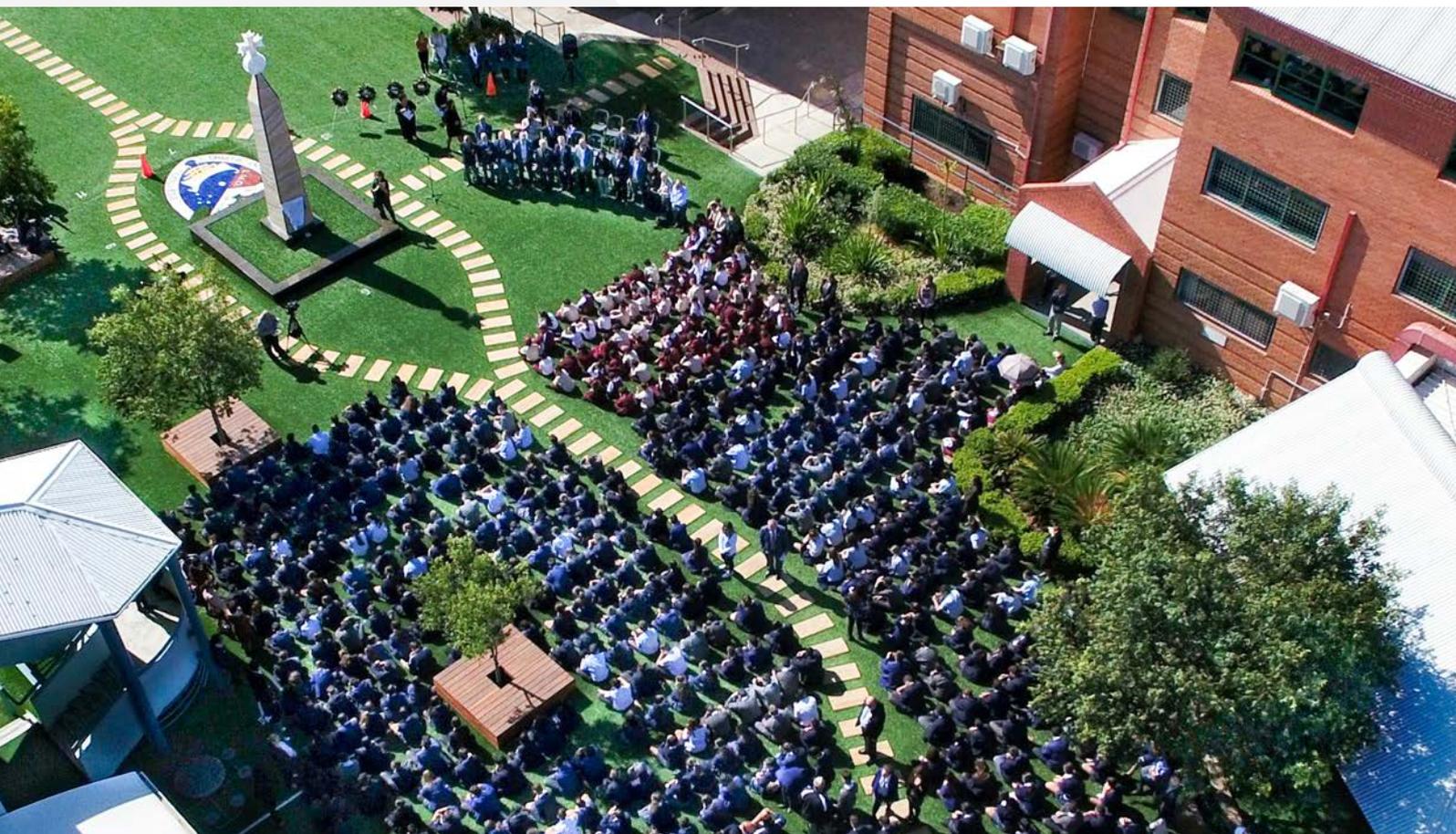


# ST CHARBEL'S COLLEGE

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## 2018 ANNUAL SCHOOL REPORT



# PRINCIPAL'S MESSAGE

Looking back on this year I can wholeheartedly say that the College has had some amazing highlights. This year, I am sure everyone has had the fantastic opportunity to witness firsthand the commitment and passion of the staff at our College as well as the remarkable students who form our community.

St. Charbel's College is committed to preparing your children from Kindergarten right through to year 12. We are champions of using a holistic and well-rounded approach to education, so that students lead lives of purpose and success. Additionally, we are committed to constantly ensuring our students are supported, nurtured and valued as individuals. The development of your sons or daughter's individual potential, self-belief, resilience and independence is very important to us. The strong academic programme, caring pastoral system and diverse co-curricular offerings, allow each child to explore their full potential. Our well-resourced two campus structure – Primary School (Years K-6) and Secondary School (Years 7-12), enables both constructive learning as well as positive experiences.

The College combines the very best of academic standards and we then make it our duty to ensure that students are constantly encouraged to pursue personal excellence in all that they do. At St. Charbel's College we take the educational needs of your child very seriously. We recognise that in the 21st century, now more than ever, education needs to prepare your children for the real world. Our College offers differentiated learning, which encourages high level thinking and open-minded problem solving. We have put in place many opportunities for broadening the students' learning beyond the classroom, through academic extension, leadership, sport and other worthwhile programs.

At the College we place importance on teaching children how to learn creatively, developing their curiosity as well as providing them with quality time to follow their own passions and interests. The excellent HSC results our students have achieved every year so far show that we are on the right track, and each year an ever increasing proportion of our students are accessing university courses as well as gaining educational scholarships.



St. Charbel's College possesses a strong Maronite Catholic religious ethos. More importantly, our students are respected as individuals and are expected to contribute positively to our school environment. A powerful importance of our society today, is to develop in each child a strong character, which includes tolerance of others, a well-rounded attitude as well as strong values to face an increasingly challenging world. For this reason we have a strong pastoral program which focusses on developing traits such as adaptability, persistence, resilience, integrity, justice, empathy and ethics.

Whilst it is important to be able to boast about good results, Maronite Catholic education is about the formation and development of the whole person and it is the quality of the young adult that leaves the College that is the true measure of the school's worth and value. St Charbel's College and the Lebanese Maronite Order are extremely proud and honoured that two of our ex-students Michael Sandrussi and Anthony El-Kazzi were officially ordained on 15 December 2018.

The journey they have taken is not an easy one but like our Lord said to His disciples: "If anyone desires to come after me, let him deny himself, take up his cross and follow me. For whoever wishes to save his life for my sake shall find it." Matthew 16: 24-25.

Without the mutual commitment of students, teachers and parents, very little can be achieved. Where this commitment is found, the results are evident in spiritual, academic, sporting and cultural achievements. Therefore, I thank parents, teachers, and students, who have chosen to pursue the common good of the College. Yours are the efforts of which dedication is the hallmark, and excellence is the reward. A special thanks in particular to our Executive Team, College Board and our Parents & Friends Committee for their ongoing support to the College. I hope and pray that St Charbel our Patron Saint will continue to bless and guide our College community.



# COLLEGE CONTEXT

The Maronite Order arrived in Australia in 1972 and a mere six months later, the first chapel and altar dedicated to St Charbel was blessed. In the following year, a church and a new monastery were completed.

The Lebanese Maronite Order in Australia strives to continue its mission, which is to place itself at the service of the Maronite community, both in terms of the faith education and the academic education of the new generation. This mission was to be realised through the founding of a school, which would sustain, develop, and enhance the Maronite Faith of their future generations, while enriching the lives of their children through their schooling.

The first house bought by the monks was used to teach children the Arabic language, and to prepare them for their First Holy Communion. The monks then began to buy several houses in order to commence the construction of a fully operational primary and secondary school. The Primary School was completed at the end of 1983, and opened to students on 1st February 1984 and the Secondary School, comprising Years 7 to 10, was completed in 1991. In 1994, facilities to accommodate Years 11 and 12 were constructed.

An important development in the life of the school was the construction of the College Library. The Library was officially opened on 15th October 1999. This completed the third stage of development on the school campus, and provided both the Primary and Secondary Schools with an increased access to a range of books, audio-visual resources, and computer technology.

Today St Charbel's College has a student population in excess of 1000 students - the majority of whom are Australian-Lebanese Maronites, with plans for future expansion.



# EDUCATIONAL DIRECTION AND GOALS

Our College motto, 'To Him be Glory' is the fundamental driver of our approach to teaching and learning. This approach is based on the holistic view of a child's education with the aim that by the time a student finishes their schooling they are lifelong learners, centred by their Maronite faith and hold the essential skills to contribute as active and productive citizens of Australia. In order to achieve this, our learning framework is formulated by using the best research-based educational practices to inform our approach to teaching and learning.

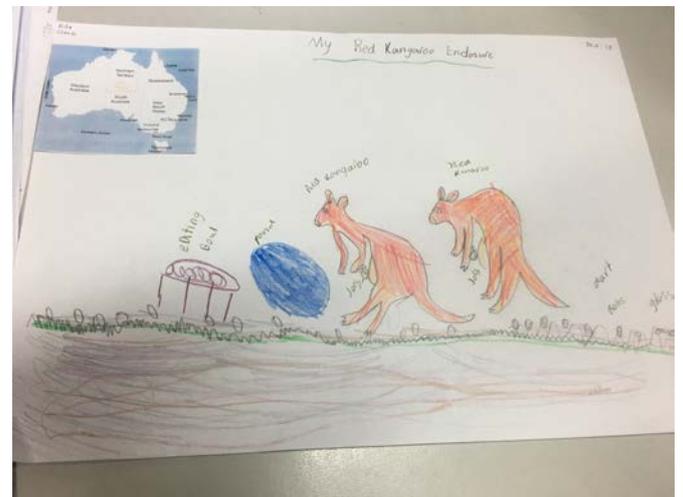
In 2018, there are many initiatives and successes that can be highlighted at the whole-school level, as well as individualised successes within the Primary or the High School. The following information provides a snapshot of the work that is being done by so many of our talented and committed staff members in order to maximise student learning outcomes.

In 2018, the following whole school teaching and learning successes and initiatives are highlighted:

- Improved HSC success with improvements in overall performance, competitiveness and learning gains. In 2018, Saint Charbel's College was the best performing Catholic school within the area.
- The High School enrichment and extension program begun, continuing the existing extension and enrichment program that is currently in place in the Primary School
- Restructure of the primary learning support department and its mode for delivering learning support
- Continued focus on the implementation of explicit teaching model
- Focus on integrating into the curriculum the 21st century skills required in the modern workplace
- Focus on the use of data to inform teaching practice.

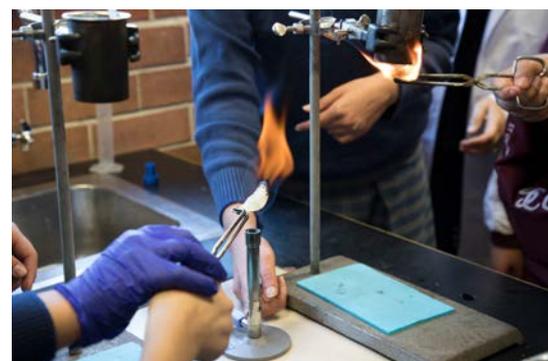
In 2018, the following Primary School teaching and learning initiatives and successes are highlighted:

- Introduction of Get Reading Right: a phonics program for Kindergarten students
- A new Kindergarten playground for the students
- Continuation of LNAP2 (second of four years) in Years K-2: a literacy and numeracy action plan
- Approval and planning for a Primary School garden
- Purchase of robotics and STEM equipment in preparation for the new Technologies syllabus
- Robotics lunch time club established
- A range of other lunch time clubs were established: These are designed for students that prefer quiet spaces and directed activity at lunch time
- Our first poetry recitation competition was held in order to challenge students and improve memorisation, recitation and presentation skills
- Primary staff room renovation was undertaken in order to improve teacher workspace and enhance their collaboration with one another
- Primary staff has been professionally developed in relation to the new Science and PDHPE syllabuses in preparation for their implementation.
- Staff has made changes to the behaviour management system.

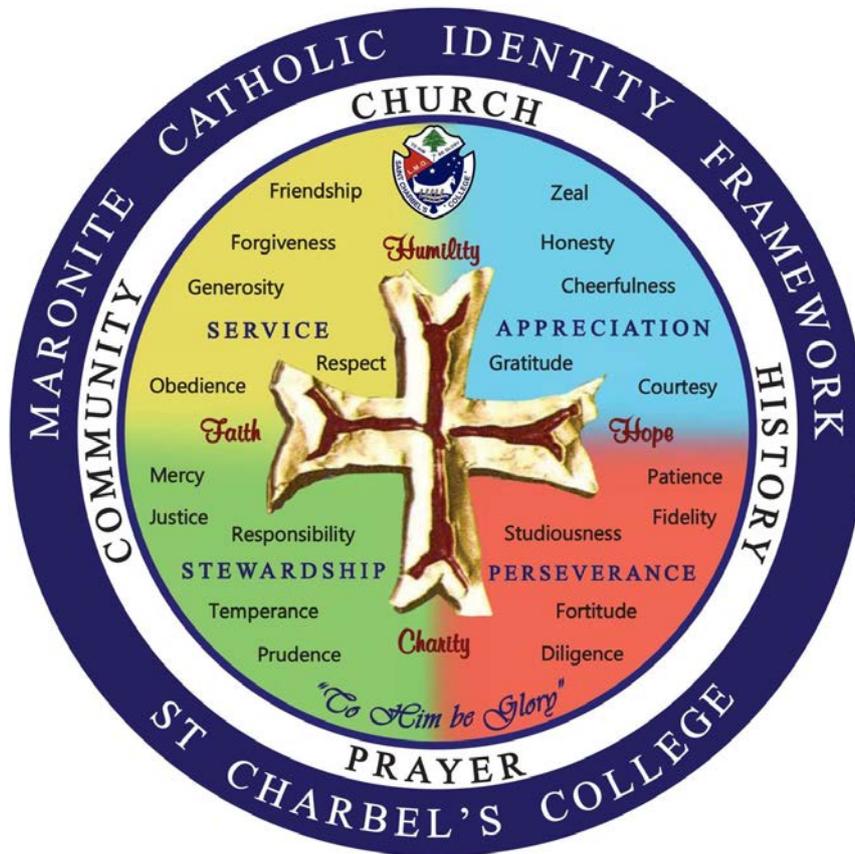


In 2018, the following High School teaching and learning initiatives and successes are highlighted:

- Targeted intervention to improve student examination performance saw the continued improved performance of our students in the higher school certificate.
- Conducting HSC minimum Standard tests in Reading, Writing and Numeracy with Year 10 and Year 11
- Developing staff understanding of formative practices through continued focus on explicit teaching model (Goal 2) in twilight PD as well as lesson observations
- Ensured NESA Assessment requirements for Stage 6 courses are implemented and reflected in all assessment schedules
- Oversaw the creation of programs for new syllabus curriculum requirements
- Implementation of the new Advanced Mathematics course - with first HSC examination in 2020
- Organise and promote excursions as a chance to enhance students' experience of the wider world
- Promotion for HSC staff to attend HSC exam marking as PD for teachers
- Celebrated student achievement in the 2018 High Achiever's ceremony



# MARONITE CATHOLIC IDENTITY FRAMEWORK



## KEY COMPONENTS

### PRAYER

A monastic spirit of self-discipline and sacrifice underpins Maronite prayer and liturgical life. Maronites have a profound devotion to Mary, the Mother of God expressed in liturgical life, hymns and feasts.



### HISTORY

The Maronite Church follows an Antiochene (from the region of Antioch) tradition, where "they were called Christians for the first time" (Acts 11:26). Syriac, a dialect of the Aramaic that Jesus Himself spoke, remains embedded in Maronite liturgy.



### CHURCH

To be Maronite is to be Catholic. To be Maronite Catholic is to be a member of one of the Eastern Catholic Churches who is guided by a Patriarch, and has the Pope as Her visible Head. Maronites hold the same beliefs as the Roman Catholic Church yet worship differently. The Maronite Church is named after St. Maroun.



### COMMUNITY

Learning how to love God and others is founded in the Maronite family. The Maronite family belongs to the family of the Church. Maronites are committed to spreading the message of the Gospel through serving others.



### Faith

Believing in God and in all that He has revealed

### Hope

Trusting in God's loving plan

### Charity

Loving God with all your heart, mind, and strength and your neighbour as yourself

## CORE VIRTUES

### SERVICE

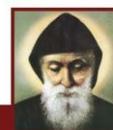


The action of helping or doing work for someone for the Glory of God. "It is more blessed to give than to receive." (Acts 20: 35)

### APPRECIATION



Seeing everything as a gift from God and being thankful. "Let them thank the Lord for such kindness." (Psalm 107: 8)

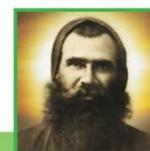


### HUMILITY

Accepting your limitations and God given talents. "Humble yourselves before the Lord, and he will lift you up." (James 4:10)

Returning to God the first fruits of your time, talents and treasure. "As each has received a gift, use it to serve one another, as good stewards of God's varied grace." (Peter 4:10)

Persistence in doing something despite difficulty or delay in achieving success. "Be joyful in hope, persevere in hardship; keep praying regularly." (Romans 12: 12)



### STEWARDSHIP



### PERSEVERANCE

# 2018 SRC

St Charbel's Student Representative Council participated in and lead various social justice and pastoral activities throughout 2018.

These include:

- Led College assemblies and prayer groups, such as the rosary.
- Saints of the week at assembly, led by Liturgy Captain.
- Represented the College at external formal events.
- MC formal school events.
- Welcomed parents and guests to school events, as ushers.
- Assisted with school events, such as leading teams in sports carnivals and Patron's day celebrations.
- Established a recycling committee: purchased bins and promoted collection of bottles and cans to develop sustainability awareness; stewardship and fundraising.
- Created and distributed Valentine's Day message and gift for parents.
- Promoted and coordinated the Recycle for Sight program by collecting used glasses that were donated to people less fortunate in the Aboriginal communities, Fiji and The Philippines.
- Promoted and coordinated the Project Compassion Lenten campaign.
- Collaborated with Year 10 PDHPE to serve the community through the Beat the Cold War initiative.
- Coordinated the Hot Chocolate Drive to support the winter appeal and other community initiatives.



- Supported the Year 7 Orientation Days
- Senior student mentor for junior students coping with demands
- Coordinated interactive lunch time activities, e.g. table tennis competitions, teachers vs students volleyball games.
- Responsible for the upkeep of Homeroom and generating ideas for school improvement.
- Announce the daily bulletin to Homeroom peers.
- Liaised between their homeroom peers and the Coordinator on issues of student interest i.e. brought forward ideas that the student body had for different proposed initiatives.
- Assisted in weekly uniform and diary checks.
- Took charge of social initiatives in homeroom such as birthday reminders, and organising teacher and student farewell cards etc.
- Promoted and collected thank you messages from students to teachers.
- Responsible for updating grade assessment calendars in their homeroom, and reminding the class of upcoming due dates
- Facilitated pastoral discussions and activities centred on the theme of JOY, and proposed ideas on how to further drive the theme.



# Wellbeing Report 2018

## *JOY! Jesus, Others, You...*

*This was the key theme for our College community in 2018.*

Staff, parents and students were encouraged to spread the message of JOY to all people they encountered and all activities they participated in – simply as a reminder to live out the College motto To Him Be Glory. This created a sense of service, appreciation, stewardship and perseverance in our daily lives.

JOYful opportunities throughout the year included:

- Pastoral care programs consisted of social and emotional learning opportunities to develop responsibility, resilience and gratitude. Such resources and services include: You can do it! Program, Police Liaison Officer presentations, Maronitecare Drug education Presentations, Careers pathways support,
- Year 7 were eager learners who established strong relationships and time management skills in Pastoral Care, which helped them develop confidence and responsibility.
- Year 8 promoting the Recycle for Sight program by collecting used glasses that were donated to people less fortunate in the Aboriginal communities, Fiji and The Philippines.
- Year 9 focused on forming positive relationships and becoming responsible young men and women. This was clearly demonstrated with an outstanding team effort in the Project Compassion campaign.

- Year 10 had the mission of living a 'Meaningful and Memorable' year, with particular attention on identifying their strengths and a growth mindset to help decide on future careers pathways and subject selection for senior studies
- Year 11 challenged themselves to 'Persevere and Grow' as a student and person, particularly to help cope with the challenges of senior studies. The hot chocolate drive was a highlight on the cold winter mornings
- Year 12 displayed diligence and resilience in their studies while living the virtue of Stewardship in creating the Recycling Committee. They collected thousands of bottles and cans to support various special causes.
- Senior students provided with a teacher-mentor holistic program to support them intellectually, socially and emotionally.
- Further joy-filled wellbeing experiences that encouraged the community to be 'Christ-centered' include: The Holy Rosary: JOYful Mysteries prayed every Monday in the Chapel. Special intentions were offered every week, including prayers our peers, families, wider college community, and those sick in our community
- Monday assemblies celebrated Feast days and learning about Saints of the week; and celebrated achievements of students on an academic, social justice and sporting level. A key message of growth was presented to students to aim towards each week.

# 2018 SRC

- Every term, the Peers' Awards were presented in year groups, whereby students voted for their peers who were positive role models, that demonstrated perseverance in their studies.
- Every term, students wrote thank you letters as a sign of appreciation to their teachers who had guided them as a learner.
- Fifteen students from 7-11 participated in a 24 hour soccer marathon Kicking Goals for Sick Kids to help raise funds for Westmead Children's Hospital.
- Parents and teachers donated blood to Red Cross to help save lives.
- The energetic Father & Son evenings where we developed a physical, social and spiritual bond, through food, games and prayer.
- A thought-provoking DonateLife presentation from St George Hospital for senior students to consider becoming organ donors.
- An inspiring talk filled with practical tips by Kate Fitzsimons to help students create stronger emotional empowerment during difficult times.
- Year 10 students offered their services to the Missionaries of Charity Soup Kitchen – "I'm grateful for my life and being able to serve others in need."
- Year 12 students participated in the Maronites on Mission food run – "an eye-opening and life changing experience. It makes me want to be more."
- Patron's Day celebration with Mass, lunch and sporting activities to create community spirit.

*This year was truly a JOYful year, where a sense of responsibility and growth allowed our community to shine the light on Christ's presence in our lives.*



# P&F EVENTS OVERVIEW

## Spiritual Day – 16th March: St Rafka’s Church Varrowville

Parents, friends and our local community were invited to join us for a day of spiritual retreat lead by Fr Tony Mousa, our school Chaplian. The Spiritual Day is a way of bringing our community together for a day of prayer, reflection and social enjoyment.

## Easter Colouring Competition & Easter Bunny Visit – 28th March

This year the P&F worked in conjunction with Mrs. Mansour to provide faith based Easter pictures for the students to colour in and submit for the chance to win the 'Easter Colouring in Competition'. One Easter hamper prize per year group was put together and donated to the school by the P&F. The teachers were asked to pick a winner for each year group and the students were awarded their winning hamper's on stage. We also had the Easter Bunny visit the school and hand out gifts to all the children, much to their excitement!

## Mother’s Day Morning Tea – Friday 11th May

An outstanding morning tea feast was organized by the P&F Committee with parents, namely mother's, invited to attend and celebrate this occasion with us. Food was supplied by the P&F and parents of the school, some being donated. It was a great social gathering that allowed parents to relax and chat over some food and hot coffee. The P&F can always expect a favorable turn out for this event and 2018 did not disappoint.

The P&F Committee ran our Annual Mother’s Day Stall over 2 days in 2018. The gifts available were well received by the students and parents alike with many students excited to take their surprise gifts home for the weekend. The religious gifts were a favorite again this year and the price range (\$2-\$250) was a perfect for students budgets.

## Feast of The Assumption: Community Holy Rosary Prayer – 15th August

The P&F coordinated a day for parents and the greater church community were invited to join together to pray The Holy Rosary in St Charbel’s Church for the Feast of The Assumption. This gathering was led again by our school Chaplain Fr. Tony Moussa and appreciated by those who attended. It was requested by several parents that we join together in organised prayer more often.



### **Father's Day Lebanese Breakfast – 28th August**

2018 saw a positive attendance for our Father's Day Breakfast where we took on a theme of 'Lebanese Breakfast'. The theme was really well received, the food was delicious and it was so wonderful to see the Lebanese culture through with the food and smell of hot Lebanese coffee. The Father's enjoyed the great company and many laughs.

The 2018 Father's Day Stall was another success with student's keen to purchase a gift to take home to Dad. We again had a great selection of gifts that were sold to students by our P&F volunteer's and committee members.

### **St Charbel's Commonwealth Games – 31st October: Roberts Park Greenacre**

A new initiative undertaken by the P&F in 2018 was the St Charbel's Commonwealth Games. We outsources "Be Skilled Be Fit" to run the day for us at Robert's Park, each student was allocated a country to represent on the day. The day included an Queens Baton Run, Opening & Closing Ceremonies, games/sports, activities, apples and water (supplied by the P&F) , a bit of competition and an abundance of fun. The teachers were involved in running the activities (with instructions from the organiser) and this enabled them to have build their relationship with the students whilst having fun in an 'out of school grounds' environment. The P&F committee members and volunteers contributed to the organization of the day as well as the sausage sizzle for students upon their return to school. It was a day to remember for the students, teachers and volunteers alike!

### **Santa Visit – 5th December**

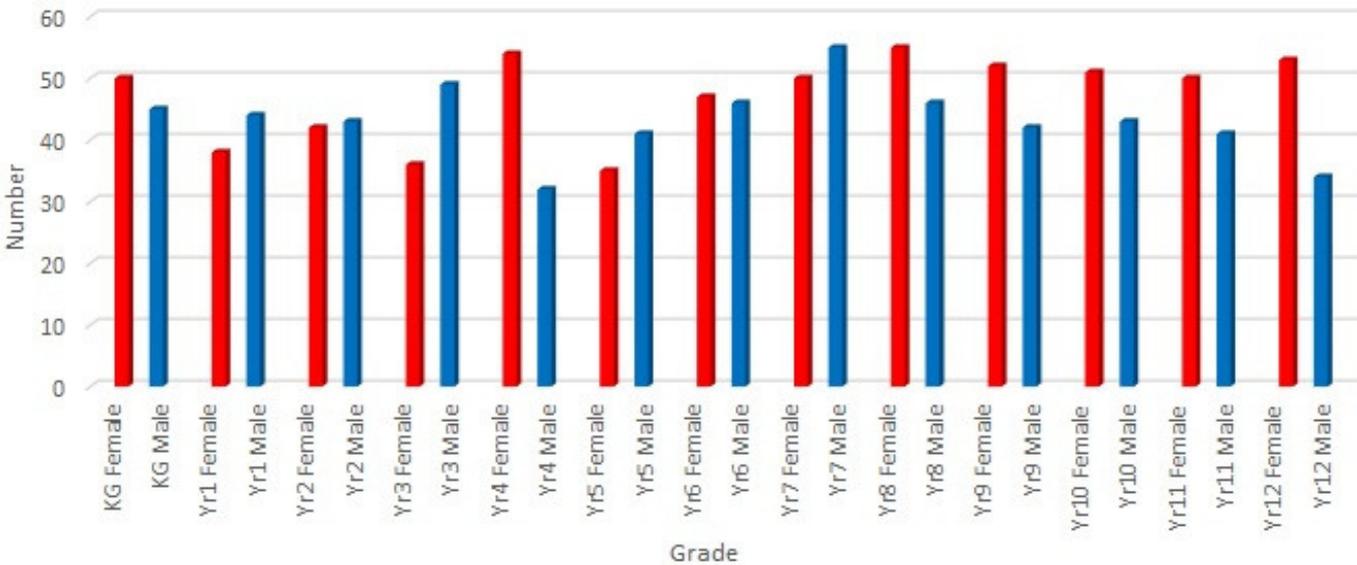
We concluded 2018 with a visit from Santa, this visit is always well received by the students as well as being so much fun for our committee. This year the P&F gave each student a handball as a gift for Christmas, we visited each classroom with Santa and sang some Christmas carols with the students before handing them their gifts. It was such an enjoyable day and the students smiles and excitement were heartwarming

### **Second hand Uniform Shop – Ongoing**

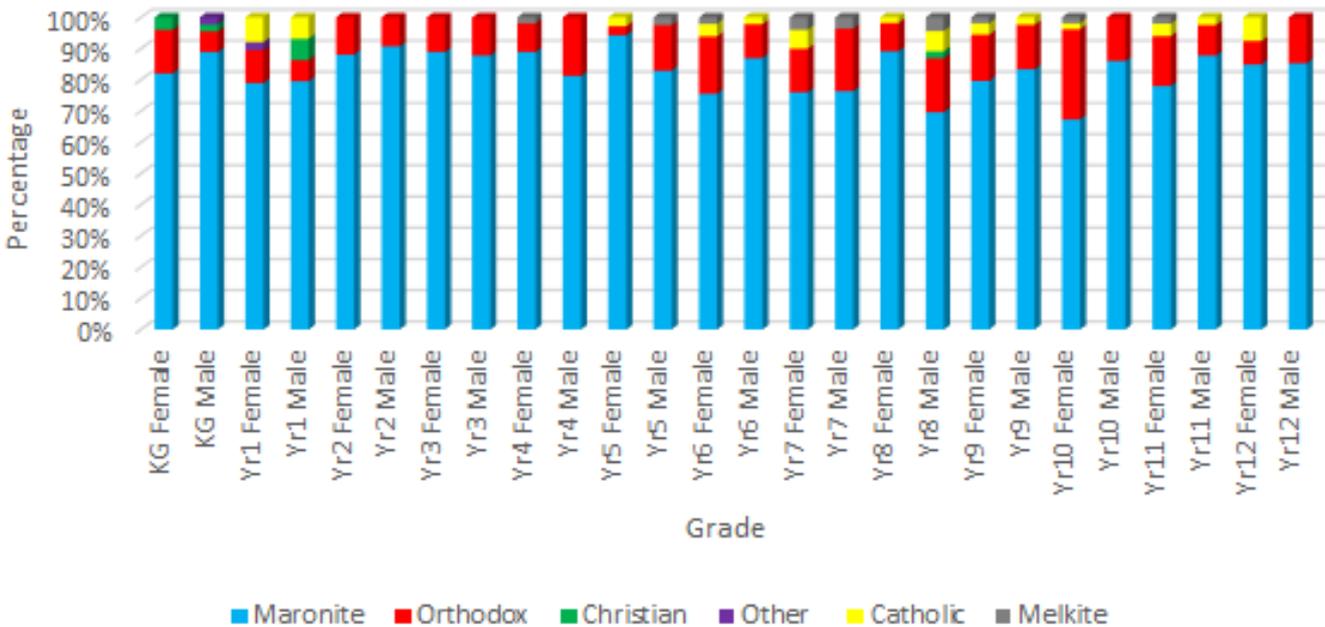
The P&F Second Hand Uniform Shop is located below the school library and operates every Friday from 2.30-3.30pm or by appointment. It provides a great opportunity for parents to purchase preloved uniforms at discounted prices and also generates a sound money flow for the P&F.

# STUDENT PROFILE

Number of students in each year group K-12

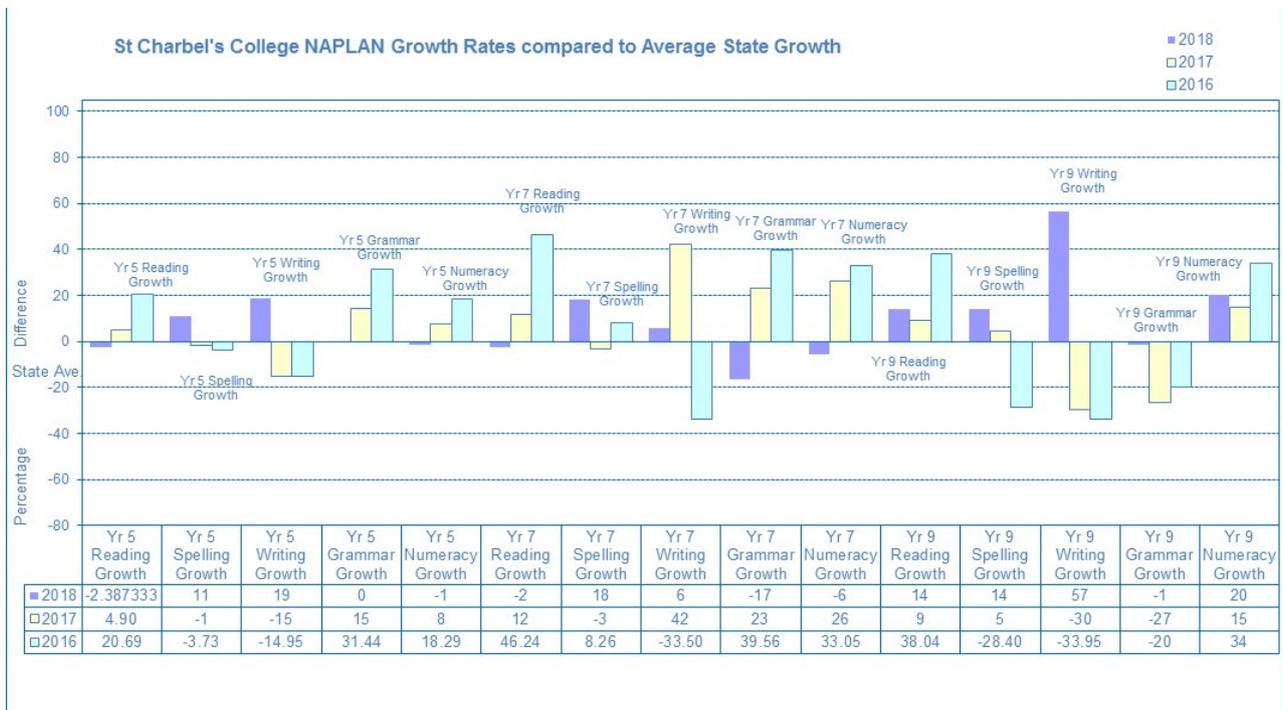
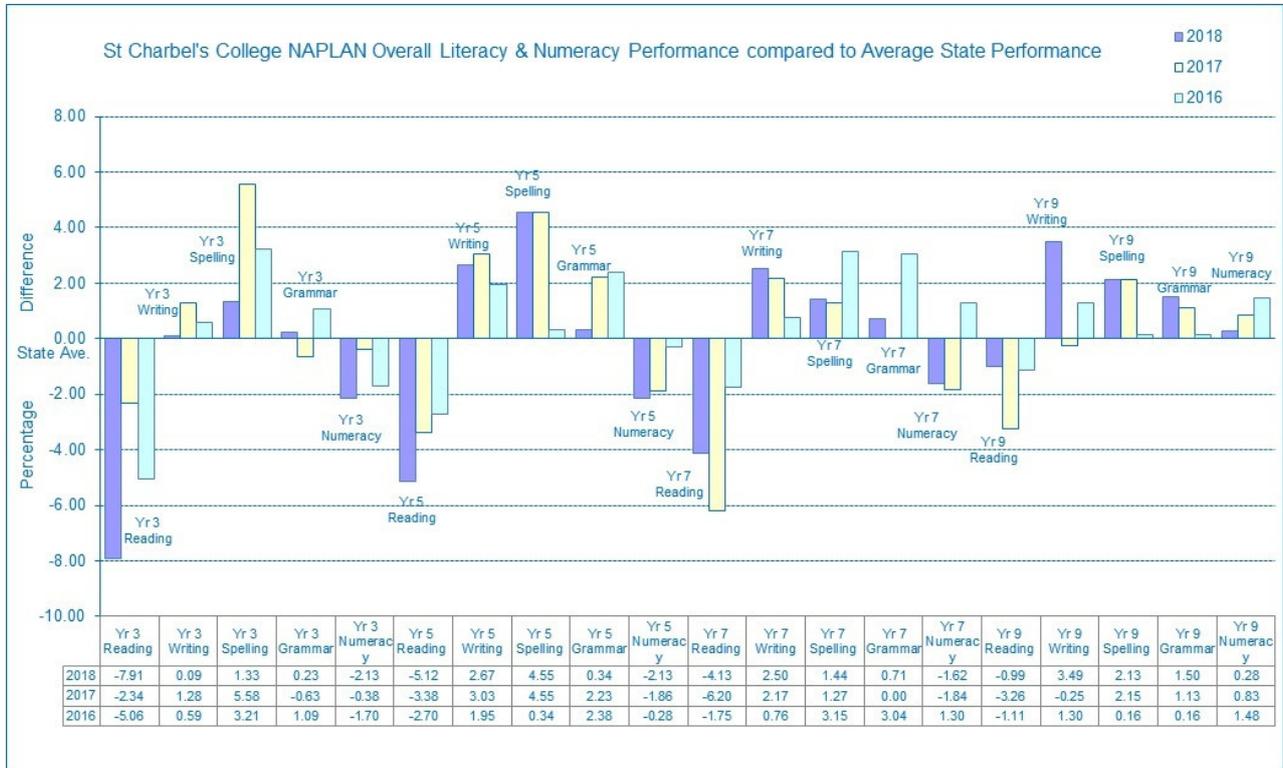


Student and Family Religion



# DATA ANALYSIS

## NAPLAN



# DATA ANALYSIS

## NAPLAN

### National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. Our school's student performance in the NAPLAN Tests for Year 3, Year 5, Year 7 and Year 9 is compared to these benchmarks/National Minimum Standards. The percentages of our students achieving at or above these benchmarks are reported below

#### Percentage of Year 3 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2017 and 2018

	2018 Percentages		2017 Percentages	
	School	National	School	National
Reading	96.3	96.2	100%	95%
Writing	100	97.2	98.6%	95.5%
Spelling	96.3	95.6	98.6%	93.5%
Grammar & Punctuation	96.3	95.8	98.6%	94.3%
Numeracy	98.8	97.9	100%	95.5%

In 2018 Year 3 students achieved results that are in line with the National Average in Reading, Spelling, Numeracy, Writing and Grammar and Punctuation.

#### Percentage of Year 5 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2017 and 2018

	2018 Percentages		2017 Percentages	
	School	National	School	National
Reading	100	99.3	95.6%	94%
Writing	100	98.9	95.6%	91.7%
Spelling	100	99.6	95.6%	93.8%
Grammar & Punctuation	100	99.5	95.6%	92.3%
Numeracy	100	99.9	95.6%	95.4%

In 2018 Year 5 students achieved results in line with the National Averages in Reading, Writing, Spelling, Grammar and Numeracy.

#### Percentage of Year 7 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2017 and 2018

	2018 Percentages		2017 Percentages	
	School	National	School	National
Reading	97.1	95.4	93.6%	93.9%
Writing	100	93.7	94.7%	87.9%
Spelling	100	94.3	96.8%	93.2%
Grammar & Punctuation	96.1	94.1	95.7%	92.3%
Numeracy	98.1	97.8	98.9%	95.4%

In 2018 Year 7 students achieved results above the National Average in Writing and Spelling and in line with the National Averages in Reading, Grammar and Punctuation and Numeracy.

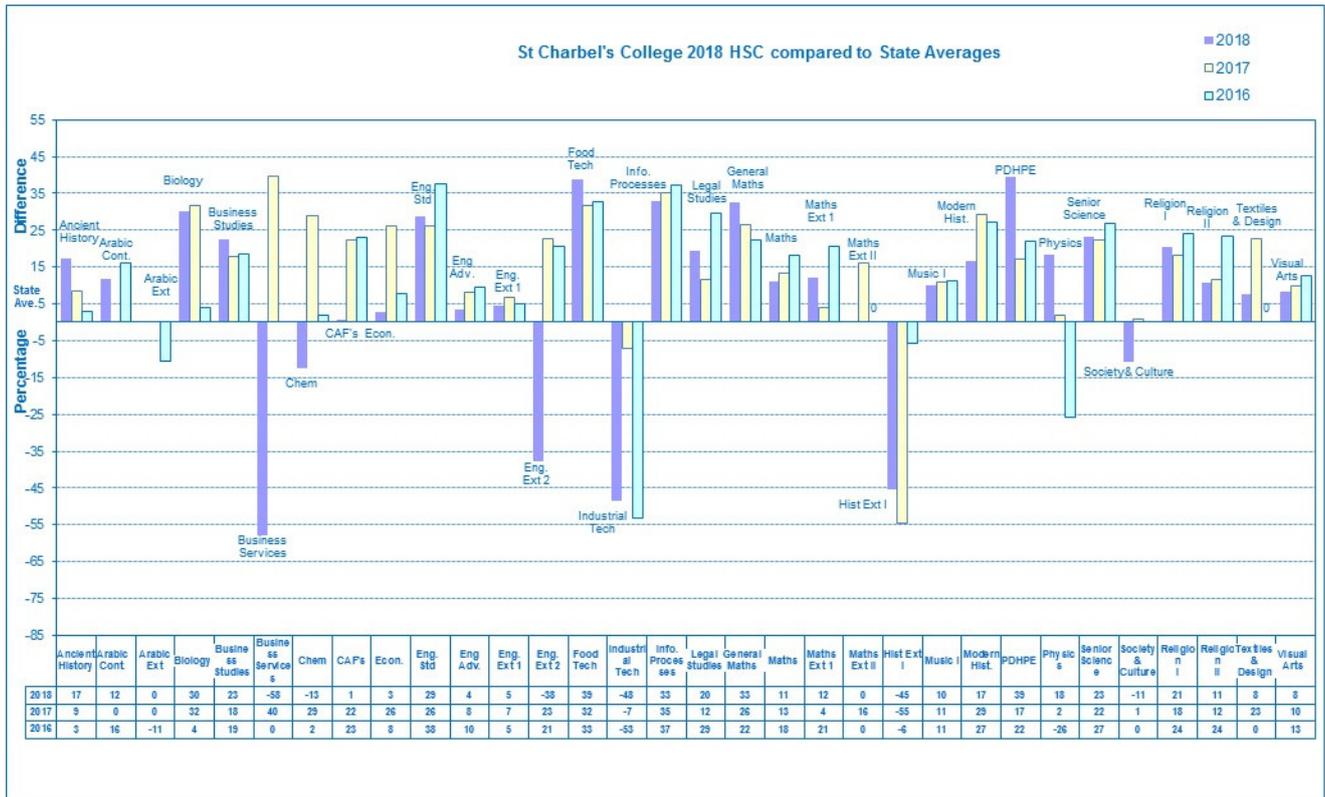
#### Percentage of Year 9 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2017 and 2018

	2018 Percentages		2017 Percentages	
	School	National	School	National
Reading	95.9	94.8	93.7%	91.8%
Writing	100	97.7	86.5%	81.5%
Spelling	97.9	92.1	94.7%	90.5%
Grammar & Punctuation	96.8	93.5	95.8%	89.3%
Numeracy	98.9	97.5	97.9%	95.8%

In 2018 Year 9 students achieved results above National Average in Spelling and in line with the National Averages in Reading, Writing, Grammar and Numeracy.

# DATA ANALYSIS

## HSC



# ATTENDANCE POLICY

## INTRODUCTION AND PURPOSE

In accordance with Section 24 of the Education Act (1990), the Principal maintains in a form approved by the Minister an Attendance Register and a Register of Admission (Enrolment). These documents maintain a high level of professional standards and diligence and comply with current legal requirements as required by Section 3.8 of the NESA Registered and Accredited Individual Non-government Schools (NSW) Manual). They are located in the College Administration Office and are available for inspection during school hours by authorised persons.

The register of enrolment and the register of daily attendance is maintained in electronic form on Student Management System, the College's student data management system. The College has responsibility to ensure that all attendance records are current, accurate and accessible.

## REGISTER OF DAILY ATTENDANCE

The register of daily attendance, maintained by the Principal includes the following information for each student:

- Daily attendance which is recorded on the Student Management System
- Absences
- Reason for absences and partial absences
- Documentation to substantiate reason for absence.

This is kept in the class Attendance Folder in the plastic wallet for each named child.

It is the responsibility of the class (Primary) and Homeroom Teacher to ensure that attendance is recorded on the Student Management System prior to 8:45am each morning.

Casual teachers are also responsible for completing the roll prior to 8:45am.

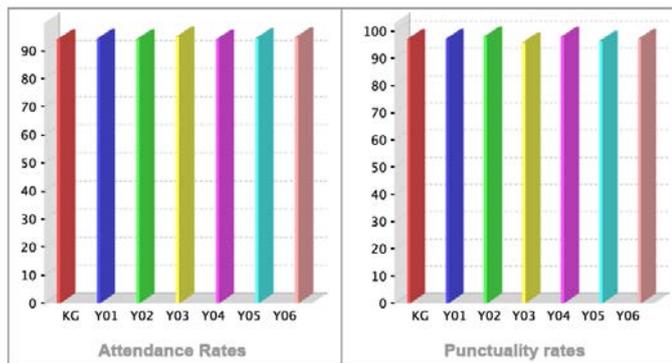
It is the responsibility of the Office Administration Staff to record on the Student Management System the students who arrive after 8:30am and who leave before 3:10pm.

The Register of Daily Attendance is kept by the College for seven years after the last entry was made.

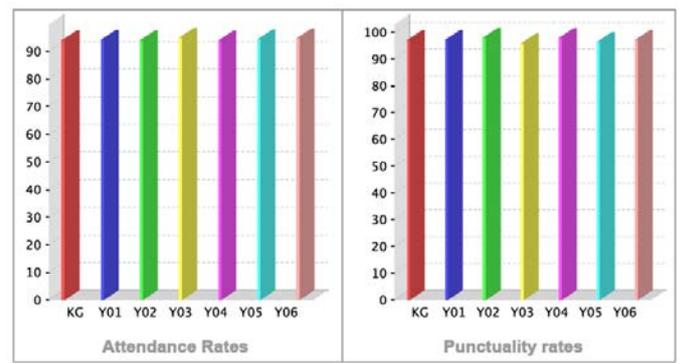
# ATTENDANCE RATES

School Year	Students	Days	Attendance rate	Punctuality rate
KG	80	186	94.0 %	97.1 %
Y01	85	186	94.2 %	97.1 %
Y02	88	186	94.1 %	98.0 %
Y03	84	186	95.0 %	95.9 %
Y04	75	186	94.0 %	97.9 %
Y05	95	186	94.4 %	96.4 %
Y06	91	186	94.8 %	97.1 %

School Year	Students	Days	Attendance rate	Punctuality rate
KG	80	186	94.0 %	97.1 %
Y01	85	186	94.2 %	97.1 %
Y02	88	186	94.1 %	98.0 %
Y03	84	186	95.0 %	95.9 %
Y04	75	186	94.0 %	97.9 %
Y05	95	186	94.4 %	96.4 %
Y06	91	186	94.8 %	97.1 %



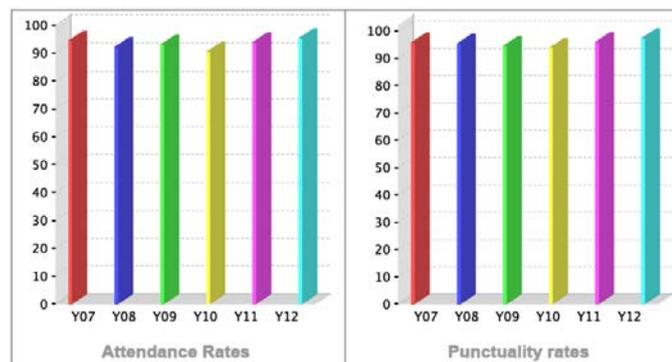
**Primary Female Attendance Rates**



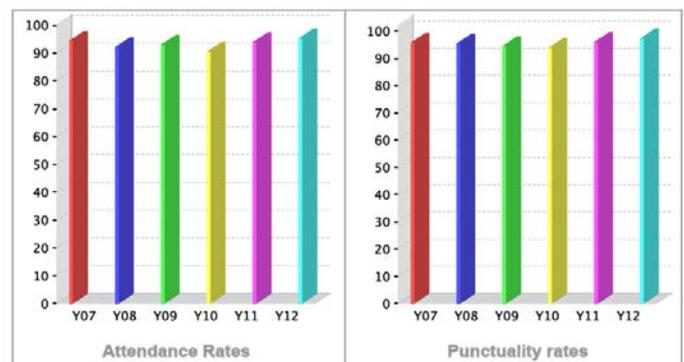
**Primary Male Attendance Rates**

School Year	Students	Days	Attendance rate	Punctuality rate
Y07	104	186	94.4 %	95.7 %
Y08	99	186	92.2 %	95.4 %
Y09	97	186	93.0 %	94.5 %
Y10	105	186	90.5 %	93.8 %
Y11	91	186	93.9 %	96.0 %
Y12	74	186	95.3 %	97.3 %

School Year	Students	Days	Attendance rate	Punctuality rate
Y07	104	186	94.4 %	95.7 %
Y08	99	186	92.2 %	95.4 %
Y09	97	186	93.0 %	94.5 %
Y10	105	186	90.5 %	93.8 %
Y11	91	186	93.9 %	96.0 %
Y12	74	186	95.3 %	97.3 %



**Secondary Female Attendance Rates**



**Secondary Male Attendance Rates**

# ROSA AND RETENTION RATES

## YEAR 10 TO YEAR 12

In 2018, 12 students chose a vocational or work pathway in preference to completing their HSC.

Year 10 - 8 students were awarded a Stage 5 ROSA

Year 11 - 4 students were awarded a Preliminary ROSA

Charbel's College had an actual retention rate from the Stage 5 (Year10) 2016 to the Higher School Certificate 2018 of 85 %.

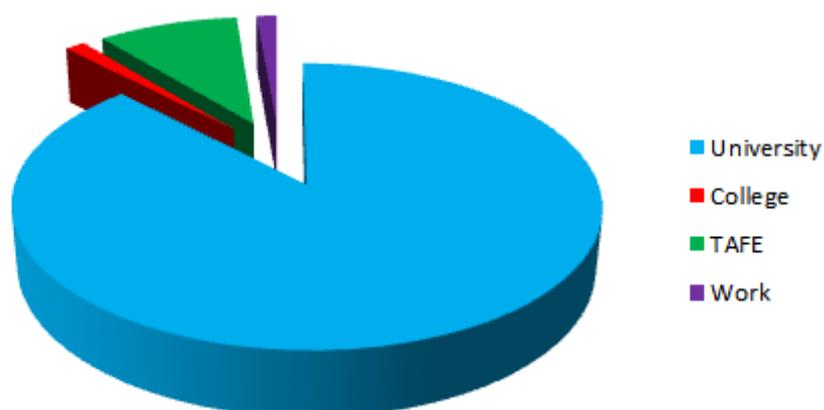
## POST SCHOOL DESTINATIONS

Vocational education and training (VET) along with TVET-TAFE while at school program gives students the opportunity to study units from TAFE courses as part of their HSC.

These programs allow students to gain practical, work-related skills to enhance their future employment opportunities whilst completing units that count towards their HSC. Upon completion, students receive a nationally-recognised TAFE NSW qualification while still at school and the course can also contribute to their Australian Tertiary Admission Rank (ATAR) if it is classified as an Industry Curriculum Framework (ICF) course.

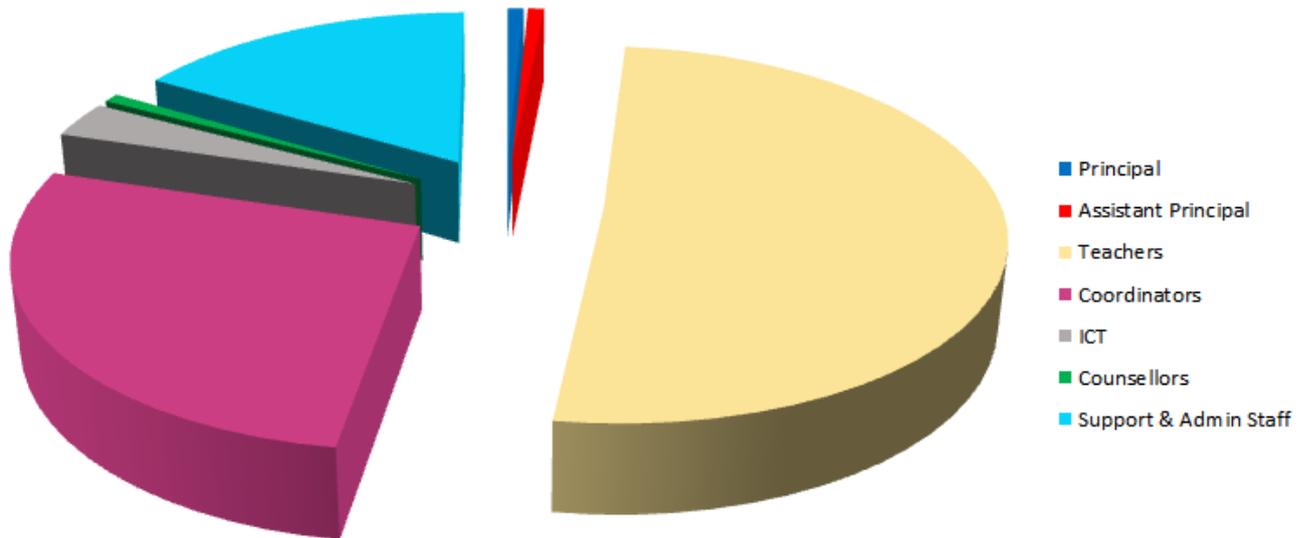
In 2018, a total of two (2) students from Year 12 completed the Business Services VET course and a total of two (2) students from Year 12 completed the TVET course in Construction and two (2) students completed the TVET course in Automotive. These programs allowed students to take part in TAFE studies while being enrolled at the college.

### 2018 Post School Destinations

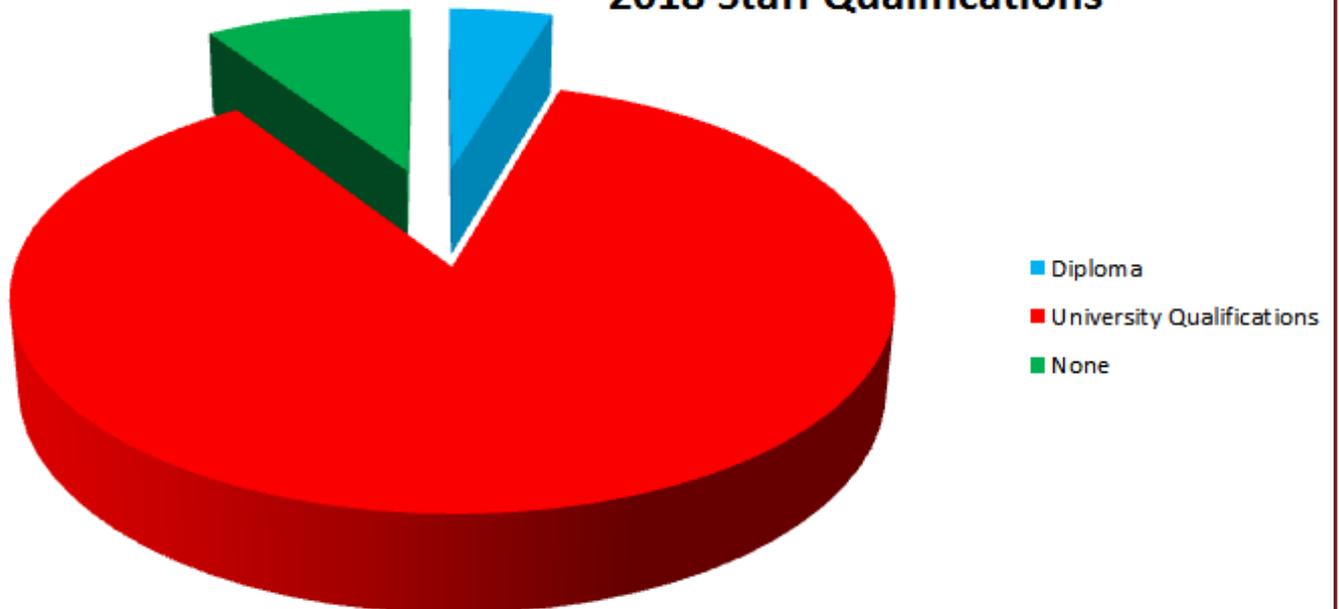


# STAFF PROFILE

## 2018 STAFF PROFILE



## 2018 Staff Qualifications



# STAFF PROFESSIONAL LEARNING AND ACCREDITATION

During 2018, staff at St Charbel's College undertook a range of professional learning activities linked to the College's Strategic Plan. This included onsite planning days and staff attending NESAs endorsed courses. A number of the school's regular casual teachers also participated in professional development throughout the year. The total school expenditure on teacher professional learning in 2017 was \$ \$77,992.20. We take advantage of the wealth of experience and expertise within the school to provide targeted professional learning for all staff.

Staff at St Charbel's College participated in extensive professional learning in 2018. Our School Development Days were highly informative and designed to improve student learning outcomes. Areas of focus for 2018 included:

- explicit teaching
- collaboration
- data analysis
- Maronite values
- LNAP
- The Craft of Writing
- Phonics
- Differentiation
- Assessment for, as and of learning
- Building Leadership Capacity
- Positive Classrooms
- Talk for writing
- Code of Conduct
- Curriculum development
- Child protection



# STAFF PROFESSIONAL LEARNING AND ACCREDITATION

Staff participated in significant professional learning throughout the year, linked to Australian Professional Standards for Teachers and designed to support our school's strategic directions as identified in our school plan, and individual SMART Goals.

In 2018, St Charbel's College had all pre 2004 teachers classified as Proficient Teacher level as they were required to engage with the Australian Professional Standards for Teachers. In 2018, the College continued the practice of Monday Coordinator sessions and Wednesday afternoon Professional Development for all teaching staff. The College continued its investment of time in Classroom Observations and implemented professional learning communities. These strategies provided another means of formalised collegial learning, which increases a teacher's 'toolbox' by giving greater exposure to a repertoire of strategies, as well as seeing effective interactions between staff and students beyond the walls of one's own classroom. The overall purpose is to encourage, develop and support a culture of learning and to provide a context for colleagues to collaborate in developing personal goals, and to review and reflect upon these goals as part of one's continuing professional journey.



# ENROLMENT POLICY

1. In usual circumstances students enrolling at the College must be 5 years of age or older on or before 30 June in the year which they are to commence enrolment.

2. Enrolments will be considered from all families who are prepared to support Maronite Catholic ideals and principles.

3. The factors considered in determining enrolments are:

- Children whose Maronite Catholic families are known and are involved members of the parish and have siblings attending the College
- Children whose Maronite Catholic families are known and are involved members of the parish
- Children whose Maronite Catholic families express an understanding of and commitment to the educational and religious life of the school (eg Maronite Catholics who attend Roman Catholic parishes)
- The contribution the student may make to the College, including the co-curricular activities
- The ability to meet the special needs or abilities of the student

4. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student

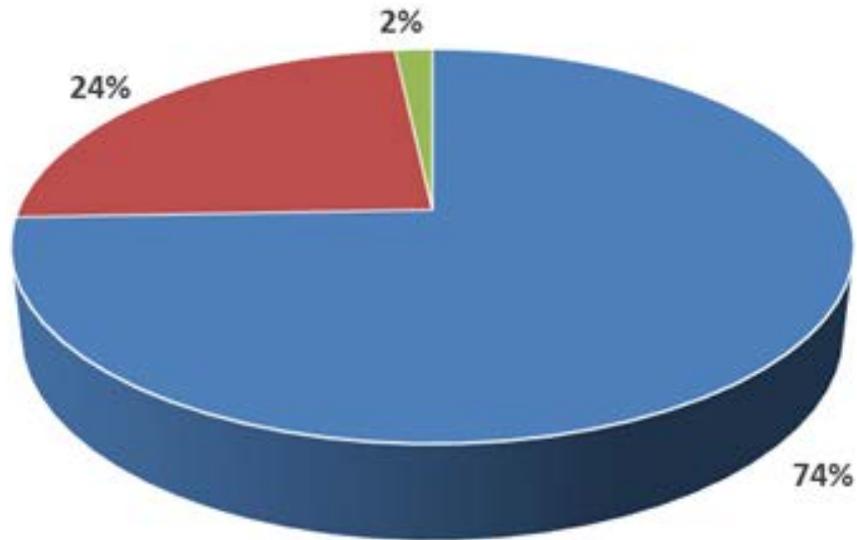
5. Where a child has a disability the parents/carers must disclose all relevant information related to their child's disability and additional needs. The College will consider what reasonable adjustments, if any, are needed to meet those needs before offering a place.

6. Continued enrolment at the College is also conditional on:

- a student abiding by the College's rules in effect from time to time, including without limitation the College Code of Conduct;
- a student demonstrating satisfactory standards of effort, attitude and behaviour in order to continue at the College and progress to the next year level. If the Principal considers that a student is deficient in any of those areas,
- the student may be required to be counselled, to repeat a year level, or to leave the College;
- a student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the school which are applicable from time to time,
- the College continuing to be able to meet the students' needs even with reasonable adjustments, without unreasonable hardship.

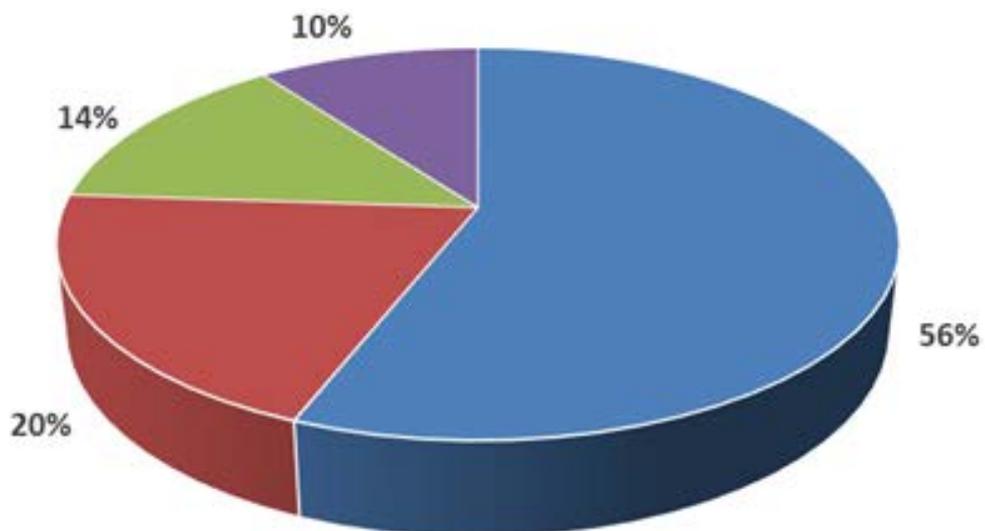
# FINANCIAL

## 2018 Expenditure



■ Salaries and related Expenses ■ Non-salary expenses ■ Capital Expenditure

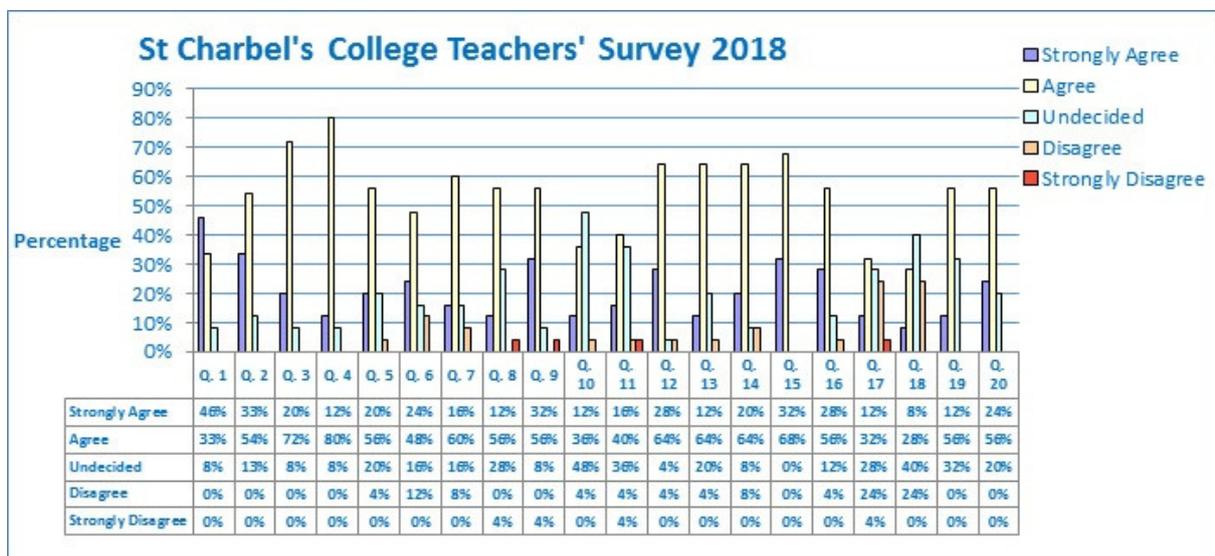
## 2018 Income



■ Commonwealth Grants ■ State Grants ■ Fees ■ Other

# SURVEY

1. The teaching of Religious Education (K-12) is typified by quality pedagogical practices that are regularly reviewed and strengthened
2. Students are encouraged to develop sound moral reasoning and social consciences
3. Teaching methods and programs used by teachers at St Charbel's College demonstrate effective 21st century educational practices
4. Staff employ a holistic approach to the development of the child -spiritually, emotionally, physically and academically
5. Detailed analysis of assessment data is carried out and feedback is provided to all staff
6. Evaluation and reflection of effective teaching practice is completed at an individual level
7. Directors and Coordinators engage in classroom observations and classroom demonstrations
8. Coordinators give priority to students during class times and activities over administrative duties
9. Effective pastoral programs are embedded across the curriculum
10. Parents perceive that learning is challenging, engaging and meeting the needs of their children
11. The school promotes parental engagement in the life of the school
12. Staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment
13. Collaborative teaching, observation and feedback is effectively used to assist Teachers in the development of best practice
14. Professional learning opportunities are developed in response to identified staff needs, and are informed by evidence in effective practice
15. Professional development opportunities and experiences provided by the College are clearly linked to professional standards
16. Professional learning events have resulted in increased collaboration within the College
17. Time is provided to all staff for planning and programming
18. Timely communication is provided to ensure that all staff have the opportunity to contribute to the leadership of the school
19. I feel supported in my role at the College
20. I play a significant role in the life of the College



# SURVEY

1. Families are increasingly engaged in the faith of the College and Church community
2. Student evaluations and assessments reflect experiences of authentic learning and critical thinking
3. Teachers provide my child with useful feedback about his or her school work.
4. I am made aware of areas for improvement at the earliest possible time
5. Student leadership is active in promoting the social, emotional and spiritual wellbeing of students
6. Pastoral Care is increasingly interactive for students to allow maximised engagement
7. Students, parents and staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment
8. I feel supported at the school
9. My teachers care about me
10. My parents support decisions made by the school
11. This school is well maintained.
12. I feel safe at school

