Mission and Religious Education.

1.1 Religious Identity and Culture.

♦ The Year 7 – 12 RE Curriculum Document has been completed and validated by BCE.
♦ Catholic Christian life and culture are reflected in policy, practices and communication more explicitly.
♦ The charism of Caroline Chisholm is beginning to be distilled by a working party set up for that purpose, and the story of Caroline Chisholm is increasingly evident in all our school events.
♦ Staff and the majority of parents are generally familiar with and support the essential purpose of Catholic Education.
♦ Re-engagement with the Leuven project has been made evident and staff Professional Development conducted on what this means for our school into the future, especially the Liberation Letters project (details to be developed in 2016) and other long standing social justice projects in the College.
♦ There is a culture of hospitality, welcome and inclusion expressed in and through school communication, administrative procedures and positive relationships throughout the school.

1.3 Prayer and Worship

♦ The College engages in relevant rituals, prayer and worship on a regular and frequent basis.
♦ Celebrations of prayer, sacred scripture, worship and sacraments successfully involve students and others in the school community.
♦ Prayer and worship reflects the local context and involves various school community leaders.
♦ Time and adequate resources are allocated to the preparation of prayer and worship in the College.
♦ Students participate respectfully and with dignity and engagement in prayer and worship.
♦ The staff continue to be involved in ongoing Professional Development to strengthen and deepen their own spirituality and understanding of the Catholic Christian symbols and rituals.
Learning and Teaching

2.1 Curriculum Design and Implementation

- There is a documented school vision for learning that reflects the College’s Mission and the BCE Learning and Teaching Framework.
- Staff are familiar with the College vision and have participated or led this vision in concrete ways in the classroom and in planning for Learning and Teaching.
- The vision for learning influences the teaching practices of most of the teachers in the school.
- There is growing clarity and coherence of specific expectations about what teachers should teach and what students should learn.
- Teachers generally have a sound knowledge of the Australian Curriculum and relevant QCAA syllabuses and the values and principles of the BCE Learning and Teaching Framework and Line of Sight documents.
- Year 7 – 10 Work Programs are complete and will be used to guide the online documentation of curriculum.

2.3 Pedagogical Practice

- Whole school approaches are being developed and are influenced by the vision for learning, evidence-based research, the BCE Learning and Teaching Framework and the BCE Model of Pedagogy (which we have shaped to meet the needs of learners at Chisholm).
- Teachers promote learning environments that are supportive, safe and engaging for students.
- There is evidence of a culture of professional learning developing throughout the College and a building of the academic culture – alongside the culture of care and the sporting culture of the college.
- Music and the Arts have a prominent place in the curriculum at the College.
- Staff are committed to SPP (Sharing Professional Practice) groups and there is a culture of continuous professional learning from peers.

2.5 Learning and Teaching Improvement.

- Many staff actively strive to improve learning and teaching strategies used in their classrooms.
- Examples of successful improvement are recognized and celebrated and Chisholm won the team award at the BCE awards for innovative teamwork that led to improved outcomes for students.
- Learning and Teaching expectations are communicated to parents and students.
- Some internal and external benchmarking data is used to evaluate changes in student learning and many teachers make judgements about student gain data over a period of time.
The College has decided to pursue Visible Learning and Solo Taxonomy as the vehicle for improvements in classroom practice and consistency across the College and we have begun Professional Development in these areas to develop common knowledge and skill in staff, at the same time building that notion of collective responsibility and shared understanding of quality pedagogy.

Professional Practice and Collaborative Relationships

3.1 Professional Learning and Development

- A collaborative Professional Learning Team leads the Visible Learning implementation in the College. This is a strong team and a clear plan has been put in place, begun in November 2015, to prepare for 2016.
- Considerable Professional Learning has taken place for senior teachers to ensure our students are prepared for the changes to occur in 2018 for Senior Studies in Queensland.
- An AP Senior Studies has been appointed to lead the way in the Professional Learning required by this change.
- Professional Learning generally links to the school goals and to teacher's needs. This year it has been targeted towards the Visible Learning initiatives that are beginning at Chisholm.
- The College links professional learning with the goals of the College for student learning outcomes.
- The College continues to use the system of IPLPs (Individual Professional Learning Plans) for each teacher. Teachers write goals each year and link the Professional Learning to these goals. Middle Leaders and the CLT members write Annual Operational Plans, which clearly state where PL is needed and available.
- The role of the Year 7 Integration Leader has been expanded to Learning Leader 7 – 9 with a view to facilitating the Professional Learning of teachers in these important years of secondary school.

3.5 Accountability and Compliance

- The External Review of the College conducted in 2015 found that robust process feature in all areas Regarding Accountability and Compliance including:
  - Processes associated with inducting and training of volunteers in the Child Protection Process.
  - Compliance with BCE requirements around safety of students and staff and risk assessments.
  - The preparation of educational planning documents.
  - Dealing with conduct of students and information flow to parents.
  - Strategic planning.
  - Processes associated with employment and induction of staff.
  - Enrolment processes.
  - Reporting processes.
  - Financial management processes.

Strategic Resourcing

4.2 Learning Environments

- The College has established welcoming, safe and inclusive learning environments.
- Staff are aware of what constitutes an effective and engaging physical learning environment and how to ensure the goals of the school are reflected in the way learning environments are set up.
Awareness of the needs of the learner in a contemporary learning environment guides the way the learning environment is established and its form and design.

There are documented practices and process that provide for the development, resourcing, management and maintenance of learning environments.

Learning environments are easily assessable and welcoming, well maintained and safe. They support student engagement with learning.

The digital learning environment across the school is highly effective, dynamic, personalized, multi-modal, connected and engaging.

4.5 School Improvement

The External Review of the College conducted in 2015 found strengths in the following areas:
- Strategic planning with the whole staff.
- Sharing a common vision for improvement in student learning outcomes within our explicitly Catholic context.
- Staff goal setting and enthusiasm of the strategic improvement process.
- Establishing an Annual Operational Planning system for all Middle Leaders and CLT members and Annual Review Process for all staff has given a focus to their energies.
- The willingness of staff at the college, a positive ‘vibe’ around the College indicating staff feel they are making positive improvements for all our learners.
- The strength and resilience of the College staff.
- The growth in the ability of staff to use evidence on which to base planning and the development of a common language of learning improvement for all Chisholm students and the wider parent community.
- We have used bringing Year 7 into secondary school as a catalyst for whole change.
- The changes to College leadership structures to create an agile College and free up leaders to make real changes to leading Learning and Teaching.