



Student and Parent Handbook

2026



**Welcome to
Chisholm Catholic College**

Table of Contents

1.	Welcome.....	5
2.	Personnel.....	6
3.	School Contacts.....	7
4.	The College Mission and Vision Statement.....	8
5.	The College Charism.....	8
6.	Our History.....	9
	<i>THE COLLEGE NAME.....</i>	<i>9</i>
	<i>THE COLLEGE CREST AND MOTTO.....</i>	<i>10</i>
	<i>THE COLLEGE PRAYER.....</i>	<i>10</i>
	<i>THE COLLEGE SONG.....</i>	<i>10</i>
7.	Pastoral Care.....	11
	<i>PASTORAL HOUSES.....</i>	<i>11</i>
	<i>STRETCH.....</i>	<i>13</i>
8.	Our Priorities.....	14
	<i>ANNUAL PLAN - 2025.....</i>	<i>14</i>
	<i>FAITH DEVELOPMENT.....</i>	<i>14</i>
	<i>FORMATION DAYS.....</i>	<i>14</i>
9.	The Curriculum Structures.....	16
	<i>LEARNING – MODEL OF PEDAGOGY.....</i>	<i>17</i>
	<i>ASSESSMENT OF STUDENT LEARNING.....</i>	<i>18</i>
	<i>REPORTING.....</i>	<i>18</i>
	<i>RECONCILIATION, RESPECT AND RECOGNITION.....</i>	<i>18</i>
	<i>LEARNING AREAS.....</i>	<i>19</i>
	<i>CURRICULUM OVERVIEW.....</i>	<i>19</i>
	<i>CURRICULUM YEAR 7.....</i>	<i>20</i>
	<i>SPECIALISATION YEARS 8 - 10.....</i>	<i>21</i>
	<i>CURRICULUM YEAR 8.....</i>	<i>21</i>
	<i>CURRICULUM YEAR 9.....</i>	<i>23</i>
	<i>SENIOR SCHOOLING.....</i>	<i>24</i>
	<i>CURRICULUM YEAR 10.....</i>	<i>24</i>
	<i>CURRICULUM YEARS 11 AND 12.....</i>	<i>24</i>
10.	Assessment Policy.....	27
11.	Assessment.....	28
	<i>ASSESSMENT SUBMISSION FLOWCHART.....</i>	<i>28</i>
	<i>EXAM ATTENDANCE FLOWCHART.....</i>	<i>29</i>
	<i>HOMEWORK/STUDY.....</i>	<i>30</i>
	<i>STUDENT LED CONFERENCES.....</i>	<i>31</i>
12.	Attendance Policy.....	32
	<i>LATE ARRIVAL TO SCHOOL.....</i>	<i>33</i>
	<i>EARLY DEPARTURES.....</i>	<i>34</i>
	<i>SMS AND EMAIL MESSAGES.....</i>	<i>34</i>

	<i>PLANNED ABSENCE FROM SCHOOL</i>	34
13.	Classroom Expectations	35
14.	Parent Partnerships	38
	<i>PARENTS AND COMMUNITY ASSOCIATION (PCA)</i>	38
	<i>COLLEGE PASTORAL BOARD</i>	38
	<i>CODE OF CONDUCT FOR PARENTS AND VISITORS</i>	38
	<i>STUDENT, PARENT AND GUARDIAN COMPLAINTS MANAGEMENT</i>	39
15.	Behaviour Support Centre (BSC)	40
16.	Bullying Prevention and Response	41
17.	Counselling Services	45
18.	Sport	45
	<i>SEDA – SPORTING EXCELLENCE AND DEVELOPMENT ACADEMY</i>	46
	<i>REPRESENTATIVE SCHOOL SPORT</i>	47
19.	Camps and Activity Days	48
	<i>YEAR 7</i>	48
	<i>YEAR 9 ACTIVITY DAYS</i>	48
20.	Daily Organisation	49
	<i>BELL TIMES</i>	49
	<i>KINGFISHER CANTEEN</i>	49
	<i>HAMPTON CAFÉ</i>	49
	<i>LOCKERS</i>	50
	<i>NOTIFICATION OF ABSENCES</i>	50
21.	Visitors	50
22.	Uniform Supplier	50
23.	Communication	51
	<i>PARENT PORTAL</i>	51
	<i>FACEBOOK/INSTAGRAM</i>	51
	<i>NEWSLETTER</i>	51
	<i>UPCOMING DATES AND DETAILS</i>	51
	<i>SMS TEXT MESSAGE</i>	51
	<i>EMAIL</i>	51
	<i>STUDENT DIARY</i>	51
	<i>MOBILE PHONES</i>	51
	<i>ELECTRONIC DEVICES AND OTHER VALUABLES</i>	51
24.	Textbook Hire and Library Resources	52
25.	Laptop Policy and Procedures	53
26.	Transport to and from School	57
	<i>LOCATION AND PUBLIC TRANSPORT</i>	57
	<i>BEFORE SCHOOL DROP-OFF AND AFTER SCHOOL PICK-UP</i>	58
	<i>STUDENT DRIVER POLICY</i>	58
27.	Privacy Policy/Statement	58
28.	Uniform Policy	59

29. **Campus Map**60

1. Welcome

Welcome students and parents to our Chisholm Catholic College FAMILY. We look forward to working with you throughout your child's journey through the Secondary years. Commencing 'High School' is an exciting and challenging experience; we advocate for students to take advantage of the many opportunities we offer and maximise their time whilst at Chisholm Catholic College.

Chisholm Catholic College opened in 1992 with an initial enrolment of 60 Year 8 students. Since then there has been a growth in student population and an increase in facilities in accordance with that expansion. Our first Year 12s graduated in 1996.



After much deliberation, the College was named after Caroline Chisholm, a woman who pursued her goals with dignity; she was not daunted by obstacles and she showed courage and determination. Her efforts were purely for those she served. We are proud that our College bears her name.

Chisholm is a Catholic College where learning is informed by the latest in educational theory, research and philosophy; and high yield pedagogical practice. Chisholm Catholic College is committed to contemporary practice, professional learning for all staff and to listening to what the experts are saying about learning, teaching, welfare and catering for student's different learning needs, to build a successful tomorrow.

At Chisholm Catholic College we provide a quality education for your child and encourage parents to build and maintain a strong partnership with our staff. This acknowledges the importance and value of education in your child's life. The initial years at secondary school are an important step in your child's schooling and form the basis for further study and career opportunities. Students have the opportunity to study many exciting subjects, which they can later choose to specialise in. Chisholm has a team of highly professional, experienced and dedicated staff members. This is extremely important in ensuring that students attain the best possible academic results and are able to achieve their potential in whatever areas of study are chosen.

As your child enters Chisholm Catholic College, you can be assured of our strong support and commitment to the personal success of each student. We welcome you to our community and encourage your involvement in the life of the College.

This handbook is an overview of some of the important pieces of information you may need as your child transitions to Secondary schooling. If you have any more questions please visit the school's website www.chisholm.qld.edu.au or email me at scornubia@bne.catholic.edu.au.

Kind regards

A handwritten signature in blue ink, which appears to read 'Damian Bottaccio'. The signature is fluid and cursive, written on a white background.

Mr Damian Bottaccio
Principal

2. Personnel

COLLEGE LEADERSHIP

Principal	Mr Damian Bottaccio	dbottaccio@bne.catholic.edu.au
Deputy Principal	Mr Alexander Hodgson	ahodgson@bne.catholic.edu.au
Assistant Principal – Curriculum	Mrs Sarah Van der Westhuizen	s.vdw@bne.catholic.edu.au
Assistant Principal – Student Wellbeing	Mr Krijn van Gils	kgils@bne.catholic.edu.au
Assistant Principal – Religious Education	Mrs Kristie Mackle	kmackle@bne.catholic.edu.au

PASTORAL HOUSE LEADERS

F Flynn House	Year 10 Co-Ordinator	Ms Melanie Schuhkraft	mschuhkraft@bne.catholic.edu.au
M MacKillop House	Year 9 Co-Ordinator	Mr Conor Glennon	conor.glennon@bne.catholic.edu.au
R Mitchell House	Year 11 Co-Ordinator	Mrs Janet Solomon	janet.solomon@bne.catholic.edu.au
N Namatjira House	Year 7 Co-Ordinator	Mrs Tahyler Rackley	trackley@bne.catholic.edu.au
O Oodgeroo House	Year 12 Co-Ordinator	Mr Jake Rowles (Acting)	Jake.Rowles@bne.catholic.edu.au
		Mrs Ashleigh MacAllister	ashleigh.macallister@bne.catholic.edu.au
P Parer House	Year 8 Co-Ordinator	Ms Antonia Conomos	aconomos@bne.catholic.edu.au

ACADEMIC LEADERS

Creative Arts	Mrs Laura Flaherty (Acting)	Laura.Flaherty@bne.catholic.edu.au
English	Ms Anthea Jones	anthea.jones@bne.catholic.edu.au
Health and PE	Mrs Jo-Anne Goodall	jgoodall@bne.catholic.edu.au
Humanities	Mrs Shelli Noon	snoon@bne.catholic.edu.au
Mathematics	Mr Gregory Mill	gmill@bne.catholic.edu.au
Religion	Mrs Teresa Grimm	tgrimm@bne.catholic.edu.au
Science	Mrs Danielle Edwards	dsedwards@bne.catholic.edu.au
Technologies	Ms Halina Centkowski	hcentkowski@bne.catholic.edu.au
	Mrs Angela Meaney	ameaney@bne.catholic.edu.au

PROGRAM LEADERS

First Nations Liaison Officer	Mrs Christine Campbell	christine.campbell@bne.catholic.edu.au
Learning and Pedagogy	Mrs Jade Matijevic	jpollock@bne.catholic.edu.au
Learning Enrichment	Mrs Jo Houtzager	jhoutzager@bne.catholic.edu.au
Pathways	Mr Matthew Cronk	Matthew.Cronk@bne.catholic.edu.au
Performance	Mrs Pam Picart-Manalac	mpicart@bne.catholic.edu.au
SEDA	Mr Zac Dunfee-Scott (Acting)	zdunfee-scott@bne.catholic.edu.au
Sport	Mr Mathew Ellis	Mathew.Ellis@bne.catholic.edu.au
Student Engagement	Mrs Janine Campbell	janine.campbell@bne.catholic.edu.au
Vocational Education	Ms Mala Nair	mnair@bne.catholic.edu.au

GUIDANCE COUNSELLORS

Mitchell and Namatjira	Mrs Jacinta Murray	Jacinta.Murray@bne.catholic.edu.au
	Ms Lynette Chan	Lynette.Chan1@bne.catholic.edu.au
Oodgeroo and Parer	Mr Andrew Foley	Andrew.Foley@bne.catholic.edu.au
Flynn and MacKillop	Mrs Maree Stevens	Maree.Stevens@bne.catholic.edu.au

SUPPORT TEACHERS – INCLUSIVE EDUCATION

Support Teacher – Inclusive Education	Mr Damien Coombs	damien.coombs@bne.catholic.edu.au
Support Teacher – Inclusive Education	Ms Kathryn Trotter	kathryn.trotter@bne.catholic.edu.au
Support Teacher – Inclusive Education	Ms Kylie Pardy	kmakin@bne.catholic.edu.au

3. School Contacts

ADMINISTRATION

College Phone Number	07 3209 0700	
	Press 1..... Enrolments	
	Press 2..... Main Reception	
	Press 3..... Finance / School Fees	
College Email Address	scornubia@bne.catholic.edu.au	
Business Manager / Finance and School Fees	Mrs Lee Pousson	scorfinance@bne.catholic.edu.au
College Registrar	Ms Louise Czislawski	chisholmenrolments@bne.catholic.edu.au
Opening Hours – Weekdays during Term		
Administration	8:00am to 4:00pm	
School Hours	8:35am to 2:55pm	
Street Address	204 California Creek Road, Cornubia Q 4130	
Postal Address	PO Box 3078, Loganholme Q 4129	
School Website	www.chisholm.qld.edu.au	
Parent Portal	https://extranet.bne.catholic.edu.au/parent/chisholm/Pages/default.aspx	
Uniforms	The School Locker Website:	Phone: 07 3440 9701 theschoollocker.com.au



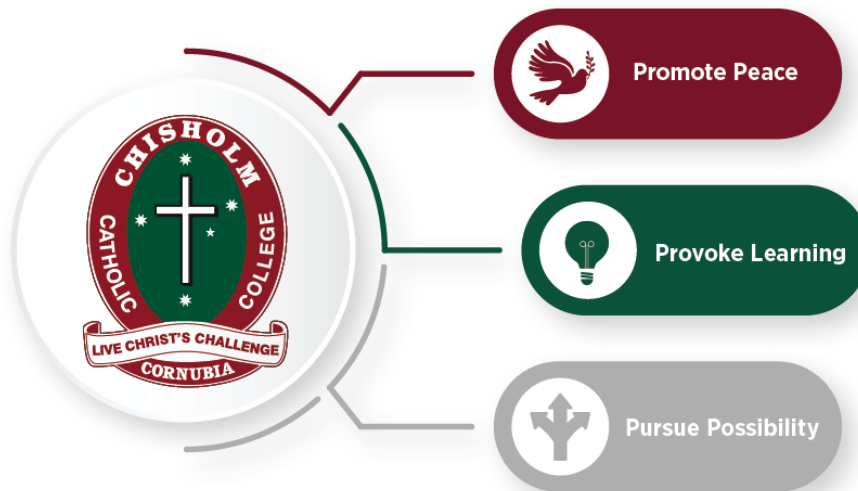
4. The College Mission and Vision Statement

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.

VISION

Chisholm Catholic College is a Catholic learning faith community where we:



5. The College Charism

The College is inspired by the service of Caroline Chisholm who was known as *"the emigrant's friend"*. Her work in providing comfort and shelter to young women who had travelled by ship to Australia, and the support she provided for family life, influences our work at the College. Caroline Chisholm believed that she had a calling to serve God, and accordingly, our students and staff are called to be of service to others.

At Chisholm Catholic College, we have identified our Core Values which are influenced by FAMILY. It is in the context of our families that we first learn love. The Catechism of the Catholic Church states, *"The home is the first school of the Christian life where all learn love, repeated forgiveness and prayerful worship"*. Caroline brought dignity and sacredness to family life in Australia. She assisted families to function in ways that recognised their importance as the foundation of a just and fair society. She recognised "Family" as the domestic Church.

Our College Values are:

Faith – faith in God

Ambition – reaching our full potential by utilising and sharing our gifts

CoMmitment – striving to reach our goals, achieve success and meet our commitments

Integrity – committed to promoting the good of all people

Love – making God present in the world through justice and compassion

MercY – inclusive practices, forgiveness and care to each other



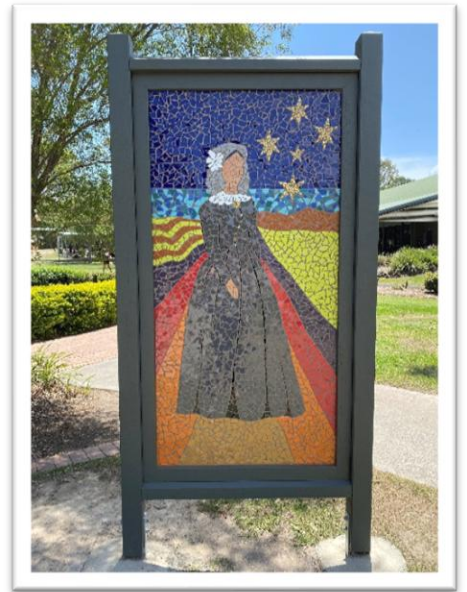
6. Our History

THE COLLEGE NAME

Most Catholic schools are named after a saint, an inspirational person or an event in the Scriptures. As well as giving students a model to follow, this practice enables schools to identify with a larger Catholic community.

Caroline Chisholm was a dedicated, determined person who acted for the benefit of her fellow human beings. A woman, ahead of her time, she was an organiser with exceptional administrative ability but her real strengths were her love, courage and faith.

Caroline Chisholm was a brave individual who established a place for women in public affairs. She was not daunted by the deep-seated objection to the participation of women in public affairs but pursued her goals with dignity, courage and determination. A convert to Catholicism, she left England in 1832 and went to India with her husband, an army captain. She established a school for daughters of British soldiers when she perceived they were really “running wild”. The Chisholm family came to Australia in 1838 and Caroline was struck by the chaos that was the Immigration System of the time.



The worst affected were the young women. There was no dispersal system, no system by which people of outlying districts could assess and hire suitable people. Caroline Chisholm changed this. She established a home for unprotected females. She wrote to Magistrates and other authorities in the outlying areas to ascertain employment needs. She set up a series of staging posts for getting people to the interior. She escorted immigrants to the settlers and she wrote reports suggesting changes to the immigration system which saw the eventual establishment of a much-improved system of bringing families to Australia.

She was a dedicated Catholic who provided help to all who needed it, irrespective of their race or creed. She was tolerant, and her tolerance made it possible for her to work for all. Even those who opposed her concluded that her efforts were purely for the benefit of the people she served. She did not aspire to convert any to Catholicism. Her aim was to serve God through serving her fellow human beings. Caroline Chisholm is a very appropriate role model for young people in the twenty-first century.

THE COLLEGE CREST AND MOTTO

Before the College opened a competition was held to decide upon a College badge and motto. There were a number of excellent ideas for the badges and the basic shape suggested by Carolyn Kanowski was finally chosen. Several changes were made to the shape, the set out and the motto and Carolyn generously agreed to them.

The motto came from a combination of sources. The Owens family suggested “Meeting Christ’s Challenge” and the two other unnamed entries suggested “Accept Christ’s Challenge”. The combination of two of those, still didn’t say what was wanted. Sr. Margaret Smith, of Brisbane Catholic Education, suggested that “Meeting” and “Accepting” were not active enough but we should “live” the challenge. Hence, “*Live Christ’s Challenge*” was chosen as it seemed to encapsulate what was expected of the College community. The Director’s opinion was sought, and he expressed satisfaction with the suggestions. Therefore, these embody the focus and mission of Chisholm Catholic College. Caroline Chisholm herself certainly provides a role model in our attempts to “*Live Christ’s Challenge*”.



THE COLLEGE PRAYER



*Dear God,
As we come together, in a spirit of good will and self-sacrifice,
We ask that our words and actions be a reflection of the Spirit amongst us.
Lead us to an understanding of your will,
Just as you guided Caroline Chisholm to achieve great things in your name.
Guide us to live Christ’s challenge and to raise a College to your glory.
Amen.*

THE COLLEGE SONG

*We are Chisholm Catholic College, we will live, live Christ’s challenge.
We are sons and daughters of a heritage, born to us from long ago.
From our saintly Caroline Chisholm, migrant daughters’ friend.
We are Chisholm Catholic College, we will live, live Christ’s challenge.
We are bush doctor Flynn and teacher of the poor, landscape artist of 40,000 years,
We are Parer and Mitchell, servants to all, the Stradbroke Island Poet.
We are Chisholm Catholic College, we will live, live Christ’s challenge.
To live like these, we will endlessly strive, to live, live Christ’s challenge
To celebrate our life as Christ would have us do, throughout our schooling years.
We are Chisholm Catholic College, we will live, live Christ’s challenge.
We are Chisholm Catholic College, we are Chisholm Catholic College.*

7. Pastoral Care

PASTORAL HOUSES

Pastoral care at Chisholm Catholic College is based upon a vertically organised House system which supports students' welfare and behaviour management as well as providing opportunities for intra-school cultural and sporting competitions. Students will be in the same House and same Pastoral Care Group within that House every year they are a student at Chisholm.

The Houses are named after six notable Australians.



The Pastoral Leader of each House serves as the primary point of contact for support of students and families and is the most appropriate member of the College community to contact to convey significant information about the welfare of the students within our care.

The welfare of students is important to establish an effective learning environment. In order to do this our staff aspire to build positive relationships with students. The College also places high importance on the value of communication between the school and home. When both work together student outcomes improve significantly. Parents are encouraged to contact the College through members of the House pastoral team to discuss ways we can work with them to support their children.

As well as the day-to-day care of your child our Pastoral Care Program addresses aspects of personal and social development, career education, mental health, financial literacy, and personal organisation and management.

FLYNN



The very Reverend **John Flynn** (1880 – 1951) gave his life to bringing Christian Fellowship to all those who lived in the most isolated and lonely places of inland Australia. Vast distances and harsh terrain made this task particularly difficult. Gifts of vision, faith and courage were needed to overcome these obstacles. John Flynn had these gifts and used them to found the Royal Flying Doctor Service which still assists isolated families in regional Australia to access much needed medical assistance.

MACKILLOP



Saint Mary of the Cross MacKillop (1842 – 1909) an Australian, is founder of the Sisters of St Joseph of the Sacred Heart, an Australian Congregation of religious women. Mary and her order of sisters travelled to many isolated parts of early Australia and brought Catholic Education to the children of the poor. Recognising her exemplary virtues, including her outstanding charity towards others, Mary MacKillop was Canonised as Saint Mary of the Cross at a Mass celebrated by Pope Benedict XVI on 17 October 2010.

MITCHELL

Dame Roma Mitchell AC, DBE, CVO, QC (1913 – 2000) espoused the qualities of resilience and dedication. A devout Catholic, she had a strong commitment to social justice and public service. Considered a pioneer of the Australian Women's Rights movement, Dame Roma Mitchell advocated for equal pay for women and the right for women to sit on a jury panel. Dame Roma Mitchell was Australia's first woman to be appointed as a Queen's Counsel, a Supreme Court Judge, Chancellor of an Australian University, and the first female Governor of an Australian State (South Australia).

NAMATJIRA

Albert Namatjira (1902 – 1959) was born in central Australia, he is of the Western Arrernte people. Namatjira was a gifted artist, and his talent was widely recognised. Although not the first Aboriginal artist to work in a European style, Albert Namatjira is certainly the most famous. In 1957, Namatjira became the first Aboriginal person to be granted conditional Australian citizenship. This great painter captured Australia's heart in artwork and was praised around the world. His life showed white Australians the injustice of racist laws and contributed to long overdue changes for his people.

ODGEROO

Oodgeroo, of the Tribe Noonuccal, Quandamooka people (1920 – 1993) also known as Kath Walker, was born in Brisbane and lived and worked in the area all her life. During World War II she served in the Australian Women's Army Service but it is for her poetry, and her involvement with the Aboriginal community since 1961 that she is chiefly honoured. Her accomplishments include her commitment to justice for all Australians, her contribution to inter-ethnic education, her greatness of spirit, love for and eldership of, the Tribe Noonuccal on Stradbroke Island (Minjerribah) and her many volumes of powerful poetry. At her funeral hundreds came to farewell the much loved poet and activist. She was buried at Moongalba and has rejoined the ancestors to be custodian of the Land Minjerribah.

PARER

Damien Parer (1912 – 1944) was a Catholic layman who served as a war-time correspondent and photographer. He saw active service in both the Middle East and New Guinea and many of his photographs of men in the battlefield have become classics of war-time history. Parer was killed in action in 1944, but stories abound of his devotion to prayer and the practice of his Catholic faith even in the midst of war. His example and witness to his faith provides a great example for our students.

STRETCH

Students in Years 7-10 engage in what we have called the STRETCH' program, specifically designed to provide education to students in areas that fall outside of the natural realm of the traditional classroom. The 'STRETCH' program has been designed and implemented in each year level with a focus on age specific challenges and development. It aims to address, educate and equip students to deal with the challenges that young adults face in the wider community, and will create high functioning, resilient leaders for the future.

Students in Years 11 and 12 have opportunities to participate in similar learning experiences during the course of the year.

Stretch

Strive To Reach Every Time a Challenge is Here

STRETCH lessons are weekly for students and cover topics including but not limited to: Transitioning to Secondary School, Relationships and Consent, Bullying and Harassment, Digital Citizenship, JET/SET Planning, Pathways/Career Information, Goal Setting, Student Leadership, Study Fitness and Life After School.



8. Our Priorities

ANNUAL PLAN - 2025

Each year, the College will develop in collaboration with students, parents and staff, our Annual Plan.

Our Annual Plan provides direction in how we continue to improve learning and teaching, policy and procedure, and our lived expression of the College's Charism.

An education to **believe** in


Chisholm Catholic College
 2025 Annual Improvement Plan

Explicit Improvement Agenda (EIA):
Provide ongoing and effective feedback to empower purposeful growth.

Deepen our lived connection to the Catholic Tradition through communal prayer, faith formation and mission (service).

Develop the capacity and expertise of our staff.

Embrace ethical and sustainable use of emerging technologies as a community.

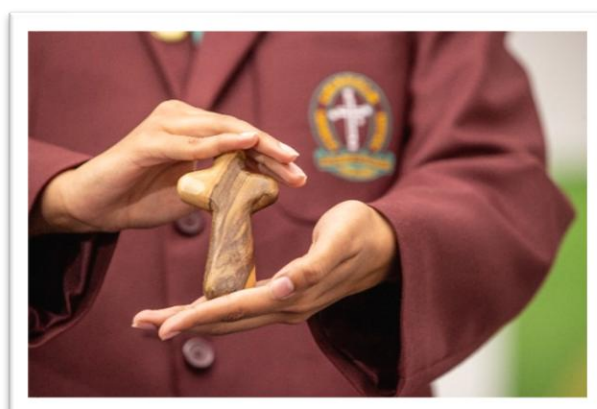
 A Brisbane Catholic Education School

FAITH DEVELOPMENT

As a College community, we will celebrate significant times in the Church calendar through Mass or Liturgies of the Word. All students participate in these services and are respectful of the sacred space and Church customs. Parents and members of the wider community are welcome to join us for these occasions.

Students are encouraged to:

- Appreciate the need for an atmosphere of quiet reflection leading to prayer.
- Participate in community prayer – spoken and sung – for the glory of God and for their spiritual formation.
- Follow church customs with dignity, respecting the church building as a holy place.



All students at Chisholm Catholic College are engaged in a faith development program that extends from Years 7 to 12.

FORMATION DAYS

Students in Years 7 to 11 attend Formation Days. They are significant for the faith life of the College community and, as discussed at enrolment, it is expected that these days are supported by parents, staff and those involved in the daily life of Chisholm Catholic College.

These days afford students the opportunity to reflect more personally on their daily lives. In the Christian context of Chisholm Catholic College, these occasions of “taking time out” from the usual academic pursuits, seek to foster and promote in students the ability to critique their lives, to pray, and to come to a greater, more personal realisation of themselves and their peers.

RETREAT YEAR 12

All students in Year 12 have a 3-day Retreat program. The Retreat is the culmination of the formation program at the College. The Retreat experience is designed to afford students the opportunity to listen to their own story, the stories of their friends and the stories of their families, to reflect upon these and to consider their own story and relationship with God and what this means for them in the future. The program offers the students graced opportunities for personal reflection. It is facilitated by College staff from various backgrounds who offer their time, their stories and collective wisdom. The three days include formal sessions, community recreation times, prayer and spare time for all to enjoy life, the natural scenery and being together as a Year 12 group.



9. The Curriculum Structures

In 2019, the Federal, State and Territory Education Ministers agreed upon a new national declaration on education goals for all Australians. Known as the Alice Springs (Mparntwe) Education Declaration (the Declaration), it sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes.

The Alice Springs (Mparntwe) Education Declaration notes two goals.

That the Australian Education System promotes *equity* and *excellence*.

All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

These goals sit within the Brisbane Catholic Education Vision and Learning and Teaching Framework that notes:

“As a Catholic Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.”

The Vision for Learning at Chisholm Catholic College is founded on these goals, aiming to provide a holistic education. The curriculum offered consists of knowledge, thinking processes, skills and attitudes.

The following principles underpin the curriculum structures at Chisholm Catholic College.

a) Continuity through Years 7 - 12 will be promoted via:

- The Australian Curriculum.
- The Religious Education program.
- Catholic Perspectives.
- Implementation of ACARA Curriculum Guidelines, ACARA Syllabi (Years 7-10), QCAA Syllabi (Years 11-12).
- Commitment to the development of Cognitive Verbs (CV's) for all students 7-12.
- Collaborative planning processes focused on clearly identified learning outcomes and standards.
- Authentic and continuous assessment and reporting practices.
- 'Intra' and 'Inter' school moderation processes.
- A developmental approach to learning which is student-centered.

b) Selection of curriculum experiences will:

- Set high expectations of teachers and students.
- Utilise innovative, high-quality and evidence-based teaching practices.
- Provide differentiated learning opportunities.
- Foster a growth mindset.
- Celebrate student success.

- c) The curriculum is holistic, balanced and connected to:
- Encourage students to develop a deeper and broader understanding of themselves and their world.
 - Require the learner to access knowledge and strategies across the Learning Areas in a way which replicates operating in the real world.
 - Promote the transfer of knowledge across Learning Areas independently and interdependently.
 - Prepare for a more disciplinary orientation to formal curriculum offerings that are presented to students during the Senior Years.
 - Meet the needs of all students respecting the multiple pathways to tertiary studies, post school education and training, and employment that are available either in the College or through other providers.
 - Promote options for students to participate in community and workplace learning. Access to suitably targeted local community priorities for vocational education and training are provided. Students have opportunities to participate in school-based apprenticeships and traineeships as appropriate.
 - Support the wellbeing and mental health of young people in building their capacity to be resilient; recognising, adapting to, and managing change.
- d) The context of learning will be informed by 'real life' and 'life like' situations and theoretical constructs which, together, form a dynamic and balanced learning program.

LEARNING – MODEL OF PEDAGOGY

Chisholm Catholic College incorporates the Brisbane Catholic Education Model of Pedagogy in curriculum planning. The principles and practices arise out of the beliefs and values of the BCE Learning and Teaching Framework and an evidence-base upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.

It provides a consistent set of guidelines to support our teachers in delivering high quality teaching that maximises learning for all students.



ASSESSMENT OF STUDENT LEARNING

The assessing of student learning is an integral part of our classroom practice. It provides feedback to students on their learning and informs our teaching. It is the process through which our teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning. The process of assessment involves our teachers in:

- Providing students with opportunities to demonstrate what they know and can do in relation to the identified learning.
- Gathering evidence of students' demonstrations of learning.
- Making judgments about students' demonstrations of learning.

Using a variety of assessment techniques and sources to gather evidence about students' demonstration of learning. These include:

- Observation.
- Focused Analysis.
- Consultation.
- Self- and peer- assessment.

Evidence of achievement should reflect the knowledge, understanding and skills described in the relevant achievement standards presented in the Australian Curriculum across Year 7 to Year 10, and the QCCA Criteria for Senior Subjects.

REPORTING

Reporting is an essential component of the learning process at Chisholm Catholic College. Assessment provides information to students, parents and teachers which allows for celebrating learning achievements, and is an important tool for providing feedback that informs goal-setting and planning for improvement in learning.

The College aims to work in partnership with parents to achieve the best outcomes for students, with open communication channels essential for developing a positive home-school partnership.

Chisholm Catholic College meets the Australian Government legislative requirements related to reporting student progress and achievement, by providing a written report to parents at least twice yearly, written in plain English. We also offer the opportunity for the student and parents to meet with their child's teachers at least twice a year.

Through The Learning Dashboard, we provide students and parents progressive reporting on a regular basis, typically every term. The information provided includes updates on Approaches to Learning and results for assessment completed during that period.

Reporting occurs in a variety of ways including verbal feedback, results from formal assessment items as indicated on criteria sheets, parent information sessions, student progress discussions and interviews, student folios and written reports, learning area summary statements and learning statements.

Assessment against achievement standards, including any available national standards, is made using a five-point scale - A, B, C, D, E - clearly defined against learning standards. There is also available the offer of information on a student's achievement relative to the child's peer group (cohort data).

RECONCILIATION, RESPECT AND RECOGNITION

The College has a connection with the local Aboriginal and Torres Strait Islander people and acknowledges that Chisholm Catholic College is built on the traditional lands of the Yuggera, Quandamooka and Yugambah people.

We seek to integrate the wisdom and knowledge of Aboriginal and Torres Strait Islander peoples. Priority is given to ensuring Aboriginal and Torres Strait Islander students are able to see themselves, their identities and culture reflected in the curriculum and across the life of the school. Whole school practices and protocols reflect cultural awareness including reconciliation, respect and recognition.

LEARNING AREAS

The Curriculum is based around the Learning Areas managed by the Australian Curriculum Assessment Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) together with Religious Education which is overseen by Brisbane Catholic Education. These are:

- Religious Education
- Mathematics
- English
- Health and Physical Education (HPE)
- Science
- History
- The Arts [consisting of Music, Dance, Visual Arts, Drama and Media]
- Technology
- Information & Communication Technologies (ICT)
- Cultural Literacy and Languages, including Japanese and Spanish

CURRICULUM OVERVIEW

Year 7	Religion	English	Mathematics	Science	HPE	Humanities	Languages (Japanese & Spanish)	Elective
Year 8	Religion	English	Mathematics	Science	HPE	Humanities	Specialisation	
Year 9	Religion	English	Mathematics	Science	HPE	Specialisation 1	Specialisation 2	
Year 9	Religion	English	Mathematics	Science	History	Specialisation 3	Specialisation 4	
Year 10	Religion	English	Mathematics Streamed	Science Specialisation	HPE	Humanities Specialisation	Specialisation 1	
Year 10	Religion	English	Mathematics Streamed	Science Specialisation	HPE	Specialisation 2	Specialisation 3	
Year 11	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3	Specialisation 4	
Year 12	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3	Specialisation 4	

CURRICULUM YEAR 7

CORE SUBJECTS	LESSONS PER CYCLE [#]	DEPARTMENT
Religious Education	5	Religious Education
English	7	English
Health and Physical Education	4	Health and Physical Education
Humanities	7	Humanities
Mathematics	7	Mathematics
Science	5	Science
Languages – Japanese or Spanish (Semester of each)	4	English
STRETCH	2	Pastoral Care
Elective (1 choice per term)	7	Elective choice

[#] A cycle is 2 x school weeks (ie: 10 days).

ELECTIVE – YEAR 7

At Chisholm Catholic College, we believe that our students' experience in Primary School has prepared them to explore their strengths in The Arts and in Technologies. Therefore, we enable students to make selections from the array of elective subjects offered. Year 7 students will experience one Elective subject per term to provide them with a broad education. Students may undertake subjects they did not do in primary school.

In choosing subjects, we encourage students to either pursue their interests or strengths. A prominent message in later year levels is – Choose subjects that you are interested in, choose subjects that you are good at and choose subjects that may be required for future study, therefore, students are now asked to Specialise in their choice of elective subjects.

Students are able to explore subjects to enable better choices for the future, to find strengths that they may possess and to build on known strengths for later study.

- Students choose 1 elective to be studied each term.
- They must choose at least 1 x 'Arts' and 1 x 'Technologies' subject.
- The remaining 2 selections can be either an 'Arts' or 'Technologies' subject that they haven't chosen in previous selections OR participate in a SEDA class (Rugby, Netball, Soccer or Basketball).
- Students invited to participate in SEDA classes would be able to study as an Elective.

The Arts
Dance
Drama
Music
Visual Art
Media

Technology
Digital Technologies
Design Technologies (Food and Materials)
Design Technologies (Materials and Technologies)
STEM

SPECIALISATION YEARS 8 - 10

These are courses for students to focus on specific skills, interests and abilities within Key Learning Areas and are designed for them to deepen their learning within a subject area and across the curriculum. Specialisations may assist with future pathways and subject pre-requisites.

Specialisations are not a compulsory core subject; students have a choice as to which Specialisation course they may study. It allows them to select subjects that interest you.

Year 8 Specialisations are a term-based course of study and students need to choose at least one from The Arts, one from the Technologies courses and one from the Languages. The other term they may select any other specialisation including SEDA.

Year 9 and Year 10 Specialisations are a semester-based course of study. Pre-requisites may be used to determine eligibility for further study in particular areas. In Year 10, students are offered more choice in specific areas. This includes specialisation of the Science and Humanities CORE subjects.

Students must choose a Science from these offerings:

- Science in Practice
- Biology / Chemistry
- Chemistry / Physics
- Physics / Biology.

Students are required to choose one of the following in the Humanities area:

- Accounting and Finance
- Business
- Civics and Citizenship
- Geography
- and/or History.

CURRICULUM YEAR 8

Year 8 students study the same number of core subjects as Year 7.

- Students select either Japanese or Spanish which are studied for a term in the Specialisations line. This is regarded as a CORE subject.
- Students additionally choose 1 specialisation to be studied each term.
- They must choose at least 1 x 'Arts' and 1 x 'Technologies' subject.
- The remaining selection can be either an 'Arts', or 'Technologies' or 'SEDA' subject.
- Students wanting to participate in SEDA classes would be invited to study as a Specialisation.
- We also conduct a Project Based Learning term for all classes where they explore cross-curricular learning

YEAR 8 SUBJECTS

Chisholm College offers a range of courses in the middle years. Year 8 Specialisations are a term-based course of study. Students will select three (3) Specialisation subjects and need to choose at least one from The Arts and one from the Technologies courses.

Students will also need to choose a language, either Japanese or Spanish, to be studied for a Term.

CORE SUBJECTS	LESSONS PER CYCLE [#]	DEPARTMENT
Religious Education	5	Religious Education
English	7	English
Health and Physical Education	6	Health and Physical Education
Humanities	7	Humanities
Mathematics	7	Mathematics
Science	7	Science
STRETCH	2	Pastoral Care
Specialisation (1 choice per term)	7	Elective choice

[#] A cycle is 2 x school weeks (i.e.: 10 days).

'Arts' Specialisation
Dance
Drama
Music
Visual Art
Media

'Technology' Specialisation
Digital Technologies
Design Technologies (Food and Materials)
Design Technologies (Materials and Technologies)
STEM

'Languages' Specialisation
Japanese
Spanish

CURRICULUM YEAR 9

Year 9 students will have the opportunity to select two (2) 'Specialisation' subjects each semester – four (4) for the year are selected. The study of Languages in Year 9 is not a compulsory subject and can be selected as a Specialisation.

CORE SUBJECTS	LESSONS PER CYCLE [#]	DEPARTMENT
Religious Education	5	Religious Education
English	7	English
Health and Physical Education *	7	Health and Physical Education
History *	7	Humanities
Mathematics	7	Mathematics
Science	6	Science
STRETCH	2	Pastoral Care

* Year 9 Health and Physical Education and History are studied for a semester.

SPECIALISATION SUBJECTS	LESSONS PER CYCLE [#]	DEPARTMENT
Visual Art	7	Creative Arts
Drama	7	Creative Arts
Media Arts	7	Creative Arts
Music	7	Creative Arts
Economics and Business	7	Humanities
Big History	7	Humanities
Geography	7	Humanities
Dance	7	Creative Arts
Design and Technologies (Textiles and Design)	7	Technologies
Design and Technologies (Food Specialisation)	7	Technologies
Design and Technology (Materials and Technology)	7	Technologies
Industrial Graphics	7	Technologies
Digital Technologies	7	Technologies
Sports Excellence and Development Academy (SEDA) (by invitation only)	7	Sport
Languages – Japanese	7	Languages
Languages – Spanish	7	Languages
STEM	7	Creative Arts/Technologies/ Science/Mathematics

SENIOR SCHOOLING

The Senior School at Chisholm Catholic College is designed to assist students discover and prepare for post-school pathways. There is a strong focus on holistic education with rich experiences to facilitate intellectual, emotional, physical and spiritual growth.

CURRICULUM YEAR 10

The curriculum in Year 10 consists of CORE subjects which all students study and Specialisations which are chosen by students depending upon their interests and abilities. All subjects meet Australian Curriculum, Assessment and Reporting Authority (ACARA) guidelines.

CORE

All students in Year 10 study a compulsory core of subjects. Core subjects ensure that all students achieve a broad general education and are exposed to the cognitive verbs used to assess learning in Years 11 and 12. The following subjects are studied by all students in Year 10:

- English
- Religion
- Mathematics
- Science – Students may select between: Biology/Chemistry, Biology/Physics Chemistry/Physics, and Science in Practice. They must study for the year.
- Health and Physical Education
- Humanities (Semester) – students must select one (1) Humanities subject between: Accounting, Business, Civics and Citizenship, Geography and History. They can choose more than one Humanities course.

SPECIALISATIONS

The specialisation subjects provide students with a range of choices. Students choose three (3) specialisation subjects. These are normally chosen for one Semester and taken as two (2) specialisations per semester. This includes our Humanities as well.

Students are required to record their three preferred specialisations in order of preference (1 being their first preference), together with three alternative preferences should they not be able to fit into any of their preferred electives.

CURRICULUM YEARS 11 AND 12

Students complete their Senior Education and Training (SET) Plan during Year 10. This process encourages students to consider future pathways and subjects designed to prepare them for post-school options. Many will pursue a successful Australian Tertiary Admission Rank (ATAR) pathway for university entrance whilst others go to TAFE or enter the workforce upon completion of their studies.

Vocational pathways are well supported by the College. Students can undertake school-based apprenticeships and traineeships, study at TAFE, experience work placement opportunities and/or study Certificate courses with an external RTO.

Year 11 and 12 Senior Studies are marked by a greater independence and the ability to choose suitable subjects of interest and skill. It is essential that the choice of subjects:

- Reflect the needs and talents of each individual.
- Be based on developing interest and deepening knowledge, concepts and processes.
- Align with preferred pathways, referring to Pre-requisites or Recommended subjects for entry into University courses.

- Enable preparation for employment or further study.

The academic curriculum at Chisholm is characterised by breadth and depth in its subject offerings. In the senior years both General and Applied Subjects, TAFE and apprenticeship options are offered. Each student is encouraged to do their best in an atmosphere where academic excellence, in all pathways, is valued. Chisholm uses pedagogies and technologies appropriate for the 21st century. We aim to maximise the flexibility and creativity of the learning environment ensuring students are able to participate effectively in their complex and ever-changing world.

Below are our subject and certificate offerings in the senior years:

DEPARTMENT	GENERAL	APPLIED
Religious Education	Study of Religion	Religion and Ethics
Creative Arts	Dance Drama Music Visual Art	Visual Arts in Practice Arts in Practice
English and Languages	English Literature Japanese Spanish	Essential English
Humanities	Accounting Ancient History Business Legal Studies Modern History	
Technologies	Digital Solutions	Industrial Graphics Engineering Skills Furnishing Skills
Mathematics	Mathematical Methods General Mathematics Specialist Mathematics	Essential Mathematics
Health and Physical Education	Physical Education	Sport and Recreation Aquatic Practices
Science	Biology Chemistry Physics Psychology	

DEPARTMENT AND STAFF	VET QUALIFICATION
Vocational Education	Diploma of Business Cert III Aviation (Drone) Cert III Allied Health Cert IV Crime and Justice Cert III Hospitality Cert III Fitness

* Subjects are offered based on student numbers and teacher availability. In some cases, subjects are provided through online learning with other Brisbane Catholic Education Colleges. The range of subject choices may change in the future.

LEGISLATION – THE SENIOR PHASES OF LEARNING

Queensland law requires young people to be earning or learning until they turn 17, or until they achieve a QCE or a vocational qualification at Level III or higher.

Young Queenslanders are registered for the QCE during Year 10 or in the 12 months before they turn 16, whichever comes first. Young people from other states or overseas can be registered after completing Year 10 or turning 16 years

of age. Generally, schools register young people in Year 10.

SET PLAN INTERVIEWS (STUDENT EDUCATION AND TRAINING PLAN)

Before the end of Year 10 we will have a meeting with staff, students and parents/caregivers to agree on a plan of study. This is a legal requirement. There are three key steps:

- Planning — what, where and when to study.
- Registering.
- Opening a learning account.

The school, student and parents / carers work together on the student's Senior Education and Training (SET) Plan (or career plan). This process considers student's abilities, interests and ambitions.

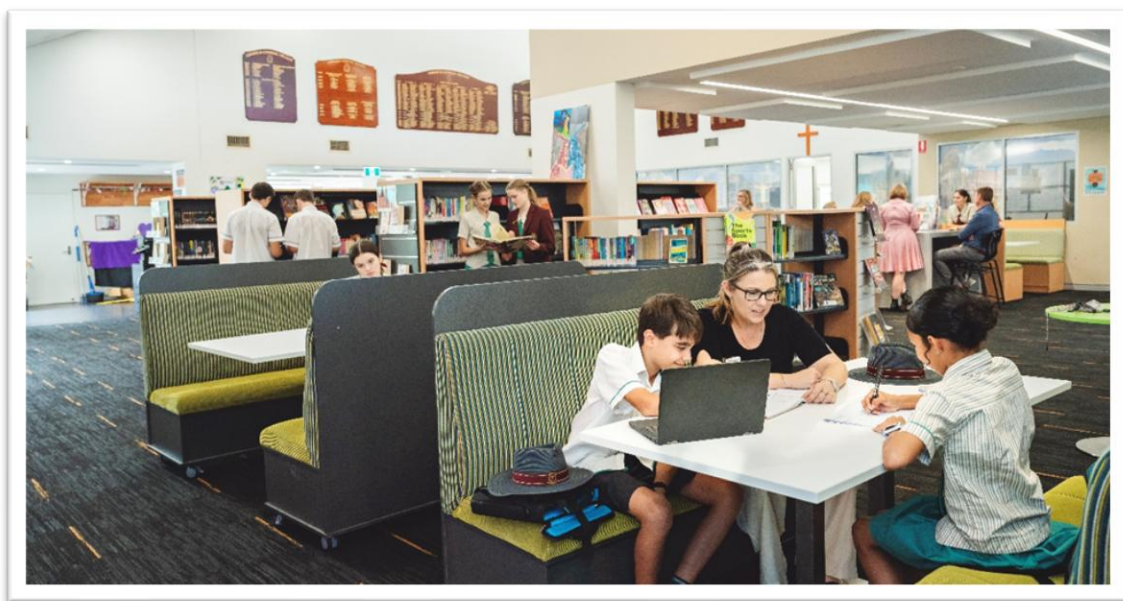
THE SET PLAN:

- Maps out what, where and how a student will study during their senior phase of learning — usually Years 11 and 12.
- Is agreed between the student, their parents / legal guardians and the school.
- Is regularly reviewed to monitor progress.



10. Assessment Policy

Further information regarding policies and procedures for assessment and authentication of student work is located on the Parent Portal.



11. Assessment

ASSESSMENT SUBMISSION FLOWCHART

11

EXAM ATTENDANCE FLOWCHART



HOMEWORK/STUDY

Time set aside for homework should be scheduled to accommodate with family, sporting and social activities.

DEFINITION OF HOMEWORK/STUDY

At Chisholm Catholic College homework/study is:

- Revision of what has been done in class.
- Reading of texts or reference material in preparation for future learning sessions.
- Viewing of short videos or tutorials in preparation for future learning sessions.
- Reinforcement of knowledge and understanding through a range of activities.
- Rehearsal of skills and habits.
- Rote learning of content.
- Reflection on lessons and/or tasks.
- Working on assessment tasks.

Homework isn't always set by class teachers

Time dedicated to homework/study each week will vary according to the students' year level. As a general guide, the commitment suggested on a weekly basis for each year level is:

- Year 7 = 4-6 hours
- Years 8 and 9 = 6-8 hours
- Year 10 = 8-10 hours; and
- Years 11 and 12 = 10-12 hours

In the Senior Phase, the amount of time devoted to homework and independent study will vary according to the students' learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

STAFF CAN EXPECT

Chisholm Catholic College staff will expect that:

- Homework will be well done and will meet teacher expectations.
- On occasions, family commitments/circumstances may prevent students from completing homework/study.
- A note will accompany incomplete homework – use the College Diary.
- Summative assessment will be completed under a range of conditions, so that it is not always a part of set homework/study.
- That homework, especially that which constitutes preparation for the next learning session, will be completed.

PARENTS CAN EXPECT

At Chisholm Catholic College parents can expect that:

- Any expected homework is recorded in the student's Diary or via Teams.
- Teachers will mark homework when it is due and note if it was submitted on the due date.
- Teachers will make contact with parents if their son or daughter is not completing their homework on a regular basis and in persistent cases the teacher will arrange an appointment to discuss this issue.

HOW PARENTS CAN ASSIST STUDENTS

Parents can assist their son or daughter in their learning by:

- Providing encouragement and support for their child.
- Providing an area and environment conducive to satisfactory completion of homework/study tasks.
- Communicating regularly with subject teachers, particularly if homework/study demands are causing distress.
- Consulting the Academic Leader for the relevant subject area if problems persist.
- Assisting their child in planning a home study timetable at the beginning of the year.
- Assisting with homework/study, but avoiding taking over tasks for their children.

STUDENT LED CONFERENCES

Student Led Conferences are held twice a year for all students in Term 2 and Term 3. Teachers will request these on the Term 1 Progress Reports and the Semester 1 Report. Parents are also able to make bookings irrespective of whether a teacher has requested a conference. Bookings are made online, and the booking system is opened a week in advance. These conferences are a chance for parents, students and teachers to discuss the student's progress and identify areas and skills that can be further developed. Students are provided with some guiding questions that will enable them to lead the conference so that they will be able to receive appropriate feedback that will allow them to progress.



12. Attendance Policy

Chisholm Catholic College recognises that every day of attendance in school contributes towards a student's learning and that maximising school attendance enhances academic outcomes. We believe each person in our community has the ability to positively influence the lives of others.

Our College has a responsibility to record student attendance and respond to instances of irregular attendance. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Our College, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a school-based activity.

Legal guardians of children have a legal obligation, as set out in the Education (General Provisions) Act 2006, to ensure a child is enrolled at school and attends.

Class rolls, whether electronic or paper based, can be required as evidence in court and assist in establishing that a school has met their common law duty of care to students. Attendance records are required as part of a school's Workplace Health and Safety requirements and can be a critical factor in identifying serious student protection concerns. In addition, student attendance records are used for student reporting, fee allocation and government reporting.

Chisholm Catholic College has set prerequisites for students in Years 10, 11 and 12 in order to attend special functions and celebrations e.g., Social, Formal and House Farewell. These prerequisites include academic and behaviour standards, as well as attendance.



1 or 2 days a week doesn't seem like much but...



LATE ARRIVAL TO SCHOOL

A student is considered to have arrived late at any time after the Pastoral Care Teacher has marked the morning roll. The Pastoral Care Teacher will mark the student as 'late' during Pastoral Care time. If a student arrives to the College after 8:40am, they are to sign in at Student Reception and will be given a late slip. This slip needs to be presented to the teacher when arriving in class. If a student presents late to a subject class and does not have a late slip, they will be sent to Student Reception to sign in. If Pastoral Care teachers observe a student has made a habit of arriving late or is late for three consecutive days, they will contact the student's Legal Guardian as per the policy for absentee students.

An SMS message will be sent to Main Contacts advising their student has arrived late to school. Chisholm Catholic College requires students in Years 10, 11 and 12 to be at school on time on 90% of school days in order to attend special functions and celebrations e.g., Social, Formal and House Farewell.

EARLY DEPARTURES

A student is considered to be 'leaving early' any time before 2:55pm. All students leaving early will provide a note from the legal guardian to their Pastoral Care teacher; this can be submitted via the BCE Connect App. The Pastoral Care teacher will sign that they have sighted this note. Only students who have notes signed by their Pastoral Care teacher will be given permission to sign out of the Student Reception Office. An SMS message will be sent after school finishes advising Main Contacts their student has signed out of the College early if not accompanied by the parent/legal guardian.

SMS AND EMAIL MESSAGES

Unexplained Absences: An SMS message will be sent to the student's parent/legal guardian on the same day once an unexplained absence has been identified. Such communication will be in a timely manner to allow parent/legal parent response and for the school to follow up with the parent/legal guardian via phone or email on the same day as the unexplained absence if there is no response to the initial text message.

If there is no response from the SMS message, a further SMS will be sent later in the day. If there is no response, a further phone call to a different emergency contact number in the eMinerva contact list will be made prior to the end of the school day.

Unexplained Late Arrivals: An SMS message will be sent to a student's legal guardian advising of students who have arrived late without notification.

Early Departures: An SMS message will be sent to a student's parent/legal guardian advising of students who have left early unaccompanied by their parent/legal guardian.

Any incorrect messages caused by incorrect roll-marking will be made known to the Deputy Principal. The teacher or Pastoral Leader will follow up by telephoning the student's legal guardian.

PLANNED ABSENCE FROM SCHOOL

Parents are asked to contact Mr Bottaccio (Principal) via scornubia@bne.catholic.edu.au if there is a planned absence.

A return email will provide a copy of the **Application for Leave** form for completion. This confirms the reasons for the absence. Upon return, the leave will be considered against the reasons for 'approved' and 'unapproved' leave as per the Attendance Policy.

Parents will receive a response indicating the reasons applied for approval or non-approval. The decision is in alignment with our Attendance Policy, which is informed by the Education (General Provisions) Act 2006, which outlines reasons that are 'approved'/'unapproved'. It will include a copy of the **Student Absence Learning Plan** form. The student is required to speak with his/her teachers to determine the likely impact on their learning. In most cases, content from lessons missed will be available via the Teams site.

Assessment is a challenge when there is a planned absence. Generally, the expectation is that assignments are submitted on or before the due date – no extensions will be provided. Exams will not be rescheduled, particularly if the leave is unapproved.

The expectations increase in the Senior Years – Years 11 and 12. Only in cases of illness or misadventure would there be consideration of an extension or an adjustment to a scheduled exam. This is in alignment with the Queensland Curriculum and Assessment Authority Policy (QCAA), and is referred to as Access Arrangements and Reasonable Adjustments (AARA) - [Access arrangements and reasonable adjustments \(AARA\) | Queensland Curriculum and Assessment Authority](#).

The completed **Student Absence Learning Plan** form must be returned to the Assistant Principal – Curriculum, Mrs Van der Westhuizen. A copy will be provided to the student.

13. Classroom Expectations

Essential to effective learning is a safe, supportive and disciplined environment that respects the following **rights**:

- The rights of all students to learn;
- The rights of teachers to teach;
- The rights of all to be safe.

The *Student Behaviour Matrix* defines the responsibilities that *all* students are expected to uphold and recognise the significance of appropriate and meaningful relationships. It requires students to demonstrate courtesy, connectedness and be conscientious in the classroom, school community and wider community.





AT CHISHOLM CATHOLIC COLLEGE WE ARE CALLED TO LIVE CHRIST'S CHALLENGE BY BEING...

	IN THE CLASSROOM	IN OUR COMMUNITY	IN THE WIDER COMMUNITY
COURTEOUS	<p>We value others</p> <p>We respect the rights of all learners; allowing them to learn.</p> <p>We listen to each other</p> <p>We speak positively and politely.</p> <p>We actively engage in our learning and we expect others to do the same.</p>	<p>We show pride in our school; correctly wearing the College uniform.</p> <p>We ensure that Chisholm Catholic College is a place where hospitality and welcome are shown to everybody.</p> <p>We show awareness and care for the environment and school property.</p> <p>We share our space and resources with each other.</p>	<p>Our actions and words reflect our Catholic Values.</p> <p>We promote peace, inclusivity and tolerance.</p> <p>We respect our College with pride through attitude, behaviour, involvement and appearance.</p> <p>We recognise and honour significance of occasion by being 'present' and engaged.</p>
	<p>We are prepared, present and positive, persevering to do our best.</p> <p>We follow school guidelines and classroom expectations.</p> <p>We are accountable for our words and actions and acknowledge the effects of our behaviour.</p>	<p>We follow staff instructions and abide by the school rules.</p> <p>We take personal responsibility for our actions and practice self-reflection to develop appropriate behaviour.</p> <p>We act out of care and concern for others.</p> <p>We care for our own and other's property and College resources and the environment.</p> <p>We embrace opportunities to include others.</p>	<p>We respect the differences of others and through listening, we learn from those we meet.</p> <p>We take responsibility for continuing our learning outside of school hours.</p> <p>We are accountable for our actions, both in person and online.</p>
	<p>We strive to reach our potential.</p> <p>We demonstrate resilience by persisting and persevering in our learning when work is challenging.</p> <p>We use feedback to improve.</p> <p>We are 'study fit' and use study strategies to achieve success.</p>	<p>We acknowledge our mistakes and harm done to others and we commit to learn from them.</p> <p>We are Upstanders – taking action, out of compassion and concern for the common good of our College.</p>	<p>We are proactive in helping others.</p> <p>We balance our spiritual, academic and emotional needs.</p> <p>We embrace new challenges with a positive attitude and stretch ourselves to be better.</p>

At Chisholm Catholic College we maintain consistency through *Connected Classrooms* expectations. These expectations support teachers and students with ensuring that learning remains the focus, and that classrooms are a safe space.

CHISHOLM CATHOLIC COLLEGE

Live Christ's Challenge

AT CHISHOLM, WE:

TREAT OUR PEERS, TEACHERS, AND OURSELVES WITH RESPECT.

We do this in the way we talk, through our actions, and how we present ourselves each and every day.

COME TO EACH LESSON PREPARED TO LEARN.

This includes pens, pencils, and other stationery, a charged laptop, a book, and textbooks, as well as upholding a high standard of dress.

ARE ON TIME TO OUR CLASSES.

This means we leave our lunch at the movement bell, and have everything we need for class ready, so that we can arrive on time.

SAFELY ENGAGE IN OUR LEARNING

This is around our peers, and within the learning environment, and we do not engage in behaviours which are unsafe to those around us.

ACTIVELY ENGAGE AND PARTICIPATE IN EACH AND EVERY LEARNING EXPERIENCE.

This looks like actively listening, raising hands to ask questions, and completing all set work to the best of our ability.

Our *Connected Classroom Practices* specifically outlines these expectations.

CHISHOLM CATHOLIC COLLEGE

Live Christ's Challenge

AT CHISHOLM, WE:

AT THE START OF THE LESSON WE:

- Arrive on time for the starting of our lessons, prepared to learn.
- Follow the routine for starting our lessons.
 - Two lines.
 - Enter quietly.
 - Stand behind allocated seats.
 - Greet teacher respectfully, then sit.
- Begin the formal lesson positively with prayer, or a focussed activity.
- Revise what we have learned last lesson.
- Clarify what we will learn this lesson by knowing:
 - What are we learning?
 - Why are we learning it?
 - What success looks like.
 - What our Engaged Behaviours are.

DURING THE LESSON WE:

- Actively engage with the learning and teaching.
- Help each other create a challenging and productive classroom environment.
- Show respect for each other and the learning space.
- Help each other stay focussed on the learning activities.
- Believe in our own and other's capacity to succeed.
- Learn from mistakes and embrace risk-taking in our learning.
- Try new ways of learning and teaching.
- Use technology appropriately.
- Safely Engage in the learning, and learning environment.

AT THE END OF THE LESSON WE:

- Reflect on what we have learned.
- Check for understanding of any homework tasks.
- Pack up before the bell.
 - Clean classroom (whiteboard and the floor)
 - Put furniture back in its place.
 - Check for damage and graffiti.
- Stand behind desks.
- Check our uniform.
- Farewell each other positively.
- Leave after the bell.

IN THE SCHOOL YARD AND AT BREAK TIMES WE:

- Are respectful to others and the natural environment.
- We place our rubbish in bins provided and encourage our friends to do the same.

- Wear a hat when outside a classroom.
- Engage positively with others.
- Check our uniform at the end of break.

- Know our responsibilities and carry them out as best we can.
- Move to class at the sound of the bell.

14. Parent Partnerships

We are committed to maintaining a partnership with parents. In support of this, we ask that all parents uphold and recognise the significance of working in partnership with the College.

PARENTS AND COMMUNITY ASSOCIATION (PCA)

The PCA provides a formal structure and acts as an advisory group to the Principal. PCA Meetings enable parents and carers to have a voice and engage directly with Mr Bottaccio and school leadership. It's also an opportunity for parents to have a greater connection with the school, meet other parents, carers and the broader school community. The PCA also provides an avenue for updates on what is happening in the College, beyond the College Newsletter.

In addition, as a member of the PCA there are limited times when you will be asked to volunteer your time at school events or to fundraise.

The PCA suggests on how funds gathered from P&F Levies may be used to provide students, staff and the college with the necessary resources and improvements.

PCA meetings run from 6pm -7:30pm and are typically held on the second Tuesday of each month.

When parents and the PCA work in partnership the benefits are significant. Schools with strong parent engagement often see improved student outcomes and a more vibrant, supportive community. This partnership helps build a network of support that extends beyond the classroom, enriching the lives of our children and our college community.



COLLEGE PASTORAL BOARD

The Chisholm Catholic College Board is a Pastoral Board that provides planning and policy development support to our Principal, Leadership Team, staff and community at a strategic level. The College Board was established with aims to:

- ensure Catholic Education is achieved within Parish/Diocesan Pastoral goals
- pursue the goals of the locally developed Statement of Mission
- co-ordinate and affirm a shared decision-making process

CODE OF CONDUCT FOR PARENTS AND VISITORS

This Code of Conduct for Parents and Visitors reinforces that collaborative and respectful relationships between the College and Parents – [Code-of-Conduct-for-Parents-and-Visitors.pdf](#)

The College strives for excellence in education—an education that reflects quality in teaching and quality in learning. Chisholm Catholic College aims to deliver high-caliber education, providing an engaging curriculum, pastoral, sporting, musical and all other domains and will make every effort to ensure the conduit between home and College is clear, caring, compassionate and understanding.

To work in partnership with the College, Parents are asked to:

- Show an active interest in their child's schooling and progress.
- Co-operate with the College to achieve the best outcomes for their child.
- Support College staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with College staff regarding their child's learning, well-being and behaviour.
- Contribute positively to behaviour support plans that concern their child.

- Make every effort for their child to be at College every day and on time. When their child is not going to be present, parents will notify the College.
- Ensure that their child is prepared for College each day with sustaining food, adequate sleep and clean presentation.
- Appreciate that teachers will make every effort to respond to requests, but a 24 – 48-hour time frame to respond is reasonable.
- Keep updated on regular events via the Parent Portal/BCE Connect App.
- Engage with and attend where possible College events to develop and strengthen our community.
- Notify the College of any change in contact details (phone numbers / addresses etc.) and/or medical conditions, particularly those requiring medication.
- Meet the financial obligations associated with enrolment.
- Show reverence and respect for the prayer life of the College.
- Assist the College by ensuring their children adhere to College rules and regulations in regard to grooming, College uniform and the behaviour management procedures.
- Speak positively about the College and teachers in the presence of students who attend the College.

COMMUNICATIONS AND INTERACTIONS WITH STAFF, OTHER PARENTS AND STUDENTS

Parents are expected to interact civilly with staff, students and other parents at all times. Written and spoken communication should be courteous and respectful. Abusive language, raising your voice, insulting or violent behaviour to anyone on College grounds or at any College-related event, is not appropriate.

Parents are expected to ensure that relationships with students are strictly in accordance with appropriate roles and that favouritism and special treatment are avoided.

Whilst interaction between students can be unruly, it is not appropriate to discipline another parent's child whilst on College grounds.

In some circumstances, parents are required by law to advise the College of areas of potential conflict such as parenting and family court orders. The College expects parents to behave lawfully on College grounds and observe the terms of any order, obligation or undertaking to which they may be subject.

STUDENT, PARENT AND GUARDIAN COMPLAINTS MANAGEMENT

Chisholm Catholic College responds to concerns raised according to the Brisbane Catholic Education Student, Parent and Guardian Complaints Management Policy. A copy of the policy is on the College's public website – [BCE Complaints Policy](#)

In managing a complaint from a student, parent or guardian, the following principles apply:

- *People focus:* build trusting relationships by respecting individuals and the community. Students, parents and guardians have a right to voice complaints.
- *Accessibility:* information on how and where to make a complaint is available and easy to access
- *Local resolution:* resolve complaints promptly and at the point of receipt, where possible.
- *Responsiveness:* prioritise and resolve complaints in a fair and timely manner with complainants informed of progress in the complaints handling process.
- *Objectivity and fairness:* apply procedural fairness and withhold judgement.
- *No detriment:* students, parents and guardians are not adversely affected because they have made a complaint.

- *Learn, improve, grow*: improving services by learning from complaints.
- *Accountability*: employees know, and exercise, their roles and responsibilities.
- *Confidentiality*: complaint information is confidential and managed in accordance with Australian Privacy Principles within the Privacy Act 1988 (Cth).

15. Behaviour Support Centre (BSC)

The Teaching staff at Chisholm Catholic College are experts in their practice. They constantly promote the idea that learning is for everyone! The learning environment must be happy, healthy and productive in order for students to engage successfully and meaningfully in the lesson.

Occasionally, students may not adhere to the essential expectations of the class and need to be reminded of their impact on the learning environment. In this instance, Teachers will utilise their classroom management skills to redirect undesirable behaviour back to the curriculum and reinforce the Connected Classroom expectations.

Students are encouraged to continue learning in the classroom and abide by the desired expectations, or if these are not met, the student will be referred to the Behaviour Support Centre where they will reflect on their behaviour and engage with support to *learn* how to behave more productively when they re-enter the class.

The BSC is supervised by our BSC Co-ordinator who assists students with understanding the reasons their behaviour was unproductive. The goal of the work done in the BSC is for students to return to their lesson with a renewed understanding of being a responsible Chisholm Catholic College student who can contribute positively to the learning environment in the classroom and to restore the relationship with the classroom teacher as part of the College restorative practices.



The classroom teacher, the BSC Co-ordinator, an Academic Leader or a Pastoral Leader will make contact with parents of students who are referred there to explain the circumstances surrounding the referral. This is a fantastic opportunity for parents to work in partnership with the College and further discuss this with their child later that day (or when the best opportunity presents). Another function of the BSC is to connect students with additional Pastoral, Academic support as required/deemed necessary.

16. Bullying Prevention and Response

CHISHOLM CATHOLIC COLLEGE STANDS TOGETHER AND SAYS NO TO BULLYING

Chisholm Catholic College is committed to preventing and responding to Bullying and Harassment. The College utilises proactive and preventative strategies – as well as professional learning opportunities for staff, to effectively respond when Bullying and Harassment reports are made.

The purpose of this section of our Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).



Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an **ongoing** and **deliberate** misuse of power in relationships through repeated verbal, physical and/or social behaviour that **intends to cause physical, social and/or psychological harm**. [Bullying and school aged students \(education.qld.gov.au\)](http://education.qld.gov.au)

Bullying can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. It can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Therefore, bullying has 3 features:

1. It involves a misuse of power in a relationship (power)
2. It is ongoing and repeated (frequency), and
3. It involves behaviours that can cause harm intent).

Bullying can be;

- Physical: Pushing, shoving, punching, fighting, damaging or destroying other people's property, jostling, pinching, touching or any unwelcome physical intimidation, such as gestures or staring.
- Verbal: Offensive or abusive comments, sarcasm, crude jokes and comments, ridiculing appearance, actions or beliefs, obscene or threatening phone calls and emails, teasing or putting other people down.
- Discriminatory: targeting, ridiculing and inappropriate comments aimed at students or their associates, who have a disability, who have a particular sexual orientation or who are from a particular ethnic background.
- Social: Exclusion, spreading rumours, gossip, racial or sexual comments, graffiti and notes intended to isolate, manipulate or harm others.
- Emotional: Victimisation, instilling fear in others, extortion (forcing others to hand over money, food or other possessions), forcing others to do their work.
- Cyber: Using mobile phones, the internet, social media, or other technologies to send insulting, threatening or unpleasant voice, text or picture messages, whether directly to a person or to spread malicious rumours about another (this is a criminal offence and most malicious messages can be traced), taking pictures of people without their knowledge or consent and setting up and promoting websites which are offensive to another person in any way are examples of cyber bullying.

Behaviours that do NOT constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- a single act of telling a joke about someone
- expression of unpleasant thoughts or feelings regarding others
- isolated incidents of harassment, aggressive behaviour, intimidation or meanness.

Roles within bullying incidents:

Target: The person who is the object of the bullying

- *Perpetrator/Initiator/Bully:* The person who is exhibiting the bullying behaviour. Please note that a person may exhibit bullying behaviours and also be a target of bullying.
- *Bystander:* A bystander is someone who sees or knows about bullying, harassment or violence that is happening to someone else. There are three main types of bystanders:
 - *Follower* - do not initiate, but take an active role in the bullying behaviour
 - *Supporter* - support the bullying behaviour (overtly or covertly; for example, by turning a blind eye or standing and watching) but do not take an active role in the bullying behaviour
 - *Upstander* (defender) - someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, they speak up. Being an upstander is standing up for what is right and doing our best to help support and protect someone who is being hurt. In many ways, this is being socially responsible. (NSCC, 2010)

Restorative practices:

This refers to the means by which practitioners can resolve conflict between students by bringing about genuine remorse on the part of the offender(s) accompanied by restorative action. For example, apologising to a victim and having the apology accepted (Rigby and Johnson, 2016). This is a component of the College's Student Behaviour Support Plan.

Our Whole-School Approach to Preventing and Responding to Student Bullying and Harassment

Our school uses the PB4L framework, and the Australian Education Authorities resource [Bullying NoWay!](#) and resources developed by the College staff and implemented in the STRETCH program to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Understanding Bullying and Harassment

We are called to provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community. This is in line with the National Safe Schools Framework (2013) that has the following overarching vision:

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing. ... In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued, and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing (NSSF, 2013).

Chisholm Catholic College has a strong stance against bullying, violence and harassment and aims to develop a deep understanding about bullying causes and effects in the community. Staff and students are afforded learning every year to enable them to recognise the signs of bullying and respond swiftly in an appropriate and supportive manner.

Teaching about Bullying and Harassment

Approaches to bullying need to include relationship and social solutions at the whole-school, class and student level, and on occasion, at the family and community level.

The College's STRETCH and Health and Physical Education program has been developed using the approved curriculum; ACARA - personal and social capabilities - as well as the BCE Religious Education Curriculum. STRETCH lessons provide learning experiences and approved programs on healthy relationships and positive behaviours in relation to bullying and

harassing behaviours.

Through effective classroom management and positive interactions with students, Teachers at Chisholm Catholic College model Catholic values, promoting positive social and emotional learning and wellbeing. The long-term aim is to foster a school culture of supportive relationships which feature respect, inclusion, belonging and cooperation.

The underlying beliefs regarding Bullying and Harassment at Chisholm Catholic College are:

1. Each **student has value** in our community
2. Each student has the **right to feel safe** from bullying or harassment in all its forms
3. **Most conflicts can be resolved.** Our aim as a Catholic community is to restore and build up, encouraging each other to act in a manner that is in keeping with the ethos of the College. The College will take necessary steps to resolve all bullying situations in age-appropriate ways that may include consequences, forgiveness and restitution so that where possible, relationships are renewed and restored within the community.
4. Each student in a community is responsible for the safety of themselves and others in that community. As a College, we desire that **no cases of bullying go unreported**. It is every student's and parent's responsibility to report bullying to a relevant staff member to ensure support is provided to those involved in bullying situations.
5. Each student in a community is responsible for ensuring that other individuals in that community can **reach their potential in a supportive and non-threatening environment**.

Responding to Bullying and Harassment

What can a student do if they see someone being bullied?

Students should care enough to want to do something in order to protect our College community and encourage a culture of safety and respect. Don't be a bystander, be an upstander by:

- Taking action as the bullying occurs by saying ‘leave them alone.’
- Remove the person being bullied from the situation. E.g. ‘Hey, come with me. I want to show you something.’
- Reporting the incident to a member of staff as soon as you can. You can do this by filling in an incident report or emailing a staff member with these details:
 - What the person/s has been doing?
 - Who has been involved?
 - Where have the incident/s occurred?
 - Who else has seen the bullying behaviour?
 - How often has it happened?
 - What have you already done about it?

Offer support to the student being bullied. Encourage them to get help through an adult, friend, student leader or family member.

How can parents/caregivers assist?

Positive parental support around bullying and positive relationships is vital. Parents can help by building a welcoming and inclusive home environment where differences are accepted, and positive qualities embraced. Parents can discuss social, community and relationships openly, including Chisholm Catholic College's expectations about behaviour, how they could best respond if bullied and what they could do as a witness to bullying. Lastly, parents need to be observant.

Look for tell-tale signs that bullying could be occurring such as:

- Unwillingness to attend school
- Wanting to be driven to or from school
- Declining academic performance
- Loss of interest in sporting or social events
- Frequent loss of possessions and / or money
- Asking for or stealing money
- Unexplained bruises, scratches, cuts or torn clothing
- Refusal to say what the problem is
- Erratic or behaviour



If parents / caregivers have concerns that your child is experiencing bullying:

- Ask them what has been happening, who has been involved, where have the incidents occurred and if others have seen the bullying.
- Listen sympathetically to your child and keep an open mind.
- Discuss with your child some immediate strategies such as staying calm, firmly telling the bully to stop, moving away from the situation.
- Speak to the relevant College personnel (PC Teacher or Pastoral Leader)
- Work with the College in seeking a permanent solution.

How do staff respond to reports of bullying?

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

For staff, students and parents, the following flow charts indicate the steps to be taken to deal with any suspected incidences.

If students are being bullied, we are encouraged to do the RITE thing:

R = RECOGNISE you have the right to feel safe and to operate in an environment free of bullying.

I = INFORM the bullies that you want them to stop. Do this in a polite but firm way.

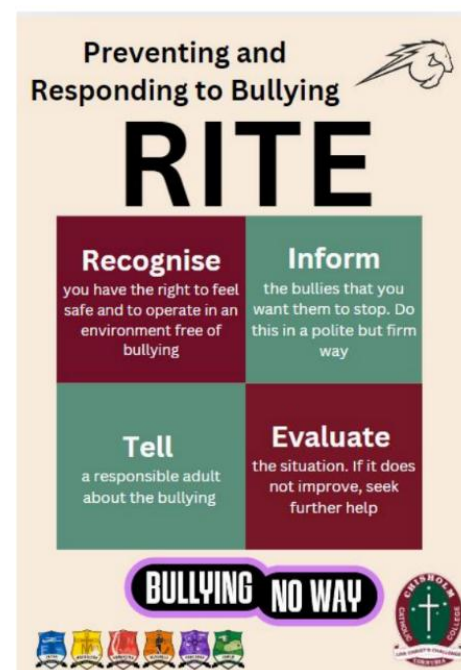
T = TELL a responsible adult about the bullying.

E = EVALUATE the situation. If it does not improve, seek further help

ACTION TAKEN BY THE COLLEGE IN RESPONSE TO BULLYING

The College will respond to bullying incidents according to our "Student Behaviour Support Plan" (available on our Parent Portal and public website).

[2025 Chisholm Catholic College – School Student Behaviour Support Plan](#)



17. Counselling Services

At Chisholm Catholic College the safety and wellbeing of our community is of upmost importance in order to ensure positive engagement, participation and learning. Our Guidance Counsellors provide support to students, families and teachers through whole school initiatives, targeted group interventions, and individual counselling. They work collaboratively with the various staff teams across the College. The Guidance Counsellors aim to provide a safe and caring environment where a person is able to discuss challenges and develop positive strategies and beliefs in order to achieve personal success.

Counselling support can be accessed through referrals from teachers, families or students. Most students in high school are considered able to provide their own informed consent. Information discussed in counselling sessions is kept private and confidential; however, there are limits to this confidentiality. Information may be shared if there are concerns about a risk of harm or as a legal requirement. Brisbane Catholic Education Student Protection Processes will be followed.

Sometimes, when dealing with a student, a counsellor may find it necessary to recommend a referral to a specialist outside of the school setting. This may be when the young person is in need of further assessment or more sustained ongoing care is needed. Members of the Chisholm community can contact the Guidance Counsellors either by phone or email. Students can contact the counsellors either through the Student Reception, their Pastoral Leader, their parents or by contacting them directly.



Generally, the Guidance Counsellors at our school obtain Informed Consent from a parent and/or student for participation in any guidance counselling services offered. However, a student can't be forced to engage with a Guidance Counsellor. And, the age and maturity of the student is carefully considered.

18. Sport

Chisholm Catholic College is a member of two School Sports associations: Pacific District School Sport, aligned with the School Sport South Coast Region, and the South Eastern Colleges Association (SECA). Our program has been updated to ensure maximum participation for those students keen on sport and provide access to a wide variety of sporting experiences in which all students can participate. Our program provides flexibility and opportunity, with minimal impact on valuable learning time. It also gives those who participate at the highest levels opportunities to develop their skills, with individuals able to trial for District and Regional squads, and school teams competing in Brisbane Metro finals.



Our 2026 program will include:

- College Inter-House Carnivals: Swimming, Cross Country and Athletics.
- Participation in SECA Inter-School Carnivals (Swimming, Cross Country and Athletics).
- Participation in the SECA Season – held in Terms 2 and 3, providing students with a wide choice of sports at different levels. (Refer to table below)
- Participation in SECA GALA Days (incl. Boys and Girls Cricket, Rugby 7s and AFL).
- Pacific District School Sport: Major Carnivals (Swimming, Cross Country and Athletics).

- Pacific District Representative Team Trials in over 25 different sports, with pathways to Regional, State and National Representation.
- Access to Brisbane Metro Finals competitions for elite College teams.
- All Schools Competitions in a variety of sports, including Basketball, Touch Football and Netball.
- Equestrian - Regional and State Competitions (contact Mr Mathew Ellis the Program Leader of Sport directly if your child is interested in this program).

SECA Inter-School Sport	
Season 1 – Term 2	Season 2 – Term 3
Volleyball Rugby League (Boys only) Soccer Netball (Girls Only) Chess Theatre Sports	AFL 9s Touch Football Basketball Tennis Indoor Soccer eSports Theatre Sports

SEDA – SPORTING EXCELLENCE AND DEVELOPMENT ACADEMY

Our Sporting Excellence and Development Academy (SEDA) has been developed to give students who excel in the sports of Basketball, Football, Netball and Rugby League greater exposure to high level coaching and competition. Students can trial for inclusion in the younger year levels and, if successful, include SEDA as one of their electives.

The SEDA Program is a 'privilege' and is accompanied by expectations whereby students need to demonstrate that they are engaging in all aspects of school life: academic results in other classes, appropriate participation and behaviour, and maintaining uniform requirements.

SEDA Competitions include:

- Basketball:
 - District; Regionals; States; Nationals.
 - Elite 8, QLD All Schools (CBSQ), Gold Coast Invitational, and more.
- Football (Soccer):
 - District; Regionals.
 - Queensland Football Schools League, UHL Sports Cup, Bill Turner Cup, ISSA Cup, SEQ Futsal Championships, and more.
- Netball:
 - District; Regionals.
 - Southside Super 7s, Catholic Cup, Vicki Wilson Cup, QISSN.
- Rugby League:
 - District; Regionals.
 - Titans Cup, Titans 9's, Confraternity Shield.
- Touch Football:



- District; Regionals.
 - Redlands/Logan Cup, Titans and Brisbane All Schools

REPRESENTATIVE SCHOOL SPORT

Through the Pacific District and South Coast Regional organisations, students are provided with opportunities to trial for representative school sport teams in over 25 different sports; these trials are held within the South Coast Region and freely advertised at the College. All elite athletes and SEDA students are encouraged to attend these trials.

For further information about our Sport program and the Chisholm Catholic College Sporting Excellence and Development Academy, please contact our Leader of Sport (Mr Mathew Ellis) and Academy (Mr Zac Dunfee-Scott (Acting)) directly.



19. Camps and Activity Days

YEAR 7

Early in Term 1, students in Year 7 attend a 3-day Orientation Camp at QCCC Tamborine in the Gold Coast Hinterland.

AIMS OF CAMP

Students come to Chisholm Catholic College from a number of different primary schools and this essential event on the Year 7 program provides the opportunity for students to develop friendships and build relationships with their pastoral care group and teachers.

ACCOMMODATION

Cabins

CATERING

Prepared meals, catering for students with special dietary needs.

ACTIVITIES

QCCC Tamborine offers a wide variety of activities, aimed at learning and leadership, to develop, resilience, relationships and community through reflection and recreation. Students might participate in include: Archery, Canoeing, High Ropes, Bush Navigation, Team Development, Giant Swing, Rock Climbing, Mountain Biking.



YEAR 9 ACTIVITY DAYS

Throughout the year, the Year 9 students will attend two (2) activity days to provide students with opportunities to experience leadership and teamwork. Through a series of engaging activities, students will be challenged, learn how to build stronger connections with their peers, and develop important life skills. These activity days will teach students the importance of resilience, grit, and determination and provides them with opportunities to explore situations that involve trust, decision-making and leadership whilst recognising the individual differences that make each of us unique.

The activity days are planned to be diverse and inclusive, ensuring every student has a chance to shine and grow in a supportive environment. We look forward to creating memorable experiences with our Year 9 students in 2026.

20. Daily Organisation

BELL TIMES

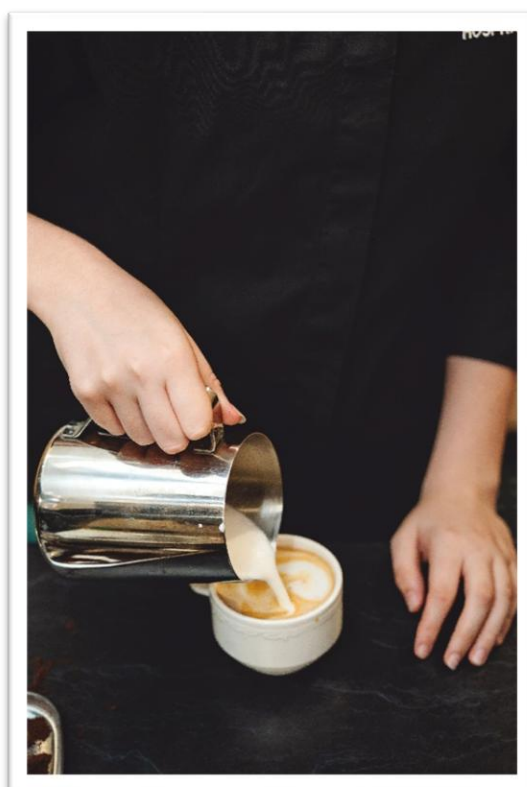
Movement Bell		5 min	8:30am	to	8:35am
Pastoral Care	PC	15 min	8:35am	to	8:50am
Learning Block 1	LB1	60 min	8:50am	to	9:50am
Learning Block 2	LB2	60 min	9:50am	to	10:50am
Lunch 1		30 min	10:50am	to	11:20am
Learning Block 3	LB3	60 min	11:20am	to	12:20pm
Learning Block 4	LB4	60 min	12:20pm	to	1:20pm
Lunch 2		30 min	1:20pm	to	1:50pm
Movement Bell		5 min	1:50pm	to	1:55pm
Learning Block 5	LB5	60 min	1:55pm	to	2:55pm

KINGFISHER CANTEEN

Our school canteen is operated by H&H Canteens. The canteen accepts both cash and electronic payment. Payments by phone are permitted, with students asked to only bring their phone out when making payment.

HAMPTON CAFÉ

Our Library boasts a café that is accessible to staff, parents and Year 12 students throughout the year. Students in Years 7-11 can purchase items prior to school commencing. Parents are warmly welcome to come to the College to meet a teacher and converse over a coffee or engage in one of the many parent support initiatives we offer. The cafe accepts both cash and electronic payments. Payments by phone are permitted.



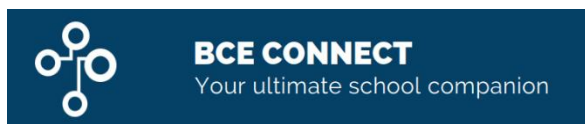
LOCKERS

All students will be allocated a locker with ample room for books, school bags and a change of clothes. Students will also be supplied with a combination lock. Students are responsible for their locker for the remainder of the year and should report any problems immediately to their Pastoral Leader or to Student Reception. Students are to place all their belongings in their lockers and only take their laptop bag to their classes. Once class is finished, students are to place their laptop bags in their locker before going to lunch. No skateboards, scooters, e-scooters or e-bikes are to be ridden to school as they cannot be safely secured at school. It is strongly recommended that students utilise their locker provided at the College to lock up their clothing, other valuables and excess books which are not needed for that night's homework.



NOTIFICATION OF ABSENCES

Please notify the College about absences via the BCE Connect App or via the Parent Portal.



21. Visitors

All visitors to the school must first report to Main Reception and obtain a Visitor's Pass. When arriving, please sign in and collect a Pass from the office and sign out when you leave.

22. Uniform Supplier



The School Locker (theschoollocker.com.au) located underneath the Loganholme Harvey Norman supplies Chisholm Catholic College with all uniform items. Please see their friendly staff who are familiar with all the requirements for each year level, especially compulsory items. The School Locker can be contacted by phone on 07-3440 9701. Orders and items can also be accessed via their website: www.theschoollocker.com.au

SECOND-HAND UNIFORMS

SUSTAINABLE SCHOOL SHOP 

Second-hand uniforms can be bought and sold through the Sustainable School Shop. The Sustainable School Shop is an online second-hand trading system, allowing you to list items for sale, purchase items and list wanted items. See all second-hand uniform items currently for sale on the Sustainable School Shop site at www.sustainableschoolshop.com.au

23. Communication

PARENT PORTAL

The parent portal is one of the main communication mediums of the life of the College. Parents will be provided with login access and are encouraged to access the portal regularly to be informed and updated on College Events.

FACEBOOK/INSTAGRAM

The College has a Facebook/Instagram page that is updated regularly with photos and summaries of special events that occur in our community.

NEWSLETTER

The College provides a Newsletter each fortnight. It is sent to parents/guardians, staff and students. The Newsletter contains articles that update the community on events and information relevant to that time of the year.

UPCOMING DATES AND DETAILS

The Upcoming Dates and Details email contains an outline of events and details for the coming fortnight. It alternates with the Newsletter and is sent to parents/guardians, staff and students.

SMS TEXT MESSAGE

Please ensure that you have provided the school with your current mobile telephone number. There may be texts sent in regard to your son/daughter's attendance and events at Chisholm Catholic College. Use the BCE Connect App or Parent Portal to update your number or contact the College office.

EMAIL

Please ensure that you have provided the school with your current email address. There will be a number of emails sent in regard to your son/daughter starting at Chisholm Catholic College in the coming months. The provided email is also used to send communication from the College, subject teachers and school leadership. Please use the BCE Connect App or Parent Portal to update your email, or contact the College office to update your details.

Student Diary

Students will be provided with a Student Diary. This provides an avenue for communicating between home and school, specific for that student. It may be where notes are written to the PC Teacher or Classroom Teacher.

MOBILE PHONES

Mobile phone use is not permitted during school hours. Mobile phones being used during school hours will be confiscated. Please refer to our Mobile Device Management Policy for further information.

[2024 - Mobile Device Management Policy.pdf](#)

ELECTRONIC DEVICES AND OTHER VALUABLES

- NOT PERMITTED:
 - Students may only use an electronic device when there is a clear and distinct curriculum activity that requires its use (such as listening to a spoken book, podcast, or recording of a composition).
 - Students may not use electronic devices, such as mobile phones, for quiet study or whilst in the

playground from 8:30am to 2:55pm. Research demonstrates that music is not helpful to students to listen to whilst studying. Students not following this procedure will have their device confiscated and this can be collected from “Confiscation Corner” (Administration building) at the end of the school day.

- THEFT and LOSS:
 - Students who choose to bring valuables to school will be required to keep them locked in their locker and remain the student’s responsibility. Guarantees cannot be made for the safety of valuables not secured in this way.
- CAMERA and VIDEO USE:
 - Due to privacy legislation, camera or video phones are not permitted to be used to take photos or videos as per the guidelines for photographic permission at the College. Please refer to the Media Consent details that are collected at the time of enrolment.

24. Textbook Hire and Library Resources

Chisholm Catholic College runs a Textbook Hire Scheme. All Textbooks will be issued to students over the first days of their schooling and as needed.

Guidelines can be located on the Parent Portal, outlining the responsibilities and procedures related to the care of library resources and textbooks at Chisholm Catholic College. This is to ensure that all students and families understand expectations regarding damaged or lost items.

In summary, Students are required to treat all library resources with care and respect. Where damage or loss has occurred, report to the library staff immediately.

Borrowed items need to be returned by the due date and in good condition.

Families will be required to pay for damaged or lost books.



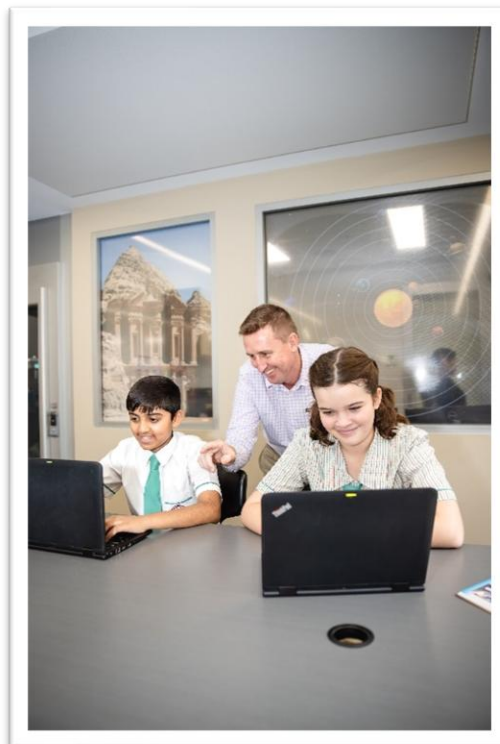
25. Laptop Policy and Procedures

Chisholm Catholic College has a 1-1 student laptop program which provides a personal laptop for every student in the College. These laptops remain the sole property of the College for the term of the loan to the student. Your child will be issued with a Lenovo Yoga Gen 2 laptop with an AMD Ryzen processor, 256 GB SSD Hard drive, 16GB Ram, Stylus, 13.3" HD touch screen.

VISION

Founded in Catholic Tradition and Spirituality, Chisholm Catholic College, working in partnership with parents and the wider community, provides a caring, compassionate and contemporary learning environment to develop well-rounded young men and women of faith and integrity and assist them in their personal pursuits of excellence in all areas.

Chisholm Catholic College is committed to an Information Communication and Learning Technology (ICLT) vision of being relevant and current and provides digital tools to access knowledge, build deep understanding and develop confident life-long learners who can collaborate, synthesize and communicate effectively in an ever-changing physical and digital world.



STUDENT RESPONSIBILITIES

As the student participating in the Chisholm Catholic College Laptop Program, you will be responsible to the College as follows:

- Students will be trained to be competent users and maintainers of their assigned laptop computer and are responsible for its ongoing maintenance.
- To carry the laptop computer within the protective case/bag provided at all times. In the interest of student safety, laptop computers are not to be used in a public place. The laptop is to be treated with care and stored in the protective case/bag supplied when not in use.
- Laptops, when not in use, are required to be stored in the student's allocated locker. Students are issued a lock upon enrolment and must use it to keep their locker locked and secured at all times.
- Laptops and the protective case/bag include identification labels which must not be removed. Laptops must also be kept clean and free from graffiti. The College will implement regular hardware, software and data inspections. Students will be subject to the terms of the 'Laptop User Agreement' if there is any evidence of misuse or inappropriate usage.
- All laptop computers will include necessary software for students to complete prescribed learning activities. Students will be permitted to install other applications subject to appropriate licensing arrangements and approval from IT Services. This includes the installation of any games.
- Students cannot delete any of the existing applications or folders; however, they are permitted to add additional folders to assist with organising their work. Students will also be able to install additional home-based printers, scanners and other peripheral devices if they wish.
- Students will be supplied with a means of backing up their data (OneDrive). All students will be responsible for the regular backup of their data via the means recommended by the College.
- The student is responsible for ensuring the laptop is recharged at home each night and ready for the next school day. Chargers are not to be brought to school; they are only for charging at home.
- The laptop can be connected to the student's home internet at the parent's discretion. Parents are encouraged to supervise proper usage of laptops at home, especially whilst students are using the internet.

- The laptop computer is a tool to assist learning and therefore should be used predominately for educational purposes. Students must be aware of and abide by the Guidelines for Use. Failure to abide by the 'Laptop User Agreement' could result in disciplinary action, or in the event of damage, a financial cost to the parent.
- Students are not to carry the laptop by the screen. This can and will cause damage to the LCD panel.
- Students are not to use VPNS at school. Once detected they will immediately be removed from the laptop.

PARENT / GUARDIAN RESPONSIBILITIES

As the person enrolling the student, in consideration of the College accepting the student's enrolment and in consideration of the College offering to lend a laptop to the student, you will be responsible to the College as follows:

- You will pay school fees and levies which are intended to recoup to the College the cost of maintaining the laptops and associated services. You must indemnify the College against damage to the hardware or associated software of the laptop except for accidental damage.
- You must accept the terms and conditions set out in the 'Laptop User Agreement' before your student will be allocated a laptop. The 'Laptop User Agreement' will be emailed out to parents prior to their student starting and acceptance is digitally recorded through options provided in this email.
- The College will secure insurance for the laptop at market terms. You must ensure that the student complies with any conditions which are imposed by the insurer and which will be communicated to you by the College.
- The College insurance does not cover pet damage, fire and theft of the laptop. It is the responsibility of the Parent/Guardian to cover the full replacement cost of the laptop in either of these events.
- The College will claim on insurance (where applicable) for any repairs deemed by a vendor-authorised repairer to be necessary for the laptop. You will be required to pay for the repairs that are not covered by insurance or educational warranty cover.

Parents are asked to ensure that the student and any other persons who have possession of the laptop comply with the conditions of use set out by the College including:

- Ensure students fulfil their responsibilities as outlined above.
- Supervise student use of the computer when at home including their internet use.
- Ensure the student has their computer at school each day in a condition that will enable it to be usable for any educational purpose, including being fully charged.
- Comply with the policy of the College in relation to the return of the device in the event of the student leaving the College prior to the end of Year 9 and Year 12.
- In addition to the 'Laptop User Agreement', Parent/Guardian's permission is sought to allow the student access to internet and email services.
- Issues arising at home using social networking sites such as Snapchat, Facebook, Instagram, Twitter and TikTok etc., whilst under the Parents' supervision are, in the first instance, the Parents' responsibility.
- Laptops will be enrolled into VMware "Workspace One" Mobile Device Management (MDM) solution or Microsoft Intune and linked to the allocated student for the purpose of software deployment and asset management.
- Where the student does use the laptop to access the internet through internet access other than at the School/College, the School/College does not control or monitor such access, and it is the Parent's responsibility to supervise any internet access other than at the School/College using the laptop.

The Laptop provided remains the property of Chisholm Catholic College. In the event that a student stops attending Chisholm Catholic College, the laptop, digital stylus, charger and bag will need to be returned. If not returned the parent/guardian will be liable for the replacement cost of all items.

GUIDELINES FOR USE

EDUCATION PURPOSES

- The laptop is to be provided as a tool to assist student learning both at the College and at home.
- The laptop computer comes pre-installed with a base image, and any specific subject software will need to be installed under the guidance of College staff. The College reserves the right to carry out software, hardware and data inspections of laptop computers at any time.
- The College reserves the right to remove software at any time that may be a security risk.
- VPNs on student laptops are prohibited and will be removed immediately if discovered.

DATA BACKUP AND SOFTWARE UPGRADING

- Students are responsible for the backup of all data as recommended by the College.
- Students are responsible for ensuring that all software is kept up to date. (e.g. operating system and installed anti-virus software).

TECHNICAL SUPPORT

- In the event of a software malfunction students may contact the College ICT Services Help Desk for assistance.
- Students will be given basic guidelines on how to maintain their laptop.

USE OF COLLEGE WIRELESS NETWORK AND INTERNET ACCESS

- The use of the College Wireless Network and all associated infrastructure are available for educational use only.
- The internet is only to be accessed through the College Wireless Network when at the College. Use of VPNS is prohibited.
- The downloading of large files is not permitted due to bandwidth restrictions.
- Students are not to remove the anti-virus software provided and replace it with another type of anti-virus software.
- Specific network settings are not to be removed or altered as this could affect the laptop's connectivity.

LOSS, THEFT AND REPAIRS

- All laptops are covered by a manufacturer's warranty. The warranty covers any manufacturer's defects during normal use. It does not cover negligence, abuse or malicious damage.
- All laptops are covered by an Education Warranty Plan. This plan covers repairs associated to accidental damage including: Impact damage, liquid damage, and electrical surges. It does not cover negligence, abuse, theft or malicious damage. The Product Disclosure Statement will be communicated to parents and available on the Parent Portal.
- In the case of suspected theft, a police report must be made by the family and an event number provided to the school along with a signed incident report. It is the responsibility of the Parent/Guardian to cover the full replacement cost of the laptop in the event of a theft.
- If a laptop is damaged or lost by neglect, abuse or malicious act, the Deputy Principal will determine whether replacement is appropriate and/or whether or not the student retains access to a laptop for home use.
- Students will be required to replace lost or damaged power chargers, digital stylus and or bags at their own cost.
- Only authorised vendor technicians can carry out warranty and repair work.

ASSESSMENT AND HOMEWORK

Students are encouraged to use their laptop computer for homework and assessment tasks – using available OneDrive storage. However, the loss of data or hardware malfunction cannot be grounds for the appeal of any assessment task or homework.

CLASSROOM USAGE

Student laptop computers are to be brought to school each day; however, the classroom teacher will manage the use of the laptop computers in the classroom.

Students are not to take out or use a laptop computer without the permission of the classroom teacher.

Students using their laptops inappropriately in class time will be dealt with following the College's Student Behaviour Support Plan which may involve loss of laptop privileges.

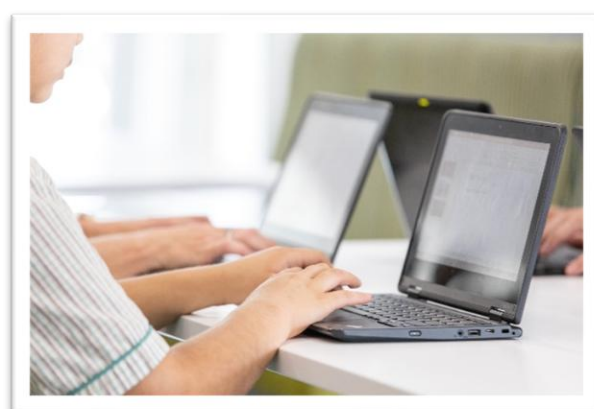
Laptops are not to be charged during class time. They can be charged before school, during both breaks, and after school in the library. Chargers are not to be brought to school – they are for charging the laptop at home.

When in use, the laptop computer should be placed on a table or desk, not on laps. The laptop should NOT be carried around whilst the screen is open.

RESPONSIBLE LAPTOP PROCEDURE

This procedure is in place for students whose laptops have been left or lost around the College grounds (or elsewhere) and are picked up and returned to IT Department. This procedure aims at placing responsibility back to the students to take care of this expensive equipment and use available resources (e.g. lockers) to keep laptops safe when not in use. Occasionally, this procedure will be used when a laptop has been left on a bus or elsewhere off College property and been returned to the College.

- First time laptop is left unattended:
 - Laptop is found unsecured and brought to the IT Department
 - If the student comes to IT Department on that day, they will receive their laptop back immediately and the computer infringement is recorded.
- Second time laptop is left unattended:
 - Laptop is found unsecured and brought to the IT Department
 - Parents will be notified that this is the second computer infringement.
- Third time laptop is left unattended:
 - Laptop is found unsecured and brought to the IT Department
 - Parents will be notified that this is the third computer infringement.
 - Student will be issued with a Community Service (Wednesday afternoons 3:15pm – 4:15pm). Parents will be notified about the Community Service via email and a letter in the mail.
- Subsequent times the laptop is left unattended:
 - Process will be the same as Third time laptop is left unattended.



26. Transport to and from School

LOCATION AND PUBLIC TRANSPORT

Chisholm Catholic College is located in Cornubia, south of Brisbane. We are a 25-minute drive from Brisbane's Central Business District via the Pacific Motorway (Exit 30, veer left onto Beenleigh Redland Bay Road, through the roundabout, turn left into California Creek Road).

There are a number of TransLink and TransDev buses that service the College. Please phone TransLink on 13 12 30 or check [School service finder | Translink](#) for timetables, pick up locations and tariff information.

The Department of Transport and Main Roads webpage also contains some helpful information regarding school transport [School transport \(Department of Transport and Main Roads\) \(tmr.qld.gov.au\)](#).



BEFORE SCHOOL DROP-OFF AND AFTER SCHOOL PICK-UP

We have a designated area for 'drop-off' and 'pick-up'. To ensure student safety and that of others, we ask that no other areas of our driveway be used for picking up or dropping off. If observed by staff, please know that they will challenge this behaviour – we ask that parents support us.

Similarly, picking up a student within other areas of the car park is not safe – unless you are parked in a designated car park space. And, remember to give way to buses as they leave.

Enter the school driveway and follow the road down to the 'drop-off/pick-up' zone. After students have safely left/entered the vehicle, complete the circuit to leave the school grounds.

To maximise our students' safety, we are authorised by Council to enforce a 'Left Turn Only' when leaving our school car park between the hours of 7:00-9:00am and 2:00-4:00pm. There is a sign in the driveway to remind drivers of this requirement, which also assists with the smooth flow of traffic during peak times and applies to everyone leaving the carpark during the 2-hour periods.



The speed limit within our grounds is 10km/h.

The 40km/h speed limit applies in front of the school. The crossing supervisor is on duty every school day from 7:30am-8:45am and 3:00pm-3:35pm in the afternoon.

BICYCLES

Bikes are a common form of transport to and from school; however, they are not to be ridden on the school property at any time. A bike enclosure is provided and locked each day. Students must chain and padlock bikes in the enclosure. Of course, it is the College's expectation that students abide by the legal obligation to wear helmets when riding to and from school.

STUDENT DRIVER POLICY

The College is committed to ensuring the safety of students, parents and staff when accessing the school car park and surrounds. In order to ensure this safety, a set of regulations is applied prior to the student driver applying for a parking permit to park in an allocated car space within the College grounds. Students are expected to follow these safety guidelines and the legislated road rules in and around the school grounds. It is expected that safety remains a priority for all users.

27. Privacy Policy/Statement

This Privacy Statement applies to schools administered by BCE and the BCE Office (BCEO), and the Statement sets out how each school and BCEO manage personal information which is provided to or collected by it and your rights in relation to your personal information, including how to complain and how we deal with complaints.

[Privacy Statement](#)

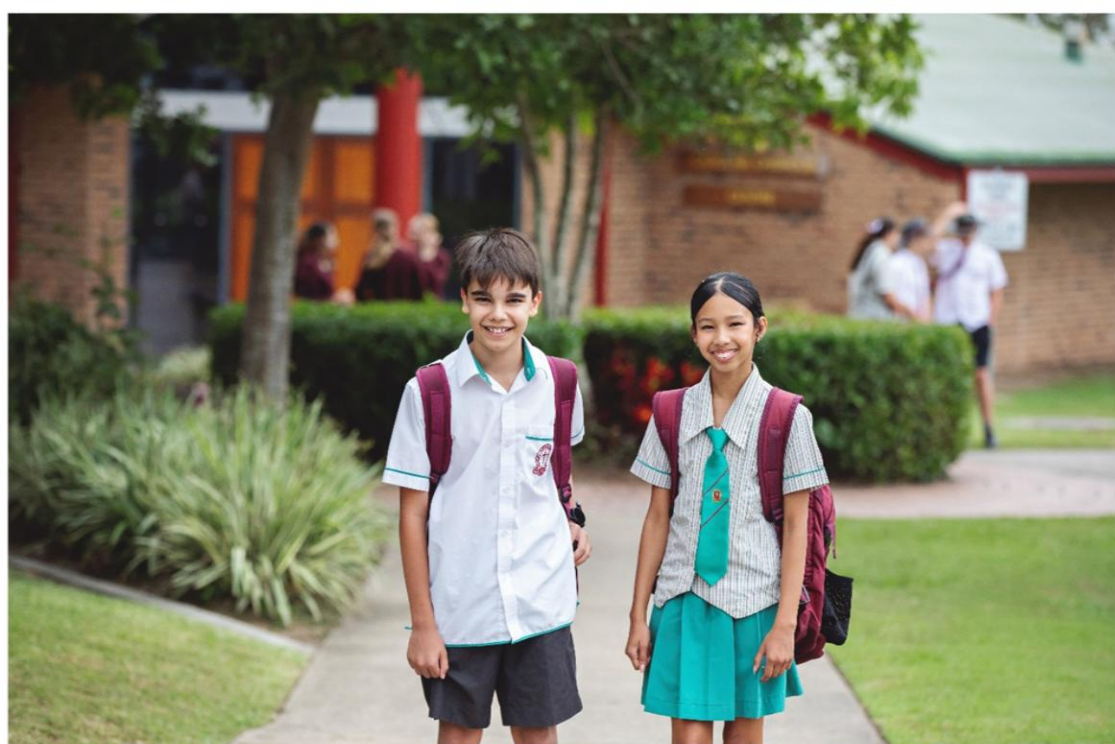
28. Uniform Policy

Chisholm Catholic College's strong culture is reinforced by its high uniform standards. By wearing the uniform correctly and with pride, students are acknowledging that they are part of the community of which they are justifiably proud and continue to build a legacy of excellence started by the founding members of the College.

The College has undertaken a uniform review with revisions to elements of the uniform phased in at the start of 2024. These changes are to promote equity and comfort, and are informed by student and parent voice.

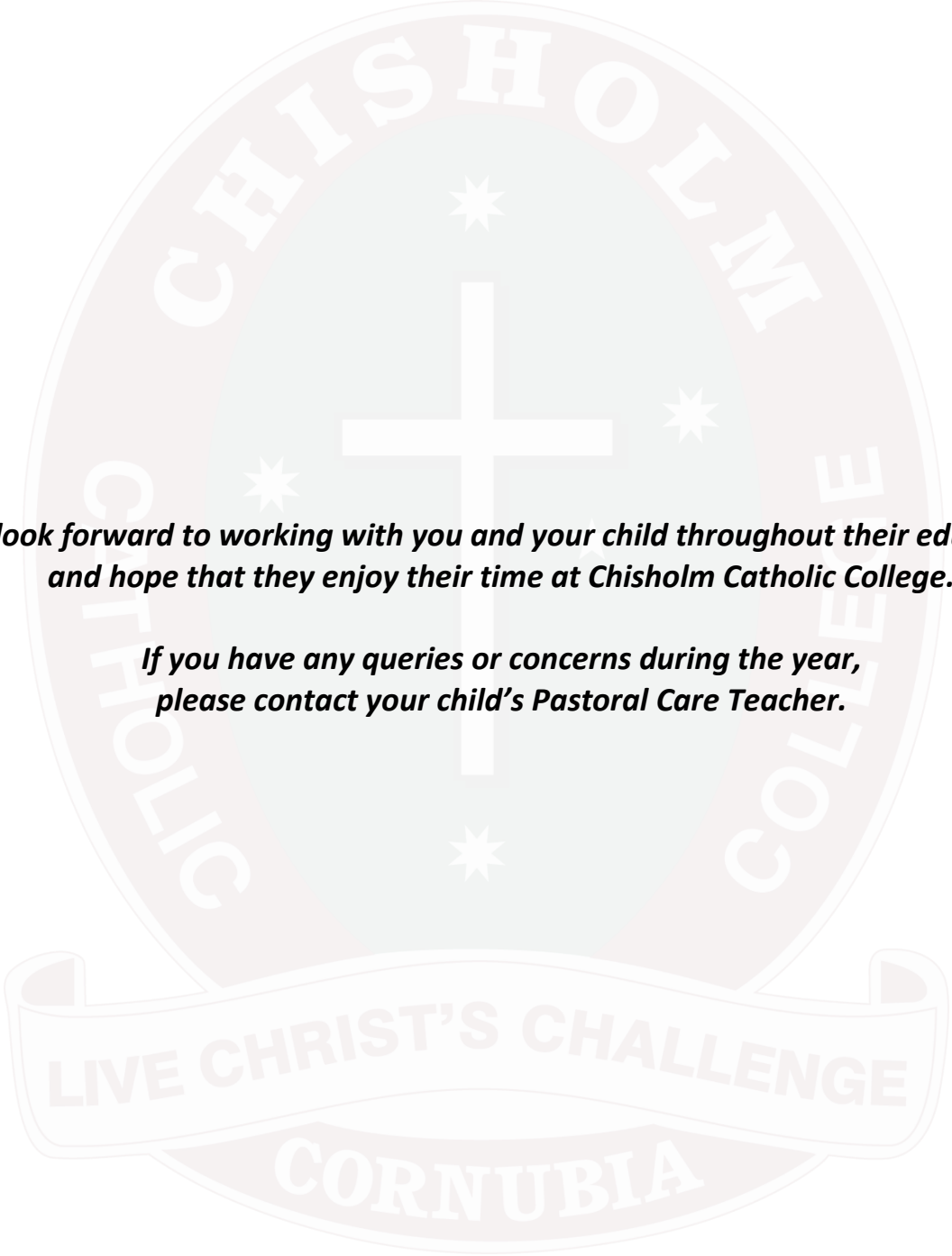
All uniform policy items, including phased-in items can be found in the 2025 Uniform Policy via the College Website – About Us - Policies.

[2025 Uniform Policy.pdf](#)



29. Campus Map





***We look forward to working with you and your child throughout their education,
and hope that they enjoy their time at Chisholm Catholic College.***

***If you have any queries or concerns during the year,
please contact your child's Pastoral Care Teacher.***