



St John Fisher College
BRACKEN RIDGE
goodness • knowledge • discipline

**St John Fisher College,
BRACKEN RIDGE**

Annual Report 2020

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

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Principal's foreword

The 2020 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 boldly ask the girls to go far and do their best, to see more and question every possibility, and to reach further and pursue their dreams.

St John Fisher College has a holistic approach to education promoting the girls' spiritual, social, emotional and physical growth along with her 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.

The 2020 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.

Each year the College sets a theme in conjunction with the student leadership body. In 2020, our theme was "You are Welcome". This was chosen to support the fact that we had 100 Year 7 students coming to the College and 12 new staff. We wanted to be intentional about all quickly becoming part of our Fisher Family.

School progress towards its goals in 2020

Like schools across the country, St John Fisher was forced to pivot as a result of the global pandemic. With the first week of Term 1 being allocated as a student free week to allow staff to prepare for 6 weeks of online learning, many of our original plans and goals for the year had to be revised. The interesting corollary of that is that we achieved in areas we had not planned for. This is due to the highly professional manner in which our staff adapted to the crisis, and the excellent learning and teaching that occurred in the remote environment.

Whilst students did return to face-to-face learning earlier than expected, the year continued to be disruptive for the community with the cancellation, or drastic reformatting of events for students and staff as well as significant disruption to the professional learning for staff.

Strong Catholic Identity

- To develop a staff and spiritual formation plan
- To review and rewrite Yr 9 and 10 Religious Education program in preparation of the next validation phase.

These were achieved.

Excellent Learning and Teaching

- All students to receive a result of 2 or more in the criteria of Spelling, Sentence Structure & Punctuation and Text structure and Organisation in the Literacy Monitoring tool.

This was achieved.

- 85% of students are achieving an attendance rate of 90%.

The College achieved an attendance rate of 76.9% attending 90% of the time and continues to develop strategies to increase the 90% attendance rate of the students. Our average attendance rate was 91.8%, above the BCE average.

Building a sustainable future

- the College will reduce the use of non-sustainable resources.

While the goals were achieved, we also achieved areas that were unexpected, and that includes the large and effective take-up of technology. The College went from being primarily a 'traditional' user of Microsoft products (e.g. the Office suite, One Note) to being the highest user of Teams and associated products in the BE system.

The College began the year with one classroom block revitalised and modernised, and we installed a flipped learning facility. Staff take up of professional learning around online learning was exceptional.

Future outlook

The 2021 goals align with the BCE system priorities for 2021-2025 of

- Catholic identity
- Learning and Teaching: Inspire a love of learning
- Wellbeing
- Our People
- Diversity and inclusion

For 2021 our goals are in three areas:

- Catholic Identity
- Learning and Teaching
- Diversity and Inclusion

We also look forward to the construction of a new Design Studio and Hospitality Centre, due for completion in late 2021. This will support the continued innovation of the curriculum at the College. Other initiatives include a numeracy and literacy focus especially in the early years of secondary school.

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 2020: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	555	555	0	9

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

Characteristics of the student body

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 schools 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 **5%** of the students identify as Indigenous with almost **7%** coming from a language background other than English.

Curriculum implementation

Curriculum overview

Approach to curriculum delivery

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

Junior Years: Australian Curriculum, Assessment and Reporting Authority (ACARA) and BCE: 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.

Senior Years: The QCE moved into its second year with Year 12's having one assessment item reduced for their ATAR subjects. Students select a choice of study for their Senior Years of Study based on their pathway into:

- University
- Tertiary studies including TAFE
- The wider world of employment e.g. apprenticeships/traineeships, certificate qualifications

QCAA 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, Visual Arts

QCAA Applied Subjects include Essential English, Essential Mathematics, Hospitality Practices, Religion and Ethics, 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
- Interact Social Justice Club
- Kolega Cafe
- Greedy Readers Book Club
- Scribblers Writers Club

- QDU Debating
- Dance Troupe
- Unplugged 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 girls are issued with a laptop as part of their enrolment process. There is reliable WiFi connectivity across the College and an IT Help department to respond to any issues. The previous school wide use of Moodle as a learning management system changed in 2020 to extensive use of Microsoft Teams; whilst this was a plan of the College anyway, the global pandemic hastened this process as staff saw the advantages such a platform offered to them in the teaching and learning off campus arena.

The student, staff and parent portals allow the community to continue to embrace technology. The Flipped Learning room was completed, and this has been a significant addition to enhance the pedagogical approaches of staff with the girls. A Microsoft Teams site called Fisher Fam was created during the off-campus learning phase and has continued to be a source of news and events for both staff and students. Facebook and Instagram are regularly used to celebrate College good news.

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. The formal pastoral care program in 2020 changed to incorporate a vertical system where girls from Yr 7-12 are in the same PC groups. It is in these 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 large secondary school. Each Pastoral Care teacher has responsibility for nurturing a small group of students comprising girls from Yr 7-12.

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.

Percentage of parents/carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	91%	99%
School staff demonstrate the school's Catholic Christian values	87%	98%
Teachers at this school have high expectations for my child	97%	96%
Staff at this school care about my child	96%	97%
I can talk to my child's teachers about my concerns	88%	94%
Teachers at this school encourage me to take an active role in my child's education	83%	90%
My child feels safe at this school	94%	97%
The facilities at this school support my child's educational needs	NA	98%
This school looks for ways to improve	91%	96%
I am happy my child is at this school	89%	96%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	55%	64%
I enjoy learning at my school	81%	82%
Teachers expect me to work to the best of my ability in all my learning	82%	97%
Feedback from my teacher helps me learn	95%	94%
Teachers treat students fairly at my school	64%	83%
If I was unhappy about something at school I would talk to a school leader or teacher about it	73%	55%
I feel safe at school	89%	86%
I am happy to be at my school	77%	77%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	88%	90%
School staff demonstrate this school's Catholic Christian values	91%	97%
This school acts on staff feedback	90%	87%
This school looks for ways to improve	94%	100%
I am recognised for my efforts at work	89%	84%
In general, students at this school respect staff members	98%	100%
This school makes student protection everyone's responsibility	100%	99%
I enjoy working at this school	92%	100%

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

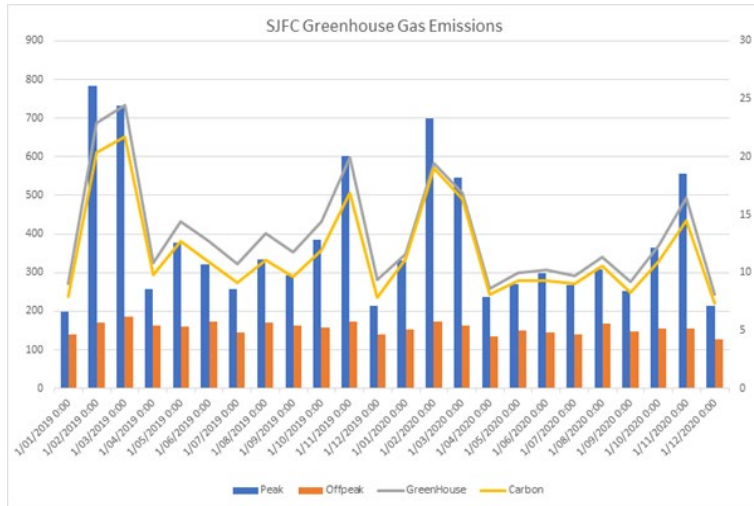
- Parent information evenings on various topics such as the QCE for seniors. This was conducted online in 2020
- Parent presentations on topics of interest such as parenting daughters and resilience (one of which was conducted online)
- Tuckshop and Uniform shop volunteers
- Sporting coaches and team managers
- Learning Conferences with parents and girls to discuss progress and achievement. These were conducted online in 2020.
- Celebrations such as Mother's Day and Father's Day, although we could not host our Mother's Day event in 2020.
- 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. The College maintained excellent communication during this time, including videos, newsletters, regular portal updates as well as hosting online events. Feedback gained at this time indicated strong parental support for the College.

Environmental footprint

Reducing the school's environmental footprint

Since early 2018 the College has been proactive in reducing its greenhouse gas emissions. It has invested in LED lighting, building insulation and roof ventilators to reduce its carbon emissions footprint. The data from the graph below is sourced from ERM Power and as such does not take into account temperature variations and COVID lock down. Nevertheless, when comparing the peak usage periods of terms 1& 4 for both years it is obvious our contribution to greenhouse gas emissions has seen a significant reduction. The College's investment in these technologies has facilitated our contribution to "caring for our common home".



In 2020 the College implemented the following strategies:

- Finished the conversion of all building lighting to LED;
- Installed time clocks to hot water systems to ensure they did not run after hours or during holidays;
- Researched, but discounted as not financially or sustainably viable, the installation of a 99kw solar system to reduce consumption.
- Continued an awareness program among staff to become aware of power consumption during the normal work day.
- Commenced the development of an awareness program with Year 9 Fisher Innovation Research & Enterprise (FIRE) students to raise awareness of college emissions among the student population.

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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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	49	37
Full-time Equivalents	47.2	19.3

*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.**	18
Bachelor degree	18
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 are as follows:

- Spirituality professional learning with St Benedict's College to enhance Catholicity.
- A focus on Middle leader capacity building through DISC profiling
- Teacher capacity building through the Educator Impact tool with a focus on reflecting on practice as a result of feedback
- Teaching girls and resilience with Dr Justin Coulson to enable staff to better understand the challenges faced by girls. This included a parent night which was very well received by parents.
- First aid training as part of a continued focus on compliance and health and safety.
- Professional upskilling of the Principal with TAE upgrade
- Staff participated in numerous webinars and online sessions to prepare for the move to off campus learning that occurred in March.

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years 7-12 was 89.2%.

Description	%
The overall attendance rate* for the students at this school	91.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.6%

Average attendance rate per year level			
Year 7 attendance rate	93.5%	Year 10 attendance rate	91.7%
Year 8 attendance rate	92.3%	Year 11 attendance rate	90.8%
Year 9 attendance rate	91.5%	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 (2020) student cohort	91.9%%

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 management policies.

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 dark background and white text, indicating it is the selected option.

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	2020
Number of students receiving a Senior Statement	74
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	74
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).	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	46
Number of students awarded a VET Certificate II or above.	46
Number of students awarded an International Baccalaureate Diploma (IBD).	0
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	47
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	94.3%

As at March 2020. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2020 post-school destinations survey, Next Step – Student Destination Report (2020 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September

2021. 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 Trade school, or other high schools, or TAFE
- Family relocation occasionally causes interstate or movement within the state.