



St John Fisher College
BRACKEN RIDGE
goodness • knowledge • discipline

**St John Fisher College,
BRACKEN RIDGE**

Annual Report 2021

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



**Brisbane
Catholic
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teaching • challenging • transforming

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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.

St John Fisher College is a Catholic college that demands the best – the best of the girls and the best of the staff in all their pursuits. We ask the girls to go far and do their best, to see more and question every possibility, and to reach further in the pursuit their dreams. St John Fisher College has a holistic approach to education promoting the girls' spiritual, social, emotional and physical growth along with their academic learning. It is a vibrant community where girls are encouraged to become fully involved in the life of the College. We share and celebrate the gifts and talents of all members of our community.

Each year the College sets a theme in conjunction with the student leadership body. In 2021, our theme was "Small Act, Big Impact". Our focus was on the little things we can all do to make life better for others, as well as the small steps we can take in our learning journey that will pay off for us in the long run. 2021 was also a significant year as it was the 40th birthday of the College. We have certainly grown a lot since those first students commenced here in 1981.

After the significant pivot to online learning in 2020, we had hoped 2021 would be smoother sailing but unfortunately, 2021 had its own challenges. We decided to focus on the things in our learning environment that we could control.

St John Fisher College is a Catholic secondary girls' college administered by Brisbane Catholic Education. It is located in Bracken Ridge, an outer northern suburb of Brisbane and attracts students from approximately 35 primary schools across a wide area of the northern suburbs. Buildings are single level with extensive grounds and gardens and the College is well resourced across all areas. Academic learning is very important, and a holistic approach to education means that each student's spiritual, social and emotional growth is promoted. The College has a model of vertical pastoral care groupings and a curriculum designed to meet and extend their needs and abilities. Girls are strongly encouraged to become involved in the extensive co-curricular program of the College and share their gifts and talents with the wider school community. The College has a strong emphasis on performance and culture, with sport also an important part of college life. St John Fisher College has developed strong community links in the local area.

School progress towards its goals in 2021

Our primary goals were on improving literacy and numeracy outcomes and we were successful in both of those as evidenced by our strong growth in NAPLAN results and our strong ATAR results.

We invested time and money into programs to better support the teaching of literacy and numeracy across the College with a focus on the junior years. Literacy and numeracy are foundational skills that all students need to be strong in in order to live their life to the full. To this end we implemented our

Write that Essay (now called Writers Toolbox) writing program along with our Crunch That number numeracy coaching program. Our data shows that these 2 programs are having a significant positive impact on the learning growth of our students with more than 60% of our Yr 9's experiencing more than average growth in NAPLAN. We had improvements in all domains with a significant shift in our mean scaled scores.

Our newly formed Inclusion group met regularly and engaged in activities designed to foster inclusion across a range of areas including race, gender and disability.

We had 3 of our staff commended in the annual BCE Excellence in Learning and Teaching awards. They are Michele Tillack, Curriculum Leader for Design Technologies & HPE for Excellence in Learning and Teaching, Shari Dows, Library Assistant for Excellence in Supporting Learning and Teaching and Peter Sultana, our Business Manager, receiving a commendation in the Archbishops Community Spirit award. These staff are typical of our SJFC staff who regularly go above and beyond their job descriptions for the students at the College

The highlight of the year in promoting our Catholicity was our French mass where the head of the Catholic Church in the Archdiocese, Archbishop Mark Coleridge, lead the mass in French on Bastille Day –a wonderful celebration of our Catholicity, as well as learning and teaching. The successful embedding of our French program in the College seems assured.

The College undertook a building program in 2021 with our Hospitality and Design precinct, 'Mercedes', (Latin for mercies) being constructed in the latter part of the year.

Future outlook

Our goals for 2022 are as follows.

To continue to improve student outcomes in literacy and numeracy with a particular focus on NAPLAN in Years 7 and 9.

- 85% of students to be at or above NMS+1 in all domains in Years 7 and 9 NAPLAN.
- Processes to incorporate planning for differentiation.
- Coaching program in numeracy, Crunch that Number, continued for staff in Years 7 to 10 Mathematics.
- Teacher and Teacher Aide participation in Writer's Toolbox workshops and coaching to continue.
- Focus on text structures, paragraphing and vocabulary through the teaching of WTE strategies.
- PLCs developing goals and norms, with an overall focus on student growth.

We will review and renew the Personal Social Development (PSD) program which connects to emotional, social and spiritual development of the individual student.

- Consideration of the Australian Curriculum's Personal and Social Capability.
- Consultation with the College's HPE curriculum, religious life and calendared special events.
- Alignment with the SJFC story and context.

We will embed the lived experience of St John Fisher and Catherine McAuley into the lives of our staff and students.

- Seek opportunities to bring the stories to life, for example, St John Fisher Day.
- Naming of awards in honour of St John Fisher's academic achievements.
- Focus on College values, integrity, excellence and service, and the meaning behind them.

Our school at a glance

School profile

St John Fisher College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Girls only

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	598	598	0	24

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

St John Fisher College is a girls' school with an inclusive enrolment policy. The girls come from the full range of socio-economic backgrounds from over 30 primary schools. Feeder school include:

- St Joseph's School Bracken Ridge
- St Kieran's Brighton
- Sacred Heart School Sandgate
- Holy Spirit Bray Park
- Bald Hills State School
- Norris Road State School
- Northlakes State College
- Aspley State School
- Aspley East State School
- Sandgate State School
- Bracken Ridge State School.

Approximately half of the student body is Catholic. Increasingly the students are drawn from non-European backgrounds which adds a great diversity to the community. Just over 4% of the students identify as First Nations with almost 6% coming from a language background other than English.

Curriculum implementation

Curriculum overview

St John Fisher College offers a broad range of curriculum opportunities that cater to the range of diverse learners in our community.

Students in the Junior Years study the following subjects under the Australian Curriculum, Assessment and Reporting Authority (ACARA) and BCE guidelines: English, Mathematics, Science, Health and Physical Education, Humanities and Social Science, Economics and Business, Visual Art and Music, French, Design Technology - Food Specialisation, Materials and Technologies, Religious Education, Pastoral Care. Additional Literacy and Numeracy classes are provided to all girls in Year 7 and 8.

Students in the Senior Years select a choice of study for their Senior Years of Study based on their pathway into university, tertiary studies including TAFE, or the wider world of employment e.g. apprenticeships / traineeships or certificate qualifications. General Subjects offered include Biology, Business, Chemistry, Design, Digital Solutions, Drama, English, Food and Nutrition, French, Legal Studies, Mathematics General, Maths Methods and Specialist Maths, Modern History, Music, Physics, Study of Religion and Visual Arts. QCAA Applied Subjects include Essential English, Essential Mathematics, Hospitality Practices, Religion and Ethics, and Visual Arts in Practice.

Extra-curricular activities

The College runs a very broad range of co-curricular activities including:

- Instrumental music – wind, brass, percussion, strings, piano, guitar
- Concert Band
- String and guitar ensembles
- Drum Corps
- Choir
- Theatre Sports (where the team made the state finals in 2021)
- Interact Social Justice Club
- Maggie’s Café (formerly Kolega café)
- Greedy Readers Book Club
- Scribblers Writers Club
- Dance Troupe
- ‘Unplugged’ music on Fridays
- Art club
- Science club
- Girls Write Now Literary festival
- Homework Club
- CaSSSA sport – swimming, cross country, athletics
- Netball, basketball, soccer, volleyball, AFL, Touch Football, Indoor Cricket
- QISSN netball, and various netball carnivals.

How information and communication technologies are used to assist learning

All students are issued with a laptop as part of their enrolment into the College. There is reliable Wi-Fi connectivity through the grounds, and an IT department to assist with any issues. Microsoft Teams is widely used by staff and students, and this has been very helpful with the various off campus learning occasions that occurred in 2021 due to the continued impact of the pandemic. Staff and students continued to develop their expertise in the use of One Note.

Facebook and Instagram are regularly used as a tool of communication to families sharing good news stories with our families.

Social climate

Overview

The College maintains a strong focus on holistic education with a focus on the academic, spiritual, social, cultural, sporting and moral development of students. We pride ourselves on the quality of pastoral care, both formal through our structures and informal through our care of the students. It is our PC family groups where senior students help to orient and support younger ones to ensure that all students appreciate and practice the importance of caring for others. Special care is given to Year 7 students in helping them to make the transition from primary to a busy secondary school. The pastoral care responsibility of Pastoral Care Teachers is supported and made complete by a network which incorporates House Deans, Curriculum Leaders, Guidance Counsellor, Support Teacher–Inclusive Education and the College Leadership Team who work together with parents to provide an infrastructure which aims to support each student in our community. All girls are encouraged to follow the St John Fisher Way of relating to others as well as the John Fisher Ways of Learning. Students are actively encouraged to become fully involved in the life of the College through their areas of current interest as well as exploring new areas. The students are encouraged to share their gifts and talents with the community. That may be in sport, cultural pursuits, public speaking or the various subject related clubs available.

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	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	99.2%
School staff demonstrate the school's Catholic Christian values	98.4%
Teachers at this school have high expectations for my child	96.2%
Staff at this school care about my child	97.0%
I can talk to my child's teachers about my concerns	94.0%
Teachers at this school encourage me to take an active role in my child's education	89.6%
My child feels safe at this school	97.0%
The facilities at this school support my child's educational needs	97.8%
This school looks for ways to improve	96.0%
I am happy my child is at this school	96.3%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	63.9%
I enjoy learning at my school	82.3%
Teachers expect me to work to the best of my ability in all my learning	97.2%
Feedback from my teacher helps me learn	94.3%
Teachers at my school treat me fairly	82.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	55.2%
I feel safe at school	86.5%
I am happy to be at my school	77.2%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	89.6%
School staff demonstrate this school's Catholic Christian values	97.0%
This school acts on staff feedback	87.3%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	83.6%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	98.5%
I enjoy working at this school	100.0%

[#] '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

SJFC values its partnership with our parents and caregivers, and we continue to develop ways of fostering this relationship.

Our partnership is developed through

- Parent information evenings on various topics such as the QCE for seniors. This was again conducted online in 2021
- Parent presentations on topics of interest such as parenting daughters
- Tuckshop and Uniform shop volunteers
- Sporting coaches and team managers
- Learning Conferences with parents and girls to discuss progress and achievement. These were conducted online in 2021.
- Celebrations such as Mother's Day and Father's Day, (with reduced numbers due to social distancing requirements at the time of these events)
- Aboriginal family involvement increased with the employment of a Cultural Liaison Officer who identifies as Aboriginal
- College newsletter and Facebook page to share news and events
- Parent satisfaction survey run by BCE every 2 years gives feedback to the College.

With the pandemic changing so much of College life, our engagement with our families also changed. Online information events suit many of our busy parents though we still host in person events.

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.

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.

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	53	37
Full-time Equivalents	50.0	18.4

*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	13
Graduate diploma etc.**	20
Bachelor degree	20
Diploma	0
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 in 2021 were as follows:

- Write That Essay (now Writer’s Toolbox) professional learning and coaching for staff and for students
- Numeracy coaching program to enhance engagement of students in Maths, for Maths teacher on a weekly basis
- Resilience for girls with Dr Justin Coulson
- First aid and CPR training for staff.

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	96.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	93.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.8%

Average attendance rate per year level			
Year 7 attendance rate	95.2%	Year 10 attendance rate	93.1%
Year 8 attendance rate	92.6%	Year 11 attendance rate	94.1%
Year 9 attendance rate	92.3%	Year 12 attendance rate	90.7%

*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.

Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	93.0%

Description of how non-attendance is managed by the school

Attendance is marked for all students each morning during Pastoral Care classes by the Pastoral Care teacher. Attendance is then marked for each lesson for all subject classes throughout the duration of the school day by individual class teachers. The Student Reception school officer checks the PC rolls have been marked by 9.15am and unexplained absences are then followed up with an SMS to the Main Contact on our system. The Student Reception School Officer checks the subject rolls three times a day to check rolls are marked and follows up with an email to the relevant teacher if they have not been. The subject teacher corrects any errors in the class roll. The Assistant Principal Wellbeing will be advised of unmarked or incorrectly marked rolls. If a student has been previously marked Present at school but they are not in class, the subject teacher will phone Student Reception to advise that the student is not present. The Student Reception School Officer will inform an available staff member of the Pastoral Care team that the student is missing from class. They will then attempt to locate the students who will be dealt with according to behaviour support policies.

The College has a strong pastoral care system with regular 'check ins' for students who may struggle with attendance. Regular and clear communication with home is also a feature. A focus on an engaging curriculum, and high expectations also supports our above BCE average attendance rate.

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

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.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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

[View School Profile](#)

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a white background and a downward arrow.

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	100
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100
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).	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	62
Number of students awarded a VET Certificate II or above.	50
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	100
Number of students receiving an ATAR	57
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	97

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

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

- Continue their education at TAFE or other high schools
- Family relocation causes interstate and intrastate movement with an increase of this in 2021 due to the pandemic.