

School Name Chisholm Catholic College

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Principal's Foreword

Introduction

Chisholm Catholic College is a single campus co-educational secondary College located at Cornubia on Brisbane's southside. Established in 1992 and set in natural bushland, the College currently educates approximately 900 students. With the addition of year 7 to the school in 2015, the student population continues to grow. 2015 saw the commencement of planning for a new school funded Administration Building and this is expected to be completed in 2017. We also began to plan for an extension to the existing Library to make it suitable for a College of nearly 1000 students. 2015 was a year of intense planning for pastoral and curriculum offerings for year 7 and 8 and the planned Middle Leadership structure has been put into place. We also began to plan for the changes to the Senior Curriculum to be introduced in 2018. We restructured our Leadership Roles, including a Senior School AP and the role of College Organiser was allocated to a most competent School Officer. In 2015, major works were done on attractive shade and seating areas for students, especially our year 7 students, we expanded the sports academy and we delved more deeply into what it means to be a Catholic School, engaging once again with the Leuven Project. We pride ourselves on being an inclusive community offering a rich variety of educational experiences to cater for the diversity of interests and abilities of students at our school.

School Profile

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 924 Girls 444 Boys 480

Characteristics of the student body

Chisholm Catholic College is situated in the Logan corridor, a major growth area for the greater Brisbane region. 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. This is an area we have been aiming to address in 2015 with a higher quality curriculum and pastoral care 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.

Our distinctive curriculum offerings

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

Our Middle School Curriculum is based on Visible Learning and all our classes use SOLO Taxonomy as their pedagogical basis.

We offer a wide range of competitions and clubs for students to be involved in, in order to cater for all learning needs, Cogmed is used with Learning Support students.

We offer a strong alternative pathway in partnership with external providers and our students undertake Certificates I, II and III Courses as well as university subjects as part of student selection.

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

All staff members are expected to utilise collaborative technology in the classroom in some form, whether it be making the classroom notes available to students all the time or creating Moodle assignments/quizzes which can be graded online and provide instant feedback to students while not over bearing staff with learning new IT applications.

All new laptops for students will include a digital stylus. Students are proactively engaged to draw diagrams, write Cornell notes, draw mind maps and explain their ideas without having to master new applications. 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.

Extra curricula activities

Extra curricular activities at Chisholm Catholic College include opportunities to participate in sport, cultural activities, academic extension activities and service programs. In 2015 students had opportunities to participate in sporting activities including the QISSN Netball competition, the Rugby League Confraternity Cup as well as additional fixtures for Soccer and Basketball organised with other colleges in the local area. Cultural activities included a College Musical production of "Wolfstock." This involved a 3 month rehearsal schedule and 3 performance nights at the Kingston Butter Factory. Moreover, a Creative arts evening was staged with students showcasing their skills and abilities across the curriculum areas of Music, Art and Drama. Furthermore, students were able to volunteer and perform at a College concert performance on Caroline Chisholm Day. In addition to these activities students keen to demonstrate their creative thinking skills participated in the OPTI Minds Competition, performing admirably against other local schools in the region. In regard to service learning opportunities, students participated in the St Paul's Tutoring Program and the St Vincent de Paul Sleep out, hosted at the College.

How Information and Communication Technologies are used to assist learning

Chisholm's goal is to use ICT within the college to effectively foster the educational benefit of the teacher / student relationship in house and extend this beyond the classroom by collaborating in a meaningful manner with the aid of ICT. Teaching and learning is Chisholm's main focus and ICT's role is to enhance teaching and learning without hindering teacher's classroom contact with students. Each teacher has their own individual teaching style and ICT needs to complement this. ICT tools, such as Moodle and Microsoft Class notebook, are flexible and can be used in many different ways. Advanced users are creating class notebooks with rich content that students can consume externally while hand writing notes with their digital stylus which their teacher can annotate over / mark / provide feedback in real time. Chisholm offers:

- * One-to-one laptop program - monitored by AB TUTOR
- * All curriculum software available on laptops
- * Use ebooks, etextbooks and subject applications
- * Interactive projectors with subject specific applications
- * Use of Learning Management System for learning materials - Moodle
- * Use of communication tools to transfer student work to and from school and for communication with the teacher
- * 3D Modelling and Printing
- * Use of One Note to record lessons and to share information between staff and students
- * Vimeo used for video tutorials
- * Data projectors and internet wireless access in every classroom
- * Filming used in some subjects to record lessons for revision and for flipped classroom use
- * Extra-curricular clubs for extension of student' skills in ICT including Robotics, Filma and Media, Animation and Video
- * Game Design

Social climate inclusive of pastoral care and our response to bullying

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. This process continues throughout the students' time at Chisholm via the various Assemblies (College, House, Year Level). The Vertical Pastoral Care structure 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. College Staff work proactively to reduce the likelihood of bullying and respond quickly and deal with this in a direct manner once informed. Throughout the year, our pastoral care lessons contain education around positive relationships, care of others and appropriate responses to bullying. Issues of inappropriate behaviour and interactions are dealt with quickly and fairly in a confidential manner. We encourage our students to report quickly any such incidence (this can be done in person or via the Chisholm Watchbox) and we welcome parent involvement in this process also.

Parent, student and teacher satisfaction with the school

A high degree of teacher satisfaction has been maintained in 2015, as indicated in the 2104 surveys. These indicated a few areas where improvements could be made, such as the introduction of clear planning and goal setting. All areas requiring improvement have been addressed in 2015 planning, with staff setting clear goals and Middle Leaders completing Annual Operational Plans. 2015 saw the first Annual Review Meetings, which were a positive and affirming experience for staff. Some staff were suggested areas of PD they might engage with to address any areas for improvement. The college also has a cycle of review of goals and performance each year, culminating in external review every five years. During this process feedback is sought from parents, through the College Board and the Parents and Friends Association. There are also other avenues for parent feedback after things like information nights and Parent Teacher Student interviews.

Information is gathered on Open Days, Orientation days and other evenings. And feedback is generally positive, with any comments to the contrary being addressed in future planning. The vast majority of students and parents value the education at Chisholm Catholic College.

Parent involvement in their child's education

Parents are involved in a variety of ways in the education of their children. We are among the most prolific users of the parent portal rather than newsletters. We keep the communication flowing to parents. There are also those conventional methods of involvement - the Parents and Community Organisation and the Board. Parent information evenings are conducted regularly along with the twice-yearly parent/teacher/student interview sessions - where students must accompany their parents. Parent contact is frequent and encouraged through direct email or telephone contact, parents are made aware of the email addresses of all staff at the college. Parents are contact with positive feedback as well as negative. Parents are integral to the wrap around meetings involving students, parents and senior staff members in determining appropriate pathways and the formulation of the Senior Education and Training Plans.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	73	37
Full-time equivalents	68.37	25.14
Aboriginal and Torres Strait Islanders		1

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	1
Masters	9
Post Graduate Diploma/Certificate	28
Bachelors Degree	31
Diploma/Certificate	4

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 38 444.06

The major professional development initiatives were as follows

Major Professional Development Initiatives in 2015 were:

- * Learning and Teaching - Hattie and Visible Learning, Michael Fullan and Lyn Sharratt
- * On-site Professional Learning in using Moodle, using One Note, Inspired and Passionate Teaching, Visible Learning
- * Subject specific and departmental Professional Development and Professional Association PD fully supported.
- * The Principal went to Leuven with the BCE Group with a view to re-connecting with the Leuven Project- which had not been addressed since 2012
- * Pastoral Care and Student Behaviour PD included the Check In/Check Out Process and a review of RTC
- * All staff participated in 5 hours of Professional Learning that contributed to their accreditation to teach in a Catholic School

School Income by Funding Source

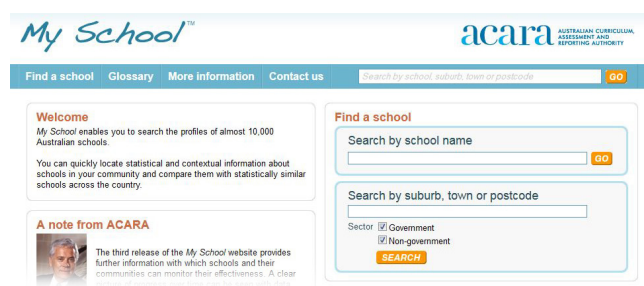
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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.



Average staff attendance rate

The staff attendance rate was 95.82 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 96.4 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	92.00 %
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Prep Attendance Rate	%	Year 7 Attendance Rate	94.00 %
Year 1 Attendance Rate	%	Year 8 Attendance Rate	93.00 %
Year 2 Attendance Rate	%	Year 9 Attendance Rate	90.00 %
Year 3 Attendance Rate	%	Year 10 Attendance Rate	91.00 %
Year 4 Attendance Rate	%	Year 11 Attendance Rate	91.00 %
Year 5 Attendance Rate	%	Year 12 Attendance Rate	90.00 %
Year 6 Attendance Rate	%		

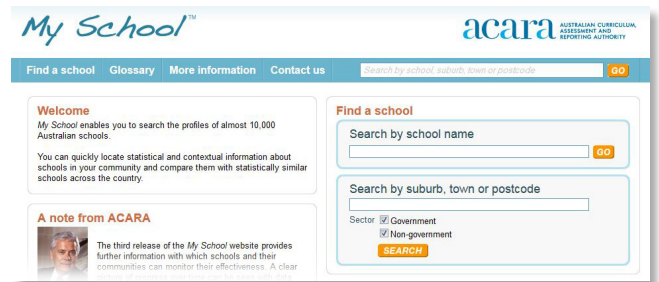
Policy and practice to manage student attendance

The College has invested in an attendance program where attendance is recorded for each lesson of the school day. Parents are required to contact the College if their child is absent (this can be done via the parent portal or our absentee line). Processes are in place to follow up unexplained absences and students are able to sign in electronically when they are late, ensuring that we can always keep track of who is onsite at the College. Unexplained absences are treated most seriously. Student absences of greater than 10 days of consecutive schooling, where parents were taking students on holiday were diligently reported to the Department of Education as required, for pre-approval. Student absences are reported to parents daily via SMS messages and the absences are also reported as part of the College end of term/semester reports. In addition, students who have an unexplained absence of >20% receive a letter at the end of each semester expressing concerns and students who have 100% 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. Sometime students go to TAFE or to school based apprenticeships or pursue other Tertiary options. The teacher takes such absences into account, but the student is required to make up the work missed. Electronic communication has made this relatively easy.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.	92.0 %
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Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	137
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	72
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	33
Number of students awarded one or more Vocational Educational Training qualifications.	119
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	128
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	61.1 %
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.	97.8 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	86.6 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
12	18	14	28	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
70	67	56

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.