



CAROLINE
CHISHOLM
CATHOLIC COLLEGE

2014 Annual Report to the School Community

Caroline Chisholm Catholic College, Braybrook



REGISTERED SCHOOL NUMBER: 1801

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Contact Details

| | |
|---------------------------|---|
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Minimum Standards Attestation

I, **Mr Marco DiCesare** attest that **Caroline Chisholm Catholic College** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our College Vision

Our Mission

Our mission at Caroline Chisholm Catholic College is to strive to live Gospel truths and values. We seek to provide a holistic education. We endeavour to inspire and empower all members of the college community to reach their full potential.

Our 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 dynamic and innovative learning environment that caters to the young people of the Western suburbs and beyond. We offer a quality and affordable Catholic education to all who are prepared to journey with us throughout the important formative years of secondary education. We aim to educate and prepare our students to be the best they are called to be within a faith-filled and inclusive environment. Our unique approach to education is valued by our community as we strive for excellence. Our girls and boys are taught at different sites throughout Years 7-9. During Years 10-12 our young men and women come together to take advantage of the increased offerings. Student learning is enhanced by our Outdoor Education Centre – Garema Dumont located in the Brisbane Ranges. 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. 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. Ongoing renovations and maintenance as well as provision of new classroom furniture ensure that we continue to renew our approach to learning. This all occurs within our safe environment where we model what it is to be a good Christian and a good citizen within our Catholic Tradition.



Principal's Report

At Caroline Chisholm Catholic College we are inspired by the words and deeds of our namesake, Caroline Chisholm. Nearly 200 years ago, she modelled to all exemplary dedication and sacrifice. Her faith was an inspiration and she led a deeply spiritual life, establishing schools and agencies to support those around her.

Taking heart from her legacy, at Caroline Chisholm Catholic College we achieve our vision and purpose (mission) by valuing:

Faith: We live faith-filled lives and give thanks daily.

Acceptance: We respect and embrace the community.

Compassion: We care and do what is right and just.

Excellence: We strive for and celebrate every success.

We know that learning and teaching are about forming strong relationships with each individual built on trust, respect and love. We have an innovative learning and teaching programme, complemented by fine facilities, resources and a progressive culture. Most of all, the College has a dedicated staff committed to providing the best possible education for our young people in the 21st century. The College provides an education with ever strengthening global and technological perspectives. This is reinforced by our Information and Communication Technologies as well as established links with schools in China, Japan, Italy and the UK. Recent renovations and the completion of our Trade Training Centre ensures that we continue to offer our students the latest educational facilities. The College has begun to implement the recently completed Building Master Plan to ensure that we continue to build and grow into the future. Caroline Chisholm Catholic College is a school where a broad range of subjects are offered at each year level and where many opportunities are provided to broaden life skills. 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.



Education in Faith

Goals & Intended Outcomes

As a Catholic Faith Community, Caroline Chisholm Catholic College has continued to affirm and further explore its Catholic Identity in living to the full, the mission of the Church to proclaim the Gospel of Jesus Christ and bring about the Kingdom of God in the here and now: 'I have come so that you may have life, and have it to the full' (John 10:10). With a focus on all members of our community of students, parents and staff, we strive to remain 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, the College's specific goal is that all members of the College Community "are guided by the teachings of Jesus Christ and inspired by the example of Caroline Chisholm." It is intended "that staff, students and parents will appreciate more deeply what it means to belong to the Catholic community of Caroline Chisholm Catholic College".

We aim to strengthen and further develop the Catholic culture and faith of the College community. In the faith life of our College, we seek to nurture an attitude of hope through our College vision; we seek to make the Kingdom a reality today and into the future.



Achievements

In 2014 the staff of the College revisited the life and mission of the College Founders, the Brothers and Sisters of the Sacred Heart. This journey expressed itself in particular ways whereby staff participated in a seminar day recalling the vision, mission and work of the founding religious orders. The College embarked on a programme of telling our story and that of our namesake Caroline Chisholm with artwork throughout the College. Designs and consultation by the artists involved a wide range of community members. This process included the planning stages for a new College Chapel to be built in 2015, which will incorporate a 15m cross, giving a strong faith statement in the physical environment. It also involves renaming parts of the College, an example being the 'St Cecilia Music Centre'.



Religious Education classes and curriculum at each year level are the backbone of the faith experience of students at the College, with topics ranging from studies of Ancient Religions to Contemporary Ethical Issues. Religious Education incorporates a broad use of cross-curricula resources, skills and teaching methods with some students gaining experience in areas such as archeology, sociology, literary and historical analysis.

Faith Education is supported by a number of Reflection Days for students in Years 7, 8, 9 and 10. These days provide students with diverse challenges to grow their spiritual self and deepen their relationship with God through the work of guest speakers and teachers. All Year 11 and 12 students are involved in the College Retreat Programme, where they participate in one and three day retreats respectively. The purpose being to provide another way to develop their personal relationship with God, their peers and their school community.

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: 'what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God' (Micah 6:8). As such our Social Justice Program invites students to help those in need as well as attempting to understand injustice in our social structures. The St Vincent de Paul Chapter and Year 12 Religious Education Community Service Program encourage the practice our Christian faith.

Eucharistic celebrations are a special time for us to celebrate our faith and spirituality as a community: 'they devoted themselves to the apostles' teaching and the fellowship, to the breaking of bread and the prayers' (Acts 2:42). At the start of the school year, we asked for God's blessings during our Commissioning Mass. We celebrated our College Sacred Heart Feast Day Eucharist, which was followed by a fete and concert. There was also an opportunity to participate in the celebration of the Eucharist weekly at lunch time in the College Chapel. The Graduation Mass was held for Year 12 Students recognising their completion of secondary schooling. Year level Thanksgiving Masses celebrating the year's achievements and its conclusion. One of the final events in the College Calendar was that of the end of year Staff Mass.



Prayer is at the heart of the daily life and routine of the College. The College continued the practice of beginning each day with prayer, especially with students in their home groups and staff at all meetings. Special events and occasions are also marked by prayer. The appointment of Student Liturgy Captains as role models for Christian leadership to the College community gives opportunities for students to develop leadership skills in the prayer and liturgical life of the College.



The focus for staff in the area of 'Education in Faith' in the 2014 Annual Action Plan, is to assist staff in gaining their 'Accreditation to Teach in a Catholic School' and 'Accreditation to Teach Religious Education in a Catholic School'. Professional learning workshops were offered to staff each term at the College. More than 75% of staff are currently accredited to teach in a Catholic School. A number of staff are involved in completing further studies in the area of Religious Education. Also, the College focused on Religious Education course development along with teaching knowledge and skills within the Religious Education Faculty.

Two significant events which occurred in the life of the College were the passing of its founding religious brother Br Bouchard, which was acknowledged with a Memorial Mass at Our Lady's Sunshine. We also recognised the many years of service to the College and wider community by Mr Jamie Madigan, Deputy Principal of Faith and Student Well Being.

VALUE ADDED

The St Vincent de Paul Chapter and Year 12 Religious Education Community Service Program encourage the practice of our Christian faith. These groups look to support the local community by volunteering:

- the St Bernadette's Nursing Home,
- the Vinnies' Winter Sleep Out,
- Land Care along Kororoit Creek,
- At the Vinnie's Soup Van; and
- the Sunshine Harvester Primary School Tutoring Program;

as well as many other activities which assist in raising awareness. Fundraising projects also support social justice projects, including Caritas 'Project Compassion' and the Vinnies' 'Winter Blanket Appeal'.

Learning & Teaching

Goals & Intended Outcomes

Over the next two years the College will work towards a VCE study score median of 30 or better and a target of 6% or above 40+ scores at VCE level.

For NAPLAN Literacy and Numeracy, the College will work towards an increase in the proportion of students in the top two bands at Year 9 to at least 25% and growth of the students in the bottom three bands at a rate faster than the average cohort growth rate.

Achievements

- The College has demonstrated improvement in VCE scores in the year 2014, with a 0.9% increase in study scores of 40 and over and an increase of 2 in the median VCE study score.
- Students continue to achieve success at VCE level, with all students undertaking VCE achieving a satisfactory result during the 2014 year.
- The College continued to work to support students with differing pathways during 2014 and the numbers of students enrolled in the VCAL program increased. Success at Senior VCAL level also continues to be 100%.
- In 2014 our Year 7 and Year 9 students were assessed by the National Assessment Program:

The proportion of students who met national benchmarks is as follows:

YEAR 7 – proportion of students who met national benchmarks

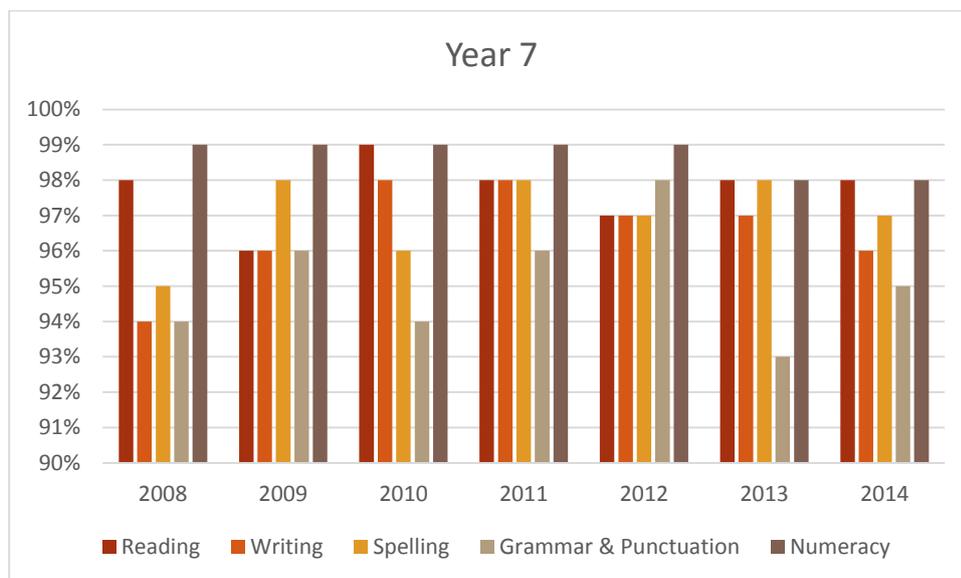
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------------------|------|------|------|------|------|------|------|
| Reading | 98% | 96% | 99% | 98% | 97% | 98% | 98% |
| Writing | 94% | 96% | 98% | 98% | 97% | 97% | 96% |
| Spelling | 95% | 98% | 96% | 98% | 97% | 98% | 97% |
| Grammar & Punctuation | 94% | 96% | 94% | 96% | 98% | 93% | 95% |
| Numeracy | 99% | 99% | 99% | 99% | 99% | 98% | 98% |

YEAR 9 – proportion of students who met national benchmarks

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------------------|------|------|------|------|------|------|------|
| Reading | 98% | 98% | 96% | 96% | 97% | 98% | 98% |
| Writing | 95% | 97% | 96% | 92% | 91% | 94% | 91% |
| Spelling | 97% | 98% | 97% | 96% | 94% | 97% | 98% |
| Grammar & Punctuation | 97% | 97% | 98% | 96% | 95% | 94% | 94% |
| Numeracy | 98% | 100% | 98% | 99% | 98% | 99% | 99% |

NAPLAN Year 7

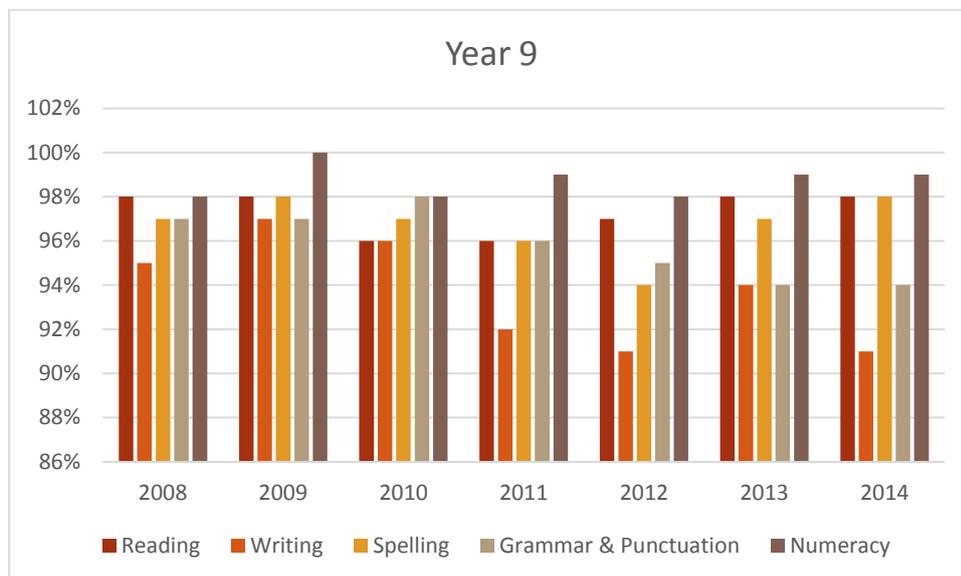
% Students meeting NMS (National Minimum Standards)



In 2014 between 95% and 98% of Year 7 students achieved national benchmarks

NAPLAN Year 9

% Students meeting NMS (National Minimum Standards)



In 2014 between 91% and 99% of Year 9 students achieved national benchmarks

NAPLAN results at years 7 and 9 over the past five years indicate improved growth between Year 7 and 9 in most areas.

These results are all above the state level of growth and in all areas, excluding spelling, the College is at a 5 year high for growth.

The charts below show the detailed breakdown of these results:

The following mean scores represent the average National Standard Level achieved by students in Year 7 and 9.

MEAN NAPLAN RESULTS FOR YEAR 7 2014

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|----------------------------|---------------|---------------|---------------|-----------------------|---------------|
| School Mean | 548.55 | 524.83 | 564.90 | 547.88 | 550.36 |
| National Mean | 545.80 | 511.50 | 545.30 | 543.90 | 545.90 |
| National Difference | 2.75 | 13.33 | 19.6 | 3.98 | 4.46 |

MEAN NAPLAN RESULTS FOR YEAR 9 2014

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|----------------------------|---------------|---------------|---------------|-----------------------|---------------|
| School Mean | 590.47 | 574.14 | 604.05 | 586.75 | 592.41 |
| National Mean | 580.20 | 550.10 | 581.70 | 573.50 | 587.80 |
| National Difference | 10.27 | 24.04 | 22.35 | 13.25 | 4.61 |

In comparison with the National mean averages, the College averages are above or well above in each area.

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

The College has devoted considerable time into developing and delivering Literacy and Numeracy support programs including homework support, peer tutoring, differentiated learning programs and specialised literacy classes.

In addition to in-class assistance, additional support is provided for identified students in both literacy and numeracy. Teachers across the College have participated in targeted professional development activities in order to support our students.

The College aims to continue to support student growth in the areas of literacy and numeracy as part of its annual improvement plan. In 2015 the College will look at implementing a literacy genre audit, the development of a College wide definition of literacy, professional development, professional learning teams focussed on improving Literacy across the College and the implementation of accelerated learning programs.

| Senior School Achievements | |
|--------------------------------------|---------------------------------|
| VCE Median Score | 29 (increase from 27 in 2013) |
| % VCE Completion Rate | 100% |
| % of VCE Study Scores of 40 and over | 4% (increase from 3.1% in 2013) |
| % Senior VCAL Completion Rate | 100% |

POST-SCHOOL DESTINATIONS

| | |
|-------------------------------------|-----|
| TERTIARY STUDY | 79% |
| TAFE / VET | 23% |
| APPRENTICESHIP / TRAINEESHIP | 1% |
| DEFERRED | 5% |
| EMPLOYMENT | 3% |

Student Wellbeing

Goals & Intended Outcomes

- To have Year Level Coordinators facilitate regular restorative practices professional learning.
- To implement relevant Cyber safety and e-smart programs for staff and students.
- To embed the College community expectations with staff and students.
- To strengthen the role of the African Aide and Family School Engagement Team in supporting Sudanese parents/studies.
- To pilot an electronic student wellbeing management system across all Year Levels.
- To further develop and implement Social and Emotional Learning (SEL) within the College.

Achievements

The College provides a rich pastoral care programme which supports our students throughout their years at the College. Caroline Chisholm Catholic College values positive relationships between the College, home and community. It provides students with a safe, caring learning environment and a motivating and challenging education.

The College has continued to embed Restorative Practices into our interaction with students and has extended the Social Emotional Learning program initiatives 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. It also allows for shared learning opportunities for Primary and Secondary staff as we look toward a smooth transition preparation. Homegroup teachers, Coordinators, Directors of Campus and the Deputy Principal (Faith and Wellbeing) all 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 transition and career opportunities. Students participate in regular assemblies, which focus on student contribution and achievement.

Family Partnerships

We continue to enhance our Family partnerships initiative in a number of ways. We employed an African Community Liaison. The college kick-started a number of parent focused groups. These included work on language development and a swimming program. They provided a point of contact for our parents.

Student Management System

The College has invested resources in overhauling its website and developing a Student Management System which acknowledges Student achievement, and which also records student attendance, learning achievement and behaviour. It is expected that this system will be fully rolled out in conjunction with a Parent Portal facility in 2015.

On a daily basis attendances and absences are checked and staff endeavour to make contact with parents as soon as practical. Parents are asked to provide documentary evidence for the reason for any absence upon the return of the student to the College

VALUE ADDED

Expectations on student behaviour are high with a very consistent and collegial approach to maintaining standards adopted by staff. Student attendance rates demonstrate that students feel respected, safe and supported and want to attend school. The following Student Wellbeing Policies and programs have been very successful:

- Positive Relationships Policy
- Restorative Practices
- Social and Emotional Learning
- Family School Partnerships
- College Community Expectations
- Restorative Practice Professional Learning

STUDENT SATISFACTION

In 2014, surveys of staff, students and parents were conducted by an external independent authority (Insight SRC).

The results indicate that students feel motivated and safe in their learning environment. The challenges of developing stronger professional relationships between teachers and students is recognised in the work to develop a vertical house structure to be launched in 2016.



Leadership & Management

Goals & Intended Outcomes

To strengthen leadership capacity at all levels within the school community.

- That feedback to individual staff members will improve.
- That staff sense of empowerment and professional communication will improve.
- That a model of instructional leadership with a focus on coaching for learning leads to improved teacher capacity.



Expenditure and Participation in Professional Learning

During 2014, eleven school days were dedicated to Professional Learning initiatives which specifically related to the college's School Improvement Plan. In addition, professional learning teams met on 12 afternoons from 3.30 to 4.30pm for all teaching staff. Professional Learning priorities were centred on Literacy, improving classroom practice, collaboration around key school initiatives, and introduction to vertical structure. All 112 teachers participated in Professional Learning in 2014.

102 of our 112 teachers have undertaken professional learning activities beyond the college for a total of 3341 hours.

2014 was the first year of a revised leadership structure. This resulted in adjustments at Deputy Principal Level, and all POL levels. Other than a new appointment of Deputy Principal – Wellbeing, and Director of faith and Mission (POL 4), all other POL positions were held over for a further 12 months to facilitate a total POL reappointment process in 2015.

2014 saw the beginning of a renewed Professional Learning Team format which integrated a coaching approach across all POL levels. Throughout 2014, all staff holding a position of leadership were involved in professional learning experiences relating to coaching. This included a revision of the Annual Review Meeting format, in which all staff members met with their immediate coach. The new format was based strongly on the model resulting from the collaboration between the CECV and the IEU bodies.

When all expenses are calculated, including replacement teacher costs, the average expenditure per teacher was \$1,105 in addition to the school days referred to above.

The College is also accredited as a Performance and Development Culture school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

- Catholic identity and faith development
- Coaching
- Professional Learning
- Anaphylaxis and first aid training
- Harassment and discrimination
- Looking for Learning
- Making thinking Visible
- ICT Coaching

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

112

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,105

TEACHER SATISFACTION

The Insight SRC data for 2014 indicated that staff individual morale was strong, that the positive motivation and behaviour of students allowed for a positive work environment and that there was a culture of teamwork that can be built on.



College Community

Goals & Intended Outcomes

- To build a school community underpinned by inclusiveness, valuing diversity and building social conscience.
- That parents' connectedness to aspects of the children's learning will improve.
- That the college strengthens its presence and profile within the local, national and global community.

Achievements

Further information on Achievement in the area of College Community is provided in the 2014 Improvement Strategies and Outcomes section below.

VALUE ADDED

- Strong endeavours in the area of family partnerships.
- Parent information nights and get-togethers.
- Parent and friends meetings.
- Parents had the opportunity to meet with staff on Transition Day.

PARENT SATISFACTION

Each year feedback from parents is sought in a number of forms and data is collected, both qualitative and quantitative to support the College's endeavours in relation to the School Improvement Framework regarding various aspects of College life including; behaviour management; learning focus; general satisfaction and student safety. There were high and increasing levels of satisfaction amongst parents across all areas registered in the Insight SRC Data.

Key Improvement Strategies and Outcomes for development of College Community in 2014

Improvement Targets/Milestones

2014 Improvement Strategies

1. The goal is to combine the existing resources of the Vietnamese Parents Association and the College Parents Association, and to provide training and capacity building activities for members of the various parent groups within the college. The additional aim is to seek more timely feedback from this arm of the College Community.
There has been a reshaping of the function of the Parents and Friends group over the course of 2014, with a focus shift from fundraising to consultation and feedback on student issues. The Vietnamese Parents Association has become a conduit for informing parents about College processes and initiatives and for Education relevant to migrant parents. Insights and feedback from the group are being relayed to Parents and Friends.
2. Embedding and expanding the initiatives already developed with the college i.e. Restorative Practices, Social Emotional Learning (SEL) and planning strategic initiatives to support effective parent engagement through learning,
Parent programs such as AMES English and Adult swimming classes have been embedded and will be supplemented by a range of support and Education initiatives in 2015 including ASD Support group, First Aid and computer literacy

2014 Outcomes

1. 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.
Our Insight SRC Survey revealed that our work in surveying and informing parents directly and indirectly has led to an increase in parent satisfaction in our latest Insight SRC Report
2. To further develop and implement other relevant and worthwhile student and parent feedback forums.
Work has begun to change the Executive Structure of the SRC to allow for direct feedback and submission of initiatives to College Leadership Forums. Plans for 2015 include a portfolio approach to SRC Executive duties, the creation of a College Media Team, Fundraising Submissions Committee and Canteen Committee to increase student and staff voice in the decision making processes of the College.

3. Continued Targeted Professional Learning for Staff to reinforce shared understandings and commitment to family and school community partnerships.
Staff have been engaged in a range of external and internal PL activities to increase our capacity to communicate with and resource the needs of our community
4. To provide opportunity for student and parent voices to be heard and encouraged.
Parents were extensively consulted through the Insight SRC process. The Parents and Friends Committee began the process of moving from a fundraising body to a consultative group. Conversation evenings were held at Year 7 as a better way to facilitate Parent participation and understanding of school processes
5. To investigate and plan improvements to the college website and to look to develop a parent portal.
Extensive work was done to prepare for the launch of a new website for 2015. Work was also done to facilitate the launch of a parent portal for reporting and communication from mid-2015.
6. To further develop and facilitate school-based activities which strengthen links with our associated primary schools.
The family/school partnership staff were involved in a monthly meeting of all feeder primary schools in 2014. Staff shadowing occurred at Yrs. 6 and 7 to deepen understanding of transition needs. Work is underway for Yrs. 5 and 6 student to attend 'Science' Day at the College in 2015 to deepen community understanding of secondary education on offer.
7. Develop a college residence into a parent resource and activity centre for use during and after school hours.
Work began on preparing a Community House adjacent to the College for Parent/Community Education projects, support groups and contact meetings.
8. Develop a homework club at the college with links to the 'Centre for Multi-Cultural Youth'.
The College created a "Homework Club" which runs three afternoons a week. There is specific English and Maths support available to students at Homework Club. As well, Year 8 students have specific Peer to Peer Maths tutoring option on one afternoon each week.

2015 Planned Progress

1. Building on the work of the School Families Partnership Liaison and Community Partnership roles.
2. Promotion of the College and its student achievements and successes via media and social media penetration and employing consultant advice. Student inclusion in a newly formed Media Consultation Committee to report to the College Leadership Team

3. To directly engage the Parents Association in the 'Vertical House' Initiative for 2016 providing updates regarding the College planning and taking feedback on processes to the College Leadership Team.
4. We aim to provide training and capacity building activities for members of the various parent groups within the college. This will include planning and implementing additional initiatives such as First Aid training, Careers Facilitator Program, TAFE training opportunities using college facilities.
5. Expanding initiatives already developed with the college i.e. Restorative Practices, Social Emotional Learning (SEL) and marry them to our Vertical House initiative for 2015
6. Establish the newly completed Community House as a parent resource and activity centre for use during and after school hours. Programs can include ASD Parent support group, 'Learning at Home' Program and existing parent programs such as AMES English conversation classes.
7. Continue to 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. This will be augmented by the completion of our Community House as a training and support centre for our parent community.
8. To further develop and implement relevant and worthwhile student and parent feedback forums. Fundraising, Media and Canteen Committees will have direct student and Staff representation and report to the College Leadership Team.
9. Continued targeted Professional Learning for Staff to reinforce shared understandings and commitment to family and school community partnerships.
10. To implement updated Policy related to ICT use and develop parent and student 'Cybersafety' awareness programs. Staff training and PL will be targeted as a response to student wellbeing needs and the newly created modes of student and parent support in relation to mental health will be investigated.
11. To investigate and plan improvements to the college website and to further develop the 2015 launch of the parent portal.
12. To further develop and facilitate school-based activities which strengthen links with our associated primary schools.
13. 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) your school is participating in *Low SES*

2013 Direct SSNP funding *\$ 82,500*

2013 Indirect SSNP funding *\$ 48,925*

2013 State NP actual allocation *\$ N/A*

2013 School Co-investment *\$ 374,845.00*

2014 Notional SSNP budget allocation *\$ TBA*

2014 Notional State NP budget allocation *\$ N/A*

- 2013 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).
- 2013 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).
- 2013 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2012. This may not be applicable to all schools.
- 2013 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2012 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2014 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2013.

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 \$ |
|--|-----------------------------|
| Recurrent income | Tuition |
| School fees | - |
| Other fee income | 1,858,947 |
| Private income | 436,201 |
| State government recurrent grants | 3,457,617 |
| Australian government recurrent grants | 14,042,263 |
| Total recurrent income | 19,795,027 |
| Recurrent Expenditure | Tuition |
| Salaries; allowances and related expenses | 14,118,917 |
| Non salary expenses | 6,476,105 |
| Total recurrent expenditure | 20,595,022 |
| Capital income and expenditure | Tuition |
| Government capital grants | - |
| Capital fees and levies | 3,042,800 |
| Other capital income | 29,712 |
| Total capital income | 3,072,511 |
| Total capital expenditure | 4,038,891 |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
| Total opening balance | 4,702,485 |
| Total closing balance | 4,362,500 |

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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. 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

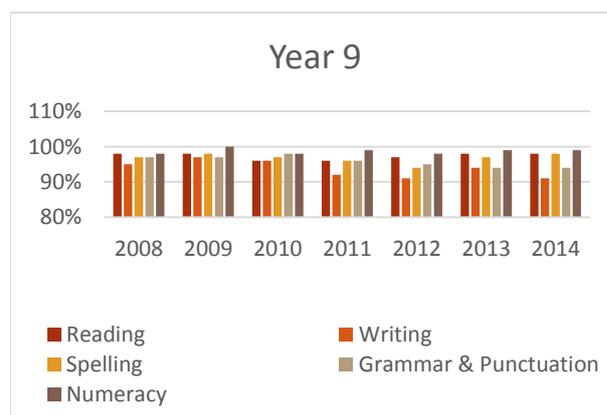
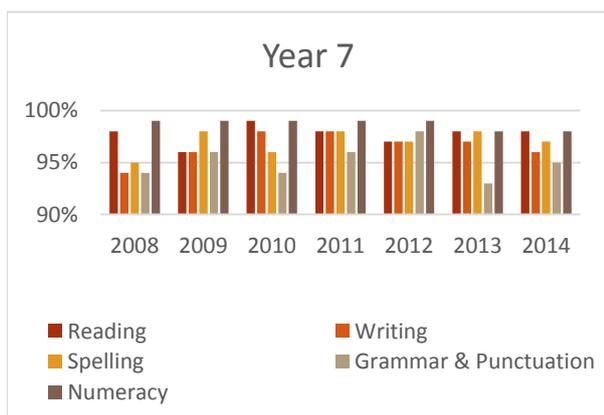
The College continues to be well poised to address challenges in Secondary Education consistent with the agenda of Commonwealth and State Education Departments and Catholic Education authorities. Participation in National Partnerships has assisted the College to strengthen parent and community relationships. Further consolidation will be required of the challenges of the 21st Century classroom with particular emphasis on the continued effective use of the notebook program. Recognising the evidence from educational researchers Hattie and Fullan indication the importance of building positive learning relationships between students and teachers further work to enhance the positive pastoral care culture of the College including a vertical Homegroups and a new House system. As we work through the School Improvement Framework, we will continue to revise and renew our College Master Plan and Strategic Plan that will guide us through the next 5-10 years. Caroline Chisholm Catholic College will continue to offer new initiatives and possibilities in order to maximise student learning.



VRQA Compliance Data

E1369
Caroline Chisholm Catholic College, Braybrook

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|------|-------------------|------|-------------------|
| NAPLAN TESTS | 2012 | 2013 | 2012-2013 Changes | 2014 | 2013-2014 Changes |
| | % | % | % | % | % |
| YR 07 Reading | 97.3 | 98.4 | 1.1 | 98 | -0.4 |
| YR 07 Writing | 96.5 | 97.3 | 0.8 | 96 | -1.3 |
| YR 07 Spelling | 96.9 | 98.1 | 1.2 | 97 | -1.1 |
| YR 07 Grammar & Punctuation | 98.1 | 93.4 | -4.7 | 95 | 1.6 |
| YR 07 Numeracy | 98.8 | 98.1 | -0.7 | 98 | -0.1 |
| | | | | | |
| YR 09 Reading | 97.1 | 98.4 | 1.3 | 98 | -0.4 |
| YR 09 Writing | 90.9 | 93.5 | 2.6 | 91 | -2.5 |
| YR 09 Spelling | 94.2 | 97.2 | 3.0 | 98 | 0.8 |
| YR 09 Grammar & Punctuation | 95.5 | 93.6 | -1.9 | 94 | 0.4 |
| YR 09 Numeracy | 98.4 | 98.8 | 0.4 | 99 | 0.2 |



| YEARS 9–12 STUDENT RETENTION RATE | |
|--|--------|
| Years 9–12 Student Retention Rate | 97.47% |

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|--|----------|
| Year 7 | 96.72% |
| Year 8 | 96.44% |
| Year 9 | 96.17% |
| Year 10 | 96.06% |
| Overall average attendance | 96.35% |

| TEACHING STAFF ATTENDANCE RATE | |
|---------------------------------------|-------|
| Teaching Staff Attendance Rate | 95.5% |

| STAFF RETENTION RATE | |
|-----------------------------|-------|
| Staff Retention Rate | 84.5% |

| TEACHER QUALIFICATIONS | |
|-------------------------------|--------|
| Doctorate | 1.94% |
| Masters | 9.71% |
| Graduate | 44.66% |
| Certificate Graduate | 4.85% |
| Degree Bachelor | 86.41% |
| Diploma Advanced | 13.59% |
| No Qualifications Listed | 3.88% |

| STAFF COMPOSITION | |
|---------------------------------|---------|
| Principal Class | 13 |
| Teaching Staff (Head Count) | 134 |
| FTE Teaching Staff | 137.628 |
| Non-Teaching Staff (Head Count) | 68 |
| FTE Non-Teaching Staff | 64.242 |
| Indigenous Teaching Staff | 0 |

| MEDIAN NAPLAN RESULTS FOR YEAR 9 | |
|---|--------|
| Year 9 Reading | 590.47 |
| Year 9 Writing | 574.14 |
| Year 9 Spelling | 604.05 |
| Year 9 Grammar & Punctuation | 586.75 |
| Year 9 Numeracy | 592.41 |

| SENIOR SECONDARY OUTCOMES | |
|----------------------------------|-----|
| VCE Median Score | 29 |
| VCE Completion Rate | 100 |
| VCAL Completion Rate | 100 |