



**Chisholm Catholic College,
CORNUBIA**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 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, school funding, workforce composition and student performance.

Chisholm Catholic College is a Brisbane Catholic Education co-educational secondary College catering for around 1000 students in Years 7 - 12. Our College opened in 1992 through the commitment of parents and clergy within St Matthew's Catholic Parish to provide education in the Cornubia, Logan and Redland Bay area.

Our charism is founded on the example of Caroline Chisholm, whose work with families and community inspires us each day. Caroline lived our motto of *"Live Christ's Challenge"* every day of her life. Therefore, our values are defined by FAMILY:

- **Faith**
- **Ambition**
- **CoMmitment**
- **Integrity**
- **Love**
- **MercY**

Chisholm Catholic College provides an inclusive learning environment that responds to the needs of all learners and where all are welcomed. The College encourages students to achieve their best educational outcome, through an emphasis on holistic learning.

Our staff are dedicated and work to develop a culture of learning excellence, where each student is entitled to learn from quality teaching. Pastoral Care is central to their work, aiming to provide an environment where learners feel safe and that they belong.

Chisholm Catholic College provides a broad curriculum, grounded in literacy and numeracy development. Students are encouraged to be involved in our extensive co-curricular program that includes opportunities in the Sport, Cultural and Service fields.

School progress towards its goals in 2021

- Catholic Identity: Goal - *By the end of 2021 we will Nurture the spirituality and faith of students and staff by providing recontextualised experiences that deepen the call to Live Christ's Challenge.*

During the year a Staff and Student Formation plan was developed to guide the spiritual and theological formation for staff. There was a continued focus on sharing the understanding of Chisholm's Charism of FAMILY. This has become firmly established through Religion classes, Assemblies, Masses and Liturgies and through communication with the Chisholm community. Staff received Professional Learning on Catholic Social Teachings and how that can be reflected

in all subject areas as well as the opportunities that are presented through supporting Rosies and St Vincent De Paul. Work on embedding Catholic perspectives in the curriculum was continued, though that will be a focus again for 2022.

- Learning and Teaching: *Goal - Develop and implement a Vision for Learning to challenge and engage all students.*
Despite a very thorough consultation process including the whole staff, Middle Leaders and the College Leadership Team the Vision for Learning was not completed by the end of the year. A draft Vision for Learning has been developed but it has not been finalized. Despite this, the consultation and drafting process identified areas of growth for the College and led to the emphasis on improving the understanding and use of the Model of Pedagogy for 2022. Another move forward was the development of an upgraded and consistent Unit Plan that was developed and followed by all teacher in all teaching areas. This was supported by the development of a new Scope and Sequence for subjects in the Middle School.
- Wellbeing: *Goal-Develop and implement a Staff and Student Wellbeing Plan.*
Through thorough consultation and review a Draft Staff and Student Wellbeing Plan was developed by the end of 2021. A wellbeing committee was established to support the development and implementation of the Wellbeing Plan. The STRENGTH program was reviewed, and changes implemented. The BCE Listens Survey in 2022 will provide data regarding how welcome, safe and supported the students feel at Chisholm Catholic College.
- Our people: *Goal-Collaboratively develop and implement a plan for building teacher capacity and confidence informed by the Vision for Learning.*
A Professional Development plan was developed and implemented for 2021 that was informed by the Annual Goals. All staff engaged in a process of goal setting and review that was designed to be aligned to our annual goals. There was growth in this area, though it remains an area that continues to be developed. While the Vision of Learning was not completed, the Middle Leaders were widely consulted to ensure that all leaders in the college were aligned with the annual goals. Shared Professional Practice (SPP) Teams were established, and some teams were able to engage purposefully with the process.
- Diversity and Inclusion: *Goal-Develop and implement a model of inclusive education informed by the Vision for Learning.*
Professional Development was provided for staff to help promote a shared understanding of differentiation. This included a differentiated PD session that allowed staff with varying levels of confidence to group together to focus on ways to support students with differentiation. The Learning Enrichment staff, including ST:IE's and Learning Enrichment Officers, continued to work with teaching staff to support and differentiate for students with learning disabilities and learning difficulties. A range of differentiation strategies was made available for staff. This will continue to be an area of focus for 2022.

Future Outlook

Based on our BCE School Improvement Review at the end of 2021 an Explicit Improvement Agenda (EIA) was developed for 2022. The college EIA is to *Improve student learning growth through effective and consistent learning and teaching.*

The EIA will be achieved by addressing our two main priorities:

- *Catholic Identity*
- *Learning and Teaching*

Catholic Identity:

Catholic Perspectives are effectively embedded across the curriculum.

Our Impact – The Targets / Outcomes:

- Teachers at Chisholm Catholic College have a clear understanding of our Mission
- Consistency of practice and enhanced practice – teachers can confidently identify, articulate and embed Catholic Perspectives.
 - Share knowledge, model and support each other
- Teachers are confident in delivery of authentic Catholic Social Teachings – ‘teachable moments’ – so that students experience CSTs and recognise them in all aspects of life.
- Staff are able to articulate a Catholic worldview and values to the community.
- Staff use the Catholic Identity website while planning Unit Plans (ACARA framework).
 - Identify areas to embed Catholic Identity/Catholic Perspectives
- Authentic and relevant.

Learning and Teaching:

Consistently embed and utilise the Model of Pedagogy and effective engagement strategies in every classroom for sustained learning growth.

Our Impact – The Targets / Outcomes

- Staff have knowledge and understanding of the BCE Model of Pedagogy and consistently use the language in planning, collaboration and in the classroom.
- Lessons have calm and engaged students.
- Ownership of Student Learning ‘*My classroom – My students – Know thy Learner / Know thy Impact*
- Consistency of practice – Teaching @ CCC (a document that outlines what we believe and how we aim to teach
- Enhanced impact of teaching.
- Teacher engagement and satisfaction reflects quality of professional learning provided.
- Using different levels of feedback.
- Student Learning improvements.

Our School at a Glance

School Profile

Chisholm Catholic College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1006	474	532	17

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

Chisholm Catholic College is an inclusive school with a holistic approach that draws on a range of students with varied backgrounds, abilities and pathways. The majority of the students 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), St Rita’s (Victoria Point), and local State Primary schools – including Mt Cotton, Carbrook and Kimberly Park.

At Chisholm Catholic College the induction process is used to familiarise Year 7 students with our practices, the ethos and Charism of the College and school policies and procedures. The College continues to utilize a Vertical Pastoral Care Structure, and this assists our students to be active members of our community at any age. The College had 17 Aboriginal and Torres Strait Islanders students enrolled during 2021.

Curriculum Implementation

Curriculum Overview

Chisholm Catholic College offers both academic and Vocational Education pathways for students.

Religious Education is studied by all students from Years 7 to 12, with Years 7 to 10 utilising the BCE Religious Education Curriculum and Years 11 and 12 accessing the QCAA approved subjects of Study of Religion or Religion and Ethics.

Our Middle School Curriculum aligns with the Australian Curriculum, with the model for teaching and learning based on Visible Learning and the Brisbane Catholic Education Model of Pedagogy. The Middle School Curriculum is also designed to prepare students for the pathways offered in the senior school.

Our Year 11 and 12 students access learning from a diverse range of QCAA General and Applied subjects. We also offer a strong vocational pathway either internally or in partnership with external providers with our students able to undertake Certificate II and III Courses, as well as university subjects as part of student selection. A Diploma of Business is also offered. The flexibility of school timetabling arrangements allows students to access School-based Apprenticeships and Traineeships, TAFE in Schools and University programs.

The elective offerings at Chisholm Catholic College are dictated by students' choices and vary from year to year and cohort to cohort.

Our Sports Academy has an academic component and students in the Academy are expected to do their best academically and pastorally.

Extra-Curricular Activities

Co-curricular offerings are available across the College and cover a diverse array of academic, sporting and cultural pursuits.

The Library offers Book Club, Kids Lit Quiz, Reader's Cup, Somerset Writers Festival and the Brisbane Writer's Festival to the students.

The College has a STEM Program which is engaged in a variety of activities, both internally and externally organised.

The Sports Academy (SEDA) comprises the sports Netball, Rugby League, Soccer and Basketball, and offers first class coaching and competition for students.

Our students participate in Social Justice activities with Rosies, cards for Infin8 Care, the Sustainability Garden, as well as collections for Caritas (Project Compassion), St Vincent de Paul Society and Catholic Mission.

The Performing Arts offers:

- Dance Eisteddfod Teams
- Dance Troupes
- College Play and Musical
- Rock Band
- Strings and Vocal Ensembles.

The College offers a range of activities through its student committees, run by Student Leaders and students are encouraged to participate:

- Mission Committee: Project compassion, World Day of Prayer, Day of Social Justice, SVDP Appeals, Catholic Mission Appeal.

- Stewardship Committee: World Environment Day, Clean Up the School Day, Sustainability Garden
- Sport Committee: Sporting Carnivals, Come and Try Sport Activities, Lunchtime sport
- Cultural Committee: Come and Try Cultural Activities, Lunchtime performances and displays, Creative Arts Evening.
- Student Support Committee: Week of Wellbeing, Toast Tuesdays.
- Approaches to Learning Committee: Science Week, National Literacy and Numeracy Week activities.

A Student Representative Council (SRC), chaired by the College Captains and Middle School Captains met regularly throughout the year. SRC Representatives are drawn from all year levels, providing an avenue for Student Voice.

How information and communication technologies are used to assist learning

All students are provided a device with a cycle of updating every three years; this ensures that the quality and longevity of the device does not inhibit learning. Support is also readily available through the library, with an IT Officer available to assist with any concerns. This is further enhanced by a level of insurance to protect the student device should anything untoward occur.

All classrooms and buildings provide wireless connectivity and are equipped with either a data projector, large screen TV or panel.

Teaching staff have embraced Office365 applications for use in the classroom, particularly OneNote and Teams. Due to Covid-19, there were periods whereby learning was provided via these platforms. The manner with which staff and students engaged was very effective.

As a result of our continued engagement with online learning it has continued to be a focus when developing learning experiences within the classroom. The collaborative features allowing for feedback to be timelier and more effective.

Chisholm Plus⁺ is a platform unique to Chisholm Catholic College, providing staff, students and parents with information to assist with learning and communication. Homework can be submitted via this platform, communicating to both the student and parent of the requirements for the homework task. Both students and parents receive updates on progress three times a term; this has allowed students (and parents) to be more aware of their efforts. Chisholm Plus⁺ has also been enhanced to allow staff ease of tracking for students in the senior school (Years 11 and 12) and for both staff and students to track student progress around the introduction of a Middle Years Certificate of Education system in Years 7 to 9.

Social Climate

Overview

The College prides itself in its Pastoral Care of students. Through the vertical Pastoral Care and House structure, 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.

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.

The College welcome other faiths. We are explicitly Catholic in our observances and traditions, but respect and dialogue with other faiths. The College celebrates Mass to open the College academic year and the Graduation Mass gives thanks for the achievements during the year. At other times during the year, the College celebrates liturgies for Ash Wednesday, Holy Thursday, ANZAC Day and Chisholm Day. Each year level participates in a Retreat or Reflection Day to support their spiritual growth.

Our 'STRETCH' program continued in 2021, building on the opportunities previously provided to students. STRETCH is timetabled as 1 lesson per week, offering tailored learning that supports the developmental needs of each year group and is delivered in lessons that promote individual attention to student questions and issues.

Chisholm Catholic College is proud to be a registered school against Bullying and Violence and we celebrate the National Day of Action Against Bullying and Violence each year through a range of activities and promotions. 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 Anti-bullying Policy).

For those students who have difficulty feeling comfortable at school, our College Counsellors work closely with parents, staff and the community to ensure that these students can also find their place at Chisholm Catholic College.

Students are encouraged to develop Leadership skills and to be of service to the community. Formal Leadership positions are available to students in Years 9 and 12, representing the Middle and Senior Schools. In 2020, a Student Representative Council was added as part of the student leadership structure of the College and students of all year level are invited to apply as a representative for their House and PC Group. SRC Representatives are members of their House Committee and a College Committee.

Parent, Student and Staff Satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	94.5%
School staff demonstrate the school's Catholic Christian values	98.1%
Teachers at this school have high expectations for my child	94.6%
Staff at this school care about my child	95.9%
I can talk to my child's teachers about my concerns	93.5%
Teachers at this school encourage me to take an active role in my child's education	90.6%
My child feels safe at this school	97.1%
The facilities at this school support my child's educational needs	97.6%
This school looks for ways to improve	95.4%
I am happy my child is at this school	94.7%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	65.5%
I enjoy learning at my school	84.0%
Teachers expect me to work to the best of my ability in all my learning	95.0%
Feedback from my teacher helps me learn	89.7%
Teachers at my school treat me fairly	77.6%
If I was unhappy about something at school I would talk to a school leader or teacher about it	56.7%
I feel safe at school	84.1%
I am happy to be at my school	80.4%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	85.9%
School staff demonstrate this school's Catholic Christian values	88.2%
This school acts on staff feedback	73.2%
This school looks for ways to improve	94.1%
I am recognised for my efforts at work	76.7%
In general students at this school respect staff members	74.1%
This school makes student protection everyone's responsibility	97.6%
I enjoy working at this school	95.1%

'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

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 continues to function effectively, monitoring and feeding back to the College on all major areas of Learning and Teaching, Finance, and Buildings and Maintenance. They were able to give good direction in the communication of the College Goals for 2021. Efforts to build the Parents and Community Association in 2021 were more successful.

The College communicates with parents fortnightly via a college newsletter. General information about the College. Social Media is used to augment communication, ie. Facebook and Instagram.

The college reports on academic progress in April, June and December with Student-Led Conferences available at the beginning of Terms two and four. Parents are encouraged to communicate with staff members. Staff also contact parents to organise meetings for the development of plans for students whose learning or engagement requires specific, specialised or individual support.

Parents at the College are invited to various Parent Engagement sessions; however, much of the program was curtailed in 2021 due to ongoing COVID restrictions. Parents were invited to Community Mass once a month on a Thursday morning (where possible due to COVID Restrictions) and to the Graduation Mass at end of the year. Parents were also able to be part of other significant Masses and events via a live stream option.

A school officer was appointed to support Aboriginal and Torres Strait Islander students within the school through educational and cultural initiatives, and to build engagement with families. A Participation Officer employed by Brisbane Catholic Education also supports Aboriginal and Torres Strait Islander students and to build relationships between school and home. Families were invited to come together for a social activity during National Reconciliation Week and for the Indigenous Graduation at the end of the year.

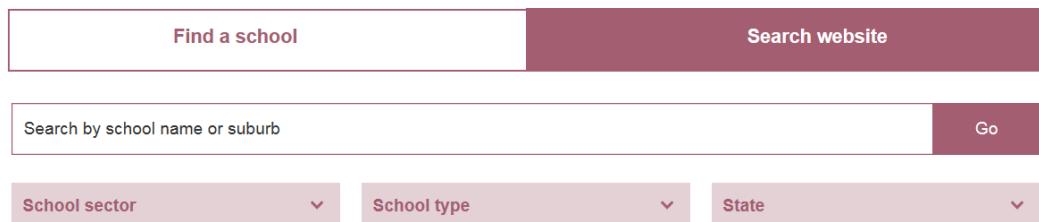
School Funding

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.

How to Access Income Details

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our Staff Profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	77	47
Full-time Equivalents	75.0	34.7

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	20
Graduate diploma etc.**	22
Bachelor degree	34
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional Development

The major professional development initiatives are as follows:

- Continued development of IT skills – particularly Teams and OneNote
- Professional Development to allow staff to maintain accreditation to teach in a Catholic School and to teach Religion in a Catholic School.
- Catholic Perspectives and Formation - Catholic Social Teaching
- Writing – whole school approach - Link with Write-Up
- Unit Planning – follow up
- Vision for Learning
- Data-informed differentiation
- Test Preparedness
- Goal Setting for staff
- Positive Behaviour for Learning (PB4L)
- Learning Enhancement and Learning Support – including NCCD

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff Attendance and Retention

Average Staff Attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.0%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 76% of staff were retained by the school for the entire 2021.

Performance of Our Students

Key Student Outcomes

Student Attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	92.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.4%

Average attendance rate per year level			
Year 7 attendance rate	94.5%	Year 10 attendance rate	91.9%
Year 8 attendance rate	92.0%	Year 11 attendance rate	92.9%
Year 9 attendance rate	91.4%	Year 12 attendance rate	93.3%

*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.

Apparent Retention Rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	91.4%

Description of How Non-Attendance is Managed by the School

Attendance is recorded via eMinerva or MAWA (online BCE attendance applications). Teachers mark rolls every lesson of the school day.

Parents notify the College (via phone/College Portal) of any student absences. Unexplained absences are treated most seriously; if a student is absent (and the parent has not notified the College) an SMS is sent. If a student is absent for 2 days, the Pastoral Care Teacher or Pastoral Leader will contact home.

If late, the student is expected to sign in electronically at Student 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.

Students can be legitimately absent from school, but the 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 – this information is noted on eMinerva (our Student Management database).

There are numerous initiatives intended to focus on positive attendance. For example, students with 100% attendance are presented at the Scholars' Assembly and other Assemblies; this is alongside academic effort and subject awards. Students are also eligible for a 'prize' each term, acknowledging their perfect attendance.

Regular communication via the Newsletter and Facebook is intended to promote an understanding of the importance of attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to Access Our NAPLAN Results

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.

7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Description	2021
Number of students receiving a Senior Statement	152
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	138
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	103
Number of students awarded a VET Certificate II or above.	102
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97
Number of students receiving an ATAR	67
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100

As at April 2021. The above values exclude VISA students.

Student Destinations

Post-School Destination Information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

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.

Early Leavers Information

Students who are early leavers are counselled usually with the Assistant Principal Curriculum and the Program leader for Pathways. Early school leavers usually are transitioning to study – usually TAFE – or work. In Years 11 and 12, we would see that these pathways would also become an option for students, as well as remaining enrolled in Years 11 and 12. Some students leave due to family or personal circumstances, such as moving away from the area or for employment.