

2015 ANNUAL SCHOOL REPORT



CAROLINE
CHISHOLM
COLLEGE

Faith, Courage, Tolerance

Caroline Chisholm College, Glenmore Park

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Caroline Chisholm College is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2015 and gives information about the 2016 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 2015 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 2015 Higher School Certificate (HSC) results were most impressive. More than eighty six percent of students achieved bands 4, 5 or 6 (the top three bands) for the majority of their subjects. 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. Bronze Awards were received by 631 students; Silver Awards by 379 students; and Gold Awards by 137 students which meant that they have received at least 36 Merit Awards and contributed the required hours of community service. Principal's Awards for both their semester reports were received by 546 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 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 2015 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 2015. We can be very proud of all that we have achieved.

Parent

Parents are very appreciative of the wide variety of opportunities offered to their daughters by an all-girls environment. They strongly believe that this has encouraged their daughters to become confident, compassionate and independent young women who are excited about learning; who are making good progress and who really enjoy being part of the Caroline Chisholm College community.

Parents believe that the college provides many significant opportunities for spiritual growth including the Opening Mass with the special welcoming ceremony for new students and staff, regular liturgies and reflection days.

Parents value the communication channels provided by the college and particularly appreciate the detailed information provided in the fortnightly newsletter. They support the high expectations of the college as they believe this helps their daughters develop an appreciation of standards that are valued in the community.

While participation in the Parent Listening forum is small, parent feedback is very positive.

Student

Students at Caroline Chisholm College have 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 believe that they are strongly supported by their experienced and dedicated teachers who are generous with their time and always willing to help students inside and outside the classroom.

Students at Caroline Chisholm College have a great commitment to social justice. A highlight of the year is Caroline Chisholm Day on which the students in Years 10, 11 and 12 run a wide variety of activities for the community. This day generates great school spirit and raises funds for Caritas Australia. Other highlights are the Glee Competition, the Athletics Carnival and the Literary Characters Day.

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. The college has made a significant investment in technology and this is widely used within the college to assist learning. Most rooms are equipped as multimedia centres and have air-conditioning.

An extensive building and upgrading program has ensured that the college has outstanding learning spaces. Well-equipped specialist areas, including science laboratories; art; photography and digital design studios; music rooms; a large performance space for drama, dance and music; technology rooms and an agricultural farm, all provide excellent resources for our students.

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.

Workforce Composition

Category	Number of Staff
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	69
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	0
Number of teachers accredited to teach Religious Education	52
Number of teachers currently undertaking accreditation to teach Religious Education	0
Number of non-teaching staff (includes teachers' aides)	21
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	94.77
Percentage of 2015 teaching staff who were retained from 2014	98

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 pray in homeroom as we begin each day, at our assemblies and before meetings so that we are Christ-centred as we begin 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

This year 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 serve as catechists to the infants section of Glenmore Park Primary School.

Parents are 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 occurs through the student diary, phone calls, meetings and the fortnightly college newsletter which is 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 continue 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 have the choice to continue studying about their Catholic faith or alternatively can 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 are complemented with a strong emphasis on prayer, liturgy and participation in Caroline's Footsteps, our social justice program, which promotes service to others. Students volunteer 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

All staff participate in a Formation Day. In 2015 this day focused on the launch of our Caroline Chisholm College charism.

Several members of the Religious Education faculty increased their knowledge and skills through professional learning opportunities, provided both within the college and by external providers. These courses included: *Sharing Our Story* Stage 6, pilot marking of the Catholic Secondary Schools Association (CSSA) Trial Studies of Religion Examination, and Environmental Ethics in Christianity.

Learning and Teaching

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 2015. 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.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	97	92	68	55
	Literacy	98	92	67	51
	Reading	100	95	66	57
	Writing	97	87	59	40
	Spelling	99	93	78	60
	Numeracy	98	96	54	53

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	93	89	52	40
	Literacy	95	88	58	42
	Reading	99	92	61	47
	Writing	93	80	62	34
	Spelling	94	90	60	51
	Numeracy	100	96	54	51

The NAPLAN results for 2015 celebrate the continued whole-school focus on strengthening skills in literacy and numeracy. Data from NAPLAN tests and school-based evidence is regularly used by teachers to improve and create effective teaching and learning strategies in these areas.

Identified areas of need are targeted to enhance the potential of students further. The NAPLAN data demonstrates a solid growth in students' Literacy and Numeracy skills, indicating that school priorities developed in these areas, and the strategies used to achieve these priorities, have led to learning improvement among the students in Years 7 and 9.

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 completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. In 2015, no students requested a RoSA.

Higher School Certificate (HSC)

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

Higher School Certificate	Percentage of students in top 3 bands	
	2015	
	School	State
Studies of Religion I	96	78
English Standard	75	42
English Advanced	94	91
Personal Dev Health and PE	100	63
Society and Culture	100	81

Our 2015 results reflected the hard work and perseverance of our students and the dedication and professionalism of our experienced staff. Our results continue the tradition of Caroline Chisholm's fine reputation for academic excellence. The College Dux achieved an Australian Tertiary Entrance Rank (ATAR) of 96.95. Collectively, a large proportion of the cohort achieved an ATAR over 90 and are entering 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 band 4, 5 or 6 in Business Services, Design and Technology, Drama, English Extension 1, English Extension 2, Entertainment, Human Services, Mathematics Extension 1, Music, Personal Development, Health and Physical Education, Physics, Primary Industries, Society and Culture, Studies of Religion 2 and Visual Arts. More than 90% achieved a band 4, 5 or 6 in English Advanced, Food Technology, Legal Studies, Modern History and Studies of Religion 1. More than 80% achieved a band 4, 5 or 6 in Ancient History, Biology, Community and Family Studies, Mathematics 2 Unit and Textiles. A total of 66 band 6 results were achieved along with 303 band 5s across a range of subjects, demonstrating significant improvement. The college again had four students' artworks exhibited in the prestigious Art Express Exhibition. The outstanding results of students reflect the hard work and dedication teaching staff towards improving students' learning, and the hard work and commitment of the 2015 HSC cohort.

School curriculum

The college offers 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 include: an enrichment program, programs in Mathematics and English eg Extending Mathematical Understanding (EMU); English/Maths in Stage 4 (EM4); and reading and numeracy support programs. These experiences add to what is already a broad curriculum which encourages all students to achieve their best in all that they do. Students are encouraged to be reflective learners, taking the time to consider their learning styles and to embrace the opportunities available to them. The school supports 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 are 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 7-10

Students requiring learning support have access to: a personal plan manager who develops and monitors individual plans and the FastTrack program to help them enter the workforce. The college offers 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 2015, tailored to their individual needs. Additionally, there was a significant amount of whole-school professional learning in areas that aligned with college and system goals, including:

- using the Substitution Augmentation Modification Redefinition (SAMR) model to use technology to enhance student learning outcomes
- using Google Apps for Education
- data walls
- EM4 programs for improving outcomes in English/literacy and Mathematics/numeracy
- understanding and developing Growth Mindsets in students and teachers
- revisiting effective strategies of differentiation
- instructional walks
- case management

School Improvement

Annual school priorities

Priority 1	Students to learn what charism meant with a particular focus on the charism of Caroline Chisholm and how it impacted on our identity
Reason for priority 1	<p>The college executive undertook a discernment process to find ways in which the patronage of Caroline Chisholm could be linked to the college's Social Justice program so as to make Caroline Chisholm a more relevant model to the students.</p> <p>The discernment process led to the formation of a staff committee which identified a charism for Caroline Chisholm and the need for that to be developed and presented to the whole college community.</p>
Steps taken to achieve priority 1	<ul style="list-style-type: none"> ▪ research Caroline Chisolm's life ▪ set up a Charism committee ▪ collaboratively develop a charism
Status of priority 1	Achieved and ongoing as the charism was written and endorsed by the staff of the college.
Priority 2	By the end of 2015 for all students in Years 7 to 10 to have exceeded expected growth in writing and our vulnerable students to be at or beyond the expected level for their cohort
Reason for priority 2	The NAPLAN data from Year 7, 2013 suggested a strength in writing. This goal will help us to confirm that our strategies for ongoing growth in writing are working.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ data wall focus ▪ annotating of student scripts ▪ using consistent strategies and terminology
Status of priority 2	Achieved and ongoing

Priority 3	For every girl in Years 7 to 10 to demonstrate at least expected growth in each aspect of numeracy and our vulnerable students to be at, or beyond, the expected level for their cohort
Reason for priority 3	Year 9 NAPLAN data (2011) and HSC data (2014) were encouraging. This goal helped us to confirm that our strategies for ongoing growth in numeracy and Mathematics were working.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ▪ EMU and EM4 strategies for example enabling prompts ▪ greater use of concrete materials to enhance understanding
Status of priority 3	Achieved and ongoing

Projected school priorities

Priority 1	By the end of 2016, the values of compassion, dignity and justice, articulated in the Caroline Chisholm charism will be known, understood and embedded across the whole community.
Reason for Priority 1	In our charism, we have articulated six core values and the Scripture that underpins these values. Each year three values will be the focus of our learning and our work.
Steps to be taken to achieve Priority 1	<ul style="list-style-type: none"> ▪ We identified six key values common to both the story of Jesus and the story of Caroline Chisholm: faith, courage, tolerance, compassion, dignity and justice. ▪ We will embed these across the curriculum by building a framework for learning. ▪ We will use school communications and public events to promote the values. ▪ We will commission a sculpture of Caroline Chisholm as a constant reminder of our patron.
Priority 2	By the end of 2016, all Stage 5 students will 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 and BOSTES essay-marking grade criteria for the Higher School Certificate (HSC) Advanced English course.
Reason for Priority 2	Data over a number of years have consistently shown 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.
Steps to be taken to achieve Priority 2	We will identify 18 Year 10 students who are achieving at a high level in English. Using a data wall and case management principles, we will track the progress of these students over three years by measuring their achievement against the standards for a band 6 in the HSC in Advanced English. Teachers across the curriculum will work with these students to move them towards the goal of band 6 in Advanced English (and their other subjects) in Year 12.

Priority 3	By the end of 2016, all students in Stage 4 will have gained one stage growth on the 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 shows a consistent conceptual weakness in these areas and a deep understanding of these concepts underpins many other core topics in numeracy.
Steps to be taken to achieve Priority 3	<ul style="list-style-type: none"> ▪ We will identify the critical areas where students have misconceptions and poor understandings about fractions, decimals and percentages concepts as well as opportunities for assessment of/as learning. ▪ We will engage in professional reading and learning that highlights the student misconceptions and good teaching with these. ▪ We will make concrete materials accessible to students at their point of need and teaching a variety of problem solving strategies, including the Bar Model method.

Community Satisfaction

Parent satisfaction

During 2015, 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.

The QCS data collected and reported again showed similar patterns to previous years. Parents felt they were given good information about student progress. They felt there was a strong focus on learning. They continued to be satisfied with the capacities of their daughters' teachers and felt their daughters were engaged in their learning. The trends noted in the previous survey of significant improvements in parents' sense of their daughters' safety at school and their connectedness to their peers remained in the 2015 survey.

Student satisfaction

The QCS data was almost identical with that of the last two years' surveys. Again, students felt particularly strongly about their safety in the college, a measure typically associated with students' perception of bullying. As was the case in each of the previous three surveys, the 2015 survey suggested strongly that students felt this was a place where they did not experience bullying. Additionally, students continued to report a strong sense of motivation in their approach to school and learning.

Teacher satisfaction

The QCS data followed very similar patterns to those of the last two years and showed that teachers again shared many of the perceptions of the parent and student body. Teachers continued to feel that it was a safe environment for students and that there were high expectations of student behaviour in classrooms. Teachers felt the students to be particularly well-behaved, both in classrooms and, particularly, across the school in general. They also perceived that teachers had a strong respect for the students in their care. Last year's indication of an increased sense of satisfaction and well-being, including a sense they were strongly supported by the college leadership, continued in 2015.

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>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	0	976	976
2014	0	974	974
2015	0	962	962

Student attendance rates

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

Year 7	92.92
Year 8	90.25
Year 9	90.44
Year 10	89.87
Year 11	91.94
Year 12	93.28
School average	91.32

Characteristics of the student body

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

Language background other than English (LBOTE)	152
Students with disabilities (SWD)	14
Indigenous	24

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 76%.

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	49
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	71
Technical, and Further Education (TAFE)	16
Workforce	13
Other/Unknown	0

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 is restorative practices which are based on a belief that where harm or wrong has 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 requires that all associated with the college respect the values taught and modelled by Jesus. This implies a need for unconditional love, compassion, justice, hope and reconciliation in all circumstances.

A list of students' rights and responsibilities can be found on the college website at <http://www.cccglenmorepark.catholic.edu.au/faq-details/students-code-of-behaviour>

The *Student Management* policy and associated policies can be found at <http://www.cccglenmorepark.catholic.edu.au/faq-details/student-management>

The college takes a strong stance against bullying. The college's *Anti-bullying* policy can be found at <http://cccglenmorepark.catholic.edu.au/en/About-Us/Policies>

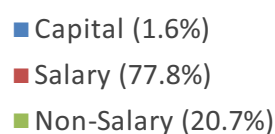
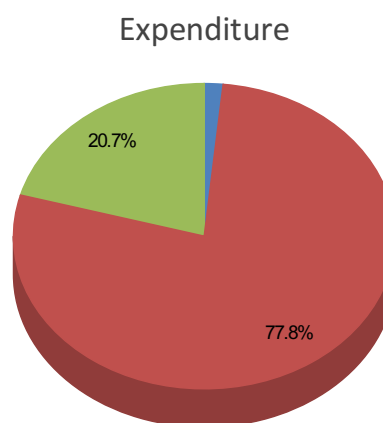
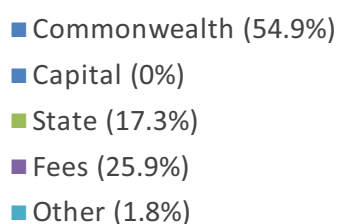
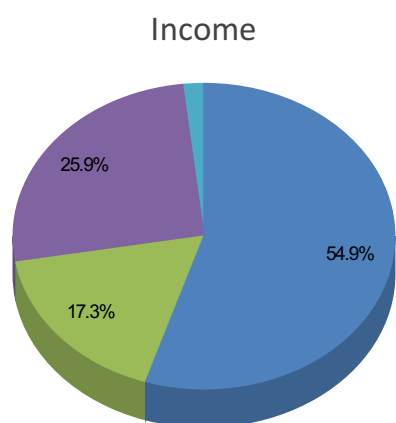
There were no changes to these policies in 2015. A hard copy can be found in the *Student and Parent* book, obtainable from the Caroline Chisholm College office. Downloadable PDF versions of this document are also available in each Year group section of the college website.

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 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$7,085,989
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,236,866
Fees and Private Income ⁴	\$3,344,955
Other Capital Income ⁵	\$231,783
Total Income	\$12,899,593

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$191,618
Salaries and Related Expenses ⁷	\$9,400,348
Non-Salary Expenses ⁸	\$2,497,526
Total Expenditure	\$12,089,492

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 fundraisers.
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.