school	
This school is a safe place for my child	
This school helps students respect the needs of others	
Teachers and staff are caring and supportive	
Teachers at this school expect my child to do their best	
Teachers and staff relate to students as individuals	
The teachers help my child to be responsible for their own learning	
My child is motivated to learn at this school	
I can talk to my child's teachers about my concerns	
This school offers me opportunities to get involved in my child's education	
My child's learning needs are being met at this school	
I am happy with my decision to send my child to this school	

## 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 <sup>#</sup> 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 %

<sup>#</sup> '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* website at <http://www.myschool.edu.au/>.

To access our 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.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our staff profile

### Workforce composition

#### Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	98	36
Full-time Equivalent	92.6	28.4

## Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	17
Graduate Diploma etc.**	38
Bachelor degree	39
Diploma	4
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 2018 were \$63 300

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.

## Staff attendance and retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.2 %

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 93% of staff was retained by the school for the entire 2018.

# Performance of our students

## Student attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	88.8 %

\*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 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	90.5 %	90.5 %	90.0 %	87.4 %	86.5 %	88.1 %

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

### 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.

## NAPLAN

### Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	528.6	541.5	580.4	583.8
Writing	490.7	505.3	535.3	542.3
Spelling	537.8	545.2	573.2	583.3
Grammar & Punctuation	535.3	543.9	579.7	580.1
Numeracy	540.0	548.2	585.1	595.6

## Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	175
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students receiving an Overall Position (OP)	122
Percentage of Indigenous students receiving an Overall Position (OP)	67%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	76
Number of students awarded an Australian Qualification Framework Certificate II or above.	79
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	172
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	75%
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 (QTAC) applicants receiving an offer.	95%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	13	30	49	30	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	20	36	44

As at February 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.

## Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88.8 %

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student destinations

### Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 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.