



# Caroline Chisholm College

## 2024 Annual School Report



*Faith, Courage, Tolerance*

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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 carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years 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 news can be viewed or obtained from the school.

## Key Messages

### From the Principal Mrs Tania Cairns

I am proud to present to you the 2024 Annual School Report for Caroline Chisholm College. The complexities and challenges of recent years have resulted in our community continuing to flourish in their learning and growth across the full range of courses. This experience of challenges in recent years has directed us as professionals to develop a sharper focus on meeting the individual needs of learners and supporting their responsibility as global citizens. In 2024 students and staff commenced using the new facilities which are architecturally designed to support adolescents as they take more responsibility for their learning goals. The Performance Space has a Creative Arts focus with the following resources: Dance, Drama, Visual Arts and Music resourcing. We have been delighted that our students are delighted to work in such bright and engaging environments, and in the Café at the heart of the new social space. These new contemporary spaces mark the final elements of our college that delivers high quality learning and embraces wellbeing. The learning vision that one that meets the needs of learners encouraging them to be agile, adaptive, creative and innovative in a fast paced ever changing world. Our college continues to serve the local community with generosity and authentic partnership in a multitude of ways. Whilst many in our community faced some hardship in 2024, our girls still managed to raise \$14,000 in funds to help people in need; both locally and globally. Most students have contributed to community outreach programs as part of our culture of 'paying it forward'. Caroline Chisholm College students graduate knowing they share responsibility for humanity. The year has been a year of growth and excellence in learning, culture, sports and social justice outreach initiatives such as Vinnies Van. We are very proud of our community who are always looking to exceed expectations and continue to improve our student learning outcomes.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

Finding the appropriate Catholic Education for a young girl is a huge decision. The college offers a lot more than just formal education, with a focus on the whole person. The school has exceptional learning spaces with a focus on high quality learning, innovative technology and environmental ergonomics to help foster the best learning possible. I am impressed with the school's ability to transform learning into life skills, the teaching of pastoral care and catechetics, setting goals through assessment structures and the ongoing parent correspondence. This collaborative, flexibly structured approach fosters the development of impressionable preteens into confident, driven and empathetic young women. Nothing is too difficult for our teachers, careers coaches and partnerships manager to coordinate around helping establish a young woman's life long dreams. The college offers opportunities above and beyond the school realm to link into areas such as

the Western Sydney Women in Aviation mentoring program; supporting all students in our community

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

### **From the Students**

With encouragement from peers, the resilience of our teachers and the strength of our support systems, 2024 was another successful year for the Chisholm community. Students at the college experienced a sense of security and developed greater ownership, particularly our Year 12 students who achieved excellent HSC results. The number of early university offers received, based on academic success and leadership, were astounding and reflective of a high quality teaching and learning. The college strives to recognise individual girls and the talents that each student has within them. In 2024 we worked to develop the wellbeing status of our girls who engaged in wellbeing lessons with the support of PIVOT and SchoolTV as key resources. The use of the our learning spaces at the college not only facilitated the sense of community but functioned to inspire the format on of study groups and interactive learning platforms for all students. As a student here at Caroline Chisholm College, our exceptional community instils in students is the ability to embed a love of learning, positive wellbeing, develop their faith and apply this into all aspects of their lives.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the college

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 48 years since the College was established we have grown from a Year 7 to 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 excellence 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. Building has been completed on the next stages in this growth. We have recently constructed new spaces which allow students to move effortlessly through traditional, flexible and online learning environments. Our student numbers have grown particularly in the last few years with the expansion of the Glenmore Park housing development, as well as the growing reputation in the community and history of excellent academic results, commitment to supporting community service and cultural achievements.

### Location / Drawing Area

Caroline Chisholm 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 the parish schools, including students in local state primary schools and other independent schools.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	111
Number of staff who identify as Aboriginal and Torres Strait Islander people	2
Number of full time teaching staff	66
Number of part time teaching staff	18
Number of non-teaching staff	27

### Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Caroline Chisholm College can be sourced directly from the college.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- Strategic direction and priorities for school improvement journey
- Explicit teaching for school improvement.
- Implementation of new NESA Syllabus across all key learning areas.

## Catholic Identity and Religious Education

### Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Engagement in school wide social justice initiatives focusing on local needs.
- Year 11 students visiting and supporting residents in aged care facilities.
- Building a connection with Jarara through weekly Yarning Circle for our Indigenous students has built a strong partnership and connection.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent



with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Implementation of new Religious Education curriculum- Encountering Jesus.
- Focus on preparation towards the Enhancing Catholic School Identity project.
- Staff formation building our Catholic faith focus and the role we have as educators in building this in our college community.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 7 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	76%	67%
Writing	82%	65%
Spelling	75%	72%
Grammar and Punctuation	73%	61%
Numeracy	69%	67%

### NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	77%	63%
Writing	82%	61%
Spelling	83%	72%
Grammar and Punctuation	63%	55%
Numeracy	75%	63%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2024:

- The number of students issued with a RoSA in Year 10 was 2.
- The number of students issued with a RoSA in Year 11 was 6.

## Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	85%	67%	74%	59%	68%	56%
English Advanced	97%	96%	100%	95%	96%	94%
Studies of Religion 1	68%	80%	62%	84%	77%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 63.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Design Fundamentals, Early Child Education & Care, Hair or Beauty Services, Numeracy, Studies in Catholic Thought, Work Studies.

## School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2024	
	School	State
Visual Arts	100%	94%
Music 1	100%	89%

## HSC Results Comment

The HSC cohort of 2024 has demonstrated remarkable dedication and resilience, culminating in highly commendable results. Their unwavering effort has led to exceptional achievements across various courses, with an impressive 65% of students surpassing the state average.

Despite receiving early university offers, these students maintained their focus and commitment to realizing their full potential in the HSC. This determination has resulted in outstanding performances in subjects such as music, visual arts, business studies, society and culture, and community and family studies. Notably, the cohort achieved a remarkable 4th place in the state for Community and Family Studies, showcasing their exceptional capabilities and hard work.

## Student Profile

### Enrolment Policy

Caroline Chisholm College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
0	1017
Total Enrolments: 1017	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	91%	10	85%
8	88%	11	90%
9	87%	12	92%
College Average: 89%			

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD 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 77%.

### **Post School Destination**

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

Post School Destination	
University	73%
Technical and Further Education (TAFE)	16%
Workforce	13%
Other/Unknown	32%

### **Characteristics of the student body**

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

Student Body Characteristics	
Language background other than English (LBOTE)	116
Students with disabilities (SWD)	211
Aboriginal and Torres Strait Islander	43

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Caroline Chisholm College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Implementation of PIVOT resource to survey wellbeing status and respond effectively and appropriately.
- Weekly Year group assemblies to build Year group identity and enable feedback to strengthen areas of growth.
- Introduction of the SchoolTV resource on our college website for parents, students and staff to increase knowledge of key aspects of student wellbeing

Caroline Chisholm College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Caroline Chisholm College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Enhancing our student wellbeing and management policy to ensure a respectful and safe college community.
- Building security measures around the school environment.



- Implementing social responsibility and cohesion lessons in to the Wellbeing program.

## Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Greater inclusivity of parents at school events such as our Awards Ceremonies and Liturgies.
- Access to key staff with improved communication processes.
- Opportunities to express concerns and provide commendations through our Parents as Partners meetings each term and surveys.

Areas of strength from the student feedback include:

- The college is a place where students feel a strong sense of connection and belonging.
- Students have enjoyed the wellbeing focus during 2024 and opportunities that address their needs in wellbeing.
- Positive relationships for learning with teachers enable them to feel safe, supported and challenged as learners.

Areas of strength from the staff feedback include:

- Strong sense of direction and vision allows them to have purpose and clarity in their work.
- Each key learning area has clear expectations and plans for continuing to improve their pedagogical practices that are impactful to student learning.
- Staff feel a strong sense of collegiality and professional support.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Staff will be able to design highly effective teaching and learning programs and assessment and measure ongoing impact of this through new metrics. Students will be challenged to increase their rigour in their learning showing learning improvement.	Still Working Towards.
Priority 2	Staff will have greater awareness of the key wellbeing issues for young women and be confident in presenting wellbeing lessons to support students positively.	Still Working Towards.

  

Projected School Priorities		
Priority 1	Continuation of explicit teaching and improving student outcomes as a priority for improvement.	
Priority 2	Further empowerment of young women with emerging wellbeing issues such as mental health and eating disorders.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$13,070,891
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,521,793
Fees and Private Income <sup>4</sup>	\$5,072,057
Other Capital Income <sup>5</sup>	\$646,595
Total Income	\$22,311,336

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$519,302
Salaries and Related Expenses <sup>7</sup>	\$15,879,022
Non-Salary Expenses <sup>8</sup>	\$6,876,973
Total Expenditure	\$23,275,297

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses