



Caroline Chisholm College

2025 Annual School Report



Faith, Courage, Tolerance

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Catholic Schools
Parramatta Diocese

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 2025 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 Tania Cairns

I am proud to present to you the 2025 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. 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 Foyer Café at the heart of the new socially engaging learning and gathering space. The college is proudly a combination of traditional and contemporary spaces that enables the delivery of high quality learning, faith formation and embraces positive wellbeing for the entire community. 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 2025, our girls still managed to raise \$12,517.45 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 an enormous decision that deserves due consideration. 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 with external partnerships.

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, 2025 was another successful year for the Chisholm community. Students at the college experienced a positive sense of safety, wellbeing 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 2025 we worked to develop the wellbeing status of our girls who engaged in wellbeing lessons with the support of PIVOT, Wellio 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 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	112
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	20
Number of non-teaching staff	26

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 at the school are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	4
Provisional Teachers	1
Proficient Teachers and/or above	81

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:

- Professional Learning program focusing on explicit teaching and learning with a focus using a spint learning cycle.
- Developing a sharef understandind gof the Multi Tiered Syytem of Supports (MTSS) across the whole staff..
- Developing an understanding of our Enhancing Catholic School Identity (ECSI) program and the goals connected to this project.

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 Social Teachings 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:

- Students engaged in raising awareness of domestic violence through presentations and fundraising.
- Year 11 and 12 students visited aged care facility Opal Care to support elderly residents.
- Year 10 students engaged in the catechist program weekly delivering religious education programs to primary students.

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 develop their understanding of the Catholic Worldview and the place of the Gospel in their lives. Our Religious Education program is embodied by quality learning experiences that involve content rich learning cycles and opportunities for faith in action.

CSPD schools use the Encountering Jesus Religious Education Curriculum which was launched in the Diocese in 2024. 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:

- Staff were engaged in the ECSI program examining our community data and exploring ways to further enhance this data in our community.
- Staff engaged in learning about our new Diocesan Religious Education (RE) program.
- Staff engaged in the Examen as a form of prayer and meditation.

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 2025

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	85%	69%
Writing	77%	64%
Spelling	82%	72%
Grammar and Punctuation	74%	62%
Numeracy	76%	69%

NAPLAN Results Year 9 2025

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	69%	65%
Writing	73%	61%
Spelling	76%	72%
Grammar and Punctuation	58%	56%
Numeracy	64%	66%

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 2025:

- The number of students issued with a RoSA in Year 10 was 1.
- The number of students issued with a RoSA in Year 11 was 3.

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					
	2025		2024		2023	
	School	State	School	State	School	State
English Standard	82%	67%	85%	67%	74%	59%
English Advanced	100%	96%	97%	96%	100%	95%
Studies of Religion 1	65%	80%	68%	80%	62%	84%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 27.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Numeracy, Work Studies, Work Studies, Early Child Edn & Care, Design Fundamentals, Outdoor Recreation.

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	
	2025	
	School	State
English Extension 1	100%	95%
Visual Arts	100%	92%

HSC Results Comment

In 2025 the HSC cohort performed exceptionally well a greater number of students achieving results in the higher bands. As a result, there was a significant shift in the overall performance of the 2025 HSC cohort. Our outstanding results are testament to the exceptional learning culture that empowers young women to exceed expectations and

achieve their goals. We acknowledge the following outstanding results: First in course PDHPE; Fifth in course Studies of Religion 1; and fifteenth in course Mathematics Standard 2. We also celebrated 32 students as NESA 'Distinguished Achievers' with two or more courses achieving a Band 6 result. As well as this, two students were recognised as NESA 'All Rounders' achieving 10 or more units with Band 6 results.

Student Profile

Enrolment Policy

The Caroline Chisholm College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The Enrolment Policy can be accessed from the [CSPD website](#) (see School Community section). It provides information about enrolment principles, enrolment criteria and procedures for parents/carers seeking to enrol a child into a CSPD system school. All enrolment applications are considered in accordance with this Policy. CSPD and parents/carers enter into an enrolment contract that is lived out in the context of our commitment to the integration of faith and life. By entering into the enrolment contract, parents/carers, the school and students are engaged in an ongoing partnership in meeting the expectations of the school community.

Student enrolments

Student enrolments 2025	
Number of Boys	Number of Girls
0	1011
Total Enrolments: 1011	

Student attendance

Student attendance rates 2025			
Year	Attendance Rate	Year	Attendance Rate
7	91%	10	86%
8	88%	11	89%
9	86%	12	93%
College Average: 89%			

Managing non attendance

Regular attendance is essential for students to reach their full potential. Under the NSW Education Act (1990), parents and carers are legally responsible for ensuring their children attend school. In partnership with families, the College monitors attendance closely as part of their duty of care and provide support to promote consistent attendance.

Led by the principal, the School/College:

- fosters a safe and caring environment that promotes wellbeing and belonging
- maintains accurate student attendance records
- implements procedures to monitor attendance and address issues of non-attendance

- communicates clear expectations about attendance and its importance
- recognises and celebrates excellent and improved attendance.

Teachers monitor attendance daily and immediately alert the principal to unexplained or concerning absences. Where required, matters are referred to CSPD and relevant authorities. For students unable to attend school for extended periods due to illness or medical reasons, the College works with families to support continuity of learning where possible.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 75%.

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	80%
Technical and Further Education (TAFE)	15%
Workforce	5%
Other/Unknown	0%

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)	274
Students with disabilities (SWD)	128
Aboriginal and Torres Strait Islander	40

Wellbeing

The wellbeing and safety of every student is at the heart of Catholic education. We recognise that genuine care and respectful relationships are essential to each child's positive school experience. Our Caroline Chisholm College is a community where students are supported to grow, to belong, and to feel safe.

A strong sense of wellbeing and connectedness supports each student's holistic development and underpins their academic success. We place a high priority on student care, with access to counselling services and additional supports when needed. CSPD also provides resourcing for wellbeing initiatives and dedicated teams to assist with attendance, behaviour, and intervention for students at risk.

Our wellbeing initiatives include:

- Worked in partnership with staff and student leaders reviewing our student management policy to co-construct ways to better support students.
- Regular weekly assemblies to offer an opportunity to build relationships and emphasis the importance of attendance, learning and wellbeing.
- Development of posters for classrooms focusing on help seeking resources for mental health.

The Caroline Chisholm College bases student wellbeing and behaviour management on the CSPD Student Wellbeing Policy (2022) and Framework, the CSPD Student Behaviour Policy, and the CSPD Bullying of Students – Prevention and Response Procedure. These policies, along with those related to Child Protection and Safeguarding, are publicly available on the [CSPD website](#) and the College website. Together, they outline the rights and responsibilities of students, staff, and parents and are grounded in the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college. The school implements all Diocesan policies and, where required, develops school-based procedures consistent with Diocesan guidelines.

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:

- Launching new strategy for building community focusing on respect, safety and inclusion.
- Indigenous student engagement in 'Sisters' yearning circle each week.
- Students engaged in activities in Wellbeing lessons focusing on responsibility and respect for others in our community and beyond.

Community Satisfaction

During 2025, 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:

- Continuing to build parent community partnership through relationship building and developing connections at our community events, such as liturgies.
- Continuing to use college diary and contacting parents in a positive way to provide feedback on attendance, behaviour and learning.
- Appreciation of our continuing academic culture where learning growth is recognised and valued.

Areas of strength from the student feedback include:

- Teachers have positive relationships with students and support students to achieve their best.
- Students feel they are challenged in their learning to continue to grow and progress through each stage of learning.
- The college has introduced PIVOT wellbeing resource to support students and their wellbeing in a timely manner.

Areas of strength from the staff feedback include:

- Teachers are highly professional, dedicated and committed to the students in their daily work.
- Teachers are open to further learning on how to be more impactful as teachers, and also how to create a supportive environment for wellbeing.
- The college implemented a range of wellbeing resources.

School Improvement and Learning

Priorities

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

Projected School Priorities		
Priority 1	The staff and students have had the opportunity to reflect on the Synodal Council and the ECSI data to explore ways to effectively increase post-critical dimensions.	
Priority 2	The staff are working on our School Improvement Plan goals with a focus on explicit teaching and improving student learning outcomes.	

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 2025 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$13,010,323
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,494,220
Fees and Private Income ⁴	\$4,997,688
Other Capital Income ⁵	\$682,914
Total Income	\$22,185,145

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$1,311,292
Salaries and Related Expenses ⁷	\$16,340,090
Non-Salary Expenses ⁸	\$6,555,274
Total Expenditure	\$24,206,656

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