



Chisholm Catholic
College, Cornubia

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

Chisholm Catholic College is a Catholic learning faith community where we: * promote peace * provoke learning * pursue possibility

Mission

Our Mission is to LIVE CHRIST'S CHALLENGE. We believe that each person in the community has the ability to positively influence the lives of others.

Values

Our Values are: Faith, Ambition, Commitment, Integrity, Love and Mercy.

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

Chisholm Catholic College is a single campus co-educational secondary College located in Cornubia on Brisbane's southside. Established in 1992 and set in a natural koala corridor, the College currently educates 880 students. 2018 saw the College surpass our SMART Goal to improve student writing and make considerable progress in reading targets – this was a significant success within our community, reflecting the effort of our staff to develop Literacy. A Gifted and Talented program, Fastrack, was implemented and the students achieved considerable success in sport and cultural endeavours. Our College Charism was further developed, and staff and students are becoming increasingly familiar with Caroline Chisholm and all her wonderful traits.

School Progress Towards Its Goals in 2018

Strong Catholic Identity

1. Building a sustainable future.
<ul style="list-style-type: none">• Visibly commit to the principles of Laudato Si.
<ul style="list-style-type: none">• Apply the resources of the College in a targeted manner.
<ul style="list-style-type: none">• Employ evidenced-based decision making to better respond to the needs of our community.
2. Building a Sustainable Future (Targeted use of School Resources) – A Culture that promotes learning.
3. Strong Catholic Identity Sustain and enhance contemporary Catholic identity.
<ul style="list-style-type: none">• Embed our Chisholm Charism within our school and community.
4. A contemporary Catholic perspective is identified in KLAs and being embedded within the school.
5. Data concerning religiosity is being utilised to inform RE curriculum.
6. Sustain and enhance contemporary Catholic Identity in the school.
7. Develop programmes and practices which explicitly articulate the nature and purpose of Catholic Schooling and link Chisholm to our namesake, Caroline Chisholm.

Excellent Learning and Teaching

1. Advance student progress, achievement and well-being by:
<ul style="list-style-type: none">• Using data driven targets.
<ul style="list-style-type: none">• Building a culture of continual professional improvement.
2. Develop teaching staff who are experts in their field in which they plan, teach and evaluate, with very high levels of pedagogical knowledge and skill.
3. Expert teaching team Systematic curriculum delivery
4. Differentiated teaching and learning
5. Excellent Learning and Teaching Advance student progress and achievement by:

- Using data driven targets Developing a teaching staff who are experts in the field in which they plan, teach and evaluate, with very high levels of pedagogical knowledge and skills.

6. Excellent Learning and Teaching Support all students and their families and recognise their dignity, differences and possibilities so they can full flourish.

7. Building a sustainable future Employ evidence-based decision making to better respond to the needs of the community

8. Excellent Learning and Teaching Build a culture of continual professional improvement

9. Excellent learning and teaching Supportive, innovation, curiosity and inquiry.

Building a sustainable future

1. Communicate with Parents regularly to engage them as partners in the school's improvement.

2. Strong Catholic Identity Recognise and enhance the good and beautiful in the students at our College – each student is “Shaped in God’s own image and likeness” Genesis 1:27.

3. Building a sustainable future Employ evidence-based decision making to better respond to the needs of the community.

Future Outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in:

The College has set a target of 95% of students achieving at least 20/24 on the writing task in 2019. We believe, by further professional learning, we will be able to meet and sustain that goal. Within Numeracy, the College is participating in the NuMa project, and will focus on developing student success in Mathematics and Numeracy across Years 7 to 9.

Our Year 11 students will have commenced study within the new Senior System and will therefore be a focus of ongoing review and reflection, supporting students and staff with the transition. We will continue to support our Year 12 students, to ensure their choices maximise outcomes for the whole cohort in 2019.

Work has been done with BCE staff to focus on what the data available to us is showing and how to use that data to drive improvement. This will also guide the development of a new Master Plan that will allow our College to continue to grow, meeting the needs of our students and community. Another specific element is the emphasis on embedding Positive Behaviour for Learning (PB4L) practices, transitioning from the Responsible Thinking Process/Classroom (RTP/RTC).

As a Catholic Dialogue School, we continue to find ways to incorporate the Catholicity and inclusive nature of the school into the every day life of the College. The Charism is incorporated into every year level and every assembly and into staff PD. Everyone at Chisholm Catholic College can tell you something about Caroline, who she was and what this means to us as a College. We continue to work on these goals.

Our School at a Glance

School Profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2018: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	875	423	452	13

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

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 and Charism of the College and the 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 majority of the student cohort 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. Some of our students are experiencing financial disadvantage that may also be impacted upon by parent education levels. Approximately 11% of the student population were born overseas and 46 students have a first language other than English. The College had 13 Indigenous students with all of these students identifying as Aboriginal but not Torres Strait Islander. The College has a number of refugee students and students in State Care.

Curriculum Delivery

Approach to Curriculum Delivery

Chisholm Catholic College offers both academic and Vocational Education pathways for students. Our Middle School Curriculum is based on Visible Learning and all of our classes use the 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/ATAR and we also offer a strong alternative pathway 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. Students study both Japanese and Spanish in Year 7 and they are then able to choose either language if they wish to continue studying a language after Year 8. 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. All staff members utilise collaborative technology and collaborative learning and teaching in the classroom. Teachers plan in teams and work in open classrooms so students can access the best teaching possible. Our Middle School units of learning follow the Australian Curriculum and teachers explicitly teach using the gradual release of responsibility model.

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 a 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. There is also an AVT Robotics Club, Games Club and free tutoring every Wednesday afternoon in many subjects.

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 a 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 Online 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 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. 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 2018 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 control your child's device. A Parent Program runs at the beginning of the year for 3 sessions and concerns working with adolescents. A parent Prayer Group meets on Wednesday mornings and Parent Coaching is offered on Friday mornings (fortnightly). Parents are invited to lunch time community masses, to house and year level masses, and to the significant masses at the beginning and end of the year. Parents can volunteer in the canteen and in Learning Support. The parent community has many opportunities for engagement.

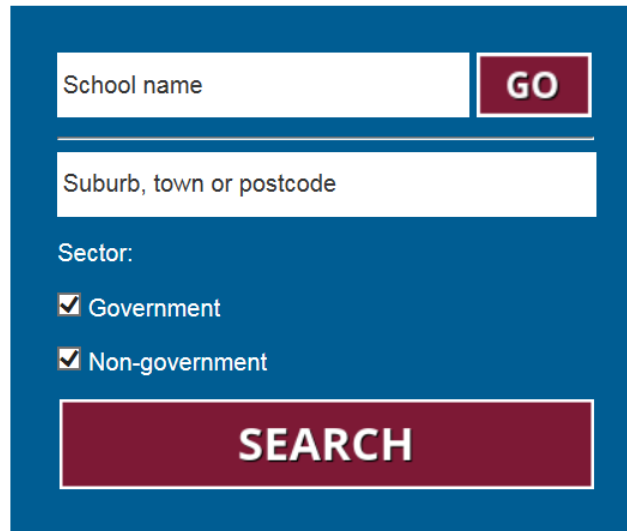
School funding

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 at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff Composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	71	44
Full-time Equivalent	68.4	33.5

Qualification of All Teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	18
Graduate Diploma etc.**	25
Bachelor Degree	25
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 2018 were **\$97,750**

The major professional development initiatives are as follows:

- Literacy, for eg the teaching of writing
- Preparing for the new Senior system – writing Units, etc.
- Learning Enhancement and Learning Support - all areas 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, the Coherence Framework, the Cycle of Pedagogy and the New Art of Science and Teaching.
- Support Pastoral Area of the College.
- Parent Programs

Staff Attendance and Retention

Staff Attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	95.5 %

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2018.

Performance of Our Students

Student Attendance

Student Attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	89.3 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	92.3 %	90.2 %	87.1 %	87.6 %	87.4 %	90.9 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

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 day. Parents notify College (via phone/College Portal) of absence. 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 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. College has attendance requirement (90%) for Senior Students to attend special functions. Students can be legitimately absent outside school, but 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	537.6	541.5	569.6	583.8
Writing	502.7	505.3	516.5	542.3
Spelling	536.9	545.2	566.2	583.3
Grammar & Punctuation	549.8	543.9	565.5	580.1
Numeracy	546.9	548.2	575.2	595.6

Year 12 Outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	147
Number of students awarded a Queensland Certificate of Individual Achievement.	134
Number of students receiving an Overall Position (OP)	58
Percentage of Indigenous students receiving an Overall Position (OP)	1.7%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	136
Number of students awarded an Australian Qualification Framework Certificate II or above.	108
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	134
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	2.7%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	83%
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 receiving an offer.	100%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	10	20	18	10	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	3	83	62

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

The following courses were offered in Years 11 and 12 at Chisholm Catholic College in 2018:

- Diploma of Business (delivered by Barrington College RTO 45030)
- Certificate III in Business
- Certificate III Screen & Media
- Certificate III Fitness + Certificate II Sport and Recreation (delivered by Binnacle Training RTO 31319)
- Certificate III Music Industry
- Certificate II Hospitality
- Certificate II Visual Arts
- Certificate II Tourism
- Certificate II Furniture Making Pathways (delivered by TAFE QLD Skills Tech RTO 31396)

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83.0 %

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-School Destination Information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 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 that they may leave school would include: enrolling at TAFE, undertaking a full-time Traineeship/Apprenticeship, enrolling at one of the Trade Colleges, or seeking enrolment at a different school – residential move, pursuing other interests. In Years 11 and 12, we would see that these pathways would also become an option for students, as well as full-time employment.