

SCHOOL PROFILE

School name Chisholm Catholic College

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Principal's foreword

Chisholm Catholic College is a single campus co-educational secondary College located in Cornubia on Brisbane's southside. Established in 1992 and set in a natural koala corridor, the College currently educates 943 students. 2017 saw the completion of the new Administration Building, which was self-funded and commencement of a new Library, which is a BGA project, funded mostly by a state government grant. 2017 saw the College surpass our SMART Goal to improve student writing and make considerable progress in reading targets. A Gifted and Talented program, Fastrack, was implemented and the students achieved considerable success in sport and cultural endeavours. Our College Charism was further developed and staff and students are becoming increasingly familiar with Caroline Chisholm and all her wonderful traits. Traits we have adopted to guide the way we operate and interact with one another within the College. Appraisals were conducted for all Middle Leader role holders in 2017, and the leadership level was restructured to better suit the needs of the students in our care. The role of Pathways Leader was created, along with that of Performance Leader, while other roles were telescoped into one, for example Technologies replaced the middle leadership roles of Leader of Home Economics, Manual Arts and Information Technology. 2017 was our 25th Birthday as a College and we celebrated on Chisholm Day with the opening of the Administration Building and a heritage display.

School facts

Chisholm Catholic 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: 943 Girls: 448 Boys: 495

Characteristics of the student body

At Chisholm Catholic College much is done at induction in Year 7 to familiarise students with our practices, the ethos and Charism of the College and the school policies and procedures. The College has a Vertical Pastoral Care Structure, that assists our students to be active members of our community at any age. The majority of the student cohort live within 5 kilometres of the campus. The College draws from all Catholic primary schools in the area, St Matthews (Cornubia), St Edward the Confessor (Daisy Hill), St Peter's (Rochedale), and local State Primary schools – including Mt Cotton, Carbrook and Kimberly Park. Some of our students are experiencing financial disadvantage that may also be impacted upon by parent education levels. Approximately 13% of the student population were born overseas and 48 students have a first language other than English. The College had 19 Indigenous students with all of these students identifying as Aboriginal but not Torres Strait Islander. The College has a number of refugee students and students in State Care.

Social climate

The College prides itself in its pastoral care of students and the strong Pastoral Care Program that is timetabled as 1 lesson per week. The Pastoral Care program is tailored for the developmental needs of each year group and is delivered in lessons that promote individual attention to student questions and issues. Chisholm is proud to be a registered school against Bullying and Violence and we celebrate the NDAABV day each year through a range of activities and promotions. We encourage year levels to interact with each other and rely heavily on our student leaders to be “go to” people for our students who may be feeling unsafe; there are a number of students who wear yellow “you can sit with me” bracelets. Students support each other and report acts of anti-social behaviour via the Chisholm Watchbox. This is an online resource where student anonymity is guaranteed and the school can promptly and effectively respond to bullying and violence (in accordance with our Antbullying Policy).

The College is a calm and happy place. Students come from a variety of backgrounds and support is offered in a range of areas to ensure young people fit in, no matter what their particular strengths may be. Some are very gifted at sport, others with regard to academic progress, others in the arts or other cultural pursuits. For those students who have difficulty feeling comfortable at school, College Counsellors work closely with parents, staff and the community to ensure that these students can also find their place at Chisholm Catholic College. The College is a Catholic school but other faiths are welcome. We are explicitly Catholic in our observances, and traditions, but respect and dialogue with other faiths.

Curriculum - our distinctive offerings

Chisholm Catholic College offers both academic and Vocational Education pathways for students. Our Middle School Curriculum is based on Visible Learning and all of our classes use SOLO Taxonomy as their pedagogical basis. The Middle School Curriculum is designed to prepare students for the pathways offered in the senior school. We have a wide range of choices for students wishing to choose an academic pathway and receive an OP and we also offer a strong alternative pathway in partnership with external providers and our students undertake Certificate II and III Courses as well as university subjects as part of student selection. Students study both Japanese and Spanish in Year 7 and they are then able to choose either language if they wish to continue studying a language after Year 8. The elective offerings at Chisholm Catholic College are dictated by students' choices and vary from year to year and cohort to cohort. We offer a wide range of competitions and clubs in which students can be involved, in order to cater for all learning needs. Cogmed is used with Learning Support Students. Our Sports Academy has an academic component and students in the Academy are expected to do their best academically and pastorally. All staff members utilise collaborative technology and collaborative learning and teaching in the classroom. Teachers plan in teams and work in open classrooms to student's access to the best teaching possible. Our units follow the Australian Curriculum and teachers explicitly teach using the gradual release of responsibility.

Curriculum - our extra curricula activities

Extra curricular offerings occur across the College. The Library offers Book Clubs, Kids Lit Quiz, Reader's Cup, Somerset Writers Festival and the Brisbane Writer's Festival to the students. The College has a STEMSEL Academy which is engaged in activities along the Eastern Seaboard and a program for Talented and Gifted Students (TAG - Fastrack). Every two years the College takes students to Queenstown, NZ to Ski and we also take students to Japan every alternate year. A trip to Spain is planned for 2019. The Sports Academy comprises the sports Netball, Rugby League, Soccer and Basketball and offers first class coaching and competition for students. The students participate in Social Justice activities with Rosies, Liberation Letters and St Paul's Tutoring. The Performing Arts offers a Dance Eisteddfod Team, Dance Troupe, College Play and Musical, Rock Band, Drumline, Strings, Vocal and Jazz Ensembles. There is also a Game Club and Arts and Crafts Club. Chisholm also offers a Robotics Club, AVT Film Club and free tutoring every Wednesday afternoon in any subject. Year 12 Students have study evening on Wednesday evening until 6pm.

Parent, student and teacher satisfaction

Chisholm Catholic College can look back on 2016 satisfaction surveys in which a significant majority of parents, staff and students indicated that they were overwhelmingly satisfied with the College. These surveys will be repeated next year and as part of BCE listens 2020. Because a lot of our communication occurs via email and in other electronic ways - Instagram and facebook and via the parent portal, parents are very well informed. Parents receive an email every afternoon, letting them know the homework allocated to their student and teachers have an open mark book, where assessment work is uploaded regularly. The marks, Skills and Concept improvement and Approaches to Learning statements can be regularly reviewed. This means there are few, if any phone calls from parents who do not know how their child is progressing. Teacher satisfaction surveys are conducted every two years and another is scheduled. Anecdotal evidence would suggest that the majority of teachers are satisfied working at Chisholm, while feeling and acknowledging the increased pressures to monitor progress. This, however, is part of a collective understanding and shared responsibility for College improvement.

Parent engagement

Parents are engaged with the College in a number of ways. The most important ways are through the College Board and the PCA (Parents and Community Association). The Board functions well, monitoring and feeding back to the College on all major areas of Teaching and Learning, Governance and Finance and Buildings and Maintenance. The Parents and Community Association waned in numbers in 2017 until it was not longer even attracting a quorum of people and did not function effectively. This will be reviewed in 2018 and a new structure and function for the PCA established. Parents at the College are invited in to various Parent Learning sessions - such as cyber safety, how to use the parent portal and how to control your child's device. A Parent Program runs at the beginning of the year for 6 sessions and concerns teens and school. A parent Prayer Group meets on Wednesday mornings. Parents are invited to lunch time community masses, to house and year level masses and to the significant masses at the beginning and end of the year. Parents can volunteer in the canteen and in Learning Support. The parent community has many opportunities for engagement.

SCHOOL ACHIEVEMENTS

Achievements against 2017 annual plan

In 2017, across year 12, 11 students did not achieve a QCE against 100% goal.

9% OP 1-5 against 20%, 81% OP 1-15 against 80% goal.

The College Writing SMART Goal was that 50% of our students receive the benchmark of 20/24 on the writing task. The College received a letter of Commendation from BCE Deputy Executive Director, Dr Doug Ashleigh, "I also take this opportunity to acknowledge the consistent effort that has been applied and is evident in the end of year BCE Benchmark monitoring process. I particularly note the wonderful growth achieved in writing with Year 7 (2016) to Year 8 (2017) showing growth of 47% growth, Year 8 (2016) to Year 9 (2017) recording growth of 60% and Year 9 (2016) to Year 10 (2017) realising growth of 50%. The learning growth shown at Chisholm Catholic College in 2017 is remarkable and deserves commendation."

Future outlook

The College has set a target of 80% of students achieving at least 20/24 on the writing task in 2018. We believe, that with further professional learning, we will be able to meet and sustain that goal and move on to a focus on Numeracy, making a three year commitment to NuMa.

Year 11 and 12 students have received very specific pathway advice in 2017, to ensure their choices maximise outcomes for the whole cohort in 2018. Work has been done with BCE staff to focus on what the data available to us is showing and how to use that data to drive change.

As a Catholic Dialogue School, we continue to find ways to incorporate the Catholicity and inclusive nature of the school into the every day life of the College. The Charism is incorporated into every year level and every assembly and into staff PD. Everyone at Chisholm Catholic College can tell you something about Caroline, who she was and what this means to us as a College. We continue to work on these goals.

STUDENT OUTCOMES

Whole school attendance rate	92.00 %
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Prep attendance rate	%	Year 7 attendance rate	94.00 %
Year 1 attendance rate	%	Year 8 attendance rate	91.00 %
Year 2 attendance rate	%	Year 9 attendance rate	91.00 %
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	94.00 %
Year 6 attendance rate	%		

Management of non-attendance

Attendance recorded via eMinerva or MAWA; online BCE attendance applications. Teachers mark rolls every lesson of day. Parents notify College (via phone/College Portal) of absence. Unexplained absences are treated most seriously; If student is absent (and the parent has not notified the College) an SMS is sent. If student is absent for 2 days, Pastoral Care Teacher contacts home. If late, he/she sign in electronically at Reception; advising parent by email. Unexplained absences of up to 20% receive a letter at end of term expressing concerns; >95% attendance receive letter of affirmation. Pastoral Leaders monitor attendance, dealing with issues swiftly, supportively and sensitively. College has attendance requirement (80%) for Senior Students to attend special functions. Students can be legitimately absent outside school, but College has a policy of not accepting family holidays as approved absences. Sometimes students go to TAFE or to school-based apprenticeships or pursue other Tertiary options.

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	540.06	544.70	580.80	580.90
Writing	500.47	513.00	544.31	551.90
Spelling	542.73	549.60	571.41	581.50
Numeracy	543.59	553.80	576.34	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	94.7 %
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Outcomes for Year 12 cohort of 2017

Number of students receiving a Senior Education Profile	164
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	152
Number of students awarded one or more Vocational Educational Training (VET) qualifications	126
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	27
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	85
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	97.0 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	100.0 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
8	25	36

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
43	78	67

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	80	49
Full-time equivalents	75.50	34.56
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	2
Masters	19
Post Graduate Diploma/ Certificate	26
Bachelor Degree	31
Diploma/Certificate	2

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 118675 .

The major professional development initiatives were as follows:

- * The teaching of writing, the new Senior system, Learning Enhancement and Learning Support - all areas including UDL and NCCD, Professional Development to allow staff to maintain accreditation to teach in a Catholic School and to teach Religion in a Catholic School. * BCE Excellent Learning and Teaching, the Coherence Framework, the Cycle of Pedagogy and the New Art of Science and Teaching. * Support Pastoral Area of the College. * Parent Programs

Average staff attendance rate The staff attendance rate was 95.43 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 92.0 % 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>'.

Find a school **Search website**

Go

<p>School sector ^</p> <p>All <input checked="" type="checkbox"/></p> <p>Government <input type="checkbox"/></p> <p>Non-government <input type="checkbox"/></p>	<p>School type ^</p> <p>All <input checked="" type="checkbox"/></p> <p>Primary <input type="checkbox"/></p> <p>Secondary <input type="checkbox"/></p> <p>Combined <input type="checkbox"/></p> <p>Special <input type="checkbox"/></p>	<p>State ^</p> <p>All <input checked="" type="checkbox"/></p> <p>NSW <input type="checkbox"/></p> <p>Vic <input type="checkbox"/></p> <p>Qld <input type="checkbox"/></p> <p>SA <input type="checkbox"/></p> <p>WA <input type="checkbox"/></p> <p>Tas <input type="checkbox"/></p> <p>NT <input type="checkbox"/></p> <p>ACT <input type="checkbox"/></p>
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School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.