Principal's Foreword

Introduction

St John Fisher College is a Catholic secondary girls' College catering for Years 8 to 12 and is administered by Brisbane Catholic Education. It is located in Bracken Ridge, one of the outer northern suburbs of the City of Brisbane, and attracts students from a large number of primary schools. In 2012 the enrolment was 450 girls. The College attracts students from a wide area across the northern suburbs of Brisbane and surrounds. Students commencing Year 8 in 2012 came from more than 30 different primary schools. The College focuses on a holistic education with emphasis on the academic, spiritual, social, cultural, sporting and moral development of students. It offers a curriculum suited to the needs and abilities of its students and a wide ranging cocurricular program for a college of its size.

School Profile

St John Fisher College is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational [ ] or Single Sex [ ]

Year levels offered: Primary [ ] Secondary [ ] P-12 [ ]

Total student enrolments for this school 450

Total Enrolment 450 Girls 450 Boys
Characteristics of the student body

This College is an all girls’ school with enrolments across the full range of academic ability including a number of students with verified disabilities. The students also come from the full range of socio-economic backgrounds. The majority of students are Catholic.

In recent years there has been an increase in the number of students from multi-cultural backgrounds especially non-European. Seven percent of students are identified as coming from a language background other than English and two percent identify as indigenous.

Our distinctive curriculum offerings

Junior levels: Religious Education  English  Mathematics  Science  
History  SOSE  Applied Technology  Art  
Business Studies  Career Education  Drama  French  
Home Econ - Textiles  Home Econ - Food  HPE  Geography

Senior levels

QSA Subjects: Study of Religion  English  Accounting  Drama  
Maths A  Maths B  Maths C  Home Economics  
Biology  Physics  Chemistry  Legal Studies  
Modern History  Physical Education  Visual Art  
Business & Communication Technology

QSA Registered Subjects:

English Communication  Religion & Ethics  
Prevocational Maths  Tourism  
Creative Arts  Hospitality

VET: Certificate II in Business and Certificate II Workplace Practices

Students also have access to subjects offered by the Brisbane School of Distance Education. In 2012 Italian was accessed.
Extra curricula activities

Instrumental Music Program - wind, brass, percussion, strings, piano
College Band - concert, marching and stage band
Vocal program - choir and vocal ensemble
Science Clubs - senior & junior
Theatre Sports
Social Justice Committee
Interact Club
QDU debating/public speaking
Sporting opportunities - compete in BSGSA - netball, basketball, soccer, volleyball, AFL, touch football
Dance Troupe
Camps/Reflection Days/Retreats
Homework Club

String and Guitar ensembles
College Musical - combined with St Patrick's College
Tech Crew
Two Book Clubs - senior & junior
Scribblers - Writers Group
Optiminds

How Information and Communication Technologies are used to assist learning

A focus in recent years has been the integration of ICLTs into the curriculum. Professional development for staff in the area of integrating appropriate digital technologies within subject-specific curriculum areas is ongoing. Particular emphasis has been placed on the pedagogical implications of teaching with such technologies, in order to ensure that desired learning outcomes are achieved. To facilitate this change process, all teachers have been issued with laptops and each classroom incorporates the use of a combination of short-throw interactive data projectors, electronic whiteboards and/or LCD screens. The College is also working closely with BCE to implement its first Learning Management System as a strategy to promote a holistic approach to ICLT integration. From an infrastructure perspective, the College has full wireless access and appropriate electronic storage capabilities to support the increasing number of laptops and other technological devices on the campus.

New laptops were purchased for student use and all students in Years 9 to 12 have a school issued laptop as part of the NSSCF. The College reached the ‘one to one’ ratio of computers to students in early 2012.

Social climate inclusive of pastoral care and our response to bullying

This College maintains a strong focus on a holistic education with a focus on academic, spiritual, social, cultural, sporting and moral development of students. It prides itself on the quality of pastoral care, both formal and informal. The formal pastoral care program offered to students in Yr 8 to 10 deals with the contemporary issues facing today's young women. All in the community are challenged to follow the ‘John Fisher Way’. This is the guide to the way we treat ourselves, each other, our schoolwork and all those people we meet on life’s journey. Students are actively encouraged to become fully involved in the life of the College through the areas of their personal interest - whether that be sport, cultural, public speaking, social justice or instrumental music.

The College has a strong emphasis on 'right relationships'. There is a formal Right Relationships Policy which includes procedures to prevent and respond to bullying issues. Bullying is not tolerated and all reports of bullying are treated seriously and investigated promptly and fairly.
Parent, student and teacher satisfaction with the school

Communication between home and school is highly valued in this community. Much of that communication occurs via informal discussions, telephone calls and emails between home and school. In 2012, the College obtained feedback from parents, staff and students via the following methods:
Staff, student and parent surveys were completed as part of the internal review process
Interviews with parents as part of the support provided for students with disabilities and collaborative planning in the development of Individual Learning Plans
Vocational Education surveys
Parent-teacher interviews
Email communication between home and school
The feedback obtained has assisted in determining future directions and improvements to policies and procedures. In general, increasing enrolments and feedback from parents indicate a high level of satisfaction. The majority of enrolments come as a result of ‘word of mouth’ recommendations.

Parent involvement in their child’s education

Parents and caregivers continue to be an important part of the SJFC community. The College is supported by the College Board and the P&F Association and prides itself on developing close partnerships between teachers and parents. Parent involvement occurs in the following ways:

Parent information evenings for all year levels
Tuckshop/Uniform Shop volunteers
Volunteer coaching and management of sports teams
Parent-teacher interviews
Parent participation in college liturgies and celebrations
School newsletter to all parents
Parent feedback for annual Internal Review and External Review where applicable
Website postings/feedback etc

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>36</td>
<td>17</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>33.1</td>
<td>12.6</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>15</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>35</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>47</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>3</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2012 was $46,417.
The major professional development initiatives were as follows:

- Creative Thinking in the Classroom
- Girls Education
- Differentiating in the Classroom
- Performance Development Plans for Staff
- Curriculum Visioning
- Subject specific professional development provided by QSA, BCE & other professional bodies
- Network days for individual subject areas and conferences
- Staff participation in internal and external review processes

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:
‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page. School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 96.25% in 2012.

Proportion of staff retained from the previous school year
From the end of the 2011 school year, 93.5% of staff were retained by the school for the 2012 year.

Key Student Outcomes

| Whole School Attendance Rate | 91.1% |
| Prep Attendance Rate | N/A |
| Year 1 Attendance Rate | % |
| Year 2 Attendance Rate | % |
| Year 3 Attendance Rate | % |
| Year 4 Attendance Rate | % |
| Year 5 Attendance Rate | % |
| Year 6 Attendance Rate | % |
| Year 7 Attendance Rate | % |
| Year 8 Attendance Rate | 90.2% |
| Year 9 Attendance Rate | 92.5% |
| Year 10 Attendance Rate | 93.1% |
| Year 11 Attendance Rate | 90.8% |
| Year 12 Attendance Rate | 88.5% |
Policy and practice to manage student attendance

Attendance rolls are marked each morning and at the end of the day. Attendance is monitored in individual lessons by the teachers. A designated absentee phone line is available for parents to phone in before school and unexplained absences are followed up by the Student Receptionist each day, and the Year Coordinator if necessary. Text messages are also used to relay information to parents about absence.

Unexplained absence at this College is minimal due to the high level of communication with families and strong community networks.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.

Attainment and Achievement – Year 12

| Apparent retention rates Year 10 to Year 12 | 85 % |
| Year 12 student enrolment as a percentage of the Year 10 (2010) student cohort. |
### Outcomes for our Year 12 cohort of 2012

(Data are available to schools from the QSA secure website using your existing security code)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>72</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>1</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>52</td>
</tr>
<tr>
<td>Number of students who are completing or completed a school based Apprenticeship or Traineeship.</td>
<td>15</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>40</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>69</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>-</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>83 %</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.</td>
<td>99 %</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>98 %</td>
</tr>
</tbody>
</table>

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>20</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.