



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Caroline Chisholm Catholic College

204 Churchill Avenue, BRAYBROOK 3019

Principal: Napoleon Rodezno

Web: www.cccc.vic.edu.au

Registration: 1801, E Number: E1369

Principal's Attestation

I, Napoleon Rodezno, attest that Caroline Chisholm Catholic College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 31 Mar 2025

About this report

Caroline Chisholm Catholic College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

To be the leader in learning excellence in our community.

Our Mission

To educate and prepare our students to be the best they are called to be in a faith-filled and inclusive community.

Our Values

At Caroline Chisholm Catholic College we achieve our vision and purpose (mission) by valuing the whole 'FACE' of each student:

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.

College Overview

Caroline Chisholm Catholic College is a co-educational secondary school located in Melbourne's Western Region, dedicated to learning excellence in an engaging, faith-filled caring and supportive environment. The College supports students to be aspiring, embracing holistic learning across the spiritual social environmental academic and physical facets of development. The College consists of two Junior single sex campuses for Years 7 to 9, and a senior coeducational campus from Years 10 to 12, catering for different pathways, VCE, VCE-VM and VET.

The College is proud to celebrate the achievements of the Class of 2024, with 22 students attaining an ATAR above 90. Our Dux, Brandon Tan, achieved an exceptional ATAR of 99.25, closely followed by our Proxime Accessit, Kieran Chao, with an impressive 99. The school's median study score increased once again to 31 marking the fourth consecutive year of academic growth. We are also pleased to recognize 51 study scores of 40 or above, with 5.47% of our students performing at the highest level.

Whilst academic success remains a primary focus, the College believes education is more than just a score. Students' strengths in music, drama, new technologies, trades, and community engagement are also encouraged. There are a number of extension programmes, including international exchanges with schools in Japan and Italy; Aspire, our accelerated educational and enrichment programmes; Encore Music for students in Years 7 to 9; and a partnership with Australian Catholic University enabling Year 12 students to study tertiary subjects in Health Sciences while at the College. Modern facilities include an indoor swimming pool, a gymnasium, an 820 seat Auditorium, two libraries, a new arts centre at our all-girls Christ the King Campus, state-of-the-art Science laboratories, sports oval, amphitheatre and a College-owned outdoor education site. Each student is known and valued in our inclusive multicultural diverse community.

As a College we offer annual cultural exchanges to and from Japan and Italy through our Languages department and sister schools. Students immerse themselves in the customs, language and way of life.

Students showcase their talents through our music performance programme involving both College based and external events.

Students also participate in a myriad of annual ceremonies and events as well as representing the College at various other community events.

We are Many Minds, One Heart.

Principal's Report

The 2024 school year has been one of growth, resilience, and renewal as the community continues to live out our Catholic mission and provide a high-quality, faith-based education for all students in our care. Among the difficulties we faced, the passing of Mr. Robert Brennan Principal at the time, left an indelible mark on our College community. His leadership, vision, and unwavering commitment to education shaped the very fabric of our school, and his loss was deeply felt by students, staff, and families alike.

As a Catholic school within the Melbourne Archdiocese Catholic Schools (MACS), the College fosters a learning environment grounded in the teachings of Jesus Christ. The College has continued to thrive as a community that values compassion, integrity, and excellence. We have strengthened our partnership with families, parishes, and the wider community to ensure each child is known, is safe, and is nurtured to reach their full potential.

In 2024, teaching staff focused on further developing a whole-school approach to learning, particularly with explicit emphasis on consistent delivery of teaching principles under the MACS Vision for Instruction. Staff engaged in professional learning aligned with strategic consistent practice, and the College continues to embed evidence-based practices across all year levels.

Our students have shown pleasing growth in learning outcomes, and we continue to refine our curriculum delivery to meet the diverse needs of all learners. From the graduating class of 2024, 22 students achieved an ATAR above 90. Our Dux secured an outstanding ATAR of 99.25, while our Proxime Accessit, achieved an impressive 99. Additionally, our median study score rose once again to 31, marking the fourth consecutive year of improvement. We also celebrated 51 study scores of 40 or above, representing 5.47% of our students achieving at the highest level.

Our Catholic identity was richly celebrated through liturgies, Masses, and social justice initiatives. With the support of our parish priests, students were actively involved in Sacramental programs and Gospel-based service activities. This helped reinforce our mission to form young people of faith who act with justice and compassion. The College production of *The Wizard of Oz* brought together students from Years 7 to 12, showcasing their incredible talents and teamwork. Months of dedication culminated in a spectacular performance that highlighted the strength of our performing arts program. Events such as Mother's Day and Father's Day Masses, College tours, information nights, Sacred Heart Day, and our Academic Excellence assembly further highlighted our commitment to holistic education.

Student safety and wellbeing remained a top priority in all College decisions and practices. The College aimed to continue to enhance pastoral care structures to support the whole child achieve. Programs fostering resilience, mindfulness, and respectful relationships were offered, and staff worked closely with families to support student mental health, safety and engagement. One of the most inspiring student-led initiatives this year was the inaugural Brennan Charity Run, held in honour of Robert Brennan. The event saw enthusiastic participation from students, staff, and families, with all proceeds donated to The Smith Family Charity. The Family Partnerships team has played a crucial role in strengthening the connection between families and the College, ensuring a supportive and engaged school community. Additionally, our Student Liaison team has worked closely with the Western Bulldogs Foundation, providing students with leadership and personal development opportunities that foster confidence, resilience, and a sense of belonging.

The SACCSS sports program continued to thrive, with increased participation and remarkable achievements. Our Junior Golf team broke the SACCSS Ambrose record on their way to victory, and our Senior Basketball team became champions for the first time, securing a promotion to Division 1. In Premier League, over half of our teams reached the finals, securing eight premierships throughout the year, a testament to the dedication and expertise of our coaches and staff. The continued development of the House program has also been a highlight, with House-related events not only providing further opportunities for our students on the sporting field but also fostering a deeper sense of belonging among students.

The College's enrolments remained strong, with Year 7 enrolments at near capacity and overall student numbers reaching 1,580. This year also marked a milestone with our first cohort of Sports Academy students selected for Years 7 and 8 via an application process, reflecting the growing success and demand for our specialised programs.

As we look to 2025, we remain focused on continuous improvement and innovation. Guided by the MACS Vision for Catholic Education and our own School Improvement Plan, we are committed to nurturing every student's academic, spiritual, social, physical and emotional development. We look forward to building on the strong foundation already in place and continuing to grow as a community of faith and learning.

I wish to thank our incredible staff, supportive families, and most of all, our students, whose enthusiasm and joy make our school a truly special place. A special thanks to Mrs Laura Ruddick who led the College in what was a very challenging year. Laura, who helped me write this report, led the College to reflect the vision of Mr Robert Brennan in making Caroline Chisholm Catholic College a home that welcomes, where each child knows that they are loved and where many minds make up one heart.

Dr Napoleon Rodezno

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

The theme for 2024 was ‘*Let love flow from the heart as living water*’. The theme draws from the Gospel of John chapter 7 where the gospel author reminds us that “out of the believer’s heart shall flow rivers of living water.” Here Jesus is emphasising that a heart alive with love is not stagnant nor dead, but alive and life-giving. Our College staff and students were inspired to act with love in their daily lives. We prayed the following words inspired by our theme:

Loving God, inspire us to let love flow from our hearts like living water, just as Jesus did at the well. May this love break down barriers, inspire authenticity, and cultivate joy and community among us. Grant us the courage to overcome prejudice and embrace others with genuine care. May our lives be a testament to the transformative power of your love.

Amen.

The college continued to build on the Catholic vision and mission of its patron Caroline Chisholm and its founders inspired by the Sacred Heart of Jesus. This year was one of deep reflection and spiritual growth as the staff body sought to articulate our Catholic faith identity in the form of our unique charism. Across multiple days and sessions staff explored our Catholic origins and foundations and began to articulate how we live our Catholic identity in our contemporary school context.

We acknowledged that Catholic education enriches every individual and fosters an ongoing contribution to our community. To respond to the diverse needs of our society we act with a “common purpose and shared mission.” While lived out in a multitude of ways, this purpose and mission exists to enable an encounter with Jesus Christ, and a rich learning experience that leads to the full flourishing of each young person. In this aim our Catholic identity was summarised in the following statement: Formed in the Heart of Jesus under the patronage of Caroline Chisholm.

This project to articulate our Catholic identity and charism unique to our College was a passion of our late principal Mr Rob Brennan. In his passing we were united in faith to not only endure sadness but to encounter hope nurtured within this loving community.

Achievements

Term 1 opened with liturgical celebrations marking the beginning of a new year. Our annual Opening Staff Mass marked the beginning of our new staff's journey within our community. Early in the term our Commissioning Mass marked a special moment for student leaders to affirm their commitment to our community as service leaders modelled on the example of Jesus Christ and Caroline Chisholm. We presented the college's theme for the year and called on all leaders to model an active, passionate love for justice, peace and community.

Staff faith formation continued along our five year plan to explore "nurturing a vision for the future" as we explored and consolidated our understanding of our Catholic identity. Retreats and Reflection Days continued to be a welcome pause in the busy schedules of students who were able to engage in a broad range of themes from First Nation knowing's, belonging and community, social justice, personal faith journey, interfaith learning, personal development and relationships, and more.

Continuing the call of Pope Francis' encyclical *Laudato si*, the student-led Eco Committee continued its work to promote sustainability and an ecological awareness among the staff and student body. Their ongoing projects included: Precious Plastics Monash Uni project, Sustainability week, National Tree Day, Friends of Kororoit Creek collaborations, and more. The Eco-Committee is now a truly whole-school action group as it continues to grow and thrive across all campuses.

The liturgical growth of the college is a chief success of 2024, the year was witness to over 35 liturgical celebrations – each enlivening the seasons of the Church year. Our staff and students were engaged in key masses to celebrate key milestones and ensure prayer, liturgy and devotion were College-wide experiences. The variety of liturgical celebrations offered our community chances to celebrate Ash Wednesday, Lent, All Soul's Day, Advent and to participate in our College's tradition of First Friday masses in dedication to the Sacred Heart of Jesus.

Value Added

All students participated in the Religious Education program both face-to-face and online learning environments. Religious Education topics incorporated a broad use of cross-curricula resources, skills, and teaching methods with some students gaining experience in areas such as Archaeology, Sociology, Literary and Historical analysis. The changes to Religious Education programs worked to improve the academic and spiritual rigor of those programs from years 7 to 12. Our most recent MACSIS data indicates that student involvement and reception to faith education has grown positively in the past years.

The Waa Award continued to acknowledge positive student contributions. The Waa Award is a graduated system that acknowledges students' academic, sporting, cultural and community achievements across their life at the college. This year we presented many Bronze and Silver Waa Awards, along with a healthy amount of Gold Waa Awards to our Year 12s. This award is an expression of reconciliation and learning as we worked with our local elders to initiate and develop this program. Fundraising projects led by the Faith & Mission team began with the Lenten focus of Project Compassion encouraging our students to Be More not just have more. This wholistic approach ensured fundraising was not the sole focus of the movement, but awareness- raising too. Later social justice-oriented fundraising efforts centered around the Vinnies Winter and Christmas appeals, and the traditional Term 3 emphasis on the House charities.

The House program was another area of growth and enrichment for staff and students. From the House Carnivals to regular house sport and activities, through to the final House Spirit Day, all students took part in various House-based activities. These culminated in the presentation of the Brother Bouchard House Cup too much acclamation. This award is another way in which we connect to our history while also celebrating our present.

To support the faith lives of all staff, internal professional learning sessions provided online and face-to-face opportunities for staff to attain their MACS Policy 'Accreditation to teach in a Catholic School'.

Finally, it must be noted that during the challenging Term 1 experience of the illness, passing and laying to rest of our late principal Mr Rob Brennan, the College's faith life came to the fore. The funeral mass hosted in our Blessed Daswa Hall was attended by over 700 students and an additional 800 guests as well as being broadcast to over 2000 viewers. This community event touched countless schools and communities across Melbourne and

regional Victoria speaking volumes to Rob's legacy. The mass offered our College community an opportunity to thank Rob and the Brennan family for their dedication to Catholic education and their trust in allowing our College to host such a funeral. We continue to pray for the eternal repose of Rob, may he rest in peace.

Mr Tristan O'Brien

Deputy Principal Faith & Mission

Learning and Teaching

Goals & Intended Outcomes

The College's Learning and Teaching vision aimed to ensure all students demonstrated academic growth in the 2024 academic year. A key focus was the introduction of the Vision for Instruction (VFI), which guided staff professional learning and pedagogical refinement.

In 2024, the College's goals were to:

- Collate, analyse and utilise student data to improve learning and teaching programs.
- Embed differentiation into the College culture by providing professional learning to teaching staff and implementing targeted intervention programs.
- Lift academic expectations by implementing new College processes focused on accountability and feedback.

Achievements

The College provided extensive professional development opportunities to support the implementation of the Vision for Instruction. This included targeted training for all teaching staff on the Science of Learning and Cognitive Load Theory, ensuring best-practice teaching strategies were embedded across classrooms.

Key achievements in 2024 included:

- Preparing for the implementation of the Vision for Instruction, aligning teaching practices with cognitive science principles to enhance student learning outcomes.
- Refinement of the College's pedagogical framework, ensuring contemporary teaching practices underpin learning and teaching strategies.
- Delivery of professional learning on learning diversity, led by the Director of Learning Diversity, focusing on modifications and adjustments for NCCD-funded students.
- Expansion of the specialised literacy intervention program, supporting students with identified learning gaps.
- Introduction of Pivot as a tool for student voice and agency to provide feedback to staff on their teaching practice.
- Continued commitment to continuous reporting, with progress reports provided four times per semester.

- Enhanced data literacy among staff through professional learning sessions on interpreting subject-specific data sets and one-on-one data evaluation meetings for VCE teachers.

The 2024 VCE results demonstrated sustained academic growth for the College.

Most significantly:

- The median study score increased from 29 in 2022, to 30 in 2023, to 31 in 2024.
- The number of students with an ATAR score of 70 or above increased from 77 in 2022, to 88 in 2023, to 96 in 2024.
- The percentage of students achieving a study score of 40 or above was 5.47%.

Student Learning Outcomes

Tertiary Outcomes for the Class of 2024:

- 82% of graduating students applied for a tertiary place.

Of the students applying through the Victorian Tertiary Admissions Centre (VTAC):

- 94% of students applying received an offer.
- 60% of those students received their first preference.

Ms Lauren Markovic

Acting Deputy Principal Learning & Teaching

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	548	68%
	Year 9	587	67%
Numeracy	Year 7	548	71%
	Year 9	584	74%
Reading	Year 7	553	78%
	Year 9	589	75%
Spelling	Year 7	554	80%
	Year 9	589	83%
Writing	Year 7	564	78%
	Year 9	607	80%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	31
VCE Completion Rate	99%
VCE VM Completion Rate	93%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Caroline Chisholm Catholic College is a school committed to fostering a strong sense of connection, respect, and wellbeing among its students. Within the college community, student wellbeing is recognised as a cornerstone of academic success, personal growth, and overall achievement. At Caroline Chisholm Catholic College, every student is valued, informed, and encouraged to reach their fullest potential.

The college places a strong emphasis on creating a positive and engaging environment where wellbeing is central to the experience. This is achieved through the combined efforts of dedicated staff, as well as student-led initiatives that promote active involvement and a sense of belonging. The following areas were a key focus in 2024:

- Enhance the academic, spiritual, and wellbeing development of students, ensuring they feel respected, safe, connected, and valued as integral members of our community.
- To further enhance student voice across the school, empowering students to become active, self-directed learners with a strong sense of self-efficacy and agency.
- Support students from refugee backgrounds by actively participating in the Refugee Education Support Program and developing targeted strategies to enhance their academic and personal outcomes.

Achievements

In 2024, students engaged in PIVOT surveys, providing them with a platform to share feedback on their learning experiences and teacher practices. This process empowered students to take greater ownership of their learning journey. Additionally, students participated in the Resilient Youth Survey (RYS) - longitudinal study focused on the themes of connection, protection, and respect.

The College also commenced the first year of a two-year partnership with Foundation House and Centre for Multicultural Youth Refugee Education Support Program. This initiative aims to investigate and develop targeted strategies to enhance both academic and personal outcomes for students from refugee backgrounds. A dedicated project based on this work will be implemented in 2025.

The Learner Mentor model continued to play a vital role in understanding students' academic progress, pastoral needs, and overall development. In 2024, Learner Mentors for Years 7 to 10 taught their respective groups, while at Years 11 and 12, mentors worked directly with

their assigned cohorts. These connections fostered meaningful and ongoing relationships with students and their families.

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Compass remained an effective platform for staff to record and acknowledge student achievements—both academic and pastoral. It enabled Learner Mentors and teaching staff to communicate results, data, and other important updates to families in a timely and accessible manner.

Staff have participated in professional learning both as individuals and as a staff group in student wellbeing throughout 2024. These areas included:

- Anaphylaxis
- Mandatory Reporting
- Child Safe
- Asthma - thunderstorm focus
- First Aid
- Family Partnerships and understanding the role of the Multicultural Education Aide
- Cultural Competences
- Foundation House 'Schools in for Refugees'
- Supporting student wellbeing and understanding the processes and why we do what we do

The key message was to build staff capacity to support student wellbeing and thereby support improved student learning outcomes.

Value Added

Caroline Chisholm Catholic College provides a variety of opportunities for students to participate in engaging activities that promote a sense of community, service, and wellbeing both in and out of the classroom. These activities help to broaden learning experiences, increase student agency, and involvement in the College community and build self-understanding and empathy.

In 2024 there was much to celebrate and be grateful for:

- NAIDOC Week activities
- Cultural Diversity and Harmony week
- Student lead tours on Open Day
- High student attendance rate at 87.8%
- Health and PE Week
- Year 12 Graduation Assembly and Valedictory Dinner.

- Year 12 Formal
- Sacred Heart Day
- Western Bulldogs community Foundation Nallei Jerring Program for our Indigenous Students
- Western Bulldogs community Foundation Leadership Program
- Youth Resilient Surveys focusing on connected, protected and respected.
- Pushup Challenge to support mental health
- Protective Policing Unit focusing on Youth Outreach: Community safety, violent act and potential harm, One punch policy, active and good citizens
- Department of Education African Conference
- LLEN mentoring – African Mentors Program
- Strengthened afterschool program including Homework club, Melbourne City Mission programs – Shine (empowering students, fostering self-belief and discovering their purpose for their future), Martial Arts Therapy (MAT) – a values-based intervention to address social and emotional needs of students.
- Culturally targeted homework clubs with support of Multicultural Education Aides.
- Commenced phase 1 of the Refugee Education Support Program (RESP)
- Holiday programs: The Huddle (North Melbourne Football Club) and Melbourne Victory workshop

Student Satisfaction

At Caroline Chisholm Catholic College, students are actively engaged and motivated to learn both inside and outside the classroom. Data from the Resilient Youth Survey (RYS) reflects a strong sense of safety at school with the data in 2024 improving on average by 10% across the college compared to the 2023 survey. With regards to teachers who care, and engaging in learning, the data shows an increase of 10% to 15% compared 2023 across the year levels.

Interest in formal student leadership continues to thrive, with applications far exceeding the number of available positions. The calibre of candidates has been exceptional, demonstrating strong leadership potential. Students that are not successful in obtaining a formal position work alongside student leaders to lead and run lunchtime and learner mentor activities, sign up to groups like the sustainability and eco committee, and volunteer at college events such as Open Day. Students have also taken an active role in organising and managing wellbeing activities, with many volunteering their time and efforts to support the wider school community.

Student voice remains a prominent feature of college life. Students regularly lead school assemblies, and through their Learner Mentor Representatives, they are given the opportunity to contribute ideas and perspectives. This direct engagement fosters a sense of agency, ownership, and responsibility in their learning and the broader school environment. The introduction of the student forum is an example of where student proposals are

presented by the students to the college leadership team for feedback and consideration. An example in 2024 was the inaugural Robert Brennan run to create awareness around brain cancer and raise funds for the Smith Family.

Student Attendance

Expectations of student behaviour are high with a very consistent and collegial approach to maintaining standards adopted by staff. The number of behavioural chronological entries reduced on average across the college by 12%. Student attendance rates at Years 9 to 12 are 93.36, demonstrating that students feel respected, safe, and supported and want to attend school. The overall attendance rate also very strong at 87.8 average. The following support this:

- Code of Belonging
- Learner Mentor System
- Restorative Practices
- Wellbeing Services and Support
- Learner Mentor Personal Development Program
- Extracurricular activities, after school program and clubs

The College manages student non-attendance through a comprehensive and proactive approach. Attendance is recorded every period, including during Learner Mentor sessions, with all data securely stored in the Learning Management System. Parents have real-time access to their child's attendance records through the parent portal.

To ensure timely communication, parents are notified of any absences via daily text messages and direct contact from the student's Learner Mentor. When there is an unexplained absence a follow-up phone call to parents or guardians is made to ensure they are informed and supported.

When a student is absent for two or more consecutive days, the Learner Mentor initiates direct communication with the student's primary contact to discuss the absence and offer support.

Targeted strategies are implemented to support students and families in maximising attendance, recognising its critical role in student progress.

Ms Stephanie Banks

Deputy Principal Student Wellbeing

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	93.36

Average Student Attendance Rate by Year Level	
Y07	89.2
Y08	88.0
Y09	86.8
Y10	87.1
Overall average attendance	87.8

Leadership

Goals & Intended Outcomes

The Principal is the chief executive officer of the College and, subject to the directions of MACS, is responsible for the leadership and management of the College and the education, care and welfare of its students and staff. The Principal is also supported by the School Advisory Board.

The college is working on the Organisational Charts 2026-28 to provide distributed leadership through the addition and relocation of leadership roles within the College's positions of leadership structure.

College Leadership Team

The College Leadership Team is the key decision-making body at Caroline Chisholm Catholic College. The Principal chairs the Leadership Team, which consists of the following members:

- Principal
- Business Manager
- Deputy Principal Faith & Mission
- Deputy Principal: Learning and Teaching
- Deputy Principal: Student Wellbeing
- Deputy Principal: School Operations
- Principal's Executive Assistant
- People & Compliance Leader

Achievements

This year, our school has prioritized the continuous growth and development of our teaching staff to enhance student learning experiences.

A key initiative introduced for all staff in 2024 was the Pivot Student Survey on teaching. This innovative tool gathers anonymous feedback from students about their learning experiences, enabling teachers to gain valuable insights into their instructional practices. The survey helps educators reflect on what is working well and identify areas for improvement, fostering a culture of ongoing professional growth and student-centred teaching. Staff incorporated their Pivot survey data into their annual review.

Furthermore, the College embraced the MACS Vision for Instruction by exploring the cognitive science behind student learning and the practical implications for teaching. Staff undertook professional reading and discussion during regular Learning Framework meetings to build their knowledge of explicit instruction. This work will continue into the following year, when specific learning routines and strategies will be trialed and embedded in lessons.

A major milestone this year was celebrating 80 days of dedicated teaching by our graduate teachers. Alongside their mentors, our Graduate teachers participated in a workshop to map out their chosen inquiry question and the approach they would take to complete their full registration requirements. Fortnightly support meetings followed, with 19 staff obtaining their full registration across the year.

Our year closed with a strong week of professional learning including sessions with resident specialists in the areas of assessment design, literacy approaches for multilingual classrooms and a keynote address from Cameron Schwab on finding strength in the face of loss and hardship.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Throughout 2024, all staff employed at the College participated in some form of professional learning. This included various school-based professional learning days as well as targeted professional learning activities that aligns with both the school improvement plan and identified challenges for student learning. This also reflects our commitment to investing in our staff and supporting their professional growth. To build the capacity of staff across all areas of the College and to support the professional growth of all our staff, the following categories highlight the key areas of professional learning undertaken in 2024:</p> <p>List of Professional Learning undertaken in 2024</p> <ul style="list-style-type: none"> • Religious Accreditation • Respectful Relationships, responding to family violence • Careers & Pathways • Coaching • Leading Teams • Learning & Teaching • Literacy and Pastoral/Wellbeing • Mandatory Reporting • Child Safe • First Aid, including Astham & Anaphylaxis • Restorative Practices • Family Partnerships • Cultural Competences • Sexual Harassment • Emergency Management • Faith Formation 	
Number of teachers who participated in PL in 2024	144
Average expenditure per teacher for PL	\$1408.00

Teacher Satisfaction

In 2024 Caroline Chisholm Catholic College conducted the Annual Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS). The staff section of the survey collects data from 14 domains to help identify staff perceptions of school climate, safety,

professional relationships and learning. In analysing the data, staff provided the strongest positive endorsement for:

Staff-leadership relationships: Perceptions of the quality of relationships between staff and members of the leadership team.

Catholic Identity: Teacher's perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.

Ms Jann Ray

Director of Staff Development

Teacher Qualifications	
Doctorate	3
Masters	46
Graduate	33
Graduate Certificate	5
Bachelor Degree	109
Advanced Diploma	10
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	10
Teaching Staff (Headcount)	134
Teaching Staff (FTE)	126.07
Non-Teaching Staff (Headcount)	97
Non-Teaching Staff (FTE)	82.88
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Caroline Chisholm Catholic College is dedicated to fostering greater awareness and engagement in intercultural and interreligious events. By actively promoting these initiatives, we aim to enrich our communities understanding of diverse cultures and belief systems, fostering respect, empathy, and a sense of global citizenship. Through such experiences, the College strengthens its commitment to inclusivity, creating a learning environment where diversity is celebrated, and mutual respect is at the core of our community. Parents are encouraged to be active champions for their children, building meaningful connections with their child's learning. This partnership not only strengthens the home-school relationship but also enhances student engagement and academic growth.

Achievements

The Family Partnerships Team, are an integral part of the college community, contributing and supporting our families to best support their child and learning journey. There were a range of activities and initiatives in 2024 to support the community including:

- Multicultural Education Aides (MEA) attending the MEA Conference to build capacity and strengthen engagement with other schools.
- MEAs translating and voice recording translated information to support families from non-English speaking backgrounds
- Translated subject selection and pathways workshop to better support families and students with making informed decisions with regards to their child's learning journey.
- Mother's Day and Father's Day Mass and breakfast.
- Wellbeing session run for families by the college counselling team to support their understanding of how their teenagers brain works, and mental health

The Student Support Team continued with the afterschool program, predominately engaging students from Years 7 to 9 contributing to their overall wellbeing, social development and academic success. Furthermore, the team made connections with various outside organisations to support, empower and cater for the emotional needs of students. These included:

- Western Bulldogs Community Foundation
- Leader of the Pack

- Nallei Jerring Program
- Applying for grant for 2025 Victorian African Communities homework and social club
- Protective Policing Unit to present on various area including consent, outreach and community safety, violent act and potential harm and active and good citizens.
- Melbourne City Mission to support the afterschool program empower students, foster self-efficacy and social and emotional needs.
- Local LLEN – engaging in African Mentor Program

Our Communications Team continued to coordinate media and promotional initiatives for the college. This strengthened our presence and profile within the local, national, and global communities.

Student leaders were involved in connecting with feeder primary schools to support transition to secondary school sessions, partnering with St Theresa's Catholic Primary school for Blue Earth Day.

Events such as Open Day and Choosing a Secondary School continue to draw large crowds and interest. The College also Partnered with Marian College to present a workshop by Maria Roberto on resilience and supporting your young person. The response was overwhelming.

The Family Partnerships Team plays an integral role in the Caroline Chisholm Catholic College community, working collaboratively with families to best support students in their learning journey. In 2024, the team led a range of initiatives designed to strengthen community engagement and ensure families feel welcomed, informed, and empowered.

The Communications Team continued to lead media and promotional efforts, strengthening the College's profile and visibility at the local, national, and global levels.

Student leaders also played a vital role in community connection by supporting transition sessions for feeder primary schools. A notable partnership with St Theresa's Catholic Primary School saw student leaders help facilitate Blue Earth Day, promoting health, wellbeing, and leadership.

Major community events such as Open Day and Choosing a Secondary School evening continued to draw significant interest and large crowds, highlighting the College's strong reputation. Additionally, in collaboration with Marian College, the College hosted an overwhelmingly well received parent workshop presented by Maria Roberto, focused on building resilience and supporting young people through life's challenges.

Parent Satisfaction

Caroline Chisholm Catholic College takes great pride in recognising and respecting parents and carers as the first educators of their children. As such, parents are considered vital partners in supporting and enhancing the educational outcomes of their children. The College fosters a strong and ongoing partnership with parents through both formal and informal channels. Formal engagement occurs three times a year through Learner Mentor and Subject Teacher conferences, where attendance is excellent demonstrating that the opportunity to engage with staff with regards to their child learning and progress is valued.

Informal communication is maintained regularly via the parent portal, newsletters, and day-to-day interactions. Additionally, parent information evenings held throughout the year at each year level offer further opportunities for engagement and collaboration.

Feedback from parents indicates that they feel welcomed, supported, and well-informed by the College. Communications are described as clear, timely, and relevant. Parents also express strong satisfaction with the quality of classroom learning environments and the high standard of teaching and learning resources provided to their children.

Ms Stephanie Banks

Deputy pprincipal Student Wellbeing

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.cccc.vic.edu.au