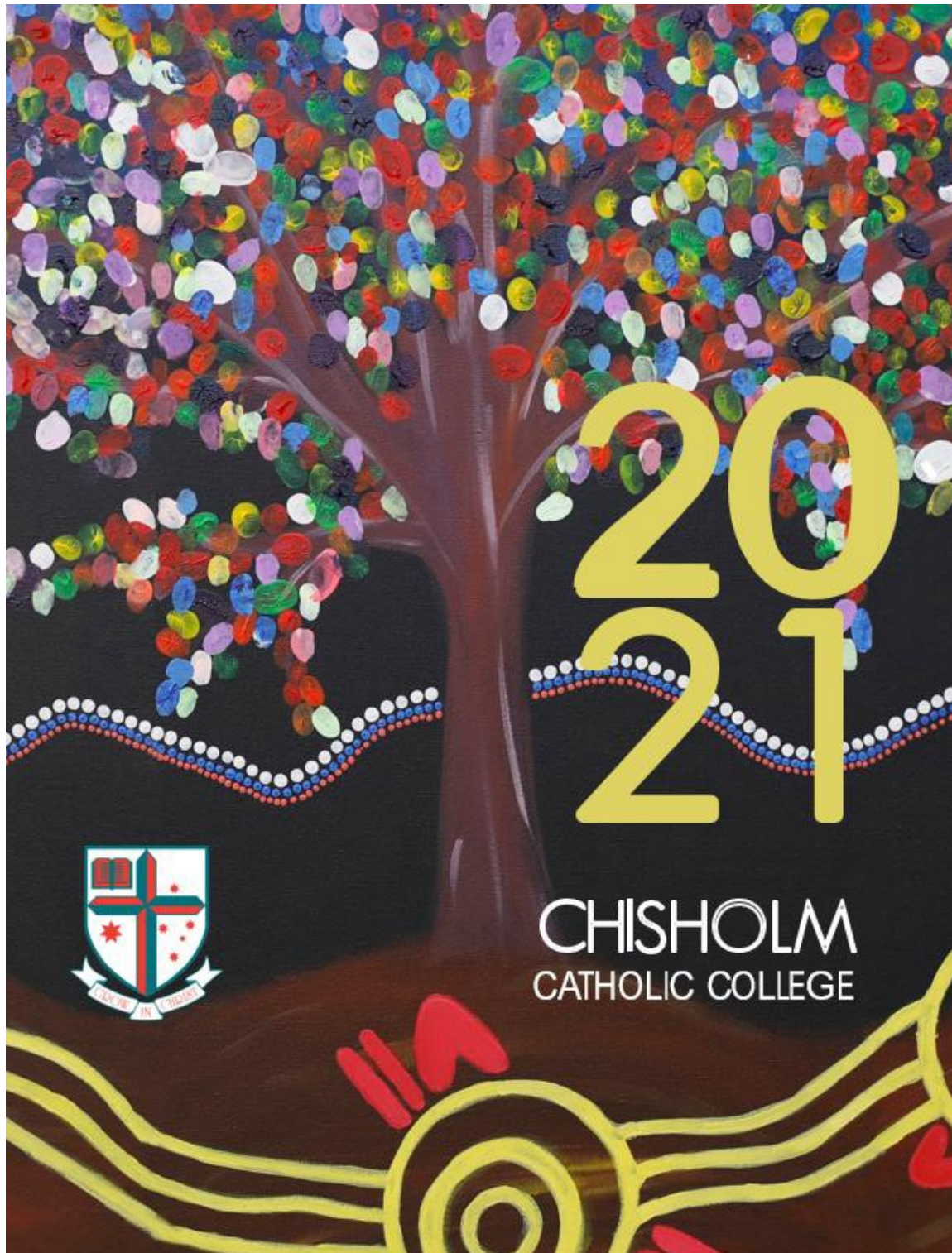




CHISHOLM
CATHOLIC COLLEGE
CHARACTER · LEARNING · COMPASSION

CURRICULUM PLAN 2021



CHISHOLM
CATHOLIC COLLEGE

Part A - School Profile and Background

Chisholm Catholic College is a co-educational secondary College with approximately 1700 students from Years 7 to 12. The College serves the many surrounding Catholic Parishes and was established in 1989 as a result of the amalgamation of two historic schools run by the Christian Brothers and the Dominican Sisters. The heart of the College mission is to nurture the formation of the full humanity of the individual student as reflected in the College Motto - 'Grow in Christ'.

The formation of Chisholm Catholic College through this joint charism originated largely through the connection and identification with Caroline Chisholm and her outstanding work and legacy in regard to assisting migrant families and particularly women and children in establishing educational opportunities in the early years of Australian settlement.

Striving for excellence permeates all facets of College life and our focus is constantly seeking to engage our students for improvement. A comprehensive curriculum program structured at various levels is offered across Learning Areas. Extensive resources and input is provided in focussed ways towards Literacy, Numeracy, Sciences, Humanities, the Arts, Languages (French, Italian and Mandarin), Technology and Enterprise and Health and Physical Education. Differentiated approaches and targeted programmes in Learning Support for students with learning difficulties as well as students who are gifted and talented adds to the depth of the learning experience. Senior students have the opportunity to tertiary entrance, certificate programmes, vocational and on the job training programs. A full and diverse range of co-curricular programs, featuring interschool sport, music and drama, educational competitions and extension programmes is supported throughout the College calendar.

Student background

Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value – 1070 (Average ICSEA value – 1000)

The distribution of students across the various cohorts indicates slightly larger groups in the junior section of the school with natural attrition contributing to lower senior school cohort sizes.

Year group (2020)	No. of students	ATSI	LBOTE	SWD
Year 7	305	4	6	18
Year 8	295	2	22	23
Year 9	293	3	20	23
Year 10	288	3	17	19
Year 11	257	3	21	17
Year 12	236	1	20	12

Demographically our enrolment caters for families across a broad regional area with 9 main contributing Catholic primary schools. Enrolment enquiries come from others wider than that but a stated priority to give preference for our Catholic students in schools in our proximity means it is difficult to accommodate those applications and our advice is to consider other Catholic secondary alternatives.

Part B - Curriculum

Chisholm Catholic College's Educational programs are developed in accordance with the guidelines provided by the Bishops of WA (Religious Education) and School Curriculum and Standards Authority (SCSA).

The College's Curriculum planning accounts for the needs of all students and recognises that each student is developing and achieving in different ways.

Implementation of Religious Education Curriculum

The Religious Education Program is fully implemented across Years 7 -12 in accordance with Catholic Education Western Australia's policies and curriculum as developed by the Western Australian Bishops.

On average, the time allocation for teaching Religious Education in Years 7-10 is 165 minutes a week. In Years 11 and 12 where it is studied as Religion and Life (ATAR or General), it is studied for an average of 270 minutes per week.

In addition to the hours of instruction, Liturgies, Year based retreats, and Christian Service Learning (Chisholm Care) are provided for students. These activities of catechesis are separate from the Religious Education program and are not part of the time allocation.

Teachers of Religious Education have the necessary accreditation stipulated by the CECWA Accreditation policy.

Appropriate professional development is provided (includes the knowledge and faith components of Accreditation and renewal) for teachers of Religious Education.

Teaching, Assessing and Reporting Policy Standards

Chisholm Catholic College implements the Pre-Primary to Year 10 Western Australian Curriculum and Assessment Outline to meet the learning needs of all students and in accordance with:

- The policy standards for Pre-primary to Year 10: Teaching, Assessing and Reporting
- The principles of Learning, Teaching and Assessment detailed within the Outline.

While the Curriculum and Assessment Outline provides mandated Learning Area content it is the underlying principles of Teaching, Learning and Assessment that has guided the planning of learning experiences for students in Year 7 - 10 and the professional development of staff. Learning that encourages creative and critical thinking skills in students that will allow them to be lifelong learners has been a focus for staff within the College.

Link: <https://k10outline.scsa.wa.edu.au/home>

Reporting

Chisholm Catholic College reports to parents and guardians on student achievements formally three times per year. Academic reporting for Year 7 to Year 10 students is in accordance with the Western Australian achievement standards. Academic reporting for

Years 11 and 12 students is based on the Western Australian Certificate of Education. The College ensures that reports:

- (a) are readily understandable to those responsible for the student.
- (b) give an accurate and objective assessment of the student's progress and achievement:
 - (i) in terms of the grades A, B, C, D and E
 - (ii) in relation to the performance of the student's peer group.
- (c) include an assessment of the student's achievement in terms of the Western Australian achievement standards
- (d) include information about the student's *attitude, behaviour and effort*

Link: https://k10outline.scsa.wa.edu.au/data/assets/pdf_file/0004/321754/2016-41979-Reporting-Pre-primary-to-Year-10-2016.pdf

Curriculum Planning

Our curriculum planning aims to provide quality educational experiences in order to meet the individual needs of all of our pupils. This includes students being on a modified program through a Curriculum Adjustment Plan (CAP) / Individual Education Plan (IEP). The Learning Support Coordinator, in conjunction with other student support staff, develop the student's CAP / IEP which provides teachers with an explanation of the particular diagnosis and the functional impact it can have on the student. Chisholm is continuing to expand the Learning Support program which provides additional assistance to students with specific needs both at an enrichment support level and through to an accelerated/extension level.

Individualisation of students' learning is an important element of the curriculum offered at Chisholm Catholic College to ensure that students are engaged, challenged and motivated. The College has differing levels of streaming for Religious Education, English, HaSS, Mathematics and Science in Years 7 to 10. As reported earlier, the College academic report provides:

- the course grade achieved for the specific content and skills that are taught and assessed in the streamed class.
- a grade based on the standards set by SCSA in the Western Australian Curriculum and Assessment Outline

The College also offers a Gifted and Talented program (*Stellatus*) for Year 7, 8 and 9 students. Students with high academic potential are invited to join *Stellatus* where they take part in a variety of cross-curricula projects and challenges, outside of the normal school curriculum. *Stellatus* is a timetabled class. To identify Gifted and Talented students, a variety of processes are used, including:

- Standardised tests e.g. ACER General Ability Tests (AGAT)
- NAPLAN results;
- School reports; and
- Teacher referral.

With parents being their child's primary educators, it is imperative that the College communicates effectively with parents, beyond the formal reporting process to ensure that they are fully informed about the curriculum and how their child is progressing. There are a variety of communication processes implemented at the College including, but not limited to:

- Provision of all course outlines and assessment outlines through the Parent Portal
- Student-Parent-Teacher meetings
- Information sessions around teaching and learning priorities

- Support for students identified at educational risk
- Other interviews or meeting opportunities initiated by the College
- The College responds with due consideration for requests from parents for additional information.
- Telephone discussions and email communication occurs between parents and teachers.

Western Australian Certificate of Education

At Chisholm Catholic College all students enrolled in Years 11 and 12 are provided with the opportunity to achieve their Western Australian Certificate of Education (WACE). Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling. The Curriculum in Years 11 and 12 at Chisholm Catholic College caters for students who are university-bound, have a specific vocation in mind involving further education and training or are planning to enter the workforce on leaving school. The College offers a wide range of education and training courses and programs.

The College caters for differences in interests and rates of learning. Chisholm currently offers a variety of courses being: ATAR, General, Vocational Education and Training (VET) and Endorsed Programs. Students are also offered the opportunity to undertake Workplace Learning which can be endorsed towards their WACE achievement. Chisholm Care (Christian Service Learning) hours accumulated by students over Years 10, 11 and 12 are also reported to SCSA who records this information on the students' Western Australian Statement of Student Achievement (WASSA).

Link:

https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0015/338100/Your-Guide-to-the-WASSA-WACE-and-ATAR-2018.PDF

Part C – Child Abuse Prevention

All staff will be completing the CEWA online Mandatory Reporting Training through Claned. It is anticipated staff will have completed this training by the end of Term 1, 2021. In addition to Mandatory Reporting laws, the school has Staff and Student Codes of Conduct in place to ensure students' safety at and out of school during school-related activities. A Parent Code of Conduct is currently being developed. The College continues to use the Consent2Go program for all school-related activities, and this has ensured that Risk Management procedures are followed in the planning and at the time of activities. New staff to the College in 2021 will receive CEWA training in regards to the Keeping Safe: Child Protection Curriculum and also through learning area, Academic Council and Pastoral Care Meetings where the KS:CPC is a regular agenda item.

Chisholm Catholic College has implemented the Keeping Safe: Child Protection Curriculum (KS:CPC) since 2019. This is a whole school implementation, both within learning areas and as an integral component of each year groups' Pastoral Care Period (PCP) Programme. The KS:CPC has been mapped to be age and developmentally appropriate for students in all year groups and adheres to the Catholic Teachings. Online safety is a focus in many years, not only with the KS:CPC, but also within the Information Technology programmes and with guests such as Mr. Paul Litherland running student, parent and staff sessions around e-safety education. Each learning area has reviewed all Teaching and Learning Programmes from Years 7 to 12 and identified clear, explicit links to current

syllabus content and the KS:CPC. This has been mapped for the whole school and Focus Areas and/or Topics not addressed in learning areas have been embedded into the PCP Programme. All teaching staff have access to the Global Edition of the KS:CPC Resource documents to assist teachers with lesson planning to ensure core content is delivered, using appropriate strategies and resources, ensuring that the delivery is explicit for the students to identify practical self-protective skills and strategies. The collegial nature of lesson preparation amongst teaching staff and their pro-activeness in consulting experts such as IT and counselling staff for some topics has exceeded expectations and has ensured a proactive, positive and effective implementation to date.

At the Parent Information Evenings, the Heads of Year include information regarding the delivery of the KS:CPC in learning areas and PCP Programmes for their child, detailing the skills and strategies presented and the reasoning and context. The CEWA Parent Flyer is also available for Parents. A College Newsletter item is also included early at the start of the 2021 school year, to inform parents of the ongoing delivery of the KS:CPC Programme at the College with their children.

Links: CECWA Child Protection Policy and Child Safe Framework Website

Part D – Governing Body Accountability

Chisholm Catholic College's Strategic Plan encompasses broad strategic objectives for the forthcoming five-year period and within that a School Improvement Plan that seeks to review and focus on specific aspects of improvement.

In alignment with our system's Strategic Directions, the College Leadership and its Advisory Council, look to secure the future of this excellent educational community by identifying clear areas of focus and intent, in regard to planning. This requires the College to have effective strategic management and financial oversight combined with clear shared vision and educational leadership in its approach towards quality Secondary Education. Chisholm has recently engaged new architects who are in the process of developing a College Master Plan. All College stakeholders have provided input so that improved teaching and learning facilities will continue to provide a quality education.

As stated in the Bishop's Mandate, Chisholm's Evangelisation Plan provides the community a means through which the 'Church proclaims the Gospel of Jesus Christ, or evangelises in the world today'.

The Evangelisation Plan is at the core of what we do as a College. 'How we WORSHIP (diverse liturgical opportunities) reflects what we BELIEVE (promote Religious Education as the first Learning Area and integrate the Catholic curriculum) and determines how we LIVE (witness the presence of God through Chisholm Care and charitable efforts).

Key areas of focus for Curriculum Learning Areas in 2021:

- Having implemented SEQTA last year, 2021 is a year for teachers to consolidate and expand their use of this Learning Management System.
- Increased awareness and capacity to implement and deliver the KS Child Protection Curriculum, relay the importance and necessity of this program to parents and community.
- Partnering with external bodies to trial recent research and development.

- Continue the use of learning intentions to ensure students' lessons have visual clarity, i.e. the following questions displayed in learning spaces:
 - What am I going to learn?
 - How will I learn it?
 - Do I understand?
- Extend LA formal moderation processes that will provide enhanced comparability when judging assessments.
- Adapt existing programs involved with physical literacy to ensure movement skills of greater complexity can be mastered.
- Partner with reputable online education providers to provide quality online material.
- Establish a 'Kitchen Garden' programme with a view to introduce students to a world of whole foods and sustainability.
- Highlight our school values of character, learning and compassion by working towards four specific teaching/learning foci(4P's):
 - Prioritising the importance of relationships and communication
 - Promoting excellence and building success.
 - Planning / procedures that recognises the importance of our learning environment.
 - Propagate our Evangelisation Plan: "How we worship, reflects what we believe and determines how we live".
- Permit students to take more risks in producing practical pieces of work.
- Focus on Creative Writing by maintaining a vigilance on Reading, by emphasising how to craft good characters and settings. It is anticipated that students will improve their imaginative writing, their use of language and ability to engage an audience.
- Learning Support & Specialist Programmes
 - Education Assistants will continue to support students not only in Enrichment classes, but also other students who struggle with organisational skills. Further streamlining of this support will cater for students who are high functioning. This support will be offered on a 1-1 basis within the mainstream classes
 - Introduction of the ACCESS programme for Year 11 students who require support across the curriculum in Literacy and Numeracy. Students will also complete a Certificate II in General Education.
 - For students with specific Learning Difficulties, testing facilities to cater for additional time arrangements which mirror the arrangements granted during examinations and later on as provided by the Schools Reporting Authority will be provided.
 - Meet earlier in the year with the CEWA consultant in respect of students with a disability to assess the level of need and network early with parents in consultation with the Consultant for disabilities.
- Increase the emphasis on "soft" career skills so students are more effectively equipped for existing and rapidly evolving workplace trends.
- Further embracement of Project Based Learning as a vehicle for teaching and assessing the General Capabilities (ie – 21st Century Skills) to Lower School (Years 7-10) students. Teachers will continue to develop their skills to more overtly and better teach these skills.
- Teachers will continue to upgrade their ICT capabilities and practice as defined by the AITSL standards. A focus will be around active digital and face to face collaboration on projects with an entrepreneurial community aware perspective.
- Review Teaching and Learning programmes, particularly in lower school practical subjects, to better align them with the outcomes and standards expected in Years 11

and 12. It is anticipated this will provide a better transition for students to continue studying the respective subject.

- Consolidate work done on the Curtin UniReady program.
- Provide opportunities for students to participate in external events/competitions.
- Improve teaching and learning by continuing to explore and integrate into students' learning the six global competencies:
 - Character
 - Citizenship
 - Collaboration
 - Communication
 - Creativity
 - Critical Thinking
- Continue to explore relevant material that will enhance the PC period to ensure the effective delivery of wellbeing and pastoral opportunities.
- Further Peer Coaching and collaboration for teaching staff in innovative classroom strategies and pedagogy. This will involve:
 - 'learning walks' which are designed to complement the staff formation and development framework.
 - providing effective feedback for teachers to actively reflect on their own teaching ability through peer, student or self-evaluation.
- PL opportunities for staff to demonstrate and share enhanced practices (eg. staff meetings and workshops)
- Continuation of a Staff Professional Reading portal to provide an opportunity to keep abreast of emerging knowledge about teaching and learning. Staff will be encouraged to critique the articles at Learning Area meetings.
- In line with the system's strategic priority to provide greater opportunities for indigenous students and families, Chisholm will commit to exploring new approaches to increasing Aboriginal enrolment. Staff will work with the Aboriginal Education Improvement Map (AEIM) to continue developing the Aboriginal Education Plan.
- Student self-evaluation as a means to measure success against criteria to help students identify what they know, where they need to be and how to get there in their learning.
- Continue to emphasise the College's core values: CHARACTER – LEARNING - COMPASSION

Aboriginal Education

Chisholm Catholic College is committed to the CEWA "Transforming Lives: Strategy 2025" and creating an inclusive and outstanding learning environment for young Aboriginal people and their families. The Aboriginal Education Team strive to ensure Aboriginal students have equitable access and participation in the Catholic schooling process, and every opportunity to achieve educational outcomes equal to that of their non-Aboriginal peers. In addition, Aboriginal Education also incorporates teaching non-Aboriginal students about Aboriginal culture, history and language and creating wider community relationships.

Our Reconciliation Action Plan outlines a variety of opportunities for engagement throughout 2021, through which we aim to improve educational outcomes for our Aboriginal students and increase Aboriginal perspectives and cultural awareness amongst all staff and students. We also aim this year to extend our connections with local primary schools and the Aboriginal community.

Our Aboriginal students have Personalised Learning Plans, weekly catch-ups in Aboriginal PCG and at other times as required, and an incursion or workshop each term. Our Aboriginal Liaison Officer, in conjunction with our Careers Counsellor, will be guiding our Aboriginal students with their future academic pathways and opportunities.

Part E – Standard of Education

Chisholm uses a variety of tools and measures to assess and evaluate its ongoing performance. Strategic planning is an important and necessary process that provides an ongoing sequence of goals for improvement that is supported by a shared vision.

Each year Chisholm completes a comprehensive review of student performance in BRLA, NAPLAN, OLN and WACE and other specific assessment instruments. Chisholm offers a rich Catholic education by offering an exceptional range of learning and development opportunities.

Part F – Data Analysis

Chisholm Catholic College adopts a variety of processes and procedures to ensure that student data is analysed and appropriate actions taken. The make-up and delivery of the Curriculum at Chisholm is greatly influenced by the analysis of student data and results. Chisholm uses BRLA, MYAT, NAPLAN, OLN, ACER, WACE and VET results to reflect on current practice and inform decision making. The Vice Principal – Teaching & Learning, Deputy Principal – Excellence, Heads of Learning Area and the College Executive conduct much analysis and discussion to identify trends, points of celebration and areas for further development. Individual teachers are increasingly exposed to data as a basis for decision making.

Achievement data is used in the allocation of classes and to inform the process of streaming (Years 7 to 10) in subjects such as Religious Education, Mathematics, English, HaSS and Science. The development and delivery of the Curriculum is heavily influenced by the analysis of student data. One example is the adoption of procedures and actions to provide students who sit OLN with additional support and assistance outside of dedicated mainstream classes.

Heads of Learning Area are required to present an annual report to the College Principal which incorporates some analysis of student data such as NAPLAN or WACE results. The Vice Principal — Teaching & Learning presents an annual report of the WACE results to all staff and the College community. The Year 12 WACE results are analysed by the Principal, Vice Principal — Teaching & Learning and Heads of Learning Area. The Principal and Vice Principals liaise with each Head of Learning Area about the WACE results pertaining to specific subjects, the conclusions that can be drawn and the possible improvements that can be made. Time is spent with each Head of Learning Area establishing strategies to improve outcomes for students within each Learning Area.

The College provides a Learning Support program that provides additional enrichment assistance to students with specific needs. This includes, but is not limited to, students being withdrawn from a particular class to work with an EA targeting specific learning aspects or an EA providing supplementary support to a class teacher.

The College conducts Parent and Student surveys. Chisholm Catholic College enjoys an excellent reputation and record as a quality Catholic secondary school. This judgement is not only made based on strong academic performances but also on the myriad of opportunities in which our students are able to demonstrate excellence.

BRLA

CEWA decided not to proceed with *The Bishops' Religious Literacy Assessment (BRLA)* in 2020 due to the impact of COVID-19. The 2019 data is included here.

BRLA – 2019

Calendar Year	Chisholm Mean	CEWA Mean
2012	554	530
2013	576	532
2014	573	544
2015	556	538
2016	563	535
2017	560	537
2018	564	539
2019	561	548

Table 1

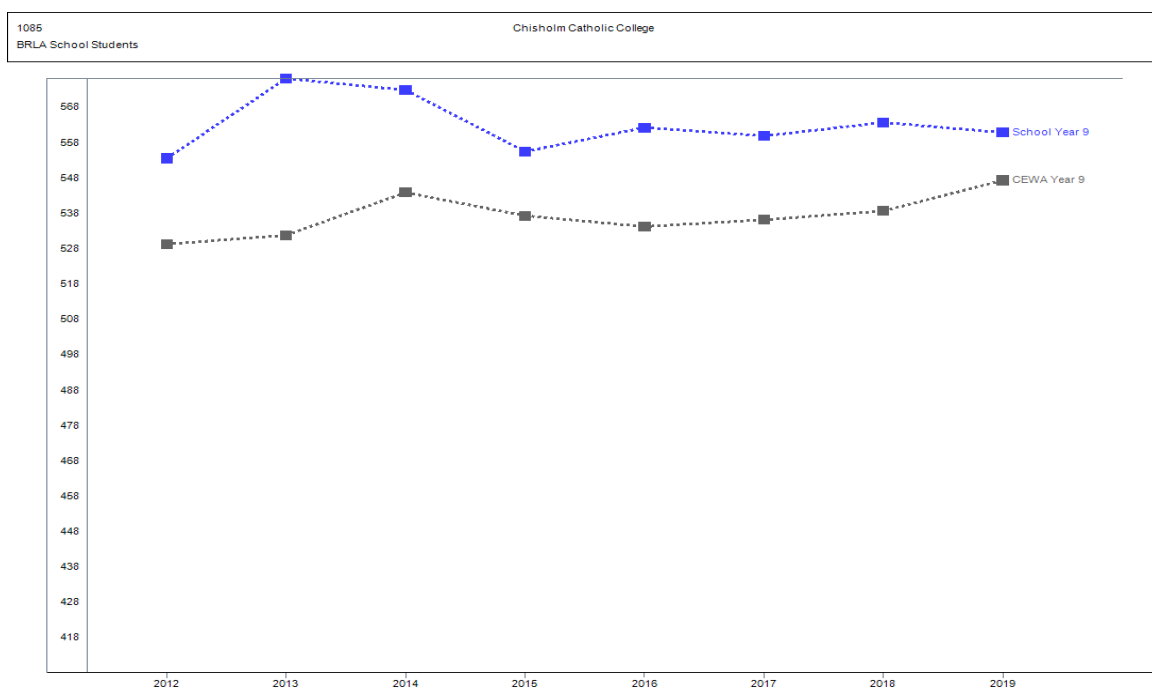


Figure 1

The above results demonstrate a consistent higher BRLA mean score achieved by Year 9 Chisholm Catholic College students compared to the mean score for CEWA schools. While Chisholm's BRLA scores have been consistently higher since 2012, the College's 2019 results indicate a reduced difference when compared to other CEWA schools. Interestingly this downward trend for BRLA is also evident in the same cohort's Year 7 and Year 9 NAPLAN results for Writing and Grammar.

NAPLAN

The Education Council of Australia decided not to proceed with NAPLAN in 2020 due to the impact of COVID-19. The 2019 data is included here.

NAPLAN testing informs student progress and achievement. It provides the college the opportunity to target key areas of learning. Chisholm ensures it annually strives to maintain its standing of high aspirations and excellence for all students.

The tables below for Year 7 and Year 9 NAPLAN Mean Scores show Chisholm students have performed better across all domains when compared to the Mean Scores for CEWA, State and National schools.

Year 7 2019 - Mean Score Comparison				
	Chisholm	CEWA	State	National
Numeracy	586	567	556	554
Grammar	574	551	540	542
Spelling	579	555	546	546
Writing	545	527	514	513
Reading	570	556	544	546

Table 2

Year 9 2019 - Mean Score Comparison				
	Chisholm	CEWA	State	National
Numeracy	628	608	599	592
Grammar	607	587	576	573
Spelling	612	594	584	582
Writing	584	576	557	549
Reading	612	598	587	580

Table 3

Figure 2 below, which clearly shows that students' results at Chisholm have constantly improved over time in all domains but one (Year 9 Writing), is further evidence that the programs and strategies implemented are producing rewards. The results in the Writing domain have been identified by the College's Academic Council as a point of emphasis in curriculum planning.

Historical Year 7 and Year 9 NAPLAN data

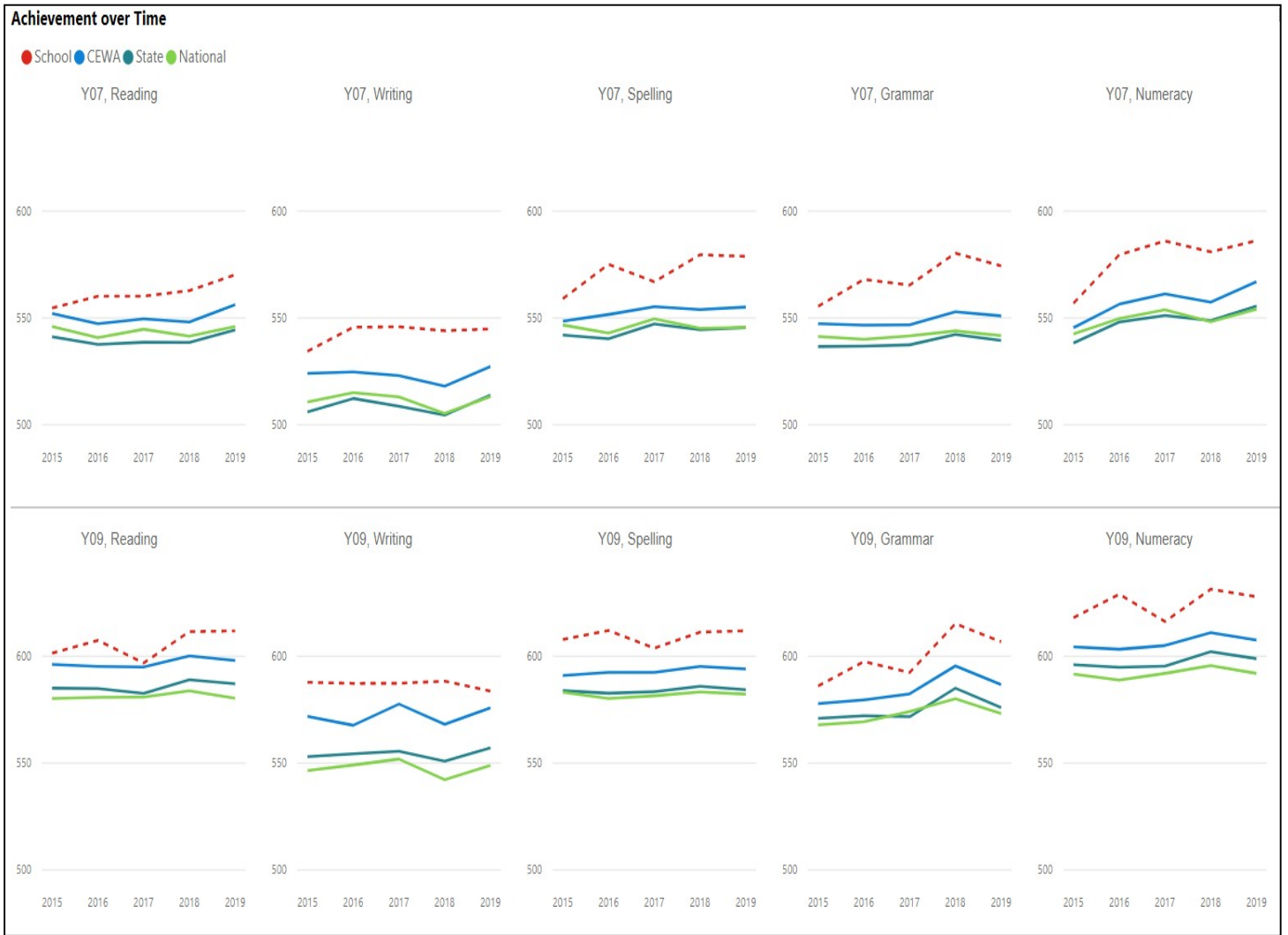
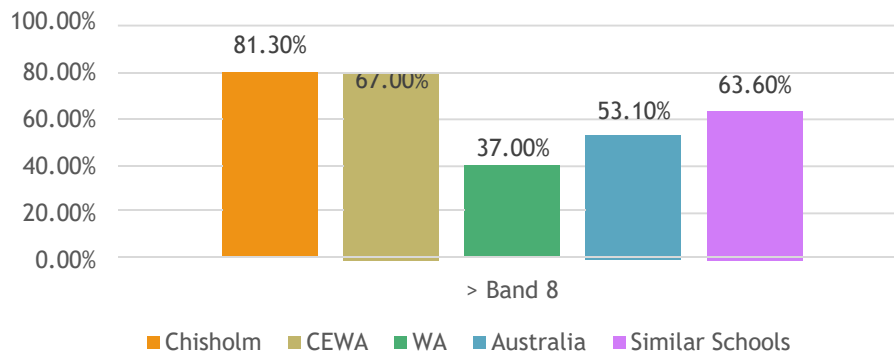


Figure 2

Year 9 NAPLAN Numeracy – Proficiency Bands

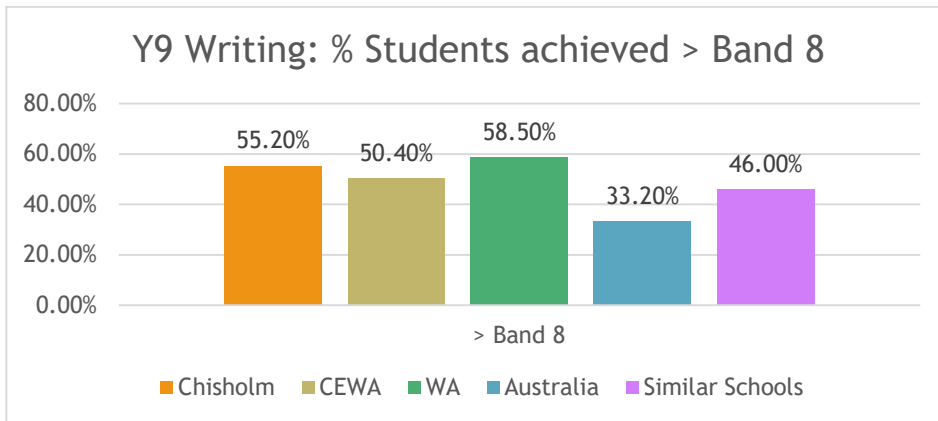
	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Chisholm	0.00%	3.10%	15.60%	34.70%	34.70%	11.90%

Y9 Numeracy: % Students achieved > Band 8



Year 9 NAPLAN Writing – Proficiency Bands

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Chisholm	1.70%	13.30%	29.90%	39.50%	14.30%	1.40%



Year 9 NAPLAN Reading – Proficiency Bands

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Chisholm	0.30%	3.10%	20.40%	46.90%	24.10%	5.10%

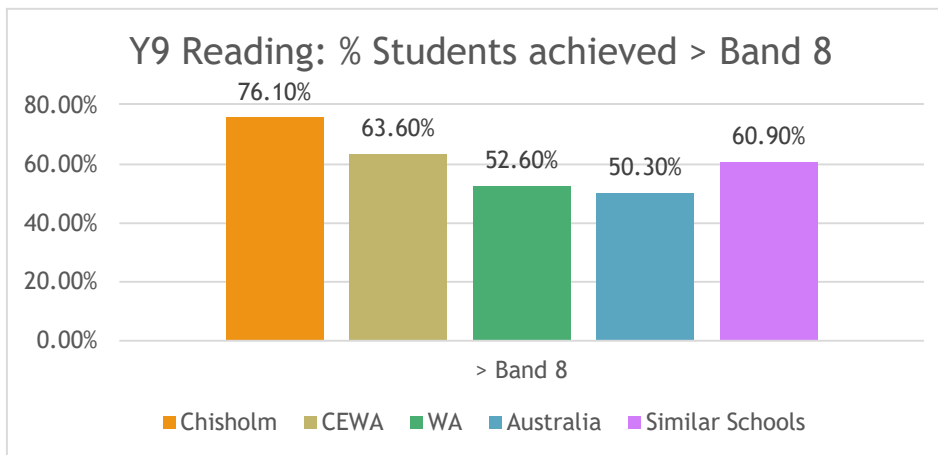


Figure 3

Student progress from Year 7 (2017) to Year 9 (2019) compared to ‘National’ schools (Figure 4) shows that students have made significantly greater progress in all domains. The data also shows that in three domains, Grammar & Punctuation, Numeracy and Writing, there is a very small gap between the Chisholm Year 7 score and the National Year 9 score. This scenario presented a good foundation for a significant number of the Year 9 student cohort to achieve Band 8 or higher (Figure 3) across the three components that students need to satisfy the Literacy and Numeracy requirement for WACE.

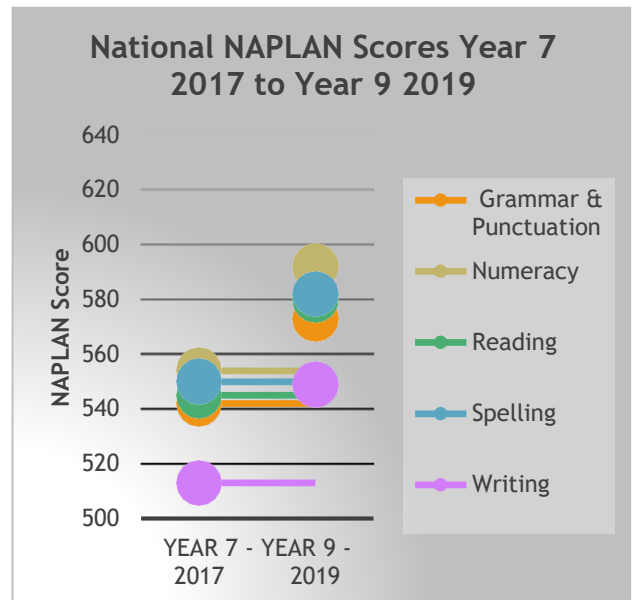
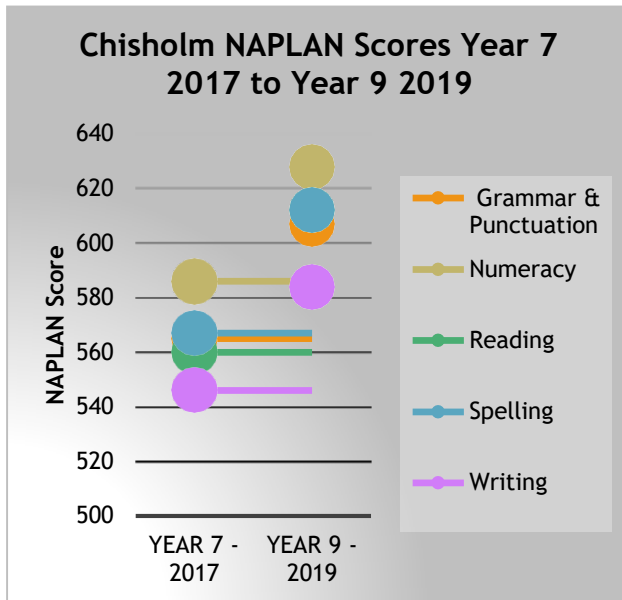
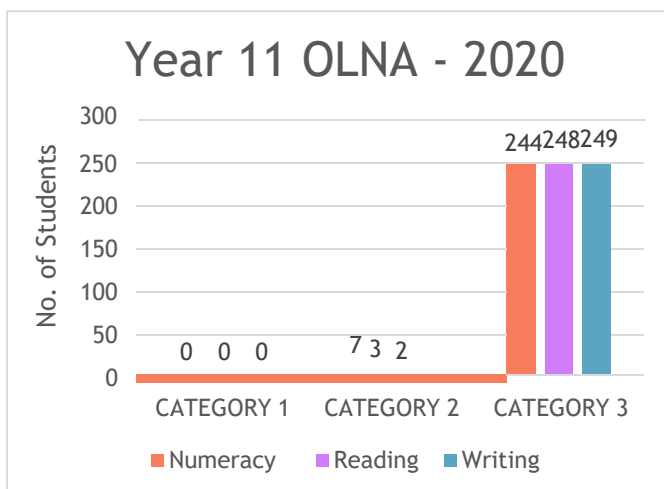
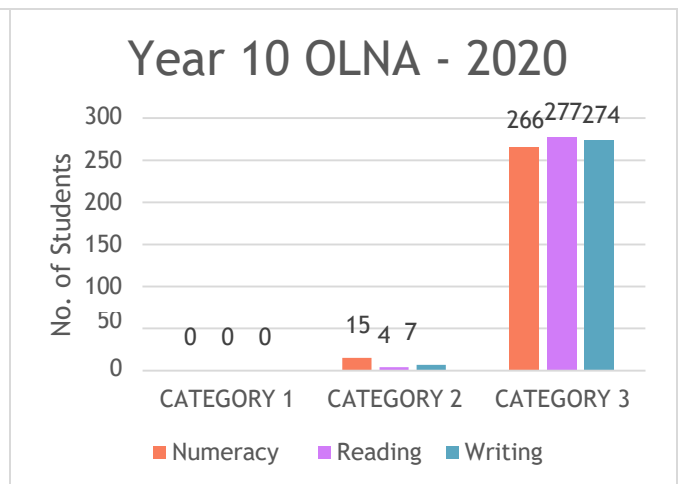
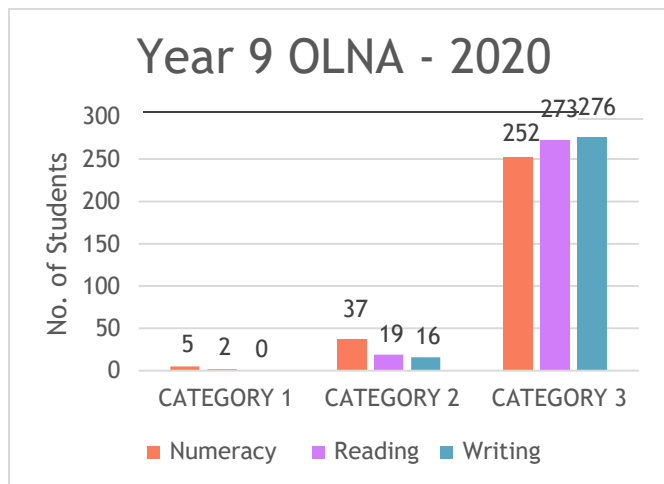


Figure 4

OLNA – 2020



Category 3 - Students who have demonstrated the minimum standard.

Category 2 - Students who have not yet demonstrated the standard.

Category 1 - Students who have not demonstrated the standard.

Figure 5

Year 12 2020

Achievement of the minimum literacy and numeracy standard (OLNA) 2018-2020													
Year	No. F/T eligible Yr12 students	Numeracy Achievement				Reading Achievement				Writing Achievement			
		Yr12 students prequalified in Yr 9 NAPLAN		Total Yr12 students demonstrated the standard		Yr12 students prequalified in Yr 9 NAPLAN		Total Yr12 students demonstrated the standard		Yr12 students prequalified in Yr 9 NAPLAN		Total Yr12 students demonstrated the standard	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2020	235	177	75.3	230	97.9	153	65.1	234	99.6	137	58.3	235	100.0
2019	264	207	78.4	264	100.0	190	72.0	264	100.0	152	57.6	262	99.2
2018	258	191	74.0	255	98.8	164	63.6	258	100.0	164	63.6	255	98.8
2020 State	24097		59.6		96.3		57.9		97.6		45.5		97.3

Table 4

With the Education Council of Australia deciding not to proceed with NAPLAN in 2020 due to the impact of COVID-19, Year 9 students in Western Australian schools were given the opportunity to sit for the Online Literacy and Numeracy Assessment (OLNA).

Figure 5 shows that a substantial number of Year 9 students (more than would normally qualify via NAPLAN) were able to achieve the required WACE literacy and numeracy benchmark. Students in Years 10, 11 and 12 who do not meet the minimum requirements of OLNA are provided with targeted literacy and numeracy interventions. This takes the form of digital resources and extra specialised timetabled lessons. This additional support is having the desired effect, particularly within the Literacy component where only one student (from the Class of 2020) did not demonstrate the standard in the Reading domain and all students achieving the standard in the Writing domain.

WACE – 2020

In 2020 there were 235 students who completed Year 12 of which 53.6% studied four or more ATAR examination courses. Table 5 below shows the number of Chisholm students who were recipients of SCSA awards in 2020.

Exhibitions and awards 2018-2020						
Year	General Exhibition	Subject Exhibition	Subject Certificate of Excellence	Certificate of Distinction	Certificate of Merit	Total Awards
2020		1	3	14	37	55
2019	1	1	3	28	57	90
2018				22	51	73
General Exhibition: 50 eligible students with the highest WACE award scores based on the average of five equated examination scores in ATAR courses with at least two from each of the humanities/social sciences list and the mathematics/science list. Subject Exhibition: the top eligible student obtaining the highest examination mark in an ATAR course Certificate of Excellence: students who are in the top 0.5 per cent of candidates based on the examination mark Certificate of Distinction students who, in their last three consecutive years of senior secondary WACE enrolment, achieve 190–200 points. Certificate of Merit students who, in their last three consecutive years of senior secondary WACE enrolment, achieve 150-189 points. Certificate of Distinction and Merit (points are accrued from A and B grades and VET equivalents)						

Table 5

The Western Australian Achievement of Education (WACE) is awarded to students at the completion of Year 12 who satisfy a variety of criteria regarding the completion of their studies in Years 11 and 12. Chisholm's WACE achievement rate was ranked 16th amongst all Catholic schools.

The College ensures all students are provided with the best opportunities to achieve the WACE. These include:

- breadth of curriculum – a wide variety of SCSA subjects and VET certificates are offered catering for the needs of all students.
- all students have high quality, individualised, personal careers/subject counselling in Years 10 to 12.
- students who do not pre-qualify with NAPLAN are provided with additional support in Literacy and Numeracy to be able to meet the minimum requirements in OLNA.

- VET certificates and Onsite (Workplace Learning) provide substantial credit towards the number of “C” grade equivalents that can be achieved for WACE.

WACE achievement 2018-2020				
Year	No. F/T eligible Yr12 students	Achieved the WACE - Chisholm		State
		No.	%	%
2020	235	227	96.6	91.5
2019	264	258	97.7	91.3
2018	258	251	97.3	91.6

Table 6

SCSA encourages schools to upload Community Service hours completed by Year 12 students so that it appears on their Western Australian Statement of Student Achievement (WASSA). At Chisholm, all students must complete the Chisholm Care program.

Chisholm Care hours completed (Yrs 10-12)	
Year	Hours
2020	11610

Table 7

The 2020 Year 12 cohort achieved 238 VET qualifications from Certificate II to Certificate IV. In addition to offering students the opportunity to study a Certificate IV Business, the College also offered the UniReady course in partnership with Curtin University. Both these programs have provided students with an alternative entry pathway into University.

Chisholm will continue to offer Certificate courses and maintain high levels of professional development and training with Registered Training Organisations to ensure best practice and continued success in this area.

Vocational Education and Training (VET) - Participation and achievement 2018-2020							
Year	No. F/T eligible Yr12 students	Completed Certificate I in Yrs 10-12		Completed Certificate II in Yrs 10-12		Completed Certificate III or higher in Yrs 10-12	
		No.	%	No.	%	No.	%
2020	235	16	6.3	104	40.9	134	52.8
2019	264	38	10.8	254	72.4	59	16.8
2018	258	116	23.6	305	62.1	70	14.3

Table 8

Chisholm Catholic College has an established strong culture of success and the College is proud of the academic results achieved by the Class of 2020. The continued success can be attributed to many factors which include, high-quality teaching and learning provided by professional and dedicated staff; a personalised and holistic education for all students; individualised subject counselling for each student; consistent application and perseverance of our students; the committed support of our parents.

Chisholm's median ATAR was ranked 29th amongst all secondary schools in Western Australia.

Median ATAR 2018-2020						
Year	No. F/T eligible Yr12 students	Students with an ATAR		Median ATAR Chisholm	% Students with an ATAR State	Median ATAR State
		No.	%			
2020	235	126	53.6	84.8	48.4	81.65
2019	264	174	65.9	85.5	50.4	80.9
2018	257	170	66.1	83.0	53.8	81.8

Table 9

ATAR frequency distribution 2018-2020							
ATAR	2020					2019	2018
	Female	%	Male	%	Total		
99.95-95	7	43.8	9	56.3	16	26	
94.95-90	4	26.7	11	73.3	15	38	46
89.95-80	26	55.3	21	44.7	47	45	52
79.95-70	15	48.4	16	51.6	31	40	40
69.95-60	6	54.5	5	45.5	11	10	20
<60	5	83.3	1	16.7	6	15	13
Total	63	50.0	63	50.0	126	174	171

Table 10

Achievement of a scaled mark of at least 75 in at least one of the four ATAR courses attempted 2018-2020					
Year	No. students with 4+ ATAR courses	Scaled mark of 75+ in at least one of 4		CEWA	State
		No.	%	%	%
2020	126	36	28.6	27.2	26.8
2019	174	65	37.4	27.8	26.8
2018	171	35	20.5	26.7	27.3

Table 11

While the majority of students offered a university course originated from students studying an ATAR pathway, students who successfully completed the Curtin UniReady program or achieved a Certificate IV or submitted a preference via portfolio entry have also been successful to pursue further studies at university.

Main round offers of a place at a public WA university 2020 - ATAR students					
No. students with an ATAR	No. students who applied for public university with an ATAR	Students offered their 1st preference		Number of students offered any of their preferences	
		No.	%	No.	%
126	94	70	74.5	90	95.7

Table 12

An additional ten students have secured offers from the University of Notre Dame.

The results in the ATAR triciles saw consistent results in the 'high' and 'mid' bands. This can be attributed to the high quality student subject counselling, particularly with the introduction and the opportunity for students to study a Certificate IV or the Curtin UniReady program which attracted some students away from the ATAR pathway.

Percentage distribution of marks in ATAR courses according to statewide triciles 2018-2020									
	2020			2019			2018		
	% Low	% Mid	% High	% Low	% Mid	% High	% Low	% Mid	% High
Chisholm	19.8	40.5	39.7	18.4	33.3	48.3	25	41	34
CEWA	27.4	38.2	34.4	27.0	37.9	35.1	27.3	38.5	34.2
State	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3

Compiled by calculating an average scaled score for each student statewide and determining cutoffs for each tricile.

Table 13

Surveys

Chisholm Catholic College is committed to collecting feedback annually from our Year 12 exiting students and parents/guardians, as well as our Year 8 and 10 parents/guardians. The 2020 summary of the survey data for each group is below:

Year 12 Exiting Parents/Guardians			Year 12 Exiting Students			Year 8 and Year 10 Parents/Guardians		
Key Area	Satisfaction	Variance	Key Area	Satisfaction	Variance	Key Area	Satisfaction	Variance
Resources + Facilities	4.33	7%	Co-curriculum	3.96	7%	Resources + Facilities	4.33	7%
Learning Environment	4.35	7%	Reporting	3.88	5%	Learning Environment	4.35	6%
Overall	4.24	4%	Resources + Facilities	3.83	4%	School Communication	4.18	3%
Values + Culture	4.18	2%	Homework	3.82	3%	Leadership + Direction	4.17	3%
School Communication	4.15	2%	Learning Environment	3.81	3%	Curriculum	4.14	2%
Leadership + Direction	4.17	2%	Pastoral Care/Wellbeing	3.75	1%	Values + Culture	4.13	2%
Pastoral Care/Wellbeing	4.14	1%	General	3.74	1%	Pastoral Care/Wellbeing	4.13	2%
General	4.10	0%	Leadership + Direction	3.74	1%	Co-curriculum	4.05	0%
Co-curriculum	4.10	0%	Overall	3.73	1%	General	4.03	-1%
Reporting	4.05	0%	Learning + Extension	3.73	1%	Student Transition	4.01	-1%
Student Transition	4.03	-1%	Student Transition	3.71	0%	Learning + Extension	3.99	-2%
Curriculum	4.02	-2%	School Communication	3.68	-1%	Teaching Standards	3.98	-2%
Learning + Extension	3.98	-3%	Values + Culture	3.67	-1%	Student Engagement	3.95	-3%
Homework	3.98	-3%	Student Engagement	3.60	-3%	Reporting	3.93	-3%
Parent Engagement	3.95	-3%	Teaching Standards	3.59	-3%	Parent Engagement	3.92	-3%
Teaching Standards	3.90	-5%	Curriculum	3.58	-3%	Homework	3.77	-7%
Student Engagement	3.87	-5%	Parent Engagement	3.49	-6%	Average Score	4.25	
Average Score	4.25		Average Score	3.70				

■ Excellent	■ Good score	■ Requires attention	■ Immediate action	■ Above average	■ Below average
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Table 14

All of our results are in the excellent or good satisfaction rating. The overall satisfaction scores for our Year 12 parents is 85%, Years 8 and 10 parents is 81% and Year 12 students is 75%. Parent satisfaction ratings are similar to 2019; student ratings have dropped 5% from last year.

Parent engagement, student engagement, teaching standards and homework appear areas of lesser satisfaction. Professional Formation and Development (PFD) of teaching staff aim to help staff reflect on their teaching and improve teaching strategies and standards. Our Parent Engagement Group is a reference group that aims to boost parent engagement and parent feedback. Improving student engagement and homework are other areas to explore.

Chisholm is very proud of our students' learning environment, enhanced by the quality of our resources and facilities. Our comprehensive pastoral care/wellbeing programmes are rated highly by all parents and students surveyed. Parents also value highly the College's communication and leadership/direction. Our College Master Plan and the School Improvement Plan will ensure a contemporary, innovative and modern teaching and learning programme into the future.