

## 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 natural bushland, the College currently educates approximately 910 students. With the addition of year 7 to the school in 2015, and greater retention rates, the student population continues to grow. 2016 saw the commencement of construction on the new school funded Administration Building and this is expected to be completed in 2017. We completed plans for a refurbishment of the existing Library to make it suitable for a College of nearly 1000 students. 2016 was a year of intense planning for pastoral and curriculum offerings for years 10, 11 and 12 as we enter a new phase in 2019. Middle Leadership role holders went through a process of interim appraisal to prepare them for their end of Triennium appraisals in 2017. These were very successful and assisted Middle Leader is developing their understanding of the complexities of their role. In 2016, work was done to bring the Student Services together - VET and Careers, Learning Support and the Student Counsellors now share a building and students have easy access to the services they provide. We continued to delve into what it means to be a Catholic Dialogue School and developed our own Charism - telling the story of Caroline Chisholm and identifying her key characteristics to guide the development of our Charism Statement as we move into our 25th year in 2017.

### 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: 911 Girls: 440 Boys: 471

## 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 of the College and the school policies and procedures. The College has a Vertical Pastoral Care structure, which assists our students to become contributing members of our community. Staff are fully involved in this structure under the direction of the Pastoral Leaders and the AP - Staff and Students. The majority of the student cohort live within 5 kilometres of the campus. The College draws from the Catholic primary schools of St Matthews, St Edward the Confessor and St Peters. An increasing number of students come from the local state schools - Carbrook and Mt Cotton. Many of our students are experiencing financial disadvantage that may also be impacted upon by parent education levels. It is interesting to note that the number of students in the top quartile drops significantly from primary feeder schools, perhaps indicating that there are parents who choose not to send their students to Chisholm, something which we have hoped to change with more targeted marketing strategies in 2016, to emphasise the quality of our curriculum and pastoral programs. Chisholm Catholic College caters for a diverse range of students from many different ethnic backgrounds. 13% of the student population were born overseas. 35 students have a first language other than English. The College had 19 Indigenous students with 18 of these students identifying as Aboriginal but not Torres Strait Islander and 1 identifying as Torres Strait Islander origin.

## 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. 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, there are two College Counsellors who work closely with parents to ensure that these students can also find their place at Chisholm. 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. We regularly have lunch time, House and College masses in which students participate. Academic expectations are high, but support is high as well. Uniform and behaviour expectations are also high, but students meet these in the vast majority of cases and this makes for a calm and happy school.

## 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 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 Certificates II and III Courses as well as university subjects as part of student selection. 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 in some form. All laptops for students include a digital stylus. The stylus lets students think and naturally transfer their ideas into a form that can be shared and reviewed by others, aggrandising their teaching and learning experience while using a high level of ICT but without ICT obstructing it. Teachers plan in teams at CCC and work in open classrooms to give students access to the interventions they require and to the best teaching possible. Teachers follow the Australian Curriculum and explicitly teach using the gradual release of responsibility.

## Curriculum - our extra curricula activities

Basketball - all levels, Pacific District Cross Country and Athletics, Confraternity Rugby League, QISSN Netball, Catholic Cup Netball, Bill Turner Cup (Soccer), UHL Sport Cup (Soccer), District and SECA Championships Days (various Sports) District Representative Trials (various sports). Sport Academy training and matches (basketball, netball, rugby league and Soccer), Metropolitan and South Coast Finals (for qualifying teams), All Schools basketball and Touch. EALD 'Tutoring' every Wednesday morning (Learning Support). AVT Robotics club – (beginner to advanced robotics using lego mindstorm robots). AVT Film Club –(beginner to intermediate all stages of film development and ability to enter into contests). School Musical, Music: tuition plus Rock Band, Drum Line, Musical Band, Musical Vocal Solo, Musical chorus/Games Club, Chess Club. Wednesday after school tutoring science, maths, humanities and English. Other subjects by request.

## Parent, student and teacher satisfaction

A 2016 student survey explored Student satisfaction under the following headings: Love and Belonging, Self-Actualisation, Safety and Security, Physiological, Thoughts about our Class. The results lead to the direction for part of the 2017 Critical Challenge – Make School Happy. A significant number of our students indicated that school was only a Happy place to be sometimes. Our goal is to ensure we build on this and make school a happy place all the time. Anecdotal data reports that parent satisfaction is improving with fewer parent complaints and a more streamlined process for parent grievances also. Parents understand who they can speak to if they have an issue and they are doing this in a considered way. Parents have also been working well with Teachers and staff (much to the credit of our Chisholm Plus reporting site) to support their students much better than in recent years. Teacher satisfaction surveys are conducted bi-annually and indicate a high level of satisfaction. Any area that are low or falling are addressed in strategic planning.

## Parent engagement

CCC is proud of its connection and collaboration with parents when dealing with and resolving pastoral issues surrounding students. The “Parent Partnerships” document provides a clear scaffold for parents to follow regarding the avenues they can take following a student grievance. Teachers, Pastoral Leaders and Parents work collaboratively through various formats (e.g. student interventions) to support students in the difficulties they are facing. This solidifies the community and builds trust and co-operation. CCC shared first prize in the Leo Dunn Award for Parent Partnerships in 2016 because parent partnerships were built in many ways: 1. Parent communication via email - homework and newsletters, including the Principal's Friday update emailed directly to parents. 2. Student Led conferences - bringing parents, students and teachers together to discuss the progress their children are making. 3. Immediate follow up of concerns expressed by parents and resolutions to issues involving all parties.

## SCHOOL ACHIEVEMENTS

### **Achievements - progress towards goals**

Pastorally, the College saw overall improvement in student behaviour – response processes were formalised and were visible and transparent. Improved student monitoring (through the use of SBSS and BI tool) and improved support measures offered to students (Check in Check out/PB4L/Early interventions/Alternative Class Timetables). Improved sustainability of the college by limiting paper wastage and improving paper recycling – Paper recycling bins in every classroom/ Signs in toilets about conserving water and looking after our environment/ e – invitations to key events (where appropriate). Improved classroom instruction and classroom management – fewer RTC referrals. Academic Results improved which was reflected in NAPLAN reading and numeracy results. Writing was identified as an area of focus for 2017. The College completed its current Master Plan with the commencement of the construction of a new Administration Building and was successful in gaining a BGA to refurbish the Library. This project will begin in 2017.

### **Future outlook**

The Pastoral Goals for 2017 are in line with a major dimension of our Critical Challenge – Improving Student Writing. The Pastoral focus for 2017 is to Make School Happy. The College aims to achieve this by; Encouraging Positive relationships between and amongst staff and students, Student voice on Teacher/Student relationships, Staff self audit tool on student connection, PD on Essential Skills for Classroom Management – to foster calm and productive learning environments, Parent education on Teenage Depression and Mental Health, Staff PD offered for Mental Health First Aid and Student welfare initiatives. Academic on-site Professional Learning continued around DELT and the emphasis on the use of the High Yield Strategies has been our focus - using Learning Intentions and Success Criteria in every lesson, teacher observation and feedback, use of student voice and sharing professional practice groups and the Annual Review Process where teachers can focus on what they have achieved and the areas for improvement on which to concentrate in 2017. Our College Charism statement is due to be complete in 2017 and will link to our next Master Plan and Strategic Plan, which will tie to that of BCE.

## STUDENT OUTCOMES

Whole school attendance rate	93.00 %
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Prep attendance rate	%	Year 7 attendance rate	94.00 %
Year 1 attendance rate	%	Year 8 attendance rate	93.00 %
Year 2 attendance rate	%	Year 9 attendance rate	91.00 %
Year 3 attendance rate	%	Year 10 attendance rate	92.00 %
Year 4 attendance rate	%	Year 11 attendance rate	95.00 %
Year 5 attendance rate	%	Year 12 attendance rate	94.00 %
Year 6 attendance rate	%		

### Management of non-attendance

eMinerva, where attendance is recorded for each lesson. Parents to contact College if their child is absent. Follow up on explained absences and students are able to sign in electronically when they are late. Unexplained absences treated most seriously. Absences are reported to parents via SMS messages and also reported as part of the College end of term/semester reports. Students with unexplained absence of >20% receive a letter at the end of each term expressing concerns and students who have >95% attendance receive a letter of affirmation. Students can be legitimately absent for outside school reasons, 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.

### NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Grammar & punctuation				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	526.29	541.00	581.10	580.60
Writing	487.32	514.70	521.09	548.40
Spelling	530.37	542.90	569.29	580.30
Grammar & punctuation	514.33	540.20	557.60	570.30
Numeracy	533.50	549.50	574.66	588.80

### Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort	95.5 %
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### Outcomes for Year 12 cohort of 2016

Number of students receiving a Senior Education Profile	128
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	112
Number of students awarded one or more Vocational Educational Training (VET) qualifications	116
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	24
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	67
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	64.2 %
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	97.7 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	90.6 %

### 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	16	19

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
87	68	68

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 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	79	50
Full-time equivalents	74.27	31.64
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	1
Masters	15
Post Graduate Diploma/ Certificate	29
Bachelor Degree	32
Diploma/Certificate	2

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 6 669.00

The major professional development initiatives were as follows

Learning & Teaching-Hattie & Visible Learning, collaborative cultures & College Charism, PL New Senior System of Education, engagement with syllabus development, Pastoral Care, Student Behaviour PD, Rock & Water Program, Teaching staff participated in PL that contributed to accreditation.

**Average staff attendance rate** The staff attendance rate was 95.79 % in 2016.

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

From the end of the 2015 school year, 90.0 % of staff were retained by the school for the 2016 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/>

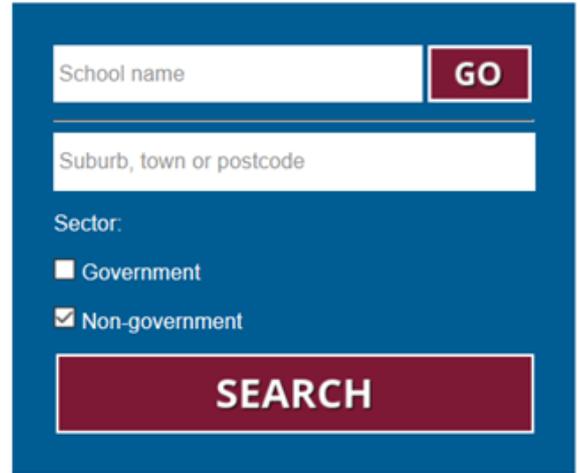
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

### Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the input fields, there is a 'Sector:' label followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.