



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Caroline Chisholm Catholic College

204 Churchill Avenue, BRAYBROOK 3019

Principal: Laura Ruddick

Web: www.cccc.vic.edu.au

Registration: 1801, E Number: E1369

Principal's Attestation

I, Laura Ruddick, 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 2023 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 27 Mar 2024

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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

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 in Melbourne's inner west, dedicated to learning excellence in an engaged, faith-filled and supportive environment. The College supports students to be the best they are called to be, whether academically through artistically, vocationally or in areas, such as sport, or Christian service. 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 pleased with the academic achievements of the class of 2023 with nineteen students achieving an ATAR score of greater than ninety. The College Dux for 2023, with an ATAR score of 97.3 was Izabella Mancewicz and our Proxime Accessit was Quan Cao with a score of 97.25. Other pleasing aspects of the VCE results was the increase to the Average ATAR from 64.1 to 69.4 and an increase in the percentage of study scores above 40 from 4.51% to 5.86%. There was also a significant increase in the number of students obtaining ATAR scores above 80. We witnessed a significant improvement in our results when compared to the previous year generally making it a good year.

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 2023 academic year has been marked by a blend of difficulties and triumphs. It would be remiss not to acknowledge the challenges we faced, particularly the tragic incident at Sunshine train station in May. However, amidst adversity, our school community has emerged stronger and more unified than ever before.

Among the highlights of the year, the College production stood out as a pinnacle of artistic expression and community collaboration. Months of dedication and rehearsals culminated in a spectacular showcase of talent, where our students not only exhibited their individual skills but also exemplified the power of teamwork and mutual encouragement. The applause echoed not just for the performances themselves but for the bonds forged through shared creativity and commitment. This event not only provided a platform for students to shine but also reinforced the vital role that extracurricular activities play in fostering holistic development beyond the classroom. It served as a reminder that education extends far beyond textbooks and lectures, encompassing the cultivation of interpersonal skills, self-confidence, and resilience.

We also celebrated Mothers' Day and Father's Day masses, both of which were well-attended and provided cherished moments for families to bond with their children and interact with College staff. Additionally, events such as College tours, information nights, Sacred Heart Day, and our Academic Excellence assembly, along with increased community engagement activities, further emphasised the robust sense of community we have cultivated at the College.

Religious observances and communal gatherings, including various College liturgies and feasts, played a significant role throughout the year, fostering spiritual reflection and growth among our students. Furthermore, our commitment to Social Justice and Faith and Mission was evident through successful fundraising and awareness initiatives, as well as through retreats and reflection days that provided invaluable opportunities for students to contemplate their faith and future paths.

In terms of learning and teaching, notable progress was made in student engagement and teacher professional development, with experts like Glenn Pearsell and John Hattie contributing to our understanding of effective educational practices. Additionally, the introduction of exams across year levels aimed to better prepare our students for academic challenges. The College is pleased with the academic achievements of the class of 2023 with 19 students achieving an ATAR score of greater than 90. Isabella Mancewicz emerged as the Dux for the year, securing an outstanding score of 97.3, while Quan Cao earned the title of Proxime Accessit with an impressive score of 97.25. Notably, the elevation of our median

study score from 29 to 30 marks the third consecutive year of improvement, a milestone that fills us with pride.

Financially, the College remains stable, thanks to the diligent efforts of our business manager, Ms. Irma De Guzman. Renovation projects, including the Art wing, and plans for a new STEM and Trade training centre are underway, ensuring continued enhancement of our facilities.

The implementation of our Learner Mentor program, designed to address students' personal development needs, reflects our commitment to preparing them for life beyond our walls. With a growing student population and strong academic achievements, including notable ATAR scores and improvements in median study scores, the College enjoys a positive reputation in the community. Our pastoral curriculum is sequenced from Year 7 to 12 across the pillars of Relationships, Leadership, Personal Wellbeing, Decision Making and Study Skills. Learner Mentor time is also responsive to the specific needs a cohort presents with and data obtained from sources such as the Resilient Youth Australia (RYA) Survey (completed annually by all students) and Bloum snapshots.

One of the findings of the RYA survey was the need for more students to have a positive adult role model in their life. In 2024 we have restructured Learner Mentor lessons and programs to enable greater focus on the relationship between students and their Learner Mentor teacher to be established. Likewise, Learner Mentor and Parent conferences have been re-established as an important relationship-building event between families and Learner Mentors.

Athletically, our success in the SACCSS sports program and increased participation demonstrate the spirit and dedication of our students. While our participation grew five percent, we continued to build on strong results achieved in 2023. Our Swim team managed to win the aggregate Intermediate and Senior Division 2 titles, securing promotion to Division 1. Our Senior Soccer team also won the premiership in an unbeaten season to be promoted to Division 1. With all other Division 1 teams securing their place in the competition, it means that over the last two years, we have had five teams promoted to Division 1, a big step towards achieving our goal of having the majority of our sports program compete in the top grade. The future of Sport at our college also looks bright with 50% of our Premier League sides playing in finals, resulting in five premierships throughout the year. This wouldn't be possible without the knowledge, expertise and commitment from our staff to ensure our teams have coaches, training and the direction to compete week in, week out. Similarly, achievements in music, student leadership development, and staff dedication throughout the year deserve commendation.

The student population continued to grow in 2023 increasing by sixty-two students to commence the school year with fifteen hundred and thirty two students. Future enrolments continue to be strong with enrolments at Year 7 hovering at capacity at just under 300

students. Classes are generally full in Years 7 – 9 with limited spots available in the senior years. The College is in a healthy position enjoying a positive reputation in the community.

As the year draws to a close, I extend heartfelt gratitude to our staff for their unwavering dedication and resilience, particularly in navigating the challenges of this year. To those departing the College, I offer best wishes for their future endeavours.

In closing, I congratulate the entire College community on a successful year filled with achievements and growth.

Mr Robert Brennan

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

The theme for 2023 was 'From the smallest of seeds grows the greatest of trees'. The theme draws from Matthew 13:31-32. Here Jesus is emphasizing that something small and humble, a seed, with immense potential, and ends with the greatest of all trees in terms of size. A tree that is a home for all, providing shelter, shade, protection, and home. Another element to our theme is the reference to the Kingdom of God, a reality where all life exists and acts in the way God intended. This is a perfect existence which all Christians should try to pursue, that is to bring about a world where goodness and harmony are experienced by all people in a genuine, ongoing manner.

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. Caroline Chisholm was a prophet of her time with advocacy and positive interventions motivated by her faith to be an instrument for Jesus' teaching of the kingdom of mercy and justice. This year our staff were given a particular formation focus to engage with and rekindle a love for their legacy.

Our goal as a Catholic community was to remain faithful to the mission of the church in proclaiming the Good News of Jesus Christ who lived, died, and rose for us all. We strove to enliven this mission through a variety of good works done in the service of God and our neighbours. By these works we demonstrated to our community our love for those most in need and for creation.

In the area of Education in Faith, the college's specific goal was that all members of the college community "are guided by the teachings of Jesus Christ and inspired by the example of Caroline Chisholm." The Leadership and Faith & Mission teams continued to actively support the faith life of the College through their roles, to remain focused on Faith, Acceptance, Compassion and Excellence at both a pedagogical and curricular level.

Our annual goal for the Faith and Mission team was to "build a vibrant, prayerful, welcoming contemporary Catholic faith community that values all members as equal partners." As such, we aimed to strengthen and enliven the Catholic culture and faith of the College community through pragmatic strategies that sought to increase engagement in Faith & Mission team initiatives from prayer, reflection days, college liturgies, social justice initiatives, staff faith formation and more.

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, and our Commissioning Mass was attended by all staff and students and 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 the growth and vitality of small seeds growing to great trees.

Staff faith formation programs were now established once more post-COVID and centred around the theme of True to our heritage. This was most evident in the specific formation experiences that reconnected staff with the richness of the tradition of Caroline Chisholm and the Sacred Heart. 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, social justice, personal faith journey, interfaith learning 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 newly reinvigorated Year 7 Reflection Day also ensured the themes of ecological justice were approached from a faith-based perspective.

The liturgical growth of the college is a chief success of 2023, the year was witness to over 30 liturgical celebrations that brought the rhythms of the church calendar to life. Our staff and students were engaged in key masses to celebrate the beginnings and endings of the year, including the graduation mass. However, the variety of liturgical celebrations offered our community chances to celebrate Ash Wednesday, Lent, All Soul's Day, Advent and to participate in the community's old 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 rigour of those programs from years 7 to 12.

Our Christian Service program, 'Faith in Action', invited students to support those in need as well as attempting to understand injustice in our social structures. By collaborating with Vinnies Youth, students were able to live out this call to faith in action at the Maidstone

Reading Club. By year's end we were able to celebrate the many hours of service by a dedicated group of students.

The introduction of the Waa Award was also a marked addition to the college's student recognition programs. 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 centred 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 to 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'.

Mr Tristan O'Brien

Deputy Principal Faith and Mission

Learning and Teaching

Goals & Intended Outcomes

The College's Learning and Teaching vision aimed to ensure all students demonstrated growth in the 2023 academic year.

In 2023, 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 continued to provide both internal and external professional development opportunities to support the implementation of the pedagogical framework which was introduced in 2022. With a focus on data and feedback, various Learning & Teaching programmes were established to ensure growth in all learners.

Particular achievements during 2023 included:

- Introduction of the VCE Vocational Major Certificate for Year 11 students, and commitment to continue this for Year 12 students in 2024.
- Development and implementation of a Years 7 – 10 and VCE Academic Intervention Process.
- Strengthened the College's commitment to continuous reporting by increasing the frequency of progress reports from twice a Semester to four times a Semester.
- Professional learning for all 2023 Unit 3 & 4 VCE teachers on interpreting subject-specific data sets available through the VCE Data Service, and introduction of one-on-one data evaluation meetings.
- Appointment of a Literacy Coordinator and implementation of a targeted Literacy Intervention program at Year 7.
- Introduction of mid-year and end-of-year examinations for Years 7 – 9 students.

The 2023 VCE results demonstrated significant academic growth for the College. Most significantly:

- The median study score increased from 28 in 2021, to 29 in 2022 and 30 in 2023.

- The percentage of students with ATAR scores of 70 or above increased from 68% in 2021, to 77% in 2022 and 88% in 2023.
- The percentage of students with a study score of 40 or above increased from 4.30% in 2021, to 4.51% in 2022 and 5.86% in 2023.

Student Learning Outcomes

Tertiary Outcomes for the class of 2023:

- 83% of graduating students applied for a tertiary place.

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

- 96.5% of students applying received an offer.
- 60% of those students received their first preference.

Offers included:

RMIT University was the preferred destination for the 2023 cohort with 65% of students offered a place at RMIT University. This was followed closely by Monash University, La Trobe University and Melbourne University.

2023 Year 12 students accepted places into university courses in the fields listed below. Business/Commerce/Accounting courses were the most prevalent among the cohort, followed by Information Technology courses and then Science courses.

1. Business/Commerce/Accounting
2. Information Technology/Data Science/Cybersecurity/Computing
3. Science/Biomedicine
4. Engineering
5. Health Sciences/Exercise Science/Sport/Physical Education/Physiotherapy
6. Nursing

Mrs Laura Ruddick

Deputy Principal Learning and Teaching

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	549	69%
	Year 9	575	70%
Numeracy	Year 7	551	72%
	Year 9	588	79%
Reading	Year 7	557	81%
	Year 9	589	80%
Spelling	Year 7	553	80%
	Year 9	590	86%
Writing	Year 7	564	77%
	Year 9	601	79%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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	30
VCE Completion Rate (includes VCE VM completions)	99.00%
VCAL Completion Rate (VCAL Intermediate)	66.70%

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	64%
TAFE / VET	16%
Apprenticeship / Traineeship	10%
Deferred	0%
Employment	8%
Other - The category of Other includes both students Looking for Work and those classed as Other	2%

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

Student Wellbeing

Goals & Intended Outcomes

Caroline Chisholm Catholic College is a school that encourages students to feel connected to their college, respects their dignity and nurtures their wellbeing. Within the Caroline Chisholm Catholic College community, student wellbeing is recognised as being fundamental to student achievement, learning outcomes and overall student wellbeing. At Caroline Chisholm Catholic College, students are valued, informed, and encouraged to be the best versions of themselves.

Creating a positive and engaging emphasis on wellbeing draws upon the care and expertise of staff and student - led initiatives and student involvement. The following areas were a key focus in 2023:

- Continuing with the Personal Development Program for students across all year levels to foster the skills our young people need for lifelong learning.
- Continue to support the academic, spiritual and wellbeing growth of students, so that they feel respected, safe, connected, and valued as members of our community.

Achievements

The Learner Mentor continued to be the first point of contact for parents and carers. Learner Mentors continued to be fundamental in knowing where our students were at, understanding their pastoral needs and communicating with them about their learning journey. The Learner Mentor was integral to student engagement and growth during this time. Learner Mentors continued robust relationships with families.

In 2023, a range of focus areas continued across the three campuses including eSmart and being safe online, House activities, to mention a few.

The Wellbeing Team continued to work with MACS to build wellbeing skills and understanding and share best practice.

In 2023 through the pastoral area a BLOUM, a student wellbeing check in tool was introduced. BLOUM was used in conjunction with learning data to provide a holistic picture of the students.

Strong wellbeing outcomes were achieved through frequent communication with staff, students and families regarding:

- The expectations of the College including attendance, participation in activities and strategies for effective learning.

Compass continues to provide an efficient platform for staff to record and acknowledge our students both academically and pastorally. Learner Mentors and teaching staff have been able to communicate results, data, and other information in a timely fashion to families.

Staff have participated in professional learning both as individuals and as a staff group in student wellbeing throughout 2023. These areas included:

- Anaphylaxis
- Mandatory Reporting
- Child Safe
- Asthma - thunderstorm focus
- First Aid
- Family Partnerships
- Cultural Competences
- Supporting wellbeing with resilience
- Respectful Relationships, responding to family violence.

The College Code of Belonging continues to form the basis of our understanding about community expectations and relationships. We were also recognised as being an eSmart and Sun Smart School.

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 classroom. These activities help to broaden learning experiences, increase student involvement in the College community and build self-understanding and empathy.

In 2023 there was much to celebrate and be grateful for.

- Continued to embed the Personal Development Pastoral Program across the College, with a focus on Relationships, Leadership, Decision Making, Study Skills and Personal Wellbeing.
- Further development of the BLOUM Wellbeing check ins.
- NAIDOC Week activities
- Cultural Diversity and Harmony week
- "What works for me" student led study presentations.
- Student lead tours on Open Afternoon
- High student attendance rate
- Health and PE Week
- Year 12 Graduation Assembly and Valedictory Dinner.

- Youth Resilient Surveys
- Investigation to participate in the Refugee Education Support Program (RESP) in 2024 – 2025.

Student Satisfaction

At Caroline Chisholm Catholic College our students are motivated to learn in and outside the classroom. Student data indicates a sense of feeling safe, positive learning and well-connected.

The number of students applying for student leadership positions exceeds positions available and the caliber of candidates has been notable. Student organisation and management of school wellbeing activities is rich, with many volunteering to assist.

Student voice has continued to dominate in leading school assemblies. The student body in general had the opportunity to share their ideas through their Learner Mentor Representatives. The opportunity for direct student voice empowers students and facilitates agency and responsibility.

Student leaders formed a committee to review and engage in Child Safe policies and practices at the college. The student group commenced writing a student friendly policy.

Student Attendance

Expectations of 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 support this:

- Code of Belonging
- Learner Mentor System
- Restorative Practices
- Wellbeing Services and Support
- Respectful Relationships Programme

The College manages student non-attendance using a range of means. Attendance was taken every period including Learner Mentor and a permanent record is kept in the Learning Management System. Parents can see their child's attendance via the parent portal. Parents were notified of non-attendance and concerns around attendance by the Learner Mentor, as well as a daily text message. Non-attendance of two or more days is followed up with direct communication between the student's Learner Mentor and their primary contact. Strategies are put in place to support students and families to maximise attendance to support student progress. A process to cater for unexplained absences was also introduced, including a call home to notify the parents.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	90.2%

Average Student Attendance Rate by Year Level	
Y07	87.9%
Y08	84.9%
Y09	84.0%
Y10	82.5%
Overall average attendance	84.8%

Leadership

Goals & Intended Outcomes

Principal

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

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: Learning and Teaching
- Deputy Principal: Faith and Mission
- Deputy Principal: Student Wellbeing
- Director of School Operations
- Personal Assistant to the Principal

Achievements

Caroline Chisholm Catholic College staff are committed to professional development and staying abreast of effective educational practices. Bringing in experts like Glenn Pearsell and John Hattie have provided valuable insights into enhancing teaching and learning. It's also commendable that the staff engaged in a diverse range of professional learning experiences, from learning data analysis to incorporating Catholic values into education.

Implementing in-house professional learning, such as the College Coaching program and classroom observation program, enables our staff to be fostering a supportive and collaborative environment among our community. Moreover, integrating Positive Education principles into the Learner Mentor program demonstrates a holistic approach to student well-being and development.

The emphasis on First Aid training for all staff reflects a commitment to ensuring the safety and welfare of both students and staff members. By prioritizing this training, we are better prepared to respond to emergencies and provide necessary support when needed.

The introduction of the "sign-up PL" model is a great initiative for fostering a culture of knowledge sharing and continuous growth among staff. Providing elective professional learning sessions allows teachers to tailor their development to their interests and areas of expertise, ultimately enriching the collective knowledge base of the College.

Overall, the commitment to professional development and innovation in teaching and learning is commendable and likely to have a positive impact on both staff and students alike.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • Religious Accreditation • Respectful Relationships, responding to family violence • Careers • Coaching • Curriculum • ICT • Literacy and Pastoral/Wellbeing • Anaphylaxis • Mandatory Reporting • Child Safe • Asthma - thunderstorm focus • First Aid • Restorative Practices • Family Partnerships • Cultural Competences • Supporting wellbeing with resilience • Sexual Harassment • Emergency Management • Faith Formation 	
Number of teachers who participated in PL in 2023	135
Average expenditure per teacher for PL	\$1218.76

Teacher Satisfaction

During 2023 feedback was sought from staff using a variety of discussions at committee level, staff meetings, staff surveys and online gatherings and forums. Overall staff expressed

positive views about the College and the improvement occurring. Teaching staff expressed their overall satisfaction.

Teacher Qualifications	
Doctorate	1.3%
Masters	19.1%
Graduate	18.4%
Graduate Certificate	1.3%
Bachelor Degree	49.3%
Advanced Diploma	5.3%
No Qualifications Listed	5.3%

Staff Composition	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	133
Teaching Staff (FTE)	127.0
Non-Teaching Staff (Headcount)	85
Non-Teaching Staff (FTE)	78.6
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Caroline Chisholm Catholic College aims to build a school community underpinned by inclusiveness, valuing diversity, and building social conscience. Parents are encouraged to be champions for their children, providing a connectedness to aspects of their child's learning, and in return, their child's learning will improve.

Achievements

In addition to the work already mentioned to better support 'at risk' students and their families, our links to local services were strengthened with partnerships with the Roundtable and our local Councils.

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.

The Student Liaison Leader and the team run an After-school program which Engages Year 7 to 9 students from CTK and St John. The program is run on Wednesday from 2:30 -4:00pm. The program provides meaningful and enjoyable activities during the afternoon and contributes to their overall well-being, social development, and academic success.

The role of Family School Partnership Coordinator has continued to deliver parent advice and services directly relevant to student learning.

The Family Partnership Team has been building on the partnerships created with families. Throughout the year we conducted community conversations with the Burmese community, specifically focussing on providing Wellbeing support and information to families. The initial session was conducted by our College Counsellor. Additional sessions have been scheduled for 2024 to follow on for families.

The Welcome to School initiative, provided an open forum for connection and discussion.

We continue to source support from various suppliers to support our at-risk students with resources, supplies and tutoring.

Parent Satisfaction

Caroline Chisholm Catholic College prides itself on recognising and respecting that the parents are the first educators and as such, are important stakeholders in optimising the

educational outcomes for their children. The ongoing partnership between the College and parents occurs formally three times a year (Learner Mentor and Subject Teacher conferences) and informally daily, weekly, via the parent portal and newsletter. Parent information evenings across the year levels also provides an opportunity for parent engagement.

The College's Family and School Partnerships Team supports families with interpreting, support sessions on various areas including navigating the learning portal and supporting families to better understand where their young person is at.

Parent feedback suggests that parents feel welcome and supported by the College and that they are provided with information that is clear, timely and relevant information. Parent feedback around classroom learning spaces is positive, and the students are equipped with excellent learning and teaching resources.

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