



Caroline Chisholm Catholic College Braybrook

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Braybrook 3019 Australia

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Registered School Number: **E1369**

INTRODUCTION

Dear Parents

As you are aware, the College regularly reports to the community regarding the performance and progress of our students. These reports occur through the fortnightly newsletter, via the college diary, college website and four times a year via student reports.

In recent years government authorities have raised expectations of schools regarding the scope of information which is provided to parents. I am therefore reporting to you regarding the following matters that are relevant to the 2009 College year.

Michael Quin
Principal

STAFF ATTENDANCE

The average rate of teacher attendance for 2009 was 95.4%. This takes into account replacement teachers, hired to cover teachers on various types of leave (long service leave, maternity leave etc). The community can be well pleased with this statistic given the significant co-curricular program (including camps, excursions, the musical etc) that our teachers conduct often outside normal school hours. Support staff attendance was 94.09%

<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>
95.4	97	97	96

STAFF RETENTION

During 2009 there was a turnover of 7.2% of our permanent teaching staff. The average over the past 10 years is 11.3%. The teacher retention level (92.8%) is very satisfactory ensuring the school has a balance of experienced teachers and new staff either from other schools or recently emerging from universities.

<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>
92.8	88.7	88.6	85.5

TEACHER QUALIFICATIONS

All teachers at Caroline Chisholm Catholic College have, consistent with the VIT requirements, four years of tertiary education. Statistics show that 33.33% % of staff have an honours, post graduate diploma, masters degree or other significant additional qualifications beyond the minimum four years.

<u>LEVEL</u>	<u>TEACHERS (THIS SCHOOL)</u>
Degree - Doctorate	0.79%
Degree - Masters	15.9%
Diploma - Graduate	83.3%
Certificate - Graduate	22.2%
Degree - Bachelor	105.56% (a number of teachers have two Bachelor Degrees)
Diploma - Advanced	1.59%

EXPENDITURE AND PARTICIPATION IN PROFESSIONAL LEARNING

During 2009, ten school days were dedicated to Professional Learning issues which specifically relate to the college's Strategic Plan. In addition, professional learning teams met on 13 afternoons from 3.30 to 4.30pm. Attendance at these activities averaged 98% (allowing for those on sick leave, other duties etc). Professional Learning priorities included assessment and reporting in relation to VELs and the implementation of the Digital Education Revolution. All 116 teachers participated in Professional Learning in 2009.

Sixty three percent of our teachers have completed the college's Minimum Standards in the use of ICT; seventy two percent of teachers employed at the college for more than 12 months have achieved this benchmark. The College is in the process of developing a more comprehensive model for recognising ICT competence and supporting teachers' professional growth in this area. Further, 104 of our 116 teachers have undertaken professional learning activities beyond the college for a total of 406 days.

When all expenses are calculated including replacement teacher costs, the average expenditure per teacher was \$1,494.00 in addition to the 10 school days referred to above.

The college is accredited as a Performance and Development Culture school.

STUDENT ATTENDANCE

The college carefully monitors lates and absences of all students and provides term by term advice to parents via school reports. In 2009 there were a total of 9,718 days of student absence, averaging 6.5 days per student for the year.

<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>
96.3%	96.4%	95.9%	96.3%

PROPORTION OF STUDENTS MEETING NATIONAL BENCHMARKS

In 2009 our Year 7 and Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN). The proportion of students who met national benchmarks is as follows:

YEAR 7

- 95.3% of students met national benchmarks in reading
- 94.4% of students met national benchmarks in writing
- 97.4% of students met national benchmarks in spelling
- 95% of students met national benchmarks in grammar & punctuation
- 98.7% of students met national benchmarks in numeracy

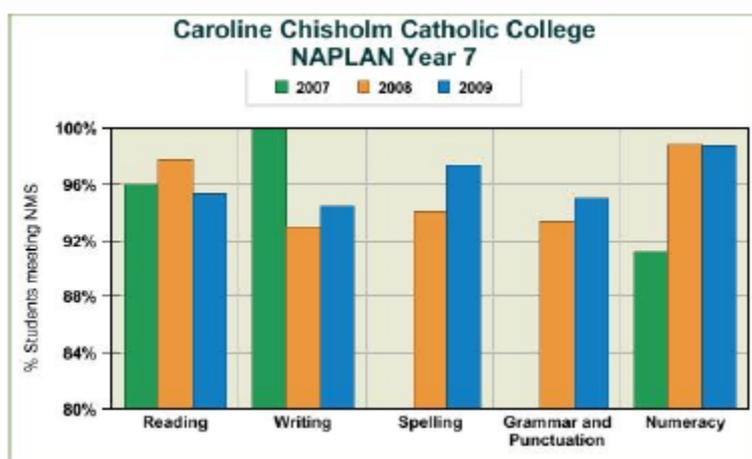
YEAR 9

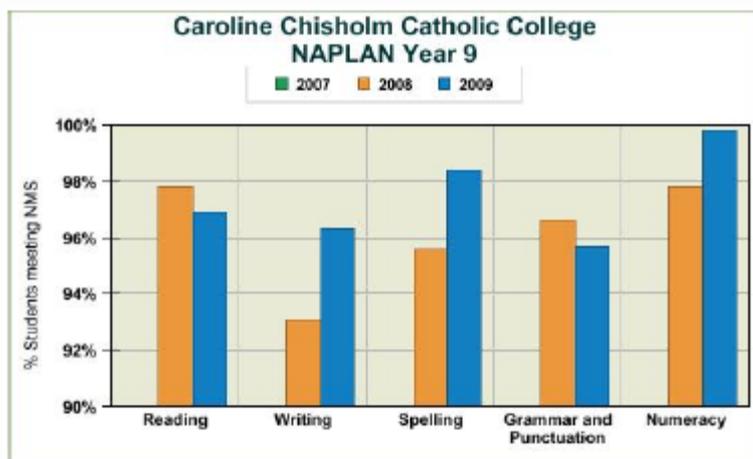
- 96.9% of students met national benchmarks in reading
- 96.3% of students met national benchmarks in writing
- 98.4% of students met national benchmarks in spelling
- 95.7% of students met national benchmarks in grammar & punctuation
- 99.8% of students met national benchmarks in numeracy

The college forwards the individual results of NAPLAN tests to parents.

STUDENT LEARNING OUTCOMES FOR 2007, 2008, 2009

NAPLAN results at years 7 and 9 over the past three years indicate improvement in some areas. These results have compared favourably with state and national averages.





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

Teachers from the Literacy Team are part of an inter school network. Several teachers have participated in extensive literacy professional development.

In addition to in-class assistance, withdrawal groups are available for numeracy support. Teachers from the Numeracy Team have participated in targeted numeracy professional development activities.

CHANGES IN NATIONAL BENCHMARK RESULTS

The College is able to compare the results of the 2008 NAPLAN tests with the 2009 NAPLAN in terms of the percentage of change in the proportion of students at the College who met the national benchmarks.

A comparison of 2008 Year 7 student NAPLAN results with 2009 Year 7 NAPLAN results revealed:

- 2.4% decrease in the proportion of students who met the national benchmark in Reading.
- 1.5% increase in the proportion of students who met the national benchmark in Writing
- 3.4% increase in the proportion of students who met the national benchmark in Spelling
- 1.7% increase in the proportion of students who met the national benchmark in Grammar & Punctuation
- 0.1% decrease in the proportion of students who met the national benchmark in Numeracy.

A comparison of 2008 Year 9 student NAPLAN results with 2009 Year 9 NAPLAN results revealed:

- 0.9% decrease in the proportion of students who met the national benchmark in Reading.
- 3.2% increase in the proportion of students who met the national benchmark in Writing
- 2.8% increase in the proportion of students who met the national benchmark in Spelling
- 0.9% decrease in the proportion of students who met the national benchmark in Grammar & Punctuation
- 2.0% increase in the proportion of students who met the national benchmark in Numeracy.

It is important to acknowledge that from year to year results can and do fluctuate based on a variance of student abilities from one year level group to the next. The College is working towards literacy and numeracy improvement and anticipates future improvement in overall trends.

VALUE ADDED

The college has regularly reported via the newsletter regarding the wide range of activities that complement the teaching program including school camps, excursions, the school Musical, Sacred Heart Day, interschool sports program, Athletics Carnival etc.

Over the past 12-18 months links have been developed with the 30 Army Cadet Unit in Sunshine, where approximately 20 of our students became active in the Australian Army Cadets. Further, our links with schools overseas in Japan, Italy, China and the United Kingdom are being progressively consolidated.

Caroline Chisholm Catholic College has seen a significant increase in the leadership opportunities for our students with the introduction of the following leadership positions - Peer Support Leaders, College Ambassadors, Information Service Assistants and Performing Arts Captain and Vice-Captain.

The College has also continued to upgrade facilities in many areas including ICT, the development of a Food and Fibre Centre and the opening of the Quin Auditorium, which is an 890 seat performing arts centre.

AVERAGE STANDARDISED RESULTS AT YEAR 9

In 2009, Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN) in Reading, Writing, Language Conventions (including Spelling) and Numeracy.

The following median scores represent the average Standard Level (VELS Equivalent levels) achieved by students in Year 9.

- Reading – 5.45
- Writing – 4.62
- Spelling – 5.2
- Grammar & Punctuation – 4.8
- Numeracy – 5.29

In comparison with State median averages, the College averages are above or well above in each area.

SENIOR STUDENT OUTCOMES

In 2009, there were 225 students who were enrolled in Year 12. A total of 221 students successfully completed Year 12, including 9 students who completed VCAL and 1 student who completed VCE without an ENTER score. The VCE median score was 28.

- 2009 VCE completion rate – 98%
- 2009 VCAL completion rate – 100%

The following table indicates the number of offers made in each round to the 197 students who submitted VTAC preferences.

<u>1ST ROUND OFFERS</u>	<u>2ND ROUND OFFERS</u>	<u>SUPPLEMENTARY OFFERS</u>
185	5	7

YEAR 9 TO 12 STUDENT RETENTION RATES

In 2006, 144 boys and 110 girls entered Year 9.
In 2009, 127 boys and 97 girls completed Year 12.

This represents retention rates of 88% for boys; 88% for girls, and an overall retention rate of 88.2% through to Year 12.

POST SCHOOL DESTINATIONS - 2010 ON TRACK

On Track statistics for all Victorian Secondary Schools were published recently in the newspapers. They indicated that in 2009, our Year 12 students proceeded as follows:-

- 97% were offered a tertiary place
- 69% were offered a university place; 59% enrolled
- 30% were offered a TAFE place; 22% enrolled
- 5% are undertaking apprenticeships / traineeships
- 6% proceeded to employment

Further, 4% have deferred their tertiary study and 3% were looking for work.

POST SECONDARY DESTINATIONS - VTAC

<u>FIELDS OF STUDY</u>	<u>2009</u>
Agriculture, Environment and Related Studies	0%
Architecture and Building	1.6%
Creative Arts	9%
Education	4%
Engineering and Related Technologies	15%

Food, Hospitality and Personal Services	4%
Health	11%
Information Technology	5%
Management and Commerce	36%
Natural and Physical Science	15%
Society and Culture	18%

UNIVERSITY & TAFE/INDEPENDENT STUDENT DESTINATIONS

<u>2009</u>	<u>UNIVERSITY</u>	<u>2009</u>	<u>TAFE /INDEPENDENT TERTIARY INSTITUTIONS</u>
38	Victoria University	0	Carrick Institute of Education
21	RMIT University	0	Australian Academy of Design
12	Deakin University	1	Australian College of Sports Therapy
18	University of Melbourne	1	Elly Lukas BT College
9	Latrobe University	0	ESTT College of Natural Medicine
11	Monash University	0	Grenadi School of Design
12	Swinbourne University	0	Holmes Institute

6	Australian Catholic University	0	Australian Guild of Music Education
2	University of Ballarat	1	IDEA
0	Charles Stuart University	0	International College of Creative Arts
2009	<u>TAFE /INDEPENDENT TERTIARY INSTITUTIONS</u>	0	MIBT
24	Victoria University TAFE	0	Monash College
10	RMIT TAFE	0	Pivot Point Hair Design College
5	Swinbourne TAFE	0	Victorian College of Healthcare Education
4	William Angliss TAFE	0	Blue Mountains Hotel School
0	Kangan Batman TAFE	0	JMC Academy
3	NMIT	0	SAE Academy
0	Box Hill TAFE	0	Australian College of Natural Medicine
0	Chisholm TAFE	0	Australian Institute of Public Safety
0	Holmesglen TAFE	3	Australian Institute
2	Gordon Institute of TAFE	1	Endeavour College of Natural Health
2	International college of Hotel Management		

PARENT, STUDENT AND TEACHER SATISFACTION

During the external 2009 College Review, surveys of staff, students and parents were conducted by an external independent authority (SRC Insight). The parent opinion survey reflected positive results well above the average for all Victorian Secondary schools in every category including

- behaviour management
- learning focus
- co-curricular
- general satisfaction

The student survey reflected positive results above the average for all Victorian secondary schools in every category including

- student morale
- purposeful teaching
- connectedness to peers
- student safety

The staff survey reflected positive results above or well above the average for all Victorian secondary schools in every category including

- school morale
- team work
- professional growth
- job satisfaction
- effective discipline policy

FINANCIAL PERFORMANCE

Caroline Chisholm Catholic College	
Financial report data derived from the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire and external audited reports	
School name:	Caroline Chisholm Catholic College
Location address:	BRAYBROOK
Reporting framework:	Modified Cash
Recurrent income	Tuition (includes boarding)
School fees	722,528
Other fee income	855,058
Private income	241,560
State government recurrent grants	2,733,983
Australian government recurrent grants	10,925,397
Total recurrent income	15,478,526
Recurrent expenditure	Tuition (includes boarding)
Salaries, allowances and related expenses	12,118,269
Non salary expenses	3,314,233
Total recurrent expenditure	15,432,502
Capital income and expenditure	Tuition (includes boarding)
Government capital grants	1,461,530
Capital fees and levies	1,934,342
Other capital income	20,000
Total capital income	3,415,872
Total capital expenditure	2,930,612
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition (includes boarding)
Total opening balance	4,896,537
Total closing balance	4,397,027
Non DEEWR FQ reported items	Tuition (includes boarding)
System levies (payments)	(103,809)
Intra systemic transfer receipts (payments)	-
Diocesan capital fund (SCF) receipts (payments)	-

NOTES TO FINANCIAL PERFORMANCE

- Note that the information provided above now includes the following items that are not derived from the Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire (FQ) The following form part of the school's finances:
 - System levies charged to individual schools
 - Intra-systemic transfers
- The information provided is not comparable with other educational sectors.
- DEEWR has finalised the process of reviewing the FQ during 2009 which may ultimately change the method of reporting these exclusion

Smarter Schools National Partnerships

Annual Activity and Accountability Statement 2009

SMARTER SCHOOLS NATIONAL PARTNERSHIPS	
Improvement Targets/Milestones <i>Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.</i>	
Improvement Strategies <i>Improvement strategies the school developed in 2009 to meet the improvement targets.</i>	2009 Outcomes <i>The achievements in 2009 in relation to these improvement strategies.</i>
Caroline Chisholm Catholic College entered the Smarter Schools Program at the beginning of 2010.	Caroline Chisholm Catholic College entered the Smarter Schools Program at the beginning of 2010.
2010 Planned Progress	
ITEM	DETAIL
Salaries	African Aide
Professional Learning	Provided for African Aide Reading to Learn, Learning to Read Restorative Practices for staff
Parent Activities	Establishment of a Family School Action Team Budget for parent learning opportunities eg. Conversational language practice, ICT classes Parent forums involving other secondary and primary schools eg. Cyber safety, Restorative Practices
Community Activities	End of year School masses – invites and morning tea provided for parents
Student Activities	Activities related to Restorative Practices
Materials / Resources	Creation of articles for parents with information relating to improving student learning outcomes Creation of a Community Noticeboard Improvements/additions to the college website Games and interactive resources for families to borrow

Financial	
Smarter Schools National Partnership Funding	
The National Partnership (NP) your school is participating in	
2009 Actual allocation	\$
2010 Notional budget allocation	\$75,000
2009 School Co-Investment	\$
<ul style="list-style-type: none"> • The 2009 Actual Allocation is the amount that has been sent directly to the schools or incurred on behalf of the school by the CECV or the Diocesan office. • Expenditure at the school level may not have been spent in the year the direct support was received. 	

CONCLUSION

During 2009 the college was externally reviewed. The resulting report was received in November and noted that Caroline Chisholm Catholic College is “a high performance” school.

“The reviewers would like to commend the college not only for the outstanding preparation and conduct of the review, amongst the best in our experience of over 200 reviews in over 10 years, but also the quality of education provision.....”.

The report indicates high praise in each of the 5 spheres of education

- Education in Faith – *“Caroline Chisholm Catholic College is a school with a strong sense of Christian values being lived out”*
- Learning & Teaching – *“The college is commended on the achievement to date in improving student learning, and the coherence and quality of the thinking which underpins the excellence of the college’s approach”*
- Student Wellbeing – *“is an area of real strength... It is a friendly environment and student behaviour is of an excellent standard.”*
- Leadership & Management – *“College achievement and capacity in this area is outstanding”.*
- School Community – *“ the college has a well-defined ethos and culture”.*

The Executive Summary of the College’s School Review 2009 is available on the website.

The external Review Report is consistent with external surveys of staff, students and parents conducted by SRC Insight and with the accreditation received by the college in December, 2008 confirming it has a “performance & development culture”.

Our community can feel well pleased with these results. In particular, student attendance, retention rates and the destination of our Year 12 students are cause for considerable pride. Nevertheless, all efforts will be made to further strengthen our performance in the variety of areas reported upon.