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.
Vision, Mission and Values

Vision
As a community of faith, Our Lady of Mt Carmel School inspires students to be lifelong, independent learners so that they may take their place as purposeful people with the courage, wisdom and will to shape and enrich our world

Mission
Our mission is to be an inclusive and compassionate community, where children are educated in faith, life and learning. By prayer and action, we follow Christ.

Values
Respect…Compassion…Service…Love…

Principal’s foreword

Introduction
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

Implement a focus on RE planning to improve classroom teaching of religious education and ensure 2.5 hours teaching of RE in each class.

All RE units have been reviewed by the APRE in conjunction with classroom teachers. There is ongoing commitment to teaching 2.5 hours of RE per week. Teachers meet with the APRE on two occasions during each term to check-in and assess the quality of the unit of work and discuss any resources that may be needed to enhance the learning in the unit. In line with our external school review conducted in 2018, our Religious Education Accreditation has also been approved.
## Excellent learning and teaching

### Grow engagement, progress and achievement in reading

The engagement in reading across the school has improved. While the focus was across the school, targeted support to improve results in Prep – Year 2 delivered improvements where Year 2 achieved system goals, Year 1 achieved our school based goal with Prep requiring deeper analysis and further improvement moving into 2019. Reading will continue to be a focussed area for improvement as we strive for BCE aspirational targets in reading in the early years.

1. **Grow engagement, progress and achievement in writing from P-6**

Writing has been a focussed area for improvement in Years 3-6. Teacher understanding and use of the writing monitoring tool has enabled all year levels in Year 3-6 achieve our school goal. Year 3, 4 and 6 also exceeded the writing Growth Markers for BCE. Seven Steps to writing success was engaged as a tool to enhance the engagement and promote the fun in writing. Increased enjoyment has increased engagement from both a teaching and learning perspective.

2. **Implement a school reporting system via SRS that provides parents with an honest, detailed and compassionate summary of student achievement that respects the dignity of all.**

The Administration team worked to develop a language for reporting that is honest, detailed and compassionate in the way that it summarises student learning. This was developed in conjunction with Senior Education Officers from BCE.

3. **Establish Virtual Data wall to support teaching and learning**

The Digital Data Wall was created to store and make student results in targeted areas available for all staff in a way that provided confidentiality, tracked progress from Prep all the way to Year 6 and offered teachers an insight into the areas of focus for future planning. The Digital Data Wall targets pedagogy and links to both BI Tool and other High Yield Strategies in Review and Response and Learning Walks.

### Building a sustainable future

1. **Enhance communication by improving engagement with Parent Portal, BCE Connect, Website & Newsletter**

Communication in the school between Administration Staff, Classroom teachers and Parents has benefited from a change in approach to many communication aspects. Teachers now have Class Blogs linked to the Parent Portal where parents receive weekly updates and notifications. The newsletter has been upgraded with the use of BCE’s Microsoft Sway templates to make the newsletter easier to access and read.
2. Implement building program to cater for growing expansion of school population in line with master planning

During 2018 a building project was undertaken to increase the number of classrooms to cater for the growing population of the school. The new classrooms are due for completion just prior to the 2019 school year. This will not only provide quality learning environments within the school but it also provides a Senior Precinct with Year 5 and 6 classes to be housed in this new building. It also improves access to eating and play areas for other parts of the school as well improving safety with evacuation routes should the need arise.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in

**Strong Catholic identity**

Sustain Catholic identity by delivering a planned and integrated Religious Education program.

Seek opportunities for staff, student and parent formation in the Carmelite tradition to optimise school community well-being through dialogue of shared experience within the context of the School-Parish.

Make visible a contemporary Catholic ethos through practices supporting the religious life of the school.

Enhance a re-contextualised and authentic Catholic Identity through a range of mission, pastoral, social justice and student leadership activities.

Nurture strong relationships with the Our Lady of Mt Carmel Parish and school community along with Regina Caeli and incorporate the sacramental program and family masses into the religious life of our school.

Improve classroom teaching of religious education through effective teaching practice, including the monitoring of student progress and enhancing teacher knowledge of the Catholic story.

Promote and integrate the Catholic perspective across a range of curriculum Key Learning Areas incorporating relationships and sexual education.

**Excellent learning and teaching**

Implement Numeracy monitoring strategies that meet growth indicators of conceptual understandings for students in the early years.

Identify and monitor students in Year 2-6 who require additional support in meeting requirements in mathematics.

Continued focus on improvement in writing using the writing analysis tool to monitor student progress and inform planning and teaching.

Assess and track reading progress to meet BCE aspirational targets in reading.
Building a sustainable future

Implement a range of strategies to promote environmental sustainability. Containers for change, etc.

Maintain budgets and resources in a way that is respectful of financial accessibility for all families.

Provide infrastructure that technology to collaborate within contemporary pedagogical practices.

Improve health and safety to promote a consistent approach to provide a health and safety culture.

Align school wide professional learning into the professional development calendar to grow capability of staff in a collaborative culture.

Our school at a glance

School profile

Our Lady of Mount Carmel Catholic Primary School, Coorparoo, is a co-educational Catholic Primary School administered through Catholic Education Archdiocese of Brisbane providing educational excellence for students from Prep to Year Six. The Mount Carmel School Community is made up of children, parents, teachers and staff who aim to uphold its motto “By prayer and action we follow Christ” by having a welcoming, inclusive and positive environment. This document reports on the definitive characteristics of Our Lady of Mount Carmel School which are identified in the school Mission, Vision and Values statement and the ability of the school community to bring this document to life. Pastoral Care of students is reported as a community responsibility which has its foundations in Gospel Values, in mandated educational experiences through the professional and caring work of the school staff in partnership with families. The high quality of educational experience for students at this school is due to year level team based planning, assessment and monitoring of student learning data and progress and the participation of staff in whole school quality professional development. Students come to school understanding the value of education and look forward to their participation in their own learning. A variety of extracurricular activities and distinctive curriculum offerings available assist in ensuring that a diversity of student interests can be satisfied. The school is very successful in NAPLAN testing consistently exceeding the national and Brisbane Catholic Education averages for each of the tests in both year 3 and Year 5.

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>576</td>
<td>326</td>
<td>250</td>
<td>1</td>
</tr>
</tbody>
</table>

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

DW = Data withheld to ensure confidentiality.
Characteristics of the student body

Our Lady of Mount Carmel School is reflective of the middle class suburb in which we are situated. Being six kilometres from the CBD, Coorparoo is middle class aspirational reflecting the price of real estate and the largely professional background of parents. Students are motivated and keen to learn. Students are generally encouraged to do their best, to co-operate and to mix well in the class playground. The majority of our students have been baptised into the Catholic Church.

Curriculum delivery

Approach to curriculum delivery

- All students at Mt Carmel are introduced to the visible learning concepts of 'learning intentions' and 'success criteria' that help them develop as independent learners. This is supported by the learning dispositions we have adopted.
- MTC-PB (Manage, Think, Be Creative. Persist, Be Brave) designed to develop independent resilient learners.
- Additional support for learning for all students through the Learning Centre. This support can be one-on-one or in small groups for extension learning, specific support for specific topics or learning areas for students at all learning levels.
- Music, Art and Drama are specialist curriculum areas.
- A Physical Education specialist provides lessons to each class each week and arranges a range of sporting activities for students to participate in. Students from Years 3-6 participate in a school house sports program throughout the year as well as having the opportunity to participate in a wide range of inter-school sporting activities.
- Students from Years 3-6 participate in LOTE (Italian) lessons each week.
- Technology is integrated into everyday learning across all year levels and children are given a range of opportunities to develop their skills. A BYOD IPad program is implemented in Years 5 & 6.

Co-curricular activities

- Music is a significant extra-curricular activity. Students can learn brass, woodwind, percussion, guitar, violin & Keyboard. Instrumental music students are able to join the Junior Band or the Senior Band. The bands participate in the annual catholic schools music competition & other school events.
- Students are eligible to participate in the Senior & Junior Choirs. This group participates in the annual catholic schools choral competition. They also perform at school occasions.
- The school chess club operates for students of all ages can participate.
- Tennis lessons are offered before and after school.
- The Computer Club is organized through the Resource Centre and takes place before school.
- Training for a wide variety of sports takes place before and after school.
- Dance lessons are offered on site outside of school hours.

How information and communication technologies are used to assist learning

Digital Pedagogies are enhanced at Our Lady of Mount Carmel with the use of iPads across the school. The school provides iPads in Prep-Year 4 in a ratio of approximately one device for two students. These year levels use iPads to enhance the learning of a particular topic, access online reading resources and promote student collaboration to create learning tasks that utilize appropriate applications. After the initial skill development in this cross curricular priority, student in Years 5 and 6 engage in a 1:1 iPad program. The previously mentioned skills are still promoted in an environment where the importance of digital citizenship is made clear to all students. We aim for our students to be legal, ethical and responsible users of technology.
Social climate

Overview

Our Lady of Mt Carmel is blessed with a very actively involved community that is very supportive of the school. Pastoral Care is an important aspect of school life. The school has a behaviour support plan based on our "Code for Peaceful Relationships". This plan has as its aim the support of all of our community members. This plan provides a range of strategies to address behaviour and our response to actions that may be identified as bullying. It is available on our website for perusal. A School Counsellor is at the school three days per week to work with staff, families and students in a variety of supportive ways. Our Lady of Mt Carmel has implemented a whole school Pastoral Care Program designed to assist our students to develop appropriate social skills. Within the program we aim to develop a sense of self-awareness, self-management, social awareness, relationship skills & responsible decision making. Our leadership program for our Year 6 students is incorporated into this pastoral program. Regular school assemblies are conducted to help develop our strong sense of community and to celebrate school successes. OLMC also provides strong support to others less fortunate than ourselves through a range of mission activities across the school year.

Family and community engagement

Families are involved in the school through participation in the P&F and School Board and by working as volunteers in the school tuckshop, the school Resource Centre and in classrooms. Parents participate annually in Preparatory Orientation days, teacher/parent evenings, formal teacher parent interviews and student support meetings for verified students. The school newsletter is electronically delivered to parents. Class co-ordinators deliver messages and organise social activities and school support activities. Parents are invited to be trained by the ST-IE to assist with reading tutoring for their own children and as classroom reading parents. Parent information nights are often organised by the P&F and the school to support parents in their role. The school and P&F have worked together to establish consistent communication channels through the Parent Portal to further enhance communication between school and home.
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](image)

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

<table>
<thead>
<tr>
<th>2018 WORKFORCE COMPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Headcounts</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest level of qualification</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
</tr>
<tr>
<td>Bachelor degree</td>
</tr>
<tr>
<td>Diploma</td>
</tr>
<tr>
<td>Certificate</td>
</tr>
</tbody>
</table>

*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 $120500

The major professional development initiatives are as follows:

- Short Cycle planning in literacy
- 7 Steps to writing success
- David Hornsby phonics in context
- Writing monitoring tools. Intra and Inter School Consistency of Teacher Judgment in writing.

Staff attendance and retention

Staff attendance

<table>
<thead>
<tr>
<th>AVERAGE STAFF ATTENDANCE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year.

From the end of the previous school year, 90% of staff was retained by the school for the entire 2018.
Performance of our students

Student attendance

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

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate* for the students at this school (shown as a percentage).</td>
<td>93.3 %</td>
</tr>
</tbody>
</table>

*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 Prep-6 was 92.0 %.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>93.1 %</td>
<td>93.5 %</td>
<td>92.6 %</td>
<td>93.8 %</td>
<td>92.7 %</td>
<td>94.2 %</td>
<td>93.4 %</td>
</tr>
</tbody>
</table>

*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

Roll Marking Process

Rolls must be marked twice a day:

- AM rolls by 9.00am
- PM rolls after second break and by 2.15pm

Rolls will be checked by admin staff by 9.15am each day.

A phone call will be made to teachers if their rolls are not marked.

If rolls are frequently not marked this information will be passed onto the APA.

School Leadership will be advised of unmarked and incorrectly marked rolls.

Follow Up of Absences

An unexplained absence occurs when the student is not present at school and the Legal Guardian does not contact the school. An SMS message will be sent to the Main Contact by approximately 10am each day. Admin Staff will follow up any unexplained absences by making contact with the student’s Legal Guardians.

Late Arrival/Early Departure

Students arriving late or departing early are required to enter/exit the school via the school office. They are signed in/out by the parent/related adult.
## NAPLAN

### Average NAPLAN results

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td>479.8</td>
<td>433.8</td>
<td>568.7</td>
<td>509.0</td>
</tr>
<tr>
<td>Writing</td>
<td>432.0</td>
<td>407.2</td>
<td>520.0</td>
<td>464.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>448.1</td>
<td>417.8</td>
<td>536.4</td>
<td>502.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>454.1</td>
<td>431.7</td>
<td>563.4</td>
<td>503.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>452.0</td>
<td>407.7</td>
<td>543.1</td>
<td>494.2</td>
</tr>
</tbody>
</table>