



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Catholic Regional College Caroline Springs

10 College Street, CAROLINE SPRINGS 3023

Principal: Jamie Madigan

Web: www.crccs.vic.edu.au

Registration: 2044, E Number: E1385

Principal's Attestation

I, Jamie Madigan, attest that Catholic Regional College Caroline Springs is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2026

About this report

Catholic Regional College Caroline Springs is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our school motto, Live Fully Act Justly, makes two distinct claims on us as a Catholic school and invites us to recognise and appreciate the 'fullness of life' that the College community enjoys.

Our students are enthusiastic young people connected to their families who are genuinely interested in their Learning and Wellbeing and are connected to their parishes which have nurtured their minds and spirituality.

We have access not only to resources and materials but to the wisdom, encouragement and support of others who share our mission. The facilities, those in existence and those planned for, provide us with the means of incorporating the latest in educational theory and technology. This opens us to possibilities, which are exciting and new. The staff who choose to work at Catholic Regional College Caroline Springs are skilled professionals. In choosing to work at an innovative and contemporary Catholic College, the staff make a strong commitment to hard work and shared responsibility. We are indeed privileged.

Our claim to be a school community, which acts justly, and challenges us to never take for granted what we enjoy.

We are called to ensure that our day-to-day contact reflects our commitment to be just to ourselves and to others. We are to seek actively for others what we ourselves experience; to share what we have, to question why others live without in a world which has enough for all, and to challenge structures and beliefs which work to keep people in poverty and oppression. Moreover, we are called to guard against complacency and comfort which can mask the call for us to do what is right and good and holy. In striving to live fully and act justly, we commit ourselves to being a community which builds on four cornerstones.

Prayer

We raise and open our hearts and minds to God.

"Let the words of my mouth and the meditation of my heart be acceptable in your sight, O LORD, my rock and my redeemer." (Psalm 19:14)

Learning

We seek what is true and good, guided by reason and illuminated by the light of Faith.

"If you continue in my word, you are truly my disciples; and you will know the truth, and the truth will make you free." (John 8:31-32)

Compassion

Motivated by the love of Christ, we are compelled to carry the needs and suffering of others.

"But if anyone has the world's goods and sees his brother in need, yet closes his heart against him, how does God's love abide in him?" (1 John 3:17)

Stewardship

We affirm our unity with all creation and humbly accept God's invitation to participate in his creative work.

"The LORD God formed every animal of the field and every bird of the air and brought them to the man to see what he would call them; and whatever the man called each living creature, that was its name." (Gen 2:19)

In all we do, say and are, our mission and privilege is to invite all in our community into a life lived in relationship with the God we proclaim and seek, in a world which awaits the fullness of God's love.

College Overview

Catholic Regional College Caroline Springs was established in 2007 to provide Catholic secondary education for students and families in Caroline Springs and the surrounding communities. In 2025, the College enrolled 1,079 students across Years 7–10. Continued population growth within Caroline Springs and neighbouring suburbs, together with the establishment of new Catholic primary schools in the region, has contributed to sustained enrolment growth and increasing demand for Catholic secondary education.

In response to this growth, the College has worked collaboratively over several years to explore opportunities to expand the secondary pathway available to local families. The College has proudly announced the significant and exciting transition of CRC Caroline Springs to a Year 7–12 College commencing from 2027. This transition will occur progressively, with the introduction of Year 11 in 2027, followed by Year 12 in 2028.

This development represents a visionary and strategic step in strengthening Catholic education for families in Caroline Springs and the surrounding suburbs. It will provide students with a seamless and continuous learning journey from Years 7 to 12, while offering families a strong local Catholic secondary option that supports students throughout their educational pathway.

Strong foundations are already in place across staffing, curriculum, facilities, and organisational structures to ensure a smooth and successful transition for all students. From 2027, Year 11 students will have access to a broad and flexible range of senior pathways, including:

- A comprehensive suite of 34 VCE subjects
- Access to VET programs through CRC Sydenham and external VET cluster providers
- The VCE Vocational Major (VM) pathway

This breadth of opportunity will enable every student to pursue a personalised pathway aligned with their strengths, interests, and aspirations.

Looking ahead, construction will commence in June on a state-of-the-art Senior School building, scheduled for completion in time for the beginning of the 2028 school year. This milestone will coincide with a historic moment for the College community as CRC Caroline Springs celebrates its first graduating Year 12 cohort.

The contemporary facility has been thoughtfully designed to support excellence in learning, wellbeing, and future-focused pathways. It will include 14 modern learning classrooms, three senior science laboratories, dedicated staff offices and collaborative workspaces, together with a range of specialist learning and support areas.

A key feature of the development will be the purpose-designed VCE Student Lounge, created exclusively for Year 11 and 12 students. This welcoming and collegiate environment will include kitchen facilities, comfortable seating, collaborative study spaces, and areas for recreation and connection. The space will provide senior students with a mature environment in which to study, collaborate, and prepare for life beyond school.

The building will also house a dedicated Pathways Centre, bringing together key personnel and resources to support student aspirations and post-school planning. Careers Advisors, the VCE Coordinator, and the Director of Senior Pathways will work collaboratively to provide students with expert guidance regarding career development, tertiary education, apprenticeships, training, and future opportunities.

Faith, learning, and community remain central to life at Catholic Regional College Caroline Springs. Our College motto, *Live Fully Act Justly*, calls each student to embrace every opportunity, strive for personal excellence, and act with justice, compassion, and integrity towards others. These values are embedded across all aspects of College life and underpin the curriculum, programs, and relationships within our community.

Through a student-centred approach to learning, the College is committed to nurturing the spiritual, academic, social, and emotional growth of every student. Guided by the teachings of Christ and the traditions of Catholic education, CRC Caroline Springs continues to foster a rich, inclusive, and faith-filled learning environment where all students are encouraged to realise their full potential and contribute positively to the wider community.

Principal's Report

This year has been marked by a strong commitment to excellence in learning and teaching, which continues to shape every aspect of College life. Our students have embraced opportunities both within and beyond the classroom, living out our motto, *Live Fully Act Justly*, through their learning, faith, leadership, and service.

College life has been enriched through SACCSS sporting competitions, camps, excursions, incursions, faith formation experiences, assemblies, Masses, and liturgies. Students also participated enthusiastically in music and drama performances, student leadership initiatives, the Year 10 Formal Social, and our vibrant *Live Fully Act Justly* Feast Day celebrations. A particular highlight was our original College production, *Once Upon a Stage*, which captivated audiences across multiple performances and showcased the remarkable creativity, confidence, and talent of our students.

Throughout the year, we continued to strengthen academic excellence through several key initiatives. A new Academic Tracking Policy was introduced to closely monitor student progress and support high expectations for all learners. This was complemented by the implementation of the Student Acceleration and Retention Policy, providing additional pathways for students to extend and enrich their learning. Our Learning and Teaching team also developed new Assessment Rubric Rationale and Guidelines, with staff dedicating significant professional learning time to collaboratively refining assessment practices. In addition, Family Feedback Forums were launched, providing parents and carers with meaningful opportunities to contribute feedback and perspectives on College initiatives.

Student leadership, voice, and agency remain central to our College culture. I thank our student leaders for the outstanding way they served the community throughout the year with dedication, enthusiasm, and integrity. Their example has strengthened student voice and contributed positively to the culture of the College.

Our commitment to acting justly also continued to be reflected through social justice initiatives, outreach programs, and opportunities for service, helping students develop compassion, empathy, and a deep sense of responsibility for others.

A significant milestone this year was the completion and official naming of the Sacred Heart Building, a contemporary three-storey facility that has significantly enhanced our learning environment. The building features modern classrooms, collaborative learning spaces, specialist Food Technology, Art and Music facilities, a professional recording studio, new administration and meeting spaces, additional staff facilities, and welcoming new entrance areas. Importantly, this development positions the College strongly for continued growth, innovation, excellence, and expanding enrolments within our thriving community.

As we look to the future, the College continues to progress its Master Plan, including the planning and development of a new Senior School building that will further strengthen learning opportunities and support the ongoing growth and aspirations of our students and wider College community.

I extend my sincere gratitude to the College leadership team, teaching staff, and all members of our support teams, including I.T., maintenance, counselling, learning diversity, library, administration, and finance staff. Their professionalism, care, and commitment have ensured that our students continue to flourish in an environment where learning, wellbeing, faith, and community are at the heart of all we do.

As we look to the future with confidence and optimism, we remain committed to our Catholic mission of nurturing young people of faith, courage, compassion, and excellence who are empowered to *Live Fully Act Justly*, and make a positive difference in the world.

Catholic Identity and Mission

Goals & Intended Outcomes

- To provide opportunities for families to be partners in learning through activities that promote dialogue in Religious Education and liturgical and community events at the College.
- That the School Improvement Team explore additional avenues to collaborate with families as partners in learning and provide strengthened opportunities to engage families in liturgical and community events and celebrations in the life of the college.
- That teachers gain knowledge and understanding of the Religious Education curriculum learning progression and associated assessment against the standards.
- Continue installation of Iconography within the College to enhance Catholic Identity.

Achievements

- Continued to add to the Catholic Iconography of the College
- Continued to provide staff opportunity for Faith Professional Development – Staff Faith Day, Federation Faith Day, CTC Online Courses, FRG Ministry Encounter Courses, Reflect and Connect
- Continued catechises on the Mass by College Chaplain and Youth Minister in preparation for Class Masses
- Staff beginning of Year and End of Year Mass
- Year 7 Family Welcome Mass
- Opening College Mass
- Feast of the Assumption Mass
- Live Fully Act Justly Day Mass
- Year 7-10 Class Masses
- Year 7-9 End of Year Mass
- Year 10 Graduation Mass
- Social Justice - Social Justice Leadership Day, Caritas Project Compassion, Shrove Tuesday, Spread the Love, St Patrick's Day, 'Cary A Can' Campaign, Mother's Day Craft, Celebrating Refugees, NAIDOC Day, Uganda Project, Father's Day Craft, 'R U OK Day?', World Mental Health Day, World Teachers Day, St Vinnies Christmas Appeal. Prayer Day, Saint Feast Days, Easter Celebrations, Anzac Day
- Ash Wednesday Liturgy, Remembrance Day Liturgy
- Staff Lenten Program
- "The Chosen" Lenten Series for students
- Weekly Friday 8am Mass - staff, students and families
- Liturgies: Easter Liturgy (Stations of the Cross), Remembrance Day Liturgy

- Year 7,8,9, 10 Faith Formation Days
- National Vocations Awareness Week
- All Souls Day
- Feast of the Sacred Heart
- Sacrament of Reconciliation
- Mother's & Father's Day Mass & Breakfast
- Archdiocesan Encounter Youth Nights
- 'Living Rosary'
- Student involvement in Ablaze Parish Youth Group
- Catholic Education Week – St Patrick's Day Mass for Catholic Schools
- Catholic Education Week Celebration and activities

Value Added

- Australian Catholic Youth Festival
- MACS Student Formation Days
- Music Ministry – Friday 8am Mass
- LIHM Sisters
- Adoration Club
- Lunchtime Adoration
- Blessing of Siena Square and St Catherine of Siena statue
- Blessing of Sacred Heart Building
- Mary Mackillop Jubilee Pilgrimage with CRC North Keilor
- Adoration for students in Religious Education Classes
- Student Leadership Camp – Faith and Mission session
- Introduction of Service Learning Coordinator
- Participation in Year 7-10 MACS Religious Education Curriculum Pilot Program

Learning and Teaching

Goals & Intended Outcomes

- To improve student achievement and access to the curriculum by developing and implementing clear assessment rubrics in all year levels.
- To improve student achievement via academic tracking within a Student Acceleration and Retention Policy in all year levels.
- To improve student achievement by providing an appropriately challenging Mathematics curriculum based on the principles of explicit teaching and instruction in all year levels.

Achievements

- The Victorian Curriculum 2.0 was fully implemented within English and Mathematics, and other Learning Areas commenced their familiarisation and optional implementation journey.
- Two Professional Learning Days focused around supporting curriculum auditing and mapping, course writing and assessment reflection.
- The Curriculum Leadership Team formed a Grade Scale Action Team and an Assessment Rubric Action Team, where they developed a revised assessment rubric and grade scale.
- A Professional Learning Day subsequently shared an overview of the Action Teams' findings with teachers; presented the revised rubric and grade scale; offered practical workshops on designing the effective rubric components of indicators and quality criteria and provided teachers time to begin drafting updated Term 1, 2026 rubrics.
- Updated Homework Policy
- Collaboratively reviewing Personalised Learner Plans and Learner Profiles
- Annual Review Meeting AITSL goal setting
- Learning Area Weeks
- Hybrid and face-to-face Student Parent Teacher Interviews
- Extra and Co-curricular activities
- PIVOT student surveys
- Peer Observation teacher program
- Facilitating Student Success Programs including Maths Support, English Support and Homework Support.
- Offering advanced pathway options including the study of VCE at Year 10
- Experiential learning experiences
- Feedback opportunities

- Access to collated student data via a master data spreadsheet, including subject, NAPLAN and PAT data, to assist in measuring student growth
- Access to the ACERs Online Assessment and Reporting System which contains student Progressive Achievement Data, to assist in measuring student growth
- Access to the SEQTA Learning Management System to enter and track student achievement and growth
- New whole cohort structure for Science and Humanities at Year 10 to provide breadth and better prepare students for VCE.

Student Learning Outcomes

Median NAPLAN Results - Year 7

Test	School Median	State Median
Grammar and Punctuation	543	548
Numeracy	546	553
Reading	551	551
Spelling	551	548
Writing	560	555

Median NAPLAN Results - Year 9

Test	School Median	State Median
Grammar and Punctuation	547	567
Numeracy	565	580
Reading	563	580
Spelling	572	574
Writing	586	590

The NAPLAN data shows Spelling and Writing as relative strengths, particularly in Year 7 where results exceed the State median. This may reflect the College's work in clearer assessment expectations and consistent literacy practices. Reading and Numeracy remain

areas for continued improvement, particularly in Year 9, and will continue to be supported through targeted intervention and data-informed teaching.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	538	67%	538	65%
	Year 9	553	51%	546	48%
Numeracy	Year 7	550	75%	543	73%
	Year 9	567	65%	557	62%
Reading	Year 7	546	78%	542	75%
	Year 9	561	66%	556	61%
Spelling	Year 7	543	77%	543	77%
	Year 9	567	71%	563	73%
Writing	Year 7	558	75%	560	77%
	Year 9	585	70%	586	70%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

- To ensure that wellbeing and behaviour management policies and processes are reviewed, implemented and updated
- To build staff capacity in supporting wellbeing and positive behaviour processes
- To ensure there is consistency when promoting high expectations when it comes to uniform, attendance, punctuality, classroom processes and attending college events
- To grow a culture where consistent classroom practices are embedded at the beginning and conclusion of all lessons
- To ensure that restorative practices are reviewed and modelled to staff
- To improve the use of SEQTA data, ensuring it is utilised to support student engagement across the areas of attendance, behaviour, wellbeing support, uniform trends and punctuality
- The College's Wellbeing Program of Ignite has been developed and implemented across the Year 7-10 cohorts
- To utilise the wellbeing PIVOT data at Years 7-10 to inform wellbeing practice for the areas of resilience, belonging, safety and protective factors

Achievements

- The Wellbeing Leadership Team contribute to and model the positive behaviour processes of the College
- Implementation of new Recall system
- Implementation of Student Engagement Plans for attendance, behaviour, lates, uniform and College events
- Student in Focus Team (SIFT) comprises of key student wellbeing members who meet fortnightly at each year level. These meetings are facilitated by the Head of Junior or Senior School and monitor and manage any students at risk, pastoral concerns, learning needs, trauma, behaviour concerns, conflict, family concerns and mental health issues.
- Year Level Partnership meeting scheduled each fortnight for Year Level Leaders to discuss and action any students concerns regarding behaviour, uniform, attendance, punctuality, conflict and pastoral concerns
- The Deputy Principal Student Wellbeing and Director of Heads of School meet weekly to organise monitor whole year level trends, discuss high risk students, analyse wellbeing data and respond to any needs of a particular cohort through collaborative dialogue and planning
- The Child Safety Team which comprises of the Deputy Principal Student Wellbeing, Heads of School, College Psychologist, a Year Level Leader and Learning Diversity

Leader meet each term to discuss any child safe matters, collaborate regarding compliance and update child safe standards

- Deputy Principal Student Wellbeing and Heads of School meet College Counselling team twice a term to collaborate on any counselling initiatives, professional learning opportunities and wellbeing matters
- Members of the College Counselling Team promote positive psychology education through fortnightly posts and facilitated various initiatives throughout Mental Health Week
- Members of the Learning Diversity Team led the Empowerment program which develops the social skills and needs of selected students
- The Heads of School facilitate the Ignite Program from years 7-10. Each cohort has a full day per term which focus on key wellbeing themes such as Risk-taking Behaviours, Bullying, Mental Health, Positive Coping and Respectful Relationships
- Deputy Principal Student Wellbeing and Heads of School organise guest speakers for the Ignite Program from external providers such as Susan Mclean, Toolbox, Safe Partying and the Pat Cronin Foundation
- SEQTA has been further updated to meet the wellbeing needs of staff and students. Changes have been implemented that align more closely with the processes and policies the Wellbeing team have in place
- The Wellbeing Team continue to network with external providers such as DHHS, The Orange Door, RCH, Foundation House and external psychologists and paediatricians to meet the growing needs of students
- Community Liaison Officer implemented Cultural Connection Program in collaboration with Centre for Multicultural Youth
- Deputy Principal Student Wellbeing facilitated Family Forums session each term open to all College families to attend
- CRCCS Cultural Friends established by the Deputy Principal Student Engagement and facilitated by the College Multicultural Education Aide
- Members of the College Counselling Team facilitated the program From Chaos to Calm, focussing on the executive functioning skills of selected students
- Year Level Leaders conduct fortnightly briefings with their homeroom teacher to discuss upcoming events, student concerns and wellbeing matters
- Year Level Leaders conduct fortnightly Communal Homerooms to stay connected with students about any upcoming College events, College expectations, social justice initiatives and any concerns relevant to the cohort
- House and Student Leadership Co-ordinator meet with student leaders each week
- A formal Student Leader Investiture Ceremony was held and parents were invited to join the College community in celebrating the induction of College student leaders for 2025 and 2026. A former College captain was guest speaker
- A Student Executive Leadership Team established by the Deputy Principal Student Wellbeing and the House and Student Leadership Coordinator
- Student leaders submitted a number of proposals to College Leadership Team

- College tours are led by students leaders from Years 7-10
- The Primary Links team continued to meet regularly to assist in the transition of Year 7 students
- The Transition Co-ordinator facilitates the transition of new students for Years 7-10
- The Primary Links Team revised the transition form for primary schools that provides the College with information regarding the wellbeing and learning needs of Year 7 students for 2026
- The College Learning Diversity Team facilitate extra Orientation program for students with diverse learning needs
- The Primary Links Team successfully planned and co-ordinated the Year 7 Community and Partnership Day, Orientation Day, Primary School Visits, Welcome Days and Cyber-Safety Presentation Evening for Year 7 families
- The Primary Links Team facilitated a Year 7 Parent Information Night for prospective families of 2027
- College events such as the Year 10 Formal, Student Leadership Camp, Year 7 and 9 Camp, VPP Camp and Year 7 Parent Information Night

Value Added

- Year 7 Community and Partnership Day
- Year 7 Orientation Day
- Year 7 Orientation Mornings (Learning Diversity)
- Year 7 Welcome Days
- Year 7 Parent Information Night
- Year 7 2027 Parent Information Night
- Cyber-Safety Presentation evening for Year 7 Families
- Student Investiture Ceremony
- Year 8-10 Student Leadership Camp
- Year 7 Student Leadership Workshops
- Year 7-10 Ignite Program
- Year 10 Formal
- Year 7 Camp
- Family Forums
- CRCCS Cultural Friends Group
- Tuning into Teens Program
- Year 9 Camp
- VPP Camp
- Cultural Connection Program
- Breakfast Club
- Empowerment Program
- From Chaos to Calm

Student Satisfaction

Data from the MACSSIS survey suggested above average results in the following areas:

- School Climate
- School Belonging
- School Safety

Data from the MACSSIS survey suggested the following areas be addressed by the College Wellbeing and Leadership Team

- School Engagement
- Teacher-Student Relationships

The Counselling Team reported 117 self-referrals in 2025 with 121 students actively participating in counselling.

Student Attendance

As per the requirements, attendance is electronically recorded and maintained accurately via the College Learning Management System-SEQTA. An attendance report is generated weekly and sent to the Wellbeing Team by admin staff and discussed at SIFT meetings and Year Level Leader Partnership meetings. If a student's attendance becomes problematic, Year Level Leaders or the Head of School will conduct a parent meeting and action a plan to re-engage students and work closely with families and any external support networks to help re-connect a student with their learning.

College families receive communication via school newsletters and SMS around the importance of regular school attendance. Students and parents/carers have been made aware that College events will now be included in Semester reports.

During normal school time, late students and early exit students continue to use the electronic signing system which connects the data to SEQTA. Homeroom and subject teachers are aware that it is compulsory to record attendance for every class in every lesson. If a student is recorded as a non-attendance before recess, then a SMS will be sent to parents/carers from admin staff.

Parents have online and up-to-date access to their child's attendance via a parent portal. Non-attendance at excursions, offsite activities, College sport days, the Ignite Program, Faith Formation Days and Camps should always be accompanied by a medical certificate and will be followed up by a homeroom teacher or Year Level Leader if necessary.

Average Student Attendance Rate by Year Level	
Y07	90.69
Y08	90.84
Y09	87.31
Y10	87.53
Overall average attendance	89.09

Leadership

Goals & Intended Outcomes

In 2025, the College continued to strengthen a culture of collaborative professional learning, reflective practice and evidence-informed improvement. Guided by the School Improvement Plan and Annual Action Plan, key priorities included embedding peer observation practices, strengthening feedback and reflection processes, and building staff capacity through targeted professional learning aligned to College priorities.

Achievements

A major achievement in 2025 was the successful expansion and embedding of the Peer Observation Program following the 2024 pilot. What began as a small-scale initiative evolved into a well-integrated whole-school professional practice, embedded within the Annual Review Meeting (ARM) process. Staff engaged in structured peer observations, reflective dialogue and professional goal setting, with the process receiving strong positive feedback through internal staff surveys. The initiative strengthened collegial relationships, promoted professional trust, and supported the sharing of effective teaching practice across learning areas.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>Professional learning also remained a significant focus throughout the year. All teaching staff renewed their CPR and First Aid accreditation requirements to ensure ongoing compliance and preparedness. Staff once again participated in Pivot Surveys for Student Learning, with survey data embedded into ARM reflection and goal-setting processes, as well as informing peer observation discussions and professional growth goals.</p> <p>Collaborative planning through hour-long learning area meetings provided support for teachers in areas of curriculum planning, assessment moderation and discussion around best practice in teaching and learning. Our whole school professional learning opportunities focused on themes including student wellbeing, feedback practices, data-informed teaching and strengthening student engagement. Dr Andrew Wake returned to the College in 2025 to build on the work undertaken in previous years, continuing staff professional learning focused on emotional literacy, relational pedagogy and strategies to support students experiencing strong emotions and behavioural challenges.</p> <p>Teachers also continued to engage in self-directed professional learning aligned to individual professional goals and school priorities. Areas of focus included curriculum development, wellbeing interventions, faith formation, instructional practice, educational technology and artificial intelligence in education.</p>	
Number of teachers who participated in PL in 2025	78
Average expenditure per teacher for PL	\$884.00

Teacher Satisfaction

Data from the 2025 MACSSIS Staff Survey demonstrated significant improvement across a number of domains and reflected positive staff perceptions regarding school culture, leadership and professional growth opportunities. Growth in the highlighted areas below reflect a positive and cohesive perception with respect to leadership, management and professional learning intentions through 2025.

The College recorded particularly strong results in:

- Staff–Leadership Relationships (83%), highlighting positive and supportive relationships between staff and leaders
- School Climate (71%), representing a substantial improvement from 49% in 2024
- Professional Learning (64%), improving significantly from 49% in 2024
- Collaboration Around an Improvement Strategy (57%), improving from 42% in 2024

The survey also indicated improvements in staff safety, collective efficacy, collaboration in teams and perceptions of school leadership. These results highlight the College’s continued commitment to collaborative practice, professional growth, staff wellbeing and building a positive and supportive professional culture.

Teacher Qualifications	
Doctorate	3
Masters	34
Graduate	24
Graduate Certificate	6
Bachelor Degree	78
Advanced Diploma	4
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	87
Teaching Staff (FTE)	79.22
Non-Teaching Staff (Headcount)	64
Non-Teaching Staff (FTE)	52.54
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

- Strong links with local community.
- Families form strong partnerships in their child's wellbeing and learning.

Achievements

- Ongoing communication to College community through Leadership
- Publication of College newsletter twice a term
- Publication of College magazine 'Insight'
- Social media updates through Instagram and Facebook
- Staff Association role strengthened through various events and functions
- College Feast Day-Live Fully Act Justly Day
- Mother's and Father's Day Mass and Breakfast
- Deputy Principal Student Wellbeing and Heads of School form strong links with local businesses and organizations to collaborate regarding child safe matters
- Deputy Principal Student Wellbeing attends Principal Network meeting facilitated by the Proactive Policing Unit
- Continued work with the alumni committee
- Primary feeder schools attend College production
- Transition Co-ordinator facilitates College tour for primary feeder school leaders
- Community Liaison Officer networks with local business to support families with fruit and veg boxes and school resources
- Community Liaison Officer networks with Eat Up to support College Breakfast program

Value Added

- Opportunities for students, staff and family collaboration and feedback
- Primary Links Committee consolidated to increase links with Primary schools and develop transition programs
- Links with local businesses to support College families, Live Fully Act Justly Day and Breakfast Club
- Continued positive relationship with St Catherine of Siena Parish
- Parish increased use of College facilities

Parent Satisfaction

There is a high level of parent satisfaction with Catholic Regional College Caroline Springs from families, indicated by:

- Increasing student enrolments
- Feedback provided by families when conducting student enrolment interviews
- Increasing student retention and attendance data
- Improved attendance numbers and feedback from Student Parent Teacher Interviews
- Feedback through School Advisory Council, Family Forums and MACSSIS survey
- Members of the College Counselling Team facilitated Tuning into Teens Program for College families
- Parent attendance at College events such as Parent Information Nights, Student Parent Teacher Interviews, Year 7 Cyber-safety Evening, Family Forums, Dr Maria Ruberto Presentation, Tuning into Teens Program, Parent Information Evenings and Year 10 Graduation

Data from the MACSSIS survey suggested above average results in the following areas:

- Student Safety

Data from the MACSSIS survey suggested the following areas be addressed by the College Wellbeing and Leadership Team

- Family Engagement
- School Fit

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.crccs.vic.edu.au