



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## Carroll College Broulee

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### **Principal**

Mr Steve Bath

# Section One: Message from Key Groups in our Community

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## Principal's Message

Welcome to Carroll College

Carroll College is a faith community providing a Catholic education which inspires personal excellence and a commitment to social justice. We foster the spiritual, academic, and personal growth of students, preparing students for the future as life-long learners. Our role as a College is as much about building character as it is about equipping students with specific skills. It is through our expectations that students' self-esteem, optimism and commitment to personal fulfilment and Christian outreach can be realised.

The academic results achieved by our students are excellent. Our Year 12 students regularly achieve in the top Bands for the HSC in multiple subjects, with the majority of subjects achieving results above the state average. Our student's academic growth is clearly demonstrated in our NAPLAN results.

Carroll College is a vibrant community. Students are encouraged to be actively involved in all that our community has to offer, both within the College but also in the wider community. As a College we believe that it is important that we are actively involved in our community, representing not only the College but the beliefs that we stand for.

## Parent Body Message

Dear Students, Parents and Teachers

Having been actively involved on the Carroll College Community Council now for over 2 years it has enabled me to see how passionate and involved us as a parent body can be in helping out school become a better environment for our children to learn. It has also shown me how dedicated and tireless the faculty, especially the executive team really works behind the scenes to make our school what it is.

How we as parents can actively support the school is far more than paying our fees on time. In order to assist the school become all that it can be, we need communication and constructive feedback that will help all students achieve what they want from their time at the college. All board members actively seek this feedback from the parents and this can be done by email or by a meeting with one or any of the board. If you are wanting to help us at this level, you can also nominate to also assist in helping.

## Student Body Message

Carroll College works together as a collective of staff, students and parents to ensure that students strive to achieve their goals academically and in all extra-curricular activities. We stress the importance of celebrating success to create a healthy learning environment.

Students are highly encouraged to get involved in all school events, such as charity fundraisers and sporting events, whilst taking advantage of opportunities to represent the College in the wider community. By actively participating in events in the community, students have the opportunity to come together and take pride in representing not only Carroll College, but the underlying Catholic values held by the school.

The collective of staff works in conjunction with students to ensure the wellbeing of the College's community. The strong relationship in the college assists in preparing today's youth for tomorrow's future.

## Section Two: School Features

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Carroll College is a Catholic systemic Co-educational College located in Broulee.

Carroll College is a Catholic Secondary College located in Broulee, NSW. The school caters for students in Years 7-12, and has a current enrolment of 550 students.

The school employs 68 staff comprising 48 teachers and 20 non-teaching staff, the latter being employed in a variety of capacities including Learning Support Assistants, Front Office staff, Cleaning and Maintenance staff, Aboriginal Assistant.

Our College offers:

- a comprehensive education meeting the needs of students from Year 7 to Year 12
- both academic and vocational pathways
- excellent support from the local business community and community organisations
- a highly competent and professional staff committed to excellence in education
- programs that engage students' natural curiosity and desire to learn
- programs that acknowledge the emotional, social and spiritual development of the student
- a student centred approach to learning
- a strong emphasis on literacy and numeracy
- a program to support Indigenous students, including an after-school Homework Centre
- a successful transition program to prepare Year 6 students for high school
- a middle school approach to learning in Years 7 and 8
- a Pastoral Care system that supports students to fully realise their potential
- a student development program based on affirmation, respect and encouragement
- a welcoming and safe learning environment
- a wide range of enrichment activities
- a comprehensive extra-curricular music program
- a range of sporting activities at college, regional, state level
- a Learning Support Team that provides in-class support
- flexibility in our fee payment plan

In 2016 students at Carroll College enjoyed success at a range of community public speaking and writing competitions, including Quota Student of the Year and the Eurobodalla Mayor's Writing Competition.

Our sporting teams continued have significant success at a local and regional level. These include teams in both boys and girls Soccer, AFL, Basketball, Rugby Union, Rugby League, Touch Football, Swimming, Athletics and Netball.

Students and staff continue to be actively involved in events raising the College's profile within the community. These included ANZAC Day services, Relay For Life, the Bateman's Bay Triathlon Festival and fundraising drives for Caritas, Red Cross and St Vincent de Paul's.

The school's website can be found at [www.ccb.nsw.edu.au](http://www.ccb.nsw.edu.au)



## Section Three: Catholic Identity and Faith Formation

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Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

### Religious Life & Religious Education

Carroll College follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Carroll College is a vibrant faith community which embodies the mission of Catholic education in a contemporary context. Liturgy, prayer and pastoral care are integral to life and learning at Carroll College. Together we share the Good News of Jesus Christ and each person is treated with dignity and respect.

Our College has a culture of learning, a passion for social justice and respect for diversity. We acknowledge and celebrate cultural difference and promote a sense of connectedness amongst all members of the College community.

In 2016 Carroll College has been active in the local community, emphasizing our belief in evangelisation through action. Students have been actively involved in supporting Relay For Life, the ASHA Foundation, Beyond Blue and the Moruya Womens Refuge while continuing to show our support for Caritas and St Vincent de Paul.

In 2016 Carroll College students started on the path to becoming actively involved in Catholic Schools Youth Ministry Australia (CSYMA). Building on our strong South Coast K-12 Pathway, students from Carroll College facilitated First Reconciliation, First Eucharist and Confirmation Retreats for our local Catholic Primary schools – St Bernard's and St Mary's.

Carroll College offers a comprehensive Reflection and Retreat Program across all year levels. We work closely with parishes and our Parish Priests are actively involved in the College.

## Section Four: Student Profile

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### Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 267   | 281  | 12     | 548            |

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2014, 87% completed Year 12 in 2016.

In 2016 the College saw a retention rate of students moving from Year 10 into Year 11 of 92%.

### Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

### Student Attendance Rates

The average student attendance rate for 2016 was 90%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |     |
|--------------------------------|-----|
| Year 7                         | 98% |
| Year 8                         | 90% |
| Year 9                         | 89% |
| Year 10                        | 86% |
| Year 11                        | 87% |
| Year 12                        | 90% |

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## Student Post School Destinations

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.

| <b>Destination Data</b>               | <b>University</b> | <b>TAFE / Other institutions</b> | <b>Workforce entry</b> | <b>Destination not reported</b> |
|---------------------------------------|-------------------|----------------------------------|------------------------|---------------------------------|
| <b>Year 12, 2016 Graduating Class</b> | 38%               | 16%                              | 42%                    | 4%                              |

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2016:

| <b>Total Teaching Staff*</b> | <b>Total Non-Teaching Staff</b> | <b>Combined Total</b> |
|------------------------------|---------------------------------|-----------------------|
| 49                           | 22                              | 71                    |

\* This number includes 41 full-time teachers and 8 part-time teachers.

|  |    |
|--|----|
| Percentage of staff who are Indigenous | 1% |
|--|----|

### Professional Learning

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific in-services, meetings and conferences.

The school held a mix of whole days and Twilight sessions in 2016. The content of these sessions included Ralph Pirozzo Matrix and Curriculum Programming, Developing and Enhancing Learning Communities, Goal Setting with Mentors, Staff Spirituality and NAPLAN Analysis.

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.



## Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

| NAPLAN RESULTS 2016 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year 7              | Reading                 | 31%                              | 27%       | 18%                                 | 18%       |
|                     | Writing                 | 10%                              | 16%       | 40%                                 | 27%       |
|                     | Spelling                | 35%                              | 28%       | 19%                                 | 16%       |
|                     | Grammar and Punctuation | 30%                              | 27%       | 22%                                 | 20%       |
|                     | Numeracy                | 30%                              | 31%       | 10%                                 | 15%       |

| NAPLAN RESULTS 2016 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year 9              | Reading                 | 25%                              | 21%       | 19%                                 | 21%       |
|                     | Writing                 | 10%                              | 12%       | 38%                                 | 38%       |
|                     | Spelling                | 18%                              | 22%       | 24%                                 | 23%       |
|                     | Grammar and Punctuation | 15%                              | 16%       | 24%                                 | 28%       |
|                     | Numeracy                | 14%                              | 22%       | 20%                                 | 18%       |

### Student Credentialing

#### NSW Record of School Achievement

Three students left before the end of Year 11 and another two students left before the end of Year 12, with each receiving a Record of School Achievement. All other students continued through to the end of Year 12 and received a HSC, many with an accompanying Vocational Certificate in one of our five VET course.

#### NSW Higher School Certificate

The College 2016 HSC results were pleasing.

- 100% of our Year 12 students were awarded a NSW Higher School Certificate.
- The highest ATAR achieved was 90.65
- 72% of all HSC results were Band 4 or higher with over 31% Band 5&6 results
- Nearly 40% of all HSC results were above the State average

In 2016 the College had 33 students undertake at least one of our five Vocational courses

- Business Services
- Information and Digital Technology
- Sports Coaching
- Construction
- Hospitality

These students achieved 40 Certificates II awards and 11 Statements of Attainment.

## Section Seven: School Review and Improvement

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Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

### Key Improvements Achieved in 2016

In 2016 the College continued to develop its understanding of the Pirozzo model. There were multiple professional development opportunities provided to staff and significant time allocated to the development of new and engaging curriculum.

One of our core aims for 2016 was to see the full implementation of our Professional Mentoring Program. This has proven to be the linchpin for developing our high functioning professional learning community.

2016 saw a significant increase in the integration of social and ecological justice issues – with an emphasis on action. Our senior students especially have risen to this challenge and taken on significant leadership roles in the promotion of social justice activities

Throughout 2016 the College, working with Catholic Education, commenced work on developing a new Master Plan for school development. This year all of the College covered walkways were replaced, significantly increasing the cover available to students.

### Priority Key Improvements for 2017

In 2017 the College has again developed three key goals – each building on the goals of 2016

Development of strong culture of faith

- Expansion of Faith Formation programs
- Development of new College Vision Statement

Continued development of our positive Mental Health Environment

- Continued improvement in student and staff mental health and wellbeing
- An improved knowledge of available resources and strategies

A focussed and significant improvement in Literacy and Numeracy

- Development of specific skills program in literacy and numeracy
- Engagement of Year 6 students and teachers in numeracy improvement. Improved transition into high school Maths
- Engagement of students in STEM course

## Section Eight: School Policies

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### Student Welfare Policy

Our Student Development Plan develops self-motivation and self-discipline in students. The plan provides consistency and fairness in managing discipline situations. Mistakes are seen as opportunities for growth. Our welfare processes and programs are focused on respect, responsibility, resilience and restoration.

Our vertical pastoral homeroom structure facilitates positive connections between students of all ages and year groups and provides leadership opportunities for all senior students. Opportunities are also provided to senior students through mentoring, peer support and peer mediation processes. This process is mirrored in the staff/senior student mentoring program. Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school's Student Development Plan is available on the school website or from the Front Office.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

### Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school follows the Catholic Education Policy as listed on the CE website. It is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment.

Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

## Section Nine: Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

Parents have a very positive view of the College and the opportunities it offers to their child. In the 2016 Parent Satisfaction Survey, parents were overwhelmingly in agreement that the College informs them well on their child's progress, teachers are committed to their child's education, that the College is a safe environment and that bullying and harassment are actively discouraged by staff.

Feedback indicates strong agreement that their child has ample opportunities to be involved in activities outside the core curriculum, such as sport, music, art and further cultural and academic activities.

Parents feel that they are invited to many and varied events at the College and feel very welcomed when they attend.

### Student Satisfaction

The Student Satisfaction survey undertaken in 2016 was very clear in the students support of eth College.

Students are happy to be at school, feel safe and secure, try their hardest and enjoy being with their friends. Their teachers care about them, support them well in their learning and expect a strong work ethic.

Students very much enjoy the extra-curricular activities on offer and there is a very high rate of participation.

There is considerable support for pastoral days and social justice activities, especially those that include community involvement.

### Teacher Satisfaction

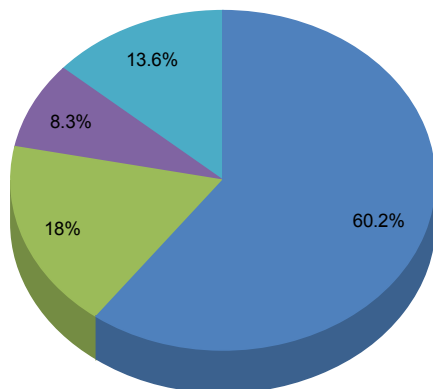
All staff members are clearly committed to the College and the direction that it is taking. There is a very strong and supportive professional learning community -one that expects and encourages a high level of professionalism and continual personal growth.

Staff believe in, and are supportive of, the manner in which students are encouraged and challenged to be responsible for their own actions and the way that they are called to always give and be their best.

Feedback from staff indicates that they feel very supported in undertaking their duties, considerable opportunities are provided for professional development and their feedback on the directions that the College is taking is regularly sought.

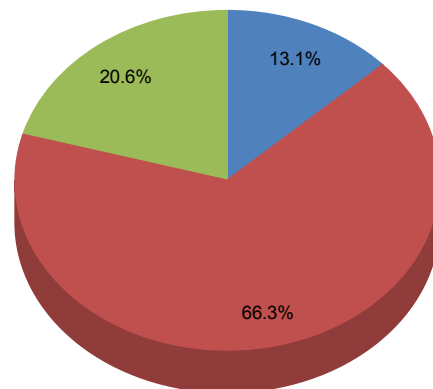
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (60.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (18%)
- Fees and Private Income (8.3%)
- Other Capital Income (13.6%)

Expenditure



- Capital Expenditure (13.1%)
- Salaries and Related Expenses (66.3%)
- Non-Salary Expenses (20.6%)

| RECURRENT and CAPITAL INCOME               |                     |
|--|---------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$6,466,466         |
| Government Capital Grants <sup>2</sup>     | \$0                 |
| State Recurrent Grants <sup>3</sup>        | \$1,933,832         |
| Fees and Private Income <sup>4</sup>       | \$888,307           |
| Other Capital Income <sup>5</sup>          | \$1,457,810         |
| <b>Total Income</b>                        | <b>\$10,746,415</b> |

| RECURRENT and CAPITAL EXPENDITURE          |                     |
|--|---------------------|
| Capital Expenditure <sup>6</sup>           | \$1,390,285         |
| Salaries and Related Expenses <sup>7</sup> | \$7,037,551         |
| Non-Salary Expenses <sup>8</sup>           | \$2,192,469         |
| <b>Total Expenditure</b>                   | <b>\$10,620,305</b> |

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.

4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.