



Caroline Chisholm Catholic College Braybrook

2022 Annual Report to the School Community



Registered School Number: 1801

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Minimum Standards Attestation

I, Robert Brennan, attest that Caroline Chisholm Catholic College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

20/03/2023

NOTE: The School's financial performance information has 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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting 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, VET and VCAL.

Our student outcomes are improving. In 2022 our College Dux achieved an ATAR score of 97.5. Of the students hoping for a tertiary place almost 100% received a first-round offer. Several of our students were successful in achieving scholarships at leading universities in Melbourne, and our VCAL students moved on to a variety of apprenticeships, traineeships, and employment options.

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. We are in the process of re-establishing links with Caroline Chisholm School in Middlesex, UK, and forging new ones with schools in China.

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 2022 school year has been an enigma, whilst it has been wonderful to have the students on site for a full year for the first time in three years, it's been a very different and challenging year. When speaking with my colleagues, one common theme presents, that the 2022 school year has been different to any we have ever experienced and for most of us the hardest year we have experienced, harder than the past two years of COVID lockdowns and disruptions.

Summing up a year like 2022, a year where things returned to a relative normality in a practical sense but a year that was far from normal. Having students on campus is something we had hoped for but had begun to think was never going to eventuate after the disruptions of the past two years. Whilst we had our fair share of difficult moments and things were not as they once were, I am proud of the resilience and hope witnessed amongst the community as we returned onsite ready and willing to take on the challenges of the post COVID era. Whilst I don't think I'll ever be able to explain how or why things were different, I am able to reflect on how things gradually returned to what we were used to prior to the pandemic. Once we got used to being together again, I looked on in amazement as the community banded together to ensure this great College once again became a vibrant joy filled place to be.

There were many highlights this year, but certainly for me the return of the College production after a two-year hiatus was the pinnacle. To witness the sheer joy of our students displaying their talents on stage and watching the beaming smiles on their faces reminded me of how much had been taken away from the students and how important the things outside the traditional classroom are.

We celebrated our second Mothers' Day and our inaugural Father's Day mass after its cancellation last year. Both events were well supported and those in attendance shared a wonderful time with their children and College staff. College tours and information nights returned with vengeance with huge numbers attending, highlighting the strong reputation the College enjoys.

A full year of being onsite allowed a return of many of the traditional events and activities our college celebrates. Sacred Heart Day, Valedictory dinner and assembly, Academic Excellence assembly to name but a few. It was important that they returned as they assist in our school being a second home for our students, a place of welcome where students share a sense of belonging and most importantly a place of rich learning where the students were able to learn new things, apply their talents and feel normal again.

Celebrating important feasts and gathering as a community to celebrate Eucharist returned. College Liturgies including, Sacred Heart Day mass, opening school Year mass, Valedictory Mass and the end of year Mass were all celebrated with reverence and enjoyed by most in the community.

It was also nice to see the return our social justice and community service programs and events. Spreading the good news through fundraising and awareness raising was well supported by the students. Events such as the Year 12 Retreats and reflection days for the other year levels provided the students with significant occasions for spiritual reflection and discernment. The students, in particular the Year 12's, appeared to enjoy the opportunity to reflect on the person they are, the experiences and relationships that have formed them, as well as being able to contemplate their future. Taking time out to ponder the questions of what part faith or God plays in their lives takes many of our students out of their comfort zone, however, there is comfort in the knowledge they do so in a safe and nurturing environment.

Fundraising efforts were back to pre-Covid levels, showing that supporting others in our community needing our assistance remains a key component of our commitment to educate our students on the need to help the less fortunate in our world and to raise much needed funds to support these people around the world.

2022 was a year of consolidation as we further articulated our strengths as well as identifying areas where further development and growth is required. We launched our new learning framework and started to implement some of the processes and strategies that we hope will take us in a positive direction for the future. The College undertook the formal process of establishing a clear strategic direction this year. We reviewed all aspects of the College using the School Improvement Framework. We looked at all aspects of the College, focusing on three key areas that we see as integral to good teaching and learning, having competent teachers, delivering an engaging and relevant curriculum in state-of-the-art facilities. This plan will ensure exciting times ahead for the community. We undertook a building master plan as we continue to address the need for state of art facilities.

The College continues to be in a solid financial position due in main to the good work of our business manager Ms Irma De Guzman and we are confident of being able to continue to address building and maintenance issues that are placed before us.

The College implemented our new Learner Mentor program which is a personal development program with vibrant and relevant curriculum that we believe will meet the demands placed on our students in their time here as well as preparing them for life post Caroline Chisholm Catholic College.

The student population continued to grow in 2022 increasing by in excess of thirty students to commence the school year with fourteen hundred and seventy 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.

The College is pleased with the academic achievements of the class of 2022 with 20 students achieving an ATAR score of greater than 90. The College Dux for 2022 was Simon Vu with an outstanding ATAR score of 97.5. The most pleasing aspects of the VCE results was the moving of our median study score from 28 to 29 and the increased percentage of students achieving an ATAR score of 70 or above. We also had a slight increase in the number of students achieving a study score greater than 40. Further to this is the success our students who applied to VTAC being offered university places with close to 100% receiving an offer in the first round.

The College enjoyed a successful year in the SACCSS sports program winning a number of premierships competing in a host of finals and just an overall increase in participation. The students who were able to compete and represent the College did so with pride and in a sportsperson like manner, doing themselves and the College proud whilst providing the community with a real sense of joy. We also saw the relaunch of the house competition with the introduction of four shields, Academic, Cultural, Community and Sport all of which contribute to the House Cup. The first time in my education history we saw one house take out all four shields and ultimately the House cup. Congratulations to Ambrose house.

Music returned to the fore with several events, highlighted by a wonderful display of talent at the College Talent Quest on Sacred Heart Day where students were able to shine. We also enjoyed a few lunchtime concerts and the odd College celebration.

Student leadership in the College continued to mature and develop under the guidance of Mr Tristan O'Brien and Ms Denise Tyrikos. College Captains Mervin and Vina-Karen along with the rest of the student leaders had a great year providing excellent role models to their peers. They worked together to ensure a positive culture was always portrayed. These students provided great leadership for all students. The House Captains also did a wonderful job when it came to their turn at sporting carnivals and house events.

I congratulate and thank all the staff for the tireless effort in 2022. Whilst I am always very grateful for the great work they do, the way they embraced what was a difficult year to provide a wonderful learning environment was outstanding. The fact that they were able to take on the challenges of returning to school post the pandemic whilst continuing to provide the pastoral care our students have become accustomed to is a testimony to their dedication and love for the students. The extra hours and their general willingness to do everything required for the success of the students was more evident throughout this year.

The end of a year always sees staff moving on for various reasons and this year is no different with a few staff leaving the College, to pursue their career at other institutions, or take on different challenges, I wish each and every one all the best in the future.

Congratulations to all in the community for great year.

Mr Robert Brennan

Principal

School Advisory Council Report

The new MACS governance structure was implemented in 2021 and the membership of the council was combining the changes during meetings held in the 2022 school year. The council elected the Council Chair, and it accommodated for new council members. The College undertook a school review in 2022 and the council members were an active part of the review and the strategic direction of the College for the following 5 years.

Canonical Administrator	Fr. Barry Hughes
Principal / Executive Officer	Mr Robert Brennan
Business Manager	Mrs Irma DeGuzman
Accountant	Mr Damian Giddens
Council Chair	Ms Gemma Hazmi
Parent Representatives Crawford	Mrs Carmen Angus, Mrs Claire
Community Representative Dodemaide	Mr Tony
College Staff Representative	Mr Angelo Abela
Primary School Representative	Ms Karen Bergin
Executive Administrator	Mrs Effie Longros

Catholic Identity and Mission

Goals & Intended Outcomes

The theme for 2022 was 'Let your light shine for all to see'. The theme draws from Matthew 5:13-16. Here Jesus is emulating Moses who came down from Mt Sinai with the Law, the 10 Commandments. Jesus teaches in a way that clarifies and fulfils God's laws and promises, guiding us in the attitudes we should take when responding to God's love and will. If people have the right attitude towards God, themselves, others and the created world then they will do good and create a loving community.

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. Her legacy has been our mission to continue to offer friendship and service to all people. The Sacred Heart Brothers and Sisters, in union with our local communities, laid the foundations of our thriving school community nourished by a wellspring of spiritual gifts.

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 by preaching God's love through our actions and words, and by embedding them into our college norms and policies.

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 continued to be "that staff, students, and parents will appreciate more deeply what it means to belong to the Catholic community of Caroline Chisholm Catholic College." 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 and more.

Achievements

Term 1 opened with liturgical celebrations marking the beginning of a new year. Our annual Commissioning Mass was attended by all college members and marked a special moment for staff and student leaders to reaffirm 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 power and beauty in letting their lights shine for the glory of God.

Faith Formation programs were a space of growth and innovation after the various interruptions of 2020-21 which altered and postponed reflection days. 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 Indigenous knowings, 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. This group of dedicated students worked tirelessly all year and were able to grow and consolidate their group with the inclusion of many new, younger members.

Staff Faith Formation was an area of focus this year with input ranging from Catholic Social Teaching, Lent and Caritas, Indigenous knowledge and culture, House Saints, and Catholic Identity in a contemporary Catholic school and society. A beautiful growth area for the college was the liturgical life of the school, with the introduction of a new Term 3 mass to commemorate the feast of the Assumption and an end of year mass to commemorate Advent, Christmas and the end of the years for students in years 7 to 11. We also celebrated both the Commencing Staff Mass and the End of Year Staff Mass to both bless and give thanks for the year's blessings.

VALUE ADDED

The College continued to implement the MACS Religious Education Curriculum Review Framework with its focus on Pedagogy of Encounter. This framework centres the experiences of students and their questions, allowing teachers to navigate with them the contributions of culture, personal experience, prayer, and the Catholic faith tradition. 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.

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.

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.

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

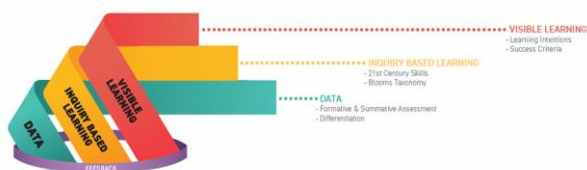
Goals & Intended Outcomes

Through an entire school Learning and Teaching vision we aim to enable every student to be a successful, engaged and purposeful learner. In 2022 our goals were:

- To develop a school-wide systematic process for analysing and discussing data.
- To interpret and use evidence as a tool to build differentiated teaching strategies in response to the progress of individual students.
- Develop an explicit, coherent, and sequenced plan for curriculum delivery in each Key Learning Area across the years of schooling.

Achievements

2022 was a real year of growth and change for Learning and Teaching at the college. After a few disruptive years in learning and teaching, the college went back to basics and designed and implemented a new Pedagogical Framework and vision for learning at the college. This framework is built around visible learning, inquiry based learning, data and feedback.



Particular achievements during 2022 included:

- The development of a professional learning framework consisting of guest speakers, whole staff professional learning workshops, sign up sessions and more.
- Staff engaged in significant professional learning on pedagogy and high impact teaching strategies.
- The introduction of curriculum, assessment and development teams to foster collaboration between teachers.
- The building of a central shared space to store curriculum documents and resources (SharePoint).

From an academic results perspective, overall, the VCE results for 2022 improved from 2021. Perhaps most pleasingly, there were improvements in the following areas:

- There was a 58% increase in the number of students receiving an ATAR of 70+
- The median study score increased from 28 in 2021 to 29 in 2022.

STUDENT LEARNING OUTCOMES

Tertiary Outcomes for the class of 2022:

- 84% of graduating students applied for a tertiary place.

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

- 98% of students applying for a VTAC tertiary place received an offer.
- 60% of those students received their first preference.

Offers included:

- 27% RMIT
- 12% Latrobe University
- 13% Victoria University
- 15% Monash University
- 12% Australian Catholic University
- 10% Melbourne University

We saw an increase in offers from Melbourne and Monash Universities specifically with the most popular courses being Business and Commerce, Education, Engineering, Science and Health Sciences.

Mrs Laura Ruddick
Deputy Principal Learning and Teaching

MEDIAN NAPLAN RESULTS FOR YEAR 9

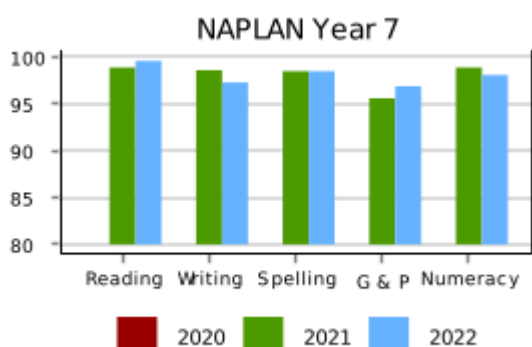
Year 9 Grammar & Punctuation	582.3
Year 9 Numeracy	589.7
Year 9 Reading	595.7
Year 9 Spelling	602.8
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	95.6	-	96.9	1.3
YR 07 Numeracy	-	98.9	-	98.1	-0.8
YR 07 Reading	-	98.9	-	99.6	0.7
YR 07 Spelling	-	98.5	-	98.5	0.0
YR 07 Writing	-	98.6	-	97.3	-1.3
YR 09 Grammar & Punctuation	-	92.5	-	92.7	0.2
YR 09 Numeracy	-	97.9	-	100.0	2.1
YR 09 Reading	-	97.1	-	95.3	-1.8
YR 09 Spelling	-	95.4	-	96.6	1.2
YR 09 Writing	-	94.2	-	94.6	0.4

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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 well-being. 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 2022:

- Implement a Personal Development Program for students across all year levels that will 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

As students returned to a normal school environment, the College moved to a horizontal structure to further support the growth and resilience of everyone. 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 2022, 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 well-being skills and understandings and share best practice. Examples include Western Region Secondary Schools Network meetings.

In addition, executive members of the Western Region Catholic Secondary Schools continued to share and explore best practice and supports for students experiencing mental health.

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 well-being throughout 2022. These areas included:

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 well-being 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 2022 there was much to celebrate and be grateful for.

- Introduction of the Personal Development Pastoral Program across the College, with a focus on Relationships, Leadership, Decision Making, Study Skills and Personal Wellbeing.
- Trial of BLOUM Wellbeing check ins
- After not being able to for the past three years, our Year 12 cohort enjoyed the return of the Year Level Formal.
- Year 12 Forum returned in person and proved to be a valuable experience for the students.
- The College returned to a horizontal, Year Level model which was embraced by the community.
- NAIDOC Week activities
- Cultural Diversity and Harmony week
- "What works for me" student led study presentations.
- Student lead tours on Open Day
- High student attendance rate despite the impact of post pandemic
- Health and PE Week
- Return and introduction of whole school Assemblies and Mass
- Year 12 Graduation Assembly and Valedictory Dinner.

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 calibre of candidates has been notable. Student organisation and management of school well-being 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.

Mrs Stephanie Banks

Deputy Principal - Student Wellbeing

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	84.4%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	93.7%
Y08	93.1%
Y09	92.5%
Y10	94.7%
Overall average attendance	93.5%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	99.0%
VCAL Completion Rate	84.0%

POST-SCHOOL DESTINATIONS AS AT 2022

Tertiary Study	71.0%
TAFE / VET	5.0%
Apprenticeship / Traineeship	8.0%
Deferred	1.0%
Employment	7.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	8.0%

Child Safe Standards

Goals & Intended Outcomes

Caroline Chisholm Catholic College has taken a continuous improvement and review approach to this most important area.

Achievements

The College rolled out and implemented the new Child Safe Standards Ministerial Order No. 1359. We successfully met all requirements of the 2022 school review with regard to Child Safe.

- Regularly reviews and updates a comprehensive Child Protection Program utilising and building upon materials from the MACS, Education Victoria and CompliSpace. Such reviews and updates are in line with both external requirements and new resources made available that can be incorporated into our college customised program.
- Makes documents and policies available to staff on the College Share Point within the College Child Protection Program section.
- Developed and implemented several regularly reviewed and updated training and awareness raising strategies. These include:
 - Presentations to staff as part of College wide professional learning.
 - Information and articles to the College community including via the College Newsletter and our official social media channels.
 - Information and articles to staff via the Learning Management System.
 - Posters placed in public and student areas of the College.
 - Information related to our Child Safe stance at visitor sign in and attached to the signature of outgoing College emails.
 - Presentations to students at assemblies.

We continued to enhance our new Human Resources practices by:

- Keeping current documentation and information the College ensures that all new staff, third party contractors and external educational providers.
- Aware of our Child Safe stance, meet our requirements in line with the expectations of the Ministerial Order No. 1359 and agree to abide by our Code of Conduct. As well our advertising, recruitment, screening, interviewing, induction processes and materials have been updated to conform with the requirements.
- An induction program is conducted for all new staff as they arrive at the College.

Staff participated in professional learning both as individuals and as a staff group in student well-being throughout 2022. These areas included:

- Anaphylaxis
- Mandatory Reporting
- Child Safe

- Asthma - thunderstorm focus
- First Aid
- Restorative Practices
- Family Partnerships
- Cultural Competences
- Supporting well-being with resilience
- Respectful Relationships, responding to family violence.

Ms Stephanie Banks

Deputy Principal - Student Wellbeing

Leadership

Goals & Intended Outcomes

During the 2022 “End of Year PL Program” was revised, so that the incoming staff were able to attend the presentation from esteemed guest presenter Glen Pearsall along with the current staff, to begin the journey of applying High Impact Teaching Strategies into the classroom for 2023. High Impact teaching Strategies were the focus of the End of Year Professional Learning program, with the Learning and Teaching executive presenting a Professional Learning workshop activity called “Lightning Talk Tables” for all teaching staff.

Achievements

Teaching staff undertook Professional Learning, including were some in-house delivered by experienced staff: Learning Data, Covid-safety, Catholic Essence of the College, Child Safety, College Coaching program, College classroom observation program, ARM and the launch of Positive Education into our Learner Mentor program and beyond. First Aid was a focus for all staff, with the majority of Teaching and Educational Support Staff completing the training by the end of the year. Some new Professional Learning initiatives in 2022 included the “sign-up PL” model, where the expertise of staff was shared amongst the College, offering elective PL sessions for all teaching staff to attend and grow from.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- 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

Number of teachers who participated in PL in 2022	176
Average expenditure per teacher for PL	\$800

TEACHER SATISFACTION

During 2022 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.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.8%
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TEACHER QUALIFICATIONS

Doctorate	1.8%
Masters	28.2%
Graduate	25.5%
Graduate Certificate	2.7%
Bachelor Degree	65.5%
Advanced Diploma	7.3%
No Qualifications Listed	14.5%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	125.0
Teaching Staff (FTE)	118.3
Non-Teaching Staff (Headcount)	70.0
Non-Teaching Staff (FTE)	62.2
Indigenous Teaching Staff (Headcount)	0.0

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

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

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

VALUE ADDED

We have continued to develop our activities which strengthen links such as our annual Orientation Day, Parent Conversation Evenings and College Tours.

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.

Future Directions

At Caroline Chisholm Catholic College we continuously strive to be a prayerful and active Catholic faith community. We intend to improve the learning outcomes of our students by building teachers' capacity to be reflective of their practice, analyse data and design curriculum in a contemporary Catholic context. We intend to achieve this by challenging every student to achieve expected growth which is driven by evidence-based teaching practices.

To wholistically educate all students to their fullest potential within a faith-filled and inclusive community.

Caroline Chisholm Catholic College will be a high-quality, improvement-focused, contemporary learning environment, rich in its Catholic identity and charism, where student and staff agency, safety and respect are central to our community.