



CAROLINE CHISHOLM CATHOLIC COLLEGE 2008 SCHOOL IMPROVEMENT REPORT



Dear Parents

As you are aware, the College regularly reports to the community regarding the performance and progress of our students. These reports occur through the fortnightly newsletter, via the college diary, college website and four times a year via student reports.

In recent years government authorities have raised expectations of schools regarding the scope of information which is provided to parents. I am therefore reporting to you regarding the following matters that are relevant to the 2008 College year.

Michael Quin
Principal

STAFF



Staff attendance

The average rate of teacher attendance for 2008 was 97%. This takes into account replacement teachers, hired to cover teachers on various types of leave (long service leave, maternity leave etc). The community can be well pleased with this statistic given the significant co-curricular program (including camps, excursions, the musical etc) that our teachers conduct often outside normal school hours. Support staff attendance was 95.2%.

Staff retention

During 2008 there was a turnover of 10.9% of our permanent teaching staff. The average over the past 10 years is 11.3%. The teacher retention level is very satisfactory ensuring the school has a balance of experienced teachers and new staff either from other schools or recently emerging from universities.

Teacher Qualifications

All teachers at Caroline Chisholm Catholic College have, consistent with the VIT requirements, four years of tertiary education. Statistics show that 35% of staff have an honours, post graduate diploma, masters degree or other significant additional qualifications beyond the minimum four years.

Expenditure and participation in Professional Learning

During 2008, nine school days were dedicated to Professional Learning issues which specifically relate to the college's Strategic Plan. In addition, professional learning teams met on 15 afternoons from 3.30 to 4.30pm. Attendance at these activities averaged 96% (allowing for those on sick leave, other duties etc). Professional Learning related to the progressive introduction of VELS into all the Discipline Areas, with particular attention given to assessment and reporting.



Above: The Victorian Minister for Education, Ms Bronwyn Pike and the Director of the Catholic Education Office, Mr Stephen Elder present the Performance and Development Culture School accreditation certificate to the Principal of Caroline Chisholm Catholic College, Mr Michael Quin.

Seventy one percent of our teachers have completed the college's Minimum Standards in the use of ICT. Of the total number of teachers, eighty eight percent of teachers employed at the college for more than 12 months have achieved this benchmark. Further, our 119 teachers have undertaken professional learning activities beyond the college for a total of 464 days.

When all expenses are calculated including replacement teacher costs, the average expenditure per teacher was \$1,340.00 in addition to the 9 school days referred to above.

As reported at the end of 2008, the College was accredited as a Performance and Development Culture School. The accreditation process is consistent with research indicating that the knowledge and skills of teachers is the most important educational resource that a school possesses. Research also indicates that schools that establish a working environment that promotes and sustains an active, accountable professional community are best able to nurture and develop that resource effectively. Building a strong professional community is core business for school leaders.

STUDENTS



Student Attendance

The college carefully monitors lates and absences of all students and provides term by term advice to parents via school reports. In 2008 there were a total of 9,771 days of student absence, averaging 6.5 days per student for the year. Last year the average amount of days absent was 7.5 days.

Proportion of Students Meeting National Benchmarks

In 2008 our Year 7 and Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN). The proportion of students who met national benchmarks are as follows:

Year 7

- 97.8% of students met national benchmarks in reading
- 92% of students met national benchmarks in writing
- 99.3% of students met national benchmarks in numeracy

Year 9

- 97.7% of students met national benchmarks in reading
- 91.5% of students met national benchmarks in writing
- 97.7% of students met national benchmarks in numeracy

The college forwards the individual results of NAPLAN tests to parents.

These results are very encouraging and reflect the emphasis teachers place on numeracy and literacy at Caroline Chisholm Catholic College.

Teachers from the Literacy Team are part of a school network and cluster group. Several teachers have participated in extensive literacy professional development.

In addition to in-class assistance, withdrawal groups are available for numeracy support. Teachers from the Numeracy Team have participated in targeted numeracy professional development activities.

Changes in National Benchmark Results

The College is able to compare the results of the 2007 Year 7 AIM tests with the 2008 Year 7 NAPLAN in terms of the percentage of change in the proportion of students at the College who met the national benchmarks.

A comparison of 2007 Year 7 student AIM results with 2008 Year 7 NAPLAN results revealed:

- 1.8% increase in the proportion of students who met the national benchmark in Reading.
- 8% decline in the proportion of students who met the national benchmark in Writing (the average Standard Level achieved by students in 2008 was consistent with that of the State).
- 8.1% increase in the proportion of students who met the national benchmark in Numeracy.

It is important to acknowledge that from year to year results can and do fluctuate based on a variance of student abilities from one year level group to the next. The College is working towards literacy and numeracy improvement and anticipates future improvement in overall trends.



Value Added

The college has regularly reported via the newsletter regarding the wide range of activities that complement the teaching program including school camps, excursions, the school Musical, Sacred Heart Day, interschool sports program, Athletics Carnival etc.

Further to these activities, we are delighted to report that we now have community links with the 30 Army Cadet Unit in Sunshine, where approximately 20 of our students are part of the Australian Army Cadets. Also, over recent years links have been established with schools overseas in Japan, Italy, China and in 2008 Caroline Chisholm School in Northampton, United Kingdom.

Caroline Chisholm Catholic College has seen a significant increase in the leadership opportunities for our students with the introduction of the following leadership positions - Peer Support Leaders, College Ambassadors, Information Service Assistants and Performing Arts Captain and Vice-Captain.

The College has also continued to upgrade facilities in many areas including ICT, the development of a Food and Fibre Centre and the opening of the Quin Auditorium, which is an 890 seat performing arts centre.

Average Standardised Results at Year 9

In 2008, Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN) in Reading, Writing, Language Conventions (including Spelling) and Numeracy.

The following median scores represent the average Standard Level achieved by students in Year 9.

- Reading – 5.2
- Writing – 4.8
- Spelling – 5.2
- Grammar & Punctuation – 4.8
- Numeracy – 5.0

State median averages were between 4.5 and 5.3.

Year 9 to 12 Student Retention Rates

In 2005, 143 boys and 115 girls entered Year 9.
In 2008, 114 boys and 111 girls completed Year 12.
This represents retention rates of 80% for boys; 97% for girls, and an overall retention rate of 87.2% through to Year 12.

STUDENTS & COMMUNITY



Senior Student Outcomes

In 2008, there were 224 students who were enrolled in Year 12. A total of 223 students successfully completed Year 12, including 5 students who completed VCAL and 3 students who completed VCE without an ENTER score.

The following table indicates the number of offers made in each round to the 206 students that submitted VTAC preferences.

1st Round Offers - 210
2nd Round Offers - 19
3rd Round Offers - 1

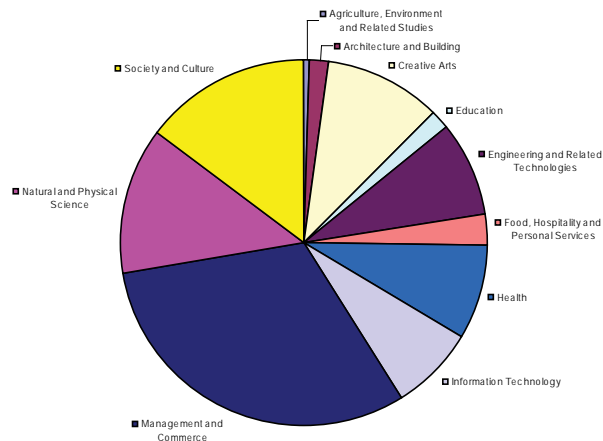
Post School Destinations

On Track statistics for all Victorian Secondary Schools were published recently in the newspapers. They indicated that in 2008, our Year 12 students proceeded as follows:-

- 94% were offered a tertiary place
- 57% were offered a university place; 56% enrolled
- 41% were offered a TAFE place; 30% enrolled
- 6% are undertaking apprenticeships / traineeships
- 4% proceeded to employment

Further, 3% have deferred their tertiary study and 1% were looking for work.

The pie chart above right indicates the fields, as determined by VTAC, and the percentage of our students who received offers in those fields.



Parents, Students and Teacher Satisfaction

The indications are that the college enjoys a positive reputation in the community as evidenced by strong enrolment demand. Further, parents attend in almost full numbers, the Parent Teacher interviews along with high attendance levels at the Parent Information evenings.

A random sample of 10% of parents were surveyed in 2008. The survey related to

- Education Aspects
- School Environment
- Experiences of Transition, and
- Faith Experiences

89% of parents 'strongly agreed' or 'agreed' that these areas accommodated their child's needs.

There is a high level of student satisfaction as evidenced by:

- High retention rates;
- Low levels of absenteeism;
- High levels of participation in the variety of co-curricular activities in the school, for example, attendance at school camps is close on 100%;
- Feedback from the Student Representative Council.

Teacher satisfaction is evidenced by:

- High involvement in Professional Learning;
- Strong support of the co-curricular program;
- Regular feedback from staff regarding the college teaching program and Professional Learning activities;
- On average, low staff turnover.

Conclusion

Our community can feel well pleased with these results. In particular, student attendance, retention rates and the destination of our Year 12 students are cause for considerable pride. Nevertheless, all efforts will be made to further strengthen our performance in the variety of areas reported upon.

Fields of Study

Fields of Study	2008
Agriculture, Environment and Related Studies	0.5%
Architecture and Building	2%
Creative Arts	11%
Education	2%
Engineering and Related Technologies	9%
Food, Hospitality and Personal Services	3%
Health	9%
Information Technology	8%
Management and Commerce	34%
Natural and Physical Science	14%
Society and Culture	16%

University & TAFE/Independent Student Destinations

UNIVERSITY	
28	Victoria University
19	RMIT University
5	Deakin University
10	University of Melbourne
10	Latrobe University
25	Monash University
6	Swinburne University
9	Australian Catholic University
1	University of Ballarat
1	Charles Stuart University
TAFE	
24	Victoria University TAFE
20	RMIT TAFE
14	Swinburne TAFE
4	William Angliss TAFE
4	Kangan Batman TAFE
3	NMIT
1	Box Hill TAFE
1	Chisholm TAFE
2	Holmesglen TAFE
Independent Tertiary Institutions	
1	Carrick Institute of Education
3	Australian Academy of Design
1	Australian College of Sports Therapy
2	Elly Lukas BT College
0	ESTT College of Natural Medicine
0	Grenadi School of Design
2	Holmes Institute
0	Australian Guild of Music Education
0	IDEA
0	International College of Creative Arts
1	MIBT
1	Monash College
0	Pivot Point Hair Design College
2	Victorian College of Healthcare Education
1	Blue Mountains Hotel School
1	JMC Academy
1	SAE Academy
4	Australian College of Natural Medicine
2	Australian Institute of Public Safety