

# 2013 ANNUAL REPORT to the School Community



## Caroline Chisholm Catholic College Braybrook

REGISTERED SCHOOL NUMBER: 1801



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## Minimum Standards Attestation

I, Marco DiCesare, 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

## Our College Vision

### Our Mission

Our mission at Caroline Chisholm Catholic College is to strive to live Gospel truths and values. We seek to provide a holistic education. We endeavour to inspire and empower all members of the college community to reach their full potential.

### Our 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.

## College Overview

Caroline Chisholm Catholic College is a dynamic and innovative learning environment that caters to the young people of the Western suburbs and beyond. We offer a quality and affordable Catholic education to all who are prepared to journey with us throughout the important formative years of secondary education. Our Mission is "to strive to live gospel truths and values, and provide a holistic education where all members of the community may be inspired to reach their full potential".

Our unique approach to education is valued by our community as we strive for excellence. Our girls and boys are taught at different sites throughout Years 7-9. During Years 10-12 our young men and women come together to take advantage of the increased offerings. Student learning is enhanced by our Outdoor Education Centre – Garema Dumont located in the Brisbane Ranges. We have international links with sister schools in China, Japan, England and Italy. Annual exchanges for students and staff are a feature of the calendar.

The College has highly regarded technology, maths/science, performing and visual arts programs, alongside a technologically-rich 21st Century learning environment. Notebook computers are provided for all students in years 7 through 12. Intensive professional development is provided to all teachers to ensure that notebooks are effectively used as educational tools.

Through the Australian Government's Trade Training Centres in schools, Caroline Chisholm Catholic College has opened its new Trade Training Centre. Ongoing renovations and maintenance ensure that we continue to renew our approach to learning. This all occurs within our safe environment where we model what it is to be a good Christian and a good citizen within our Catholic Tradition.



## Principal's Report

At Caroline Chisholm Catholic College we are inspired by the words and deeds of our namesake, Caroline Chisholm. Nearly 200 years ago, she modelled to all exemplary dedication and sacrifice. Her faith was an inspiration and she led a deeply spiritual life, establishing schools and agencies to support those around her.

Taking heart from her legacy, we outline our mission to:

strive to live Gospel truths and values.

seek to provide a holistic education

endeavour to inspire and empower all members of the college community to reach their full potential.

We know that learning and teaching are about forming strong relationships with each individual built on trust, respect and love. We have an innovative learning and teaching programme, complemented by fine facilities, resources and a progressive culture. Most of all, the College has a dedicated staff committed to providing the best possible education for our young people in the 21st century. The College provides an education with ever strengthening global and technological perspectives. This is reinforced by our Information and Communication Technologies as well as established links with schools in China, Japan, Italy and the UK.

Recent renovations and the completion of our Trade Training Centre ensures that we continue to offer our students the latest educational facilities. The College has recently completed a Building Master Plan to ensure that we continue to build and grow into the future.

Caroline Chisholm Catholic College is a school where a broad range of subjects are offered at each year level and where many opportunities are provided to broaden life skills. 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.



## Education in Faith

Caroline Chisholm Catholic College has a strong sense of its Catholic identity and seeks 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. With reference to the College's Annual Action Plan, in the area of Education in Faith, we aim to strengthen and further develop the Catholic culture and faith of the College community.

"If we live by the Spirit let us also be guided by the Spirit" Galathians 5.25

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 have a comprehensive Social Justice Program within the College involving a large number of students across all year levels committed to helping those in need. The Social Justice activities as well as the College Liturgical Program have assisted us to achieve an increase in the active participation of staff and students in College Faith activities. The last year has seen Caroline Chisholm Catholic College complete a number of activities that have contributed to the achievement of these goals.



As the Eucharist is at the heart of the College's spirituality, we begin the year with the celebration of the Eucharist at the Beginning of Year College Mass. In term two, we celebrated the Feast of the Sacred Heart as our College Feast Day which is also combined with a fete and talent quest activities. This significant College event sees our community gather together, as many minds and one heart, as we are called to be people of faith:

"There are different kinds of gifts given by the spirit, each gift of the spirit is given for the good of all..." 1 Corinthians 12:4-7

Eucharistic celebrations are a special time for us to celebrate our faith and spirituality as a community. Term four was marked by liturgies celebrating who we have become. Every Thursday there is a Lunchtime mass held in the college chapel and numbers attending these masses has continued to grow. A graduation mass was held for year 12 students completing their studies, Thanksgiving masses for Year 7 – 11 students and an end of year mass was held for staff. Prayer is at the heart of the College's daily life such that there is an expectation that all meetings at the College begin with prayer. The College continued the practice of beginning each day with prayer, with students gathering in their homegroup every morning.

The College involves all Year 11 and 12 students in a Retreat Program where they participated in day or overnight retreats in which they sought to build and deepen their relationship with God and their identity within the school community. The College's Religious Education Program is supported by a number of Reflection Days for students in Years 7, 8, 9 and 10. These programs provide students with the opportunity to further deepen their connection with God and nurture their spiritual journey.

Our Social Justice Program also forms an important part of the faith life of the College. The Social Justice Group and Year 12 Religious Education Community Service program ensure that the school is putting into practice its Christian faith in a practical way within the wider community. These groups look to support the local community by volunteering at the St Vincent de Paul Soup Van and the Braybrook Community Centre Tutoring Program as well as many other worthwhile activities which assist in raising awareness and funds for those most in need of support.

Staff professional learning in the areas of faith development and religious education continued to be a priority in 2013. Religious Education has been focused towards course development and staff formation in the area of teaching knowledge and skills within the Religious Education faculty. As outlined in the Annual Action Plan, there has also been a strategic approach to assist staff in gaining accreditation to teach in a Catholic School and to teach Religious Education in a Catholic school. Professional learning workshops were offered to staff each term as well as a religious education and faith development options outside of school were offered to and undertaken by staff throughout the year. There are 75.9% of staff currently accredited to teach in a Catholic School as this continues to be a priority for the College and a number of staff currently completing further studies in the area of Religious Education.

In the faith life of our College, we nurture an attitude of hope through our College vision; we seek to make the Kingdom a reality today and into the future.



## Learning & Teaching

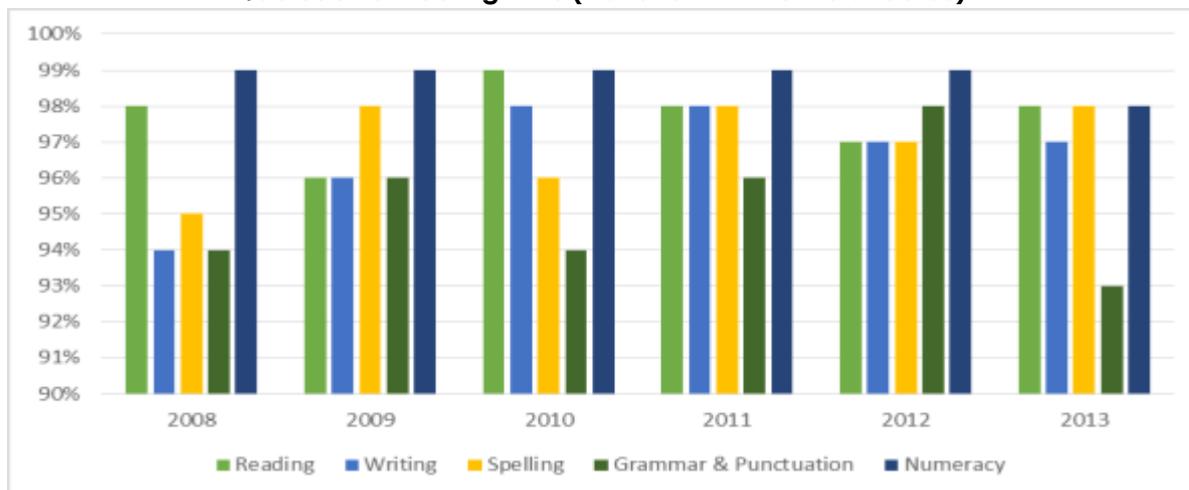
In 2013 our Year 7 and Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN). The data is drawn from the ACARA My School website. The proportion of students who met national benchmarks is as follows:

<b>Year 7</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Reading	98%	96%	99%	98%	97%	98%
Writing	94%	96%	98%	98%	97%	97%
Spelling	95%	98%	96%	98%	97%	98%
Grammar & Punctuation	94%	96%	94%	96%	98%	93%
Numeracy	99%	99%	99%	99%	99%	98%

<b>Year 9</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Reading	98%	98%	96%	96%	97%	98%
Writing	95%	97%	96%	92%	91%	94%
Spelling	97%	98%	97%	96%	94%	97%
Grammar & Punctuation	97%	97%	98%	96%	95%	94%
Numeracy	98%	100%	98%	99%	98%	99%

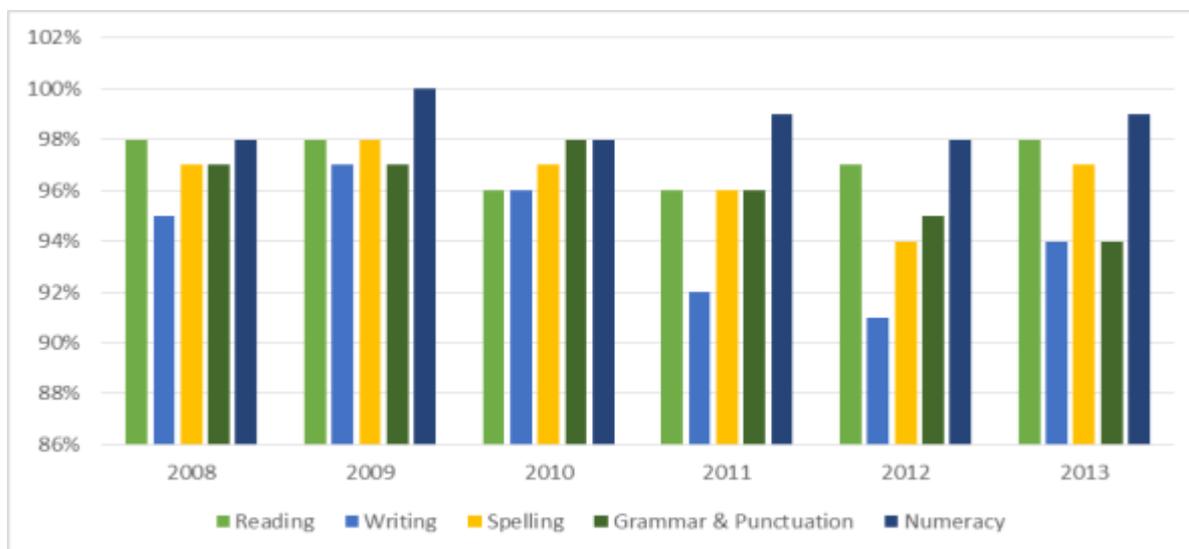
### NAPLAN Year 7

#### % Students meeting NMS (National Minimum Standards)



In 2013 between 93% and 99% of Year 7 students achieved national benchmarks.

**NAPLAN Year 9**  
**% Students meeting NMS**



This chart indicates in 2013 that between 94% and 98% of Year 9 students achieved national benchmarks

NAPLAN results at years 7 and 9 over the past five 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	2009	2010	2009-2010 changes	2011	2010-2011 changes	2012	2011-2012 changes	2013	2012-2013 changes
<b>YEAR 7 READING</b>	95.30%	98.90%	3.6% +	98%	0.9% -	97%	1% -	98%	1% +
<b>YEAR 7 WRITING</b>	94.40%	97%	2.6% +	96.70%	0.3% -	97%	0.3% +	97%	-
<b>YEAR 7 SPELLING</b>	97.40%	95.30%	2.1% -	97.60%	2.3% +	97%	0.6% -	98%	1% +
<b>YEAR 7 GRAMMAR &amp; PUNCTUATION</b>	95%	93.20%	1.8% -	95.70%	2.5% +	98%	2.3% +	93%	5% -
<b>YEAR 7 NUMERACY</b>	98.70%	98.90%	0.2% +	98.70%	0.2% -	99%	0.3% +	98%	1% -
<b>YEAR 9 READING</b>	96.90%	96.50%	0.4% -	96.40%	0.1% -	97%	0.6% +	98%	1% +
<b>YEAR 9 WRITING</b>	96.30%	95.90%	0.4% -	89.40%	6.5% -	91%	1.6% +	94%	3% +
<b>YEAR 9 SPELLING</b>	98.40%	97.10%	1.3% -	96.60%	0.5% -	94%	2.6% -	97%	3% +
<b>YEAR 9 GRAMMAR &amp; PUNCTUATION</b>	95.70%	98.40%	2.7% +	96.20%	2.2% -	95%	1.2% -	94%	1% -
<b>YEAR 9 NUMERACY</b>	99.80%	97.80%	2% -	98.60%	0.8% +	98%	0.6% -	99%	1% +

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 2012 NAPLAN tests with the 2013 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 2013, Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

The following mean scores represent the average National Standard Level achieved by students in Year 7 and 9.

**MEAN NAPLAN RESULTS FOR YEAR 7**

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	542.87	529.92	565.01	536.23	547.59
National Mean	540.40	516.90	549.20	535.40	542.20
National Difference	2.47	13.02	15.81	0.83	5.39

**MEAN NAPLAN RESULTS FOR YEAR 9**

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	584.11	569.31	602.34	575.41	594.10
National Mean	580.40	553.90	582.70	572.90	583.70
National Difference	3.71	15.41	19.64	2.51	10.40

In comparison with the National mean averages, the College averages are above or well above in each area.

**Years 9 – 12 Retention Rate**

In 2010, 254 students entered Year 9. In 2013, 239 students completed Year 12. This represents an overall retention rate of 94.09% through to Year 12.

<b>YEARS 9-12 STUDENT RETENTION RATE</b>	
<b>2013</b>	<b>94.09%</b>
<b>2012</b>	<b>98.4%</b>
<b>2011</b>	<b>93.46%</b>
<b>2010</b>	<b>88%</b>
<b>2009</b>	<b>88%</b>
<b>2008</b>	<b>88.2%</b>

In 2013, there were 239 students who were enrolled in Year 12. A total of 239 students successfully completed Year 12, including 7 students who completed VCAL and 5 students who completed VCE without an ATAR score. The VCE median score was 27.

On Track statistics for all Victorian Secondary Schools indicated that our Year 12 students proceeded as follows:

<b>SENIOR SECONDARY OUTCOMES</b>	
<b>VCE MEDIAN SCORE</b>	<b>27</b>
<b>VCE COMPLETION RATE</b>	<b>100%</b>
<b>VCAL COMPLETION RATE</b>	<b>100%</b>

**Goals & Intended Outcomes**

- The College intentions in the next three years to work to work towards VCE study score median of 30 or better. 40+ scores to achieve a target of 6% or above.

**Achievements**

- The College to achieve the excellent result of supporting students through their senior secondary pathways. VCE and VCAL completion was excellent. In 2013 100%. The post-secondary destinations achieved by the students was again excellent. 98% achieving a tertiary destination; 85% being to university.

**STUDENT LEARNING OUTCOMES**

- The results demonstrate the College continues to successfully support students in achieving against national standards.
- College work providing professional learning and supporting staff in utilizing NAPLAN and other diagnostic data has supported student learning achievement.
- An analysis of the available data is that again the College's students achieved very favorably in comparison to similar schools at both year 7 and 9 in all areas of NAPLAN.

<b>POST-SCHOOL DESTINATIONS</b>	
<b>TERTIARY STUDY</b>	98%
<b>TAFE / VET</b>	85%
<b>APPRENTICESHIP / TRAINEESHIP</b>	13%
<b>DEFERRED</b>	5%
<b>EMPLOYMENT</b>	3%
<b>LOOKING FOR WORK</b>	3%

## Student Wellbeing

### Goals and Intended Outcomes

- To have Year Level Coordinators facilitate regular restorative practices professional learning.
- To implement relevant Cyber safety and e-smart programs for staff and students.
- To embed the College community expectations with staff and students.
- To strengthen the role of the African Aide and Family School Engagement Team in supporting Sudanese parents/studies.
- To pilot an electronic student wellbeing management system across all Year Levels.
- To further develop and implement Social and Emotional Learning (SEL) within the College.

### Achievements

The College provides a rich pastoral care programme which supports our students throughout their years at the College. Caroline Chisholm values positive relationships and partnerships between the College, home and community. It provides for students in a safe, caring and enjoyable learning environment and a motivating and challenging educational environment

The College has implemented and in December 2013 attained re-accreditation in 'Restorative Practices' and is also involved in the 'SEL' (Social Emotional Learning) program as tools to build and foster positive relationships within the college community. The College has a well-developed Primary Links transition programme designed to support our incoming Year 7 students. Homegroup teachers, Year Level Coordinators, Directors of Campus and the Deputy Principal (Faith and Wellbeing) oversee the wellbeing of their students and are involved in every stage of a student's life at the college. They offer a valuable point of contact for parents who wish to discuss their child's progress. They particularly concern themselves with the needs of the individual and with maintaining the standards and expectations of the College.

### Life Skills

This pastoral care programme aims to promote resilience in our students and focuses on such issues as SEL (Social and Emotional Learning), the importance of tolerance, acceptance and personal integrity, positive thinking, developing initiative and resourcefulness, and promoting health and self-esteem. The Life Skills programme also provides our students with wide-ranging resources and advice on matters relating to the self-investigation of transition and career opportunities. Students participate in regular assemblies, which focus on student contribution and achievement.

### Student Attendance

The College carefully monitors late arrivals and absences of all students and provides term by term advice to parents via school reports.

STUDENT ATTENDANCE RATE	
2013	96%
2012	96.4%

### Value Added

Expectations on student behaviour are very high with a very consistent and collegial approach undertaken by staff. This has been shown by excellent student attendance rates which demonstrates that students feel respected, safe and supported and want to attend school. The following Student Wellbeing Policies and programs have been very successful:

- Positive Relationships Policy
- Restorative Practices
- Social and Emotional Learning
- Family School Partnerships
- College Community Expectations
- Time Out Guidelines:
  - Notice of Consequence proformas
  - Restorative Practice Professional Learning
  - Personal Response Sheets

### Student Satisfaction

In 2013, surveys of staff, students and parents were not conducted by an external independent authority (Insight SRC).



## Leadership & Management

### Goals & Intended Outcomes

- To strengthen leadership capacity at all levels within the school community.
- That feedback to individual staff members will improve.
- That staff sense of empowerment and professional communication will improve.
- That a model of instructional leadership with a focus on coaching for learning leads to improved teacher capacity.
- An increase in the Staff Climate Index (Items 3-9) of the SIS to 67 by 2017.
- Create opportunities in meetings and through the restructuring of Professional Learning Teams to facilitate this.
- Enhance the Professional Learning Team structure and agenda
- Promote distributed leadership informed by coaching and an enhanced leadership structure
- Flatten the POL structure
- Reduce the paperwork and application process for Professional Development, excursion/incursions etc
- Focus on data available within the College and make this accessible, enhanced by its conversion into easily usable information
- Develop a trust culture
- Promote the distributive leadership culture
- Move from a system of appraisal and review, to challenge and support
- Implement the Looking for Learning programme
- Introduce ICT coaches and looking for learning trained staff
- Reduce Professional Learning Teams to no more than 2-5 coaches from up to 40 as it stands at the moment
- Through the looking for learning programme, increase staff dialogue and professional discussion



### Staff attendance

The average rate of teacher attendance for 2013 was 95%. 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 2013 there was a turnover of 11.5% of our permanent teaching staff. The teacher retention level (88.5%) is very satisfactory ensuring the school has a balance of experienced teachers and new staff either from other schools or recently emerging from universities.

<b>TEACHING STAFF ATTENDANCE RATE</b>	<b>945</b>
<b>STAFF RETENTION RATE</b>	<b>88.5%</b>

### Teacher Qualifications

All teachers at Caroline Chisholm Catholic College have, consistent with the VIT requirements, four years of tertiary education. Statistics show that 40.90% of staff have an honours, master's degree or other significant additional qualifications beyond the minimum four years.

27.27% of teaching staff are currently studying with 14.54% completing Masters.

<b>TEACHER QUALIFICATIONS</b>	
<b>DOCTORATE</b>	<b>1.94%</b>
<b>MASTERS</b>	<b>9.71%</b>
<b>DIPLOMA GRADUATE</b>	<b>44.66%</b>
<b>CERTIFICATE GRADUATE</b>	<b>4.85%</b>
<b>DEGREE BACHELOR</b>	<b>86.41%</b>
<b>DIPLOMA ADVANCED</b>	<b>13.59%</b>
<b>NO QUALIFICATIONS LISTED</b>	<b>3.88%</b>

<b>STAFF COMPOSITION</b>	
<b>PRINCIPAL CLASS</b>	<b>SEC P1-1</b>
<b>TEACHING STAFF (HEAD COUNT)</b>	<b>114</b>
<b>FTE TEACHING STAFF</b>	<b>110.0</b>
<b>NON-TEACHING STAFF (HEAD COUNT)</b>	<b>56</b>
<b>FTE NON-TEACHING STAFF</b>	<b>49.2</b>
<b>INDIGENOUS TEACHING STAFF</b>	<b>0</b>

### Expenditure and Participation in Professional Learning

During 2013, ten 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 17 afternoons from 3.30 to 4.30pm for all teaching staff. Professional Learning priorities were centred on the implementation of the Digital Education Revolution. All 114 teachers participated in Professional Learning in 2013.

100 of our 114 teachers have undertaken professional learning activities beyond the college for a total of 1996 hours.

Throughout 2013, the College underwent a restructure of Leadership roles and responsibilities. This included changes to and adjustment at Deputy Principal, POL 4, POL 3 and POL 2 levels of responsibility.

The College renewed and restructured the PLT format and has designed and integrated a coaching approach across all POL levels for 2014. In 2013, all staff holding a Position of Leadership were involved in Coaching Training.

When all expenses are calculated including replacement teacher costs, the average expenditure per teacher was \$852 in addition to the school days referred to above.

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

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>	
<b>DESCRIPTION OF PL UNDERTAKEN IN 2013</b>	
<ul style="list-style-type: none"> <li>• Catholic identity and faith development –</li> <li>• Growth Coaching</li> <li>• Anaphylaxis and first aid training</li> <li>• Harassment and discrimination</li> <li>• Looking for Learning</li> <li>• ICT Coaching</li> </ul>	
<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	<b>114</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$852</b>

**Teacher Satisfaction**

In 2013, surveys of staff, students and parents were not conducted by an external independent authority.

## College Community

### Goals & Intended Outcomes

- To build a school community underpinned by inclusiveness, valuing diversity and building social conscience.
- That parents' connectedness to aspects of the children's learning will improve.
- That the college strengthens its presence and profile within the local, national and global community.

### Achievements

Further information on Achievement in the area of college community is provided in Smarter Schools National Partnerships section below.

### Parent Satisfaction

Each year feedback from parents is sought in a number of forms and data is collected, both qualitative and quantitative to support the College's endeavours in relation to the School Improvement Framework regarding various aspects of College life including; behaviour management; learning focus; general satisfaction and student safety. There were high levels of satisfaction amongst parents across all areas.



## Smarter Schools National Partnerships Annual Activity and Accountability Statement 2013

### Improvement Targets/Milestones

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

- Consolidate structures to improve outcomes for students with significant Numeracy needs.
- To investigate and plan improvements to the college website and the introduction of a CCCC parents page
- 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.
- To further develop and embed the African Parents Group within the College Community
- To successfully implement and further develop programs for parents and students. eg, AMES Learning at Home, First Aid training, Swimming Lessons, Lego robots, ICT classes
- To investigate ways to make the reception area more welcoming for parents
- To establish a parents meeting room within the College

### 2013 Improvement Strategies

To further develop and implement the Year 8 Maths Tutoring program

To further strengthen links with the community by working with the Family School Partnership Convenor

To further develop and embed the Parents Association within the college community

To increase links between the Parents association and the Vietnamese parents association

To successfully implement and further develop programs for parents and students. e.g. AMES English conversation classes, First Aid training, Hospitality certificates, Family problem solving

### 2013 Outcomes

This program was successfully implemented, providing the opportunity for Year 8 students who required additional support in Maths to be tutored by senior students who are Peer Support Leaders and/or Accelerated Year 10 Maths students. These senior students were trained as tutors

Numerous community links were established in 2013 including; Learning at home program Braybrook Community Centre Tutoring program, First Aid classes and AMES activities

The family school, action team was further developed and established as part of the Parents Association

Parents Association Trivia night held

Grade 6 Testing day Parents association and Vietnamese Parents group BBQ was held.

The Parents Association and Vietnamese Parents group were involved in implementing and running a 'welcome' shared meal for the new Principal

Joint social events held between the Parents Association and Vietnamese Parent's Group

Numerous community links were established in 2013 including; Learning at home program Braybrook Community Centre Tutoring program, First Aid classes and AMES activities

### 2013 Improvement Strategies

To investigate ways to make the reception area more welcoming for  
 To investigate alternatives ways to support Sudanese parents/students  
 To further develop and implement Social & Emotional Learning (SEL) within the College

### 2013 Outcomes

This has been placed on the college master planning agenda with a view to implement Hiring of an African Aide for 3 days a week.

Professional learning provided for staff.

### 2014 Planned Progress

- To revisit the Parents Association constitution and decision making practices.
- The goal is to combine the existing resources of the Vietnamese PA and the current Parents Association, and to encourage the participation of the African community within the college.
- We aim to provide training and capacity building activities for members of the various parent groups within the college.
- Embedding and expanding the National Partnership initiatives already developed with the college i.e. Restorative Practices, Social Emotional Learning (SEL), Learning at Home Program, Maths tutoring program, Parent programs such as AMES English conversation classes.
- Plan and implement additional National Partnership initiatives such as first aid training, family swimming lessons, TAFE training opportunities using college facilities.
- Establish and resource a family room within the college.
- Develop a strategic approach to Family Schools Partnerships to improve student outcomes. 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 implement other relevant and worthwhile student and parent feedback forums.
- Seeking feedback and planning strategic initiatives to support effective parent engagement through learning, for learning, and about learning. To ensure that parents are valued partners in the learning journey.
- Continued targeted Professional Learning for Staff to reinforce shared understandings and commitment to family and school community partnerships.
- Planning practices reflect deliberate and strategic family school community partnerships.
- To provide opportunity for student and parent voices to be heard and encouraged.
- To implement various parent and student Cybersafety programs
- To be responsive to emerging issues and to provide appropriate training and support as required.
- To investigate and plan improvements to the college website and to further develop the parent's association portal.
- To further develop and facilitate school-based activities which strengthen links with our associated primary schools.
- Develop a college house into a parent resource and activity centre for use during and after school hours.
- Develop a homework club at the college with links to the 'Centre for Multi-Cultural Youth'.

- To continue the development and implementation of Social and Emotional Learning (SEL) within the college community.
- 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) your school is participating in *Low SES*

2013 Direct SSNP funding	\$ 82,500
2013 Indirect SSNP funding	\$ 48,925
2013 State NP actual allocation	\$ N/A
2013 School Co-investment	\$ 374,845.00
2014 Notional SSNP budget allocation	\$ TBA
2014 Notional State NP budget allocation	\$ N/A

allocation

- 2013 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).
- 2013 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).
- 2013 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2012. This may not be applicable to all schools.
- 2013 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2012 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2014 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2013.

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

## Financial Performance

REPORTING FRAMEWORK	ACCRUAL \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	675,973
Other fee income	1,907,023
Private income	347,993
State government recurrent grants	3,564,253
Australian government recurrent grants	13,706,166
<b>Total recurrent income</b>	<b>20,201,408</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	13,824,666
Non salary expenses	5,997,369
<b>Total recurrent expenditure</b>	<b>19,822,035</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	664,852
Capital fees and levies	2,158,130
Other capital income	18,000
<b>Total capital income</b>	<b>2,840,982</b>
<b>Total capital expenditure</b>	<b>2,482,522</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>5,060,945</b>
<b>Total closing balance</b>	<b>4,702,485</b>

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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. 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.

## Future Directions

The College continues to be well poised to address challenges in Secondary Education consistent with the agenda of Commonwealth and State Education Departments and Catholic Education authorities. Participation in National Partnerships has assisted the College to strengthen parent and community relationships. Further consolidation will be required of the challenges of the 21<sup>st</sup> Century classroom with particular emphasis on the continued effective use of the notebook program.

The College also looks forward to strengthening the place of VCAL and VET opportunities especially once the \$13.2 Million dollar Western Access Trade Training Centre is established.

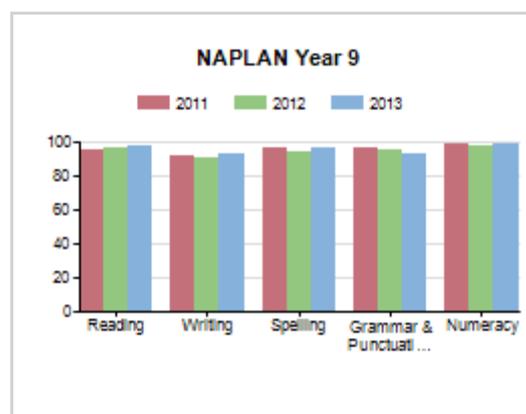
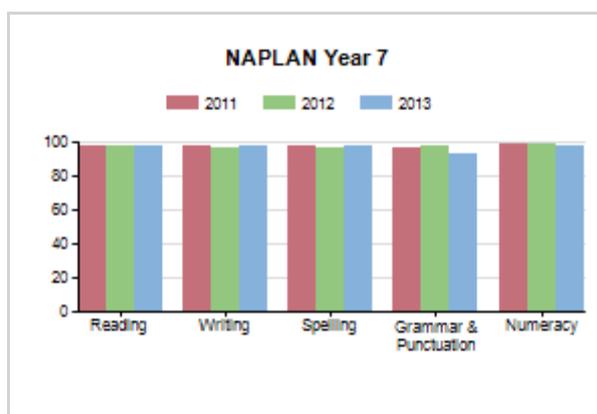
As we work through the School Improvement Framework, we will continue to revise and renew our College Master Plan and Strategic Plan that will guide us through the next 5-10 years. Caroline Chisholm Catholic College will continue to offer new initiatives and possibilities in order to maximise student learning.



## VRQA Compliance Data

<b>E1369</b> <b>Caroline Chisholm Catholic College, Braybrook</b>
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2011	2012	2011–2012 Changes	2013	2012–2013 Changes
	%	%	%	%	%
YR 07 Reading	98.0	97.3	-0.7	98.4	1.1
YR 07 Writing	97.6	96.5	-1.1	97.3	0.8
YR 07 Spelling	98.0	96.9	-1.1	98.1	1.2
YR 07 Grammar & Punctuation	96.5	98.1	1.6	93.4	-4.7
YR 07 Numeracy	98.8	98.8	0.0	98.1	-0.7
YR 09 Reading	95.7	97.1	1.4	98.4	1.3
YR 09 Writing	91.8	90.9	-0.9	93.5	2.6
YR 09 Spelling	96.1	94.2	-1.9	97.2	3.0
YR 09 Grammar & Punctuation	96.1	95.5	-0.6	93.6	-1.9
YR 09 Numeracy	98.7	98.4	-0.3	98.8	0.4



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	94.82%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	92.76
Year 8	92.05
Year 9	92.35
Year 10	92.19
Overall average attendance	92.34

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	89.39%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	97.39%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	1.94%
Masters	9.71%
Graduate	44.66%
Certificate Graduate	4.85%
Degree Bachelor	86.41%
Diploma Advanced	13.59%
No Qualifications Listed	3.88%

<b>STAFF COMPOSITION</b>	
Principal Class	13
Teaching Staff (Head Count)	134
FTE Teaching Staff	137.628
Non-Teaching Staff (Head Count)	68
FTE Non-Teaching Staff	64.242
Indigenous Teaching Staff	0

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	579.60
Year 9 Writing	570.30
Year 9 Spelling	602.50
Year 9 Grammar & Punctuation	561.40
Year 9 Numeracy	585.20

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	27
VCE Completion Rate	100%
VCAL Completion Rate	91%