



CAROLINE  
CHISHOLM  
CATHOLIC COLLEGE

# Caroline Chisholm Catholic College Braybrook

REGISTERED SCHOOL NUMBER: 1801



## 2011 Annual Report *to the* School Community

## Contents

Contact Details .....	1
Our College Vision .....	2
College Overview.....	3
Principal’s Report .....	4
Education in Faith.....	5
Learning & Teaching .....	6
Student Wellbeing.....	10
Leadership & Management .....	12
College Community .....	14
Smarter Schools National Partnerships .....	15
Financial Performance .....	20
Future Directions.....	21

## Contact Details

<b>ADDRESS</b>	204 Churchill Avenue Braybrook VIC 3019
<b>PRINCIPAL</b>	Mr. Michael Quin
<b>PRESIDENT OF THE ASSOCIATION OF CANONICAL ADMINISTRATORS</b>	Father Ivano Burdian
<b>TELEPHONE</b>	(03) 9296 5311
<b>EMAIL</b>	principal@cccc.vic.edu.au
<b>WEBSITE</b>	<a href="http://www.cccc.vic.edu.au">http://www.cccc.vic.edu.au</a>

## Our College Vision

Called to live out our mission in the Catholic Church through education, we proclaim our vision for the community of Caroline Chisholm Catholic College

- We seek to form a community of students, parents and staff focused on the values of the Gospel where, following the example of Jesus, we nurture a concern for all people, a sense of social justice and an active faith life.
- We seek to develop a positive, just and caring environment where all individuals can grow to their full potential.
- We celebrate the diversity of our community where all are welcomed, supported and challenged.
- We have a deep concern for the pastoral wellbeing of our students, their families and our staff.
- We seek to form a social conscience in our community so that we might all be active, critical members of our parish and the society in which we live.
- We are called to strive for excellence in all we do.
- We seek to provide a learning environment that is comprehensive, inclusive and responsive to the individual needs of the students in our care.
- We foster the development of the whole person, respecting the dignity and worth of each individual by providing a challenging curriculum with attainable goals.
- We strive to nurture the talents and abilities of our students through a concept of life-long learning for all.
- We nurture an attitude of hope through this vision; we seek to make the Kingdom a reality today and into the future.



## College Overview

Caroline Chisholm Catholic College is a multi-campus inner western suburban comprehensive secondary school that enrolls approximately 1500 students from 12 local parishes. Our Mission is “to strive to live gospel truths and values, and provide a holistic education where all members of the community may be inspired to reach their full potential”. The diverse academic program is supported by modern facilities including an Outdoor Education Centre 90 minutes from Melbourne. The College has highly regarded technology, maths/science, performing and visual arts programs, alongside a technologically-rich 21st Century learning environment. Notebook computers are provided for all students in years 7 through 12. Intensive professional development is provided to all teachers to ensure that notebooks are effectively used as educational tools.

Our extensive co-curricular program provides students with many opportunities to pursue their individual talents and interests, including a wide variety of student leadership programs. We have international links with sister schools in China, Japan, England and Italy. Annual exchanges for students and staff are a feature of the calendar.

Pastoral care at Caroline Chisholm strives to promote and support student wellbeing of a personal, social, physical, emotional and spiritual nature. Respectful and co-operative school–family relationships also help to enhance the wellbeing of our students. The College is an accredited “Restorative Practices” school.

The College was externally reviewed in 2009. The Reviewers identified Caroline Chisholm as a “high performance” school (the summary review is available on the College website). The external review is consistent with the College’s status as a Performance and Development Culture case study school.



## Principal's Report

The year 2011 has been a remarkable one and has been centred on learning and teaching. The classroom has been the focus of our development. A significant driver of this development has been the Commonwealth Government's initiatives regarding the Building Education Revolution and the Digital Education Revolution.

Major developments have included the building of a \$2 Million Language Centre. The prospect of this new building stimulated consideration of what constitutes an ideal learning environment. The building places strong emphasis accommodating the notebook program with excellent access to power. It is also extensively glassed giving a sense of openness and teacher collegiality – our learning and teaching is out on show for all to see!

The success of the Language Centre project has impacted on the refurbishment program at CCCC – 50 classrooms are progressively being upgraded to replicate the Learning Centre environment.

The Digital Education Revolution initiative resulted in a \$1.5 million grant. The Board of Management approved arrangements whereby every student (year 7-12) would, by the beginning of 2012, have personal use of a notebook computer. The success of the 2010 year 9 pilot program allowed the college to proceed in 2011 with the distribution of notebooks to all students in years 7,9,10 and 11.

The initiative has been a remarkable experience for the whole college community. Teachers have had the challenge of making the notebook an effective educational tool. I can report that their progress has been remarkable and indeed predictable given the 8 years of college based professional development directed to notebook use in the classroom.

Our teachers' endeavours have been well supported by the reliable and comprehensive infrastructure that has been built. The IT services department has developed a worthy reputation.

Michael Quin

**Principal**



## Education in Faith

Caroline Chisholm Catholic College has a strong sense of its Catholic identity and seeks to form a community of students, parents and staff focused on the values of the Gospel where, following the example of Jesus, we nurture a concern for all people, a sense of social justice and an active faith life. With reference to the College's Annual Action Plan, in the area of Education in Faith, we aim to strengthen and further develop the catholic culture and faith of the College community.

"If we live by the Spirit let us also be guided by the Spirit" Galathians 5.25

We seek to form a social conscience in our community so that we might all be active, critical members of our parish and the society in which we live. We have a comprehensive Social Justice Program within the College involving a large number of students across all year levels committed to helping those in need.

The Social Justice activities as well as the College Liturgical Program have assisted us to achieve an increase in the active participation of staff and students in College Faith activities. The last year has seen Caroline Chisholm Catholic College complete a number of activities that have contributed to the achievement of these goals.

As the Eucharist is at the heart of the College's spirituality, we begin the year with the celebration of the Eucharist at the Beginning of Year College Mass. In term two, we celebrated the Feast of the Sacred Heart as our College Feast Day which is also combined with a fete and talent quest activities. This significant College event sees our community gather together, as many minds and one heart, as we are called to be people of faith: "There are different kinds of gifts given by the spirit, each gift of the spirit is given for the good of all..." 1 Corinthians 12:4-7

Eucharistic celebrations are a special time for us to celebrate our faith and spirituality as a community. Term four was marked by liturgies celebrating who we have become. A graduation mass was held for year 12 students completing their studies, Thanksgiving masses for Year 7 – 11 students and an end of year mass was held for staff. Prayer is at the heart of the College's daily life such that there is an expectation that all meetings at the College begin with prayer. The College continued the practice of beginning each day with prayer, with students gathering in their homegroup every morning.

The College involves all Year 11 and 12 students in a Retreat Program where they participated in day or overnight retreats in which they sought to build and deepen their relationship with God and their identity within the school community. The College's Religious Education Program is supported by a number of Reflection Days for students in Years 7, 8, 9 and 10. These programs provide students with the opportunity to further deepen their connection with God and nurture their spiritual journey.

Our Social Justice Program also forms an important part of the faith life of the college. The Social Justice Group and Year 12 Religious Education Community Service program ensure that the school is putting into practice its Christian faith in a practical way within the wider community. These groups look to support the local community by volunteering at the St Vincent de Paul Soup Van and the Braybrook Community Centre Tutoring Program as well as many other worthwhile activities which assist in raising awareness and funds for those most in need of support.

Staff professional learning in the areas of faith development and religious education continued to be a priority in 2011. Religious Education has been focused towards course development and staff formation in the area of teaching knowledge and skills within the Religious Education faculty. As outlined in the Annual Action Plan, there has also been a strategic approach to assist staff in gaining accreditation to teach in a Catholic School and to teach Religious Education in a Catholic school.

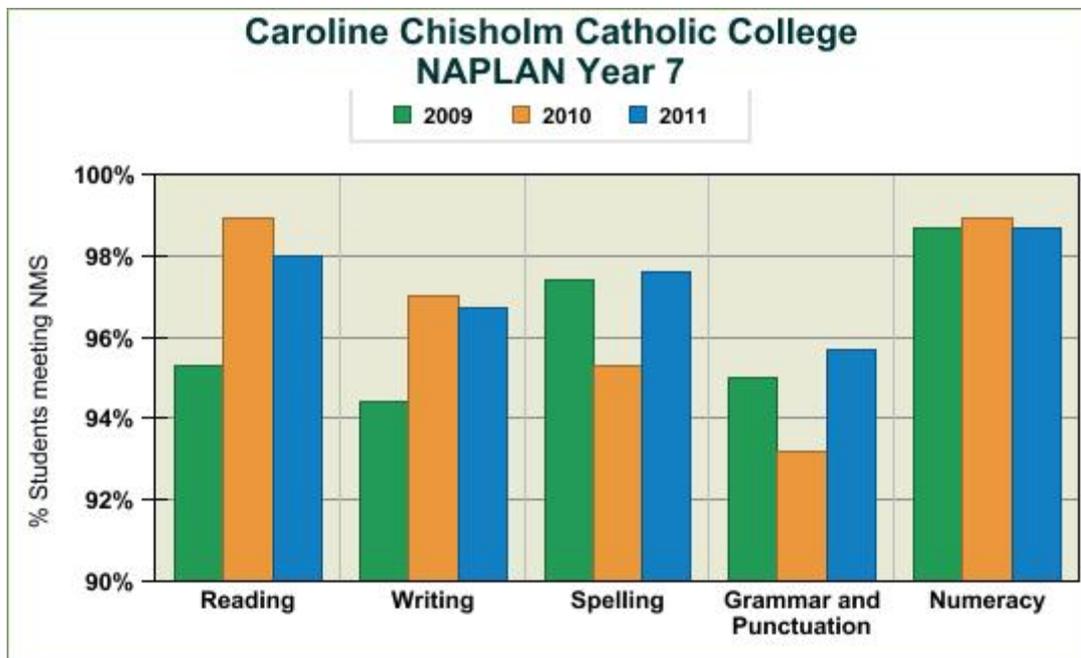
Professional learning workshops were offered to staff each term as well as a religious education and faith development options outside of school were offered to and undertaken by staff throughout the year. Currently, 52% of the staff are accredited to teach in a Catholic School as this continues to be a priority for the College and a number of staff currently completing further studies in the area of Religious Education.

In the faith life of our College, we nurture an attitude of hope through our College vision; we seek to make the Kingdom a reality today and into the future.

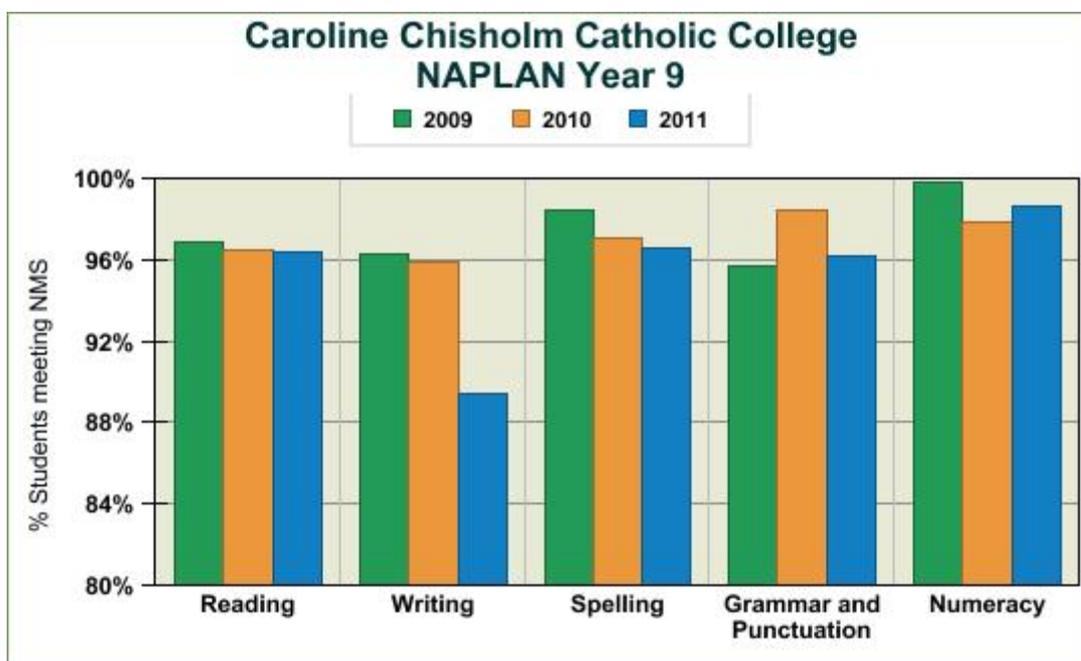


## Learning & Teaching

In 2011 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 is as follows:



This chart indicates that between 93% and 98.5% of students achieved national benchmarks.



This chart indicates that between 89% and 98.5% of students achieved national benchmarks

NAPLAN results at years 7 and 9 over the past three years indicate improvement in some areas. These results have compared favourably with state and national averages.

<b>PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 &amp; 9</b>					
<b>NAPLAN TESTS</b>	<b>2009</b>	<b>2010</b>	<b>2009–2010 changes</b>	<b>2011</b>	<b>2010–2011 Changes</b>
<b>YEAR 7 READING</b>	95.3%	98.9%	3.6% increase	<b>98%</b>	<b>0.9% decrease</b>
<b>YEAR 7 WRITING</b>	94.4%	97%	2.6% increase	<b>96.7%</b>	<b>0.3% decrease</b>
<b>YEAR 7 SPELLING</b>	97.4%	95.3%	2.1 % decrease	<b>97.6%</b>	<b>2.3% increase</b>
<b>YEAR 7 GRAMMAR &amp; PUNCTUATION</b>	95%	93.2%	1.8% decrease	<b>95.7%</b>	<b>2.5% increase</b>
<b>YEAR 7 NUMERACY</b>	98.7%	98.9%	0.2% increase	<b>98.7%</b>	<b>0.2% decrease</b>
<b>YEAR 9 READING</b>	96.9%	96.5%	0.4% decrease	<b>96.4%</b>	<b>0.1% decrease</b>
<b>YEAR 9 WRITING</b>	96.3%	95.9%	0.4% decrease	<b>89.4%</b>	<b>6.5% decrease</b>
<b>YEAR 9 SPELLING</b>	98.4%	97.1%	1.3% decrease	<b>96.6%</b>	<b>0.5% decrease</b>
<b>YEAR 9 GRAMMAR &amp; PUNCTUATION</b>	95.7%	98.4%	2.7% increase	<b>96.2%</b>	<b>2.2% decrease</b>
<b>YEAR 9 NUMERACY</b>	99.8%	97.8%	2% decrease	<b>98.6%</b>	<b>0.8% increase</b>

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 an inter school network. Several teachers have participated in extensive literacy professional development.

In addition to in-class assistance, additional support is provided for identified students in numeracy. Teachers from the Numeracy Team have participated in targeted numeracy professional development activities.

The College is able to compare the results of the 2010 NAPLAN tests with the 2011 NAPLAN results in terms of the percentage of change in the proportion of students at the College who met the national benchmarks.

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.

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

In 2011, Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The following median scores represent the average Standard Level (VELS Equivalent levels) achieved by students in Year 9.

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
<b>YEAR 9 READING</b>	5.25
<b>YEAR 9 WRITING*</b>	-
<b>YEAR 9 SPELLING</b>	5.14
<b>YEAR 9 GRAMMAR &amp; PUNCTUATION</b>	4.64
<b>YEAR 9 NUMERACY</b>	4.89

In comparison with State median averages, the College averages are above or well above in each area.

\*Due to the change in genre in 2011, the estimated VELs equivalent scores will no longer be reported for Writing by the VCAA.

#### **Years 9 – 12 Retention Rate:**

In 2008, 245 students entered Year 9. In 2011, 229 students completed Year 12. This represents an overall retention rate of 93% through to Year 12.

<b>YEARS 9-12 STUDENT RETENTION RATE</b>	
<b>2011</b>	<b>93.46%</b>
<b>2010</b>	<b>88 %</b>
<b>2009</b>	<b>88 %</b>
<b>2008</b>	<b>88.2 %</b>

In 2011, there were 228 students who were enrolled in Year 12. A total of 228 students successfully completed Year 12, including 8 students who completed VCAL and 2 students who completed VCE without an ATAR score. The VCE median score was 28.

On Track statistics for all Victorian Secondary Schools indicated that our Year 12 students proceeded as follows:

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE MEDIAN SCORE	28
VCE COMPLETION RATE	100%
VCAL COMPLETION RATE	96%
<b>POST-SCHOOL DESTINATIONS</b>	
TERTIARY STUDY	97%
UNIVERSITY	64%
TAFE / VET	36%
APPRENTICESHIP / TRAINEESHIP	6%
DEFERRED	3%
EMPLOYMENT	6%
LOOKING FOR WORK	4%



## Student Wellbeing

The College carefully monitors lates and absences of all students and provides term by term advice to parents via school reports.

STUDENT ATTENDANCE RATE	
2011	96.4 %
2010	97 %
2009	96.3 %
2008	96.4 %

### STUDENT SATISFACTION

In 2011, as part of the College's ongoing commitment to the School Improvement Framework process, surveys of staff, students and parents were conducted by an external independent authority (Insight SRC). The student survey reflected positive results above the average for all Victorian secondary schools including responses in the following categories:- classroom behaviour; purposeful teaching; student motivation and student safety.

The College provides a rich pastoral care programme which supports our students as they enter and until they exit the College. Caroline Chisholm values positive relationships and partnerships between the College, home and community. It provides for students in a safe, caring and enjoyable learning environment and a motivating and challenging educational environment.

The College has implemented and gained accreditation in 'Restorative Practices' and is also involved in the 'SEL' (Social Emotional Learning) program as tools to build and foster positive relationships within the college community. The College has a well-developed Primary Links transition programme designed to support our incoming Year 7 students. We welcome them into a new community for the next six years.

Homegroup teachers, Year Level Coordinators, Heads of Schools and the Deputy Principal (Student Wellbeing) oversee the wellbeing of their students and are involved in every stage of a student's life at the college. They offer a valuable point of contact for parents who wish to discuss their child's progress. They particularly concern themselves with the needs of the individual and with maintaining the standards and expectations of the college.

**Life Skills**

This pastoral care programme aims to promote resilience in our students, and focuses on such issues as SEL (Social and Emotional Learning), the importance of tolerance, acceptance and personal integrity, positive thinking, developing initiative and resourcefulness, and promoting health and self-esteem. The Life Skills programme also provides our students with wide-ranging resources and advice on matters relating to the self-investigation of transition and career opportunities. Students participate in regular assemblies, which focus on student contribution and achievement.



## Leadership & Management

### Staff attendance

The average rate of teacher attendance for 2011 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.

During 2011 there was a turnover of 10.81% of our permanent teaching staff. The teacher retention level (89.19%) is very satisfactory ensuring the school has a balance of experienced teachers and new staff either from other schools or recently emerging from universities.

TEACHING STAFF ATTENDANCE RATE	
2011	97%
2010	93%
2009	95.4%
2008	97%

TEACHING STAFF RETENTION RATE	
2011	89.2%
2010	86.3%
2009	92.8%
2008	88.7%

### Teacher Qualifications

All teachers at Caroline Chisholm Catholic College have, consistent with the VIT requirements, four years of tertiary education. Statistics show that 39.17% of staff have an honours, masters degree or other significant additional qualifications beyond the minimum four years.

18.33% of teaching staff are currently studying with 12.5% completing Masters.

TEACHER QUALIFICATIONS		
DOCTORATE	2.5	%
MASTERS	17.5	%
DIPLOMA GRADUATE	75.83	%
CERTIFICATE GRADUATE	16.67	%
DEGREE BACHELOR	102.5	%
DIPLOMA ADVANCED	20.83	%
NO QUALIFICATIONS LISTED	0	%

\*some staff have more than 1 degree

### Expenditure and Participation in Professional Learning

During 2011, nine school days were dedicated to Professional Learning issues which specifically relate to the college’s School Improvement Plan. In addition, professional learning teams met on 16 afternoons from 3.30 to 4.30pm. Attendance at these activities averaged 94% (allowing for those on sick leave, other duties, etc). Professional Learning priorities were centred on the implementation of the Digital Education Revolution. All 111 teachers participated in Professional Learning in 2011.

Eighty one percent of our teachers have completed the college’s Minimum Standards in the use of ICT; ninety six percent of teachers employed at the college for more than 12 months have achieved this benchmark. Further, 93 of our 111 teachers have undertaken professional learning activities beyond the college for a total of 514 days.

When all expenses are calculated including replacement teacher costs, the average expenditure per teacher was \$1245 in addition to the 9 school days referred to above.

The college is also accredited as a Performance and Development Culture school and is recognised as a case study school in this area.



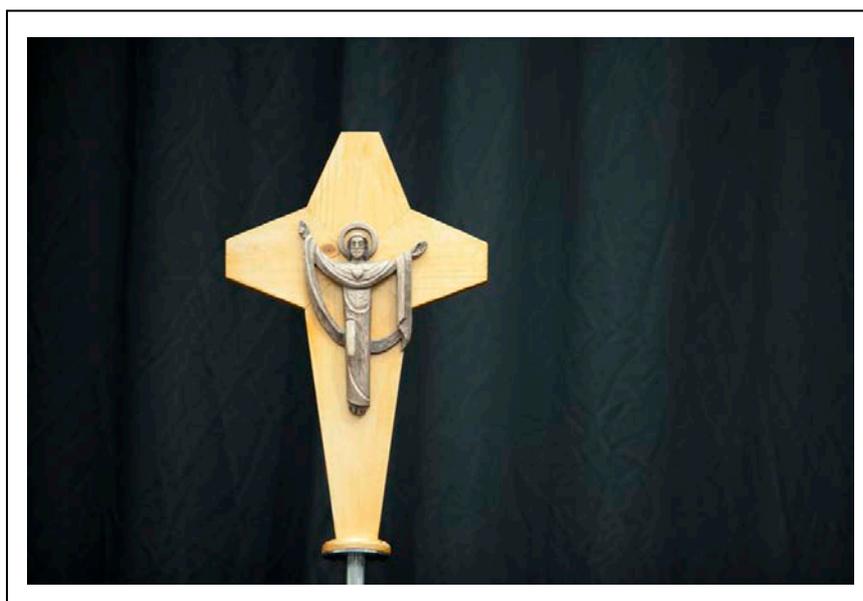
## College Community

The Parents Association and the Vietnamese Parents Group regularly provide input to the decision making of the College.

Since the beginning of 2010 the College has worked as part of the "Smarter Schools National Partnerships". Through National Partnerships parent engagement programs such as 'Learning at Home' (a program that provides an environment where families participate in literacy and numeracy exercises to support learning at home) and 'Ames Parent English Conversations classes' have been successful introduced. Further information on National Partnerships is provided in the next section.

## Parent Satisfaction

Each year parents are surveyed as part of the School Improvement Framework regarding various aspects of College life including; behaviour management; learning focus; general satisfaction and student safety. There were high levels of satisfaction amongst parents across all areas.



## Smarter Schools National Partnerships

### Annual Activity and Accountability Statement 2011

#### Improvement Targets/Milestones

*Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.*

- That Year 9 NAPLAN results in the area of Reading increase in band 10 from 3% to 5%
- That there be an increase in the Engagement indicators in the students survey increase from an average of 68 to 72
- That the Wellbeing indicators in Student Morale increase from 70 to 75.
- That the number of teachers undertaking further studies increases.
- That there be an increase in the Parent Input and Approachability indicators in the parent survey increase from 68 to 72

#### 2011 Improvement Strategies

*Improvement strategies the school developed in 2011 to meet the improvement targets.*

#### 2011 Outcomes

*The achievements in 2011 in relation to these improvement strategies*

To further embed Restorative Practices throughout the college community

Ongoing internal and external Restorative Practices Professional Learning opportunities were provided to all teaching staff and targeted support staff.

To implement various student feedback forums, eg. Year 7 Transition

A student feedback forum involving Year 7 students on their transition into Year 7 was held. The feedback provided by students was used to modify the 2012 Orientation and Transition programs

To consolidate and implement school-based activities which strengthen links with our associated primary schools.

Various new initiatives were introduced including hosting Grade 6 students from associated primary schools to participate in Science and Drama Year 7 transition classes. The College ambassadors were involved in visiting the associated primary schools. These students presented information and answered question about CCCC asked by the primary school students.

To further strengthen links with the community by working with the Family School Partnership Convenor.

Numerous community links were established in 2011 including; Phoenix Youth Centre; Braybrook Community Centre Tutoring program and AMES

To plan and implement programs in the Language Centre for parents. eg. Learning at Home and English conversation programs	Highly successful programs were run in 2011 including Learning at Home programs, parent and student problem solving and Lego building activities, and English conversation classes ran by AMES.
To implement a year 7 Maths tutoring program	This program was successfully implemented, providing the opportunity for students who require additional support in Maths to be tutored by senior students who are Peer Support Leaders and/or Accelerated Year 10 Maths students. These senior students were trained as tutors and supported by a Maths teacher in each session.
Provide Professional Learning for staff in the area of Reading to Learn, Learning to read	Various Professional Learning activities were provided both internally and externally for relevant staff members involved in these initiatives.
Provide restorative practice activities for peer support leaders as part of the peer support leader training day.	Peer support leaders were trained in the use of restorative practices in November 2011
School staff applied for CEOM sponsored study in: <ul style="list-style-type: none"> <li>• Leadership studies at ACU/ University Melbourne</li> <li>• Masters Of Education(Wellbeing in Inclusive Schooling) at ACU</li> </ul>	<ul style="list-style-type: none"> <li>• 2 staff members began their Masters of Educational Leadership studies at ACU/ University Melbourne in 2011</li> <li>• 2 staff continued their Masters Of Education(Wellbeing in Inclusive Schooling) at ACU in 2011</li> <li>• 2 staff member continued their Masters of Educational Leadership studies at ACU/ University Melbourne in 2011</li> </ul>
The school encouraged senior leaders to participate in the Aspiring to Principalship program in 2011	2 senior leaders commenced their Aspiring to Principalship program in 2011 and 1 more has signed up for 2012-2013 program
The school actively participated in the CEOM Professional Learning opportunities	<ul style="list-style-type: none"> <li>• Key school staff attended the CECV Family School Partnership Forum in May and planned initiatives</li> <li>• The school provided professional learning opportunities by presenting Family School Partnership information and updates at staff meetings</li> </ul>

<p>The school actively participated in the CEOM eight day Professional Learning opportunities in SEL.</p>	<ul style="list-style-type: none"> <li>• Key school staff attended the CEO SEL information sessions</li> <li>• Core SEL Team established with ongoing attendance at SEL PL sessions</li> <li>• Staff introduced to SEL at two 1 and ½ hour PL sessions</li> <li>• Staff completed a SEL self-reflection audit</li> <li>• Students Introduced to SEL at three whole school assemblies</li> <li>• Parent’s Association introduced to SEL</li> <li>• Continued to publish SEL documentation in College Newsletter</li> <li>• Planning undertaken for SEL PL for 2012</li> </ul> <p>SRC introduced to SEL</p>
<p>Embedding of the Family School Action Team and Parents Association</p>	<ul style="list-style-type: none"> <li>• The family school, action team was further developed and established as part of the Parents association</li> <li>• Parents association Trivia night held</li> <li>• Grade 6 Testing day Parents association and Vietnamese Parents group BBQ was held.</li> <li>• The Parents Association and Vietnamese Parents group were involved in implementing and running the major college fundraiser car raffle</li> </ul> <p>Various college based activities planned for 2012</p>

## 2012 Planned Progress

- To revisit the Parents Association constitution and decision making practices.
- The goal is to combine the existing resources of the Vietnamese PA and the current Parents Association, and to encourage the participation of the African community within the college.
- We aim to provide training and capacity building activities for members of the various parent groups within the college.
- Embedding and expanding the National Partnership initiatives already developed with the college i.e. Restorative Practices, Social Emotional Learning(SEL), Learning at Home Program, Maths tutoring program, Parent programs such as AMES English conversation classes
- Plan and implement additional National Partnership initiatives such as first aid training, family swimming lessons, TAFE training opportunities using college facilities.
- Establish and resource a family room within the college.
- Develop a strategic approach to Family Schools Partnerships to improve student outcomes. This will include the identification of issues that impact on family involvement in learning and implement strategic initiatives to strengthen these partnerships.
- To further develop and implement other relevant and worthwhile student and parent feedback forums
- Seeking feedback and planning strategic initiatives to support effective parent engagement through learning, for learning, and about learning. To ensure that parents are valued partners in the learning journey.
- Continued targetted Professional Learning for Staff to reinforce shared understandings and commitment to family and school community partnerships.
- Planning practices reflect deliberate and strategic family school community partnerships.
- To provide opportunity for student and parent voices to be heard and encouraged
- To implement various parent and student Cybersafety programs
- To be responsive to emerging issues and to provide appropriate training and support as required.
- To investigate and plan improvements to the college website and to further develop the parents association portal
- To further develop and facilitate school-based activities which strengthen links with our associated primary schools
- To continue the development and implementation of Social and Emotional Learning(SEL) within the college community
- Provide opportunities for staff who are undertaking further CEO sponsored post graduate studies to demonstrate leadership capacity within the school

**Financial**

**Smarter Schools National Partnership Funding**

The National Partnership (NP) our school is participating in is:	Low SES Communities
2011 Direct SSNP funding <sup>1</sup>	\$284,609
2011 Indirect SSNP funding <sup>2</sup>	\$31,252
2011 Notional SSNP budget allocation	N/A
2011 School Co-Investment	\$320,187
2012 Notional SSNP budget allocation	\$263,661
2012 Notional NP budget allocation	N/A

1. 2011 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
2. 2011 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
3. 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2010. This may not be applicable to all schools.
4. 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2010 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
5. 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2011.

*Please note: expenditure at the school level may not have been spent in the year the direct support was received.*



## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	679,876
Other fee income	68,444
Private income	325,008
State government recurrent grants	3,767,864
Australian government recurrent grants	12,480,869
<b>Total recurrent income</b>	<b>17,322,061</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	13,236,796
Non salary expenses	3,927,693
<b>Total recurrent expenditure</b>	<b>17,164,489</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	364,660
Capital fees and levies	3,306,531
Other capital income	28,560
<b>Total capital income</b>	<b>3,699,751</b>
<b>Total capital expenditure</b>	<b>2,972,636</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	3,944,460
<b>Total closing balance</b>	3,169,905

*Note that the information provided above does not include the following items:  
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*

## Future Directions

The college is well poised to address challenges in Secondary Education consistent with the agenda of Commonwealth and State Education Departments and Catholic Education authorities. Initial consideration is already being given to addressing the National Curriculum. Participation in National Partnerships is assisting the College to strengthen parent and community relationships. Further consolidation will be required of the challenges of the 21<sup>st</sup> Century classroom with particular emphasis on the effective use of the notebook program. This will include further developing digital learning resources as they progressively replace the school textbook.

The college also looks forward to strengthening the place of VET opportunities especially once the \$13.2 Million dollar Western Access Trade Training Centre is established. Physical Education opportunities at the College will expand with the use of the College's new swimming pool and plans by the Maribyrnong City Council to upgrade the area that includes Kindersmith Reserve.

