



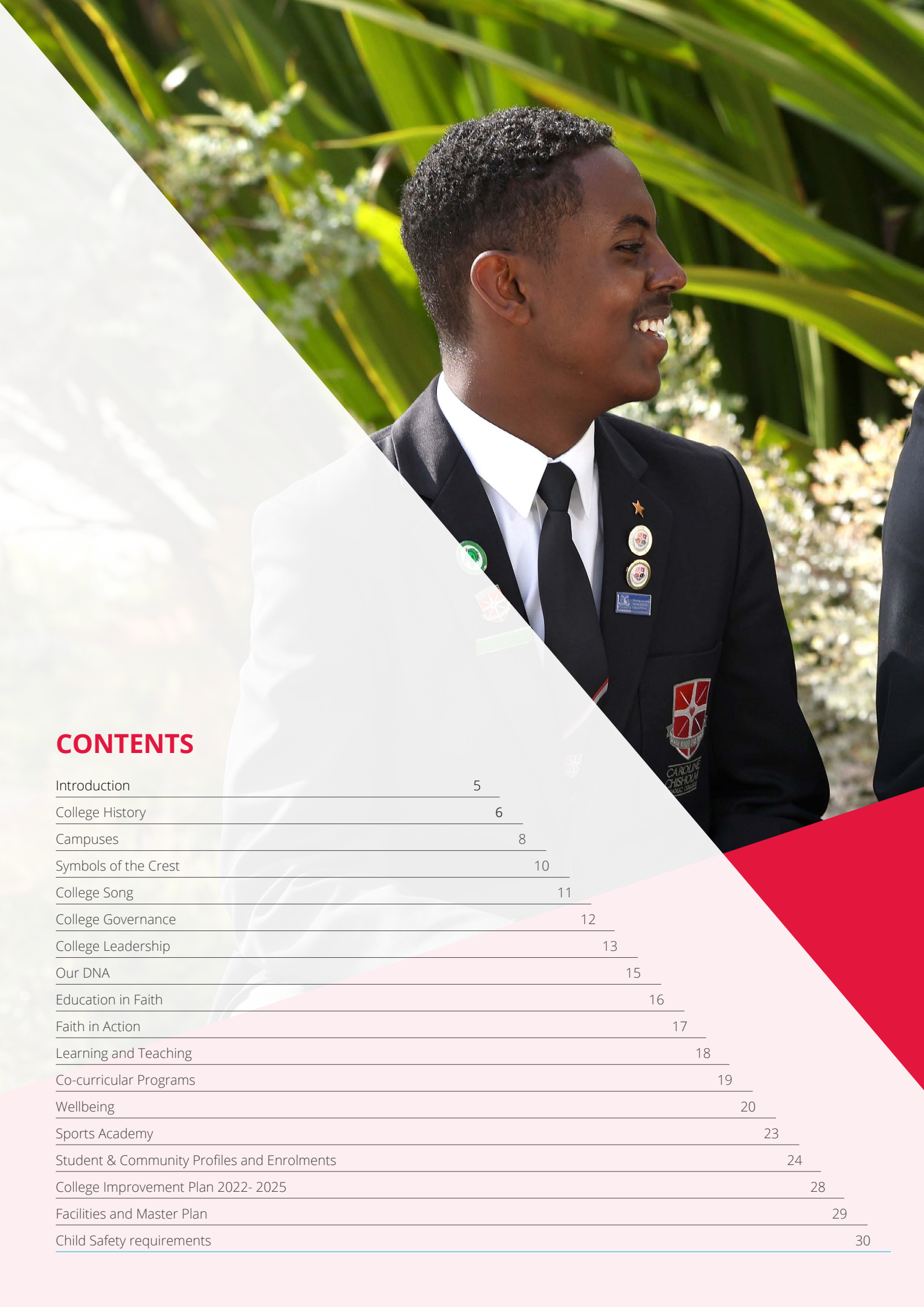
Principal College Information



Melbourne Archdiocese
Catholic Schools



CAROLINE
CHISHOLM
CATHOLIC COLLEGE



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Introduction

This application pack contains information about Caroline Chisholm Catholic College. The College is dedicated to learning excellence in a faith-filled, engaged and supportive environment for over 1500 students and 200 dedicated staff.

The College is a diverse community of more than 70 nationalities located in Melbourne's inner west. The unique set up sees students learn in a single-sex environment during their formative years at separate all-girls and all-boys campuses, before moving to the senior co-educational campus. There are three campuses in total located across two sites at 65 and 204 Churchill Avenue Braybrook.

- Christ the King for Years 7 – 9 girls
- St John's for Years 7 – 9 boys
- Sacred Heart for Years 10 – 12 boys and girls

The College also has a fully owned outdoor education site, Garema-Dumont, located near Meredith, Victoria.

This document is to help share with prospective Principals what Caroline Chisholm Catholic College offers to its community of current students and staff.

College History

Caroline Chisholm Catholic College was founded in 1997, when three schools – with roots stretching back more than 50 years amalgamated.

The College honours the parents, priests and parishioners who worked tirelessly to establish Christ the King College, St John's College and Chisholm College, enabling the children of Melbourne's inner west to access a Catholic education.

In 1954, Father Thomas Murray of Braybrook established Christ the King Primary School to educate girls. The school was initially held in an empty migrant workers' hostel.

Christ the King Primary School later expanded to include secondary education and changed its name to Christ the King College in 1963. The school began with the assistance of the Sisters of St Joseph and, from 1956, was led by the Sisters of the Society of the Sacred Heart.

In 1965, the parishes of the region started St John's College for the education of boys under the direction of the Brothers of the Sacred Heart.

The Brothers went on to establish Chisholm College, a co-educational school for students in Years 11 and 12 in 1979.



Caroline Chisholm

The College is named in honour of Caroline Chisholm, a Catholic social reformer who helped thousands of immigrants to Australia, particularly women, to find safe homes and respectable employment.

As a Catholic College, the school is committed to providing all students with an environment that values diversity and respects differences in the community, where each person is treated with in a fair and just manner, and one that continues the work of Caroline Chisholm.

Identity

Caroline Chisholm was born in 1808 in the village of Wootton, Bedfordshire England. An Anglican who converted for love to Catholicism, Caroline was resolute that marriage would not affect her freedom to pursue a life filled with public duty. An unconventional wife and mother, Caroline pushed boundaries for her time. She was a force of nature whose charm and compassion earned her the status of 'The Emigrant's Friend.'

Vocation

As a young woman, Caroline became convinced God was calling her to dedicate her life to helping people in need. Caroline arrived in New South Wales in 1838 and was appalled by the plight of the colony's young female immigrants who, with hopes and dreams of the new world, had no employment and accommodation. With moral courage she took on the establishment. Caroline's education, social justice, ecumenism and religious tolerance, made her a natural advocate for the most vulnerable in her society, and she was ahead of her time in her thinking and strategies.

Activist

Establishing the Family Colonisation Loan Society to fund better living conditions on immigrant ships, her vision for colonisation did not end with their arrival in Australia. She fought to set a minimum wage, work contracts and founded employment agencies in dozens of rural centres. Caroline accommodated multicultural families through her 'shelter sheds' built on crown land in the western regions of Melbourne during the Gold Rush. She fought institutionalised bigotry by supporting Chinese diggers. She wrote to the editor of The Argus: "This immigration cannot be stopped; ... there will be no rest until man is recognised as man, without distinction of colour or clime."



Legacy

Many wrote of the legacy of Caroline Chisholm. Henry Parkes, the Father of the Federation of Australia, reported in Sydney's Empire newspaper in 1859: "If Captain Cook discovered Australia, if John Macarthur planted the first seeds of its extraordinary prosperity – Caroline Chisholm has done more ... she alone has colonised it in the true sense of the term." Buried in 1877 at Billing Road Cemetery, seven kilometres from Wootton, alongside her husband, Captain Archibald Chisholm, her legacy in Australia continues in the advocacy work of the Caroline Chisholm Society, along with other namesake organisations. Here at Caroline Chisholm Catholic College we live out her legacy through our values of Faith, Acceptance, Compassion and Excellence.

Christ the King Campus

Christ the King caters for Years 7 - 9 girls in an inclusive, focused learning environment. Each student is valued and encouraged to aspire for excellence.

The facilities at Christ the King include a state-of-the-art food technology area, dedicated art, science and technology spaces, as well as bright, welcoming classrooms with a focus on engaged and active learning.

The College's performing and visual arts building, St Madeleine Centre, houses music, drama, dance and other subjects.



St John's Campus

St John's caters for Years 7 - 9 boys. Students are challenged and encouraged to be the best they are called to be. The Campus celebrates diversity and provides students with a positive and safe environment to learn in.

The facilities at St John's include a modern and well equipped library, with a range of break out spaces for use by students in and out of class, newly refurbished and welcoming classrooms with access to data projectors as well as a number of specialised classrooms for art and technology subjects and modern Science labs.



Sacred Heart Campus

Sacred Heart is an inclusive senior co-educational campus educating students in Years 10 - 12.

The College offers a range of learning opportunities and pathways into VCE, VCE-VM and VET, where each student is valued and encouraged to aspire for excellence.

Sacred Heart enjoys a number of newly renovated facilities including a dedicated Senior Study Centre, fully resourced Pathways Centre, where all students can go for career advice and information.



Students are well supported by dedicated staff in and out of the classroom via a breakfast club, homework club and free after school tutoring, as well as through a range of co-curricular activities. Well-planned study groups support a rich learning environment with a focus on engagement of all students, regular lunchtime activities delivered by passionate and dedicated staff.



Garema-Dumont

Garema-Dumont is Caroline Chisholm Catholic College's 56-acre outdoor and environmental education facility located in a native bush land setting on the Moorabool River near Steiglitz in the Brisbane Ranges. The Moorabool River provides opportunities for canoeing, kayaking, rafting and swimming. The property also has high and low ropes courses, a rock-climbing tower, archery field, bush tucker garden as well as a range of mountain biking tracks.

On-site facilities include a dining hall and kitchen, amenities with toilets and hot showers as well as a barbeque and campfire area.

Garema-Dumont hosts a large range of wildlife including koalas, sugar gliders, echidnas, kangaroos, kookaburras, wedge tailed eagles and platypuses. As a sustainable facility Garema-Dumont produces renewable energy through wind and solar power and promotes minimal impact practices.

Garema-Dumont provides easy access to the Meredith Education Area, Steiglitz Historic Park, You Yangs Regional Park, The Great Ocean Road and Otway Ranges.





Symbols of the Crest

The Cross

The Sacred Heart Cross symbolically represents the College's commitment to faith, positioning the heart in the centre of all that it does. The Cross with the heart in the middle also reflects the origins of the three schools in religious communities dedicated to the Sacred Heart – The Religious of the Sacred Heart of Jesus and the Brothers of the Sacred Heart.

The Shield

A symbol of the protection and security, God, our Father offers. Three peaks in the shield itself symbolise three separate schools becoming one College. The four quadrants represent many minds coming together with one heart in the centre.

Motto

Many Minds, One Heart. The College motto reflects a balance between striving for academic excellence and growing like Jesus, in the way students think and the way they love.

The motto also reflects values that lie at the core of an educational mission; knowledge, learning, faith and honour. The College motto is strongly exemplified in the person and life of its patron Caroline Chisholm.

The Caroline Chisholm Catholic College Song

With One Heart

(Lyrics by A. Ferris & Music by D. Dharumasena)

Three stars shone in the southern sky
Emitting their own light,
And when they came together
They formed a vision bright,
We now sing with one voice,
A message to impart,
We can live our dreams
If we do it with one heart.
We join our hands together
For excellence we strive,
Embracing social justice
To keep our faith alive,
We dream of a future
Where all can play a part,
We can live our dreams
If we can do it with one heart.
We're called to share our talents,
A kind hand we extend.
Inspired by Caroline Chisholm
Let's be the migrant's friend,
May we hold a love of learning
In our minds and in our hearts,
We're guided by the spirit,
The loving Sacred Heart.
We join our hands together
For excellence we strive,
Embracing social justice
To keep our faith alive,
We dream of a future
Where all can play a part,
We can live our dreams
If we can do it with one heart.





College Governance

The MACS board has responsibility for the strategic direction and oversight of the operation and management of MACS schools, including Caroline Chisholm Catholic College. Clear lines of authority, reporting and delegation from the MACS board through the Executive Director delegate the day-to-day operational management of Caroline Chisholm Catholic College to its Principal.

In keeping with the objects of the MACS Constitution, which states 'The good work of educating the young, undertaken in the light of the Gospel, is a co-responsible task undertaken by every member of the Catholic school community' (p. 3), the School Advisory Council provides a crucial point of connection between the wider school community and school leaders. While the School Advisory Council does not have governance responsibility or decision-making authority, it supports the Principal and College Leadership and provides an important connection to the parish.

The School Advisory Council's role, as determined by the MACS board, supports the overall governance of MACS schools as it 'is to give consideration to, and advice on, important school matters in order to support the Principal and the strategic interest of the school'.

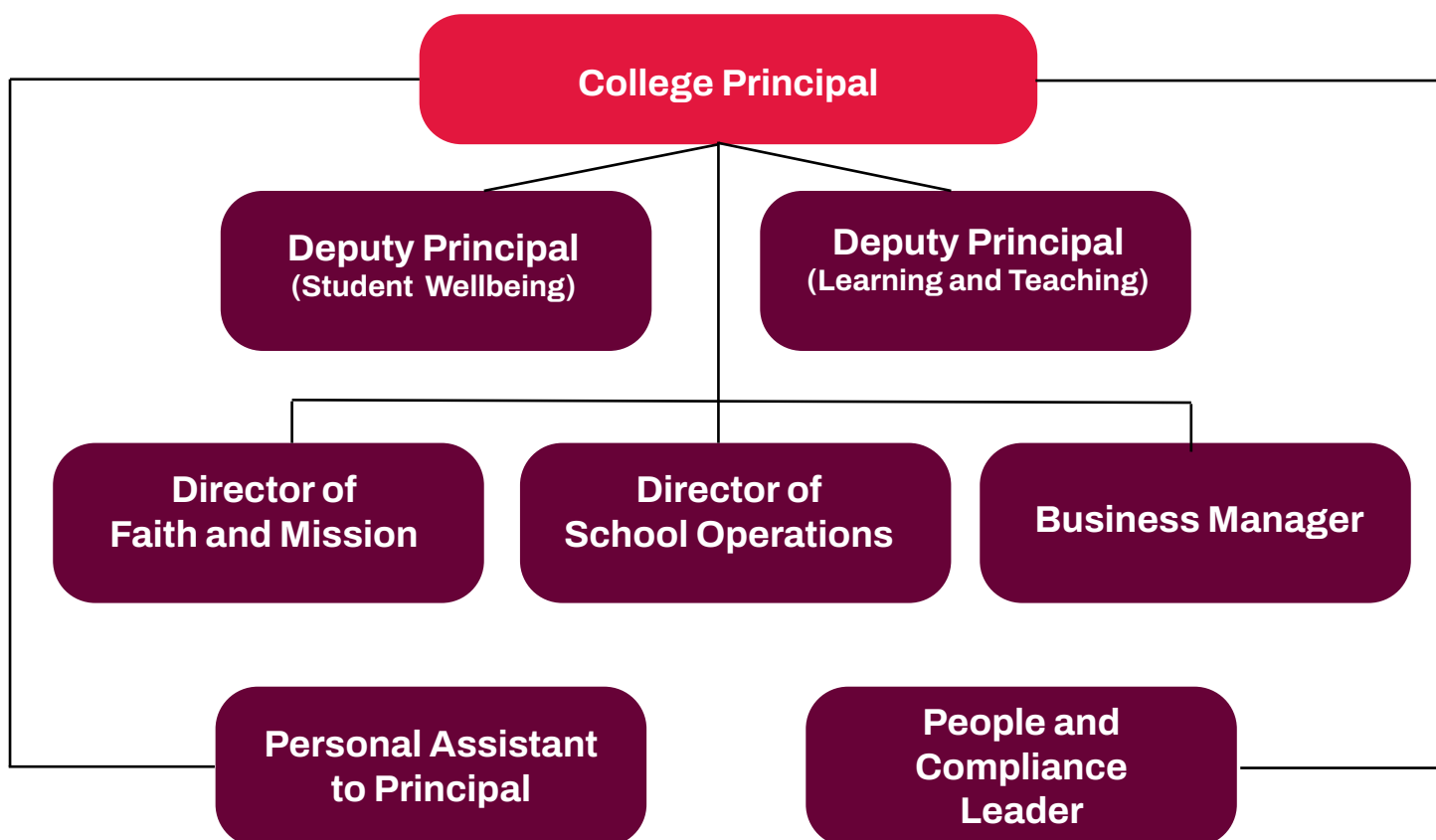
The School Advisory Council of eight members is represented by the Chair, the Principal, Staff and Parent Representatives.

A number of sub-committees exist to support the work of the Caroline Chisholm Catholic College Advisory Council.

These sub-committee are:

- Finance/Fees and Property Committee
- Strategic Planning Committee

College Leadership



FAMILY

WE LIVE FAITH-FILLED
LIVES AND GIVE
THANKS DAILY

ACCEPTANCE

WE RESPECT AND
EMBRACE THE
COMMUNITY

WE CARE AND
WHAT IS RIGHT
AND JUST

Our DNA

Caroline Chisholm Catholic College is a secondary Catholic College, dedicated to learning excellence, with great staff and excellent facilities. At its 'heart' - students are supported and encouraged to be *the best they are called to be.*

Vision

To be a leader in learning excellence in our community.

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



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.

WE STRIVE FOR
AND CELEBRATE
EVERY SUCCESS

Education in Faith

Faith lived through mission is at the heart of Caroline Chisholm Catholic College.

The College promotes the community to have faith-filled lives and give thanks with prayer at the beginning of every week. Regular masses and liturgies provide further time for contemplation and worship. The College endeavours to live out the spirituality and charism of the Sacred Heart in every aspect of school life, under the patronage of Caroline Chisholm. They live out this dual-charismatic vision to serve all impartially and to ensure Christ's love flows through us to others.

A well-ordered, respectful and nurturing environment is essential to teach and to experience love of God, love of neighbour and love of learning. Students receive religious education and formation both inside and outside the classroom.

A goal as a Catholic faith community is to participate fully in God's mission lived in the Church. The College proclaims the life and work of Jesus Christ through acts of justice, mercy and dignity. For it is *our dedication to others, marked by respect, pardon and unconditional love which is a sign of the compassion of Christ.*

Caroline Chisholm Catholic College strives to instil self-discipline so that their students respect the dignity of the individual, are consistent and fair, and base relationships on mutual trust and cooperation.



Faith in Action

Caroline Chisholm Catholic College nurtures a living faith that *proclaims the Good News at all times using words if necessary*. The College engages in works of social and ecological justice in response to the signs of our times. Their student-driven Vinnies Social Justice Committee and Eco Committee, along with broader voluntary programs, ensure students can express their love of God through a love of neighbour and creation.

Members of the College community are also invited to participate in voluntary community service programs that provides opportunities to be of service to others and to share their time, talents and social connection.

Each House (more information on page 22) has chosen to support a different organisation as part of their fundraising efforts and Faith in Action activities:

Ambrose House – Australian Catholic Religious Against Trafficking in Humans (ACRATH)

Clare House – Opening the Doors Foundation

Galgani House – Caroline Chisholm Society

Lorenzo House – Brigidine Asylum Seeker Project (BASP)



Learning and Teaching

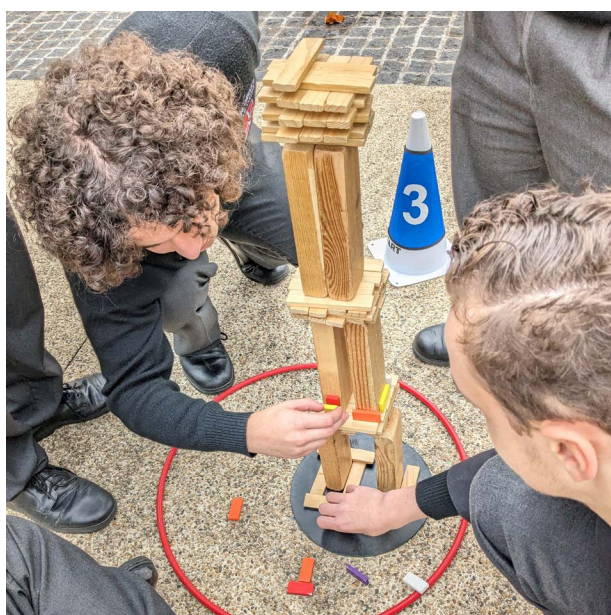
The College offers a wide variety of learning opportunities for students across the academic curriculum including the Victorian Curriculum, VET, VCE and VCE VM programs. Student learning programs are composed of a combination of core and elective subjects which offer breadth and student choice. The College's Years 7 – 9 and Years 10 – 12 Course Guides outline all subject offerings and are available on the College website or by clicking [here](#).

The College's pedagogical framework is based upon three broad strands – Visible Learning, Data and Contemporary Pedagogical Practices. Professional learning is provided to teaching staff to ensure they are across these three strands, and more importantly current research around pedagogical approaches. The College's pedagogical coaches work alongside teaching staff to develop yearly classroom goals which are reflected upon at the conclusion of each year.

Academic results over the past three years have demonstrated a significant growth in student achievement. In 2023, 88% of students attained an ATAR score of above 70% (compared with 77% in 2022 and 68% in 2021). Furthermore, the median study score in 2023 was 30 (compared with 29 in 2022 and 28 in 2021). The 2023 College dux attained an ATAR score of 97.3 and the Proxime Accessit's ATAR was 97.25. 95% of Year 12 students in 2023 moved into tertiary education.

The College offers a number of specialised learning programs ensuring students unique interests and giftings are fostered. Some of these include: international exchange opportunities to Japan and Italy; Aspire, our accelerated educational and enrichment learning program for selected students in Years 7 – 9; Encore Music for students with an aptitude for and prior exposure to music in Years 7 - 9; a Sports Academy (launching in 2025) for aspiring student athletes in Years 7 and 8; our Central Australia Study Tour for students in Years 10 and many more.

The College provides an inclusive learning environment for all students and is committed to ensuring they are provided with learning opportunities that foster growth. The College's Learning Diversity team supports students with diverse learning needs both in and outside of the classroom. In addition, the College has a dedicated English as an Additional Language (EAL) team who provide English support through immersion and literacy intervention programs and numeracy tutoring programs for students in Years 7 and 8 who are not yet meeting state benchmarks.



Co-curricular Programs

Students at Caroline Chisholm Catholic College have opportunities to experience a comprehensive Music and Performing Arts program, including, Music Ensemble groups and Instrumental music lessons. The College also facilitates a annual musical production.

In addition to a comprehensive Health and Physical Education (HPE) academic course, the College offers a broad co-curricular sport program through membership of the Sports Association of Catholic Co-educational Secondary Schools (SACCSS).

The sporting options include:
Summer: Cricket, Basketball, Tennis, Volleyball
Winter: Football, Soccer
Other: Athletics, Swimming, Golf.

The College also offers other co-curricular programs such as debating, gym, homework club, robotics club, choirs, bands, breakfast ministry club, reading club and many more.

The College endeavours to recognise the individual growth and contribution of each student across their learning journey through the Waa Award. By awarding bronze, silver and gold Waa Awards as students reach milestones, the College strives to instil a sense of community mindedness, gratitude and pride in personal growth and achievement.



Wellbeing

The College provides a rich pastoral care program that supports students as they enter high school and until they graduate from the College. The College values positive relationships and partnerships between the College, home and community. It provides for students a safe, caring and enjoyable learning environment where they are also motivated and challenged.

The College has an established Primary Links Transition Program designed to support new Year 7 students in helping them settle into their new environment. It means welcoming them into a new community for the next six years. Learner Mentors, House Coordinators, Directors of Campus and Deputy Principals 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.



Pastoral Care

Pastoral care is central to everything at the College, focusing on a positive and proactive approach, promoting the human dignity of each student. Staff at the College are encouraged to know each student's story, nurture their success, and guide them in the learning process.

Central to this is the Learner Mentor program which encapsulates a personal development program ensuring development in fundamental aspects of our students lives including Leadership and advocacy; Ethical decision making; Study skills; Personal wellbeing and Relationships, in a stage and age focussed curriculum.

The programs and processes are fundamental to enabling all students to have the opportunity to be supported in achieving their full potential: spiritually, emotionally, intellectually, physically, socially, and culturally. The families are seen as partners and are encouraged to know and understand their hopes for their children and to be informed and engaged in their child's learning; and together they inspire each other in their love of learning.



Learner Mentor - Personal Development Program

The Personal Development Program runs during Learner Mentor time and is where students will explore a range of skills. It aims to acknowledge the challenges facing our young people today, as well as ensuring a connection to faith and the Catholic tradition. The College believe that each of the Five Pillars, are essential for each student to have experienced by the time they have completed Year 12.

These Five Pillars include:

1. Leadership
2. Decision Making
3. Study Skills
4. Personal Wellbeing
5. Relationships

Each of the Five Pillars is linked to the Victorian Curriculum Capabilities.



Family Partnerships and Student Engagement

Working in partnership with families strengthens the partnership between school and home to improve outcomes for the students. An experienced Family Partnership team at the college co-ordinates family events and provides wellbeing supports. With three multicultural education aides on staff, families have language support and cultural connection.



House System

The College's House System develop a student's sense of belonging to the College and also in fostering community spirit during special days such as Athletics Day, Awards Assemblies and Talent Quests, and other College and House celebrations.

The House system aims to provide continuity in pastoral care over Years 7 - 9 and Years 10 - 12, allowing the Learner Mentor the opportunity to establish ongoing support and understanding of students, a means of monitoring their personal development (intellectual, emotional, psychological) and to maintain strong pastoral links with families.

The four Houses - Ambrose, Clare, Galgani and Lorenzo are named after saints who are remembered for their work with the poor, and their positive impact on society. Each house is led by a House Coordinator to help encourage the house spirit throughout a student's time at the College.



Sports Academy

Due to commence in 2025, the Sports Academy targets students who wish to compete at an elite level in their chosen sporting code and are looking to enhance their chances of having a career in professional sport.

Mission

The mission is to provide a faith filled, athlete friendly program that nurtures talented student athletes and helps them become the best they are called to be. With academic studies always front of mind, the Sports Academy is designed to uphold high academic standards while providing an environment for their sporting ability to flourish. The College currently has a number of former professional athletes on staff who will be pivotal in providing students in the Academy with strategies, support and advice from real world situations.

Aim

The new Sports Academy aims to assist talented student athletes achieve their highest levels of performance in various sporting codes, along with nurturing and assisting them with their personal, academic, and vocational development.

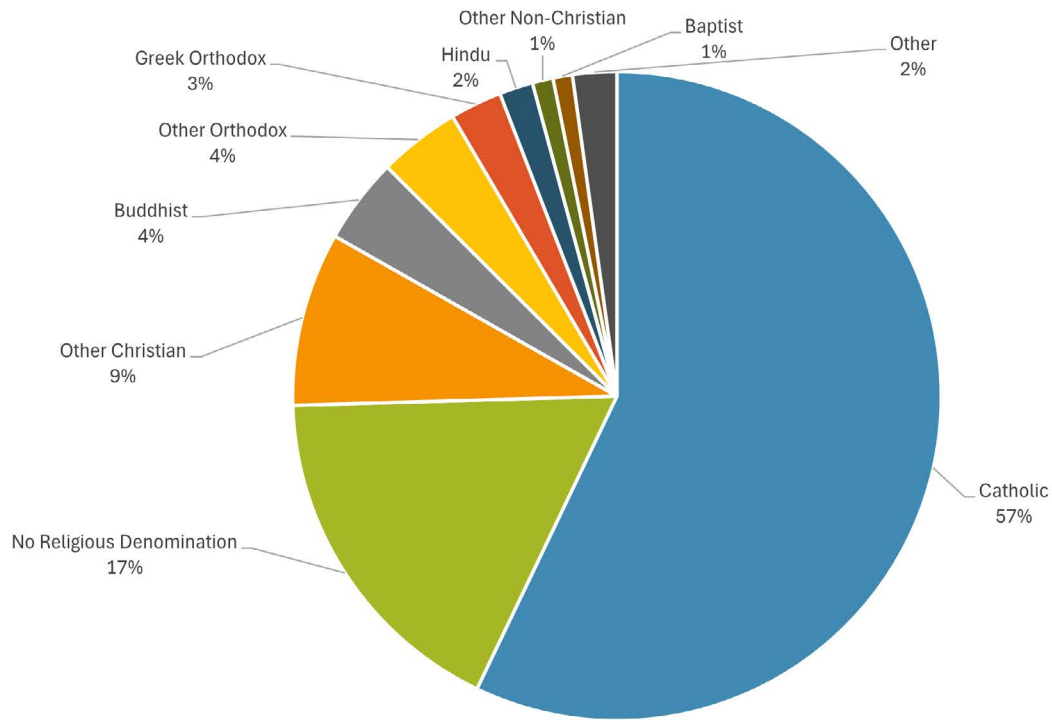
The program aims to achieve this by:

- Assisting students in balancing their sporting ambitions and academic studies in an encouraging, educational and athlete friendly space
- Providing a specialised and accelerated curriculum, with an emphasis on developing long term athletes
- Developing and promoting time management skills, leadership and self-discipline through individual and team pursuits
- Developing advanced academic knowledge, skills and understanding that can lead to VCE PE programs or VET Sport and Recreation.



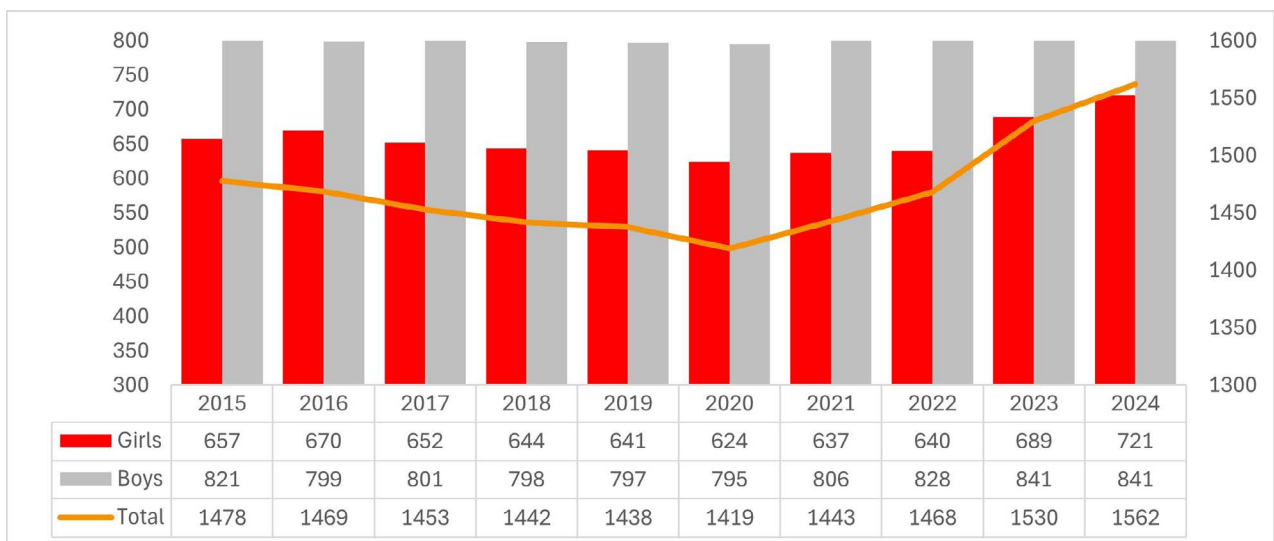
Student & Community Profiles and Enrolments

Religion

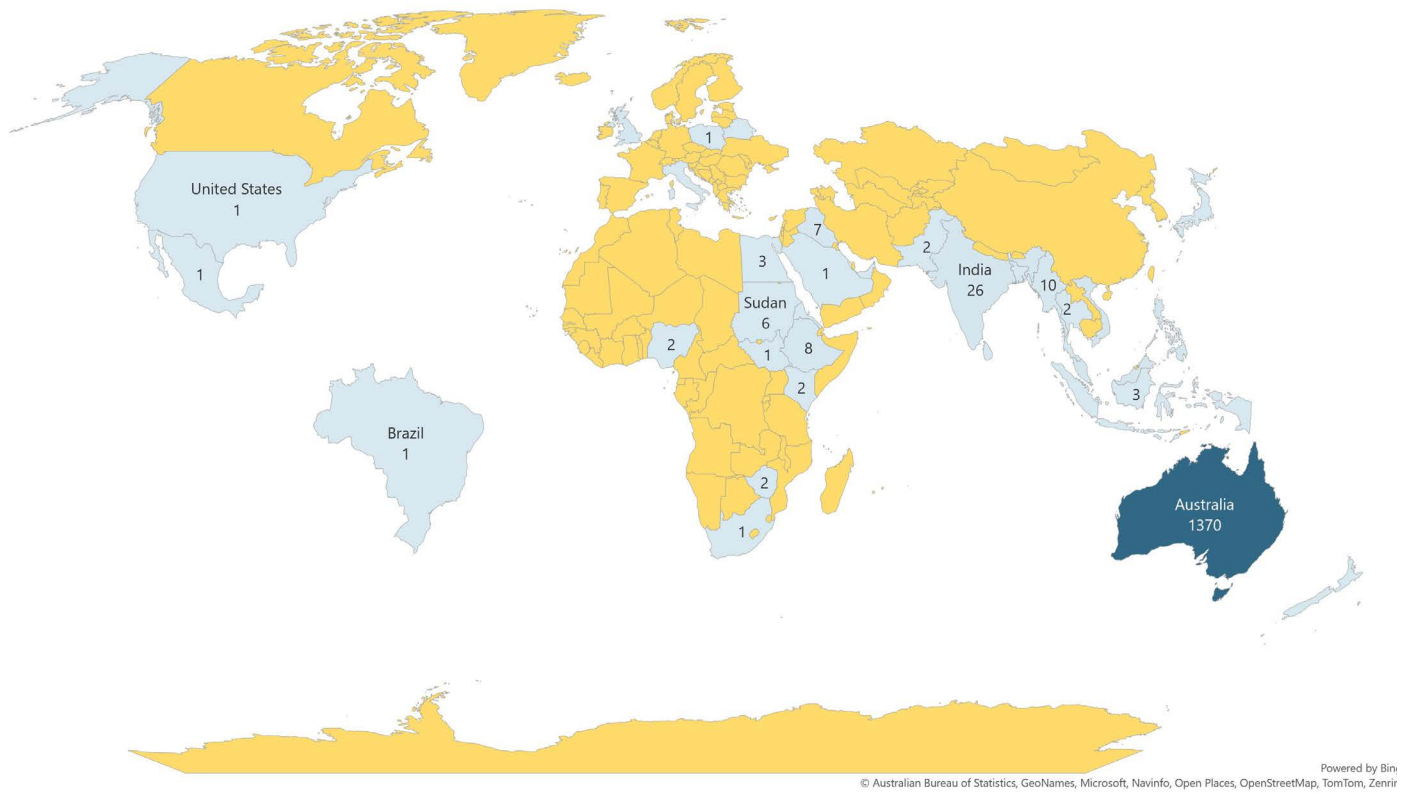


■ Catholic ■ No Religious Denomination ■ Other Christian ■ Buddhist ■ Other Orthodox ■ Greek Orthodox ■ Hindu ■ Other Non-Christian ■ Baptist ■ Other

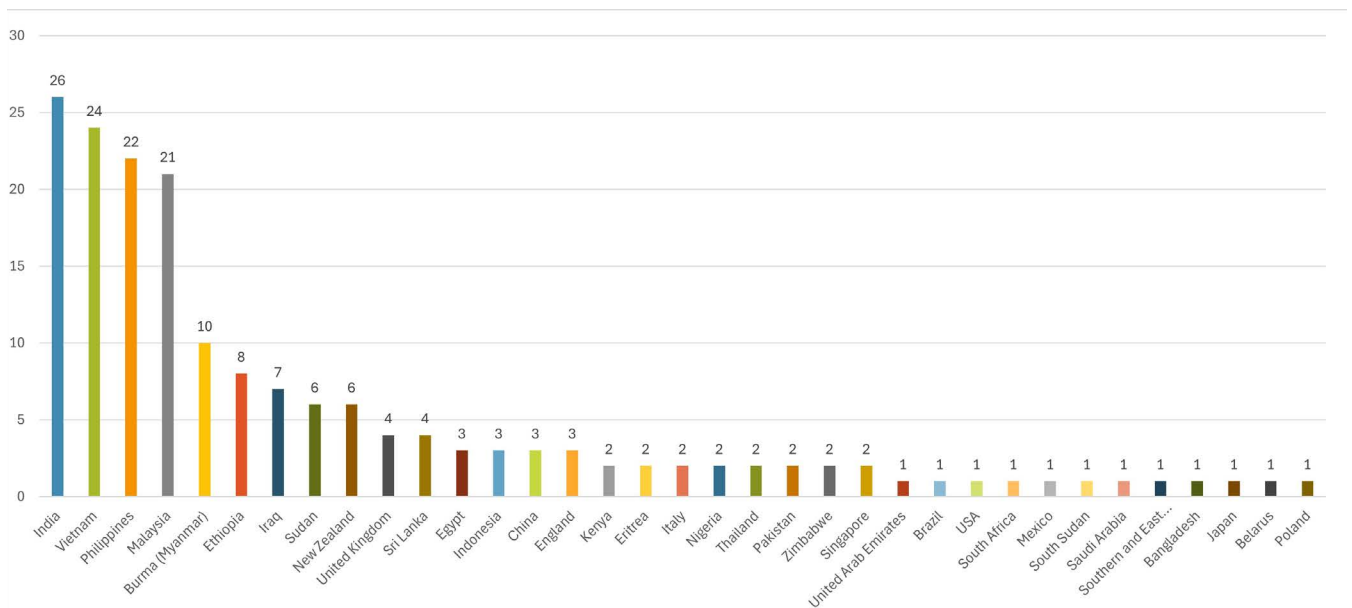
Student Enrolment Trend



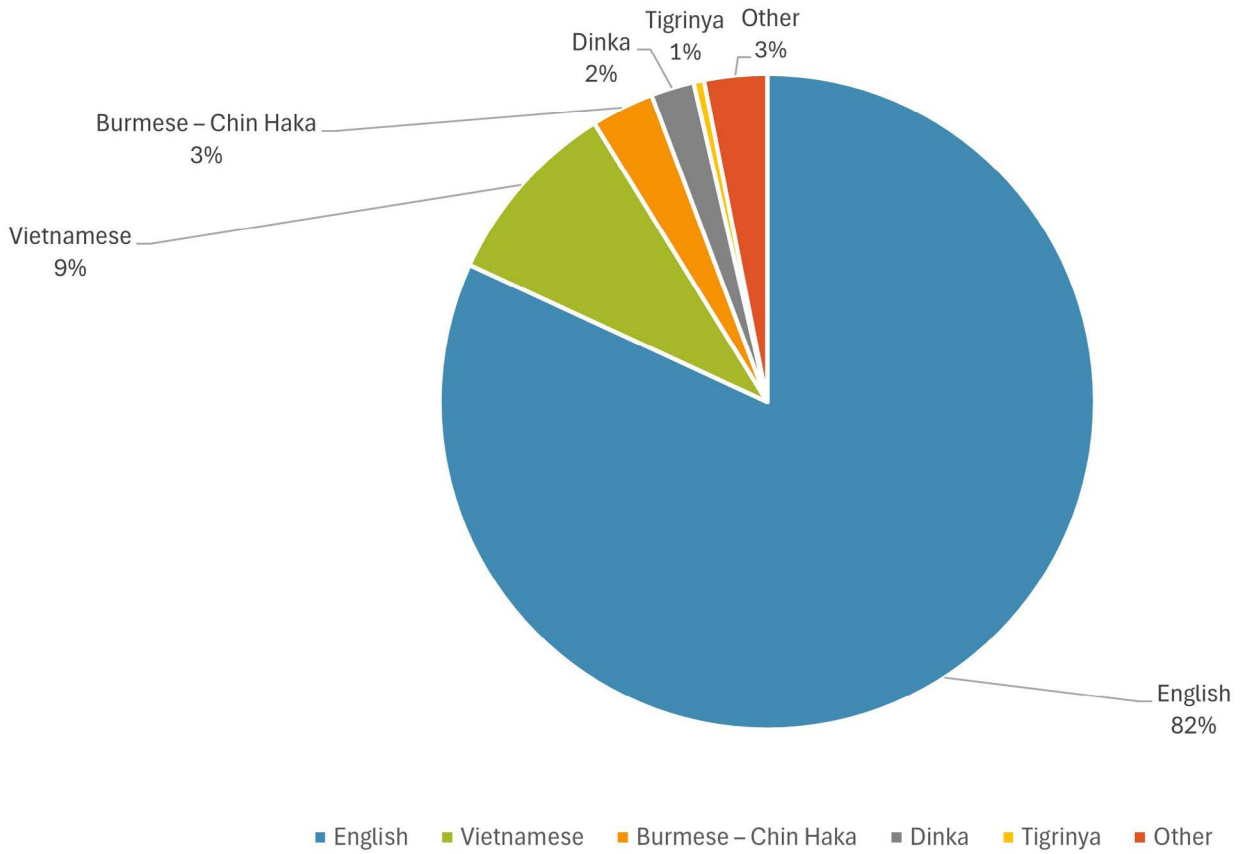
Country of birth



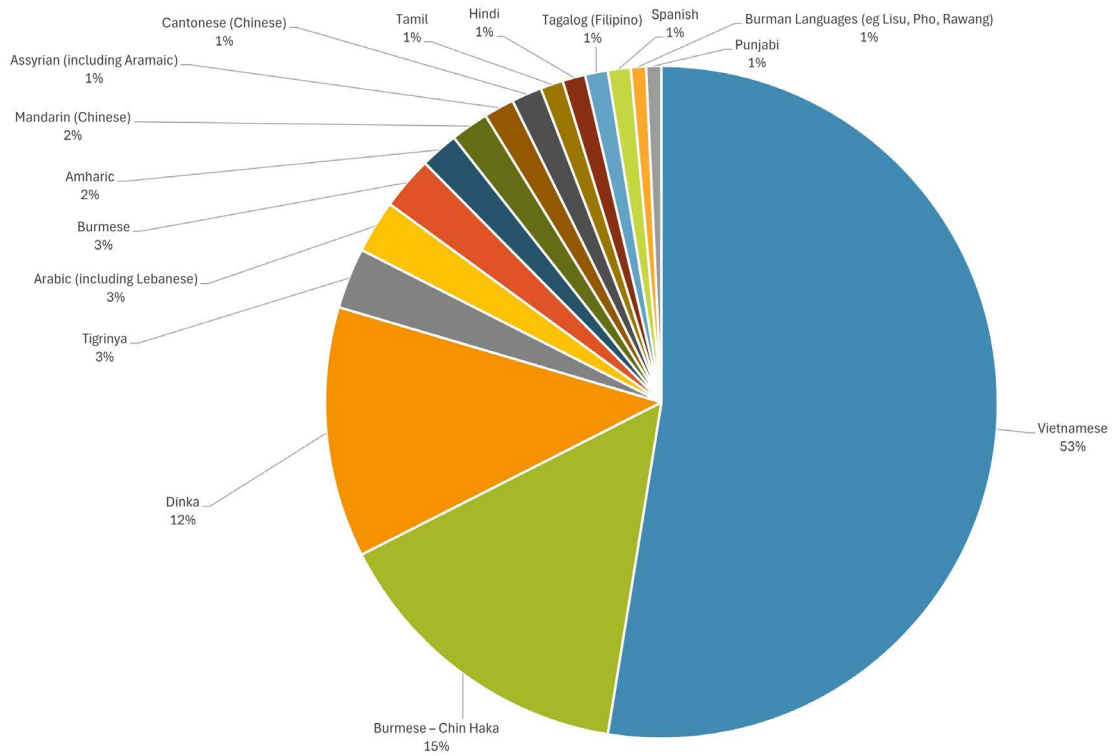
Breakdown of other countries of birth



Spoken language at home



Breakdown of other languages





College Improvement Plan 2022 - 2025

Our Vision

To educate and prepare our students to be the best they are called to be in a faith-filled and inclusive community. To be the leader in learning excellence in our community.

Our Strategic Intent

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.

The College Improvement Plan has the following 4 Priorities that guide the College's aspiration or continual improvement:

Priority 1: Teaching Excellence

Build a whole school approach to teaching and learning to enhance teacher capacity informed by the College's pedagogical framework.

Priority 2: Community Through Faith

Build a vibrant, prayerful, welcoming contemporary Catholic faith community that dialogues with and celebrates all members as equal partners in God's mission.

Priority 3: Driving Learning Excellence

Build a performance and development culture in partnership with all members of the College community underpinned by reflection, collaboration and feedback.

Priority 4: Empowering Students

Further develop student voice across the school to empower students as learners with self-efficacy and agency

For more information about the College's Improvement Plan [click here](#).



Facilities and Master Plan

The College enjoys modern facilities which include a 6-lane indoor swimming pool, 820-seat auditorium, two libraries, a trade training centre, modern science labs, fully equipped music rooms, cafeterias, expansive sports grounds including basketball courts, a state-of-the-art gym, and a dedicated arts centre.

The College also has dedicated spaces and buildings, including the Blessed Benedict Daswa Hall completed in 2022, to hold a wide variety of events for the school community.

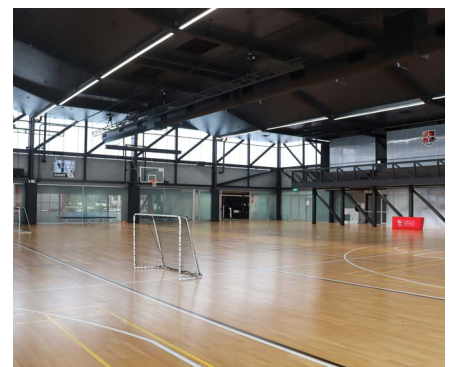
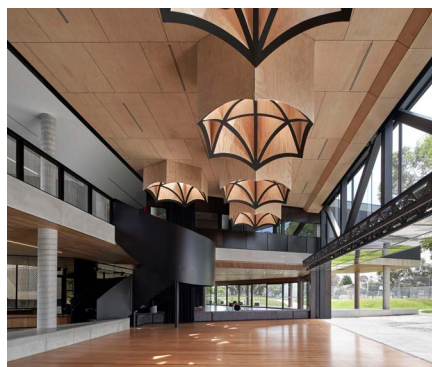
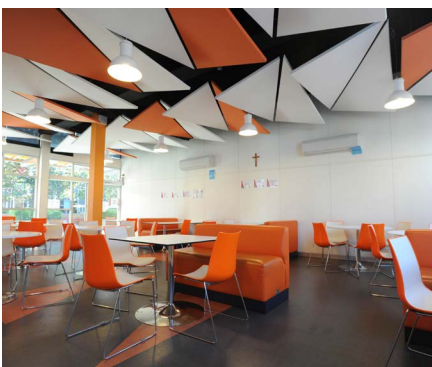
The Sacred Heart Campus includes a senior study centre with a multi-use kitchenette for senior students to enjoy and take breaks throughout the day. The College also has space in our Archibald Learning Centre that caters to students with learning diversities.

Garema-Dumont is Caroline Chisholm Catholic College's 56-acre outdoor and environmental education facility located in a native bush land setting along the banks of the Moorabool River in the Brisbane Ranges. The Moorabool River provides opportunities for canoeing, kayaking, rafting and swimming. The property also has high and low ropes courses, a rock-climbing tower, archery field, bush tucker garden as well as a range of mountain biking tracks.

On-site facilities include newly renovated dining hall and kitchen, amenities with toilets and hot showers as well as a barbeque and campfire area. As a sustainable facility Garema-Dumont produces renewable energy through wind and solar power and promotes minimal impact practices.

The College is continuously improving the facilities to ensure that students and staff are able to work in the best possible environments to make a positive impact in their learning environment. The next major project is currently in the works, which will be our STEM building.

To find out more about the facilities, click [here](#).





Catholic Schools Child Safe Schools

CECV Statement of Commitment to Child Safety

A safe, nurturing and empowering culture for all children and young people in Catholic schools.

This statement has been updated in light of the revised Child Safe Standards coming into effect from 1 July 2022 and the supporting Ministerial Order No. 1359.

Every person, created in the image and likeness of God, is unique and has an intrinsic and inalienable dignity (Pontifical Council for Promoting New Evangelization 2020, n. 379).

The Catholic Education Commission of Victoria Ltd (CECV) holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

This statement is intended to reaffirm the central focus on child safety across Catholic education in Victoria, built around a unified understanding of the moral imperative and overarching commitments that underpin our drive for continual improvement, and embedding a culture of 'no tolerance' for child abuse in our schools and organisations.

The characteristic element of the Catholic school, in addition to pursuing 'cultural goals and the human formation of youth', consists in creating 'for the school community a special atmosphere animated by the Gospel spirit of freedom and charity'. To this end, the Catholic school aims ... 'to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and [humanity] is illumined by faith'. In this way, the Catholic school prepares pupils to exercise their freedom responsibly, forming an attitude of openness and solidarity (Congregation for Catholic Education 2022, n. 16).

The CECV has a universal expectation for the protection of children. It is resolutely committed to ensuring that all those engaged in Catholic education in Victoria promote the inherent dignity of children and young people, and their fundamental right to be respected and nurtured in a safe school environment.

Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments, where all children and young people are respected and have agency, their voices are heard, and they are safe and feel safe. The CECV recognises that some children and young people are more vulnerable than others, and commits to providing the care and services required to support them and their families, and to ensure their safety within all Catholic schools.

Catholic schools will take prompt action to have any allegations of abuse concerning children and young people appropriately referred and investigated when raised. While the context and reality at each Catholic school will differ, the fundamental issues of understanding effective practices in child safety, and identifying and responding to child harm remain the same. All schools must strive for continual improvement that is responsive to emerging thinking, evidence and practice, so as to eliminate the potential for abuse to occur.

Creating child-safe school environments is a dynamic process that involves active participation and responsibility by school governing authorities, schools, families and their communities. It is marked by collaboration, vigilance and proactive approaches across policies, procedures, curriculum and practices.

Every person involved in Catholic education has a responsibility to understand the important and specific role they play individually and collectively to ensure that the safety and wellbeing of children and young people is at the forefront of all they do and every decision they make.



Catholic Schools Child Safe Schools

The CECV commits to providing a **safe, nurturing and empowering culture** for all children and young people in Victorian Catholic schools through:

Upholding the primacy of the safety and wellbeing of children and young people

At all times, the ongoing safety and wellbeing of children and young people will be the primary focus of care and decision-making. In addition to the universal focus on safety and wellbeing, schools need to pay attention and attend to the needs of their students who are most vulnerable.

To create and maintain a safe and nurturing culture, schools will actively and continually develop and review all policies, processes and practices, informed by their governing authority, emerging thinking and evidence.

Empowering families, children, young people and staff to have a voice and raise concerns

Schools, in partnership with families, will ensure children and young people are informed of their rights, and are engaged and active participants in decision-making processes, particularly those that have an impact on their safety.

This means that the views of children, young people and families are taken seriously, and their concerns are addressed in a just and timely manner. Children and young people are also taught to raise concerns, gaining the necessary skills and knowledge to understand and maintain their personal safety and wellbeing, and the safety and wellbeing of their peers, through educational approaches and programs.

Implementing rigorous risk management and employment practices

Schools will systematically and continually identify and assess risks to child safety, and will eliminate (where possible) or reduce all potential sources of harm in both physical and online environments. Effective risk management is embedded in school life through effective, transparent and well-understood policies, procedures and practices.

Schools will employ highly competent and professional staff who are formed and challenged to maintain the safety of all students. The high quality of staff appointments will be upheld through rigorous employment and review processes and practices, which include a demonstrated knowledge of child safety.

Catholic education will stay abreast of legislation, and will meet the legislative duties to protect the safety and wellbeing of children and young people in its care, including meeting the minimum requirements for compliance with the Child Safe Standards for schools and school boarding premises as set out in Ministerial Order No. 1359. This is in addition to ongoing work to support child safety, including mandatory reporting, reportable conduct, information sharing and complaints management.

References

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