



Caroline Chisholm Catholic College Braybrook

Annual Report to the School Community



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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 2020 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 School.

10/06/2021

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

Our College Vision

College DNA

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.



	A lived faith	→	<ul style="list-style-type: none"> • ACTIVE prayer • RESPECTING all faiths • CATHOLIC curricula • FAITH IN ACTION program
	An engaged community	→	<ul style="list-style-type: none"> • Family and school community PARTNERSHIPS • 80+ NATIONALITIES • RESTORATIVE PRACTICES • SOCIAL AND EMOTIONAL LEARNING • RESPECTFUL RELATIONSHIPS
	An inclusive education	→	<ul style="list-style-type: none"> • VCE, VCAL and VET programs • ACCELERATED ENRICHMENT PROGRAMS and targeted learning needs • PERSONALISED learning • OUTDOOR EDUCATION, MUSIC AND PERFORMING ARTS, AND TECHNOLOGY • LOTE and international exchange program • LINKS with universities and other tertiary providers

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 strong. In 2020 our College Dux achieved an ATAR score of 98.75. Of the students hoping for a tertiary place, 92% 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.

Academic success is our primary focus. However, 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 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, 820 seat Auditorium, two libraries, a new 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



I cannot help but feel a little out of my depth, and perhaps ill-equipped, as I sit here typing the Annual Report to the School Community having not been part of the community for the year I am about to reflect on. So, as I reflect on what has been described as an unprecedented year I do so with curiosity, pride, and joy despite just taking on the Leadership of the College and taking into account everything that was lost and everything that had to be done in the year of COVID. It was a hard year for all schools but as with anything in life, upon reflection you take learnings from it, identify the positives, and then celebrate the successes.

Summing up a year like 2020, a year when so much was taken away from us, a year that caused so much uncertainty and so much damage physically, emotionally, economically, and socially is difficult. When I consider how this community rallied and adapted, I bask in the resilience of the community. I consider in amazement at how the community banded together like never before to ensure the fabric or essence of this great College was protected and maybe even enhanced. The disruption to the school year due to COVID was immense with very few events or activities untouched by the pandemic. Events were either cancelled or converted to a virtual environment just to maintain some semblance of normality. So, reporting on such a year requires the context to be understood and allowances made in fairness to all involved.

Whilst there were many highlights in the year that was COVID, I present a few examples of the way in which so many of our students adapted to remote learning and stayed engaged and connected. How our teachers rallied and embraced a whole new way of teaching, the support we offered each other as we made our way through the maze the pandemic created, our virtual celebrations, Virtual Tours and Open Day, Virtual Information Nights and Evening of Excellence, or the myriad other initiatives the community organised to support each other. These are all examples of how the College community joined forces to ensure 2020 was as good as it could be a true lesson in making the most of every opportunity and not letting life's obstacles become excuses that paralyse us.

What I believe 2020 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 challenges life throws our way.

As the College dealt with the trauma of COVID 19, they collaborated and pondered, and stayed true to the rich traditions of our College. Our community continued to be a place of welcome where students share a strong sense of belonging and most importantly a place of rich learning where the students come to understand the deeper meaning of what it means to be a good Christian and an honest and productive citizen. The year robbed us of many of our traditional joys and celebrations. However, there were still many achievements from our students and the Catholic ethos continued to be lived out here at Caroline Chisholm Catholic College daily.

Our theme in 2020 was *'Strength in Spirit'*. Given that no one had any idea how the year was to pan out when our theme was promulgated, a more apt theme could not be found. Staff and students lived out the theme on so many levels. As a College we rallied when forced into lockdown to deliver a vibrant teaching and learning program whilst at the same time, continue to provide the same level of pastoral care we have always provided. Constant check ins for staff, students and families ensured we were able to support those in the community who were struggling. To the best of our ability, we endeavoured to deliver our Annual Action Plan whilst being very aware that there were things we were not able to achieve and will look to in 2021 to address these issues. Our IT infrastructure supported remote delivery of our program and our laptop program at Year 7 and 10 ensured our students were able to easily continue their learning remotely. Our teaching staff continue to be outstanding in their pursuit of providing a wonderful education for our students.

The College did not allow the restrictions and limitations to derail or deter it from its core business. Whilst there were obstacles placed before the College and many extra demands placed upon the team, the community continued to implement a re-imagined teaching and learning program. The College was very successful in developing and implementing a continuity of learning plan to ensure teaching and learning was well maintained whilst being taught remotely.

The College continued to explore our new pedagogical framework whilst introducing programs aimed at improving teaching including the Berry Street Education Model.

The College continued to develop new facilities and refurbish areas requiring an upgrade including the Science classrooms on our Christ the King Campus and the new multipurpose hall which is to be finished in the 2021 school year.

With the chaos of 2020 we lost the synergy or sameness that school years tend to have. Many of our ceremonies, events and activities were either cancelled or moved online. However, one thing stood out that being the continued positive response of the community to the introduction and implementation of a new way of doing things.

Celebrating important feasts was made more difficult in 2020, with bans preventing us from gathering to celebrate Eucharist after Term One. The only College Liturgies able to be celebrated was the Opening School Year Mass, all other masses were replaced by virtual services. Whilst these were done very well, they were no substitute for the celebrations the community is 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 and a couple of activities run online to ensure Catholic identity continued to be enhanced. 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 those 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 2020, we continued raising awareness and some funds for Caritas and our four House Charities. Our staff and students are active in promoting our College values of 'FACE:' Faith, Acceptance, Compassion and Excellence in all that we do. Also, we have strengthened our work with Caritas that reflects Catholic Social Teaching (CST) principles based on respect and dignity.

Retreats were held very differently, we were still able to provide the students with significant occasions for spiritual reflection and discernment. Fr Rob Galea (God's call to love) and Sam Clear (on Christian Unity) provided recorded sessions for students to view during lockdown. The students, in particular the Year 12 students, 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. There is comfort in the knowledge they do so in a safe and nurturing environment. The College once again enjoyed the great support of the Catholic Community. The parish priests provided much needed support and leadership for the College.

Motivated by the Pope's encyclical *Laudato si*, a highlight of the year was the continuing work of the Sustainability Action Group that renamed itself the Eco Committee. The students planned and presented at national and international sustainability conferences. This culminated in their presentation on the virtual mainstage of the Kids Teaching Kids National Conference in November to great accolades. They supported the College's efforts in gaining three sustainability stars from Sustainability Victoria in 2020.

Staff were offered both online and face-to-face workshops for CEVN Accreditation to Teach in Catholic schools, which were run internally by the Ministry Team. Staff formation opportunities included Christian Living Community four-week retreats based on the First Spiritual Exercises which were run remotely in Term Two and Three. Staff were also offered online sessions for faith formation offered by Catholic Theological College and Australian Catholic University.

The student population remained steady in 2020 at around 1400 students commencing the school year. Enrolments continue to be strong with more than 250 students in Years 7 to 10 cohorts. The College is in a healthy position enjoying a positive reputation in the community.

The College is reasonably pleased with the academic achievements of the class of 2020 with 37 students receiving a ATAR score of greater than 80, which is a great result. The College Dux for 2020 received an ATAR score of 98.75 along with eight other students achieving an ATAR score of 90 or above. Other pleasing aspects of the VCE results include 33 Study Score greater than 40, with two students receiving perfect scores of 50/50. The College's average ATAR score was the strongest it has ever been.

The College sports program was hit hard with all competitions cancelled after Term One. All students who represented the College did so with pride and in a sportsman like manner, doing themselves and the College proud whilst providing the community with a real sense of joy.

Music took centre stage in 2020 and a significant role in the virtual celebrations. The virtual celebrations provided many of the students with the chance to have some fun whilst

exhibiting their musical talents. The College musicians performed on numerous occasions both within the College and out in the wider community. The Music program continues to provide a very important vehicle for cultural growth for all students.

Student leadership in the College continued to mature and develop. College Captains, along with the rest of the student council, 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 given the limited opportunities they had to shine.

On behalf of Marco, I congratulate and thank all the Caroline Chisholm Catholic College staff for the tireless effort in 2020. Whilst we are always very grateful for the great work they do, the way they adapted to 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, and families, 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 last year. We would be hard-pressed to find a more devoted, harder working staff.

Mr Robert Brennan

Principal

Education in Faith

Goals & Intended Outcomes

The theme for 2020 was '*Strength in Spirit*'. The motivation behind the theme was to refocus on its strengths as a faith learning community that remains focussed on its mission and purpose through guidance from the Holy Spirit.

The College continued to build on the Catholic vision and mission of its patron and founders. 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 during a time when offering service to those cast out by society. The Sacred Heart Brothers and Sisters laid the foundations of a school that has continued to live its faith in action as taught by our Lord Jesus Christ.

Our goal as a Catholic community was to remain faithful to the mission of the church in proclaiming the faith and work of Jesus Christ: God's love for us was revealed when God sent into the world his only Son so that we could have life through him.

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 Ministry 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. We had to do this in different ways with long periods of online/remote learning.

Achievements

In Term One students, families, and staff completed the CEM/Leuven 'Enhancing Catholic School Identity (ECSI) surveys that take a snapshot of the faith learning community. Staff and parents displayed the dominant qualities of a dialogue, recontextualised, relativist/post-critical belief characteristics in the data. While the student surveys recorded characteristics of a dialogue, values education recontextualised, relativist/post-critical belief school community. This valuable data informed our plans for current and new programmes that assist the community to develop and express its faith individually and as a whole.

Our liturgical celebrations occurring early in Term One and late in Term Four provided some opportunities for the College to express our shared faith. Our 'Call and Commission Mass' sought a blessing on the year's work and our College leaders. The new St Madeleine Arts Centre was blessed and opened on 11 March with Bishop Mark Edwards presiding. This new area added further to the beautification program of the College, which also added religious artwork that included installations in renewed areas.

Faith Formation programmes were curtailed, with the cancellation of the Year 12 Retreat and most student Reflection Days. Fr Rob Galea and Sam Clear both provided video input in place of their normal programmes at the College.

Motivated by the Pope's encyclical *Laudato si*, the student-led Eco Committee (previously SAG) met every week including during the extended lockdown. This allowed them to continue work on their projects that included: international webinar, SoEco webinar, Melbourne Girls Grammar Webinar, Precious Plastics Monash Uni project webinar, Kids Teaching Kids online conference

mainstage appearance. This group of dedicated students worked tirelessly all year and capped it off with a Sustainability Week in November.

Staff Faith Formation occurred generally in the remote setting, with workshops, accreditation, and two online retreats running mostly during the lockdown. 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

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. The College continued to implement the CEM Religious Education Curriculum Review Framework with its focus on Pedagogy of Encounter. The College continued its involvement in the CEM Partnering to Learn grant with Academy of Mary Immaculate. Through online meetings, both schools were able to share ideas and strategies to improve our programmes.

Our Christian Service programme, *'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 only ran during Term One before lockdown. Following this time, students and staff were invited to support agencies through online relationships. This programme was one of the unfortunate casualties of the pandemic for the year.

Fundraising projects did not proceed after Project Compassion in Term One. The Ministry Team instead moved to an awareness model that promoted social justice, including the four house charities, Caritas and Vinnies, as our focus. The Ministry Team initiated events to raise awareness of Catholic Social Teaching that included reconciliation, stewards of the planet, and migrant and refugee issues.

The College continued a relationship with Campion Centre for Ignatian Spirituality during the year. An invitation was made to all staff to participate in online retreats using the Ignatian Christian Living Communities model.

In-house professional learning sessions provided online and face-to-face opportunities for staff to attain their CEM Policy 'Accreditation to teach in a Catholic School'.

Mr Bernard Green

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 2020 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.

Caroline Chisholm Catholic College School Improvement Plan 2018-2022

Achievements

2020 presented several challenges for Learning and Teaching. The extended lockdown during Term Two and Term Three, required significant 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 across 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 2020 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 2020 remained consistent with those seen in the class of 2019. Perhaps most pleasingly, there were improvements in the following areas:

- The percentage of 40+ study scores increased significantly compared with 2019 to 4%. This follows a dip in 2019 to just 2.7%.
- The median and average ATAR score for students departing the College at Year 12 increased once again to a new high level. The median ATAR increased 0.6% from 2018, the average ATAR was up by 2.18%.

STUDENT LEARNING OUTCOMES

Tertiary Outcomes for the class of 2020:

- 82% of graduating students applied for a tertiary place.
- of the students applying through the Victorian Tertiary Admissions Centre (VTAC).
- 92% of students applying for a VTAC tertiary place received an offer.
- 51% of those students received their first preference.

Offers included:

- 34% RMIT
- 12% Latrobe University
- 12% Victoria University
- 10% Monash University
- 8% Australian Catholic University

In 2020 the ON Track, Post School Destinations Survey tracking the progress of the Year 12 class of 2019 was released. There were 213 students in the Year 12 class of 2019, from which just over half (116) consented to receiving the survey, of them 70 students provided feedback. This was a participation rate of 32.9%. This consistent with previous year's participation.

In comparison to our area and the state, student engagement in University study is significantly higher. Deferment is lower, and no students surveyed reported being neither employed nor in training.

Ms Suzanne Farley

Deputy Principal Learning and Teaching

MEDIAN NAPLAN RESULTS FOR YEAR 9*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

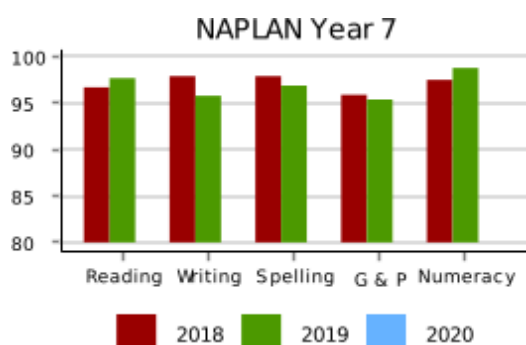
*There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes %	%	Changes %
				*	*
YR 07 Grammar & Punctuation	95.9	95.4	-0.5		
YR 07 Numeracy	97.5	98.8	1.3		
YR 07 Reading	96.7	97.7	1.0		
YR 07 Spelling	97.9	96.9	-1.0		
YR 07 Writing	97.9	95.8	-2.1		
YR 09 Grammar & Punctuation	92.7	93.1	0.4		
YR 09 Numeracy	97.5	99.5	2.0		
YR 09 Reading	99.6	96.1	-3.5		
YR 09 Spelling	91.1	96.1	5.0		
YR 09 Writing	85.8	87.9	2.1		

* 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

Caroline Chisholm Catholic College is a school that encourages students to feel connected, respects their dignity and nurtures their wellbeing. Within the 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 2020:

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

Achievements

Despite 2020 being impacted by COVID, there were explicit structures and programs in place to enable student's growth and resilience throughout remote learning, as well as ensure that their learning experience was positive. 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-in with the students. Learner Mentors became a key aspect to the remote learning of our students in terms of 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's needs, engagement, and growth during this time. Learner Mentors also established robust relationships with families during remote learning, ensuring that families felt connected to the College community and their child's learning.

In 2020, a range of focus areas were explored across the campuses. The St John's students through student-led activities focused on eSmart and being safe while learning at home, being connected through the pandemic by initiating a range of online opportunities for students to be connected.

At Christ the King Campus the junior girls spent time creating House challenges such as a Green Clare challenge, R U OK?, Galgani 'always has thyme for you' staying connected and being connected through online avenues. Sacred Heart Campus adopted the theme of '*Strength in Spirit*'. Staff and students looked to show their strength through various online activities and challenges. Other activities such as kahoots, social distancing games and brain breaks were welcomed.

The Wellbeing Team continued to work with Catholic Education Melbourne 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 formed a collective made up of four schools. The focus of the collective is to develop a model and toolkit to support students who have experienced serious mental health episodes. The overall vision of success being to develop effective evidence-based practices and strategies, to increase

attendance, engagement and participation in learning and wellbeing outcomes for students diagnosed with 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, eSmart and being safe online, and other activities and strategies to support the students, particularly whilst learning at home.

Compass continues to provide an efficient platform for staff to record and acknowledge 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 were introduced 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 2020. 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 the right relationship. We were also recognised as being an eSmart and SunSmart School.

The key message is building of 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.

Although the pandemic impacted on various opportunities, there is much to celebrate and be grateful for, including:

- Year 12 Forum became an online event
- Creation of year-level Teams groups to foster connection and community throughout remote learning
- NAIDOC Week activities
- Introduction of Project Strong at Christ the King Campus
- Black Lives Matter event
- "What works for me" student led study presentations.
- Student leadership online Open Day
- Sacred Heart Coral Festival online
- High student attendance rate despite the impact of the pandemic
- Health and PE Week
- Online yard time amongst year levels
- Online House challenges such Master chef
- Online end of term celebrations at each campus
- Online IMAGINE featuring students work in Arts, Design and Technology

STUDENT SATISFACTION

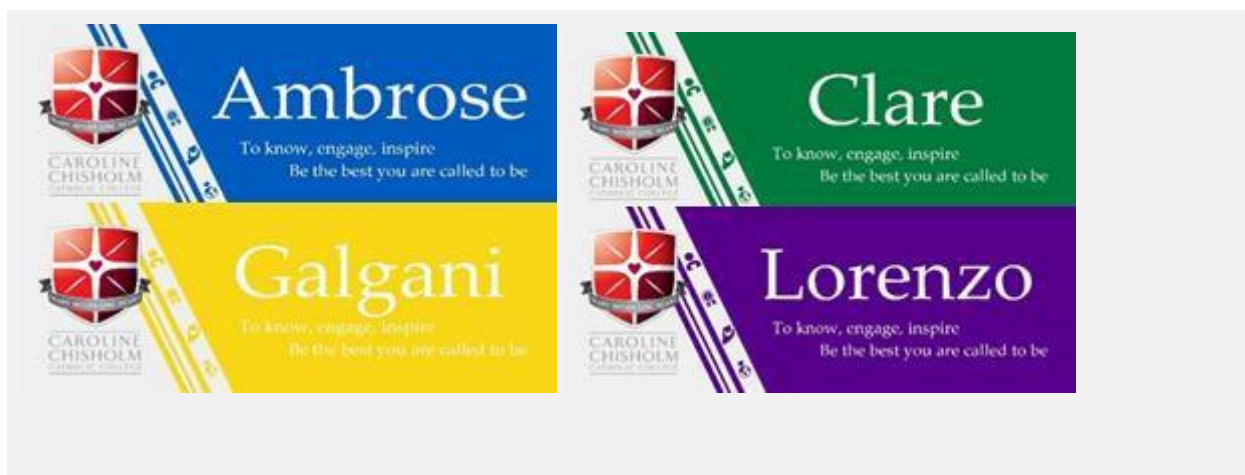
Students at Caroline Chisholm Catholic College are motivated to learn in and outside the classroom. Student data indicates a sense of feeling safe, positive learning and well-connected.

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

Student voice has continued to dominate in leading campus and school assemblies as well as through the College Captains action plan. 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 the pandemic, the College Child Safe policies and procedures in 2020 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.

We have four Houses, and each student and staff member are allocated to a House. This helps build community and assists with our Learner Mentor Programme.



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*
- *Respectful Relationships Programme*

The College manages student non-attendance using a range of means. Although, students learnt predominantly from home in 2020, attendance was taken every period including Learner Mentor and a permanent record is kept in the Learning Management System, Compass. Parents can see their child's attendance and were notified of non-attendance and concerns around attendance by the Learner Mentor. 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.

Average student attendance rate by year level:

Year 7 - 97.5%

Year 8 - 97.2%

Year 9 - 97.2%

Year 10 - 97.1%

Overall Average Attendance 97.2%

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	90.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	97.5%
Y08	97.2%
Y09	97.2%
Y10	97.1%
Overall average attendance	97.2%

SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	98.0%
VCAL Completion Rate	71.0%

POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	71.0%
TAFE / VET	4.0%
Apprenticeship / Traineeship	4.0%
Deferred	13.0%
Employment	3.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

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 has;

- a regularly reviewed and updated comprehensive Child Protection Programme utilising and building upon materials from the CEM, 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 programme.
- developed, regularly reviewed, updated and communicated a range of policies and supporting materials as part of its approach.
- made these are available to staff on the College Staff Portal, within the College Child Protection Programme section.
- has made these publicly available materials on its website: These

include:

- Inclusive materials and information: <http://www.cccc.vic.edu.au/?q=child-safe>
- Our Child Protection Safety Policy and our Child Safety Code of Conduct, both available <http://www.cccc.vic.edu.au/?q=policies-etc>.

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 Principal's eNews.
- 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 2020 and the 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.
- To improve feedback to individual staff members.
- 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

The College continued to develop and enhance a culture of reflective practice focused on embedding coaching for all staff in 2020. This was placed on hold due to the pandemic. Our focus turned to digital platforms and contemporary styles of delivery and pedagogy. All staff at the College were also engaged professional learning targeted at online learning, virtual classroom spaces and or flip learning. A shared and distributed approach to leadership responsibilities also continued to be a focus and was supported through online external coaching professional learning sessions offered to staff. Professional Learning Team sessions continued and were refined to cater for an online world.

All staff were also 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. These discussions then culminated in the Annual Review Meetings at the end of 2020. 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 2020
<i>Whole staff internal college professional learning activities included the following:</i> <ul style="list-style-type: none">• <i>Anaphylaxis</i>• <i>Mandatory Reporting</i>• <i>Child Safe</i>• <i>Berry Street</i>• <i>Asthma - thunderstorm focus</i>• <i>First Aid</i>• <i>Restorative Practices</i>• <i>Family Partnerships</i>• <i>Supporting wellbeing with resilience</i>• <i>VIT registration training for mentors and Principal's chair</i>

- *Other Professional Learning Areas of Focus:*
- *Coaching, Accreditation of Leadership as well as renewal/update of PoL holders*
- *Berry Street*
- *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.*

Compliance PL included:

- *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*

Number of teachers who participated in PL in 2020	105
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

During 2020 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	90.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.6%
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TEACHER QUALIFICATIONS

Doctorate	1.0%
Masters	24.8%
Graduate	33.3%
Graduate Certificate	3.8%
Bachelor Degree	76.2%
Advanced Diploma	11.4%
No Qualifications Listed	11.4%

STAFF COMPOSITION

Principal Class (Headcount)	7.0
Teaching Staff (Headcount)	114.0
Teaching Staff (FTE)	106.7
Non-Teaching Staff (Headcount)	56.0
Non-Teaching Staff (FTE)	56.6
Indigenous Teaching Staff (Headcount)	0.0

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

- 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. Work has also commenced in reviewing this role and the wellbeing services to strengthen links with the local parishes, agencies and services, primary schools, and wider community. Our Partnership Team made regular contact with our families to provide updates on the pandemic and to provide continual support.
- 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

In consultation with our College Community, we will work on our College Improvement Plan 2018-2022. 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. Along with the ACER Recommendations, 2021 will see us working on:

- Finalising and promoting our Pedagogical Framework
- Formalising our Faith in Action Programme
- Implementing our Professional Learning Framework
- Promoting and embedding our Behaviour Pyramid

- 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
- Work towards our Building, Landscape and Art masterplans

PARENT SATISFACTION

Parent feedback and reflection in 2020 indicated that parents and carers are very satisfied with the education and support provided to their child at Caroline Chisholm Catholic College.

Parent and carer feedback on the way in which the College transitioned to remote learning was seamless, and the communication, support and check ins were greatly appreciated.

Teachers in the College were viewed as being dedicated, passionate and supportive during the pandemic.

The feedback and reflections from parents, carers and families clearly demonstrates the relationship that families have with their child's Learner Mentors, teachers, and school community in general.

This is supported by the high level of parent and carer attendance at Learner Mentor meetings, and low levels of complaints.