



Caroline Chisholm Catholic College Braybrook

2021 Annual Report to the School Community



Registered School Number: 1801

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our College Vision4

College Overview5

Principal’s Report6

College Board Report9

School Advisory Council Report10

Education in Faith11

Learning & Teaching14

Student Wellbeing18

Child Safe Standards22

Leadership & Management24

College Community27

Future Directions29

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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

01/04/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our College Vision

Our Vision

To be the leader in learning excellence in our community.

Our Mission

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

Our Values

At Caroline Chisholm Catholic College we achieve our vision and purpose (mission) by valuing the whole 'FACE' of each student:

Faith: We live faith-filled lives and give thanks daily.

Acceptance: We respect and embrace the community.

Compassion: We care and do what is right and just.

Excellence: We strive for and celebrate every success.



College Overview

Caroline Chisholm Catholic College is a co-educational secondary school in Melbourne's inner west, dedicated to learning excellence in an engaged, faith-filled and supportive environment. The College supports students to be the best they are called to be, whether academically through artistically, vocationally or in areas, such as sport, or Christian service. The College consists of two Junior single sex campuses for Years 7 to 9, and a senior coeducational campus from Years 10 to 12, catering for different pathways, VCE, VET and VCAL.

Our student outcomes are improving. In 2021 our College Dux achieved an ATAR score of 98.4. Of the students hoping for a tertiary place, 94% received a first-round offer. Several of our students were successful in achieving scholarships at leading universities in Melbourne, and our VCAL students moved on to a variety of apprenticeships, traineeships, and employment options.

Whilst academic success remains a primary focus, the College believes education is more than just a score. Students' strengths in music, drama, new technologies, trades, and community engagement are also encouraged. There are a number of extension programmes, including international exchanges with schools in Japan and Italy; Aspire, our accelerated educational and enrichment programmes; Encore Music for students in Years 7 to 9; and a partnership with Australian Catholic University enabling Year 12 students to study tertiary subjects in Health Sciences while at the College. Modern facilities include an indoor swimming pool, a gymnasium, an 820 seat Auditorium, two libraries, an arts centre at our all-girls Christ the King Campus, state-of-the-art Science laboratories, sports oval, amphitheatre and a College-owned outdoor education site. Each student is known and valued in our inclusive multicultural diverse community.

As a College we offer annual cultural exchanges to and from Japan and Italy through our Languages department and sister schools. Students immerse themselves in the customs, language and way of life. We are in the process of re-establishing links with Caroline Chisholm School in Middlesex, UK, and forging new ones with schools in China.

Students showcase their talents through our music performance programme involving both College based and external events.

Students also participate in a myriad of annual ceremonies and events as well as representing the College at various other community events. We are Many Minds, One Heart.



Principal's Report

The 2021 school year had a sense of déjà vu about it. The year was a little like ground hogg day as the year mirrored 2020 and all its challenges due to the COVID 19 Pandemic. It was once again a year where so much was taken away from the students, causing so much uncertainty and disappointment resulting in a number of issues for the members of the community including physical, emotional, economic, and social. In spite of the challenges the community continued to rally and adapt, and we can bask in the resilience witnessed, and be amazed by the way the community banded together ensuring the culture of the College was protected.

There were many examples of how our students were able to continue to work positively through remote learning staying engaged and connected; how our teachers rallied once again and embraced the challenges teaching online presents; how we supported each other as we made our way through the maze the pandemic created; Our inaugural Mothers' Day celebration and our virtual tribute to fathers on Father's Day, Virtual Tours, and Virtual Information nights. These are all examples of how we joined forces to ensure 2021 was as good as we could make it. A true lesson in making the most of every opportunity and not letting life's obstacles become excuses that paralyse us.

What I believe 2021 has shown us is that nothing can be taken for granted and that concepts such as resilience, agility and enjoying the simple things in life are not merely catch cries of life coaches and motivational speakers rather they are crucial skills we must hone to ensure we are ready and able to meet any of the challenge's life throws our way.

As we dealt with the trauma of COVID 19, we collaborated and pondered, and we stayed true to the traditions of our College. Our school continued to be a place of welcome where students share a sense of belonging and most importantly a place of rich learning where our students come to understand the deeper meaning of what it means to live a good life. The year robbed us of many of our traditional joys and celebrations, however, there were still many achievements.

We did not allow the restrictions and limitations placed upon us to derail or deter us. Whilst there were obstacles placed before us and many extra demands placed upon us, we continued to implement our re-imagined teaching and learning framework.

With the Chaos of 2021 we lost the synergy or sameness that school years tend to have, many of our rituals, events and activities were either cancelled or moved online into a virtual world. However, one thing stood out in my mind, that being, the continued positive response of our community to the introduction and implementation of a new way of doing things.

Celebrating important feasts was made more difficult this year, with bans preventing us from gathering as a community to celebrate Eucharist. College Liturgies we replaced by Campus celebrations, all other masses including, Valedictory Mass and the end of year Mass were all replaced by virtual services. Whilst these were done to the best of our ability, they were no substitute for the celebrations we have become accustomed to. Student participation and the reverence they showed for our virtual liturgies was respectful.

Our social justice and community service programs and events also took a hit, meaning spreading the good news was limited to the formal Religious Education classes. However, we were able to ensure our Catholic identity continued to be enhanced. Year 12 Retreats were held before lockdowns hit, providing the students with significant occasions for spiritual reflection and discernment. The students, in particular the Year 12's, appeared to enjoy the opportunity to reflect on the person they are, the experiences and relationships that have formed them, as well as being able to contemplate their future. Taking time out to ponder the questions of what part faith or God

plays in their lives takes many of our students out of their comfort zone, however, there is comfort in the knowledge they do so in a safe and nurturing environment.

Whilst our faith in action programs were limited, they still provided a framework for delivering a well thought out formation program to develop in our students a sense of other, a commitment for helping others in our community less fortunate than ourselves.

The inability to hold our traditional fundraising events meant that our fundraising efforts were down on previous years however it remained a component of our commitment to educate our students on the need to help the less fortunate in our world and to raise much needed funds to support these people around the world.

In my short time back at the College, we have been able to clearly articulate our strengths and identify areas where further development is required. We have been able to start the process of compiling strategies that we hope will take us in a positive direction for the future. The process of establishing a clear strategic direction will take place in 2022 as the College undertakes a review of all aspects of the College using the School Improvement Framework. We will look at all aspects of the College, focusing on three key areas that we see as integral to good teaching and learning, having competent teachers, delivering an engaging and relevant curriculum in state-of-the-art facilities. Whilst the full detail of our plan will be unveiled in the strategic plan towards the end of 2022 it is sufficient to say that we will be undertaking a building master plan in 2022 as we continue to address the need for state of art facilities.

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

The College is pleased with the academic achievements of the class of 2021 with twenty students achieving an ATAR score of greater than ninety. The College Dux for 2021, with an ATAR score of 98.4 was Daniel Dihn. Other pleasing aspects of the VCE results were the increased numbers of students obtaining ATAR scores above 70, we witnessed a slight improvement in our results when compared to the previous year generally making it a good year.

The College continues to be in a solid financial position due in main to the good work of our business manager Ms Irma De Guzman and we are confident of being able to continue to address building and maintenance issues that are placed before us. 2021 was an exciting year on the building front with the completion of the multipurpose hall. This will be a wonderful asset for the College for many years to come, providing a place to gather as a community as well as a state-of-the-art facility for our physical education team and sport.

The student population grew again in 2021 increasing beyond fourteen hundred students to commence the school year. Enrolments continue to be strong with more than two hundred and fifty students joining us in Year Seven with many new students joining us in Years Eight to Ten. The College is in a healthy position enjoying a positive reputation in the community

The College sports program was hit hard this year with most SACCSS competitions cancelled for the year. The students who were able to compete and represent the College did so with pride and in a sportsperson like manner, doing themselves and the College proud whilst providing the community with a real sense of joy.

Music took a bit of a back step this year with so many of our celebrations cancelled however they were still able to shine when given the opportunity with several lunchtime concerts and the odd College celebration.

Student leadership in the College continued to mature and develop under the guidance of Ms Denise Tyrikos. College Captains along with the rest of the student leaders had a great year despite spending a great portion of the year at home. They worked together to ensure a positive culture was always portrayed. These students provided great leadership for all students. The House Captains also did a wonderful job when it came to their turn at sporting carnivals and house events.

All in all, given the circumstances of the year, it has been a very positive year. I congratulate and thank all the staff for the tireless effort in 2021. Whilst I am always very grateful for the great work they do, the way they embraced remote learning and continued to provide a wonderful remote learning environment was outstanding. The fact that they were able to juggle remote lessons whilst continuing to provide the pastoral care our students have become accustomed to is a testimony to their dedication and love for the students. The extra hours and their general willingness to do everything required for the success of the students was more evident throughout this year. We would be hard-pressed to develop our school's facilities.

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



Mr Robert Brennan
Principal

College Board Report

The new MACS governance structure provided some challenges for a very new Advisory Council. The change in Leadership at the College led to significant changes in the membership of the council, so the combination of these changes meant 2021 was a year of finding our feet and establishing a new direction for the council which accommodated for the new governance and new personal.

Early meetings were focussed on ensuring all members of the Council understood the new governance model and their role in that. Time was spent outlining a new vision for the College from the Principal and creating a meeting format that would keep the Council informed of what is happening in the College and allow members to share their expertise and advice.

Whilst it was a relevantly quiet year for the Council with COVID interruptions limiting attendance at meetings throughout the year and with no new major projects or changes in the direction of the College it was still productive in establishing a base from which to work and getting to know each other moving forward. We look forward to a very important year in 2022 as the College undergoes a school review and sets a new strategic direction for the following 5 years.

Our College Board consists of the following:

Canonical Administrator

- Fr. Barry Hughes

Principal / Executive Officer

- Mr Robert Brennan

Business Manager

- Mrs Irma DeGuzman

Parent Representatives

- Mrs Carmen Angus
- Mrs Suzanne Sutherland
- Ms Gemma Hazmi

College Staff Representative

- Mr Angelo Abela

Primary School Representative

- Ms Karen Burgin

Executive Administrator

- Mrs Effie Longros

School Advisory Council Report

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Education in Faith

Goals & Intended Outcomes

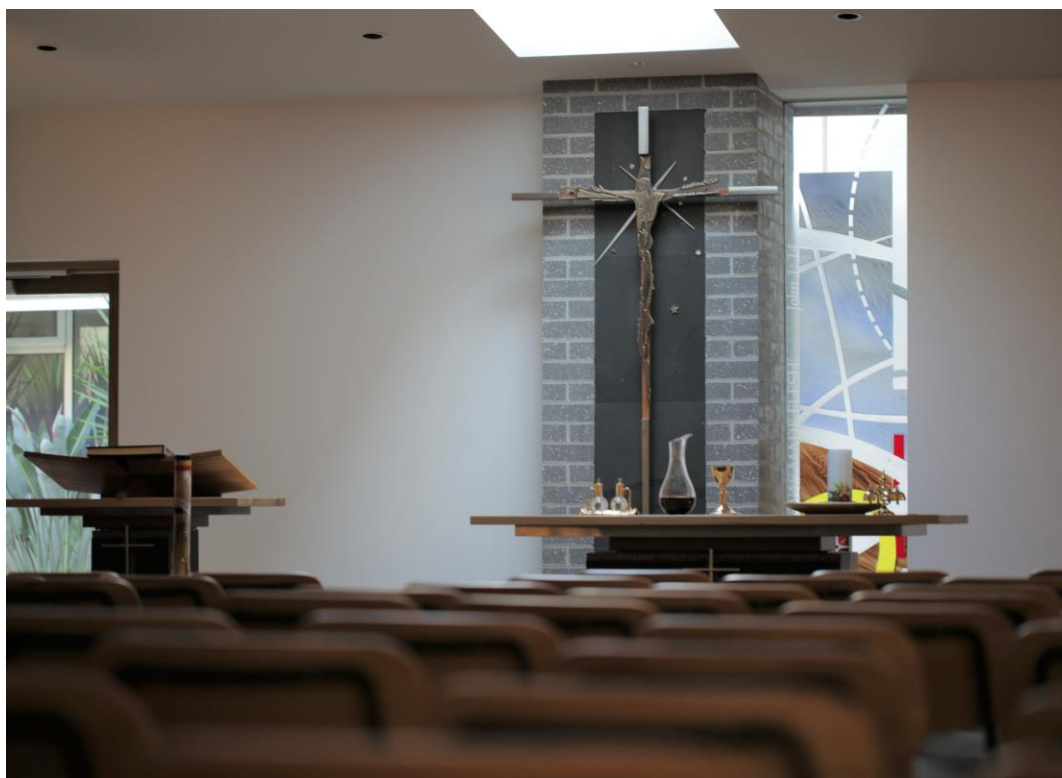
The theme for 2020 was 'Live life to the fullest'. The theme draws from John 10:10 which references Jesus the Good Shepherd. We were called to live our lives to the fullest trusting in Jesus who journeys with us and guides us on our way.

The College continued to build on the Catholic vision and mission of its patron Caroline Chisholm and its founders inspired by the Sacred Heart of Jesus. Caroline Chisholm was a prophet of her time with advocacy and positive interventions motivated by her faith to be an instrument for Jesus' teaching of the kingdom of mercy and justice. Her legacy has been our mission to continue to offer friendship and service to all people. The Sacred Heart Brothers and Sisters, in union with our local communities, laid the foundations of our thriving school community nourished by a wellspring of spiritual gifts.

Our goal as a Catholic community was to remain faithful to the mission of the church in proclaiming the Good News of Jesus Christ who lived, died, and rose for us all. We strove to enliven this mission by preaching God's love through our actions and words.

In the area of Education in Faith, the College's specific goal is that all members of the College community "are guided by the teachings of Jesus Christ and inspired by the example of Caroline Chisholm." The Leadership and Faith & Mission teams continued to actively support the faith life of the College through their roles, to remain focused on Faith, Acceptance, Compassion and Excellence.

Our annual goal continued to be "that staff, students, and parents will appreciate more deeply what it means to belong to the Catholic community of Caroline Chisholm Catholic College." As such, we aimed to strengthen and enliven the Catholic culture and faith of the College community through pragmatic strategies that responded to the needs of our staff and students who were impacted by remote learning.



Achievements

Term One opened with liturgical celebrations marking the beginning of a new year. Our annual Call and Commissioning mass was attended by all and marked a special moment for staff and student leaders to reaffirm their commitment to our community as service leaders modelled on the example of Jesus Christ and Caroline Chisholm. Despite interruptions and delays it was a beautiful time to pause and enter the year with gratitude and grace.

Faith Formation programmes were a space of growth and innovation after the interruptions of 2021. We began a new reflection day for Year 9 students which incorporated Indigenous workshops on one day and an emphasis on Catholic Youth Ministry in the second Catch the Wave day. It was a welcomed return to an experience of our nourishing retreats and reflection days for the students and staff despite the need to cancel some days due to lockdowns.

Continuing the call of Pope Francis' encyclical *Laudato si*, the student-led Eco Committee continued its work to promote sustainability and an ecological awareness. Their ongoing projects included: international webinars, SoEco webinar, Melbourne Girls Grammar Webinar, Precious Plastics Monash Uni project, Kids Teaching Kids conference. This group of dedicated students worked tirelessly all year and capped it off with a Sustainability Week in November.

Staff Faith Formation was an area of focus this year with input ranging from Catholic Social Teaching, St Joseph, our college's House Saints, and some targeted input from Dr Anna Rowland. We celebrated both the Commencing Staff Mass and the End of Year Staff Mass to both bless and give thanks for the year's blessings.

VALUE ADDED

The College continued to implement the MACS Religious Education Curriculum Review Framework with its focus on Pedagogy of Encounter. This framework centres the experiences of students and their questions, allowing teachers to navigate with them the contributions of culture, personal experience, prayer and the Catholic faith tradition. All students participated in the Religious Education programme both face-to-face and online learning environments. Religious Education topics incorporated a broad use of cross-curricula resources, skills, and teaching methods with some students gaining experience in areas such as Archaeology, Sociology, Literary and Historical analysis.

Our Christian Service program, 'Faith in Action', invited students to support those in need as well as attempting to understand injustice in our social structures. The Edmund Rice Tutoring programme at Sunshine Harvester ran periodically with students volunteering their time to support the education of other young people in our community. By year's end we were able to celebrate the many hours of service by a dedicated group of students.

Fundraising projects led by the Faith & Mission team began with the Lenten focus of Project Compassion encouraging our students to Be More not just have more. This wholistic approach ensured fundraising was not the sole focus of the movement, but awareness-raising too. Later social justice oriented fundraising efforts centred around the Vinnies Winter and Christmas appeals, and the traditional Term 3 emphasis on the House charities.

To support the faith lives of all staff, internal professional learning sessions provided online and face-to-face opportunities for staff to attain their MACS Policy 'Accreditation to teach in a Catholic School'.

Mr Tristan O'Brien

Director of Faith and Mission

Learning & Teaching

Goals & Intended Outcomes

Through an entire school learning and teaching vision we aim to enable every student to be a successful, engaged and purposeful learner.

In 2021 our goals were:

- To develop a school-wide systematic process for analysing and discussing data.
- To interpret and use evidence as a tool to build differentiated teaching strategies in response to the progress of individual students.
- Develop an explicit, coherent and sequenced plan for curriculum delivery in each Key Learning Area across the years of schooling.
- To continue to implement strategies, such as specific assessment and classroom routine practices, in line with the Pedagogical Framework designed by the College.

Achievements

2021 continued to present several challenges for learning and teaching. The extended lockdowns during the second half of Term 2 and all of Term 3, required continual change to curriculum and the delivery of learning programs. It provided a challenge for staff in the nature of delivery and in the effort to support students both academically and pastorally as they faced assessments and examinations. It also impacted the delivery of goals set for the year.

The impetus created by the changed learning and teaching environment nonetheless provided opportunities for staff to be creative and innovative in their efforts to continue the learning for students of all year levels. The positive impact was particularly seen in the development of staff and student use of online learning tools and in the growth of students as independent learners. The skills learnt and observed here have the potential to provide a sound foundation for future growth in these areas.

While the time in remote learning did impact delivery of some goals, there were achievements in the work to implement specific assessment routines and build differentiated teaching strategies.

Particular achievements during 2021 included:

- Staff engaged in significant professional learning around online learning tools.
- Staff and students were able to foster a positive and fruitful online learning environment, making use of various online learning tools including Compass, Microsoft Teams, Zoom, Education Perfect and Edrolo.

- The Additional Needs Team, and the Learning Support Officers were able to build strong routines and processes for working with students and relevant staff in an online learning environment.
- The College's reading and literacy program moved to an online platform.
- Work continued to embed visible learning practices (a part of the College's Pedagogical Framework), including the use of learning intentions and success criteria and the use of templates and models. Staff worked to create models of best practice and excellence through professional learning workshops and activities.

From an academic results perspective, overall, the VCE results for 2021 remained consistent with those seen in the class of 2020. Perhaps most pleasingly, there were improvements in the following areas:

- The percentage of 40+ study scores increased from 4% in 2020 to 4.3% in 2021.
- The median and average ATAR score for students departing the College at Year 12 was 65.23.

STUDENT LEARNING OUTCOMES

Tertiary Outcomes for the class of 2021:

- 81% of graduating students applied for a tertiary place.

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

- 94% of students applying for a VTAC tertiary place received an offer.
- 56% of those students received their first preference.

Offers included:

- 44% RMIT
- 12% Latrobe University
- 15% Victoria University
- 11% Monash University
- 12% Australian Catholic University

We saw an increase in the number of students receiving a university offer and an increase in the number of offers from RMIT, VU and Monash University and Australian Catholic University specifically.

Ms Laura Ruddick

Deputy Principal Learning and Teaching

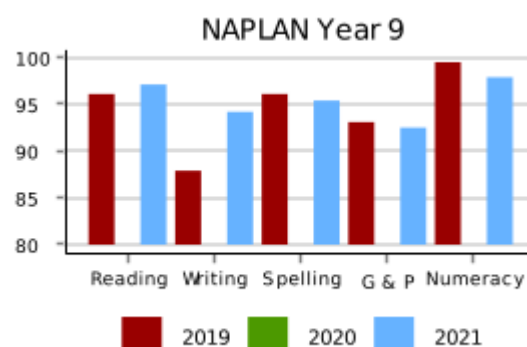
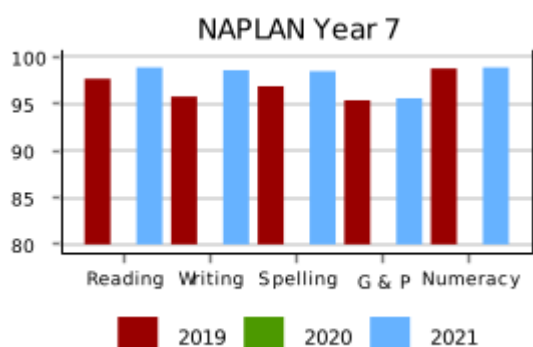
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	603.2
Year 9 Numeracy	573.5
Year 9 Reading	597.9
Year 9 Spelling	611.4
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 07 Grammar & Punctuation	95.4	-	-	95.6	-
YR 07 Numeracy	98.8	-	-	98.9	-
YR 07 Reading	97.7	-	-	98.9	-
YR 07 Spelling	96.9	-	-	98.5	-
YR 07 Writing	95.8	-	-	98.6	-
YR 09 Grammar & Punctuation	93.1	-	-	92.5	-
YR 09 Numeracy	99.5	-	-	97.9	-
YR 09 Reading	96.1	-	-	97.1	-
YR 09 Spelling	96.1	-	-	95.4	-
YR 09 Writing	87.9	-	-	94.2	-

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

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

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



Student Wellbeing

Goals & Intended Outcomes

That Caroline Chisholm Catholic College is a school that encourages students to feel connected to their college, respects their dignity and nurtures their wellbeing. Within the Caroline Chisholm Catholic College community, student wellbeing is recognised as being fundamental to student achievement, learning outcomes and overall student wellbeing. At Caroline Chisholm Catholic College, students are valued, informed, and encouraged to be the best versions of themselves.

Creating a positive and engaging emphasis on wellbeing draws upon the care and expertise of staff and student - led initiatives and student involvement. The following areas were a key focus in 2021:

- Provide stronger relationships with students and parents in a safe and supportive environment as we continue to navigate the coronavirus pandemic.
- Continue to support the academic, spiritual and wellbeing growth of students through the Learner Mentor Program.

Achievements

Although the coronavirus pandemic continued to have an impact globally, there were explicit structures and programs in place to enable student's growth and resilience throughout hybrid learning model in 2021 to ensure a positive learning experience for all. The Learner Mentor continued to be the first point of contact for parents and carers. Although a vast part of the year for students was via remote learning, Learner Mentors were able to conduct Learner Mentor sessions daily as well as individual check-ins with the students. Learner Mentors continued to be fundamental in knowing where our students were at, understanding their pastoral needs and communicating with them about their learning journey. The Learner Mentor was integral to student engagement and growth during this time. Learner Mentors continued robust relationships with families during remote learning, ensuring that families felt connected to the College community and their child's learning.

In 2021, a range of focus areas continued across the three campuses including e Smart and being safe online, online challenges and breakout rooms allowing student connection, House Challenges, and daily quizzes, to mention a few.

The Wellbeing Team continued to work with MACS to build wellbeing skills and understandings and share best practice. Examples include Western Region Secondary Schools Network meetings.

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

Strong wellbeing outcomes were achieved through frequent communication with staff, students and families regarding:

- The expectations of the College including attendance, participation in activities and strategies for effective learning.
- Communication around student wellbeing, e Smart and being safe online, and other activities and strategies to support students, and families, particularly whilst learning at home.

Compass continues to provide an efficient platform for staff to record and acknowledge our students both academically, and pastorally. Students both academically and pastorally. Learner Mentors and teaching staff have been able to communicate results, data, and other information in a timely fashion to families. Further to this, other platforms continued to support learning at home and for meeting with students and families online. One key tool used to support both the learning and wellbeing of students was Microsoft Teams.

Staff have participated in professional learning both as individuals and as a staff group in student wellbeing throughout 2021. These areas included:

- Anaphylaxis
- Mandatory Reporting
- Child Safe
- Berry Street Education Model
- Asthma - thunderstorm focus
- First Aid
- Restorative Practices
- Family Partnerships
- Supporting wellbeing with resilience
- Supporting students with at home learning
- Respectful Relationships, responding to family violence.

The College Code of Belonging continues to form the basis of our understanding about community expectations and right relationship. We were also recognised as being an eSmart and Sun Smart School.

The key message was to build staff capacity to support student wellbeing and thereby support improved student learning outcomes.

VALUE ADDED

Caroline Chisholm Catholic College provides a variety of opportunities for students to participate in engaging activities that promote a sense of community, service, and wellbeing both in and out of classroom. These activities help to broaden learning experiences, increase student involvement in the College community and build self-understanding and empathy.

- Year 12 Forum continued as an online event including guest presenters/speakers
- Year-level Teams groups fostered a connection and community while remote
- NAIDOC Week activities
- Teams' groups were set up for recess and lunch so that students could socialise online
- "What works for me" student led study presentations.
- Student lead tours on Open Day

- High student attendance rate despite the impact of the pandemic
- Health and PE Week
- Online House challenges such Master Chef and various themed days
- Online end of term celebrations at each Campus
- Year 12 Graduation
- Student led end of year campus celebrations

STUDENT SATISFACTION

At Caroline Chisholm Catholic College our students are motivated to learn in and outside the classroom. Student data indicates a sense of feeling safe, positive learning and well-connected.

The number of students applying for student leadership positions exceeds positions available and the caliber of candidates has been notable. Student organisation and management of school wellbeing activities is rich, with many volunteering to assist.

Student voice has continued to dominate in leading campus and school assemblies. The student body in general had the opportunity to share their ideas through their Learner Mentor Representatives. The opportunity for direct student voice empowers students and facilitates agency and responsibility.

In light of 2021 being a pandemic, the College Child Safe policies and procedures were regularly reviewed and updated based information distributed from the CECV Schools operation guide, and the specific needs of the College community. The post pandemic and learning from home training and strategies continues to be reviewed.

STUDENT ATTENDANCE

Expectations of student behaviour are high with a very consistent and collegial approach to maintaining standards adopted by staff. Student attendance rates demonstrate that students feel respected, safe, and supported and want to attend school. The following support this:

- Code of Belonging
- Learner Mentor System
- Restorative Practices
- Wellbeing Services and Support
- Respectful Relationships Programme

The College manages student non-attendance using a range of means. Although, students learnt predominantly from home in 2021, attendance was taken every period including Learner Mentor and a permanent record is kept in the Learning Management System. Parents can see their child's attendance via the parent portal. Parents were notified of non-attendance and

concerns around attendance by the Learner Mentor, as well as a daily text message. Non-attendance of two or more days is followed up with direct communication between the student's Learner Mentor and their primary contact. Strategies are put in place to support students and families to maximise attendance to support student progress.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	90.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	98.4%
Y08	97.3%
Y09	97.9%
Y10	98.0%
Overall average attendance	97.9%

SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	78.0%

POST-SCHOOL DESTINATIONS AS AT 2021

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

Child Safe Standards

Goals & Intended Outcomes

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

Achievements

Caroline Chisholm Catholic College:

These include:

- Regularly reviews and updates a comprehensive Child Protection Program utilising and building upon materials from the MACS, Education Victoria and CompliSpace. Such reviews and updates are in line with both external requirements and new resources made available that can be incorporated into our college customised program.
- Develops, regularly reviews, updates, and communicates a range of policies and supporting materials as part of its approach.
- Makes documents and policies available to staff on the College Staff Portal, within the College Child Protection Program section.

The College has made publicly available materials on its website:

- Inclusive materials and information
- Our Child Protection Safety Policy and our Child Safety Code of Conduct, both available

Developed and implemented a number of regularly reviewed and updated training and awareness raising strategies. These include:

- Materials for staff training available within the College Staff Portal Child Protection Programme that include online in-house training modules and assessment tools.
- Presentations to staff as part of College wide professional learning.
- Information and articles to the College community including via the College Newsletter and our official social media channels.
- Information and articles to staff via the Learning Management System.
- Posters placed in public and student areas of the College.
- Information related to our Child Safe stance at visitor sign in and attached to the signature of outgoing College emails.
- Presentations to students at assemblies.

Continued to enhance our new Human Resources practices:

- These are based on current documentation and information the College ensures that all new staff, third party contractors and external educational providers.
- Aware of our Child Safe stance, meet our requirements in line with the expectations of the Ministerial Order No. 870 and agree to abide by our Code of Conduct. As well our advertising,

recruitment, screening, interviewing, induction processes and materials have been updated to conform with the requirements.

- An induction programme is conducted for all new staff as they arrive at the College.

In light of 2021 being a pandemic, the College Child Safe policies and procedures were regularly reviewed and updated based information distributed from the CECV schools and operation guide, and the specific needs of the College community. The post pandemic and learning from home training and strategies continues to be reviewed.

Ms Stephanie Banks

Deputy Principal - Student Wellbeing

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.

Achievements

In a bid to further develop and enhance a culture of reflective practice the College reviewed coaching for all staff in 2021. Our focus to contemporary styles of delivery and pedagogy. All staff at the College were engaged in professional learning targeted at online learning, virtual classroom spaces and or flip learning. A shared and distributed approach to leadership responsibilities was reimagined and continued to be a focus and was supported through online external coaching professional learning sessions offered to staff. Whilst Professional Learning Team sessions continued they were reviewed and refined to cater for an online world and changes for the future.

All staff were given the opportunity to engage in regular conversations with their coach to set professional short term and long-term goals. Staff were encouraged to maintain these albeit it online via Teams or in a zoom session. The ARM process was built into the coaching conversations across the year and the final meetings and conversations were face to face as we returned to onsite learning and teaching.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2021
Whole staff internal college professional learning activities included the following: <ul style="list-style-type: none">• Anaphylaxis• Mandatory Reporting• Child Safe• Berry Street• Asthma - thunderstorm focus• First Aid• Restorative Practices• Family Partnerships• Supporting wellbeing with resilience• VIT registration training for mentors and Principal's chair
Other Professional Learning Areas of Focus:

- Coaching, Accreditation of Leadership as well as renewal/update of PoL holders
- New Leaders Program
- Curriculum, Learning Area subject specific needs
- VCE Assessor session with Learning Areas
- Faith Formation
- CTC online sessions
- HALT - Accreditation and Assessor training
- Meeting the needs of teaching online with ICT training and skills
- Developing bespoke Professional Learning website for the College to meet COVID needs

Number of teachers who participated in PL in 2021	116
Average expenditure per teacher for PL	\$1600

TEACHER SATISFACTION

During 2021 feedback was sought from staff on several occasions using a variety of discussions at committee level, staff meetings, staff surveys and online gatherings and forums. Overall staff expressed positive views about the College and the improvement occurring. Teaching staff expressed their overall satisfaction.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.5%
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TEACHER QUALIFICATIONS	
Doctorate	2.0%
Masters	28.0%
Graduate	31.0%
Graduate Certificate	4.0%
Bachelor Degree	72.0%
Advanced Diploma	10.0%
No Qualifications Listed	13.0%

STAFF COMPOSITION	
Principal Class (Headcount)	8.0
Teaching Staff (Headcount)	116.0
Teaching Staff (FTE)	108.2
Non-Teaching Staff (Headcount)	64.0
Non-Teaching Staff (FTE)	56.2
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

Caroline Chisholm Catholic College aims to build a school community underpinned by inclusiveness, valuing diversity, and building social conscience. Parents are encouraged to be champions for their children, providing a connectedness to aspects of their child's learning, and in return, their child's learning will improve.

Achievements

- In addition to the work already mentioned to better support 'at risk' students and their families, our links to local services were strengthened with partnerships with the Roundtable and our local Councils.
- Our Communications Team continued to coordinate media and promotional initiatives for the College. This strengthened our presence and profile within the local, national, and global communities.
- The role of Family School Partnership Coordinator has continued to deliver parent advice and services directly relevant to student learning.
- The Welcome to School initiative, provided an open forum for connection and discussion.
- We continued to source support from various suppliers to support our at-risk students with resources, supplies and tutoring.

We have continued to develop our activities which strengthen links via online resources with Orientation Day, Parent Conversation Evenings, and virtual College Tours. This gave our community the connection during the pandemic.

VALUE ADDED

Areas identified in our College Improvement Plan 2018-2022 have allowed us to add value across our College. This is an exciting time for our community as we continue to be the best we are called to be. Improving VCE Median Study Score results and improved rankings have been reassuring. We believe the actions we have taken along with the ACER Recommendations will add value to our school community in the following way.

- Formalising our Faith in Action Programme building a deeper understanding of our Caroline Chisholm values across our school community.
- Using our Pedagogical Framework to enrich learning and teaching across the college to ensure high standards and expectations from all staff and students.
- Using our Professional Learning Framework to build skills, knowledge and understanding of our teachers and ensure we are a collaborative, innovating community.

PARENT SATISFACTION

Caroline Chisholm Catholic College prides itself on recognising and respecting that the parents are the first educators and as such, are important stakeholders in optimising the educational outcomes for their children. The ongoing partnership between the College and parents occurs formally three times a year (Learner Mentor and Subject Teacher conferences) and informally daily, weekly, via the parent portal and newsletter. Parent information evenings across the year levels also provides an opportunity for parent engagement.

The College's Family and School Partnerships Team supports families with interpreting, support sessions on various areas including navigating the learning portal and supporting families to better understand where their young person is at.

Parent feedback suggests that parents feel welcome and supported by the College and that they are provided with information that is clear, timely and relevant information. Parent feedback around classroom learning spaces is positive, and the students are equipped with excellent learning and teaching resources.

Future Directions

In consultation with our College Community, we will work on our College Improvement Plan 2018-2022. Improving VCE Median Study Score results and improved rankings have been reassuring and drive us to work harder across all areas of the College. Along with the ACER Recommendations, 2022 will see us working on:

- Formalising and embedding our Faith in Action Programme
- Finalising and promoting our Pedagogical Framework and working with staff to ensure this is embedded in their practice
- Implementing further and in detail our Professional Learning Framework
- Continue our approach as a lead school for Respectful Relationships
- Work towards our Restorative Practices re-accreditation
- Continue to grow and enhance our approach to differentiated learning supported by our new Pedagogical Framework
- Work towards our Building, Landscape and Art masterplans