



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 02 Mar 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

Our Vision calls us to lead with purpose, clarity and hope.

Mission

Our Mission commits us to educating and preparing each student to become the best they are called to be within a faith-filled and inclusive community.

Values

Our Values, expressed through the FACE of each student, in Faith, Acceptance, Compassion and Excellence, guide how we care, teach and lead.

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 2025, 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.

There have been great milestones to celebrate this year at our college. Our Year 9 Cohort achieved extremely well in their NAPLAN results and have improved their collective results and standings, demonstrating consistent progress in the last two years. According to data retracted from the www.myschool.edu.au site, our College's NAPLAN results for Year 9 students rank us very highly.

Caroline Chisholm Catholic College is ranked 154 out of 550 schools in the state, and we are 14th in the Western Region, 1st in the Western Region for Catholic Colleges, and 1st for Co-Ed MACS schools. We rank 3rd to all Co-educational Catholic Colleges from around the state.

Congratulations to you and our students and staff at the College.

We are Many Minds, One Heart.

Principal's Report

The 2025 school year has been characterised by consolidation, strategic growth, and ongoing renewal, as the College continues to enact its mission to provide a high-quality Catholic education grounded in faith, excellence, and service. The College remains focused on strengthening its culture of continuous improvement and ensuring that its strategic priorities are clearly aligned to system and community expectations.

As a school that operates within Melbourne Archdiocese Catholic Schools (MACS), the College is guided by the MACS 2030 Framework, fostering a learning environment centred on the teachings of Jesus Christ. With an emphasis on clarity of instruction in the classroom and the engagement of our students in their learning. The College is committed to the formation of the whole person, promoting the values of dignity, respect, justice, and excellence. Strategic partnerships with families and the broader community continue to be strengthened to ensure that every student is known, safe, and supported to achieve their full potential.

In alignment with the MACS 2030 Vision for Instruction, the College has maintained a continued focus on the implementation of a consistent, evidence-informed approach to teaching and learning. Staff have engaged in targeted professional learning to strengthen pedagogical practice, with an emphasis on explicit teaching, data-informed instruction, and consistent classroom practice. The College has prioritised the development of a cohesive whole-school approach, ensuring alignment of curriculum, assessment, and instructional practices across all year levels. In addition we have implemented clear guidelines for classroom practice that enhances our vision for engagement.

Student learning outcomes remain a central focus, with ongoing monitoring and analysis of data informing targeted interventions and extension opportunities. The College continues to refine curriculum provision to meet the diverse needs of learners, ensuring both equity and excellence in educational outcomes. A culture of high expectations is supported through rigorous academic tracking and a commitment to continuous improvement.

The Catholic identity of the College continues to be expressed through a rich and intentional program of liturgical celebrations, prayer, and Catholic Social Teaching initiatives. Students are provided with authentic opportunities to engage in faith formation, Sacramental life, and service, fostering a deep understanding of Gospel values and a commitment to justice and compassion within the wider community.

Student engagement and connectedness remain strong, supported by a comprehensive co-curricular program. Key community events, including liturgical celebrations, College tours, information evenings, and whole-school assemblies, contribute to a strong sense of

belonging and community identity. The performing arts program continues to provide high-quality opportunities for student expression, collaboration, and excellence.

Student wellbeing and safeguarding remain central to all College operations. The College has continued to strengthen its pastoral care framework, ensuring a proactive and responsive approach to student wellbeing. Evidence-based programs supporting resilience, respectful relationships, and mental health are embedded within the curriculum and pastoral structures. Staff maintain strong partnerships with families to support student engagement, safety, and wellbeing.

In 2025 the College demonstrated its commitment to social justice and community engagement through initiatives that support charitable outreach and student involvement in service. Strategic partnerships, including collaboration with the Western Bulldogs Foundation, continue to enhance student leadership and personal development opportunities.

The SACCSS sports program, our Sports Academy and House structure remain integral to student life, promoting participation, teamwork, and school pride. Continued success and strong student involvement reflect the College's commitment to holistic education and the development of student agency and belonging.

Enrolment demand at the College remains strong, with Year 7 enrolments at capacity and overall student numbers stable. The continued development of specialised programs reflects the College's responsiveness to student interests and its commitment to providing diverse pathways that support both academic and co-curricular excellence. Our retention of students has led to an increase in total numbers from Years 7 to 12, as our focus on pathways makes the College a supportive option for students looking to transition to work or training in industry.

Looking forward, the College remains firmly focused on the strategic priorities outlined in the School Improvement Plan, aligned with MACS system priorities. A commitment to continuous improvement, evidence-informed practice, and the formation of the whole person will continue to underpin all aspects of College life. The College is well-positioned to build on its strong foundations and respond effectively to emerging educational priorities and opportunities.

I extend my sincere appreciation to our dedicated staff, supportive families, and our students, whose engagement and commitment contribute to the strength of our learning community.

Dr Napoleon Rodezno
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

The theme for 2025, “Set us ablaze with the love of Jesus,” was drawn from the Gospel of Luke, Chapter 3, where the author reminds us that Jesus’ unique ministry commenced at his baptism. In this moment God sent down the Spirit and it foretold the gift of the Spirit as tongues of fire as at Pentecost. This scriptural foundation for our annual theme called each college member to recognise that at the heart of our mission is a burning love for Jesus and neighbour.

Staff faith formation took its lead from this theme, exploring theme of Pentecost, the gifts of the Spirit, and an enriching series of guest presenters from the likes of Fr Rob Galea, Gen Bryant, and Fr Max Vodola who expanded the hearts and minds of staff.

Achievements

Term 1 commenced with a series of liturgical celebrations marking the beginning of the new school year. The annual Opening Staff Mass welcomed new staff into the community, while the Commissioning Mass provided student leaders with the opportunity to affirm their commitment to service, inspired by the example of Jesus Christ and Caroline Chisholm.

Staff faith formation towards accreditation to teach and lead in a Catholic school saw a cohort of eleven staff commence the reputable Leading Religious Education (LRE) two-year course with Catholic Theological College in East Melbourne.

Student Retreats and Reflection Days offered valuable opportunities to pause and engage with themes such as belonging and community, social justice, personal faith journeys, interfaith understanding, and Christian personal development and healthy relationships.

The student led Eco Committee continued to champion sustainability and ecological awareness across the College. Notable in 2025 was the continued success of the College’s submissions in the Archdiocese of Melbourne’s Rerum Novarum social and ecological justice competition, with our students once again placing in the top three initiatives. Other key initiatives included participation in the Precious Plastics Monash University project, Sustainability Week, National Tree Day, and ongoing collaborations with Friends of Kororoit Creek. The Eco Committee has now grown into a vibrant, whole.school action group active across all campuses.

The College’s liturgical life continued to flourish, with whole school liturgical celebrations held every term and a regular series of smaller masses held throughout 2025. These celebrations enriched the spiritual rhythm of the school year, marking significant moments such as Ash

Wednesday, Lent, St Mary MacKillop, Sacred Heart of Jesus, Advent, and the College's tradition of First Friday Masses dedicated to the Sacred Heart of Jesus.

Value Added

All students participated in the Religious Education program through both face.to.face and online learning environments. The curriculum incorporated cross.curricular resources and diverse pedagogical approaches, enabling students to engage with disciplines such as archaeology, sociology, literary studies, and historical analysis.

The Waa Award continued to recognise students' academic, sporting, cultural, and community achievements. Numerous Bronze and Silver Waa Awards were presented throughout the year, along with a significant number of Gold Waa Awards for graduating Year 12 students. Developed in partnership with local Elders, the Waa Award remains a meaningful expression of reconciliation and cultural learning.

Faith and Mission fundraising initiatives began with the Lenten focus on Project Compassion. Additional social justice efforts supported the Vinnies Winter and Christmas Appeals, as well as House based charity initiatives during Term 3.

The House Program continued to strengthen community spirit through carnivals, regular sporting activities, and House Spirit Day. These events culminated in the presentation of the Brother Bouchard House Cup, celebrating both tradition and contemporary student engagement.

Another significant testimony to the living faith of the college was the strong attendance at the Australian Catholic Youth Festival in Melbourne. This three day event was well attended by students and staff alike, with many attending follow up reunion events across the year.

Furthermore, while a predominantly community and student enrichment opportunity, the social justice and reconciliation elements of the inaugural Central Australia Trip to Alice Springs and Uluru are noteworthy. Approximately 25 students and accompanying staff spent over a week in the beautiful lands of the Arrernte and Anangu people learning about culture, food, art, history and more.

Mr Tristan O'Brien

Deputy Principal Mission

Learning and Teaching

Goals & Intended Outcomes

The College's Learning and Teaching vision in 2025 focused on strengthening the consistent implementation of the MACS Vision for Instruction across all classrooms, while introducing and embedding the MACS Vision for Engagement to enhance student participation, agency, and inclusion.

In 2025, the College's goals were to:

- Embed the principles of Explicit Instruction, as articulated in the MACS Vision for Instruction, across all classes through targeted and sustained professional learning for teaching staff.
- Establish and refine consistent classroom routines aligned with the MACS Vision for Engagement, promoting a structured, supportive, and engaging learning environment for all students.
- Strengthen a whole-school approach to literacy by recognising it as a shared responsibility across all learning areas, and by providing practical, evidence informed professional learning to support staff in this work.
- Enhance the use of data to inform teaching practice, enabling teachers to respond effectively to student learning needs and improve outcomes.

Achievements

The College provided extensive professional learning opportunities to support the ongoing implementation of the MACS Vision for Instruction and the introduction of the MACS Vision for Engagement across all classrooms.

Key achievements in 2025 included:

- Continued professional learning for all staff to strengthen the consistent implementation of the MACS Vision for Instruction, including the development of middle leaders as instructional leaders. This was supported through the facilitation of workshops and the sharing of practice, with staff showcasing the implementation of explicit teaching routines within their classrooms.

- Introduction and embedding of the MACS Vision for Engagement through the co-construction of consistent classroom routines with teaching staff. These practices are now evident across all lessons, supporting improved student readiness to learn and active participation.
- Delivery of targeted professional learning in learning diversity, led by the Director of Learning Diversity, with a focus on developing Personalised Learning Plan (PLP) goals that target learning dispositions for NCCD-funded students.
- Implementation of a numeracy intervention program to support the development of foundational numeracy skills for students in Years 7–9 at Christ the King.
- Expansion of the literacy intervention program to further support students' reading comprehension and writing skills.
- Whole-staff professional learning to strengthen the teaching of literacy across all learning areas, drawing on strategies from the Teaching in English in Multilingual Classrooms (TEMC) course, alongside Disciplinary Literacy sessions led by middle leaders.
- Continued commitment to continuous reporting, with progress reports provided four times per semester to support timely feedback and communication of student progress.
- Planning and introduction of a comprehensive careers curriculum, including pathways planning sessions for students from Years 7–12.

Student Learning Outcomes

NAPLAN Outcomes

In 2025, NAPLAN results indicated the College's Year 7 and Year 9 student results were classified as 'above average' when compared to Australian students with a similar background across all five domains (Reading, Writing, Spelling, Grammar, and Numeracy). Likewise, student growth for our Year 9 students was considered 'above average' for both Writing and Reading.

VCE Outcomes

The 2025 VCE results demonstrated sustained academic growth for the College. Most significantly:

- The median study score was 30, marking the third consecutive year of 30 or above.
- 85 students achieved an ATAR of 70 or above, with 20 students scoring 90 or higher.
- The percentage of students achieving a study score of 40 or above was 6.46%, representing an increase from 5.47% in 2024.

Tertiary Outcomes for the Class of 2025:

- 79.28% of graduating students applied for a tertiary place.

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

- 97.73% of students applying received an offer.
- 63.07% of those students received their first preference.

Ms Lauren Markovic

Acting Deputy Principal - Learning and Teaching

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	557	72%	560	75%
	Year 9	601	76%	604	75%
Numeracy	Year 7	550	79%	545	75%
	Year 9	584	75%	583	75%
Reading	Year 7	558	85%	560	85%
	Year 9	593	79%	596	80%
Spelling	Year 7	556	87%	560	85%
	Year 9	593	90%	593	86%
Writing	Year 7	577	89%	583	89%
	Year 9	626	86%	621	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	71.62%
TAFE / VET	10.36%
Apprenticeship / Traineeship	1.35%
Deferred	0%
Employment	3.15%
Other - The category of Other includes both students Looking for Work and those classed as Other	13.51%

Student Wellbeing

Goals & Intended Outcomes

Caroline Chisholm Catholic College remains committed to fostering a safe, inclusive and connected school environment where every student is known, valued and supported to thrive. Student wellbeing continues to be a cornerstone of the College, underpinning academic success, engagement and personal growth.

In 2025, the College focused on the following key priorities:

- Strengthening student connection and belonging across all year levels, particularly through targeted transition and peer-support programs.
- Enhancing student understanding of mental health, resilience and respectful relationships.
- Empowering student voice and agency through meaningful engagement opportunities.
- Continuing to support diverse learners, including students from refugee and multicultural backgrounds, through targeted programs and partnerships.

Achievements

Throughout 2025, the College implemented a range of proactive and responsive wellbeing initiatives designed to support the holistic development of students.

A key highlight was the introduction of the Year 7 Wellbeing Camp, which was successfully trialled to support student transition into secondary school. This experience focused on building relationships, resilience and a sense of belonging early in students' College journey.

The Buddy Connection Program between Years 7 and 9 continued to strengthen peer relationships, providing leadership opportunities for senior students while supporting younger students to feel connected and supported within the College community.

Students across multiple year levels engaged in targeted wellbeing education sessions, including:

- Mental Health Fitness presentations, supporting students to develop practical strategies for managing their mental health and wellbeing.
- Body image and self-esteem workshops, encouraging positive self-perception and critical awareness of societal influences.
- Respectful relationships and decision-making sessions, supporting students to navigate personal relationships and make informed choices.

- Cyber safety education, empowering students to engage responsibly and safely in online environments.

At Year 8 level, there was a strong focus on identity and future pathways through programs exploring character strengths, career awareness, and personal development, helping students to better understand themselves and their aspirations.

In response to student voice and data, particularly from previous surveys, physical health and movement initiatives were introduced to promote active lifestyles and overall wellbeing.

Year 9 students participated in targeted transition and leadership development programs, including team-building experiences facilitated by external providers. These programs supported students in developing independence, resilience and leadership skills as they prepared for their senior years.

Value Added

In 2025, the College further strengthened its partnerships with external organisations to enhance student engagement and wellbeing outcomes. These collaborations provided students with access to a wide range of opportunities beyond the classroom.

Key programs and initiatives included:

- Refugee Education Support Program (RESP), supporting students from refugee backgrounds
- Western Bulldogs programs, including Social and Study Club and Leaders of the Pack
- GOAL Mentoring Program, fostering leadership, goal setting and personal growth
- Breakfast Club, ensuring students begin the day supported and ready to learn
- Employment Workshops, preparing students for future pathways
- Melbourne Victory School Holiday Program, promoting engagement through sport

Student engagement was further enhanced through a variety of wellbeing and community initiatives, including:

- Bullying No Way Day and R U O? Day, promoting awareness and support for mental health and respectful relationships
- Mental Health Awareness Week activities
- African Australian Student Conference, celebrating culture and identity
- Braybrook Bike Program and Garden & Maintenance Program, providing hands-on, practical learning experiences
- Positive Behaviour Intervention Program, reinforcing positive student choices and behaviours

These opportunities contributed to a strong sense of belonging, increased student engagement, and the development of important life skills.

Student Satisfaction

Student voice continued to be a key driver of wellbeing initiatives in 2025. Students actively participated in programs and activities that supported their personal development, leadership and sense of connection to the College.

Engagement in wellbeing programs remained high, with students reporting increased awareness of mental health, improved peer connections, and a stronger sense of belonging within the school community.

Opportunities such as the Buddy Program, wellbeing workshops, and external partnerships enabled students to take an active role in shaping their school experience, fostering confidence, resilience and leadership.

Student Attendance

The College maintained a strong focus on attendance as a key indicator of student wellbeing and engagement. Through the continued implementation of the Learner Mentor Program, proactive communication with families, and targeted support strategies, student attendance remained positive.

Programs that enhanced student connection such as camps, mentoring, and extracurricular activities contributed to improved engagement and a greater sense of belonging, supporting consistent attendance across year levels.

The College remains committed to working in partnership with families to ensure all students are supported to attend regularly and fully engage in their learning.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	90.24

Average Student Attendance Rate by Year Level	
Y07	89.16
Y08	87.96
Y09	86.8
Y10	87.11
Overall average attendance	87.76

Leadership

Goals & Intended Outcomes

The Principal serves as the Chief Executive Officer of the College and, subject to the directions of Melbourne Archdiocese Catholic Schools (MACS), holds overall responsibility for the leadership, management, and strategic direction of the College.

In keeping with the objects of the MACS Constitution, which states 'The good work of educating the young, undertaken in the light of the Gospel, is a co-responsible task undertaken by every member of the Catholic school community, the School Advisory Council provides a crucial point of connection between the wider school community and school leaders. While the School Advisory Council does not have governance responsibility or decision-making authority, it supports the principal and school leadership and provides an important connection and strategic advice to support the College's mission and vision.

In alignment with the College's ongoing commitment to distributed leadership and effective governance, work is currently underway on the Organisational Charts 2026–2028 Leadership Structure.

This initiative aims to strengthen leadership capacity across the College by refining and expanding leadership roles within the existing positions of responsibility.

2025 College Leadership Team

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

The College Leadership Team plays a pivotal role in implementing the College's vision, driving educational excellence, ensuring compliance with regulatory and system requirements, and fostering a collaborative and supportive professional culture across the College.

Achievements

Throughout 2025, all staff at the College engaged in a comprehensive and structured program of professional learning. This included whole-school professional learning days and targeted initiatives aligned with the School Improvement Plan, identified student learning needs, and the priorities of the Melbourne Archdiocese Catholic Schools 2030 Vision for Instruction.

Professional learning in 2025 was strategically focused on strengthening teacher practice through the implementation of evidence-based, high-impact teaching strategies, with particular emphasis on explicit instruction, curriculum coherence, and responsive pedagogy.

This approach supports the College's commitment to improving student learning outcomes and fostering a culture of continuous improvement.

The College remains committed to building staff capacity across all domains, ensuring compliance with regulatory requirements while also supporting leadership development, student wellbeing, and faith formation within a Catholic context.

This included engagement in professional learning facilitated in partnership with Melbourne Archdiocese Catholic Schools staff, strengthening alignment with system priorities and best practice.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>Staff participated in a comprehensive, strategically aligned professional learning program supporting teaching, wellbeing, and Catholic identity. Key areas of professional learning undertaken in 2025 included:</p> <ul style="list-style-type: none"> • Religious Accreditation and Faith Formation • Learning and Teaching (aligned to the MACS 2030 Vision for Instruction, including explicit instruction and evidence-based practice) • Literacy, Pastoral Care and Student Wellbeing Child Safety, Mandatory Reporting, and the MACS Code of Conduct • Respectful Relationships, including responding to family violence • Cultural Competence • Family Partnerships and Community Engagement • Restorative Practices • Instructional Coaching and Coaching for Practice • Leadership Development and Leading Teams • Careers and Pathways • Emergency Management • First Aid, including Asthma and Anaphylaxis Compliance 	
Number of teachers who participated in PL in 2025	160
Average expenditure per teacher for PL	\$865.26

Teacher Satisfaction

In 2025, Caroline Chisholm Catholic College participated in the Annual Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS). The staff survey gathers data across 14 key domains, providing insights into staff perceptions of school climate, safety, professional relationships, wellbeing, and professional learning.

This data supports the College in reflecting on strengths, identifying areas for growth, and informing future improvement strategies.

Analysis of the 2025 survey data highlighted areas of particular strength, with staff providing the highest positive endorsement for:

Staff–Leadership Relationships: Staff reported strong, collaborative, and supportive relationships with members of the leadership team. These results reflect the College’s

ongoing commitment to fostering a culture of trust, mutual respect, and open communication across all levels of the College community.

Catholic Identity: Staff acknowledged and affirmed the visible presence of Catholic values and faith leadership within the College. Positive feedback was provided regarding the Principal's faith leadership and the integration of Catholic identity across school life, curriculum, and community engagement, reinforcing the College's mission to nurture a faith-filled learning environment.

The 2025 MACSSIS results provide a valuable benchmark for the College as it continues to align professional practice with the Melbourne Archdiocese Catholic Schools 2030 Vision for Instruction, strengthen staff engagement, and enhance the holistic formation of all students

Teacher Qualifications	
Doctorate	3
Masters	54
Graduate	32
Graduate Certificate	8
Bachelor Degree	116
Advanced Diploma	8
No Qualifications Listed	11

Staff Composition	
Principal Class (Headcount)	10
Teaching Staff (Headcount)	150
Teaching Staff (FTE)	141.59
Non-Teaching Staff (Headcount)	98
Non-Teaching Staff (FTE)	84.23
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Caroline Chisholm Catholic College remains committed to fostering deeper awareness and engagement in intercultural and interreligious initiatives. By actively promoting these opportunities, the College seeks to enhance community understanding of diverse cultures and belief systems, cultivating respect, empathy, and a strong sense of citizenship.

This commitment reinforces the College's dedication to inclusivity, ensuring a learning environment where diversity is valued and mutual respect is foundational. Parents are encouraged to act as active partners in their child's education, strengthening the home-school relationship and contributing to improved student engagement and academic growth.

Achievements

Family Partnerships Team

In 2025, the Family Partnerships Team continued to play an essential role in supporting families and enhancing student learning outcomes. Key initiatives included:

- Multicultural Education Aides (MEAs) attending the annual MEA Conference to build professional capacity and strengthen engagement with other educational communities.
- MEAs translating and voice-recording key information to support families from non-English speaking backgrounds.
- Hosting Mother's Day and Father's Day Masses and breakfasts to strengthen community connection.
- Facilitating the Tuning Into Teens program, supporting parents' understanding of adolescent brain development and mental health through a culturally and linguistically accessible format.
- Leading the Refugee Education Support Program (RESP) as a Department of Education funded program.
Initiating the first meetings of the new Parents & Friends Committee.

Student Support Team

The Student Support Team continued to deliver the after-school program, primarily supporting students in Years 7 to 9. This program contributed significantly to student wellbeing, social development, and academic progress.

The team also strengthened partnerships with external organisations to support and empower students, including:

- Western Bulldogs Community Foundation
- Leader of the Pack focusing on youth leadership development
- Nallei-Jerring Program focusing on First Nations youth education and enrichment
- Social & Study Club providing an externally funded program for students of African heritage
- Protective Policing Unit, presenting on consent, community safety, conflict resolution, and responsible citizenship
- Local LLEN through participation in the African Mentor Program
- North Melbourne Football Club 'The Huddle' holiday programs
- Melbourne Victory holiday programs

Development and Admissions Teams

Throughout 2025, the Development & Admissions Teams continued to lead the College's media, marketing and promotional initiatives, enhancing the College's visibility and strengthening its profile across local communities.

The team also contributed to state-level publications, showcasing the College's programs, achievements and distinct point of difference to a broader audience. Strategic engagement with feeder primary schools was also prioritised, with regular visits helping to build strong relationships and support future enrolment pathways.

Key events, including Open Day and Parent Information Nights, were successfully delivered, further strengthening connections with prospective families and contributing to enrolment growth. In addition, a focus on alumni engagement saw the facilitation of alumni events, fostering meaningful connections with past students and reinforcing a strong sense of community.

Community Connections

Student leaders played a significant role in community engagement by supporting transition activities with feeder primary schools. A notable highlight was their involvement in St Theresa's and Christ the King primary school's transition to secondary school days, where they contributed to then Grade Six students learning about secondary school life.

Major community events including Open Day, Year 7 Parent Welcome Liturgy, and the Choosing a Secondary School evening continued to attract strong attendance, reflecting the College's positive reputation.

Parent Satisfaction

Caroline Chisholm Catholic College recognises parents and carers as the first educators of their children and values their partnership in supporting student learning. The College maintains strong and ongoing engagement with families through both formal and informal channels.

Engagement Practices

- Formal engagement occurs three times annually through Learner Mentor and Subject Teacher conferences, which continue to achieve high levels of in-person parent participation.
- Informal communication is facilitated through the parent portal, newsletters, social media platforms, and daily interactions with staff.
- Parent information evenings at each year level provide additional opportunities for collaboration and support.
- Parents & Friends Committee which provides parents an avenue to contribute to the College life and be a voice for change and growth.

Parent Feedback

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

Our investment in broad cultural and linguistic skillsets among our staff ensure that parent interactions are marked by accessibility and the sense of ongoing partnership.

Ms Kathelyn Nguyen

Deputy Principal Operations

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