Caroline Chisholm College, Glenmore Park
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Introduction

About the Annual School Report

Caroline Chisholm College is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2016 Annual School Report for Caroline Chisholm College.

We consistently encourage our students to produce their best work and this has led to outstanding achievements in a wide variety of academic, cultural, sporting and social justice areas. These included exceptional performances in external examinations and incredible commitment to putting faith into action, as reported later in this report.

Our 2016 Higher School Certificate (HSC) results were most impressive. Our students achieved 42 results above 90 in a wide range of subjects, and many were featured in showcases of excellence by the Board of Studies. Further details about these results are provided later.

Principal’s Awards and our Merit Award Scheme recognise the large number of our students who have made excellent progress and have achieved personal success through their commitment to their studies and their valuable contributions to the college community. Principal’s Awards for both their semester reports were received by hundreds of students.

Enrichment opportunities provided this year included participation in the Writers’ Club and the Tournament of the Minds as well as individual projects and a range of Captivate opportunities. Our students in the STEM club competed in the Bridge Building Challenge and the NSW and National Robotics Championships.

Our teachers are constantly looking for new ways to integrate technology so that they can make student learning more challenging and meet students’ learning needs more effectively.

During 2016 we continued to strengthen our connections with our local Catholic schools and so provided our own students with new learning experiences in science, hospitality and creative arts.

As a community, we have all - students, staff and families - worked very effectively together throughout 2016. We can be very proud of all that we have achieved.

Parent

The results of our annual satisfaction survey (conducted by Insight SRC Pty Ltd) indicated that parents were extremely satisfied with the learning community at Caroline Chisholm College. They rated the care and nurturing the students receive as excellent, and affirmed our focus on personal excellence, growth and the development of the whole person.

In 2016 we implemented parent forums which allowed parents to gather to learn about and discuss issues important to them and their daughters. The forums in 2016 focused on managing stress, wellbeing, and supporting their daughters with homework and assessment. The structure of the events allowed parents, at tables hosted by teachers, to discuss these issues in a non-judgemental and mutually supportive environment.

The college has a robust and fair complaints and grievance process in place, and in 2016 we managed very few complaints, none of which required resolution by Catholic Education Diocese of Parramatta.

At the end of Year 12, one of parents prepared and served dinner to the entire staff as an expression of gratitude to the college for the care and support his daughter had received in her years at the college. Although this is a special example, we are delighted that so many of our parents, and indeed our students, go out of their way to communicate the extent to which the college has met or exceeded their expectations for care and for learning.

Student

Students at Caroline Chisholm College have had a wide variety of opportunities to develop all their talents in academic fields and in many other areas including sport, creative arts, social justice and leadership.

Students believed that they were strongly supported by their experienced and dedicated
Students believed that they were strongly supported by their experienced and dedicated teachers who were generous with their time and always willing to help students inside and outside the classroom.

Students at Caroline Chisholm College had a great commitment to social justice. A highlight of the year was Caroline Chisholm Day on which the students in Years 10, 11 and 12 ran a wide variety of activities for the community. This day generated great school spirit and raised significant funds for Caritas Australia - more than $10,000 in one day.

In 2016, we engaged students in whole school strategy and professional learning. In February, students conducted their own focus groups about learning and assessment in the college, making a film that was shown to teachers. In July, students from Year 7, Year 9 and Year 10 ran a whole-staff professional learning day, as guest presenters and critical friends. They provided critical input on the experience of learning and suggested important enhancements to our approach to feedback and assessment.

Our aim was to empower students to be active agents in their own learning, taking ownership of their growth and development and contributing in meaningful ways to life at the college.
Who we are

History of the school

Caroline Chisholm College, Glenmore Park, was established as a Catholic girls' high school in 1974. Since 2000 it has provided a Catholic education for girls from Years 7 to 12. Over the 42 years since the college was established we have grown from a 7-10 school to a large college of nearly 1000 students, with a philosophy that combines the best of our Catholic heritage with the most contemporary, evidence-based learning practices. Our focus is on individual excellent and growth, for students and teachers. As an all-girls school, we provide a learning culture which is focused on empowering our students as agents of their own growth and development, and leaders of their communities. Our teaching and support staff share a deep faith in the potential of our students, and commit themselves to leading learning that is both challenging and enriching.

Over the years, the college has continued to develop facilities to meet the needs of our learners and our contemporary curriculum. Planning has begin for the next stages in this growth. Our technology and IT infrastructure is state-of-the-art and allows students to move effortlessly through traditional, flexible and online learning environments.

Location/drawing area

The college is located in Glenmore Park and serves the parishes of Corpus Christi, Cranebrook; Our Lady of the Way, Emu Plains; St Joseph’s, Kingswood; St Nicholas of Myra, Penrith; Sacred Heart, Warragamba; Holy Family, Luddenham and Padre Pio, Glenmore Park. We welcome students from beyond these schools, including students in local state primary schools and other independent schools.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>69</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>44</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers’ aides)</td>
<td>21</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>95.46</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>98.62</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Caroline Chisholm College involves all students and staff in the rich prayer and liturgical life of the college. We began the year by celebrating our Opening Mass in Padre Pio Church taking our theme as faith: ‘For this reason I remind you to fan into flame the Gift of God.’ 2 Tim 1:3-7. In addition, lunchtime masses were celebrated throughout the year and Stage masses were celebrated in term 2. We also gathered in term 3 for the Leaders' Commissioning Mass and then in term 4 for a Thanksgiving Mass. Liturgies were celebrated for Ash Wednesday, Holy Thursday, ANZAC Day, Pentecost, St Mary of the Cross MacKillop, the Year 12 Graduation, the Feast of the Assumption and All Saints and Souls Days. We prayed in homeroom as we began each day, at our assemblies and before meetings so that we were Christ-centred as we began each activity.

The college provided reflection days for students in Years 7, 8, 9, 10 and 11 at a variety of venues; camps which included prayer and liturgy for both Years 7 and 10 and a three day senior retreat for Year 11. The retreat was a significant experience for our students and one of the highlights of their education. We have tried to create an atmosphere for our young people that encourages them to continue their ongoing search for meaning and growth in their relationship with God.

Students had the opportunity to participate in the First Rite of Reconciliation during both Lent and Advent and for Year 8 students during their study of the unit on Reconciliation.

Social Justice

In 2016 we continued to put our faith into action by supporting the work of Caritas Australia, the St Vincent de Paul Society and other agencies. During Lent, we raised funds for Project Compassion. These funds went toward providing installation of a water system in three houses for families to access constant, safe drinking water in the Phillipines. In total, our community raised $31,378 for these organisations.

Our ongoing support for the work of the St Vincent de Paul Society included our involvement with the Vinnies Van, our winter collection, the Doorknock appeal and our Christmas hampers which were delivered by some of our students.

Many students participated in the 40 Hour Famine; others knitted squares that were made into blankets. Year 10 students volunteered their time working with the Nepean Food Services Aged Care. We collected food items for Penrith Community Kitchen. In total this year, our students volunteered 6,990 hours of service to the community.

Students through their participation in house activities also supported the Luke Priddis Foundation, Congo Aid, Penrith Domestic Violence Unit, Jesuit Refugee Services, The Sisters of St Joseph and The National Breast Cancer Foundation.

School home and parish partnerships

Caroline Chisholm College has an ongoing connection with our local parishes, particularly Padre Pio Parish, Glenmore Park.

Years 10 and 11 students served as catechists to the infants section of Glenmore Park Primary School.

Parents were encouraged to take an active role in a variety of college activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social barbecues, canteen, and library assistance. Regular communication with parents occurred through the student diary, phone calls, meetings and the fortnightly college newsletter which was emailed to parents, students and staff.

Religious Education

Religious Education is at the heart of all that we do at Caroline Chisholm College.

Students from Years 7 to 10 continued to learn about their Catholic faith by undertaking core and elective units taken from the Parramatta Diocesan program, Sharing Our Story. In Years 11 and 12 students had the choice to continue studying about their Catholic faith or, alternatively,
could select the Board of Studies course, Studies of Religion, at either the 1 Unit or 2 Unit level.

Throughout all Year groups, the syllabus directed learning activities were complemented with a strong emphasis on prayer, liturgy and participation in Caroline's Footsteps, our social justice program, which promoted service to others.

Students volunteered to minister to others through our partner organisations: St Vincent de Paul and Vinnies Van for Year 12; Glenmore Park Primary School as special religious educators or catechists for Years 11 and 10; and Nepean Food Services activities for Year 10.

Professional Learning of staff in Religious Education

Our Religious Education staff worked collaboratively and continuously to improve their practice. They engaged in formal and informal professional learning. In 2016 the focus of our professional learning was the integration of Catholic and Caroline Chisholm values throughout the teaching and learning programs.

Several members of our Religious Education team undertook further tertiary level study, including two teachers working towards Masters Degrees and one towards a PhD in Religious Education.
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 7</td>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>95</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>97</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 9</td>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>96</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>92</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>94</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
</table>

The NAPLAN results from 2016 demonstrate evidence of continual growth in student achievement across Literacy and Numeracy, and our college was deemed by Australian Curriculum Assessment and Reporting Authority (ACARA) to be one of the top performing schools in relation to student growth in both areas. The data from NAPLAN continued to be used...
as a tool to help all teachers plan learning experiences so that all students could continue to enhance their potential across Literacy and Numeracy. Results in 2016 showed continued improvement across all areas and illustrated that our school was at, or above, national average across all areas tested. This information affirmed the strengths of initiatives that have been implemented over the past three years and will continue to inform us about future plans for growth.

Record of School Achievement (RoSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records all completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. In 2016, two Year 10 and three Year 11 students requested a RoSA.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 compared to the state.

<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>Percentage of students in top 3 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>93</td>
</tr>
<tr>
<td>English Standard</td>
<td>82</td>
</tr>
<tr>
<td>English Advanced</td>
<td>100</td>
</tr>
<tr>
<td>Agriculture</td>
<td>100</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>100</td>
</tr>
</tbody>
</table>

Our 2016 results reflected the hard work and perseverance of our students and the dedication and professionalism of our experienced staff. Our results continued the tradition of Caroline Chisholm College's fine reputation for academic excellence. The college dux achieved an Australian Tertiary Entrance Rank (ATAR) of 96.55. Collectively, a large proportion of the cohort achieved an ATAR over 90 and have entered various universities across Sydney to commence tertiary studies.

Many subjects demonstrated strong performances with results significantly above state average. One hundred percent of our students achieved a bands 4, 5 or 6 in Agriculture, Drama, English Advanced, English Extension 1, English Extension 2, History Extension, Mathematics Extension 1, Society and Culture and Visual Arts. More than 90% achieved a band 4, 5 or 6 in Biology, Business Services, Business Studies, Community and Family Studies, Design and Technology, English Standard, Entertainment (examination), General Mathematics, Hospitality, Legal Studies, Mathematics, Modern History, Music 1, Retail Services (examination), Senior Science, Studies of Religion 1 and Studies of Religion 2. A total of 42 band 6 results were achieved along with 216 band 5s across a range of subjects.

The college again had six students' artworks exhibited in the prestigious Art Express Exhibition and numerous nominations for OnStage. The outstanding results of students reflected the hard work and dedication of the teaching staff towards improving students' learning, and the hard work and commitment of the 2016 HSC cohort.

School curriculum

The college offered an extensive curriculum with the choice of more than 35 subjects in senior years and a broad range of programs to enhance the learning experiences of students. These included: Science, Technology, Engineering and Mathematics (STEM) and Robotics groups, an enrichment program, programs in Mathematics and English including Extending Mathematical
Understanding (EMU): English/Maths in Stage 4 (EM4) and reading and numeracy support programs. These experiences added to what was already a broad curriculum which encouraged all students to strive towards growth. Students were encouraged to be reflective learners, taking the time to consider their learning styles and to embrace the opportunities available to them. The school supported students through using a variety of programs including:

- Year 7 liaison with primary schools, including visits by learning support teachers
- Year 7 Peer Support program
- Independent learning classes (iPlan) where students were encouraged to develop their skills as reflective learners
- Senior Catechist program for students in Years 10 and 11
- Year 10 Peer Support program
- Year 10 subject selection process for students commencing Higher School Certificate studies, including careers advice
- Year 12 Careers Education program and individual careers counselling
- Student mentoring programs
- Learning support programs
- Year 7 Connected Learning
- Project-based learning experiences across Years 7 to 10

Students requiring learning support had access to a personal plan manager who developed and monitored individual plans and programs to help students enter the workforce.

The college also offered a range of co-curricular opportunities for students including college community days, choir, band, dance, drama, representative sport, excursions, competitions, performing arts showcases, Easter and Penrith Shows, and the annual Caroline Chisholm College Visual Arts and Photography exhibition.

**Initiatives to promote respect and responsibility**

Caroline Chisholm College actively promotes respect and responsibility in all aspects of life and these values are explicit in the principles shaping student management and the relationships within the college community. The college’s student management system is based on restorative practices as a philosophy underpinning student relationships, both with each other and the staff. This is predicated on a belief in the value of each person, even when students’ actions fall short of expectations.

Students are encouraged to give service time to the college and the community. This time is noted on semester reports and is a mandatory requirement for students who aim for higher awards in our award system. Each Year group has nominated representatives to a Student Representative Council (SRC). The largest number comes from Years 11 and 12. Senior students in the SRC chair committees which take responsibility for the environment, liturgies, communication and social justice. Participation in these committees is open to students in all years. Other senior student leaders take responsibility for engendering school spirit through leadership of house groups and coordinating a variety of activities throughout the year.

Our bus prefects provide support to younger students while travelling to and from school. Our Mentor, Peer Support and Tutor programs provide many opportunities for students in different Year groups to relate positively to one another and develop their leadership skills. Each homeroom has a student homeroom leader who assists the teacher in the administration of the homeroom. All members of the college community are expected to demonstrate Christian values in all their relationships.

**Professional Learning**

Staff undertook a range of professional learning experiences in 2016, tailored to their individual needs. Some of these occurred within Key Learning Areas while others were self-identified by staff.

Additionally, there was a significant amount of whole-school professional learning in areas that...
aligned with college and system goals, including:
- using Google Classroom as a learning platform to enhance student learning outcomes
- developing an understanding of, and implementing, “Flipped Learning” models of curriculum delivery
- dentifying new models of pastoral care and planning for their longer term implementation
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>By the end of 2016, that the values of compassion, dignity and justice, articulated in the Caroline Chisholm charism be known, understood and embedded across the whole community.</th>
</tr>
</thead>
</table>
| Reason for priority 1 | As a community we had co-constructed a charism of Caroline Chisholm over the last two years. In this charism, we articulated six core values and the Scripture that underpinned these values. Each year of a two year cycle, three values were to be the focus of our learning and our work.

These values were to be explicitly taught, embedded and experienced across the curriculum and our community. |
| Steps taken to achieve priority 1 | Teachers were to:
- make links to the enable student learning of the key values both as a concept and an action
- provide opportunities for students to demonstrate their understanding of these values through advocacy and service
- make connections between the school charism, the person of Caroline Chisholm, Scripture and service
- celebrate the commissioning of the statue of Caroline Chisholm |
<p>| Status of priority 1 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>By the end of 2016, all Stage 5 students to have improved their writing as measured against the writing aspect of the Department of Education and Communities (DEC) literacy continuum, with highly competent writers demonstrating deep critical thinking through sophisticated analytical responses, measured by their achievement of criteria in both Board of Studies, Teaching and Educational Standards (BOSTES) course performance descriptors for Stage 5 BOSTES essay-marking grade criteria for the HSC Advanced English course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Data over a number of years consistently showed strong performance against achievement of other students in the state and the diocese in all aspects of literacy across the range of student abilities, with the exception of students at the very top of the rankings.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | Focus was on enabling students to:  
- engage in self-reflection on their analytical writing and identify areas for future improvement (using self, peer and teacher feedback on formative and summative tasks)  
- be presented with model student samples both before and after tasks to develop an understanding of effective writing skills for analytical writing in English  
- use mentor texts to co-construct scaffolds and success criteria for analytical responses in HSC English |
| Status of priority 2 | Ongoing (three year project) |
| Priority 3 | By the end of 2016, for all students in Stage 4 to have gained one stage growth on the Mathematics syllabus continuum, demonstrating a deeper mathematical understanding of decimals, fractions and percentages |
| Reason for priority 3 | This was selected because our trend data in NAPLAN showed a conceptual weakness in these areas and a deep understanding of these concepts underpins many other core topics in numeracy. |
| Steps taken to achieve priority 3 | Steps included:  
- teachers making concrete materials accessible to students at their point of need and teaching a variety of problem solving strategies, including the Bar Model method  
- teachers developing and using open-ended and challenging tasks, with enabling and extending prompts to cater for the diverse learning needs of the students in their classes |
<p>| Status of priority 3 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To create a culture of discipleship among students which links social justice and other aspects of religious education to intentional discipleship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Students and staff are exhaustively involved in social justice, outreach and leadership activities; however, this is not strongly connected to our call to discipleship and mission. By making these connections more explicit, and by creating a space for authentic evangelisation, the college’s works will be situated within our call to follow Jesus as disciples.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Students will learn that every outreach activity and leadership opportunity is a step towards discipleship. All of these activities will involve prayer and reflection related to discipleship.  
Religious Education (RE) staff will participate in a two day retreat in term I on the theme of discipleship. The retreat has been booked for 9-10 March. All RE staff will attend.  
RE staff will complete a Self Efficacy for Teaching RE Survey pre and post test. |
| Priority 2 | For 80% of students in Years 7 to 10 to improve their ability to respond critically, and synthesise ideas in writing across all Key Learning Areas (KLAs), as measured by pre and post tests with an effect size of greater than 0.5, and by improvements in synthesis and analysis items in Progressive Achievement Tests in Reading (PAT-R) and NAPLAN |
| Reason for Priority 2 | An analysis of school based assessment data and HSC Results Analysis Package (RAP) show that students perform extremely well in scaffolded tasks, but less well when required to respond critically to unseen tasks or problems. These skills will enhance students’ capacity to engage at a deeper level with content across the curriculum. |
| Steps to be taken to achieve Priority 2 | Synthesis and critical response activities in all subjects will be developed and administered in Years 7 to 10 including:  
- persuasive writing tasks  
- testing assumptions  
- making judgements about information and the validity of ideas based on a set criteria  
- predicting, evaluating alternatives, applying evaluation criteria  
- collecting, analysing and organising information  
- critical thinking through group collaboration/accountable talk  
- identifying faulty reasoning, assumption and bias in texts |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For 80% of students to improve their ability to understand, analyse, interpret and represent information in tables, graphs and charts, especially in science subjects, as measured by pre and post tests with an effect size of greater than 0.5, and these items in NAPLAN and Progressive Achievement Tests in Mathematics (PAT-M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>NAPLAN and school-based assessment data (particularly in science), shows widespread misunderstanding of graphical information. In line with our literacy goal for 2017, this goal will assist students to develop insightful and inferential thinking about their knowledge.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 3</td>
<td>Students will be instructed in specific processes and techniques to assist them in reading, analysing and applying data from tables, graphs and other visual representations of data. Students will engage in 'warm ups' using NAPLAN questions to apply learnings in goal area and to consolidate knowledge in goal area.</td>
</tr>
</tbody>
</table>
Community Satisfaction

Parent satisfaction

During 2016, the Catholic Education Diocese of Parramatta again engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

Our ratings of community engagement for 2016 were the highest in four years. Our parents responded that the college offered excellent opportunities and that the college was compassionate and had a strong focus on social justice. They believed that student behaviour was excellent and that the college was an extremely safe place. Parents were also positive about the learning focus, and the college’s focus on continual improvement. All complaints received by the college were resolved using our policies and did not need to be referred for specialist support.

Student satisfaction

Students acknowledged the safety of the learning environment and noted the magnitude of the support they received from their teachers. Student motivation was generally high, and students expressed an good understanding of the culture of excellence in the college.

Hundreds of students put themselves forward for to be considered for leadership, which was an indication of belonging and empowerment.

Teacher satisfaction

Our QCS data from teachers indicated that there was a strong culture of pastoral care and student management at the college. The staff were generally very satisfied with the opportunities that they have had to develop themselves professionally. Morale was rated as quite high among staff, and there were low levels of concern about the quality of teamwork and leadership or curriculum processes.

There was no staff turnover at the end of 2016, and this stability was a clear indicator of work satisfaction.


**Student Profile**

**Enrolment Policy**

Caroline Chisholm College follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website [http://www.parra.catholic.edu.au/policy-central](http://www.parra.catholic.edu.au/policy-central)

**Current and previous years' student enrolment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>0</td>
<td>974</td>
<td>974</td>
</tr>
<tr>
<td>2015</td>
<td>0</td>
<td>962</td>
<td>962</td>
</tr>
<tr>
<td>2016</td>
<td>0</td>
<td>953</td>
<td>953</td>
</tr>
</tbody>
</table>

Demand for enrolments at Caroline Chisholm College continued to be strong. We attracted many more applications for Year 7 than we had places, and there were ongoing enrolments into other year groups throughout the year.

**Student attendance rates**

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>93.62</td>
</tr>
<tr>
<td>Year 8</td>
<td>91.83</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.14</td>
</tr>
<tr>
<td>Year 10</td>
<td>89.04</td>
</tr>
<tr>
<td>Year 11</td>
<td>91.64</td>
</tr>
<tr>
<td>Year 12</td>
<td>94.80</td>
</tr>
<tr>
<td>School average</td>
<td>91.87</td>
</tr>
</tbody>
</table>

**Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>172</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>10</td>
</tr>
<tr>
<td>Indigenous</td>
<td>21</td>
</tr>
</tbody>
</table>

**Managing Student Non-attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences.
through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 73%.

Our senior enrolments are stable, and the retention rate from Year 10 into Year 11 has not changed significantly. There is strong competition for senior enrolment from local high schools and senior high schools. Further, there are opportunities for students to study vocational HSC pathways at our local Catholic Trade Training Centre. Our approach is to ensure that every student is supported through an educational pathway that maximises their choice and opportunity beyond school.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

| Percentage of Year 12 students who undertook vocational training while at school | 47 |
| Percentage of Year 12 students who undertook training in a trade while at school | 0 |
| Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification | 100 |

Post school destinations

Each year Caroline Chisholm College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

| Destination of students leaving Year 12 | % |
| University | 79 |
| Technical, and Further Education (TAFE) | 6 |
| Workforce | 13 |
| Other/Unknown | 2 |
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Mutual respect, trust and honesty are at the heart of our expectations.

The framework employed to effect these beliefs was restorative practices which was based on a belief that where harm or wrong had been done we, as a community, should look to the re-establishment of effective relationships between the parties. The philosophical basis of our approach to student management required that all associated with the college respected the values taught and modelled by Jesus. This implied a need for unconditional love, compassion, justice, hope and reconciliation in all circumstances.

A list of students' rights and responsibilities, the Student Management policy and associated policies can be found on the college website.

The college took a strong stance against bullying. The college's Anti-bullying policy can also be found on the college website.

All these policies can be found at http://www.cccglenmorepark.catholic.edu.au/en/Current-Families/Handbook under the Expectations of Students tab.

There were no changes to these policies in 2016. A hard copy can be found in the Student and Parent book, obtainable from the Caroline Chisholm College office.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP) Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There were no changes to the policy during 2016.
Section Eleven: Financial Statement

### Income

- Commonwealth (54.8%)
- Capital (0%)
- State (16.8%)
- Fees (26.5%)
- Other (2%)

**Commonwealth Recurrent Grants** $7,114,782

**Government Capital Grants** $0

**State Recurrent Grants** $2,177,629

**Fees and Private Income** $3,436,797

**Other Capital Income** $260,925

**Total Income** $12,990,133

### Expenditure

- Capital (3%)
- Salary (75.2%)
- Non-Salary (21.8%)

**Capital Expenditure** $373,383

**Salaries and Related Expenses** $9,398,008

**Non-Salary Expenses** $2,725,984

**Total Expenditure** $12,497,375

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.