Chisholm Catholic College, CORNUBIA

Annual Report 2019

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

CHISHOLM CATHOLIC COLLEGE
LIVE CHRIST'S CHALLENGE
CORNUBIA

Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

Our efforts to improve writing have been very pleasing. The goal set was quite lofty in that we sought to have 95% of students exhibit, on at least one occasion, their level of competence in writing. This was attained across all year levels.

Whilst we have indicated Not Achieved for embedding RSE within the HPE Curriculum, there was much progress towards being confident that this was present. Trial implementation within some year levels and units allowed our staff to confidently track an understanding of the elements of RSE.

The College's efforts to improve numeracy continues. The LAF Levels were used in 2019 to reflect positive growth in student competence and confidence. However, the measurement was quite challenging and though many students demonstrated the progression of 2 LAF Levels, we did not attain the 80% identified. Nonetheless, there was significant progress made.

In 2019, we reflected on the presence of the 8 Effective Classroom Practices and Responses, developing a stronger appreciation for Positive Behaviour for Learning. In reality, much of the year was about future planning, reviewing current and possible practices and processes, and adjustments made to the Student Behaviour Support Plan. A draft of the Student Behaviour Matrix was formed as part of this.

We continue to refine the quality of educational opportunities available to students. 2019 saw the commencement of the new Senior QCE Processes for Year 11 and the final year of OP Scores for Year 12. Our emphasis on ensuring that all students completed formal schooling with their QCE resulted in achieving almost 100%. Further, a significant number of students exited the College with a minimum of a Certificate II. OP results were the strongest we had seen in recent years.

Our staff committed to NCCD requirements, developing skills with regards to differentiation. This will continue to be a focus as we seek to support all students.

Student Leadership and Voice was reviewed. Phased improvements commenced in 2019, seeking to enhance: the way in which student leaders are formed, the selection process and how Student Voice was responded to.

In 2019, continued effort was made to respond to improving student attendance. Processes were reviewed, particularly with regards to families applying for leave, all aiming at increasing attendance to a very high 95%. Communication with students and families was sustained throughout the year, as well as proactively recognising student success for positive attendance all resulted in improved outcomes. Whilst we did not attain the goal, there was significant improvement on prior years.

Goal	Progress
Ensure that our College Mission, Vision and Values are visible and identifiable within the College, particularly College events.	In Progress
Implement Relationships and Sexuality Education.	In Progress
Embedding Catholic Perspectives within core curriculum areas.	Not Achieved
Promote staff spirituality and wellbeing through deepening our Catholic Identity.	In Progress
By the end of 2019, 95% or more of students in Years 7 - 10 will achieve at least 20/24 on the Writing Analysis Tool.	Achieved
Formulate a plan for the delivery of the RSE program by embedding Catholic perspectives across the HPE curriculum.	Not Achieved
By the end of 2019, 80% of students in Years 7 and 8 will show an improvement of 2 LAF levels in Numeracy.	Not Achieved
All (100%) students leave CCC with their QCE or a VET Qualification.	Achieved
Implementation of Engage for NCCD recording requirements and staff/parent communication log.	Achieved
Embed the effective classroom practices (PB4L) into every lesson.	Not Achieved
Develop and implement a professional learning plan.	Achieved
Improve the College's approach to implementing the digital capabilities provided by ACARA.	In Progress
Improve student attendance level to 95%-100%.	Not Achieved
Develop a Master Plan, informed by the publishing of an updated Community Report.	In Progress

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

In light of the success with writing in 2019, 2020 will seek to achieve consistency in students attaining the benchmark for writing across a variety of subjects and writing styles. This is a significant challenge as it will require that students demonstrate their capability and skill with differing contexts. The choice of goal will also identify where we are at with regards to writing/literacy across the College – is the teaching and learning equally consistent?

Numeracy will continue to be a focus; however, a more accurate measurement of progress will be used to benchmark progress. The use of PAT-M reflects student growth visibly and aligns with general progress within classes. The NuMa project will be reinforced through the presence of coaches and greater work on building teaching capacity in planning and lesson delivery.

The 8 Effective Classroom Practices and Responses will form a significant goal for 2020. This is a natural progression from 2019, seeking to clarify what Positive Behaviour for Learning truly looks like within our College. Further, the emphasis on the 8 Effective Classroom Practices and Responses also forms an opportunity to review and reaffirm the College's approaches to teaching and learning and Model of Pedagogy.

The embedding of Catholic Perspectives within the curriculum will also be a significant focus.

Modifications to the timetable, will allow for a reflection on the whole curriculum, particularly in Years 7-10. This will provide an opportunity to consider SET Planning processes and their effectiveness, as well as consideration to a similar approach to the Middle Years Subject Selection processes. Further, an opportunity

to modify the effectiveness of personal development/'life skills' lessons through the introduction of STRETCH across all year levels.

As a Catholic Dialogue School, we continue to find ways to incorporate the College's Charism into our celebrations, events and communication, and into staff PD.

2019 provided an opportunity to reflect on the College's energy management and consumption, undertaking the Energy Reduction and Management Plan (ERaMP) supported by Brisbane Catholic Education. The outcome of this will see the formation of new College Master Plan and a Laudato Si Action Plan in 2020.

Student attendance will again be a focus as we continue to seek excellence for all students.

Our school at a glance

School profile

Chisholm Catholic College is a Secondary Catholic College administered through Brisbane Catholic Education.

Coeducational or single sex: Coeducational

Year levels offered in 2019:   Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	873	410	463	10

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

Characteristics of the student body

Chisholm Catholic College is an inclusive school with a holistic approach that draws 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), and local State Primary schools – including Mt Cotton, Carbrook and Kimberly Park.

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 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 College had 10 Indigenous students with all of these students identifying as Aboriginal but not Torres Strait Islander.

Curriculum delivery

Approach to curriculum delivery

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

Our Middle School Curriculum aligns with the Australian Curriculum, with the model for teaching and learning based on Visible Learning. 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 Authority and Authority Registered subjects. We also offer a strong alternative 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. 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.

We offer a wide range of competitions and clubs in which students can be involved, in order to cater for all learning needs.

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

Co-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 Clubs, Kids Lit Quiz, Reader's Cup, Somerset Writers Festival and the Brisbane Writer's Festival to the students. The College has an e-STEAM Academy which is engaged in a variety of activities, both internally and externally organised. Further, a program for Talented and Gifted Students (Fastrack) exists so as to extend learners in the Middle Years. Every two years the College takes students to Queenstown, NZ to ski and we also take students to Japan every alternate year. The Sports Academy 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, 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.

How information and communication technologies are used to assist learning

All students are provided a device with a cycle of updating every 3 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 or panel. Teaching staff have embraced Office 365 applications for use in the classroom, particularly OneNote and Teams. This will continue to be a focus into the future as a consistent platform for online learning. Chisholm Plus+ is a platform unique to Chisholm Catholic College, providing staff, students and parents with information to assist with learning and communication. For example, homework can be submitted via this platform, communicating to both the student and parent of the requirements. Enhancements to Chisholm Plus+ are made as a result of feedback provided.

Social climate

Overview

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 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. 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. 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). 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, our College Counsellor works closely with parents, staff and the community to ensure that these students can also find their place at Chisholm Catholic College. The College welcome other faiths. We are explicitly Catholic in our observances and traditions, but respect and dialogue with other faiths.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	**2018**
This school helps my child to develop their relationship with God	86.8%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	82.4%
Religious Education at this school is comprehensive and engaging	89.8%
I see school staff practising the values and beliefs of the school	89.4%
This school looks for ways to improve	91.0%
The school is well managed	91.2%
My child is making good progress at this school	89.7%
This school is a safe place for my child	97.0%
This school helps students respect the needs of others	89.4%
Teachers and staff are caring and supportive	95.4%
Teachers at this school expect my child to do their best	93.0%
Teachers and staff relate to students as individuals	93.9%
The teachers help my child to be responsible for their own learning	87.1%
My child is motivated to learn at this school	85.7%
I can talk to my child's teachers about my concerns	89.4%
This school offers me opportunities to get involved in my child's education	84.8%
My child's learning needs are being met at this school	84.1%
I am happy with my decision to send my child to this school	88.1%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	**2018**
At my school, I can express my beliefs	65.7%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	82.1%
Religious Education at my school is interesting and engaging	36.4%
I see school staff practising the values and beliefs of my school	68.6%
My school looks for ways to improve	76.2%
Students at my school are encouraged to voice their concerns or complaints	74.5%
Teachers treat students fairly at my school	65.4%
Teachers recognise my efforts at school	73.4%
I feel safe at school	82.7%
My school helps me to respect the needs of others	87.9%
I am happy to be at my school	73.5%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	**2018**
This school helps me to develop my relationship with God	92.2%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0%
Religious Education at this school is comprehensive and engaging	86.2%
I see school staff practising the values and beliefs of this school	97.5%
This school is well managed	87.3%
My concerns are taken seriously by the school	79.7%
This school is a safe place to work	96.1%
This school has an inclusive culture	96.0%
This school has a culture of striving for excellence	90.1%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	96.5%
Overall, I am happy with my decision to work at this school	94.8%

# '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 functions well, monitoring and feeding back to the College on all major areas of Teaching and Learning, Governance and Finance, and Buildings and Maintenance. Efforts to build the Parents and Community Association in 2019 proved to be an ongoing challenge. The purpose and focus of the PCA was reviewed with the intention of increasing the effectiveness of this important group, as well as increase parental engagement. Parents at the College are invited to various Parent Learning sessions - such as cyber safety, 'How to Use the Parent Portal' and 'How to Manage Your Child's Device'. A Parent Program runs at the beginning of the year for 3 sessions and concerns working with adolescents. Parents are invited to community prayer each Thursday morning and to significant masses at the beginning and end of the year. Parents can volunteer in the Library and in Learning Support. The parent community has many opportunities for engagement.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home.

Chisholm Catholic College undertook the Energy Reduction and Management Plan (ERaMP) project in 2019. This included an extensive gathering of data on the College's carbon footprint, exploring the effectiveness of existing lighting, electrical and HVAC (air-conditioning). The project also offered advice as to potential ways in which energy usage could be improved. This information, along with undertaking consultation for a new Master Plan, will form the basis for compiling a Laudato Si' Action Plan.

Already, HVAC that can be managed by central controls have been modified in response to the findings of the ERaMP project. This ensures that the systems are used efficiently. Also, costings for transitioning all lights to efficient LEDs was explored for possible inclusion in 2020.

Environmental footprint indicators	
Years	**Electricity kWh**
2019	323764

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 our 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.

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	73	44
Full-time Equivalents	69.8	30.7

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	14
Graduate diploma etc.**	25
Bachelor degree	30
Diploma	1
Certificate	0

*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 2019 were $93,693.00.

The major professional development initiatives are as follows:

*   Preparing for the new Senior system – writing Units, etc.
*   Learning Enhancement and Learning Support - including 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
*   Support for Pastoral Area of the College
*   Professional Development to support implementation of the NuMa Project.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.7%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 84% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	89.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.4%

Average attendance rate per year level			
Year 7 attendance rate	92.0%	Year 10 attendance rate	86.2%
Year 8 attendance rate	91.1%	Year 11 attendance rate	90.4%
Year 9 attendance rate	89.3%	Year 12 attendance rate	89.7%

*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 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	94.3%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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 contacts 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.

NAPLAN

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	556.8	546.0	577.6	580.4
Writing	512.5	513.2	554.4	548.9
Spelling	557.0	545.6	578.9	582.3
Grammar and punctuation	552.7	541.7	565.4	573.2
Numeracy	561.1	554.1	580.0	592.0

Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	70
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	69
Number of students receiving an Overall Position (OP)	34
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	53
Number of students awarded a VET Certificate II or above.	53
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	88%
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.	98.6%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	98%

As at March 2019. The above values exclude VISA students.

Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	23.5%	32.4%	32.4%	11.8%	0

As at March 2019. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	1	59	49

As at March 2019. The above values exclude VISA students.

Students at Chisholm Catholic College have the opportunity to complete Vocational Education and Training in a wide range of areas.

The following courses are offered at Chisholm Catholic College:

- BSB30115 Certificate III in Business
- CUA31015 Certificate III in Screen & Media
- SIT20116 Certificate II in Tourism
- CUA20715 Certificate II in Visual Arts
- SIS30315 Certificate III in Fitness incorporating SIS20115 Certificate II in Sport & Recreation (Delivered by Binnacle Training RTO 31319)
- MSF20516 Certificate II in Furniture Making Pathways (Delivered by TAFE QLD Skills Tech RTO 31396)
- HLT33115 Certificate III in Health Services Assistance incorporating HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services (Delivered by Connect 'n' Grow RTO 40518)
- SIT30616 Certificate III in Hospitality with SIT20316 Certificate II in Hospitality embedded (Delivered by Training Direct Australia RTO 32355)
- BSB50215 Diploma in Business (Delivered by Barrington College RTO 45030)

Students also engage in training through TAFE and other registered training organisations (RTOs) in areas such as Beauty, Construction, Hairdressing, Automotive and Electrical.

Student destinations

Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

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.

The report will be available at: http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Generally, the majority of students will move from Year 10 into Year 11. However, reasons for a student who may leave school would include: enrolling at TAFE, undertaking a full-time Traineeship/Apprenticeship or enrolling at one of the Trade Colleges.

In Years 11 and 12, we would see that these pathways would also become an option for students, as well as full-time employment.

Some students leave due to family or personal circumstances, such as moving away from the area or for employment.