



Chisholm Catholic Primary School

Chisholm Catholic Primary School
30 Collith Avenue
Bligh Park 2756
0245733000
Chisholm@parra.catholic.edu.au
www.chisholmblighpark.catholic.edu.au



Catholic Schools
Parramatta Diocese

2024 Annual School Report



Introduction

About the Annual School Report

Chisholm Catholic Primary School 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 Michael Mifsud

I am pleased to present to you the 2024 Annual School Report for Chisholm Catholic Primary School, Bligh Park.

Chisholm Catholic Primary School is a safe, honest, respectful learning community. In keeping with our school's motto, Faith, Family, Future, we share our faith, welcome all into our extended family, and work together to ensure the best future for every student.

We follow in the footsteps of Caroline Chisholm whose pioneering spirit inspires us to embrace the changes necessary to constantly improve the educational outcomes of our students and to look to the future with hope.

We set high expectations for our students and we encourage them to accept responsibility for their learning and behaviour. We aim to develop students who are confident, independently minded and well-placed to contribute to a just society, as well as having a deep understanding of and commitment to the Catholic faith.

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

The Chisholm Community Group worked closely with staff to ensure the best educational setting for all children. We continue to take precautions for the safety and well being of the entire community. We continue to engage with the learning and teaching activities through conversations with teachers, social media and Compass communication.

The aims of the Chisholm Community Group in 2024 were to:

- Maximise parental involvement at Chisholm Catholic Primary School
- Foster community spirit within the school parent/carer body
- Assist in school and parent/carer communication
- Assist Chisholm Catholic Primary School in meeting resource targets.

Membership is open to all parents and carers of children attending our school.

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 school. The results will be used to look at further improvements at the school.

From the Students

At Chisholm Catholic Primary School in 2024, students were provided with many opportunities and participated in a variety of events and activities. The staff were very encouraging and acknowledged our achievements through our Wellbeing reward framework. At Chisholm Catholic Primary School, we are safe, honest and respectful learners. Our school motto is Faith, Family, Future. As a Catholic school, we looked for ways to share our faith in Jesus. We tried to follow in the footsteps of Caroline Chisholm who shared her faith with courage. There were high expectations at our school about how to treat others and how to accept responsibility for our own learning and behaviour. We were also expected to take pride in our school environment and in the wearing of our uniform.

Students at the school 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 school

St Matthew's Parish Windsor, has two Catholic primary schools. Chisholm Catholic Primary School was established in 1994 and is one of the two schools serving the Church's Mission.

Location / Drawing Area

Chisholm Catholic Primary School is located in Bligh Park and draws on students from Bligh Park, Windsor, Windsor Downs, Llandilo and Londonderry. It serves the parish of St Matthew's Windsor.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	58
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	26
Number of part time teaching staff	12
Number of non-teaching staff	20

Total number of teaching staff by NESA accreditation level

Teachers at the school 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 Chisholm Catholic Primary School can be sourced directly from the school.

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 school 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 school this year has included:

- The Faith in Action Team (FIAT) provided staff insights into contemporary Religious Education and ways that they can be part of Jesus' mission both personally and as a community.
- New staff have been given time to familiarise themselves specifically with the mission and spiritual culture of the school through an induction.
- Staff participated in Professional Learning to know, understand and implement the new curriculum in English, Mathematics and Religious Education.

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 school. 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 school 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 school engaged in the following initiatives and activities:

- Donations of food were collected at Christmas time for St Vincent De Paul. Promoting our Catholic ethos of outreach and giving back to the community.
- The promotion of inclusivity at Chisholm was evident during our Harmony Day activities that encouraged us to be Christ-like in our acceptance of all.
- Chisholm is actively engaged in many social justice initiatives. The FIAT members and staff raised and donated funds for CARITAS & Project Compassion.

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 school 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:

- Provided RE PL at least twice a term, allowing staff to be up to date and to continually develop their skills in teaching Religious Education.
- To improve engagement and understanding of sacred scripture for our students and our staff is a goal at Chisholm that has been informed by the data.
- To improve our Catholic identity and an approach used is hermeneutical (biblical hermeneutics addresses how we interpret the bible).

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 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	56%	66%
Writing	78%	77%
Spelling	38%	61%
Grammar and Punctuation	44%	54%
Numeracy	62%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	75%	71%
Writing	81%	67%
Spelling	64%	68%
Grammar and Punctuation	67%	65%
Numeracy	73%	68%

Student Profile

Enrolment Policy

Chisholm Catholic Primary School 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
186	209
Total Enrolments: 395	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	89%
1	91%	5	91%
2	92%	6	89%
3	93%	School Average: 91%	

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.

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)	48
Students with disabilities (SWD)	146
Aboriginal and Torres Strait Islander	25

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. Chisholm Catholic Primary School 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:

- Introduced PIVOT Professional Learning Platform and regularly administered the surveys to collect, review and analyse students' wellbeing data.
- Scheduled regular events and activities that promote wellbeing across the whole school including Wellbeing week each term.
- Maintain and evaluate the Chisholm Wellbeing (MTSS) and rewards system.

Chisholm Catholic Primary School 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 school.

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

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

- Our Wellbeing (MTSS) expectations focus on being safe, honest and respectful learners. Embedded, taught and reinforced through our reward system.

- Volunteers from the Jarara Cultural Centre support our Aboriginal and Torres Strait Islanders students as well as elders from the Dharug nation.
- Student leaders participated in the 'Growing Young Leaders Day' and shared their experiences with the school community.

Community Satisfaction

During 2024, CSPD and our school 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:

- Staff are respectful and approachable in accommodating for the needs of the community.
- Communication through Compass, Seesaw and social media platforms is accurate, appropriate and informative.
- Appreciative of the sound academic standards, inclusivity and wellbeing practices.

Areas of strength from the student feedback include:

- The staff are kind, friendly and very helpful.
- Staff respect us and treat us as individuals and as partners.
- Our school has wonderful facilities and a great playground.

Areas of strength from the staff feedback include:

- Listening to where teachers are feeling most pressured and putting plans in place to see how this can be minimised.
- Embracing each other's strengths and recognising each others views and to to work alongside them.
- Open sharing of ideas with each other to make informed decisions.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	For each student to increase their PAT Adaptive scale score by a minimum of 10 points in Years 2 - 4, and a minimum of 5 points in Stage 3. To increase the desired self-correction rate in K-2 to at least 80% for each grade.	Still Working Towards.
Priority 2	For each student to increase by one growth point in Place Value in a year.	Still Working Towards.

Projected School Priorities	
Priority 1	Improve student outcomes in English and Mathematics.
Priority 2	Students will enhance their knowledge of Scripture and engage deeply with it using the Senses of Scripture so that they can grow in their knowledge and appreciation of the Catholic faith.

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 ¹	\$5,694,713
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,497,835
Fees and Private Income ⁴	\$973,213
Other Capital Income ⁵	\$137,478
Total Income	\$8,303,239

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$86,173
Salaries and Related Expenses ⁷	\$6,602,028
Non-Salary Expenses ⁸	\$1,813,989
Total Expenditure	\$8,502,190

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for 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