



2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY



Caroline Chisholm Catholic College

Braybrook

REGISTERED SCHOOL NUMBER: 1801

Contents

Contact Details	2
Our College Vision.....	3
Principal's Report.....	3
Education in Faith.....	4
Learning & Teaching.....	5
Student Wellbeing.....	11
Leadership & Management	12
College Community	14
Smarter Schools National Partnerships Statement	15
Financial Performance	18
Conclusion.....	19



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Our College Vision

Called to live out our mission in the Catholic Church through education, we proclaim our vision for the community of Caroline Chisholm Catholic College.

- We seek to form a community of students, parents and staff focused on the values of the Gospel where, following the example of Jesus, we nurture a concern for all people, a sense of social justice and an active faith life.
- We seek to develop a positive, just and caring environment where all individuals can grow to their full potential.
- We celebrate the diversity of our community where all are welcomed, supported and challenged.
- We have a deep concern for the pastoral wellbeing of our students, their families and our staff.
- We seek to form a social conscience in our community so that we might all be active, critical members of our parish and the society in which we live.
- We are called to strive for excellence in all we do.
- We seek to provide a learning environment that is comprehensive, inclusive and responsive to the individual needs of the students in our care.
- We foster the development of the whole person, respecting the dignity and worth of each individual by providing a challenging curriculum with attainable goals.
- We strive to nurture the talents and abilities of our students through a concept of life-long learning for all.
- We nurture an attitude of hope through this vision; we seek to make the Kingdom a reality today and into the future.

Principal's Report

Dear Parents

As you are aware, the College regularly reports to the community regarding the progress and performance 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 2010 College year.

Mr Michael Quin

Principal

Education in Faith

The College, under the guidance of the Ministry team continually strives to provide for our College community, an environment that aligns closely with the College vision. As a result of this, and with goals taken from our Annual Action Plan, the following has been achieved:

- The number of staff that have achieved accreditation to teach in a Catholic school has increased to 51%
- There is now an active Social Justice Group within the college involving students from Years 7 to 12
- Three staff are currently completing further studies in the area of Religious Education

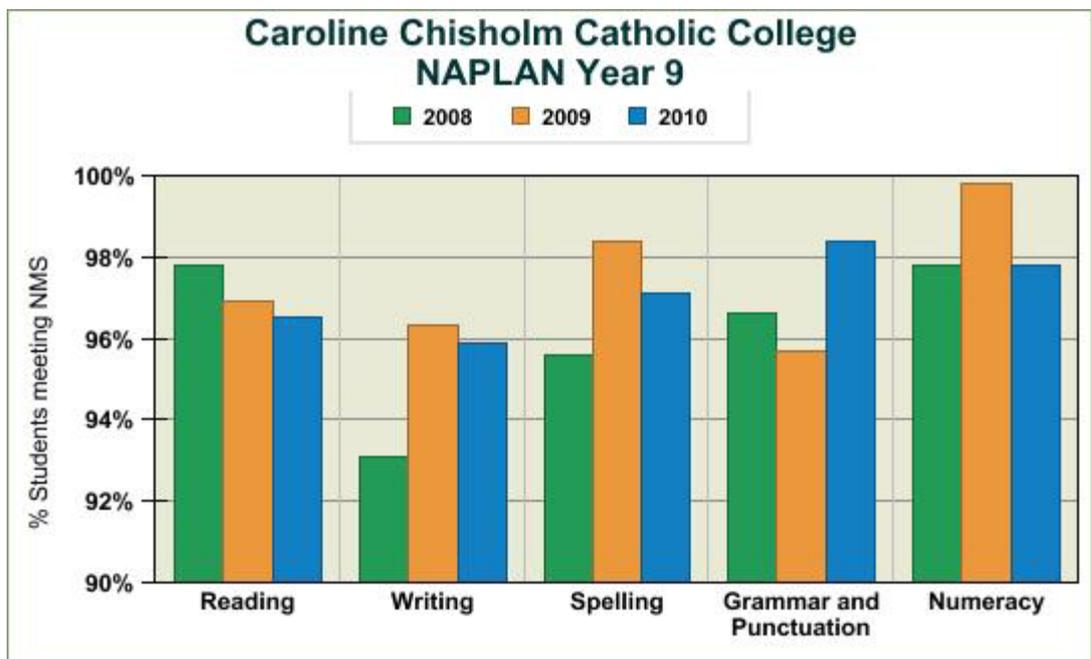
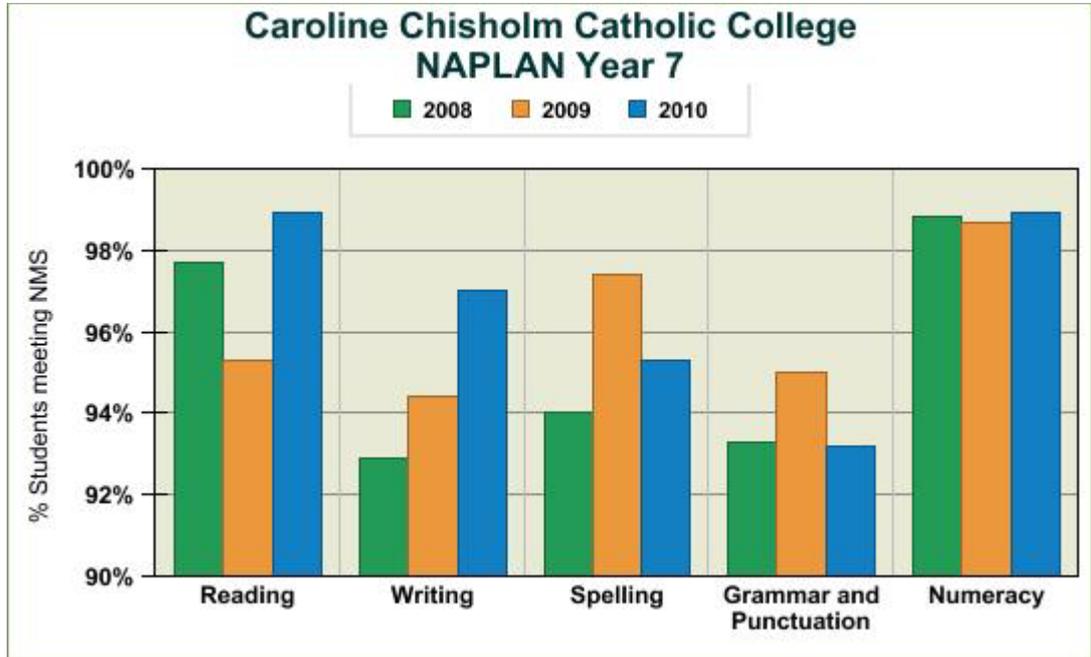
Over the past 12 months the College Ministry team has worked towards providing a more faith filled environment for all our students and staff. As we are a Catholic College we predominantly work towards identifying ourselves as such, however we are inclusive and respectful of all Christian and non Christian denominations within our community. The following list of activities demonstrates this celebration of faith within our College Community:

- Reflection days for all students in Years 7 -10
- Retreat days for Year 11 students and overnight retreats for Year 12 students
- Opening College Mass and Sacred Heart Day Mass, as well as the opportunity to receive the sacrament of reconciliation at school every month
- A comprehensive and evolving Religious Education program for students in Years 7-10
- VCE Religious Education subjects, Text and Traditions and Religion and Society offered in Years 11 and 12
- School designed RE curricula program in Year 12 specifically designed to help our students face a changing world that they are about to enter
- Faith development and RE Professional Learning features prominently in all College PL day programs, with an emphasis on staff-lead sessions which in turn assist in building the leadership capacity of staff



Learning & Teaching

In 2010 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:



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.

PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9					
NAPLAN TESTS	2008	2009	2008–2009 changes	2010	2009–2010 Changes
YEAR 7 READING	97.7%	95.3%	2.4% decrease	98.9%	3.6% increase
YEAR 7 WRITING	92.9%	94.4%	1.5% increase	97%	2.6% increase
YEAR 7 SPELLING	94%	97.4%	3.4% increase	95.3%	2.1% decrease
YEAR 7 GRAMMAR & PUNCTUATION	93.3%	95%	1.7% increase	93.2%	1.8% decrease
YEAR 7 NUMERACY	98.8%	98.7%	0.1% decrease	98.9%	0.2% increase
YEAR 9 READING	97.8%	96.9%	0.9% decrease	96.5%	0.4% decrease
YEAR 9 WRITING	93.1%	96.3%	3.2% increase	95.9%	0.4% decrease
YEAR 9 SPELLING	95.6%	98.4%	2.8% increase	97.1%	1.3% decrease
YEAR 9 GRAMMAR & PUNCTUATION	96.6%	95.7%	0.9% decrease	98.4%	2.7% increase
YEAR 9 NUMERACY	97.8%	99.8%	2% increase	97.8%	2% decrease

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, additional support is provided for identified students in numeracy. Teachers from the Numeracy Team have participated in targeted numeracy professional development activities.

The College is able to compare the results of the 2009 NAPLAN tests with the 2010 NAPLAN results in terms of the percentage of change in the proportion of students at the College who met the national benchmarks.

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.

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

In 2010, 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.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
YEAR 9 READING	5.30
YEAR 9 WRITING	4.33
YEAR 9 SPELLING	5.05
YEAR 9 GRAMMAR & PUNCTUATION	4.78
YEAR 9 NUMERACY	4.87

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

Years 9 – 12 Retention Rate:

In 2007, 140 boys and 112 girls entered Year 9. In 2010, 120 boys and 102 girls completed Year 12. This represents retention rates of 86% for boys; 91% for girls, and an overall retention rate of 88% through to Year 12.

YEARS 9-12 STUDENT RETENTION RATE	88%
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Senior Secondary Outcomes:

In 2010, there were 227 students who were enrolled in Year 12. A total of 227 students successfully completed Year 12, including 8 students who completed VCAL and 9 students who completed VCE without an ATAR score. The VCE median score was 29.

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:

SENIOR SECONDARY OUTCOMES	
VCE MEDIAN SCORE	29
VCE COMPLETION RATE	100%
VCAL COMPLETION RATE	100%
POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	85%
UNIVERSITY	60%
TAFE / VET	25%
APPRENTICESHIP / TRAINEESHIP	5%
DEFERRED	4%
EMPLOYMENT	6%
LOOKING FOR WORK	3%



POST SECONDARY DESTINATIONS

Fields of Study	
Agriculture, Environment and Related Studies	1.6%
Architecture and Building	3%
Creative Arts	13.4%
Education	7%
Engineering and Related Technologies	7%
Food, Hospitality and Personal Services	1%
Health	11%
Information Technology	7%
Management and Commerce	20%
Natural and Physical Science	14%
Society and Culture	20%



UNIVERSITY	
RMIT University	24
Victoria University	23
University of Melbourne	14
Deakin University	13
Swinburne University	13
Latrobe University	12
Australian Catholic University	11
Monash University	8
University of Ballarat	3
Charles Stuart University	0

TAFE / INDEPENDENT	
RMIT TAFE	14
Victoria University TAFE	13
Swinburne TAFE	8
Kangan Batman TAFE	5
Box Hill TAFE	3
Australian College of Sports Therapy	3
Oceania Polytechnic Institute of Education	3
William Angliss TAFE	2
JMC Academy	2
NMIT	2
South West Institute of TAFE	1
Ballarat TAFE	1
Gordon Institute of TAFE	1
SAE Academy	1
Navitas College of Public Safety	1
Footscray City Films	1
MIBT	1
Holmesglen TAFE	1
Melbourne Institute of Technology	1
Photography Studies College	1
Monash College	0
Elly Lukas BT College	0



Student Wellbeing

The college carefully monitors lates and absences of all students and provides term by term advice to parents via school reports. In 2010 there were a total of 7,973 days of student absence, averaging 5.4 days per student for the year. The high level of student attendance may in part be due to the commitment by staff as demonstrated by the accreditation gained as a Restorative Practices school.

STUDENT ATTENDANCE RATE	
2010	97%
2009	96.3%
2008	96.4%
2007	95.9%
2006	96.3%

STUDENT SATISFACTION

In 2010, as part of the College's ongoing commitment to the School Improvement Framework process, surveys of staff, students and parents were conducted by an external independent authority (Insight SRC). The student survey reflected positive results above the average for all Victorian secondary schools including responses in the following categories:

- classroom behaviour
- purposeful teaching
- student motivation
- student safety

Leadership & Management

Staff attendance:

The average rate of teacher attendance for 2010 was 93%. 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.

During 2010 there was a turnover of 13.7% of our permanent teaching staff. The teacher retention level (86.3%) is very satisfactory ensuring the school has a balance of experienced teachers and new staff either from other schools or recently emerging from universities.

TEACHING STAFF ATTENDANCE RATE	93%
STAFF RETENTION RATE	86.3%



Teacher Qualifications:

All teachers at Caroline Chisholm Catholic College have, consistent with the VIT requirements, four years of tertiary education. Statistics show that 30% of staff have an honours, post graduate diploma, masters degree or other significant additional qualifications beyond the minimum four years.

17.5% are currently studying with 12.5% completing Masters.

TEACHER QUALIFICATIONS	
DOCTORATE	2.5 %
MASTERS	17.5 %
GRADUATE	81.67 %
CERTIFICATE GRADUATE	11.67 %
DEGREE BACHELOR	105 %

EXPENDITURE AND PARTICIPATION IN PROFESSIONAL LEARNING:

During 2010, nine school days were dedicated to Professional Learning issues which specifically relate to the college's School Improvement Plan. In addition, professional learning teams met on 16 afternoons from 3.30 to 4.30pm. Attendance at these activities averaged 94% (allowing for those on sick leave, other duties, etc). Professional Learning priorities were centred on the implementation of the Digital Education Revolution. All 116 teachers participated in Professional Learning in 2010. Additional voluntary Professional Learning sessions were run fortnightly between 3.30 and 4.30pm specifically related to Digital Education Revolution preparation. 21 sessions were run throughout the year with an average of 12 staff attending each session.

Seventy nine percent of our teachers have completed the college's Minimum Standards in the use of ICT; ninety one 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, 97 of our 116 teachers have undertaken professional learning activities beyond the college for a total of 379 days.

When all expenses are calculated including replacement teacher costs, the average expenditure per teacher was \$845.75 in addition to the 9 school days referred to above.

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

TEACHER SATISFACTION

In 2010, as part of the College's ongoing commitment to the School Improvement Framework process, surveys of staff, students and parents were conducted by an external independent authority (Insight SRC). The staff survey reflected positive results above the average for all Victorian secondary schools including responses in the following categories:

- school morale
- curriculum processes
- appraisal & recognition
- career opportunities
- effective discipline policy
- student decision-making

College Community

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. 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 recent introduction of the following leadership positions - Peer Support Leaders, Liturgy Captains, Music Captains, Drama Captains, College Ambassadors, and Performing Arts Captain and Vice-Captain.

These student leadership positions, as well as many other significant accomplishments including academic achievement awards and co-curricular cultural awards are celebrated at our Evening of Excellence.

The College has also continued to upgrade facilities in many areas including a roll-out of notebook computers for all students in years 7, 9, 10 and 11; the opening of the Language Centre as part of the Building Education Program; the upgrade of 6 classrooms in D-block and 12 classrooms in C-block; and office and staff accommodation at Christ the King Campus.

PARENT SATISFACTION

In 2010, as part of the College's ongoing commitment to the School Improvement Framework process, surveys of staff, students and parents were conducted by an external independent authority (Insight SRC). The parent opinion survey reflected positive results well above the average for all Victorian Secondary schools including responses in the following categories:

- classroom behaviour
- student safety
- homework
- general satisfaction



Smarter Schools National Partnerships Statement

Improvement Targets/Milestones

Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships:

- That Year 9 NAPLAN results in the area of Reading increase in band 10 from 3% to 5%
- That there be an increase in the Engagement indicators in the students survey increase from an average of 68 to 72
- That the Wellbeing indicators in Student Morale increase from 70 to 75
- That the number of teachers undertaking further studies increases
- That there be an increase in the Parent Input and Approachability indicators in the parent survey increase from 68 to 72

Improvement Strategies

Improvement strategies the school developed in 2010 to meet the improvement targets.

2010 Outcomes

The achievements in 2010 in relation to these improvement strategies.

Establish a strategy for the implementation of Reading to Learn across the curriculum.

A strategy for the implementation of Reading to Learn across the curriculum has been developed for implementation in 2011

To develop a plan, including timelines, for the embedding of Restorative Practices throughout the college community

The college successfully applied for and received CEO Restorative Practice accreditation in December 2010

To implement various student feedback forums, eg. Year 7 Transition

A student feedback forum involving Year 7 students on their transition into Year 7 was held. The feedback provided by students was used to modify the 2011 Orientation and Transition programs

To consolidate the role of the African Aide at the College in their support of students and their parents

The African aide was appointed in April 2010 and has begun building links with the African community within the college

To develop and facilitate school-based activities which strengthen links with our associated primary schools

Various new initiatives were introduced including our college ambassadors visiting the associated primary schools. These students presented information and answered questions about CCCC asked by the primary school students. A promotional DVD was created by the Year 10 Media studies students to show at the visits

To initiate links with RCIC groups in the local parishes to attract Catholic enrollees from Government Primary schools

Links were made with the RCIC groups in the local parishes to attract Catholic enrollees from Government schools. All RCIC groups were visited by a CCCC staff member who addressed the students

<p>To strengthen links with the community by working with the Family School Partnership Convener</p>	<p>Numerous community links were established in 2010 including Phoenix Youth Centre; Visy Youth Enterprise Hub (affiliated with Melbourne City mission); Image/Self Esteem forum at the Visy Hub Sunshine; Centre for Multicultural Youth; and Victoria University – Community Engagement Project</p>
<p>To investigate the possibility of running programs in the Language Centre for parents. eg. Learning at Home and English conversation programs</p>	<p>Strategic planning and establishment of timelines for Parent programs in the Language Centre were developed for implementation in 2011</p>
<p>Provide Professional Learning for African Aide, Reading to Learn, Learning to Read staff and further Restorative Practices PL for staff</p>	<p>Various Professional Learning activities were provided both internally and externally for relevant staff members involved in these initiatives. Further PL has been planned for 2011</p>
<p>Provide restorative practice activities for peer support leaders as part of the peer support leader training day</p>	<p>Peer support leaders were trained in the use of restorative practices in November 2010</p>
<p>School staff applied for CEOM sponsored study in Leadership studies at ACU/ University Melbourne and Masters Of Education(Wellbeing in Inclusive Schooling) at ACU</p>	<p>2 staff members successfully applied for their Masters of Educational Leadership studies at ACU/ University Melbourne in 2011</p> <p>2 staff commenced their Masters Of Education(Wellbeing in Inclusive Schooling) at ACU in 2010</p> <p>1 staff member commenced their Masters of Educational Leadership studies at ACU/ University Melbourne in 2011</p>
<p>The school encouraged senior leaders to participate in the Aspiring to Principalship program in 2010</p>	<p>2 senior leaders completed their Aspiring to Principalship program in 2010 and 2 more have signed up for 2011-2012 program</p>
<p>The school actively participated in the CEOM Professional Learning opportunities in SEL</p>	<p>Key school staff attended the CEO SEL information session in preparation for 2011 program</p>
<p>Establish a Family School Action Team</p>	<p>A family school, action team was established as part of the Parents association</p> <p>Various college based activities planned for 2011</p>
<p>The school actively participated in the CEOM Professional Learning opportunities</p>	<p>Key school staff attended the CECV Family School Partnership Forum in May and planned initiatives</p> <p>The school provided professional learning opportunities by presenting Family School Partnership information and updates at staff meetings</p>

2011 Planned Progress

- To investigate and plan improvements to the college website and to further develop the parents association portal
- To further develop and facilitate school-based activities which strengthen links with our associated primary schools
- To further strengthen links with the community by working with the Family School Partnership Convenor
- The school will develop a strategic approach to Family Schools Partnerships to engage learning. This will include the identification of issues that impact on family involvement in learning and implement strategic initiatives to strengthen these partnerships
- To further develop and embed the Family School Action Team within the college community
- To successfully implement various programs for parents in the Language Centre eg. ICT 10 week program, English conversation classes, Family problem solving activities
- To begin the implementation of Social and Emotional Learning (SEL) within the college community
- To further develop the role of the African Aide at the College in their support of students and their parents
- To further develop and implement other relevant and worthwhile student and parent feedback forums
- To have College Wellbeing team leaders attend advanced restorative practices professional learning and to provide Professional Learning to Wellbeing team
- Provide opportunities for staff who are undertaking further CEO sponsored post graduate studies to demonstrate leadership capacity within the school

Financial

Smarter Schools National Partnership Funding

The National Partnership (NP) our school is participating in is:	Low SES Communities
2010 Direct SSNP funding ¹	\$75,000
2010 Indirect SSNP funding ²	\$67,500
2011 Notional SSNP budget allocation	\$75,000

1. 2010 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
2. 2010 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
3. 2010 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2010. This may not be applicable to all schools.
4. 2010 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2010 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
5. 2011 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2011.

Please note: expenditure at the school level may not have been spent in the year the direct support was received.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH	\$
Recurrent income	Tuition	
School fees	\$566,380	
Other fee income	\$21,120	
Private income	\$333,915	
State government recurrent grants	\$2,847,461	
Australian government recurrent grants	\$12,773,799	
Total recurrent income		\$16,542,674
Recurrent Expenditure	Tuition	
Salaries; allowances and related expenses	\$12,336,591	
Non salary expenses	\$3,816,147	
Total recurrent expenditure		\$16,152,738
Capital income and expenditure	Tuition	
Government capital grants	\$2,692,979	
Capital fees and levies	\$3,195,929	
Other capital income	\$134,486	
Total capital income		\$6,023,394
Total capital expenditure		\$5,583,340
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance	\$4,397,028	
Total closing balance	\$3,944,460	

*Note that the information provided above does not include the following items:
 System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*

Conclusion

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.



