

Carmichael College



**Annual Report
2021**

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Carmichael College is an independent, co-educational, Christian college situated at the southern end of the Morayfield shire. In 2021 the Campus site included a Childcare Centre, 4 classroom Kindy and Prep to Year 8.

I present to you the annual report for Carmichael College 2021. This report provides a snapshot of the significant events and achievements of our College throughout the year of 2021, and the commitment to our College Vision of an - Excellent Education, Intentional Pastoral Care and Connected Community.

Once again, this year was marked with snap lockdowns and rapid responses to ever changing situations with the ongoing spread of Covid 19 variants.

Excellent Education

In 2021 we welcomed 7 new teachers to the Carmichael family. We also commenced Year 8 and opened with two year 7 classes. Construction began on D Block to provide 10 new classrooms for the 2022 year.

Term 3 opened with only students of essential workers and then a quick change back to face-to-face learning. The rapid changes in learning modes were managed well by staff, but teacher capacity and wellbeing over the year, continued to be monitored.

Student voice was a focus for 2021 with the establishment of a Student Council. The Council consisted of students nominated from Grades 5-8, who represented the voices of the students in their class. A particular focus for the student council was the purchase of Rugby league goals for the new oval recently opened. The Council were also involved in our Building Openings and Events held throughout the year.



Two outdoor areas developed this year were the Prep playground area behind our Prep and Year 1 building, and the Middle School eating area. A tuckshop was also built to open at the commencement of the College year.



Our sporting program continued to expand and students in primary and secondary competed in various internal and external competitions.

Reading to learn continues to be our signature pedagogy in the primary years. R2L is a set of strategies that enable teachers to support all students in their classes to read and write at the levels they need to succeed.

Early years

R2L supports all children aged 4-6 to become independent readers and to write successful texts. Using illustrated story books, teachers use R2L to improve skills such as comprehension, word recognition, spelling, letter formation, sentence construction and story writing. Because these skills are learnt in the meaningful, engaging context of shared reading books, children can acquire them much faster than through only using standalone alphabet, phonics and sight word drills.

Primary years

For children aged 7-12, R2L is designed to engage them in reading and writing stories for pleasure, factual texts and to evaluate texts, issues and points of view. Teachers select and use texts in the subject areas that the class is studying to teach skills in reading and writing, at the same time as learning the content of each subject area. R2L enables all students to read and write texts at the same high level, rather than giving them texts at different 'ability levels'. This ensures all students are ready to succeed in secondary school.



Most PD and Courses were put on hold for the majority of the year and our Annual Implementation Plan was revised to respond to the urgent needs at hand.

Professional learnings this year include our Mandatory training programs and our College based:

- Sentral;
- Child Protection;
- Workplace, Health and Safety;
- First Aid;
- NCCD training;
- LEM Phonics;
- Philosophical Framework;
- Unit development and differentiation;

- R2L training.

We continue to engage in professional relationships with ISQ, QCAA and CSA.

Intentional Pastoral Care

Pastoral Care in 2021 continued as integral to the teaching and learning process. Families, at times, were welcomed onsite and at other times were unable to due to Government health measures.

Devotional programs and our Resilience rules continued to be taught in classroom. Our Prep to Year 5 classes celebrated Chapel and this year we commenced a Middle School Chapel with a Worship leader. Both Chapels continued to be a great missional and outreach point for students and families.

Camps in the Middle School were a highlight. Our Year 8's attended a "rite of passage" camp and developed strong bonds with each other, and the camp leaders by the close of the camp. Many camps were delayed or cancelled due to lockdowns and rain. However, where we could we endeavoured to provide a sense of "keep calm and carry on."

Our Support teams – Learning Enrichment, Chaplain, Allied health professionals, continued to meet the needs of students within the College and with families on Campus.

Connected Community

Campus wide events continued to be a focus. In 2021 our Information Evening at the beginning of the year for all year levels, was well attended. Parent/teacher interviews were held again at the end of Term 1 became a mix of face-to-face and phone interviews. Our Middle School Presentation Night was a great success and well attended.

Our annual Mother's Day Breakfast and Dad's Big Night Out was well attended again this year. Mum's Brekky included photo booths, music and scripture cards. Our Dad's Big Night out held a Vintage Car show. It was incredible seeing some huge cars making their way onto the college oval.

Families are so important to us, and we continue to ensure we reach out through various communication platforms. It is important to the staff at Carmichael to work together with families in supporting our students.

In closing, I would like to add a huge thank you to our College staff who have spent two years working incredibly hard across different modes to ensure our students receive an excellent education. As well as our families who continue to support our College and uphold our College in prayer.

May - "The LORD lift up His countenance upon you, and give you peace." Numbers 6:26

Yours in Christ,

Margot Pinel

Contextual Information

School Sector:

Independent

School's Address:

793 Oakey Flat Road, Morayfield, QLD 4506

Total Enrolments: (as reported in the Commonwealth Census Data August, 2021)

495

Year Levels Offered:

P-8

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body: (as reported in the Commonwealth Census Data August, 2021)

495 students in total, 17 Indigenous students and 27 students on Visa

Distinctive Curriculum Offerings and Extra-Curricular Activities: (at a glance)

| Curriculum and College Offerings | Year Levels |
|--|--------------------|
| Devotional and Chapel Program | P-8 |
| Australian Curriculum subject offerings | P-8 |
| Reading to Learn | P-8 |
| Instrumental Music Program | 4-8 |
| Chaplaincy and Well-being Support | P-8 |
| Language - Chinese | P-8 |
| Sporting Schools – Soccer, Swimming, Athletics | P-8 |
| Carnivals – Swimming, sporting | P-8 |
| Gala Days boys and girls – cricket, touch football, soccer | 4-8 |
| Excursions and Incursions | P-8 |
| Camping program | -8 |
| Community Activities - Family Fun Day, Mother's Day and Father's Day | P-8 |
| Extra Curricula Activities | P-8 |
| ANZAC Service and community march | P-8 |
| Childcare and OSHC Adjacent to College | √ |
| Cross Campus events | √ |

Carmichael College Snapshot

Our Vision Statement forms the basis for our Biblical and Philosophical teaching and learning framework at Carmichael College.

The Vision of Carmichael College is to enrich minds through excellent education, transform hearts for Christ and serve in our community.

This Vision statement is represented in a threefold approach:

- Excellent Education
- Intentional Pastoral Care
- Connected Community

Excellent Education – We believe excellent education occurs when the environment the students are learning in is supportive but challenging, relational and respectful, visible and explicit and where students can exceed their own expectations. Carmichael College is committed to implementing the Australian Curriculum as our core content. Our pedagogical approach, based on our signature pedagogy, “Reading to Learn”, ensures that learning is made explicit for all students, and learning intentions are clear. There are opportunities for practice and re-learning and feedback is welcomed. A classroom that is successful is a classroom where mistakes can be made as a process of learning and where students can feel safe to do so.

Intentional Pastoral Care - Pastoral Care encompasses three important elements:

1. emotional support
2. behaviour management and
3. structured curriculum time for social, service and spiritual development

Pastoral Care is central to the ethos of Carmichael College. Based on the Gospel of God’s unconditional love in Christ, it permeates all aspects of school life and builds genuine community.

Programs

Pastoral Programs at Carmichael College include, but are not limited to, the following:

- College Devotional Program (Prep – 8)
- Christian Studies program – Year 7-8
- Behaviour Management Plan
- Restorative Justice Process
- Bullying Management
- Critical Incident Management
- “My Life Rulz” Program
- Learning Assistance/Enrichment Programs
- Chapel
- Student Leadership Program/Devotional Programs
- Affirmations – in words and through award systems

Connected Community – Carmichael College is committed to strong communication links between school and home. This is done through a variety of modes and mediums. Families are encouraged to partner with us in the education of their children. Various community events are held throughout the year, and our weekly Chapel is well supported by parents. Parents often like to help out in our classrooms. Our School Stream App is updated regularly with event and messages for our families.

Full-Time Equivalent Enrolments Relating to Recurrent Income and Capital Expenditure:***Interpreting School Financial Information***

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data is available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations.

| Net Recurrent Income 2021 | Total (\$) | \$ per Student |
|---|--------------------|-----------------------|
| Australian Government Recurrent Funding | \$5,266,607 | \$10,640 |
| State/Territory Government Recurrent Funding | \$1,217,884 | \$2,460 |
| Fees, Charges and Parent Contributions | \$1,903,985 | \$3,846 |
| Other Private Sources | \$34,290 | \$69 |
| Total Gross Income (Excluding Income from Government Capital Grants) | \$8,422,767 | \$17,016 |
| Less Deductions | \$1,908,215 | \$3,855 |
| Total Net Recurrent Income | \$6,514,551 | \$13,161 |

| Capital Expenditure 2021 | Total (\$) |
|--|--------------------|
| Australian Government Capital Expenditure | \$14,625 |
| State/Territory Government Capital Expenditure | \$1,710,000 |
| New School Loans | \$1,065,890 |
| Income Allocated to Current Capital Projects | \$1,766,944 |
| Other | \$678,207 |
| Total Capital Expenditure | \$5,235,666 |

Our Staff Profile

Staff Composition: (as reported in the Commonwealth Census Data August 2021)

| | Primary Only | Secondary Only | Primary and Secondary | Primary Only | Secondary Only | HC Total | FTE Total |
|------------------------------|--------------|----------------|-----------------------|--------------|----------------|----------|-----------|
| Teaching: Non-Indigenous | 27 | 5 | 6 | 28.7 | 5.6 | 38 | 34.3 |
| Teaching: Indigenous | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-Teaching: Non Indigenous | 9 | 1 | 12 | 11 | 2.6 | 22 | 13.6 |
| Non-Teaching: Indigenous | 1 | 0 | 1 | 1.3 | 0.5 | 2 | 1.8 |

Qualifications of all Teachers for 2021:

| Qualification | The Number of Classroom Teachers and School Leaders at School who Hold this Qualification |
|---------------------|---|
| Doctorate or Higher | - |
| Masters | 5 |
| Bachelor Degree | 38 |
| Diploma | - |
| Certificate | - |

Teacher Participation in Professional Development:

| Description of PD Activity | Number of Teachers Participating in Activity |
|---|--|
| Reading to Learn | 100% Teacher Participation |
| Assessment – writing rubrics | |
| First Aid, Workplace Health and Safety | |
| Child Protection | |
| DSE and DDA | |
| NCCD | |
| Total number of teachers participating in at least one activity in the program year | All |

Key Student Outcomes

Average Student Attendance Rate (%) for Term 3 (Years 1 to 8)

| Number of Possible School Days | Total Number of Students | Total Number of Days Absent | Total Attendance |
|---|--------------------------|-----------------------------|------------------|
| 19,061 | 495 | 1,551 | 17,510 |
| The average attendance rate for the whole school as a percentage in 2021 was 91.77% | | | |

| Year Levels | Average Attendance Rate for Each Year Level as a Percentage in 2021 |
|-------------|---|
| Year 1 | 93.63 |
| Year 2 | 91.94 |
| Year 3 | 90.71 |
| Year 4 | 91.84 |
| Year 5 | 91.08 |
| Year 6 | 90.74 |
| Year 7 | 94.26 |
| Year 8 | 89.13 |

Absenteeism is managed in accordance with Carmichael College Policies on Absenteeism, Pastoral Care and Behaviour Management. Student absences are monitored daily and managed by the Principal. Parents are contacted to discuss irregular or persistence absences. Formal procedures are actioned for unauthorised absences.

| Parent and Student Satisfaction | Responses |
|---------------------------------------|--|
| College Communication | 69% felt they were kept well informed of any changes |
| College support across learning modes | 87% felt well to extremely well supported |
| Student attitudes towards school | 93% are keen to attend school |
| Parent confidence in school | 95.5% of families are confident in the College |

NAPLAN Results

Reporting on outcomes may be accessed through the My School website <http://www.myschool.edu.au/>